Office of Bilingual Education and World Languages
Associate Commissioner

Office of State Assessment
Assistant Commissioner

Frequently Asked Questions on the Implementation of the WIDA ACCESS English Language Proficiency Assessments in New York State

Introduction

New York State Education Department (NYSED) is implementing WIDA ACCESS English language proficiency (ELP) assessments beginning in the 2026–27 school year. Districts and schools will initially administer *WIDA ACCESS* and *WIDA Alternate ACCESS* to measure the ELP of English Language Learners (ELLs), including students with the most significant cognitive disabilities. During 2026–27, schools will continue to use the *New York State Identification Test for English Language Learners (NYSITELL)* for ELL identification and placement. Beginning in Fall 2027, districts and schools will administer *WIDA Screener* and *WIDA Alternate Screener*, as needed, to determine ELL status for newly enrolled students. New York will continue to use the Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners (ALDs) to guide instruction for ELLs.

The following frequently asked questions address educators' and school and district administrators' questions about the transition to WIDA assessments.

WIDA Overview

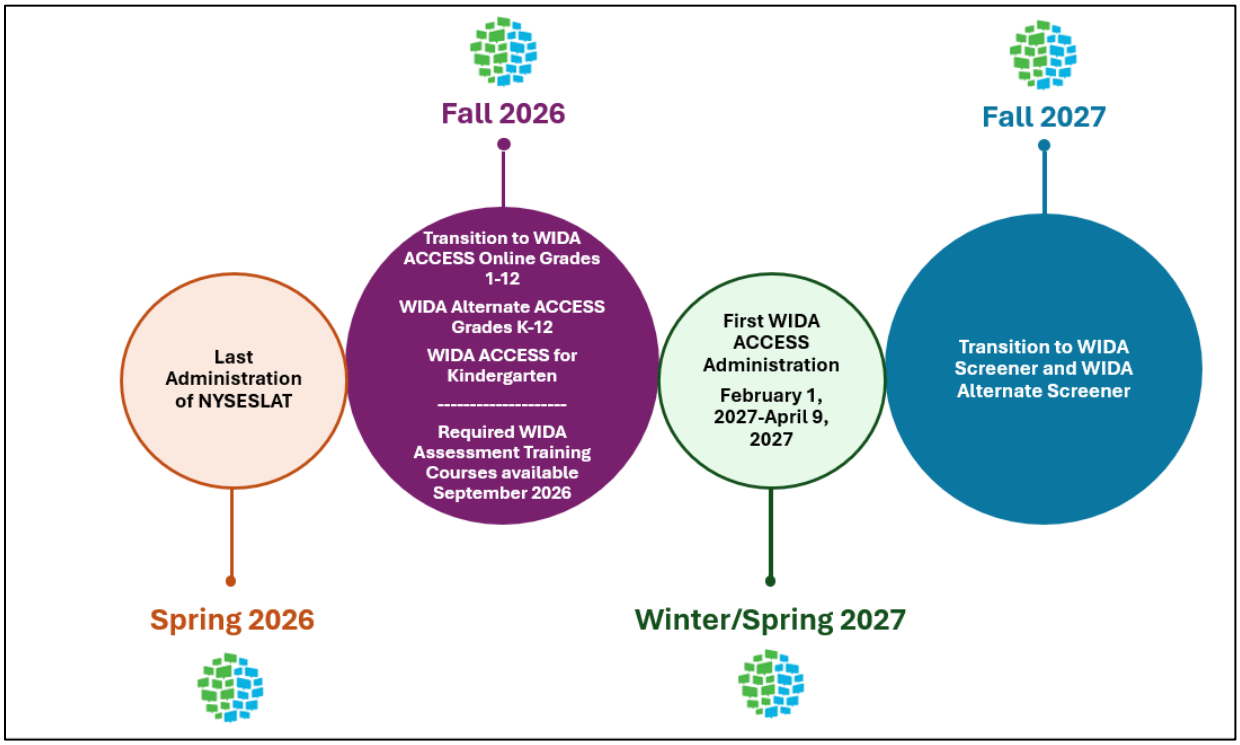
What is WIDA?

WIDA is a nation-wide consortium of 42 states, territories, and federal agencies that develop ELP assessments to provide educators with information necessary to understand and support the success of multilingual learners. Consortium members use the *WIDA ACCESS* suite of assessments to evaluate and support students' ongoing English language development.

Why is New York State transitioning to WIDA?

New York State joined the WIDA Consortium to modernize its ELP assessments. For the majority of ELLs, this transition replaces the State's paper-based ELP assessments with the computer-based *WIDA ACCESS* assessment. For students with the most significant cognitive disabilities, *WIDA Alternate ACCESS* expands assessment options and ensures that eligible ELLs will participate in an assessment appropriate to their instructional needs. Some students will continue to test on paper, including Kindergarten students, students who take *WIDA Alternate ACCESS*, and students for whom paper-based testing is documented as an accommodation in an Individualized Education Program (IEP) or 504 Plan.

What is the timeline for this transition?



Will instruction for ELLs change?

While the State's English language proficiency assessments are changing, NYS's instructional expectations for ELLs are not. New York State districts and schools should continue to provide instruction aligned with the New York State Next Generation Learning Standards and the Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners (ALDs). The ALDs remain New York State's English language development framework and will continue to guide instruction for ELLs across grade levels and content areas.

How do the WIDA assessments align **with New York State's Academic and Linguistic Demands*?***

WIDA assessment results will be used to measure ELP and interpreted in accordance with New York State policy. New York State is not adopting the *WIDA English Language Development (ELD) Standards Framework, 2020 Edition.* All English Language Learners (ELLs) will continue to receive instruction aligned with the New York State ALDs, which help teachers identify the words, phrases, and language structures embedded in the English Language Arts standards so that they are able to provide standards-aligned, grade-level instruction to ELLs.

In addition to the ALDs, educators are encouraged to continue using the tools NYSED has developed to support instruction of ELLs including:

- Science of Reading for Multilingual Learners (ML) toolkit

- Advanced Literacies for Academic Success topic briefs
- Classroom Practices for MLs and ELLs instructional samples
- Scaffolding Instruction for ELLs lesson exemplars
- Integrating Science and Language for All Students with a Focus on ELLs topic briefs

Which language domains does WIDA assess?
WIDA ACCESS, *WIDA Alternate ACCESS*, and *WIDA ACCESS for Kindergarten* assess four domains of English language proficiency: Listening, Speaking, Reading, and Writing. For *WIDA ACCESS* and *Alternate ACCESS*, each domain is assessed separately, which represents a change from the *NYSESLAT* administration model (which had a single session for Speaking and a combined session for Listening, Reading, and Writing). For *WIDA ACCESS for Kindergarten*, the Listening and Speaking are administered in the same section of the assessment, followed by Writing and then Reading.

The domain results provide information about a student's ELP and support instructional planning and educational decision-making consistent with the purpose of the NYSESLAT. Note that in addition to an overall composite score, WIDA provides individual scores for each domain on all WIDA assessments, including WIDA ACCESS for Kindergarten.

Preparation and Support

When and how should districts and schools begin preparing?
Districts and schools should begin preparing as soon as possible if they have not already done so. The shift to the WIDA assessments will include changes in the requirements to prepare for the administration for the assessments. Districts and schools should allow sufficient time to identify participating students and staff, establish WIDA Secure Portal User and WIDA AMS accounts for school test administrators, complete required annual trainings in the WIDA Secure Portal, monitor test administration completion, prepare and verify technology and testing devices in advance of test administration, and review current NYSED and WIDA guidance. District and School Test Coordinators should become familiar with applicable administration manuals, accessibility and accommodations guidance, WIDA AMS resources, and other materials relevant to their roles. Technology Coordinators should support technology readiness and address technical issues before and during testing.

We recommend districts and schools visit the New York WIDA ACCESS Checklist 2026-2027, where they can find each step in the ACCESS testing process from beginning to end.

What is included in the required WIDA assessment trainings?
Required WIDA trainings provide certification in standardized administration procedures for the applicable WIDA assessments, including test setup, administration protocols, and procedures for each assessment. Trainings also cover test security and handling of secure materials, scoring procedures for components that are scored locally, accessibility and accommodations, use of WIDA assessment systems, and procedures for maintaining testing integrity and addressing common administration issues. Educators are required only to complete the trainings for the specific assessments which they will administer. Trainings related to paper-based WIDA assessments (WIDA ACCESS for Kindergarten, WIDA Alternate ACCESS, and WIDA ACCESS Paper (Grades 1-12) for those students with the appropriate accommodations) will include information on scoring in addition to administration of the assessment.

What professional learning and resources does WIDA provide?
WIDA offers professional learning and resources to support educators in assessment administration. Available resources include self-paced online learning, webinars, assessment training, instructional resources, research-based publications, and other professional learning opportunities. WIDA's New York State Member Page provides a list of professional learning opportunities to support New York educators' administration of the WIDA assessments. Professional learning resources do not replace the required training courses needed to administer and score the WIDA assessments; these trainings are available through the WIDA Secure Portal.

Who should participate in required WIDA assessment trainings?
All district and school personnel who coordinate, administer, or support *WIDA ACCESS* assessments must complete the required annual training for their assigned responsibilities. District Test Coordinators (DTCs) and School Test Coordinators (STCs) are responsible for ensuring that Test Administrators (TAs) complete the applicable certification training for each assessment they will administer, including *WIDA ACCESS for Kindergarten*, *WIDA ACCESS Online or Paper (Grades 1–12)*, and *WIDA Alternate ACCESS*. (Note that even though WIDA ACCESS Online students in grades 1-3 take their Writing domain session on paper, the TAs for these students are NOT required to take additional training for WIDA ACCESS Paper.)

Training must be completed prior to administering the assessment. For required training information, refer to the New York WIDA ACCESS Checklist 2026-2027 on WIDA's New York State Member Page.

Are practice tests and sample items available?
Schools should inform families and students about *WIDA ACCESS* throughout the school year before testing and provide opportunities to become familiar with the assessment format, item types, navigation, tools, and applicable accessibility features or accommodations. WIDA provides test demos, test practice and sample items, and printable sample materials for *WIDA Alternate ACCESS*, with resources varying by assessment format. Practice materials are intended to familiarize students

with the testing experience and should not be used for screening, placement, or extensive test preparation. The goal of these practice resources is to ensure that students are comfortable with the testing tools and environment and to practice answering the type of questions they will see on the test prior to the WIDA administration. Teachers should focus on providing support with technology and test procedures during practice. These materials are not designed to serve as summative classroom assessments and should not be used for that purpose. Districts should consult the WIDA Accessibility and Accommodations Manual and current New York WIDA ACCESS Checklist 2026-2027 for applicable resources and supports.

What support is available for WIDA ACCESS assessments?

For WIDA ACCESS questions, districts and schools should first consult WIDA's New York State Member Page, WIDA in New York email newsletter, and NYSED Office of State Assessment (OSA) website for current resources, professional learning, and updates. Please consult the following list to address specific issues:

- Contact WIDA Client Services at (866) 276-7735 or help@wida.wisc.edu for assistance with **WIDA resources and guidance**;
- DRC Customer Service at (855) 787-9615 or WIDA@datarecognitioncorp.com for **WIDA AMS, materials, student or test management, reporting, and technical issues**;
- NYSED Office of State Assessment at (518) 474-5902 or emscassessinfo@nysed.gov for **New York-specific assessment questions**;
- NYSED Office of Bilingual Education and World Languages (OBEWL) at (518) 474-8775 or OBEWL@nysed.gov for **State ELL policy questions**;
- The Regional Bilingual Education Resource Networks (RBERNs) provide regional **professional learning and technical assistance**; visit the NYSED RBERN webpage to identify the appropriate regional network; and
- NYSED Office of Special Education at speced@nysed.gov for questions about **testing accommodations and students with disabilities**;

How can districts stay informed about WIDA ACCESS updates?

NYSED will communicate implementation updates through official memoranda, the Office of State Assessment and Office of Bilingual Education and World Languages (OBEWL) webpages, webinars, and other State communications. Districts and schools should also regularly consult WIDA's New York State Member Page for State-specific assessment information, resources, professional learning, and updates, and sign up for the WIDA in New York email newsletter.

What family engagement supports are available?

NYSED provides numerous resources to support family engagement on the English Language Learner and Multilingual Learner Parent Resources section of the OBEWL website. This includes orientation videos, sample letters, and guidance on college and career readiness. While many of these resources are in the process of being updated to reflect WIDA, the orientation materials all remain current as NYSED will continue to use the NYSITELL for ELL identification until the Fall of 2027. For information on

the English language proficiency assessment, schools may wish to make use of the resources that WIDA provides on the Engaging Families and Communities page of their website. This page includes links to letters and handouts that introduce families to the WIDA ACCESS assessments.

Systems & Technology

What is the WIDA Secure Portal?

The WIDA Secure Portal provides access to required assessment trainings and secure WIDA resources related to administration, accessibility and accommodation, scoring, etc. (please note that some of these resources are also available on WIDA's public website). District Test Coordinators (DTCs) are responsible for providing or arranging role-based access to the WIDA Secure Portal; new users should contact their DTC or the WIDA Client Services Center to create an account. For access or login issues, contact WIDA Client Services at help@wida.wisc.edu or (866) 276-7735. Users must agree annually to WIDA's Non-Disclosure and User Agreement before accessing secure materials.

What is the WIDA Assessment Management System (WIDA AMS)?

The WIDA AMS is a role-based system used to manage student and test administration activities, including registrations, accommodations, secure materials, test monitoring, and data validation. District Test Coordinators (DTCs) create accounts for School Test Coordinators (STCs), Test Administrators (TAs), and Technology Coordinators and oversee district-level materials and data. STCs use WIDA AMS to manage school-level registrations, student assignments, accommodations, and test monitoring. Refer to the New York WIDA ACCESS Checklist 2026-2027 for role-specific access and responsibilities.

New DTCs should update their changes in My Contacts in the NYSED Business Portal. If you require additional assistance, review the P-12 My Contacts article about adding the ELL Testing Coordinator, or contact datasupport. Once the update has been completed in SEDREF, please contact DRC Customer Service to create an account. New STCs and TAs should contact their DTC to request accounts.

For login or account issues, contact DRC Customer Service at wida@datarecognitioncorp.com or (855) 787-9615. Users must agree to DRC's security terms upon first login. For additional guidance, refer to the WIDA AMS User Guide and applicable WIDA AMS knowledge articles.

What technology and equipment are required to administer the WIDA assessments?

Schools and districts should ensure the technology environment is ready for WIDA ACCESS Online, including devices, network connectivity, required software, and audio

functionality. Refer to the WIDA AMS User Guide, DRC INSIGHT User Guide, and current Supported System Requirements in WIDA AMS for technology requirements, readiness, and troubleshooting.

WIDA recommends wired, over-ear headsets with stereo playback and no noise cancellation for Speaking; headphones without microphones may be used for Listening, Reading, and Writing. Bluetooth or other wireless headsets should not be used. See WIDA's Headphone Specifications for detailed recommendations.

Contact DRC Customer Service at (855) 787-9615 or WIDA@datarecognitioncorp.com for unresolved technology issues.

Participation

Who takes WIDA ACCESS?

All public and charter schools must administer WIDA ACCESS annually to all ELLs in Grades K–12, including ELLs with a disability, or number of years of service (including six or more years), until the student exits ELL services in accordance with the Commissioner's Regulations Part 154. Religious and independent schools are strongly encouraged to administer WIDA ACCESS to their ELLs. If a religious or independent school receives services or equipment paid for with Title III funds, it must administer WIDA ACCESS or an equivalent test to its ELLs annually.

For most students, *WIDA ACCESS* is a computer-based, adaptive assessment measuring Listening, Speaking, Reading, and Writing; paper-based administration is available as an accommodation for eligible students with an IEP or 504 Plan. ELLs who meet the WIDA Alternate ACCESS participation criteria, must take WIDA Alternate ACCESS. Schools should use the WIDA Alternate ACCESS Participation Decision Tree for New York to determine the appropriate assessment.

Who takes WIDA Alternate ACCESS?

The determination of whether a student will be taking the WIDA Alternate ACCESS should be based on the factors outlined in the WIDA Alternate ACCESS Participation Decision Tree and made by the Committee on Special on Education (CSE) after the student is determined to be both an English Language Learner and a student with a disability. This includes students in Grades K-2, who may have not yet been found eligible for alternate assessment. For ungraded ELLs with disabilities, use NYSED's grade-assignment chart in the 2026-2027 Student Information Repository System (SIRS) Manual under Ungraded Students to determine the appropriate grade-level assessment based on the student's instructional placement and applicable NYSED requirements.

Every year, the CSE must make an individualized determination as to whether the student meets all of the eligibility criteria for participation.

Are Former ELLs required to take the WIDA assessments?
No. Former ELLs (those who have exited ELL services within the previous two years) are not required to take an ELP assessment. These students are entitled to two years of Former ELL services as indicated in the NYSED ENL and bilingual education Units of Study and Staffing Requirements guidance.

Administration

Who administers the WIDA assessments?
WIDA assessments may only be administered by qualified school personnel who have completed the required training via the WIDA Secure Portal and meet New York State and WIDA qualifications for test administration. In public and charter schools, *WIDA ACCESS* must be administered by certified teachers or administrators, with the principal making the final determination regarding a teacher's eligibility to administer or score the assessment. Principals are responsible for assigning qualified staff and ensuring required training is completed before testing.

Are WIDA assessments administered on a computer or on paper?
Most students participate in computer-based WIDA assessments, which provide an interactive and adaptive testing experience. Paper-based assessments are available for *WIDA ACCESS for Kindergarten* and *WIDA Alternate ACCESS*, and for students with a documented need for a paper-based assessment as an accommodation on their IEP or 504 Plan. Districts should follow accommodation and participation guidance when determining the appropriate assessment format for each student.

Paper-based testing will be available to religious and independent schools who, because of religious beliefs, do not have technology in the classroom. For more information please see the Office of Religious and Independent School Support's (ORISS) website.

How many testing sessions are required?
The number and organization of testing sessions vary by assessment. For *WIDA ACCESS Online*, students complete four domain sessions: Listening and Reading first, in either order, followed by Writing and Speaking, in either order. Student tier placement is determined by Listening and Reading performance. Each domain must be completed in one session; domains may be scheduled on the same day, but WIDA recommends spreading testing across days and scheduling administrations as close together as practical. Speaking is group administered for tiers A and B/C. WIDA recommends administering to groups of no more than 5 students. For students in Tier Pre-A, Speaking is administered individually. *WIDA ACCESS for Kindergarten* is administered individually in one session, with Listening and Speaking together, followed by Writing and Reading; designated break points may be used if the session must be divided.

WIDA Alternate ACCESS consists of four individual domain sessions that may be administered in any order and on different days.

For *WIDA ACCESS Paper*, each domain is administered separately and may be given in any order.

Are WIDA assessments timed?

WIDA provides estimated administration times of all test sessions for scheduling purposes, but thereare not strict time limits. Individual students may require more or less time than these estimates, and students who are productively engaged should be given sufficient time to complete a session within the school day and testing window. Schools should use professional judgment when providing breaks or determining when a student is no longer working productively, following the timing and administration procedures for each assessment and domain. Some domains have specific response or pacing requirements, such as Speaking, and eligible students may receive extended Speaking response time as an accommodation when documented on an IEP or 504 Plan. Students who finish may review their work as permitted by test procedures and should not be required to remain in the testing environment after completing the assessment. For additional guidance, see the WIDA ACCESS District and School Test Coordinator Manual and WIDA ACCESS Test Administrator Manual.

How do tiers work on WIDA ACCESS assessments?

As stated in the WIDA ACCESS Test Administrator Manual, "the tier structure helps ensure students see test content that is challenging enough to allow them to fully demonstrate their English language skills but not so difficult as to prevent them from showing any skills at all." Placement procedures to determine tiers for each student vary by assessment format.

- *WIDA ACCESS Online* is semi-adaptive; schools do not select a tier before testing, and student performance on Listening and Reading determines placement for Speaking and Writing. Test Administrators will need to be aware of students' tiers at different points of the test:
    - For Grades 1-3 the Test Administrator Script, Writing Response Booklet and the anticipated testing time will be different for students in Tier A and Tiers B/C.
    - For the Speaking session, students at the beginning stages of English language development, particularly those who are newly arrived to the country, may be placed in Tier Pre-A which has simplified instructions and fewer tasks. Students in this tier will need individual administration for this domain.
- WIDA *ACCESS Paper* requires pre-assigning Tier A or Tier B/C based on the student's current ELP prior to materials ordering, with previous performance informing but not solely determining placement. Tier A generally targets the lower range of Proficiency Levels 1–3, while Tier B/C generally targets the higher range of Proficiency Levels 2–5.

- *WIDA ACCESS for Kindergarten* does not use tiers and is individually administered with stopping points.
- *WIDA Alternate ACCESS* uses four grade-level clusters (K–2, 3–5, 6–8, and 9–12) and does not use a tiered structure.

See the WIDA ACCESS Tier Placement Protocol and WIDA ACCESS Test Administrator Manual for current tier-placement and administration guidance. (Please note that these documents are available through the WIDA Secure Portal.)

How does administration of WIDA ACCESS for Kindergarten differ from administration of other WIDA assessments?

WIDA ACCESS for Kindergarten is an individually administered, paper-based assessment consisting of four domains: Listening and Speaking are administered together, followed by Writing and Reading. The Test Administrator uses a storybook, response booklet, printed word cards, and scripted administration guide and scores student responses during administration.

The assessment takes approximately 40–55 minutes and is designed to be completed in one session, with optional breaks designated within the Test Administrator Script. If testing must be divided into two sessions, it should be paused and resumed at a designated break point. Within each domain, tasks increase in difficulty, with stopping rules directing the Test Administrator to continue, move to the next domain, or end testing.

How does administration of WIDA Alternate ACCESS differ from administration of other WIDA assessments?

WIDA Alternate ACCESS is an individually administered, paper-based assessment for eligible ELLs with the most significant cognitive disabilities. It includes four domain tests—Listening, Reading, Speaking, and Writing—administered in separate sessions that may occur in any order and on different days. Each domain includes stopping criteria to determine when testing should end. Test Administrators administer and score all four domains locally. The assessment also allows for specific supports and adaptations based on individual student needs, as described in the WIDA ACCESS Test Administrator Manual and WIDA Accessibility and Accommodations Manual.

Use the WIDA Alternate ACCESS Participation Decision Tree for New York and New York State's alternate assessment criteria to determine the appropriate assessment.

Participation in WIDA Alternate ACCESS must be documented in the student's IEP.

Accessibility & Accommodations

What accessibility features are available to students?

Universal Tools and Administrative Considerations support students' access to WIDA assessments without changing the construct being measured. Depending on the

assessment and format, these may include audio aids, color adjustments, highlighters, keyboard navigation, line guides, magnification, scratch paper or digital notepads, and other approved tools. Universal tools may be embedded in *WIDA ACCESS Online* or provided as physical tools for *WIDA ACCESS Paper, WIDA Alternate ACCESS,* and *WIDA ACCESS for Kindergarten* when permitted. Students should have opportunities to practice using available tools before testing. Refer to the WIDA Accessibility and Accommodations Manual for current guidance.

How are accommodations determined?

Accommodations are determined based on the student's documented needs as specified in the student's IEP or 504 Plan. An accommodation may be provided only when it is permitted for the applicable WIDA ACCESS assessment and domain and does not alter the construct being measured. Districts and schools should review the WIDA Accessibility and Accommodations Manual and NYSED testing accommodations guidance when determining and implementing accommodations.

How are students with IEPs or 504 Plans accommodated?

Students with IEPs or 504 Plans must receive the accommodations specified in their plans when permitted for the applicable *WIDA ACCESS* assessment and domain. Accommodations may address how content is presented, how students respond, or the testing environment. Possible accommodations include, but are not limited to, ASL interpretation of test directions, large print, braille, low-vision supports, extended Speaking response time, audio controls, approved assistive technology or communication systems, and human reader assistance (for Speaking, Listening, and Writing domains). Students who cannot produce spoken responses may be provided an approved communication system or assistive technology when permitted. Students should be provided with exposure to the communication system or assistive technology during daily instruction prior to its use during the assessment administration.

Principals are responsible for ensuring accommodations are provided, while District Test Coordinators (DTCs) and School Test Coordinators (STCs) ensure applicable accommodations are assigned in WIDA AMS and required materials are available. Test Administrators must review the WIDA Accessibility and Accommodations Manual before testing.

Is test read permitted as an accommodation?

WIDA uses the In-Person Human Reader (IR) accommodation in place of the general "tests read" accommodation. The IR accommodation is not permitted on the Reading domain of WIDA ACCESS Online or WIDA ACCESS Paper, as doing so would alter the construct being measured. However, students whose IEP or 504 Plan requires assessments of reading comprehension to be read aloud may qualify for an exemption from the Reading domain. Individuals should refer to the guidance in the Domain Exemption Decision Tree on pages 34-35 of WIDA's Accessibility and Accommodations Manual.

While the IR accommodation is not available for the Reading domain of WIDA ACCESS, it is available for the Listening, Speaking, and Writing domains. When administering this accommodation, Test Administrators must read allowable content verbatim and neutrally, without providing clarification, explanation, emphasis, or other assistance. The Repeat In-Person Human Reader (RP) accommodation allows eligible students to request that allowable content be reread in accordance with WIDA procedures.

Read-aloud administration is also incorporated into the standard testing procedures for WIDA ACCESS for Kindergarten and WIDA Alternate ACCESS. Because accommodations are specific to each assessment and domain, Test Administrators should consult the WIDA Test Administration Manual before administering the assessments.

Scoring

Who scores the WIDA ACCESS assessments?
WIDA ACCESS Online assessments are centrally scored by WIDA's assessment partner, DRC.

For *WIDA ACCESS Paper*, *WIDA ACCESS for Kindergarten*, and *WIDA Alternate ACCESS*, Test Administrators (TAs) score applicable domains locally using WIDA-provided scoring tools, rubrics, and procedures and must complete required scoring training. TAs must apply scoring criteria consistently and accurately record responses and scores as directed. Test Administrators should follow the WIDA ACCESS Test Administrator Manual for assessment-specific scoring and recording procedures.
The principal makes the final determination regarding a teacher's eligibility to administer or score the WIDA.

Can teachers score the assessment of their own students?
For assessments that are locally scored by the Test Administrator, a Test Administrator who is also the student's teacher of record may score that student's assessment. For *WIDA ACCESS for Kindergarten* and *WIDA Alternate ACCESS*, which are administered individually, a Test Administrator familiar with the student's needs may help support an appropriate testing environment. Districts must continue to follow all NYSED and WIDA requirements for standardized administration, test security, and confidentiality.

What English language proficiency levels will NYS use?
Although New York State is implementing WIDA ACCESS assessments, it will continue to use the same English language proficiency levels that New York State has previously implemented: Entering, Emerging, Transitioning, Expanding, and Commanding.

Concurrent with the release of the 2027 WIDA results, NYSED will provide a crosswalk that explains how WIDA assessment results correspond to New York State's English language proficiency levels. Districts should use the official NYSED crosswalk when interpreting WIDA assessment results for instructional planning, placement decisions, ENL and bilingual education mandated services, and other programmatic decisions under Commissioner's Regulations Part 154.

When will assessment results be available?

Similar to other assessments in the New York State Testing Program (NYSTP), Districts and schools will receive students' score reports based on the assessment administration and scoring timelines. NYSED also plans to publicly release aggregate WIDA results in the School Report Card according to our annual reporting schedule. We will provide score release information and updates through the Office of State Assessment and official implementation updates.

What information will be included in the score reports?

After testing, DRC scores the assessments and uploads score reports and applicable data files to WIDA AMS for authorized district and school personnel. Reports include the Individual Student Report (ISR) and applicable roster, school, and district-level reports. WIDA provides multiple resources on the Secure Portal and WIDA website to support interpretation of the score reports and to support students' communication with families about the reports including sample letters, flyers, and presentation toolkits. These resources and the ISRs are based on the six WIDA English language proficiency levels.

NYSED will provide a crosswalk that explains how the WIDA assessment results and proficiency levels correspond to the current NYS English Language Proficiency levels. Districts should use this official NYSED crosswalk to inform the materials it provides to families in addition to the instructional and programmatic decisions made under Commissioner's Regulations Part 154.