

Welcome to WIDA – New York

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Hello, and welcome, everyone. Welcome to the WIDA webinar. We will begin shortly. My name is Annemarie Banas, a professional learning coordinator with WIDA. Before I turn it over to my colleague Justine to start the webinar, I just have a few technical items I want to go over with you.

First of all, a disclaimer on artificial intelligence. This online event is being offered by WIDA for the purpose of furthering our mission. All content presented in this event is the intellectual property of WIDA and the School of Education of UW Madison. By joining us for this event, attendees agree that they may not save, record, capture, share, or post its contents without our express permission. Attendees may not use artificial intelligence software or services to capture the content of this event, and we reserve the right to remove any attendee using such services.

And also a note on the Vimeo chat. Due to the high volume of educators joining us today, the chat function will not be monitored during the webinar. Participants may use the chat to interact with each other, and we will be sharing the transcription of the chat with NYSED after the webinar so they are aware of the questions and the topics that you mentioned. And with that, I'm going to turn it over to Justine.

Hi, everyone. Thanks for joining. Welcome to WIDA, New York. Here we are. This is going to be an introduction to WIDA. My name is Justine Kolb. I work as the assistant director of facilitation at WIDA, and I used to be a New Yorker. I worked in the Ithaca City School District, I worked in the Syracuse City School District, and I also worked in the Mid-State RBERN, which when I was there, it was called BTAC. So I'm kind of aging myself, letting you know that it was called BTAC. Anyway, I'm really glad to be here with my colleague. Your WIDA team today is myself and Anne Marie. Anne Marie, what do you do at WIDA? I am the professional learning coordinator, and I work with states like New York, scheduling professional learning opportunities for educators. Excellent. Thank you for being here and supporting this webinar.



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Just a few other things about today's webinar. You will find in the upper right-hand corner, when I talk about a link or a document that we had access to, we provided you a QR code if you wanted to check it out right away. We are going to record this webinar, and it will be posted on the New York State WIDA web page, which I will show you where that is at one point in the webinar. If you use that QR code right now, it takes you there. And then we will also post a webinar packet, and this is an outline of the webinar with lots of the detail that I'm going to talk about today. So you can relax. You don't have to take a bunch of notes. You will have this packet available to you after the webinar, and it will also contain hyperlinks to everything that I mention today that you have access to. So I hope you are ready for today's webinar.

So this is our agenda today. We are going to just slightly dip our toes into the content of today about our assessments. You can see we will first talk a little bit about WIDA so you know this consortium that you've joined and what it does. We will also talk about the assessments, letting you know which assessments that WIDA has that New York is going to operationalize. I will also dive into the assessment design and what each of the assessments looks like with a real light touch. You are not going to get fully trained today. There are multiple assessments, and there's only 90 minutes, and we will just lightly touch on the aspects of each assessment. We will also talk about your roles and responsibilities as a test administrator. We really designed this webinar to focus on test administrators, and you will be able to see what your role will be in scheduling, technology, training requirements, preparation, and scoring for the assessment. We'll also touch on score reports, and then the supports that are going to be available for New York State educators.

All right. Let's get started. Okay, the WIDA consortium. Congratulations, you have now joined the WIDA consortium. You are one of 42 states, territories, and educational agencies that are working together to support multilingual learners. The benefits of this consortium are that we get a perspective not just from one state, but from all of these states and territories. We actually conduct research in each of these states and territories. When we're creating workshops and professional learning, we talk to those educators, and we sometimes get contributions from them, because we know that multilingual learners don't just live in one context, it's many contexts. And then you also have the benefit of, if you get a student from a WIDA state, you know what that assessment and that score, that proficiency level that they get, what it means and how it translates. So that is a big benefit, because when you're talking about the assessment, you are speaking the same language, we'll say.

Also, one other thing about WIDA, just a quick story. WIDA started off with our name being Wisconsin, Delaware, and Arkansas. They were three states that came together to



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make an assessment for measuring progress on English language development. At one point, Arkansas dropped out. They said, "Ah, we're going to go our own way." So then we added in other states, and pretty soon we changed our name, and then the acronym stood for World-Class Instructional Design and Assessment. And then after we added more states, we said, "You know what? No one knows that name. Why don't we just say our name is WIDA?" So WIDA is no longer an acronym. We are just WIDA, and you are now a member of WIDA.

This is our mission, our vision, and our values. You're going to see with our mission, and it's new this year, we just rolled this out in January, that it is all about educators that work with multilingual learners and impact their lives. We don't get to work directly with students. You do. So our mission is to engage, equip, and inspire the educators who are going to impact the lives of multilingual learners. So everything we do, we run through this lens. This is our vision, and then we have our values. I'm going to give you a moment to read it. So you will see that that last value is our Can-Do philosophy, and I'm going to jump to that slide. There is a QR code here that if you went to it, if you wanted to read it right now, it is available. This is on our website, but it will be in that packet that we're going to provide post-webinar.

The Can-Do philosophy at WIDA is a foundational belief that all multilingual learners come with assets to the WIDA consortium, and it permeates everything that we do. And we believe that multilingual learners have a unique set of assets. They come with linguistic assets, cultural assets, experiential, and social and emotional. And you see this play out with our assessment. In our assessment, we have an awareness of learners' strengths, and with our scores and the information that's provided, we are trying to give information to families and to educators in schools about what students can do. And one of the things we try to do in that assessment is, we build in supports so that students have the best environment to show what they can do linguistically. And all of our products, any workshop, any of our snapshots, or our focus bulletins, we really take that Can-Do philosophy, and we make sure it is aligned to it. And it is how we speak about families, communities, students, educators, schools, and districts. Everyone has a part of this, and we speak and think about each other with what we all "can do" to impact the lives of those students.

When you take a look at what WIDA is on our website, you will find this graph. And WIDA provides a trusted, comprehensive approach to supporting teaching and assessing multilingual learners. Now, the first thing you'll see is that we have Teach. And Teach is in all of our resources. If you go into our website and you click on Teach, you will actually find white papers, you will find snapshots, you'll find focus bulletins and tools for supporting multilingual learners around English language development and Spanish



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language development as well. We also have Grow. And Grow; I'm a little biased, I like Grow. Grow is the professional learning, and that is in my department. And those are the workshops that WIDA develops around multilingual learners, English language development, as well as Spanish language development. We have Assess, which, of course, that's why New York joined the consortium. They have joined for our ACCESS assessment. And then you have Research. And Research on the bottom of this graphic is really important, because research is embedded in everything we do. So all of those snapshots and those focus bulletins and those tools, those are research-based tools. We also have two research teams. One is embedded in assessment, and they are working on assessment research. And then we have a team that's embedded in our professional learning side, and they keep our team that's designing professional learning current in the field with current research, as well as conducting their own research.

All of this you'll see is centered around standards. And I just want to point out, New York is not adopting the WIDA standards, and they are sending out a message that you will continue to teach to the academic linguistic demands. And they put out a memo about that. It is also linked on the New York State page. You are able to access it there and what NYSED is saying to its educators about this transition, which is really just about the English language proficiency assessment.

Okay. So, let's talk about New York. So, New York is going to be adopting multiple assessments in the WIDA Consortium. So, the first administration is going to be in '26-'27, that school year. It's actually starting in February of '27 and it's going through April. You can see the exact window on the New York State page that I had mentioned before. So, for WIDA ACCESS, the thing to know is that this is a secure, large-scale, summative English language proficiency assessment. It is administered once a year, and it meets the requirements for ESSA to be able to monitor and report the progress of students with their English language developments. We're going to move forward.

The first assessment New York is adopting is WIDA ACCESS Online. Now, this is a computer-based, it's an adaptive test, meaning that it's going to respond to how the student answers the questions in the assessment on the computer. It is administered in groups of students in various grades and at different proficiency levels. And that's a real benefit, because you can do the different proficiency levels and grades at the same time, or you can do it in an individual setting. Now, there's one caveat, which we'll talk a bit about this in today's webinar, and that means that for grades 1, 2, and 3, WIDA's researchers had discovered that really for those younger grades, grades 1, 2, and 3, they just show their writing better when they are handwriting the assessment. So grades 1, 2, and 3 will automatically handwrite the Writing domain in a booklet, and they will not be

sitting at a computer just for the Writing domain. And that is considered part of ACCESS Online, that those grades 1, 2, and 3 will handwrite the Writing domain.

And the assessment also has built-in accessibility tools. There's a magnifier that will magnify the writing. There's a color overlay. And these tools are just built in, and students can utilize them while they're taking the assessment. There's guidance for that, and there's a place I'll show you where you can actually show the students these tools before they actually take the assessment so that they can be prepared for the testing experience and not be distracted by those tools. And then, of course, we also have accommodations that are built into the assessment as well.

Then we have the second assessment, which is WIDA ACCESS Paper. This is available only for students in New York who have it as an accommodation. So, we are a consortium, as we mentioned earlier, 42 states and territories. And you will see that we give general guidance, but every state provides specific guidance and policies that are specific to them. And New York's policy is that you have to have an accommodation to take WIDA ACCESS Paper. Now, this can be administered in a group. It can also be administered in individual settings. It's semi-adaptive. And we have large print and Braille formats of this assessment. And the one thing about this assessment is that you have to administer it to the specific grade level cluster and the specific tier. So it doesn't have as much crossover as you have for WIDA ACCESS as far as the groups that you're actually testing and who's in those groups.

Then we have WIDA ACCESS for Kindergarten. And this assessment was recently designed this past year, so you're getting a new assessment, which we're really proud of. It's gotten a lot of great feedback. It was field-tested, and it's just done its first operational year. This is a paper-based assessment. It is administered in a one-on-one setting. So, the test administrator is going to score all four domains while they are administering the assessment to the student. And it's in an interactive format that reflects and mirrors what students actually do in the classroom. And it has stopping rules and moving on rules to the next domain when we see that students have reached their performance ceiling, or sort of the maximum of what they're able to do linguistically in English at that moment, because we don't want those students to be taking an assessment where they're getting questions that are too complex or too difficult, and they're struggling to answer. That's a frustrating experience.

And then finally, we have WIDA Alternate ACCESS. Now, WIDA Alternate ACCESS is a large-print, paper-based assessment. I'm going to tell you a story. I was talking to a friend of mine in New York, an educator, an ENL teacher, and she said, "I'm so excited that we're joining the WIDA consortium, and I'm really excited about WIDA Alternate

ACCESS, to have an assessment for students that are special education." And I said, Oh, no, wait. We want to be really clear. This is an assessment that is only for English learners with the most significant cognitive disabilities. The majority of your students who have a disability will be taking WIDA ACCESS Online or WIDA ACCESS Paper, or the WIDA ACCESS for kindergarten. This assessment is semi-adaptive. It is giving students multiple chances to show what they can do, and it stops, just like the kindergarten one, when it is appropriate. And it is scored, all four domains, by the test administrator.

The final assessment I'm going to mention is WIDA Screener. WIDA Screener is not being adopted next year. It will be in the fall of 2027, and it is a suite that very much mirrors the assessment for ACCESS. It has this WIDA Screener for kindergarten, WIDA Screener Online, WIDA Screener Paper, and WIDA Alternate Screener. NYSED's going to provide you more guidance about when you will start administering this assessment.

So just a reminder, in case anyone has joined later, we are going to give you QR codes for certain websites and documents that we mention in today's webinar, if you're curious and you want to go there. Excuse me one moment, Justine. I just want to point out that we've heard from some people that they're unable to view the QR codes. So we will be sharing them in the Vimeo link as well. Okay. Your picture just covers them up a bit. So we will be providing those links in the video chat. All good.

Oh, okay. Thank you. So apparently the QR code, I think, is being covered by my image, which I don't have control of where that sits, so I'm sorry about that. You will be getting the post-webinar packet. The packet is posted with the webinar recording after the webinar. And so you will be able to get that then, and you will have those links. Anything that I was providing a link to today is on the WIDA website, which; you would be able to find all of these documents there because they're all open and free to the public. Okay.

Now we're going to talk about assessment design, and this is how WIDA looks at language when we are assessing it. All of these images will be in that packet that is posted. I wanted to make you aware of that, just so you know you'll have these images in that packet.

So, the assessment is anchored in the language of school, and this means that we go into each of the content areas. You have the language of language arts, you have the language of math, the language for science, and the language for social studies. And we also look at the language for social and instructional purposes. So language is different, the type of language you would use for those different content areas, to communicate. And from there, we are separating language into the four domains of language assessed, and it is; you have Listening and Reading, which are all about interpretive



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language, whether it is oral or it is written, and how students are processing that and interpreting it. And then, of course, you have, and just like you have on NYSESLAT, the Writing and Speaking domains, and that is measuring those communication skills that all involve written or oral expressive language.

And so we are now going into each domain. We're looking at that domain within the content area. So what type of writing skills do you need in science or do you need in math? We go through those as well as the social and instructional language. And then we layer onto that the key language use. So, WIDA researchers happened to start looking at disciplinary practices, content standards, and research literature about language, and they have discovered that, yes, we have four Key Language Uses, the most common Key Language Uses that come up over and over again in these different content areas that we had just listed before.

So you start off and you have Narrate, and Narrate is when you are conveying real or imaginary experiences, and this might be done in a story or in a history. And then Informing. When you're informing, you are using language that is just providing the facts. This is what happened. This is the factual information. And then we have the account. Now, this is how things work or why something happened. This is Explain. So we have Narrate, Inform, and Explain, and then I think the one that's most familiar for folks is Argue, and that is that language to justify claims or using evidence and reasoning.

So, WIDA is now looking at the language of the content area, which domain are we utilizing when we are designing that item for the assessment, and each one is layered in with a key language use. So they are doing one of these four things, and certain key language uses are more common in different content areas. And those key language uses also look different in the different content areas. So the way I'm putting together an argument in science is going to be different than the way I might put together an argument in my language arts class.

And then we just dig a little deeper, and this is that final layer when we are looking at the language within the content area, that specific domain, that key language use, then we take apart the language, and we look at the dimensions. So WIDA has three dimensions, and this is the Discourse Dimension, the Sentence, and the Word/Phrase. So our Discourse Dimension is all about these three things. First, how is that language organized? And we know we have different organizational patterns depending on the key language use and what we're doing with language at that moment. And so how does the student do that? And then, is it all connected? How cohesive is it? And then the density of that language. So that dimension of discourse, we're looking at all three of those things. At the same time, there's also looking at it for the sentence dimension, and

that's the grammatical complexity of the language that the student is either interpreting or expressing. And finally, there's that word/phrase dimension, which really adds precision to communication. So for example, language users strategically select everyday cross-disciplinary or technical language, and as they get better with language and develop more of it, they might be employing multiple meanings and nuances of words or phrases, and they will say things with shades of meaning. They start playing with that. Okay. So, that is just a quick synopsis of how WIDA is looking at language. And when we are designing our assessment, that is what we're assessing. And we move into WIDA ACCESS Online, and I'm going to talk a little bit about some of the features of each of our assessments that New York is going to be operationalizing. Okay.

ACCESS Online, we have these grade-level clusters. You have grade 1, which is by itself, which is nice because these students are really at a different level, specifically with literacy than grades 2 and 3. So you have 2-3 as a cluster, 4-5, 6-8, and 9-12. And each of these domains will be administered separately, and it is adaptive. And the way this assessment is adaptive is that the students take, on the computer, the Listening and Reading. And then their performance on the Listening and Reading will then determine a tier that they will take for Writing and Speaking. And that's important because, as we talked about earlier, those grades 1, 2, and 3 are going to handwrite the Writing domain. And so what happens at this point is the students have taken their Listening and their Reading domains, and the test administrator is going into our test management system, which is called WIDA AMS, and they are going to view the tier, depending on the performance of Listening and Reading, that the student is going to take for their Writing and their Speaking. And the Writing test booklet will then be given to that student, and they will know if it's going to be Tier A or if it will be Tier B/C. And then the booklet is given to them.

And grades 4 through 12 for the Writing domain, they're just going to take the assessment online, and you don't have to worry about the tier for grades 4 through 12, because they are taking that online, unless they have an accommodation, and then you would want to know. Because if they have an accommodation saying they should handwrite, then you will have to know the tier so that they get the correct booklet.

All right, WIDA ACCESS Paper. And if we're looking at WIDA ACCESS Paper and we're looking at those grade-level clusters, you can see they are exactly the same as WIDA ACCESS Online. And then it's semi-adaptive through a tier. So the test administrator, the teachers of the students, decide before you begin testing, when we're ordering materials, which tiers the students will take. And tiers are pre-selected. They talk to the test coordinators who order the materials, so they know which tier the students are going to be given, and they order the correct tier. And you will see that the tiers



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strategically overlap. And the reason that we have these tiers is because Tier A is for those beginning proficiency level students. So it is going to target proficiency levels 1, 2, and 3 questions. So we want that to really be for those students that are just; there's not a chance that they're going to be taking the proficiency level 5 questions, or the proficiency level 4 questions. Tier B/C will cover proficiency levels 2 through 5.

So let me show you a little bit of guidance that WIDA provides, because people are always like, "Oh my gosh, I'm unsure. What am I going to order?" So this guidance is given in our test administration manual. It's also in the district and school coordinator manual. But the information is that Tier A is going to be for those students that have no prior English instruction, or perhaps they are currently receiving literacy instruction, but it's in a language other than English. Maybe they just came in a couple of weeks ago or a month ago, and they were a definite solid beginner, a level 1. Those are the students that we would say, yes, you want to do Tier A for them. Now, Tier B, which is actually a combined Tier B/C tier, this is students that have progressed a little bit. They're acquiring foundational English literacy. They're using English for a variety of social and instructional language, and they're developing academic skills. Unless you have the majority of your students being newcomers who have not had English language instruction, the majority of your students will probably be taking Tier B/C, like I said, unless you've had a huge influx of newcomers that have come in.

And then on the ACCESS Paper, there is a feature that I wanted to point out about the Speaking test. So the Speaking test is done one-on-one with the test administrator, and you are actually streaming audio or you're playing the CD. It'll be up to you as the test administrator and the technology you have. And it's designed to be structured as an exchange with our virtual test administrator. Her name is Ms. Lee. You can see Ms. Lee in the upper right-hand corner here. And then you also have Nina, and Nina is our model student. So what happens is you're playing the audio, and Ms. Lee will ask Nina a question, and Nina's going to model how a student should answer that question as far as the expectations of that proficiency level. So for this one, Nina is going to model the proficiency level, I think this is a 3 question, and then Ms. Lee will then say, "Now it's your turn." And she will ask the student the question. And this is a paper assessment, so the test administrator is there. The student is looking at these pictures in the booklet, hearing Ms. Lee on the audio, and Ms. Lee will say, "What other things do you see in this picture?" And then the student will answer the question, and the test administrator will score the answer right then during testing.

All right, we're moving back. So the next assessment that I'm going to talk a little bit about the features, is WIDA ACCESS for Kindergarten. I really like this assessment a lot. What really nice about is that it definitely reflects what kindergartners do in the

classroom. So, these are the key features of this assessment. First, the assessment's presented through a storybook, which is spiral bound. It's going to have lots of good photographs and graphics that are colorful, designed to reflect that kindergarten classroom practice. And then you're going to have your own set of materials for kindergarten, and they're a part of the assessment. So you're going to have that storybook, you're going to have a test administrator script, a score sheet, a response booklet, and some cards. And then you have the length of the assessment. So this assessment, to administer, it could take 40 minutes up to 55, maybe even 60, in that one-on-one format. We suggest scheduling in hour-long blocks, just so you can assure you have the right amount of time. But if a student's at the beginning of their proficiency level, and they're just beginning to develop their English, it'll be a shorter assessment than a student that's really developed a lot of English and has a lot of language to show, then it will be a longer assessment.

And then you also have the test training. The training course for this assessment is new, just built this year, and it has a lot of videos, which I love. These are videos of actual students and educators from the field test, and they're adorable. These kindergarten students are so sweet, and it's wonderful to watch them. So it's an enjoyable training.

And then, as previously mentioned, it's a paper-based assessment, and it's administered one-on-one. Now, with this one-on-one, TAs are going to interact with each student during the testing session, and this is going to support them. We hope their affective domain, we want the students to feel more comfortable. So it's that one-on-one administration with a teacher that if it's not their teacher, at least someone that interacts with the students on a regular basis is the WIDA recommendation. And NYSED's going to provide guidance on who will be assessing the students. So you will always follow NYSED guidance. We also have stopping rules built in, and these stopping rules are going to provide an opportunity, as I mentioned before, for students to reach their performance ceiling, their linguistic capacity, right when they're at that point where they're not answering the questions correctly because they're really above their linguistic level. And we will stop that assessment and move on to a different domain, depending on how the student is doing, so it's not a frustrating experience.

So this is an example. I love this graphic. This graphic will be in your post-webinar packet. This graphic shows the different paths a student can take. And you can see that we have the LS1 is Listening and Speaking proficiency level 1. So Listening and Speaking are together in this assessment, which is different than the ACCESS Online or ACCESS Paper, where they're separated. And so Listening and Speaking are together, as they are answering the questions. If they are getting them correct, they move forward in complexity to proficiency level 2, 3, 4, or 5. You can see when you follow the stopping



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rules and moving on to the next domain, when it tells you to, you will go down to the Writing. And you'll go down there depending on how well the student answers the questions. And then in Writing, we start with Writing 1, they can move on to Writing 2, and then even higher in the proficiency levels if they're getting them right. Once they hit their capacity following those stopping rules, you move down to the Reading. And then the administration is complete.

Okay, our final assessment that we're talking about, some of the features, just to give you an idea of what it feels like. Remember, this is not a training, it's just to get you a little familiar. It's an introduction. WIDA Alternate ACCESS. So, WIDA Alternate ACCESS. This is a large-print, paper-based assessment. And as I mentioned before, it's individually administered to students with the most significant cognitive disabilities. It's semi-adaptive. We have built-in scaffolding where you are asking students questions multiple times with additional supports to give them an opportunity to show what they can do with language. So, participation considerations. There are over half a million ELs with disabilities in the United States public schools. And like we said before, the majority of those students with disabilities, they'll be taking WIDA ACCESS Online or WIDA ACCESS Paper, or WIDA ACCESS for Kindergarten. The policy is that there should be less than 1% of the ELs in your state that are actually taking this assessment. And we do have the WIDA Accessibility and Accommodations Framework, which is going to provide support for the ELs when they are taking WIDA ACCESS Online and WIDA ACCESS Paper. There's lots of built-in accommodations and allowable accommodations on this assessment, and NYSED will provide you the very specific New York State guidance. WIDA has theirs, and NYSED will put in what's going to be happening policy-wise in New York. And I'll show you where that will be.

So, we also provide the Alternate ACCESS Participation Decision Tree, and this decision tree is a really helpful tool. It's in the Accessibility and Accommodations Manual, and it will help you decide who's going to take the assessment. And it's really easy to follow. It starts with, has the student been identified as an English learner, yes or no? And you follow the decision tree down and it winds up, the last question that is asked is, "Does or will the student participate in alternate content assessments on alternate achievement standards?" So that means that student is really following this alternate path in the school for standards and assessments. And this will be in your post-webinar packet.

Okay. So how is this test designed? So note right away, this test has four grade-level clusters. These are very different than the grade-level clusters that you have for WIDA ACCESS Online or WIDA Paper. So K is included in here, and you go from grades K to 2, 3 to 5, 6 to 8, and 9 through 12. We also allow for a variety of communication approaches. So if a student is using an alternative communication device or they have

an eye gaze board, a picture exchange system, however the student normally communicates in the classroom is how we want them to be able to communicate when they are taking this assessment. That is their voice. And what normal writing implements they have is what we want them to be able to use.

Just a reminder, again, I put this in multiple times just in case people joined late. The recording's going to be on the New York State WIDA web page and the post-webinar packet with the outline, and all the links to everything I'm talking about will be in this packet.

So what we wanted to do was just give you some highlights of the features of the assessments so you know the assessments we're talking about that New York is adopting. And now we wanted to talk about you and how this is going to impact you, and your role as a test administrator. And the first subject that we're talking about is the test experience, the actual testing experience, and the scheduling for the assessment.

So again, we're going to start with WIDA ACCESS Online. Now, I have put the scheduling recommendations. You need to know everything that's in this webinar is coming from our manuals, or on our website, and these timing recommendations are in all of our manuals, and they will also be in the packet, post-webinar. So, we have a recommended administration format of no more than 15 students per Listening, Reading, and Writing session for WIDA ACCESS Online. And the reason that we have that recommendation is because of needing to monitor students, and that is a part of the test administrator's duties and responsibilities when they're giving this assessment. But NYSED and WIDA have also talked about, if you're in a very large school district and you are going to want to have more than 15 students, if you have another test administrator with you, someone to help monitor the room, then you could have more than those 15 students. And NYSED will provide you guidance on that that's specific to New York. We also have the speaking. We recommend no more than 5 students at once, and that they're spaced out with a little space in-between for the student to feel comfortable speaking into a microphone and not to have someone right next to them talking as well so they don't get confused. We think having around six to eight feet in between students is really helpful. And if you do decide that there will be more than 5 students, that you bring in another person to monitor and support the students while they're doing this assessment online, especially if they're not used to doing assessments online.

Now, you'll see on the right-hand side, we have testing time. So these are just recommendations for scheduling. So when you're scheduling, you're thinking about how many students you're going to be testing at once, and you're also thinking about the

time. If the student is working productively, WIDA recommends that you let that student continue to work. This is not a timed assessment, but we provide recommended times just for scheduling purposes because you have to have an idea and something to work with. So we do this by domain. Obviously, when students are in the lower grade levels and the beginning proficiency levels of language, they will probably progress faster than your students that are at the higher proficiency levels or the higher grade levels, because they have more language developed cognitively as well as just normal language development that they do.

And then when you're thinking about scheduling, don't forget that Listening and Reading for WIDA ACCESS Online have to come first. You could decide to do the Reading first before the Listening. It's up to you. We've usually put Listening first, but you can put those in either order, but they have to come before the Writing and Speaking, because you will need to go into WIDA AMS and look at the tier specifically for grades 1, 2, and 3 for Writing. And there's also this other tier that I didn't mention for WIDA ACCESS Online, and it is called Tier Pre-A. And when you see that on a student for their Speaking, no matter what grade level they are, we suggest and recommend that you have them take the Speaking domain, it'll be on the computer, but that you may want to have them do it when there aren't all the other students around, and that you as the test administrator can be there to help them, because it means they're at the very, very beginning of their speaking abilities if they're in that Tier Pre-A. So they might need a little extra support getting through the experience of testing online. Okay.

So during the administration, what are you doing? And in the administration, first thing you're going to be doing is reading the introductory TA script. And you want to be able to assist the students through the test practice session. That is, again, just making sure that you're not helping them with content, but that you're helping make sure that they know, "Oh, I have to hit the next button to move on with the assessment," so that they are getting through. You are also helping students sign into that test. And I'm going to show you in just a minute what that looks like because students get test tickets. And then you're circulating the room just like you normally do with NYSESLAT. You're making sure students are on task, if they need support, that you're giving them some reassurance to do their best and answering any questions that they might have.

So test tickets. So before the students come in, you as the test administrator will print the test tickets, unless your coordinators have already done that for you and given you the test tickets. There is one test ticket per domain. So there are four different test tickets for the students, and the one that we're looking at is Writing for grades 6 through 8, and you can see that it has the first name, the last name, and the birth date of the student. We ask test administrators to always make sure that information is correct, and

if they're not your students that you're testing, that you find out if the information is correct prior to testing. It will also put in there those accommodations that are going to be administered during that test session with the WIDA ACCESS Online. And you'll see on the right, it's got the username and password. And sometimes students may need support, especially the younger grades, or a student that might type with a lot of typos like me. I might need someone to check and make sure if I'm not getting in, that I typed it correctly. And what they are clicking on, if you look in the middle of the screen, you see that blue box with the navy-blue box that says DRC INSIGHT? That's the assessment. Our test partner, the company that actually builds the test engine and the test management system, the technology part, they're called DRC, and so they click on DRC INSIGHT to go in and get to our assessment.

And even though this is an online assessment, there are materials. So, you will be distributing these materials for grades 1, 2, and 3. You can see on the left that you have test administrator scripts. These are by different grade levels, because the grade-level clusters will have different scripts. If I had students that were from both grade-level clusters, the one-- actually, no, never mind what I just said. Just know that we have two scripts. And then you have on the right the writing booklets for specific grade-level clusters and the tiers. So this is why students have to be separated, because these writing booklets are different depending on the tier that the student has, and the assessment is different depending upon the grade-level cluster. So, it is important for the Writing domain for grades 1, 2, and 3, that they're separated by tier and grade level cluster. And so they will have those writing booklets that they will then be able to fill out during that assessment.

Also, one other point, these writing booklets are different than the paper assessment. So you want to make sure you're using the writing booklets that were designed for the online assessment and not designed for the paper assessment, which is different. And then to identify those tiers, we've talked about this already, just a reminder, we have the WIDA AMS, which I'll talk about in just a minute, and that's an assessment management system. And test administrators would go in after the Listening and Reading, and they're able to view the student's Writing domain tier, and they're also checking to see if any of the students for grades 1 through 12 might be in that Speaking Pre-A tier. Those, remember, are going to be our super beginners.

And then, of course, we talked about the monitoring that is going to be happening. We want to make sure students who pause for a long time, that we're watching them and encouraging them to move on. And you're also watching for those students, we don't want them to just click through. So monitoring is really important, because we want to assure that the student is actually engaging with the assessment. And of course, no cell



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phones or other devices. And I think I understand that it will invalidate a New York State assessment if they had a cell phone while they were taking that assessment.

And then let's talk a little bit about some of these scheduling implications for WIDA ACCESS Paper. So WIDA ACCESS Paper, you will see that the administration, again, for all three, no more than 15 students, unless you have another test administrator or someone helping to monitor. I highlighted in yellow the Speaking. That's not a recommendation. That is just the rule. The Speaking has to be administered one-on-one because the test administrator is actually scoring right while the student is taking the Speaking. And you can see on the right-hand side, we have the approximate timings, again, just for scheduling purposes. If the student is working through the assessment productively and they are going over this time, that is allowable unless your state gave you different guidance.

And then we have the domain order for ACCESS Paper. You have Listening, Reading, Writing, and Speaking. This is the order that it is in the testing booklet, so WIDA would recommend that. But I know when I was giving the assessment, you start with speaking because you have so many students, and you're like, "Oh, I have this window of time. I have to get through all of these students individually with Speaking." So I always started with Speaking and did a few each week or a few each day, depending on what my testing window was, and then we were scheduling the Listening, the Reading, and Writing to happen. So, you can give these in any order, but I highly suggest starting with the Speaking right away if you have a lot of students with ACCESS Paper. In New York State, if you missed it, you have to have an accommodation to take the ACCESS Paper or a 504 plan.

So materials for the paper. You will have a test administrator script. You will have a Speaking test booklet. So you're going to be using the test administrator script. You have the test booklet that the assessment is actually in and that they are looking at, and then you have your response booklet for the Listening, the Reading, and the Writing. And the Listening and Speaking, you have audio that can easily be streamed. You just are going to have to make sure that you have speakers so the students can hear well. I would not just depend on my computer if it wasn't attached to speakers. And if you don't want to stream, or you don't have the ability to, we still have CDs, which I find funny. Like my computer, I have nowhere to play a CD, and I certainly don't have a CD player anymore, but we have them. But I know some CD players are still roaming around schools and, or you have computers that have the ability to play. Once again, you just want to make sure that all of the students in the room are going to be able to hear that audio.



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And then with paper, during administration, again, you are going to be distributing the materials once the students are seated. You're going to read the TA script, you'll play the audio, and you score the Speaking. You want to ensure, just like you have previously, that you're ensuring students fill in those circles all the way so everything is filled in properly, and we circulate and monitor the students.

WIDA ACCESS for kindergarten. So, let's talk about the scheduling and the responsibilities. For WIDA ACCESS kindergarten, the test administrator starts off, they're going to read a themed story, and that theme carries throughout the rest of the assessment, which is really helpful. The story and the associated theme, they're just going to be consistent for the remainder of the test. And we give an overview of...as we were talking about it, when you look in your training, you're going to get an overview of all of the sections of the assessment. Just a reminder, I am just going to touch lightly on these. So for kindergarten, you have your ACCESS materials. So you're going to have your test administrator script. You will get your score sheet. So the test administrator script is the guide for giving the test, and the score sheet is used to record and score each test item. And the response booklet is going to be used during the Writing section to capture the student's writing. And then, of course, we have the storybook, "We Can Build a Garden," and that's what the assessment's built upon. And then you can see that we have cards, those cards in the right-hand corner, and they're part of the assessment. So, it helps students engage with some of the reading tasks.

Now, this slide shows the way that WIDA suggests that you're going to set up your testing session. You can see that we put the student right next to the test administrator, not having the test administrator sitting across from them. We suggest that they're sitting side by side. There are a lot of materials, so it's nice to have a bigger space, like a table, that you can actually do this at. Although I know there's been many a time I've been in a small desk with another small desk and holding things in my lap and trying to make it happen. But this is the ideal. The student would have the storybook in front of them. The other materials are out of the way, but they are arranged in a way that the test administrator will have easy access to them.

So the test administrator, during the administration, they are going to start off, as we mentioned, reading the storybook, and we really want them to create a positive testing experience for the student. That's why it's important that the person who's giving this assessment is familiar to the student. And then they score and they mark the student's answers, and at the end, they're actually transcribing the student's writing, because the student's going to write something and the test administrator's going to see it, and they're also going to ask the student to read to them what they wrote.

All right. The final assessment to talk about here is Alternate ACCESS in this section. So again, just like kindergarten, we were talking about there being someone who's really familiar with the student and is super familiar with how the student communicates in their classroom in daily instruction. We want that test administrator to understand the accommodations and how they're given, so it's not the very first time that they are interacting with the accommodations this student has, because we want to create the best environment for the student to demonstrate what they can do with language. And you will always check your state policy for specific information.

So in this assessment, we do have a recommended order of administration; but again, you can move through it in different orders. But you have Listening, Reading, Speaking, and Writing. And the students, for Listening and Reading, they're just selecting their responses, and then of course, they are constructing responses. It's that expressive language for Speaking and Writing. And the thing I love about this assessment is, as we said before, they can use their communication devices. However, whatever is considered the student's voice in the classroom is what their voice will be accepted for on this assessment.

Now, something different about this assessment, which really takes in the whole child, especially in these specific situations where they would be taking Alternate ACCESS, is we have an individual characteristic questionnaire that they fill out. So they're starting off, the test administrator will fill that out prior to testing, and then they will also set up test materials for the best test experience for the student. And these materials can be manipulated, and I'm going to talk about that in just a moment. They follow the TA script, they score the student responses, and they're going to scribe the student's writing responses if the student's using an alternative device.

All right. Let's talk about that questionnaire. So we have this individual characteristics questionnaire, and it's really important that test administrators complete this information, and it's accurate, and it's complete. And they will probably have to talk to their colleagues, other educators to work with the student to get a full picture of the student, because this information, along with the Alternate ACCESS scores, is information that is used and added in when you're making high-stakes decisions around that student, like specifically about whether they should be taking Alternate ACCESS or not. So you will find this in there, meaning in your assessment when you get it, and there is more information about that on our website underneath Alternate ACCESS. And there's a link to that in the packet that we provide to you.

So your materials for Alternate ACCESS--as I mentioned before, you can manipulate some of the test materials to support the student. So you'll have your script, but you'll

see in the middle here, the student test booklet, the horizontal one. And that test booklet, you can actually cut up that test booklet. You can adhere things to an eye gaze board. You could put it on a foam board if a student is used to doing something more tactile. Students are allowed to use whatever they use to write, the writing implement of their choice in the classroom, whether it's a marker, a pencil, a crayon...it's what they use. So that is also, just again, trying to provide that environment where they are going to do their best. And all we ask, if you manipulate that student test booklet, is that you take everything that you've cut up. When you're giving the assessment, you actually want to make sure it's presented in the same order as it was in the test booklet, and at the end, you put everything into an envelope, and there's a little barcode on that back of that test booklet, and you'll just put that on the back of an envelope and send it back. And that's considered the student's test booklet, even though you've changed what it looks like. And then, as I mentioned before, you have that student test booklet. Okay. That was a lot of info, I know. I wish we could talk to each other. I would love to talk about some of this, but I know we have a webinar filled with so many people, and we aren't able to monitor the chat, so we're going to continue to move forward. And again, this information is going to be in that post-webinar packet.

Technology. Okay, so you have the WIDA website. This is the technology that you're going to use for ACCESS. You have the WIDA website. On that website, there's lots of test practice and samples. I'll show you where some of those are. You have the WIDA Secure Portal. This is where all your trainings are. You have WIDA AMS. That's our test management system. And then you have DRC INSIGHT. That was that app I showed you when we were looking at test tickets that students click on, on their computers.

So these are our WIDA websites. You start with the WIDA website that's open and public to everyone. And you can access the New York State page from the WIDA website. It's at wida.wisc.edu, and you are able to go there, and you're able to see the New York state page, and there are lots of available free and open resources for testing on that website.

Then you have the WIDA Secure Portal, and the portal is used to complete your training courses. You do not have access to this right now. To get to the WIDA Secure Portal, you go to the website and you have to log in to get into the portal, and you won't be able to do that until September. So around, in the beginning of September, you should be getting a portal account, and you'll be able to go in and take the assessment training. And then you have WIDA AMS. This is our test management system, and that access will come much later, and NYSED will provide you information about how to get those accounts, and that information will also be on your state page.

And then, as I mentioned before, that INSIGHT Test Engine, we already talked about this. Your technology coordinator is going to go on here. They will go into WIDA AMS and they get the INSIGHT Test Engine, and they download it on all of the computers that you will do testing on. I understand Chromebooks are being used widely in New York, so it does work on Chromebooks, and they will download it on there. They can mass-deploy it depending on technology using a device toolkit, and they will be given all of the information they need to have, and every district will have a technology coordinator. And it prevents the user from going outside, as we mentioned, the INSIGHT test system. So they can't just go to another website. They're locked in.

And then you have your headsets versus headphones. So on the left, you have the headset. That has a microphone. You have to have a microphone in order to take the Speaking assessment. It's super important. We need to capture clear answers from the students because that computer is capturing it and sending it to DRC to score. We also can use headphones for Listening, Reading, and Writing if you don't have enough headsets in your school or your district, but you have to use headsets for the Speaking. That's really important. And if you want to use headsets for all four domains, that's fine. The only thing that you really need to be careful about is, you are not allowed to use Bluetooth headsets or personal wireless earbuds. And I can tell you for sure, my old high school students, they would just be like, "Miss, no, no, no, no. I got my own. This will work. I've got my own earbuds. Look, I've got them attached now. They have a microphone built in." No, not allowed. Make sure they are using headsets or headphones that the school is providing. And we do provide specifications for that. It's on the WIDA website, and I put a link to it in the post-webinar packet that will be on the New York State web page on the WIDA website. And I will show you that towards the end of the webinar. All right. And there will also be more information about WIDA AMS for district technology coordinators that will be coming soon to them.

Scoring. All right. Scoring and the responsibilities for scoring for the test administrator. All right. We have four assessments. They are scored differently, depending on which assessment we are talking about. So WIDA ACCESS Online, all of it, every domain is centrally scored by DRC. Even the grades 1, 2, and 3 Writing booklets, those will be scored by DRC. And they have trained raters. They have to have a four-year degree. They go through rigorous training, and they score all of these assessments all day long, and they are deeply involved in different questions and proficiency levels for those assessments.

WIDA ACCESS Paper, the test administrator scores the Speaking during the assessment. And then the rest, Listening, Reading, and Writing, that's all scored by DRC. The test administrator is going to use this rubric. It has exemplary, strong, adequate,

attempted, and you are looking at this rubric. There is training for it, that when someone is going to be giving the Speaking, they have to take when they're giving WIDA ACCESS Paper for the Speaking, they have to take specific training courses.

WIDA ACCESS for Kindergarten, the test administrator during testing scores everything, all four domains, and they are filling it out as they go. Here's an example. So if you're a kindergarten teacher, you can see that Reading and Listening, that's correct or incorrect. They're going to be pointing to things. You'll be asking them questions, and you write correct or incorrect. And then the Speaking, which is underneath the Listening, so that top right graphic you can see underneath that it says "Listening" up top, and under it, it says "Speaking." That gives you an expect box, and it gives you the language you can expect to hear. Here it says at least two connected short oral sentences or phrases. And then it says some details, and you will say whether it meets. Does it meet that, or is it approaching it? They haven't quite gotten there. So you fill that out as you go. And with the Writing, you will also use, for the beginning-level Writing, levels 1 and 2, domain questions, you use expect boxes again, and whether they're meeting it or approaching it. And then for the higher levels, with the proficiency levels 3, 4, and 5, you're using the rubric that you see there on your right. And again, there is training in the training course about scoring.

WIDA Alternate ACCESS, test administrator scores all four domains, and they are using Meets, Approaches, No Response, and Not Administered. So you'll notice with No Response, a response in a language other than English is going to be no response. But if they're speaking in another language and they have English, you will score the English that they provide, because this is an assessment of their English language development, although we know how important the other language is in their overall language development.

Just a reminder again, the recording's going to be posted on the New York State web page. You will have that packet with all the links. So don't worry if you can't get to that QR code. We're going to give you all of the links in the post-webinar packet.

Okay, training requirements and preparation. We have 15 minutes left, and I'm going to tell you that when we talk about training requirements and preparation, WIDA's always going to be using these different roles. There are test coordinators. Test coordinators could be district coordinators or school test coordinators. These people are overall test, from the ordering the materials to the very end, returning them, they're in charge. Test administrators, don't get confused. I'm not talking about an administrator like a principal or a district administrator. I'm talking about the people that give the assessment, because I've had some questions about that where people get confused. WIDA calls the

people that give the test, test administrators. And then of course your technology coordinators. These people should all be in communication with each other. They should have a plan really devised between the test coordinators and the technology coordinators about testing, the days they're testing, who's going to provide technology support.

You will see that the test coordinators, there are four manuals they can look at. This one is designed specifically for them, the District and School Test Coordinator Manual. That's up here on the upper right. And that gives them all this information with details for their role and what they need to know. You also have the Test Administrator Manual, which is more general, and they should read that, too. So your school and district coordinators should read these manuals, especially the first year they give the assessment in the district and school.

We also have an Accessibility and Accommodations Manual. That is available on our website. You are able to actually access that. And a WIDA AMS Manual, which gives you guidance for utilizing WIDA AMS.

Then you have the test administrators. Test administrators have their Test Administrator Manual. It's the same one that I just talked about with the school and district coordinators; that TAM. But then they have their own specific one. I love this manual. It is short. It's concise. It is your quick guide for giving the assessment. So you might have taken your training a month or two ago. You pull out this Test Administrator Essentials. You go, "Oh, right." Here's all those questions you might have had that you forgot about some of the details. It's right there. And then of course the Accessibility and Accommodations Manual. And you'll have the WIDA AMS Manual. And all of these are in the training courses. You're going to be able to download them. You can bookmark them. If you're old school like me, you might print them. I have them all printed out every year. And this manual, they'll use the WIDA AMS one just in case they don't remember, "Oh, where do I go to view the students and their accommodations to make sure I'm checking the information on their test tickets?" Or being able to print the test tickets.

And then the technology coordinator, they're going to get most of their information through emails and then in WIDA AMS, and they provide that tech support, and they should be there every day of testing with WIDA ACCESS Online. And if they're not there, someone who knows how to troubleshoot the tech and who to call should be there.

Okay. Your state-specific page. I do want to show you really quick. I'm going to go to my internet, and I am going to show you, this is the New York state-specific page. And this page has been designed just for you. It's welcoming you to the consortium. And to find

the page, you go to the WIDA website, wida.wisc.edu, and you go up to Member/State Pages, you scroll down to New York. Every state has its own page. Now this has great info for you, info that you're going to use. It's got top things you need to know, the newsletter. It's telling you, "Hey, today there's a webinar," and it gives you the link. You can also go down here. There's another webinar coming up next week, Technology 101. That'll be a really good webinar. Lots of info. That memo from New York is down at the bottom, a note from NYSED, and you can go here and get more information about adopting WIDA and not adopting the Framework. And technology resources. But right here, sign up page. Sign up for the newsletter. It's right here. There's been four that have been put out. They're great newsletters. We write them in collaboration with NYSED. They approve everything that's going to be on there, and they're trying to do a really thoughtful approach to you transitioning. And like today, we knew this wasn't going to be a training. This is just, hey, we're getting you used to WIDA and familiarizing it to you, because you have finished NYSESLAT, you're at the end of the school year, and we just wanted to give you a little bit of information to bite on. So this is a great page.

But, I wanted to show you that eventually, your page is going to look like this. And I'm going to go and show you a different state. So this is not your state page. This is Wisconsin. But eventually, your state page will look like this. The dates and the content will be a little different, but it'll have this format, where they put in the timeline for testing and all the important dates, all of your contact info, how to log in, and how to get a WIDA secure portal account and a WIDA AMS account if you're supposed to have one. And then every state page has this, and I wanted to show it to you, because I think it's really helpful. This is the WIDA ACCESS Online checklist. If you walked away from this webinar just remembering you're going to have this, that's fantastic. This checklist is divided by role. Remember I told you that WIDA calls it district test coordinator, school test coordinator, test administrator. So we have it by role. Each color here is a different role. We have links to all the important information. And then we divide this into before testing, during testing, and after testing, and we list every single possible task you would have to do to give this assessment. And then WIDA will list the task, and then the state, this is Wisconsin, not New York. New York will list its state-specific clarification, and what you specifically need to do as a New York educator. And if you're only a test administrator, well, you only do the ones with the X next to test administrator. And this is really helpful because if you just had this, you should be able to know what you should be doing. And then if you had your manuals, you'll be A-okay, I promise. And as I said, they divide it by before testing, and I'll go down a little further until it changes color, during testing, and then there's after testing. And don't be intimidated by the list of things on there. Some of these are really small, like sign into the WIDA website and sign your NDA, your nondisclosure agreement. Okay.

So I just wanted to make sure I showed you that checklist. I think it's really helpful, and it's a great resource. So I'm going to jump through some of these slides because I just talked about the state-specific guidelines you will eventually have, the checklist, which I just showed you, and then of course, there's the assessment training courses. You can't access these until September. We roll these over every year for the new testing season because we update them every year. So you will be able to go, you'll log in to the WIDA website, and you'll log in, and you'll go to Assessment Training, and you will be in the assessment training courses. And they're all self-paced. I do recommend doing them as a group if you're in a school district that has multiple ENL teachers. And you can do these as a group together, but make sure everyone's on a computer because you do want your own certification. But it could be nice to have those conversations about the way that you're giving this assessment and any clarifications you want to clear up with each other.

So the required assessment training courses, you have ACCESS for Kindergarten, one training course. These training courses are anywhere from an hour and a half to three hours each, depending on how fast you read. And if you're doing a real close read, it's going to take a lot longer. And we send you to different resources and manuals. But you will see there's one for kindergarten, one for ACCESS Online. ACCESS Paper has more. Paper, there's at least one for administration, and you'll have to do at least a second one, depending on if you have grade levels. If you're doing multiple secondary and elementary, you'll have to do at least two. Whoops, I just jumped ahead by accident. If you have Braille, that is also separated elementary, secondary. Hopefully, you're not giving all of those. I think it would be an unusual situation where someone had to take all of those for the paper. But paper does require more training because you're scoring Speaking. And then Alternate ACCESS, just one training, which is really nice that you get the administration and scoring in one.

When you finish, you get a certificate of completion, and that certificate lives in our secure portal, and your district administrators can see it. So they'll be able to go in and go, "Oh, look, most of my teachers have done their training, but I'm going to send an email to so-and-so because they've been really busy, and they need just a gentle nudge to do that training before we start testing." And then you will have access to your past year's training certificates, and you'll be able to go in and see your history and what you've completed. And those can be printed out as well.

The manuals I've already talked about. These three are updated in September, the Test Administrator Manual, The Essentials (that's that quick guide I love), and then the District and School Test Coordinator Manual. And then our Accessibility and Accommodations, that will be updated in July. So if you go to our website, because that

is on our website, and you find that manual, it's not the current one, meaning it's just for this past year still. July 1 you will have the one that will apply to next year's assessment. And same with our WIDA AMS User Guide.

Just a note that you can prepare your students online. So on the website, we have test demos, test practice, and sample items. I know these QR codes are placed better for you. I'm so sorry about that. But you can go there, and you can actually see pieces of the assessment. Students can engage with it. There's a test demo video that we recommend that you show students. I also recommend that they get on with the test practice and sample items, so they can play with those accessibility tools, so they're not a distraction when they're taking the assessment. And we also recommend that if families want to know about the assessment, that you share some of these sample items with them, so they know what their students are going to be experiencing. And this is just an extra slide where we were talking about the difference between them, answering questions or familiarizing them with the platform.

We do have score reports, and you'll receive those. We don't have an exact date. It's because it's your first year, it will take a little longer than once you're in the testing cycle year after year. It does take a little longer that first year to get your score reports. And NYSED will provide more guidance about that, but we have information about it on our website, and there's a QR code. We also have all that information in the packet that's going to be posted with the webinar. We explain the reports in our interpretive guide. This interpretive guide on our website is for this past year, 2026, and you're not taking the assessment until 2027, and there will be a new interpretive guide for that. We update that every single year. There's family resources explaining the scores to the families and their reports. We have four different reports. We have the ISR plus the district school frequency reports and the student roster. And this is an example of this past year's individual student report.

Well, we have just about finished. I've already shown you the New York State web page. I recommend that you go there, and you sign up for it, that newsletter. It's really helpful. New York is thoughtfully putting information in there for you. WIDA self-paced assessment trainings, they're going to be available in September. And don't forget, we have a webinar, and that will be next week from 2 to 3:30 on Tuesday, Technology for WIDA ACCESS Online 101. We will have that packet for you.

This webinar will be posted on that New York State WIDA web page. You'll get all the hyperlinks for the documents and the websites. We're here to help. If you have any questions about WIDA, you can always contact us. We've also been chatting with The RBERNS and, of course, working in collaboration with NYSED and OSA. There are other



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newsletters. I wouldn't sign up for them. I would stick at this point with that New York State one that's on your web page, because that's giving the information that's been curated for you. Thanks, everyone. You'll find us on Facebook, Instagram, LinkedIn, X, and YouTube. We're thrilled you're joining us, and I hope you're excited as you slowly transition to WIDA. Thank you.