

Materials Management Guidelines

2024-2025 ACCESS for ELs Administration

The *ACCESS for ELLs District and School Test Coordinator Manual* and the *ACCESS for ELLs Test Administrator Manual* in the WIDA Secure Portal (Assessment Training) are essential in-depth reference documents for District Test Coordinators and Test Administrators to understand test coordination processes and procedures. They include information on anything new for the year's test, and detailed sections for each ACCESS for ELLs assessment.

The Vermont *ACCESS for ELLs Online Checklist* (Vermont), *Materials Management Guidelines*, and other resources on the Vermont Member/State Page of the main WIDA website contain important **state-specific** requirements and guidance that Vermont LEAs are expected to follow before, during, and after the administration of the annual English language proficiency assessments. Please read and/or review these documents as needed to accurately complete student demographic information in the Pre-ID upload file, test booklets and WIDA AMS, according to **Vermont-specific guidance**.

Completing Demographic Information for English Learners (ELs)

For students with Pre-ID labels: The **Date of Testing** field must be bubbled in on the front cover of *every* student's test booklet, regardless of whether the student has a Pre-ID Label or not. If the information on the student's Pre-ID label is correct, nothing else needs to be bubbled on the student's booklet.

If a Pre-ID Label contains *incorrect* demographic information (name, state ID, birth date, gender), you can use it, but you need to correct the student's information in WIDA AMS. The barcode on the booklet is matched to that student's record in WIDA AMS. (WIDA AMS overrides information that is bubbled on test booklets.) Ensure that any changes you make to the student's record in WIDA AMS are also made in your district's system.

For students without Pre-ID labels: If ELs are identified or enrolled after the LEA *Pre-ID Upload* closes on November 16, 2023, districts will need to manually enter student demographic data into WIDA AMS, hand-bubble the correct student information on any paper test booklets

used, and apply the correct (yellow) District/School Labels for the students. The student's demographic info in WIDA AMS and on the test booklet should match each other.

State-Specific Instructions for Vermont: Test coordinators and administrators *need **not** bubble in every data field* as described in the instructions for *Completing Demographic Information* in the *District and School Test Coordinator* (pages 19 - 26) or *Test Administrator Manual* (Pages 10-18).

The VT AOE collects much of the student demographic data from its own sources. It is **NOT** required to bubble in or enter in WIDA AMS student demographic data related to the following: Native Language; Date First Enrolled U.S. School; Length of Time in LEP/ELL Program; Racial/Ethnic Group; IEP Status; Title III Status; Migrant Status; or 504 Plan. This data is gathered from home language surveys and other existing data collections for the purpose of completing Data Validation and supporting WIDA's research for English Learners across the consortium.

Therefore, VT Test Administrators are only required to complete the following demographic info when bubbling in booklets and entering it in WIDA AMS –

- **Front Cover:**
 - **Date of Testing (must be completed for all students regardless of whether they use a Pre-ID Label or District/School Label)**
 - STUDENT'S LAST NAME (both written and bubbled in)
 - FIRST NAME (both written and bubbled in)
 - MI, if known (both written and bubbled in)
- **Back Cover:**
 - DISTRICT NAME
 - SCHOOL NAME
 - STATE NAME ABBREVIATION
 - GRADE LEVEL (Incorrect Grade Level will impact reporting)
 - GENDER
 - BIRTH DATE
 - STATE STUDENT ID NUMBER (both written and bubbled in – if you're not sure, check with your District Test Coordinator)

How and Where to report LIEP Information:

In order to fulfill our federal reporting requirements, there was a change last year that we are continuing into this administration. We are **NOT** requiring that the LIEP Classification field be completed. In lieu of this, please complete the following information:

Under the student demographics tab, in the **State Defined Optional Data field**, please enter LIEP data using the code that corresponds with the correct LIEP for each student per the table and definitions below.

What to enter Or bubble	Definition
0001	Transitional Bilingual Education or Early-Exit Bilingual Education
0002	Dual Language or Two-way Immersion
0003	ESL or ELD
0004	Content Classes with integrated ESL support
0005	Newcomer programs
0006	Other

Please note: If both the pre-ID file and the booklet are bubbled, the booklet will supersede the pre-ID file data in this field.

Program Types – Definitions

Transitional Bilingual Education (0001)

Transitional Bilingual Education programs maintain and develop students' skills in their home language while also developing English skills. Students receive content class instruction in their home language while working to transition to an all-English program.

Early-exit Bilingual Education (0001)

Usually going from kindergarten to 3rd or 4th grade, in an Early-exit Bilingual Education program, students receive instruction in both languages. The goal is to transfer rapidly to mainstream classrooms with English native speakers.

Dual Language Program *or*

Two-way Immersion Program (0002)

In Dual Language or Two-Way Immersion programs, students receive instruction in English and another language. Classes usually comprise students who are half native

English-speakers and half native speakers of the other language. The goal is for all students to develop proficiency in both languages.

**ESL (English as a Second Language) *or*
ELD (English Language Development) (0003)**

In ESL or ELD programs, students receive language instruction outside of the content area classroom and does not generally include home language supports. Can include “pull-out” classes or its own class period. There is usually just one teacher, certified in teaching ML learners. The goal is for the student to gain proficiency in speaking, listening, reading, and writing in English and the curriculum is centered around explicitly teaching English and academic vocabulary.

Content Classes with Integrated ESL Support (0004)

Programs which include Content Classes with Integrated ESL Support work to provide language and content instruction within the students’ mainstream classroom. These can include “push-in” programs or co-teaching with an ML-certified teacher and a content-certified teacher. It can also include a content class with a teacher who is dually-certified in ML education *and* the content area who purposefully integrates strategies specific to supporting English Learner progress in both language and content knowledge.

Newcomer Programs (0005)

Newcomer programs serve ELs who are new to US schools. These students may not be literate in their home language and may also be new to formal education. A newcomer program is designed so that students learn about US schools, gain English proficiency, and ultimately transition out of the program into mainstream classes.

Other (0006)

This category is for any programs which do not fall into one of the other types of programs. This could also be used for a student who is classified as an English Learner, but whose family has denied EL services. This category should be assigned very rarely.

Test Accommodations

For questions about specific accommodations, please contact Heidi Jo Bartlett, Assessment Coordinator for English Learners, at heidijo.bartlett@vermont.gov.

Information on the accommodations used by each EL with a disability must be entered in WIDA AMS (for online testing) or on the back cover of the test booklet (for paper-based testing).

For District/School Labels, accommodations provided to a student must be bubbled in on test booklets.

For Pre-ID labels, if accommodations were used, this section must be bubbled, *or* accommodations marked in WIDA AMS Student Management. If the accommodations are marked in WIDA AMS, there is no need to also bubble. Please note that if an accommodation must be removed, it should be removed both in WIDA AMS and on the booklet.

Please refer to the –

- *Accessibility and Accommodations Manual* for detailed information on available accommodations; and
- *WIDA AMS User Guide* for detailed information on entering accommodations in WIDA AMS.

Do Not Score this Section for this Student (Online or Paper-based test)

In rare cases, it may be appropriate to indicate that a domain (Listening, Speaking, Reading, or Writing) of the test should not be scored. Please read the Test Administration Manual, *Section 3-Test Security and Materials Management*, for detailed instructions on when and how to fill in *Do Not Score this Section for this Student*. **Reminder:** If a student, for some reason, cannot take the online Listening or Reading domain, contact the Vermont AOE for approval to force-close the impacted domain and allow the student to take the remainder of the test. The reason for not taking a domain of the test would be listed in the Do Not Score Codes.

For District/School Labels, this section must be bubbled to indicate **special circumstances** (as described in *Code/Do Not Score Circumstances Chart* on page 20).

For Pre-ID labels, this section must be bubbled *or* Do Not Score Codes must be marked in WIDA AMS Student Management to indicate special circumstances (as described in *Code/Do Not Score Circumstances Chart* on page 20. If a Do Not Score Code is marked in WIDA AMS, there is no need to also bubble. Please note that if you change Do Not Score Codes in WIDA AMS to codes different than what were bubbled on the booklet, the codes marked in WIDA AMS will supersede what was bubbled in. Additionally, if changes must be made the Do Not Score Code, they should be done both in WIDA AMS and on the booklet.