

ACCESS/Alternate ACCESS Irregularities

This procedure outlines some situations or misadministrations that may occur during ACCESS and Alternate ACCESS for ELLs testing and require action by the district, MDE, or DRC. While not an exhaustive list, examples of possible test administration situations or misadministrations and the likely outcomes are included below for reference.

In most cases, the District Assessment Coordinator (DAC) or English learner (EL) staff will contact the DRC Help Desk and provide detailed information about the issue that occurred and the student or students who were affected. In situations where DRC needs state approval, they will refer the DAC or EL coordinator to contact MDE.

Communication Procedure

In many situations, The DAC contacts the DRC Help Desk for online test administration situations. In cases where state approval is needed, the DRC help desk will require the DAC to contact MDE.

MDE will follow the actions outlined in the table below. If the staff contacting MDE is the EL staff, MDE will coordinate communications to include the DAC.

- When the contact is by email, MDE will copy the DAC on the email response.
- If the contact is by phone, MDE will email the DAC to inform them of the contact.

MDE notifies the district of resolution and provides direction as to how the student will resume testing, if applicable.

- The DAC must document any misadministrations, including any invalidations, on the *Test Administration Report* (TAR), which is available in Appendix A of the [Procedures Manual](#) and is kept on file at the district.
- If there is a security violation, the DAC must also complete the *Test Security Notification* (TSN) in Test WES.

Domain Regeneration Procedures

Some situations require that a domain is regenerated. In these cases, the DAC informs MDE of the situation. If the situation warrants a regeneration, MDE will approve DRC to make the regeneration

MDE requires the following information in order to approve regeneration requests:

- Statement that they are a DAC requesting a regeneration
- Provide enough details of the situation to demonstrate a regeneration is needed
- The relevant domain(s) to be regenerated
- The relevant MARSS number(s)

Irregularities Overview

Possible scenarios, likely outcomes, and rationales are included below. This table has been provided for informational purposes only. The resolution is dependent on the factors and circumstances of each situation and may not follow the outcomes described below.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
1	All	Student A signs in to one of Student B's domains that has not been started.	<p>The district has the following options:</p> <ul style="list-style-type: none"> • If Student A started answering questions, Student A finishes Student B's domain. The DAC contacts DRC to have them change the demographics on the domain to Student A. DRC creates a new domain for Student B. • If Student A exited immediately and did not answer any questions, the DAC contacts MDE, and MDE approves for DRC to regenerate the domain for Student B. 	TAR	Student A started and completed the same domain.
2	All	<p>Student A completed Student B's domain.</p> <p>When it is discovered, Student A retakes the domain under their own name.</p>	<p>The DAC contacts MDE, and MDE approves for DRC:</p> <ul style="list-style-type: none"> • Regenerate Student A's domain to remove the second attempt. • Switch the demographic from Student B's domain to Student A. • Regenerate Student B's domain. 	TAR	Only the first attempt of the test should be kept for Student A.
3	All	A student started a domain online, but should be tested on paper—based on an IEP or 504 plan, or because the student meets the criteria for an EL enrolled in Minnesota schools for less than one year.	<p>The DAC contacts MDE, and MDE approves DRC to regenerate the domain.</p> <p>The student is provided a test booklet, and all domains are administered on paper.</p> <p>Note: The district should not use a Do Not Score code on the online domain. Regenerating the domain ensures the paper administration can be scored.</p>	TAR	If the Test Administrator administers the incorrect mode, the correct mode must be administered.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
4	All	A student started a domain on paper but should be tested online.	<p>The student is administered all domains online.</p> <p>Complete the demographic information on the test booklet using a number 2 pencil based on page 169 of the Procedures Manual, and affix a School/District label. Apply a Do Not Process label to the test booklet and return it with the other test materials.</p> <p>Note: Do not fill out a Do Not Score code (e.g., INV) on the paper test booklet for this student; the Do Not Process label is all that is needed.</p>	TAR	If the Test Administrator administers the incorrect mode, the correct mode must be administered.
5	All	A student was administered the wrong test because of a Test Administrator misadministration (e.g., ACCESS instead of Alternate ACCESS).	<p>If the wrong test was paper (Alternate ACCESS or paper ACCESS):</p> <ul style="list-style-type: none"> • The student is administered all domains of the correct test. • Complete the demographic information on the test booklet using a number 2 pencil based on page 169 of the Procedures Manual, and affix a School/District label. • Apply a Do Not Process label to the incorrect test booklet and return it with the other test materials. <p>Note: Do not fill out a Do Not Score code (e.g., INV) on the paper test booklet for this student; the Do Not Process label is all that is needed.</p> <p>If the wrong test was online ACCESS:</p> <ul style="list-style-type: none"> • The DAC contacts MDE, and MDE approves DRC to regenerate all domains of the incorrect test. • The student is administered all domains of the correct test. 	TAR	If the Test Administrator administers the incorrect test, the correct test must be administered.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
6	All	After the student started testing, the Test Administrator feels that the incorrect decision was made for which test to administer (ACCESS or Alternate ACCESS) or the mode that was administered (online or paper).	The student must finish the test/mode that was started and the district can reevaluate next year.	TAR	The decision regarding which test/mode to administer must be made before a student takes any assessment for the year, and in conjunction with EL staff (for newcomers) and/or the IEP or 504 team.
7	All	A student is not able to finish the domain within a day.	For the rare case when an individual student is unable to complete the domain in the same day for any other reason, the student may still finish on another day.	TAR	<p>When a student is unable to finish in a sitting, WIDA still recommends that the student complete the domain, as it is still more valuable to have a completed domain (and chance for a composite score) than an incomplete domain.</p> <p>Test Administrators must contact the District or School Assessment Coordinator so that it can be documented on the TAR; this allows District and School Assessment Coordinators to better track how often the situation arises so guidance around scheduling and monitoring student progress can be provided as needed within the district.</p>

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
8	All	A student was administered one or more domains in the <i>wrong grade band</i> (e.g., student is in grade 1 and was administered the grades 2–3 test).	<p>If online:</p> <ul style="list-style-type: none"> • The DAC contacts MDE, and MDE approves DRC to regenerate the domain(s). • The DAC changes the grade in WIDA AMS. • The student is administered the correct online grade-level domain(s). • The DAC ensures the grade is correct in MARSS. <p>If paper:</p> <ul style="list-style-type: none"> • The student is administered the correct paper grade-level domain(s). • Complete the demographic information on the test booklet using a number 2 pencil based on page 169 of the Procedures Manual, and affix a School/District label. • Apply a Do Not Process label to the incorrect test booklet and returns it with the other test materials. • The DAC ensures the grade is correct in MARSS. <p>Note: Do not fill out a Do Not Score code (e.g., INV) on the paper test booklet for this student; the Do Not Process label is all that is needed.</p>	TAR	<p>If the Test Administrator administers the incorrect grade-level test, the correct test must be administered.</p> <p>Note: If the student’s grade is incorrect in WIDA AMS but the student was administered the correct grade-band test, update the grade in WIDA AMS so it is scored correctly.</p>
9	All	District EL staff and the IEP team wants to indicate the Do Not Score/test code of Special Education Deferred (SPD) for three or four domains of the test.	The DAC emails MDE for guidance. The email must contain the reasons why the student is not able to access more than two domain of the ACCESS with accommodations or the Alternate ACCESS.	TAR	This situation must be reviewed by MDE so that possible options are considered, when appropriate. SPD cannot be used to exempt a student from taking a test.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
10	All	A student was administered the incorrect tier of a test booklet.	<p>The student must be administered the correct tier test booklet.</p> <p>Complete the demographic information on the test booklet using a number 2 pencil based on page 169 of the Procedures Manual, and affix a School/District label.</p> <p>Apply a Do Not Process label to the incorrect test booklet and return it with the other test materials.</p> <p>Note: Do not fill out a Do Not Score code (e.g., INV) on the paper test booklet for this student; the Do Not Process label is all that is needed.</p>	TAR	Student should be administered the correct tier of the test.
11	All	A district wants to know if a student has already tested in a previous district.	<p>Contact the previous district to verify which domains were completed and whether the student tested online or on paper.</p> <p>If the student started testing, the new district complete the Student Transfer Form and administers any remaining domains.</p> <p>Note: For a student who started testing on paper, the first booklet is returned by the previous district and the student completes the remaining domains at the new district on a new booklet. The Student Transfer Form must be submitted.</p> <p>The new district should not test the student again in any domain previously administered.</p>	None	This process exists so that students may finish started tests and are not administered domains that they previously completed.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
12	All	A student clicked through the test, and did not respond in the online test or in their writing response booklet.	No regeneration allowed.	TAR	<p>If a student did not try or rushed through a domain, it does not warrant a regeneration. The student would have had to select an answer (reading, listening, handwritten writing session), enter keystrokes (keyboarding writing session), or select record and stop for each speaking prompt to make the “Next” button active (speaking).</p> <p>Districts are required to ensure students are prepared to successfully take the test.</p>
13	Listening	A student’s headphones were not working for part or all of the Listening domain.	The DAC contacts MDE, and MDE approves DRC to regenerate the domain.	TAR	Since the student was not able to hear all the listening prompts, they are allowed to restart the test.
14	Reading	A student took the Reading domain without headphones.	The domain is not regenerated.	TAR	There are only directions at the beginning of the Reading domain; there is no modeling or audio in the domain so the headphones are not required to complete the domain.
15	Writing or Speaking	The Test Administrator thinks the online tier placement (for either Writing or Speaking) is not appropriate and requests a tier override.	MDE does not override tier placements unless the Reading and Listening domains could not be completed.	TAR	The student must take the writing tier that was assigned based on their performance on the Listening and Reading domains. The tier placement protocol has been created by WIDA.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
16	Writing or Speaking	An incomplete domain was submitted for Listening or Reading because of the student’s disability or an irregularity, and the tier placement (for either Writing or Speaking) needs to be overridden.	The DAC contacts MDE and provides a description of the situation that occurred. If appropriate, MDE will contact DRC and approve a tier override for speaking or writing or both. There are only two tier options: A and B/C.	TAR	The tier assignment was based on the score from reading and listening, and if not completed, it may not be a valid tier placement. The DAC verifies which tier the Test Administrator would recommend based on knowledge of the student to determine the tier placement and a tier override may be appropriate.
17	Listening, Writing, or Speaking	A student should have had the Repeat Audio (RA) or Manual Control (MC) accommodation for Listening, Writing, or Speaking, but they started the domain without it. Or A student had the Repeat Audio (RA) or Manual Control (MC) accommodation indicated for Listening, Writing, or Speaking, but they do not have these accommodations listed on their IEP or 504 plan.	It does not matter how many items have been completed; the district has the following options: <ul style="list-style-type: none"> • The student completes the domain without (or with) the accommodation. • The student logs out (no matter how much of the domain has been completed), and the DAC contacts MDE approves DRC to regenerate the domain. Once the domain is regenerated, the accommodation is indicated or removed in WIDA AMS, and the student retakes the domain. • The student does not complete the test, and the DAC marks the test complete. If determined by the district, the DAC invalidates. 	TAR	For these options, the district may consider how far the student is in the test and if the test is still a valid measure with or without the accommodation. This decision should be made based on what is most appropriate for an individual student, and, if applicable, in conjunction with the IEP, 504 plan, and/or EL teams.
18	Speaking	A student’s headset was not working for part or all of the Speaking domain.	The DAC contacts MDE, and MDE approves DRC to regenerate the domain.	TAR	Since the student was not able to hear and/or respond to all the speaking prompts, they are allowed to restart the test.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
19	Speaking	A student is selectively mute.	<p>If specified in the student’s IEP or 504 plan, the Test Administrator may choose to administer all domains on paper, which would allow them to administer the speaking domain in a one-on-one setting. The Test Administrator must score at least one item in order for the domain to be considered attempted.</p> <p>If the student does not have an IEP or 504 plan, the student must test online. The record button must be clicked for one scored item in order for the domain to be considered attempted. If the student does not complete the domain, the DAC will submit an incomplete domain.</p>	TAR	The district must attempt to administer the domain.
20	Writing	A student took the Writing domain without headphones (grades 4–12 only).	The domain cannot be regenerated.	TAR	The student’s test is not regenerated. While the prompts are intended to be multimodal (so the student can hear and read the prompts), the ability to hear the prompt does not disadvantage the student.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
21	Writing (hand-righting)	A student writes their response underneath the wrong heading in writing response booklet.	<p>The district has the following options:</p> <ul style="list-style-type: none"> District staff transcribe the student’s writing exactly as written into a new writing response booklet. A second staff member should also read it over to make sure it matches exactly Student does the transcription in a new writing response booklet. The Test Administrator should confirm nothing is changed in the transcription process. <p>Complete the demographic information on the new test booklet using a number 2 pencil based on page 169 of the Procedures Manual, and affix a School/District label.</p> <p>Apply a Do Not Process label to the incorrect test booklet and return it with the other test materials.</p> <p>Note: Do not fill out a Do Not Score code (e.g., INV) on the paper test booklet for this student; the Do Not Process label is all that is needed.</p>	TAR	Transcription is allowed to ensure the student’s test is scored correctly.
22	Writing	A student uses an ACCESS test booklet (with all domains) to take the Writing domain instead of a writing test booklet (grades 1–3) or writing response booklet (grades 4–5).	Contact mde.testing@state.mn.us for guidance.	TAR	This is considered mixed-mode testing and mixed-mode testing is not allowed by WIDA.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
23	Writing	A student started a handwriting session without the writing response booklet (e.g., the Test Administrator forgot they needed a book for written responses and was thinking they were keyboarding). The student did not answer any questions.	A student should be provided with the writing response booklet to complete testing. There is no need to regenerate the domain.	TAR	The student can still answer all the items once they get their writing response booklet.
24	Writing	A student in grades 4–5 started or completed a handwriting session without the writing response booklet (e.g., the Test Administrator forgot they needed a book for written responses and was thinking they were keyboarding). The student clicked through the prompts since there were no text boxes to keyboard their responses.	The DAC contacts MDE, and MDE approves DRC to regenerate the domain. The student should be provided with the writing response booklet to take the test.	TAR	The student could not keyboard any writing response and should be administered the writing domain with the writing response booklet to handwrite their responses.
25	Writing	A student in grades 4–12 was placed in an incorrect Writing test session.	If the student started, but did not complete the test and should <i>handwrite</i> their response: <ul style="list-style-type: none"> • The student exits the test in the keyboarding session. • The DAC moves the student into a handwriting session and provides the student with a writing response booklet. • The student restarts the test. • The student’s writing test in the keyboarding session is left as is. If the student started, but did not complete the test and they should <i>keyboard</i> their response: <ul style="list-style-type: none"> • The student exits the test in the handwriting (HW) session. 	TAR	The student should be administered the test with the correct response mode. The scored prompts are the same for online writing, whether the student is handwriting or keyboarding their response.

	Domain	Scenario	Likely Outcome	Form Completed	Rationale
			<ul style="list-style-type: none"> • The DAC moves the student into a keyboarding session • The student restarts the test. • The student's writing test in the HW session is left as is. <p>If the student completed the test in the wrong mode, the district has the following options:</p> <ul style="list-style-type: none"> • The completed test can be scored as is. • The DAC contacts MDE. <ul style="list-style-type: none"> ○ If keyboarding, MDE approves the regeneration and contacts DRC to regenerate the test. The DAC moves the student into the HW session, and the student restarts the test with a writing response booklet. ○ If handwriting, MDE approves the regeneration. The DAC moves the students into the keyboarding session and applies a Do Not Process label to the writing response booklet. 		