



# MAINE ACCESS for ELLs Paper Checklist 2024-2025



This state checklist is a guide for personnel involved in administering [ACCESS for ELLs](#) Paper, and includes unique steps related to Kindergarten and Alternate ACCESS assessments. The checklist highlights all tasks that need to be completed **before**, **during**, and **after** testing within a school or district and uses color to indicate who typically completes those tasks in your state. This checklist has been customized for your state. The state-specific clarification column contains guidance that your state education agency expects you to follow as you prepare for and administer the test.

State-specific information	
<b>Test delivery mode</b>	Paper – allowable only as identified by student’s 504 Plan/IEP
	<b>Testing Window</b> ACCESS for ELLs and WIDA Alternate ACCESS: January 6 – February 28, 2025
<b>WIDA member page</b>	<a href="https://wida.wisc.edu/memberships/consortium/me">Wida.wisc.edu/memberships/consortium/me</a>
Online Resources	
<p><b>Training Courses</b> (login to Secure Portal required)</p> <ul style="list-style-type: none"> <li>• <a href="#">Paper ACCESS for ELLs: Administration</a></li> <li>• <a href="#">Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</a></li> <li>• <a href="#">Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</a></li> <li>• <a href="#">Alternate ACCESS: Administration and Scoring</a></li> <li>• <a href="#">Kindergarten ACCESS for ELLs: Administration and Scoring</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ACCESS for ELLs Interpretive Guide for Score Reports</a></li> <li>• <a href="#">WIDA Alternate ACCESS Interpretive Guide for Score Reports</a></li> <li>• <a href="#">Accessibility and Accommodations Resources</a></li> <li>• <a href="#">Q&amp;A Webinar Links and Recordings</a></li> </ul> <p><b>Course Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">ACCESS Paper</a>, <a href="#">Kindergarten ACCESS</a>, <a href="#">Alternate ACCESS</a></li> </ul> <p>For more state-specific resources, visit your <a href="#">WIDA member page</a>.</p>
Checklist Key	
<ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #2196f3; margin-right: 5px;"></span> District Test Coordinator (DTC) task</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #8bc34a; margin-right: 5px;"></span> School Test Coordinator (STC) task</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #ffc107; margin-right: 5px;"></span> Test Administrator (TA) task</li> </ul>	<p><b>Kindergarten</b> Applies to Kindergarten ACCESS only</p> <p><b>Alternate</b> Applies to Alternate ACCESS only</p>



**Before Testing**

DTC	STC	TA	Task	State-specific Clarification	✓										
X	X	X	Determine which ACCESS for ELLs assessment(s) you are responsible for administering.	<table border="1"> <thead> <tr> <th data-bbox="1102 418 1388 488">Grade Level</th> <th data-bbox="1388 418 1911 488">Assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1102 488 1388 558">Kindergarten</td> <td data-bbox="1388 488 1911 558">Kindergarten ACCESS for ELLs</td> </tr> <tr> <td data-bbox="1102 558 1388 711">Grades 1-12</td> <td data-bbox="1388 558 1911 711">ACCESS for ELLs Online (Grades 1-3 participate in Writing domain in paper-based format)</td> </tr> <tr> <td data-bbox="1102 711 1388 922">Multilingual learners with the most significant cognitive disabilities in Grades 1-12</td> <td data-bbox="1388 711 1911 922">Alternate ACCESS for ELLs [must be determined eligible by the IEP Team using <a href="#">State guidance</a> and reflected in student's IEP]</td> </tr> <tr> <td data-bbox="1102 922 1388 1062">Grades 1-12</td> <td data-bbox="1388 922 1911 1062">ACCESS for ELLs Paper* <i>*Accommodation is only allowable as identified by student's IEP.</i></td> </tr> </tbody> </table>	Grade Level	Assessment	Kindergarten	Kindergarten ACCESS for ELLs	Grades 1-12	ACCESS for ELLs Online (Grades 1-3 participate in Writing domain in paper-based format)	Multilingual learners with the most significant cognitive disabilities in Grades 1-12	Alternate ACCESS for ELLs [must be determined eligible by the IEP Team using <a href="#">State guidance</a> and reflected in student's IEP]	Grades 1-12	ACCESS for ELLs Paper* <i>*Accommodation is only allowable as identified by student's IEP.</i>	
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X	X		Communicate roles, responsibilities, and training requirements to test administrators.												
X	X	X	Review training requirements based on your role.	Maine DOE recommends that Test Administrators certify or recertify annually before administering ACCESS assessments.											
X	X	X	Log in to your <a href="#">WIDA account</a> and agree to the Non-Disclosure and User Agreement (NDUA) that appears automatically upon first login.	TAs should contact their District Test Coordinator (DTC) to request an account. New DTCs should contact WIDA Customer Service to request an account.											



Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X	X	<p>Log in to <a href="#">WIDA AMS</a> and agree to security terms that appear automatically at first login.</p> <p><b>New for 2024-25:</b> Learn about this year’s enhancements to WIDA AMS Test Management, Test Monitoring, and Reporting Services by viewing the <a href="#">WIDA AMS and DRC Technical Enhancements for 2024-2025</a> webinar recording in the WIDA Secure Portal.</p>	TAs should contact their District Test Coordinator (DTC) to request an account. New DTCs should contact DRC Customer Service to request an account.	
X	X	X	<p>Complete <b>Module 1: Introduction</b> of the Paper ACCESS for ELLs: Administration training course.</p> <p>This module provides background information about ACCESS Paper, including the test’s purpose, design, and materials, and clarifies your role in testing.</p>	Required for all TAs.	
			Submit Pre-ID file to DRC.	Maine DOE will submit the Pre-ID file. Please ensure enrollment data including <b>ML Start Date</b> is accurate for all multilingual learners in Synergy state enrollment.	
			Order materials in WIDA AMS.	<p>State Coordinator/Maine Department of Education will facilitate the initial order for materials using SAU enrollment data. Please ensure enrollment data including ML Start Date is accurate for all multilingual learners in Synergy state enrollment.</p> <p>For students who require paper based materials per the IEP or 504 Plan, a completed <a href="#">Paper Materials Request</a> must be submitted to the State Coordinator: <a href="mailto:mestelle.ganglfinger@maine.gov">mestelle.ganglfinger@maine.gov</a></p>	
X	X	X	Review <b>“Accessibility”</b> in Module 1: Introduction in the Paper ACCESS for ELLs: Administration training course		



**Before Testing**

DTC	STC	TA	Task	State-specific Clarification	✓
	X	X	Complete <b>Module 2: Planning &amp; Logistics</b> in the Paper ACCESS for ELLs: Administration training course. This module focuses on ordering and returning materials, as well as managing, distributing, and securing test materials		
	X		Meet with all stakeholders regarding testing needs for students with an IEP or 504 plan. Refer to the Administrative Considerations section of the Accessibility and Accommodations Manual to consider testing needs for students who do not have an IEP or 504 plan.	Meet with the Special Education Director/case managers to review required accommodations for students who are multilingual learners with disabilities, including MLs with the most significant cognitive disabilities. Ensure this data is accurately reflected in WIDA AMS and the TA understands the student’s IEP accommodations.  If any paper materials are required for an individual as an accommodation per the IEP/504 Plan, and including a large print or Braille form, a completed <a href="#">Paper Materials Request</a> must be submitted to the State Coordinator: <a href="mailto:mehelle.ganglfinger@maine.gov">mehelle.ganglfinger@maine.gov</a>	
X	X		Assign accommodations for students with an IEP or 504 plan in WIDA AMS or bubble in on the Student Test Booklet.	Test Coordinators must assign accommodations as per the IEP.	
X	X		Review student data for accuracy in WIDA AMS.		
X	X	X	Complete <b>Module 3: Your School, District, &amp; Students</b> in the Paper ACCESS for ELLs Administration training course. This module focuses on preparing your students for testing and assigning accommodations.	Follow WIDA’s guidance on timing and grouping students.	



**Before Testing**

DTC	STC	TA	Task	State-specific Clarification	✓
	X		Create a testing schedule. All Speaking tests and all <b>Kindergarten</b> and <b>Alternate</b> ACCESS test sessions are administered one-on-one.  <i>Tip: Allow several days at the end for makeup testing. Refer to <a href="#">Test Coordinator Manual</a> for test scheduling resources.</i>	Create a testing schedule. Kindergarten, Alternate ACCESS, and Speaking domain tests are administered 1:1. Also plan for factors such as students who may have small group testing or scribe, as an accommodation on the IEP. Ensure that the assessment schedule has been shared with all appropriate stakeholders.	
		X	Complete <b>Module 4: Administering the Test</b> in the Paper ACCESS for ELLs: Administration training course  This module focuses on preparing space, materials, and equipment.		
	X		Reserve space and all necessary equipment (e.g., CD player) for testing days.		
	X	X	Plan a seating arrangement for testing areas. Verify that students are adequately spaced. Refer to Test Scheduling in Section 5 of the <a href="#">Test Coordinator Manual</a> .		
X	X		Plan <a href="#">communication for parents/family members</a> about ACCESS for ELLs testing and upcoming testing schedule.		
X	X		Review “ <b>Managing Secure Materials</b> ” in Module 2: Planning & Logistics in the Paper ACCESS for ELLs: Administration training course		
X	X		Receive, inventory, and distribute test materials to designated sites/staff.	Materials, including overage, are shipped to Maine SAUs via UPS and organized by school.  December 12, 2024	



Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
	X		Review materials for correct amount and type. Report the amount and type of overage to the District Coordinator.	Materials, including overage, are shipped to Maine SAUs via UPS and organized by school.  December 12, 2024	
X	X		Review <b>“Ordering Additional Materials”</b> in Module 2: Planning & Logistics in the Paper ACCESS for ELLs: Administration training course	Materials that are needed to complete testing beyond those provided by initial order or overage should be limited. Initial ordering for Maine SAUs will be completed by the State Coordinator/Maine DOE.  Any additional materials orders must be coordinated and completed by the District Test Coordinator. Special forms materials and alternate assessment materials will be reviewed by the State Assessment Coordinator.	
X	X	X	Verify information on Pre-ID Labels is accurate. If necessary, edit information in WIDA AMS.	If a Pre-ID label has incorrect information, correct the information in WIDA AMS and in your SAU’s local data system. Once the information is corrected in both places, you may still use the Pre-ID label.	
	X	X	Check District/School Labels for accuracy. Contact <a href="#">DRC Customer Support</a> if information is incorrect.	These labels are used for students with no Pre-ID Label.	
X	X	X	Apply labels to Test Booklets.	Basic demographic information required: Student name, SSID, DOB, Grade Level, EL Start Date.  Information bubbled on the booklet should match current enrollment data. State demographic information in the system should match what is bubbled on the booklet.	



Before Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X	X	Bubble in demographic information and apply a District/School Label to Test Booklets that do not have Pre-ID Labels.		
X	X	X	<p><b>Kindergarten</b> Complete the <i>Kindergarten ACCESS for ELLs: Administration and Scoring</i> training course.</p> <p><b>Alternate</b> Complete the Alternate ACCESS: Administration and Scoring training course.</p>		
	X	X	<p>Have students review Listening and Speaking <a href="#">paper sample items</a>.</p> <p><b>Kindergarten</b> Test administrators review Listening and Speaking sample items</p> <p><b>Alternate</b> Test administrators review sample items</p>		
		X	Pass required certification quiz(zes). Quizzes are located within the training courses.	<p>New TAs are required to certify for 2024-2025.</p> <p>Maine DOE recommends that Test Administrators certify or recertify annually before administering ACCESS assessments.</p>	
		X	<p>If you are responsible for administering the Speaking test, complete the applicable training course(s):</p> <ul style="list-style-type: none"> <li>• Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener</li> <li>• Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener</li> </ul>		
X	X		Ensure all staff involved in testing are certified according to state requirements, have completed required training, and understand how to follow test security and confidentiality procedures.		



**Before Testing**

DTC	STC	TA	Task	State-specific Clarification	✓
		X	Try out the Listening and Speaking CD(s) and CD player prior to the day of testing.		
	X		Distribute test session rosters to Test Administrators.		





During Testing

DTC	STC	TA	Task	State-specific Clarification	✓
		X	Set up the testing room according to the <a href="#">Test Administrator Manual</a> . For group settings, ensure students are seated far enough apart to avoid distractions.		
	X		Distribute all necessary testing materials to Test Administrators using procedure for secure check-out of test materials.		
		X	Distribute necessary materials to students (test booklets, pencils, scratch paper).		
		X	Follow all directions provided in the manuals and scripts. Monitor students to ensure test security.	Follow WIDA’s guidance on timing for test taking.	
		X	Report additional material needs to the Test Coordinator.		
X			<p>Keep track of all material requests from schools during testing and place <b>one</b> additional materials order prior to the end of the testing window. Contact SEA if additional District/School labels are needed.</p> <ul style="list-style-type: none"> <li>Review <b>“Ordering Additional Materials”</b> in Module 2 of the Paper ACCESS for ELLs: Administration training course.</li> </ul> <p>Refer to the <b>Secure Material Tracking Report</b> in WIDA AMS under My Applications &gt; Scoring and Reporting &gt; Reporting Services. Select “Published Reports” from the menu in the top left of the screen for a full list of all materials sent to your school/district.</p>	Reference Section 3 of the <a href="#">Test Coordinator Manual</a> for more info.	



**During Testing**

DTC	STC	TA	Task	State-specific Clarification	✓
	X	X	Securely store all testing materials in between test sessions.	Keep ACCESS test materials in locked central storage when ACCESS tests are not being administered. Monitor the receipt and return of all test materials.  Test security is a critical element of the validity and reliability of assessment data. For more resources on test security, please visit <a href="#">Assessment Security   Department of Education (maine.gov)</a>	
		X	Collect and account for all test materials in between test sessions. Return them to the Test Coordinator.	Test security is a critical element of the validity and reliability of assessment data. For more resources on test security, please visit <a href="#">Assessment Security   Department of Education (maine.gov)</a>	



After Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X		Review <b>“Returning Materials”</b> in Module 2: Planning & Logistics of the Paper ACCESS for ELLs: Administration training course		
X	X		Collect test materials from Test Administrators once testing is completed at each testing site.	DTCs are to verify that all materials are accounted for and returned as required.	
X			Ensure all accommodations and Do Not Score codes are correctly marked on the booklet. See <a href="#">Test Coordinator Manual</a> for guidance on marking Do Not Score codes.	DTCs can modify accommodations in WIDA AMS.	
X	X		Prepare test materials for return. Refer to Returning Test Materials in Section 3 of the Test Coordinator Manual.		
X	X		Return test materials to DRC. Refer to the <b>Secure Material Tracking Report</b> in WIDA AMS under My Applications > Scoring and Reporting > Reporting Services. Select “Published Reports” from the menu in the top left of the screen for a full list of all materials sent to your school/district.	Follow instructions in the Test Coordinator Manual regarding the return of materials. Shred unused Pre-ID labels and scratch paper locally. Non-Secure materials including the Test Administrator Manual and <a href="#">Test Coordinator Manual</a> should not be returned to DRC. Refer to Section 3 of the Test Coordinator Manual for a full list of secure and non-secure materials.	
			Complete data validation process.	SEA completes data validation. If any information is incorrect, it must be corrected in the LEA’s data system and uploaded to the State.	
X	X		Complete <b>Module 5: Test Scores</b> in the Paper ACCESS for ELLs: Administrating training course. This module focuses on data validation, accessing score reports, and effectively communicating test scores.		



After Testing

DTC	STC	TA	Task	State-specific Clarification	✓
X	X		Review and distribute <a href="#">score reports</a> to designated sites/staff.	Multilingual learners who have attained a Composite Proficiency Level Score of 4.5 or greater on the ACCESS for ELLs assessment are to be given an EL Exit Date in SAU enrollment.	
X	X	X	<a href="#">Communicate with students' parents/family members</a> about ACCESS for ELLs test results.	<a href="#">WIDA resources</a> to consider: <ul style="list-style-type: none"> <li>• ACCESS for ELLs: Understanding your Child's Scores</li> <li>• WIDA Alternate ACCESS: Understanding your Child's Scores</li> </ul>	