



MASSACHUSETTS
Department of Elementary
and Secondary Education

ACCESS for ELLs

**Computer- and Paper-Based English Language Proficiency Assessments for Grades 1–12,
Kindergarten ACCESS for ELLs, and
WIDA Alternate ACCESS**

Massachusetts ACCESS for ELLs Administration Manual

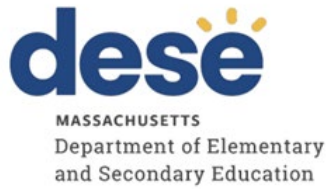
2024–2025

Massachusetts Department of Elementary and Secondary Education

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This document was prepared by the
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Purpose of This Manual

The *Massachusetts ACCESS for ELLs Administration Manual* is intended to support school administrators in preparing for and administering the ACCESS for ELLs tests, the state’s annual summative English language proficiency assessment. Information contained in this manual reflects Massachusetts specific policies and procedures, which may differ slightly from what can be found in WIDA manuals. It is intended to accompany the MA ACCESS Checklists found on the [Massachusetts state page of the WIDA website](#).

Massachusetts will administer the ACCESS for ELLs tests in January–February 2025 for the purpose of measuring the English language development skills of students who have been reported to the Department as English learners in grades K–12.

With increasing numbers of English learners entering our public schools, providing quality instruction and assessment becomes even more critical. As English learners strengthen their English language skills, they are likely to become more successful academically. Therefore, it is important to teach English skills as rapidly and efficiently as possible. The focus on academic language in the WIDA ELD standards and in the ACCESS for ELLs tests is intended to accelerate the understanding by EL students of how English is used in the core academic subject matter.

Massachusetts has been a member of the WIDA consortium since 2012 and has adopted the consortium’s WIDA English Language Development (ELD) standards. The WIDA consortium offers computer-based (online) ACCESS tests for grades 1–12, paper-based assessments for students in grades 1–12 with disabilities, a paper-based kindergarten assessment, the WIDA Alternate ACCESS for students with the most significant cognitive disabilities in grades K–12, and accommodated forms for students with disabilities based on the WIDA ELD standards.

Thank you for participating in this vital component of the statewide assessment system and for the work you do in your schools with English learners.

Contact Information and Resources

Test Administration Information and Assistance with Technology-related Problems

Data Recognition Corporation (DRC) Help Desk:

Hours: 8:00 a.m.–7:00 p.m. ET, Monday–Friday

Email: WIDA@datarecognitioncorp.com

Telephone: 855-787-9615

Fax: 763-268-3007

WIDA Standards and Test Administrator Training

WIDA Help Desk:

Hours: 9:00 a.m.–6:00 p.m. ET, Monday–Friday, April - November
8:00 a.m.–8:00 p.m. ET, Monday–Friday, December - March

Web: wida.wisc.edu

Email: help@wida.us

Telephone: 866-276-7735

Fax: 608-263-3733

Policy Information

MA Department of Elementary and Secondary Education Student Assessment Services Office

Web: www.doe.mass.edu/mcas/access

Email: access@mass.gov

Telephone: 781-338-3625

Questions regarding Student Information Management System (SIMS) data should be directed to the [district's SIMS contact](#). Select **SIMS Contact** from the Function menu and click **Get Results**.

Questions regarding **RETELL, WIDA standards training, WIDA professional development, and the identification, services, and reclassification of English learners (ELs)** should be directed to the Office of Language Acquisition at el@doe.mass.edu or 781-338-3584.



Testing Schedule and Administration Deadlines

	Test administrators complete online training and certification, where applicable.	September 2024 – February 2025
Before Testing	Confirm in school/district records which students need to take the ACCESS tests	EL students who were reported in October SIMS, or who were enrolled after October SIMS and on or prior to February 7, 2025, are required to be tested.
	Online test set-up	November 27, 2024 – February 28, 2025*
	Schools receive test materials	January 2, 2025
	Order additional materials, if necessary	January 2 – February 7, 2025
Test Administration	Administer ACCESS for ELLs tests	January 6 – February 14, 2025
After Testing	Schedule UPS pickup of testing materials	February 17, 2025**
	Deadline for UPS pickup	February 18, 2025**
Before Results are Reported	Pre-reporting data validation	March 24 – March 28, 2025
Results Reported	Results and data files available in AMS (electronic)	April 28, 2025
	Results reported to schools and districts (printed)	May 14, 2025
After Results are Reported	Post-reporting data validation by schools	May 14 – 22, 2025
	Revised results posted electronically in AMS	June 6, 2025

*Test set-up should be completed prior to administering the ACCESS tests to students. All students must complete testing prior to the close of the testing window (February 14, 2025).

**February break begins on February 17, 2025, for most schools. Please plan accordingly.

Tasks to Complete for the 2024–2025 ACCESS for ELLs Test Administration

1. Identify appropriate staff for the roles of district ACCESS for ELLs test coordinator, school ACCESS for ELLs test coordinator, and educational technology director.

Communicate any inaccurate or outdated school or district contact information with your [District Directory Administrator](#) to update your [ESE District Profiles](#). This task should be completed by October 1 and updated throughout the year as necessary.

The responsibilities of individuals in each ACCESS test role are described below.

ACCESS for ELLs test coordinators will be responsible for:

- the overall coordination of ACCESS test administration activities in the school or district
- assisting in setting up user accounts in the [WIDA Assessment Management System \(WIDA AMS\)](#)
- becoming familiar with the [online training course\(s\)](#) for computer-based and/or paper-based testing
- confirming and/or updating student information in WIDA AMS prior to computer-based testing
- ensuring that test administrators and technology coordinators have completed the necessary WIDA training courses and appropriate preparation for their roles

ACCESS technology coordinators (educational technology directors) will be responsible for:

- system and testing device set-up for students taking the computer-based test
- completing the [Site Technology Readiness Checklist for Deploying WIDA Online Assessments](#)
- reviewing the [DRC Insight Technology User Guide](#)
- resolving local systems issues in collaboration with Data Recognition Corporation (DRC), the ACCESS for ELLs test contractor

2. Oversee participation and ensure that EL students are reported accurately in SIMS.

Students in grades K–12 **must participate** in ACCESS for ELLs testing for their grade in the four domains of listening, reading, speaking and writing, if they:

- were reported as EL in October 2024 SIMS and have not exited prior to January 6, 2025
- enrolled in school and were identified as EL after the October 2024 SIMS submission and on or prior to February 7, 2025
- are a foreign exchange student coded as #11 under DOE013 “Reason for Enrollment” in SIMS and are identified as an EL

Students reported as EL in October 2024 SIMS who have **exited EL status** before the beginning of the testing window (before January 6, 2025) are not required to test. The EL designation for students who exited EL status prior to testing **must be removed** in the district’s March 2025 SIMS submission.

EL students are required to be tested if they enroll on or before February 7, 2025, and they can be tested until the end of the testing window, February 14. If an EL student enrolls during the testing window and will be taking the paper-based ACCESS tests, they must be designated for a test tier (A or B/C). See #4 below for guidance on determining tier placement. The final day to order additional paper-based testing materials is February 7, 2025. Students who enroll during the testing window and will take the online test must be placed in a test registration in WIDA AMS.

Students who enroll in a school after October 2024 SIMS and are identified as non-EL should be reported as non-EL in March 2025 SIMS. Such students are not required to take ACCESS in 2025.

Questions regarding SIMS submissions should be directed to the [district's SIMS contact](#). The district SIMS contact can also provide assistance if your district's SIMS report has already been submitted.

3. Manage exemptions from testing.

All ELs, including first-year ELs (defined as EL students entered in SIMS for the first time *after* March 2024), must participate in ACCESS for ELLs, with few exceptions. A very small number of ELs with certain disabilities who are unable to participate in the full suite of the four domain tests (Listening, Reading, Speaking, and Writing) due to the lack of an available accommodation may be excused from specific test domains described below. Test administrators will enter “SPD” for the exempted domains in the Do Not Score tab in WIDA AMS or will bubble “SPD” for the exempted domain on the test booklet if the student is using a paper booklet. Exemption criteria are found below.

**Students Not Required to Participate in Some or All Domains
of the ACCESS for ELLs Tests**

- EL students meeting criteria for the **MCAS ELA read-aloud “special access” or text-to-speech** accommodations listed in their IEPs or 504 plans are not required to take the ACCESS Reading test but must take the Listening, Speaking, and Writing tests. *(SPD Reading)*
- EL students whose primary disability is reported as **“Sensory: Hard of Hearing or Deaf”** are not required to take the Listening and Speaking tests if they are unable to listen and/or respond verbally to test items. However, they must take the Reading and Writing tests. See page 23 of the [WIDA Accessibility and Accommodations Manual](#) for more information. *(SPD Listening and/or Speaking)*
- EL students whose primary disability is reported as **“Sensory: Vision Impairment or Blind”** may take the braille version of the Listening, Reading, and Writing tests but are not required to take the Speaking test, due to the complex graphics on that domain test. *(SPD Speaking)* Students who are blind and do not read braille may take the ACCESS online or paper Writing test with in-person human reader and scribe accommodations, but they are not required to take the Speaking, Listening, or Reading domains. *(SPD Speaking, Listening, Reading)* Students with low vision may take the online test using a magnification tool. A large-print version of the test is also available in all four domains.
- EL students who are **nonverbal or selective mute**, as indicated in their IEP, and who do not use alternate and augmentative communication (AAC) devices are not required to take the Speaking test but must take the Listening, Reading, and Writing tests. *(SPD Speaking)* Students who use AAC devices will take the Speaking test. Due to complexities of using a headset with microphone along with the AAC device, the IEP team may consider administering the paper-based test rather than the computer-based test.

An overall score will be provided for students having up to two domains with SPD codes as described above; these scores can be used to determine the student’s progress toward proficiency and eligibility for exit. Literacy scores are not necessary for making progress and exit determinations for students with SPD codes in Reading or Writing. For more information, see the [Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests for English Learners with Disabilities](#).

Do Not Score This Section for This Student (online or paper-based test)

If a student was **not tested** in one or more sections, select the appropriate Do No Score code. See the Knowledge Article “What are the Do Not Score Codes? How do I mark Do Not Score Codes?” in WIDA AMS My Applications > DRC Customer Service > WIDA AMS Knowledge Articles. **In**

Massachusetts, only ABS or SPD should be selected.

- **Absent (ABS):** Student was absent for one or more domains of the test (including due to illness or medical condition) and did not participate in testing prior to the end of the testing window. Mark ABS for each domain not taken.
- **Deferred Special Education/504 (SPD):** Student did not take one or more domains of the test because of a disability for which no accommodation was available that would allow the student to participate. Mark SPD for each domain not taken.

- **Invalidate (INV):** Schools should not mark tests with the INV code. If an INV code is needed, fill out an [ACCESS for ELLs Irregularity Reporting](#) form to request an INV code from the Department.

4. Select tiers for EL students with disabilities or first-year ELs taking the paper-based test.

ACCESS for ELLs paper-based test forms in grades 1–12 are divided into **two tiers in each grade-level cluster**: Tier A and Tier B/ C, each assessing students at different levels of English language proficiency in that grade cluster. Tier B/C will be ordered for students who took the paper-based assessment in 2024 and have an IEP indicating that a paper-based assessment should be administered in 2025. Schools can order a different testing tier during the additional test material ordering window (January 2–February 7, 2025). See below for guidelines on tier selection.

Criteria for Paper-Based Test Tier Selection

Select the appropriate tier based on the student’s overall (composite) proficiency level on the 2024 ACCESS for ELLs test. Suggested criteria for tier selection are as follows:

Tier A is appropriate for beginning ELs who

- enrolled in schools in the U.S. during the current academic school year and did not have previous instruction in English, or
- have an English proficiency level of approximately Level 1–Level 3.4 or currently receive literacy instruction in their native language only.

Tier B/C is appropriate for EL students who

- have social language proficiency and some, but not extensive, academic language proficiency in English;
- have acquired some literacy in English but have not yet reached grade-level literacy;
- are approaching grade-level proficiency in literacy and academic language in the core content areas; or
- are at an English proficiency level of approximately Level 3.5 or higher.

The following criteria may also be considered in determining a student’s test tier:

- scores from the WIDA Screener
- scores on other English language assessments used by the district
- written observations by staff working closely with the student

Note: Tier selection is not required for students taking the computer-based tests. Those students will be assigned to the appropriate testing tier based on the results of the Listening and Reading tests, which must be taken first. There are no testing tiers for Kindergarten or WIDA Alternate ACCESS.

5. Oversee paper-based booklet completion (including Kindergarten, WIDA Alternate ACCESS, and writing booklets) of student demographic information.

Complete the Date of Testing box on the **front cover** of the student booklet with the date that the student completed testing.

Complete the **back cover** of each student’s test booklet according to the instructions in the table below; **leave all other boxes on the back cover blank.**

Box Number and Description	Students with a Pre-ID Label	Students without a Pre-ID Label
4. District Name and School Name	Leave blank	Print the district name and school name
8. Birth Date	Leave blank	Fill in the bubbles
10. Grade Level	Leave blank	Fill in the bubbles
17. State Student ID Number	Leave blank	Print the 10-digit SASID and fill in bubbles
22. School Use Only – Accommodations	Fill in the appropriate bubbles in the box or enter in WIDA AMS to indicate the accommodations used	
23. Do Not Score This Section for This Student	Fill in the appropriate bubbles (ABS or SPD) in the box for each test section in which the student was not tested	

6. Identify and plan to provide universal tools to all EL students, and accommodations to students with disabilities, according to their IEPs and 504 plans.

ACCESS for ELLs allows the following categories of supports for students taking ACCESS tests:

- universal tools: accessibility features available to all students
- test administration considerations: available to all students, at the discretion of the principal or their designee
- accommodations: available **only** to EL students with disabilities whose IEP or 504 plan lists the accommodation

Universal tools, test administration considerations, and accommodations are described in detail in the [WIDA Accessibility and Accommodations Manual](#) in the Resources section of the WIDA Secure Portal.

In Massachusetts, use of scratch paper for any of the domains is considered a universal tool. Scratch paper must be closely monitored to ensure that students are doing their own work and are not sharing their work with others. Students may not write out entire responses to then be copied into their writing response space in their test booklet or online test or for reading as a speaking test response. Scratch paper is to be used for jotting down ideas or bullet points only. Scratch paper must be collected after the student has completed testing and securely destroyed. **Student responses that have been copied, shared with other students, or plagiarized will be scored as “0.”**

Test accommodations for Massachusetts students with disabilities are listed in the tables on the following pages. **Information on the accommodations used by each EL student with a disability must be entered in WIDA AMS (for online testing) or on the back cover of the test booklet (for paper-based testing).**

Accommodations are listed in four categories: **Test Presentation, Test Responses, Test Setting (Environment), and Test Timing/Scheduling.** Each table on the following pages lists:

- accommodations that are specific to **online** ACCESS testing

- accommodations that are specific to **paper-based** ACCESS testing
- the ACCESS test domains where the accommodations are allowed

ACCESS Accommodations for Students with Disabilities: Test Content Presentation

Online (Accommodation code)	Paper-Based (Accommodation code)	Test Domains			
		Listening	Reading	Speaking	Writing
Manual control of item audio (MC)* Student manually starts the pre-recorded audio embedded in certain test item prompts.	Manual control of item audio (MC)* Test administrator asks if student is ready to listen, then plays the audio of a pre-recorded human voice on a CD for certain test item prompts.	Yes	No	Yes	Yes – online test only; N/A for paper test
Repeat item audio (RA)* Student manually plays and repeats pre-recorded audio embedded in certain test item prompts.	Repeat item audio (RA)* Test administrator asks if student is ready to listen, then repeats a pre-recorded human voice on a CD for certain test item prompts.	Yes – repeat item only once	No	Yes	Yes
In-person human reader (IR)		Yes	No	Yes	Yes
Repeat In-person human reader (RP)		Yes – repeat item only once	No	Yes – repeat item only once	Yes – repeat item only once
Large print version of test (LP) N/A	Large print version of test (LP) (must be transcribed into test booklet by test administrator)	Yes			
Braille version of test (BR) N/A	Braille version of test (BR) (See below for further information.)	Yes	Yes	N/A	Yes
Interpreter signs test directions in ASL or another sign system (SD)		Yes			

ACCESS Accommodations for Students with Disabilities: Test Item Responses

Online (Accommodation code)	Paper-Based (Accommodation code)	Test Domains			
		Listening	Reading	Speaking	Writing
Scribed response (SR)		Yes	Yes	N/A	Yes
Word processor or similar keyboarding device to respond to test items (WD) (must be transcribed by test administrator)		Yes	Yes	N/A	Yes
Student responds using a recording device, which is played back and transcribed by student (RD)		N/A	N/A	N/A	Yes

ACCESS Accommodations for Students with Disabilities: Test Setting (Environment)

Online (Accommodation code)	Paper-Based (Accommodation code)	Test Domains			
		Listening	Reading	Speaking	Writing
Test may be administered by school personnel in a non-school setting, with DESE approval (NS)		Yes			

ACCESS Accommodations for Students with Disabilities: Test Timing and Scheduling Accommodations

Online (Accommodation code)	Paper-Based (Accommodation code)	Test Domains			
		Listening	Reading	Speaking	Writing
Extended Speaking test response time (ES)* Student may have until the end of school day to complete the online Speaking test		N/A	N/A	Yes	N/A

*The accommodations for manual control of item audio (MC), repeat item audio (RA), and extended Speaking test response time (ES) must be selected for online test administration prior to testing. Students will not receive accommodated test forms if accommodations are not selected prior to printing test tickets. Instructions for adding accommodations for students can be found in the Knowledge Article “What are the accommodations for ACCESS and Screener testing? How do I add accommodations for a student?” in WIDA AMS My Applications > DRC Customer Service > WIDA AMS Knowledge Articles.

Braille Tests

Students proficient in braille can take one of several braille edition tests as described below:

- for grades 1–5, Unified English braille (UEB) in both contracted and uncontracted formats
- for grades 6–12, both UEB Math/Science and UEB with Nemeth in both contracted and uncontracted formats
- Braille tests are not available for students in kindergarten or for students taking the WIDA Alternate ACCESS.
- Uncontracted UEB tests will be ordered by the Department for students who took the braille test in the previous year. Contracted braille may be ordered during the additional materials ordering window (January 2–February 7, 2025).

See pages 11–12 and Appendix B of the [WIDA Accessibility and Accommodations Manual](#) for important instructions on administering and transcribing the braille assessment. A Pre-ID or District/School label must be affixed to the student response booklet. Booklets returned without labels will not be processed.

The following may **not** be provided to any student on ACCESS tests:

- reading aloud the Reading test to a student
- electronic text reader (e.g., text-to-speech; Kurzweil 3000) for the Reading test
- bilingual word-to-word dictionaries
- signing the test (items, passages, or response options) to a student who is deaf
- providing oral or written translations of items into a language other than English
- extended testing time (EM)

Students must complete test domains on the same day they were started. If there is an extenuating circumstance, pause the test and submit an [ACCESS for ELLs Irregularity Reporting](#) form. See below for further information regarding testing irregularities.

Unique Accommodations Requests

If an English learner with a disability requires an accommodation that is not listed above, the school may request approval from the Department for the use of a unique accommodation by submitting the request to access@mass.gov at least two weeks prior to testing. If approved by the Department, the accommodation must be listed in the IEP or 504 plan of a student with a disability.

7. Carry out procedures for students who transfer to and from a Massachusetts school during testing.

[Instructions for Student Transfers During Testing](#) can be found on the [DESE ACCESS web page](#). Information regarding the WIDA Student Transfer Form in WIDA AMS can be found beginning on page 66 of the [WIDA AMS User Guide](#).

8. Report testing irregularities.

Any irregularities that occur during the ACCESS for ELLs test administration must be reported using the Department’s [ACCESS for ELLs Testing Irregularity Reporting Form](#).

If an irregularity occurs while the student is testing, the test administrator should pause the test, submit the irregularity reporting form, and await further instruction from DESE. **Do not continue testing any student involved in the irregularity in any domain until DESE has responded.**

Examples of testing irregularities include the following:

- student used an electronic device during test administration other than the one to take the test*
- student accessed the internet or used other unauthorized applications or devices
- student did not work independently or shared their work or test information with another student
- interruption during the test session that does not permit the student to resume testing on the same day

- student took the test with the wrong test ticket (student took a test under another student’s name or SASID). **Do not administer other test domains for either student prior to approval from DESE.**
- student took a test with incorrect accommodations or without the accommodations listed in their IEP or 504 plan
- student took the wrong test mode (i.e., paper versus computer)

***NOTE: Student use of cell phones, smart watches, tablets, ear buds, Bluetooth enabled devices, computers, or other electronic devices (other than for testing) is prohibited during the administration of the ACCESS for ELLs tests.** Staff should actively monitor students during testing. Active test monitoring consists of ensuring students are engaged with the test, doing their own work, and not using electronic devices such as those listed here. Ensure students’ personal devices and other materials are out of reach and out of sight of students during testing.

Student use of cell phones for monitoring medical conditions is approved during testing provided the student is tested in small group setting or individually. The test administrator must closely monitor the student and ensure that the phone is not used for any other purpose.

The use of unapproved devices during testing may result in test invalidation. The submission of copied or plagiarized responses will result in the item(s) being scored as “0.”

9. Address technology concerns and technical issues.

For assistance with technology concerns or technical issues, contact DRC at 1-855-787-9615 (TTY: 763-268-2889) or WIDA@datarecognitioncorp.com. Resources are also available in WIDA AMS and the WIDA Secure Portal:

- [Technology Troubleshooting and Issue Report Form](#) – find this document in [WIDA AMS](#) under General Information > Documents. This document provides examples of some common technology issues and some easy troubleshooting tips.
- [During Testing: Technology Troubleshooting](#) – find this webinar in the [WIDA Secure Portal](#). This webinar provides an overview of the various error messages and common troubleshooting solutions.
- [Pre-Testing: Technology Installations Part 1](#) – find this webinar in the [WIDA Secure Portal](#). This webinar provides instruction on how to configure a Central Office Services Configuration and installation of Central Office Service Devices if needed.
- [Pre-Testing: Technology Installations Part 2](#) – find this webinar in the [WIDA Secure Portal](#). This webinar provides instruction on how to install DRC INSIGHT and registration on varying student devices (Windows, Macs, Chromebooks, iPads).

Available Resources

Resources to support test administrators and educators who work with EL students are listed below (login may be required):

- [Department’s ACCESS for ELLs Web Page](#)
- [Massachusetts state page of the WIDA website](#)
- [District and School Test Coordinator Manual](#)
- [ACCESS for ELLs Test Administrator Manual](#)
- [WIDA Accessibility and Accommodations Manual](#)

- [Guidance on English Learner Education Services and Programming](#)
- [WIDA ELD Standards Framework](#)
- [ACCESS for ELLs Interpretive Guide for Score Reports](#)
- [Alternate ACCESS for ELLs Interpretive Guide for Score Reports](#)
- [Guide to Understanding the Title III Reporting Elements for English Learners in Massachusetts for 2017 and Beyond](#)
- [Guide to Assigning Scores for Missing Domains on ACCESS for ELLs Tests \(for English Learners with Disabilities\)](#)
- [Participation Guidelines for WIDA Alternate ACCESS 2024-2025](#)
- [WIDA AMS User Guide](#)

Appendix A: 2024 WIDA Alternate ACCESS Results

Massachusetts’s districts and schools and the Department of Elementary and Secondary Education received updated 2023–24 WIDA Alternate ACCESS score reports on September 17, 2024. Below is guidance on interpreting the 2024 WIDA Alternate ACCESS results.

- **2024 WIDA Alternate ACCESS scale scores and proficiency levels are new and cannot be compared to previous Alternate ACCESS for ELLs scores (2013–2023).**
 - Scale scores now range from 900–980. Scale scores on the Alternate ACCESS for ELLs ranged from 910–960. The WIDA Alternate ACCESS scale is completely new, so although the two scales may appear similar, values on the old Alternate ACCESS for ELLs (2013–2023) do not equate to values on the new WIDA Alternate ACCESS.
 - Proficiency levels on the WIDA Alternate ACCESS range from PL1– PL5 and are unique; they are not comparable to ACCESS for ELLs online or paper proficiency levels. See the resource section below for information on WIDA Alternate ACCESS Proficiency Level Descriptors.
- **Reclassification will be based on the old Alternate ACCESS for ELLs P2 proficiency level for the 2023–2024 and 2024–2025 school years.**
 - Reclassification proficiency levels for the WIDA Alternate ACCESS are forthcoming, so for 2024 and 2025 WIDA Alternate ACCESS tests, minimum scale scores will be used for determining exit eligibility.
 - WIDA has provided states with lookup tables to equate scale scores on the new assessment to the previous Alternate ACCESS for ELLs (2013–2023) so that students can be reclassified based on the old overall P2 proficiency level cut (a scale score of 944 on the 2013–2023 Alternate ACCESS for ELLs).
 - The **scale score cuts on the new WIDA Alternate ACCESS for reclassification** are as follows:

Grade Cluster	P2 Equivalent Scale Score Cut
K–2	959
3–5	958
6–8	964
9–12	967

- If a student reaches the P2 equivalent scale score cut, they should be considered for exit and reclassification as a former English learner (FEL) in October SIMS 2024. The [English Language Observation Form](#) is also a required part of exit criteria for students taking the WIDA Alternate ACCESS. Further information on exiting students who have taken the WIDA Alternate ACCESS can be found on the [Department’s English Learner Education web page](#).
- The same imputation methods used on ACCESS for ELLs will be used to assign overall scores for students taking WIDA Alternate ACCESS who are

eligible for the exemption of testing domains (see table on page 6). Students with at least two completed domains can have their overall score assigned for use in determining exit eligibility.

- **Progress in English Proficiency (Reporting Element #1) for the 2023–2024 and 2024–2025 school years will remain the same.**
 - If a student increases at least one proficiency level in one or more subdomains of the test, the student is considered to be making progress.
 - The equivalent to the old Alternate ACCESS for ELLs proficiency levels will be used to compare proficiency levels for these school years.
 - Dropbox files will contain additional variables to help visualize progress on the Alternate ACCESS for ELLs (2013–2023) scale.
- **Questions?** Email access@mass.gov with questions about reclassification.

Resources for the 2023–24 Alternate ACCESS Score Report

Find the following resources on WIDA’s [Alternate ACCESS Scores and Reports](#) webpage.

- Look for answers to all score questions in the [WIDA Alternate ACCESS Interpretive Guide for Score Reports](#). This document is the single best place to find out what students’ Alternate ACCESS scores mean and what to do with that information.
- Rely on the [Alternate Proficiency Level Descriptors](#) for explanations of how students use their English language at each proficiency level. Scroll to the end of the document for a section that defines terms and gives examples of student responses.
- Become familiar with the two brand-new Individual Student Reports (ISRs): One is for educators; one is for families. Find samples of the ISRs in the **Types of Score Reports**. The [ISR for families](#) contains the critical information families need to know and the [ISR for educators](#) gives detailed information to help you support your students. A copy of each ISR (in English), gets mailed to your school/district’s shipping location. Find translated copies of the ISR for families in [WIDA AMS](#).
- Watch the recording of the [Understanding 2023-24 WIDA Alternate ACCESS Score Reports webinar](#). Expect to learn how to make sense of new score levels and the redesigned Alternate ACCESS ISRs.
- Share the revised [WIDA Alternate ACCESS: Understanding Your Child’s Scores flyer](#), along with the appropriate ISR, with families. The flyer is available in 16 languages and helps families understand what scores mean and how they are used. **For this year only:** The flyer has a second page that explains what is different about this year’s score report.