



Massachusetts WIDA ACCESS Test Administration Manual 2026–2027

WIDA ACCESS Online and WIDA ACCESS Paper for Grades 1–12, WIDA ACCESS for Kindergarten, and WIDA Alternate ACCESS

October 2026

This document was prepared by the Massachusetts Department of Elementary and Secondary Education Pedro Martinez, Commissioner

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Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway, Everett, MA 02149
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Table 1: Contact Information and Resources

Point of Contact	Email	Telephone	Contact for Questions about
Data Recognition Corporation (DRC)	WIDA@datarecognitioncorp.com	1-855-787-961	- WIDA Assessment Management System (AMS) - Test materials - Test platform (DRC Insight) - Technology requirements
WIDA Customer Service	help@wida.wisc.edu	1-866-276-7735	- Assessment training - Assessment resources - Manuals and test administrator scripts - WIDA professional learning
DESE Student Assessment Services	ACCESS@mass.gov	781-338-3625	- State assessment policy - State-specific training - Test administration - Accessibility
DESE Office of Instruction and Multilingual Education	EL@doe.mass.edu	781-338-3584	- English learner identification - English learner services - ESOL instruction & WIDA ELD Standards EL Data Dashboard

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**.

I. Introduction

The *Massachusetts WIDA ACCESS Test Administration Manual* is intended to support educators in preparing for and administering the [WIDA ACCESS](#), the state's annual summative English language proficiency (ELP) assessments. It is intended to accompany the MA ACCESS Checklist found on the [Massachusetts state page of the WIDA website](#). Information contained in this manual reflects Massachusetts-specific policies and procedures, which may differ from what can be found in general WIDA manuals.

Massachusetts is a member of the [WIDA Consortium](#) and utilizes the [WIDA English Language Development Standards \(ELD\) Framework](#) in tandem with [state academic content standards](#) to ensure high expectations for all students, including English learners (ELs). WIDA ACCESS results provide summative data around what students know and can do in relation to their current level of English proficiency, including content academic language. Providing high-quality and data informed instruction, services, and assessment is critical to the success of ELs in schools. The 2020 Edition of the WIDA ELD Standards Framework is designed to accelerate the understanding by ELs of how English is used in the core academic subject matter.

Massachusetts administers the following WIDA summative English language proficiency assessments on an annual basis:

- WIDA ACCESS Online (grades 1–12)
- WIDA ACCESS Paper (grades 1–12, available only as an accommodation for students with disabilities)
- WIDA ACCESS for Kindergarten (paper-based form for use in kindergarten)
- WIDA ACCESS Braille (available only as accommodation)
- WIDA Alternate ACCESS (paper-based form **only** for ELs in grades K–12 with the most significant cognitive disabilities who have been found eligible for alternate assessment participation by the IEP team. Guidance and resources about alternate assessment eligibility can be found on the [Eligibility/ESSA](#) DESE website.)

For the 2026–2027 school year, the WIDA ACCESS administration window will take place **January 6–February 12**. Makeup testing is scheduled February 15–26.

II. Using This Document

This document lists the tasks that test coordinators must complete before, during, and after WIDA ACCESS administration. It is meant to supplement the manuals and resources available in the [WIDA Secure Portal](#) and those shipped with test materials directly to MA schools.

Below is a list of acronyms used in this document:

AA-AAAS: Alternate assessments based on alternate academic achievement standards

CBT: Computer-based test

DESE: Department of Elementary and Secondary Education

EL/s: English learner/s

ELD: English language development

ELP: English language proficiency

ELPA: English language proficiency assessment

MA: Massachusetts

MCAS: Massachusetts Comprehensive Assessment System

OLA: (DESE) Office of Language Acquisition

PBT: Paper-based test

SAS: (DESE) Student Assessment Services

SIMS: Student Information Management System

TA: Test Administrator

TC: Test Coordinator

WIDA ELD Standards: WIDA English language development standards
WIDA AMS: WIDA Assessment Management System

III.2026–2027 WIDA ACCESS Timeline

Preparing, administering, and compiling results necessitate a yearlong timeline of related actions performed by district and school WIDA ACCESS test coordinators (TCs). Below is a table of important dates for the 2026–2027 school year.

Table 2: 2026-27 WIDA ACCESS Timeline

Dates	Timeline Actions
September 1, 2026–January 8, 2027	Required WIDA ACCESS test administration training courses (re-certification required <u>every two years</u> for Test Administrators (TAs) of WIDA ACCESS, WIDA ACCESS for Kindergarten, and WIDA Alternate ACCESS) TAs complete online training , including knowledge checks and certification quizzes for all applicable courses
EL students reported in October SIMS	Test Coordinators (TCs) confirm in Student Information Management Systems (SIMS) which students need to take the WIDA ACCESS tests
December 4, 2026	Online test set-up available
January 4–6, 2027	Schools receive test materials
January 5–February 19, 2027	Test coordinators order additional materials, if necessary
January 6–February 12, 2027 Makeup window: February 15–26, 2027	WIDA ACCESS administration window
As soon as testing is completed and no later than February 26, 2027	Schedule UPS pickup of testing materials
March 2, 2027	Deadline for UPS pickup
Late March 2027	Pre-Reporting Data Validation Webinar
March 29–April 2, 2027	Pre-reporting data validation by schools/districts
April 30, 2027	Preliminary results available in WIDA Assessment Management System (AMS)
May 13–14, 2027	Printed district, school and student reports shipped to MA schools
May 1–May 18, 2027	Post-reporting data validation by DESE After reviewing preliminary results data, TCs may submit Test Discrepancy Request Forms to report the following issues: • Split record (two test reports for the same student) • Demographic information is inaccurate and was not corrected by the district during pre-reporting data validation • Missing domain or overall score/s • Do Not Score code needs to be added/removed
June 10, 2027	Updated results data available via WIDA AMS
June 19, 2027	Deadline to submit the following general data requests to DESE: • Score appeals

	• Test booklet search • Data corrections • Transcription
July 2027	Round 1 reporting available in DESE Security Portal Dropbox and Edwin
August 6, 2027	Updated results following general data requests available via WIDA AMS
August 2027	Round 2 reporting available in DESE Security Portal Dropbox and Edwin

I. Responsibilities of WIDA ACCESS Test Coordinators

WIDA ACCESS TCs at the district and school levels must complete the following tasks before and during the administration window.

A. Confirm District and School Personnel in District Profiles

TCs must ensure that the correct personnel are listed in the [DESE District Profiles](#). Contact information for the ACCESS Test Coordinator that needs to be updated should be reported to the [District Directory Administrator](#) in the fall to ensure updates are complete by October 1, 2026, and throughout the year as necessary.

Qualifications for test administrators can be found in the [Identification and Placement Guidance](#) document found on the [Massachusetts state page of the WIDA website](#).

B. Set up user accounts in [WIDA AMS](#).

Please review the list of local users with WIDA AMS accounts to confirm that only users **currently employed by the district** have access to the AMS.

To deactivate former users, please see the [WIDA AMS User Guide](#), found within the General Information > Documents section of WIDA AMS.

C. Comply with WIDA ACCESS Testing Participation Requirements

All ELs, including ELs with disabilities, are required to participate in the statewide testing scheduled for their grades regardless of the program and services they are receiving. ELs in grades K–12 must participate in WIDA ACCESS testing at the grade level of enrollment if they

- are reported as EL in October 2026 SIMS and do not exit prior to January 6, 2027
- enroll in school and are identified as EL after the October 2026 SIMS submission and on or prior to February 19, 2027
- are foreign exchange students coded as #11 under DOE013 “Reason for Enrollment” in SIMS and are identified as an EL
- ELs who enroll on or before February 19, 2027, are required to be tested by the end of makeup window on February 26.
- ELs who enroll during the testing window and need to take the paper-based WIDA ACCESS tests must be designated for a test tier (A or B/C). See below for guidance on determining tier placement. Note that the final day to order

additional paper-based testing materials is February 19, 2027. Students who enroll during the testing window and will take WIDA ACCESS Online must be added to WIDA AMS and placed in test sessions for all four domains.

The following ELs are not required to participate in WIDA ACCESS testing:

- Students who are reported as ELs in October 2026 SIMS and who exit EL status before the beginning of the testing window (before January 6, 2027). The EL designation for students who exit EL status prior to testing must be removed in the district's March 2027 SIMS submission.
- Students who enroll after October 2026 SIMS and are identified as non-EL should be reported as non-EL in March 2027 SIMS. Such students are not required to take WIDA ACCESS in 2027.

Do Not Score Code: Special Education/504 Plan–Deferred (SPD)

It is expected that the vast majority of EL students attempt all domains of the WIDA ACCESS test, especially ELs with limited language skills. Results from WIDA ACCESS domains are essential to monitoring language proficiency growth. A very small number of ELs may be unable to participate in the four testing domains due to a disability for which an allowable accommodation is unavailable for one or more of the required domains (Listening, Reading, Speaking, and Writing).

In these **rare** occurrences, the student's Individual Educational Plan (IEP) team may determine that a student cannot participate in testing in one or more domains. In such cases, the TC should enter a Do Not Score code of Special Education/504 Plan–Deferred in WIDA AMS (WIDA ACCESS Online) or on the back of the student response booklet (WIDA ACCESS Paper).

The SPD code can be considered in the following circumstances:

- Only ELs in grades 3–12 who are unable to functionally read and meet criteria for and have the MCAS ELA special access human read-aloud (SAA1.2) or text-to-speech (SAA1.1) accommodations listed in their IEPs or 504 plans may be exempt from the ACCESS Reading domain because an equivalent accommodation is not permitted on the Reading domain. These students must take the Listening, Speaking, and Writing domains. Please note that ELs in grades K–2 with an identified specific reading disability must take the Reading domain and are not eligible for the SPD code on the Reading domain.
- ELs whose primary disability is reported as Sensory: Hard of Hearing or Deaf may be exempt from the Listening and Speaking domains if they are unable to access the auditory content and/or respond verbally to test items. However, these students must take the Reading and Writing domains. See the [WIDA Accessibility and Accommodations Manual](#) for more information. (*SPD Listening and/or Speaking*)
- ELs whose primary disability is reported as Sensory: Vision Impairment or Blind and who do not read braille may take the ACCESS Online or Paper Writing domain with in-person human reader and scribe accommodations. Such students are not required to take the Speaking, Listening, or Reading domains if accommodations are not suitable (*SPD Speaking, Listening, Reading*). Students who read braille will

take all four domains. See page 18 of the [WIDA Accessibility and Accommodations Manual](#) for more information on the braille accommodation and considerations for students who are blind or visually impaired. Please note, a reweighted overall score can only be calculated if the student has participated in at least two domains.

- ELs with disabilities preventing spoken are nonverbal or selective mute as indicated in their IEPs and who do not use alternate and augmentative communication (AAC) devices are not required to take the Speaking domain but must take the Listening, Reading, and Writing domains (*SPD Speaking*). Students who use AAC devices will take the Speaking domain. Due to complexities of using a headset with microphone along with the AAC device, IEP teams may consider administering the paper-based test rather than the computer-based test.

A reweighted overall score will be provided for students with an SPD code as described above provided the student participates in at least two domains; this reweighted score can be used to determine the student's progress toward proficiency and eligibility for exit from EL services. Literacy scores are not necessary for making progress or exit determinations for students with SPD codes in Reading or Writing.

Additional Do Not Score Codes

If a student was not tested in one or more domains, select the appropriate Do Not Score code. See the Knowledge Article "What are the Do Not Score Codes? How do I mark Do Not Score Codes?" in [WIDAAMS](#). Knowledge Articles can be found in the My Applications menu at the top, by selecting the DRC Customer Service option.

In Massachusetts, only SPD or Absent (ABS) should be selected by local TCs.

- 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. If the absence for a student with a medical condition that prevents them from testing affects participation rate, please fill out a [Test Discrepancy](#) form, select "scoring appeal," and provide a reason for your request in the description box. Students refusing to test should also be marked ABS.

Massachusetts does not recognize the Declined (DEC) Do Not Score Code, so local TCs should not apply it. Local TCs should also not apply the Invalidate (INV) code. If this code is needed, such as in the event of testing fraud, TCs should complete an [ACCESS Irregularity Reporting](#) form to request an INV code from DESE.

D. Manage Paper-Based Materials

For students designated to take paper-based forms by early November 2026, DRC will provide a white student pre-ID label in the initial materials shipment (see Table 2). These labels should be affixed to the front of the student's response booklet. If a student's paper materials were ordered as part of an additional shipment, no white student pre-ID label will be provided. A yellow District/School label should be affixed to the front of the booklet instead. Booklets returned with no labels will not be processed or scored. For more information on student labels, please see the WIDA Knowledge

Article ["What are the student labels used for WIDA ACCESS Student Response Booklets?"](#) in WIDA AMS (login required).

Complete the Date of Testing box on the front cover of the student booklet with the date that the student completed testing. In the absence of a pre-ID label, fill in the student's first and last name.

Complete the back cover of each student's test booklet according to the instructions in Table 3 on the next page; leave all other boxes on the back cover blank.

Table 3 Labeling Student Booklets

Box Number and Description	Students with a white student pre-ID label	Students with a yellow district/school label
4. District Name and School Name	Leave blank	Print the district name and school name using a number 2 pencil
8. Birth Date	Leave blank	Fill in the bubbles completely using a number 2 pencil
10. Grade Level	Leave blank	Fill in the bubbles completely using a number 2 pencil
17. State Student ID Number	Leave blank	Print the 10-digit SASID and fill in bubbles completely using a number 2 pencil
22. School Use Only – Accommodations	Fill in the bubbles for the accommodations using a number 2 pencil or enter in WIDA AMS	Fill in the bubbles for the accommodations used or enter in WIDA AMS using a number 2 pencil
23. Do Not Score This Section for This Student	Fill in the appropriate bubble (ABS or SPD only) for each domain the student did not take, using a number 2 pencil	Fill in the appropriate bubble (ABS or SPD) for each test the student did not take, using a number 2 pencil

Types of Paper-Based Forms

Most students participate in WIDA ACCESS via the online platform. There are also several paper-based forms, as well as paper materials, available for the WIDA ACCESS as necessary.

WIDA ACCESS Paper

WIDA ACCESS Paper (grades 1–12) is available as an accommodation for English learners with disabilities, which must be listed on the student's IEP/504 plan. WIDA ACCESS Paper may be appropriate for students who are unable to interact safely or meaningfully with online technology or for students who are unfamiliar with online testing environments.

Criteria for Paper-Based Test Tier Selection

Select the appropriate tier based on the student's overall (composite) proficiency level on the 2026 WIDA ACCESS. Suggested criteria for tier selection are as follows:

Tier A is appropriate for emerging 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
- formative and interim data for the student taken from district/school measures
- written observations by staff working closely with the student

[WIDA ACCESS Online– Student Writing Response Booklets](#)

All students in grades 1–3 participating in the Writing domain via the student response booklet. A booklet may also be selected for students in grades 4–12 who are first-year ELs taking the WIDA ACCESS Online or for students with disabilities whose IEP indicates a need for a handwriting booklet. Students taking the Writing domain using a handwriting booklet must be placed in a handwriting test registration in AMS and removed from the regular writing test registration.

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 WIDA ACCESS for Kindergarten or WIDA Alternate ACCESS.

[WIDA Alternate ACCESS](#)

Alternate assessments based on alternate academic achievement standards (AA-AAAS) are designed specifically for students with the most significant cognitive disabilities. The items and test design of these assessments are aligned to grade level content standards but are significantly reduced in complexity, depth and breadth. The [WIDA Alternate ACCESS](#) is a paper-based form and contains several additional materials for administration.

English learners who have been found eligible for the [MCAS Alternate Assessment](#) (MCAS Alt) by their IEP team will participate in the WIDA Alternate ACCESS.

Information on eligibility for alternate assessments based on alternate academic achievement standards (AA-AAAS), is posted on the DESE website:

- [Participation Guidelines for WIDA Alternate ACCESS 2025-2026](#)
- [MCAS Alt Eligibility](#)

[Braille Accommodation](#)

Students proficient in braille can take one of several paper-based braille edition tests, as described below:

- for grades 1–5, Unified English braille (UEB) in contracted format
- for grades 6–12, UEB in contracted format
- Braille tests are not available for students in kindergarten or for students taking the WIDA Alternate ACCESS.

See the [WIDA Accessibility and Accommodations Manual](#) for important instructions on administering and transcribing the braille assessment.

E. Monitor the Training Status of Test Administrators

Overseeing the current training of TAs is a vital requirement for all TCs. DESE policy requires WIDA ACCESS TAs are certified or re-certified according to the following training guidelines:

Table 4: Required Assessment Training Courses

Assessment Name	Required Training Course/s	2026–2027 Dates <i>must be certified after</i>
WIDA ACCESS Online	WIDA ACCESS Online: Administration	September 1, 2025
WIDA ACCESS Paper	WIDA ACCESS Paper: Administration Speaking for Grades 1-5: Scoring WIDA ACCESS Paper Speaking for Grades 6-12: Scoring WIDA ACCESS Paper	September 1, 2025
WIDA ACCESS for Kindergarten	WIDA ACCESS for Kindergarten: Administration and Scoring	September 29, 2025
WIDA Alternate ACCESS	WIDA Alternate ACCESS: Administration and Scoring	September 1, 2025
WIDA Braille	WIDA ACCESS Braille: Administration (NEW) Speaking for Grades 1-5: Scoring WIDA Screener and WIDA ACCESS Braille Speaking for Grades 6-12: Scoring WIDA Screener and WIDA ACCESS Braille	September 1, 2026 September 1, 2025

F. Establish the Testing Schedule

WIDA ACCESS, WIDA ACCESS for Kindergarten and WIDA Alternate ACCESS results data are used for a variety of purposes at the state, district and school levels. While not all MA students participate in WIDA ACCESS, the same attention to detail given to MCAS testing considerations should be given to WIDA ACCESS testing considerations.

- **Space:** Ensure that students have an organized and comfortable space for test administration. This includes sharing the schedule with the school community to allow for minimal disruptions and noise while students are actively testing.
- **Time:** Please review the timing recommendations for administration contained in the WIDA Test Administration Manual (found in the Resources section of the [Secure Portal](#)). Begin assessment at the beginning of the administration window, to mitigate delays such as student absences and school closures due to weather conditions.
- **Security:** Ensure the testing schedule also includes transparent protocols for signing out test materials from a secure location, and that TAs have time built in to return/sign in materials following testing.

Additionally, principals and WIDA ACCESS TCs should be aware that state and federal laws require schools to make reasonable accommodations for the religious needs of students and employees in observance of holy days as directed by [this guidance](#). Students who are absent from school in observance of a holiday may participate in a make-up session as soon as possible after the regularly administered session. Schools may contact DESE's [ACCESS inbox](#) with questions.

Please note that DESE's Student Assessment Services conducts annual assessment monitoring visits to schools as part of federal peer review requirements. These visits aim to review valid and secure assessment administrations and gain insight into the student assessment experiences across the state. The local WIDA ACCESS testing schedule may be requested by DESE prior or during the administration window for the purposes of scheduling a monitoring visit.

G. Maintain Test Material Security

The maintenance of secure assessment materials is imperative to a valid and reliable administration of state summative assessments. Schools will receive initial testing materials January 4–6. Test Coordinators are responsible for the receipt, inventory, and secure storage/maintenance of all testing materials. The initial shipment of materials for each school is based on October SIMS EL enrollment data; it is submitted by DESE directly to DRC. Schools may order additional test materials in WIDA AMS beginning January 4 for any students who are newly enrolled.

Whether the materials are part of an initial or additional shipment, district and school coordinators must ensure secure storage and handling. TCs are also responsible for the return of all secure materials following the conclusion of testing.

WIDA ACCESS 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 2026 and have an IEP indicating that a paper-based assessment should be administered in 2027. Schools can order a different testing tier during the additional test material ordering window (January 4–February 19, 2027). See below for guidelines on tier selection.

H. Report Testing Irregularities

Any irregularities that occur during the WIDA ACCESS test administration must be reported using the DESE's [ACCESS 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 used to take the test*
- student did not work independently or shared their work or test information with another student
- interruption during the test session that did 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-based)

***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 WIDA ACCESS 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. Students' personal devices and other materials must be out of reach and out of sight 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. More information can be found on [the DESE website](#).

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.”

II. WIDA ACCESS Accessibility

WIDA ACCESS includes accessibility features for both computer- and paper-based testing. Universal tools, test administration considerations, and accommodations are described in detail in the [WIDA Accessibility and Accommodations Manual](#), which can be found in the Resources section of the WIDA Secure Portal. Information on the accommodations used by each EL must be entered in WIDA AMS (for online testing) or on the back cover of the test booklet (for paper-based testing).

WIDA ACCESS provides the following levels of accessibility for students:

- Universal tools are available to all students, both embedded in the online platform and not embedded for paper-based administrations.
- Test administration considerations are available to students at the discretion of the test coordinator or school principal, such as a familiar test environment or an additional supervised break.
- Accommodations are available to ELs with disabilities whose IEP or 504 plan includes the accommodation.

A. New and Updated Information for WIDA ACCESS Accessibility and Accommodations

New accommodations (online only):

- Assistive technology (AT)
- Speech-to-text (STT)

Accommodations updates:

- Manual control of item audio (MC) is now a universal tool on the WIDA ACCESS Online. Students control the Play button at their own discretion. Repeat item audio remains an accommodation and must be listed on a student’s IEP/504 Plan. MC remains an accommodation for the WIDA ACCESS Paper.

In the tables below, WIDA ACCESS accessibility features have been cross-referenced to [MCAS Accessibility and Accommodations](#) to provide TCs and instructional teams with a point of reference when determining necessary supports. Students should be familiar with all accommodations and accessibility features and should use them consistently outside of WIDA ACCESS testing. Students should also be given the opportunity to practice with applicable tools prior to testing.

Table 5. Universal Tools and Accessibility Features Available to All Students

WIDA ACCESS Universal Tools	MCAS Universal Accessibility Features
Audio Aid • Amplification devices • Noise buffers • White noise machines	Audio Aid (UF9) • Amplification device • FM access
Color Preferences • Transparent color overlays (CBT, PBT) • Color adjustment options (CBT)	Colored Overlays or tinted lenses (UF2) • Other methods to change the contrast of printed text may be used
Highlighters, Colored Pencils, or Crayons • Students may utilize to mark specific text • Highlighter tool in platform (CBT) • Students may use a variety of tools; responses are written in #2 pencil only	Highlighter/Colored Pencils (UF1) • Colored pencils or yellow highlighters may be used • Answers must be provided using a #2 pencil only
Keyboard Navigation • Students may move from screen to screen and make selections (CBT) • Does not allow students to move interactive items or embedded universal tools (CBT)	N/A
Line Guide or Tracking tool • Embedded in the platform (CBT) • Note cards, bookmarks, sentence highlighting strip; tools adhering to the test booklet should be removed before materials are returned (PBT)	Line Reader Tool (UF5) • Available via the toolbar (CBT) • Tracking device (UF5, PBT)
Magnifier tool in test platform (CBT) Low-Vision Aids and Magnifications Devices • Low-vision device with a paper or large-print test form (PBT)	Screen Zoom Tool (CBT) Magnification tool/device or low-vision aid (PBT) • May include handheld magnifiers, desktop/tabletop magnification
Scratch Paper and Notepad • Considered secure test materials and must be collected and destroyed following testing • CBT has a built-in notepad tool in the test platform (CBT)	Notepad tool and scratch paper (UF10) • Notepad tool for each test question available in the toolbar menu • Notes will remain for all questions in an item cluster • Students may write notes to assist in developing responses

Table 6. Administrative Considerations for Specific Students

WIDA ACCESS Administrative Considerations	MCAS Designated Accessibility Features
Tools and scaffolds available to specific students as needed, determined by the test coordinator, principal, or instructional team	Tools and scaffolds available to specific students as needed, determined by the test coordinator, principal, or instructional team
Test Timing and Scheduling - Supervised breaks - Short testing segments - Extended time	Frequent brief supervised breaks (DF3)
Test Environment - Adaptive and specialized equipment or furniture - Familiar TA - Individual or small group setting - Medical device - Specific seating	- Adaptive or specialized furniture (DF6) - Familiar TA (DF8) - Small group test administration (DF1) - Individual test administration (DF2) - Seating in specific area, including use of study carrel (DF5)
Test Content Preparation - Test format: CBT or PBT (PBT available per IEP or 504 Plan accommodation only) - Read aloud to self - Redirection - Encouragement	- PBT (note: MCAS also considers this an accommodation; A1) - Student reads test aloud to self (DF) - Test administrator redirects a student's attention to the test (note: MCAS considers this a Universal Accessibility Feature; UF12)

B. Accommodations for Students with Disabilities

Test accommodations are a change to the way a test is administered or presented to the student or to the way in which a student responds to test questions. Test accommodations are intended to

- offset the effects of the student's disability and remove barriers to participation in the assessment
- provide the necessary conditions for a student to demonstrate their knowledge and skills effectively on statewide assessments
- yield valid results for students that require an adjustment to standardized test administration procedures

Accommodations mitigate the effects of a student's disability but do not reduce learning or performance expectations.

Table 7. WIDA ACCESS and MCAS Accommodations Crosswalk

WIDA ACCESS Online (Accommodation & code)	WIDA ACCESS Paper (Accommodation & code)	Listening Domain	Reading Domain	Speaking Domain	Writing Domain	MCAS
No longer an accommodation <i>Manual control of item audio (MC) is now a universal tool on WIDA ACCESS Online.</i>	Manual control of item audio (MC)* <i>TA asks if student is ready to listen, then plays the audio of a pre-recorded human voice on a CD or via audio streaming for certain test item prompts.</i>	Yes	No	Yes	Yes – online test only; N/A for paper test	Text-to-Speech (A4)
Repeat item audio (RA) <i>Student manually plays and repeats pre-recorded audio embedded in certain test item prompts.</i>	Repeat item audio (RA)* <i>TA asks if student is ready to listen, then repeats a pre-recorded human voice on a CD or via audio streaming for certain test item prompts.</i>	Yes – repeat item only once	No	Yes	Yes	N/A
In-person human reader (IR)	In-person human reader (IR)	Yes	No	Yes	Yes	Human read-aloud for Mathematics, STE, and Civics (A5)
Repeat in-person human reader (RP)	Repeat in-person human reader (RP)	Yes – repeat item only once	No	Yes	Yes	Directions/ prompts can be repeated
Large print version of test (LP)	Large print version of test (LP) <i>must be transcribed by test administrator</i>	Yes	Yes	Yes	Yes	Large-print paper test (A2)
N/a	Braille version of test (BR)	Yes	Yes	Yes	Yes	Braille edition (A.3.2)

Interpreter signs test directions in ASL or another sign system (SD)	Interpreter signs test directions in ASL or another sign system (SD)	Yes	Yes	Yes	Yes	<u>CBT:</u> ASL video editions (A.6.2) Human signer (A7) <u>PBT:</u> Human signer (A7)
Low Vision Script (LV) – <i>ACCESS for Kindergarten only</i>	Low Vision Script (LV) – <i>ACCESS for Kindergarten only</i>	Yes	Yes	Yes	Yes	N/A
Scribed response (SR)	Scribed response (SR)	Yes	Yes	N/A	Yes	Scribe responses for Mathematics, STE, and Civics (A.10.1)
External AT - Speech-to-Text (STT) <i>New, student uses school provided software for speech to text. Must be activated before launching DRC Insight.</i>	N/A	N/A	N/A	N/A	Yes	External AT Speech-to-Text for Mathematic, STE, and Civics (A3.3 and A10.2)
Word processor or similar keyboarding device to respond to test items (WD) <i>Must be transcribed by TA</i>	Word processor or similar keyboarding device to respond to test items (WD) <i>Must be transcribed by TA</i>	Yes	Yes	N/A	Yes	Reponses recorded on special paper or specialized device (A.11)
Student responds using a recording device, which is played back and transcribed by student (RD)	Student responds using a recording device, which is played back and transcribed by student (RD)	N/A	N/A	N/A	Yes	Student records responses (A.13)
Test may be administered by school personnel in a non-school setting, with DESE approval (NS)	Test may be administered by school personnel in a non-school setting, with DESE approval (NS)	Yes	Yes	Yes	Yes	N/A

Extended Speaking test response time (ES) <i>This accommodation doubles the allowable response time for each item. Specific length depends upon grade level & tier. Test can also be paused and student may have until the end of school day to complete the online Speaking domain.</i>	Extended Speaking test response time (ES) <i>Student may have until the end of school day to complete the online Speaking test</i>	N/A	N/A	Yes	N/A	N/A
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*The accommodations for repeat item audio (RA), and extended Speaking test response time (ES) must be selected for 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 [WIDAAMS](#). Upon logging in, Knowledge Articles can be located under the My Applications option from the top menu, by selecting DRC Customer Service.

Students must complete a test domain the same day the domain begins. If there is an extenuating circumstance, pause the test and submit an [ACCESS Irregularity Reporting form](#).

Unique Accommodations Requests

If an EL with a disability requires an accommodation not listed above, the school may request approval from DESE for a unique accommodation. Submitting requests to access@mass.gov at least two weeks prior to testing. If approved, the accommodation must be listed in the IEP or 504 plan of the student with a disability.