

Virginia Department of Education

Office of Student Assessment

Updated

January 12, 2021

Virginia English Language Proficiency (ELP) Assessments

Procedures for Annual Administration

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# Introduction

This document addresses the standard implementation of English language proficiency assessments in Virginia. Information related to the impact of COVID-19 on testing implementation procedures has been denoted by red text boxes. Additional COVID-19 testing information associated with WIDA assessments can be found in the [2020-2021 Assessment Best Practices during COVID-19 document](https://portal.wida.us/GetResource/2623).

Example COVID-19 Impact Information

If you have questions regarding the information presented in this document, contact the Office of Student Assessment by email at [Student\_Assessment@doe.virginia.gov](mailto:Student_Assessment@doe.virginia.gov) or by telephone at (804) 225-2102.

# Overview and Purpose of Virginia English Language Proficiency Assessments

The information contained in this document is provided to assist stakeholdersin assessing English Learners (ELs) during the annual administration of the English language proficiency (ELP) assessments in Virginia schools. This document should be shared with division staff as appropriate. All information relating to the WIDA suite of ELP assessments is provided with correlation to their guidance documents and manuals as hyperlinks and is referenced throughout this resource guide. ***Please note, hyperlinks that refer to WIDA-specific resources throughout this document require login access to the WIDA Secure Portal. Please contact your Division Director of Testing (DDOT) if you do not have login information.***

## English Language Development Standards

On March 19, 2008, the Virginia Board of Education formally adopted the WIDA ELP standards. The WIDA ELP standards, used to guide the development of their ACCESS for ELLs suite of assessments, are:

* Standard 1 – Social and Instructional Language

English language learners communicate for social and instructional purposes within the school setting.

* Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

* Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

* Standard 4 – Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

* Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. (WIDA, 2018)

# Virginia's Required English Language Proficiency Assessments

As required in Section 1111(b)(2)(G) of the *Elementary and Secondary Education Act of 1965* ([ESEA](http://www.ed.gov/esea)), as amended by the *Every Student Succeeds Act* (ESSA), school divisions must annually assess the English proficiency of all English Learner (EL) students in kindergarten through Grade 12 in the domains of listening, reading, speaking, and writing. Virginia utilizes four ELP assessments developed and offered by WIDA:

* Online ACCESS for ELLs® Test (Grades 1 through 12);
* Paper ACCESS for ELLs® Test (Grades 1 through 12);
* Kindergarten ACCESS for ELLs® Test; and
* Alternate ACCESS for ELLs® Test (Grades 1 through 12)

In addition to these four assessments, the Virginia Department of Education, in conjunction with WIDA, developed two alternate ELP assessments for administration to students who cannot meaningfully participate in a WIDA assessment due to a visual or hearing impairment for kindergarten English learners with a severe cognitive disability. These two assessments are:

* Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments (Virginia ELP Checklist K-12); and
* Virginia ELP Checklist for EL Students in Kindergarten with Significant Cognitive Disabilities (Virginia ELP Checklist K).

These ELP assessments must be administered annually during the established statewide ELP assessment window (typically from mid-January through March). The ELP Testing Dates are updated annually on the [Virginia ELP webpage](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-english-language-proficiency-assessments) and posted on the [Virginia WIDA webpage](https://wida.wisc.edu/memberships/consortium/va).

*The U.S. Department of Education has not issued a waiver to discontinue administering federally required statewide content or language proficiency assessments at the time this document was written. These ELP assessments must be administered during the established statewide ELP assessment window: January 4, 2021 through June 25, 2021.*

## Including All ELs in ELP Assessments

States must include all public elementary and secondary ELs in the State's ELP assessments, including ELs with disabilities. Virginia's ELP assessments meet this requirement in the following ways:

1. The ACCESS for ELLs (including Kindergarten ACCESS), developed by WIDA, is given to English learners in Grades K-12 to monitor their achievement and measure their English language development progress.
2. The Alternate ACCESS, also developed by WIDA, allows ELs with significant cognitive disabilities in Grades 1-12 to participate in ELP assessments.
3. For ELs in kindergarten that have significant cognitive disabilities, the Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten with Significant Cognitive Disabilities (VA ELP Checklist K) was developed. This ELP assessment is based on the WIDA English Language Development (ELD) Standards Alternate Model Performance Indicators (AMPIs).
4. For EL students in Grades K-12 with visual or hearing impairments whose disabilities preclude access to one or more domains of the ACCESS for ELLs, the Virginia English Language Proficiency Checklist for EL Students K-12 with Hearing and Visual Impairments (VA ELP Checklist K-12) was developed.

It is understood that some parents will not permit their students to come to school for testing due to COVID-19 concerns. School divisions should notify parents of the expectation for ELP testing and provide them with information about how to contact the school if they will not allow their student to come to school to test because of concerns related to the pandemic. Notifications should inform parents that there will be no penalty for students who are not assessed. School division staff should document parental notifications outlining the expectations for testing and any refusals for testing due to COVID-19 concerns. For more information on reporting parent refusals due to COVID-19 concerns, please see the section [Reporting ELs Not Assessed with ELP Assessments](#_Reporting_ELs_Not_1).

# Determining Student Participation in an Annual ELP Assessment

The following criteria are provided to assist Division Directors of Testing (DDOTs), School Test Coordinators (STCs), and Test Administrators (TAs) in determining each EL student's participation in an annual ELP assessment. Formerly EL (FEL) students at years 1 through 4 **do not participate** in annual ELP assessments. Student Record Collection (SRC) codes refer to the student's EL code as entered in the [Student Record Collection](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection).

For the 2020-2021 school year, if it is not possible to administer a face-to-face screening assessment before the start of a division's ELP assessment window, divisions may choose to administer the ACCESS for ELLs assessment to a presumptive EL in lieu of a WIDA screening tool to determine an EL student's official English learner status.

## ACCESS for ELLs and Kindergarten ACCESS for ELLs Test Participation

An EL must participate in the administration of the ACCESS for ELLs or Kindergarten ACCESS if the student is currently:

* 1. identified as English Learner; **and**
  2. enrolled as an EL student in kindergarten through Grade 12 and
     1. receives ESL instructional services (SRC Code 1); **or**
     2. does not receive ESL instructional services (SRC Code 2).

1. A kindergarten student identified as an EL based on the score from an ELP screening assessment such as the [Kindergarten W-APT](https://www.wida.us/assessment/w-apt/) or [Kindergarten WIDA MODEL](https://www.wida.us/assessment/MODEL/) will participate in the Kindergarten ACCESS for ELLs test in the spring of their kindergarten year.
2. Students in Grades 1 through 12 who are identified as ELs are placed into a testing session based on one of the following instances:
   1. Their previous year's ACCESS for ELLs overall proficiency level was between levels 1 through 4.3;
   2. The student's composite score was below a 4.5 on the WIDA Screener or below a 5.0 on the WIDA MODEL upon screening during the current year; or
   3. The student has not exited from EL status and was administered a WIDA Screener or WIDA MODEL assessment to determine a composite level of 1.0 through 6.0 for placement on the WIDA ACCESS for ELLs.

Educators need to consider the appropriate tier for ELLs who are taking the paper ACCESS for ELLs assessment. WIDA recommends that educators follow the guidelines below.

| Tier Placement in 2018-2019 and Beyond | Proficiency Level (PL) Score Guidance |
| --- | --- |
| A | Overall PL 2.0 or below |
| B/C | Overall PL above 2.0 |

Additional guidance on tier placement can be found in WIDA's [Tier Placement Protocol](https://portal.wida.us/GetResource/288).

## Alternate ACCESS for ELLs Test Participation

An EL can participate in the administration of the Alternate ACCESS if the student is currently:

1. identified as English Learner; **and**
2. enrolled as an EL student in Grades 1 through 12; and
3. receives ESL instructional services (SRC Code 1); **or**
4. does not receive ESL instructional services (SRC Code 2);
   1. The student receives special education services under the *Individuals with Disabilities Education Act* ([IDEA](http://idea.ed.gov/)) (2004) based on having a significant cognitive disability documented in his/her IEP.
   2. The student receives instruction based on the Aligned Standards of Learning (ASOL) in Grades 3 through 12 and meets all of WIDA's [participation criteria](https://portal.wida.us/GetResource/567). For students in Grades 1 and 2, the IEP team and EL committee will determine if they meet the participation criteria to be eligible for the Alternate ACCESS for ELLs test.

## Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with a Hearing or Visual Impairment (Virginia ELP Checklist K-12)

An EL can participate in the administration of the Virginia ELP Checklist K-12 if the student is currently:

* 1. identified as English Learner; **and**
  2. enrolled as an EL student in Kindergarten through Grade 12; and

1. receives ESL instructional services (SRC Code 1); **or**
2. does not receive ESL instructional services (SRC Code 2);
   1. The student's hearing or visual impairment prevents meaningful participation in the online or paper ACCESS for ELLs test.

## Virginia ELP Checklist for EL Students in Kindergarten with a Significant Cognitive Disability (Virginia ELP Checklist K)

An EL can participate in the administration of the Virginia ELP Checklist K if the student is currently:

1. identified as English Learner; **and**
2. enrolled as an EL student in kindergarten; and
3. receives ESL instructional services (SRC Code 1); **or**
4. does not receive ESL instructional services (SRC Code 2);
5. The student receives special education services under [IDEA](http://idea.ed.gov/) (2004) based on having a significant cognitive disability as documented in his/her IEP.

Communicating Test Plans with Families

Keep students and families informed of testing plans and procedures by communicating early and often with details of testing logistics, including what students should bring on testing day and what safety precautions the division is taking.

# **ELP Assessment Administration Policies and Procedures**

## Test Security

All school division personnel exposed to secure ELP test materials, including test booklets, test tickets, and test administration scripts, must agree to and sign the appropriate security agreement.

All users of the WIDA website will be prompted to read and sign the [Non-Disclosure and User Agreement (NDUA)](https://portal.wida.us/GetResource/2317) upon their first login on or after July 1 of each academic year. This agreement applies to the ACCESS for ELLS (Paper and Online), Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs, and WIDA Screener tests.

The Non-Disclosure Agreement for the Virginia ELP Checklist K-12 and the Virginia ELP Checklist K are located within the evidence collection attachments sent to DDOTs in the late fall of each school year.

Each school division must ensure all ELP assessment test materials' security and accountability from the time of receipt until all testing is completed. Data Recognition Corporation (DRC), WIDA's test vendor, will ship all secure ACCESS for ELLs, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials to the DDOT. Electronic copies of the Virginia ELP Checklist K-12 and Virginia ELP Checklist K will be provided to DDOTs and posted in the Division Director of Testing (DDOT) application in the [Single Sign-on for Web Systems (SSWS).](https://p1pe.doe.virginia.gov/ssws/login_page.do) Test Administrators, Proctors, STCs, and DDOTs are responsible for:

* Maintaining the security of all online and paper ACCESS for ELLs, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials (such student test tickets, student test booklets, Listening and Speaking test CDs, test administrator scripts, and student Pre-ID labels);
* Maintaining the security of the Virginia ELP Checklist K-12, the Virginia ELP Checklist K, and student evidence;
* Ensuring a secure test environment;
* Maintaining security authorization receipt, inventory, distribution, and secure storage of test materials; and
* Reviewing and maintaining local security procedures to ensure that students have no access to cell phones, electronic devices, or other unauthorized materials during testing.

Security procedures must be followed to ensure complete test security. Without exception, all ACCESS for ELLs, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test booklets, students' Pre-ID labels, Virginia ELP Checklist K-12, Virginia ELP Checklist K, as well as student evidence for the Virginia ELP Checklist K-12 and the Virginia ELP Checklist K must be kept in secure, locked storage at all times when they are not in use during actual testing or collection of evidence sessions.

Test Security Reminders

* Keep personal information and test materials secure.
* DDOTs should track all secure booklets on the ACCESS for ELLs Security Checklist.
* Ensure that online test content does not remain unattended onscreen before or after testing.
* Ensure that any paper material is treated as secure test materials. Do not leave materials unattended before or after testing.
* Ensure that no specific information about the content of the test or test materials is shared with students or their families prior to or after testing.
* Collect all test materials from Test Administrators and place in locked storage.
* Do not duplicate any secure test material.
* Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores.
* Secure documents that must be returned to DRC should never be destroyed, except in cases of soiled material.
* Division and school personnel must also adhere to state-specific test security procedures.
* Remote and virtual testing, either paper or online, are not allowed for test administration.

If test security has been compromised in any way, please contact the Virginia Department of Education Office of Student Assessment to determine remediation steps.

(Board of Regents of the University of Wisconsin System, 2018)

## Test Preparation and Administration Requirements

Before administering an ELP assessment in Virginia, DDOTs, STCs, and Test Administrators must complete specific training requirements. These requirements vary based on the ELP assessment being administered. Virginia utilizes the WIDA suite of assessments (ACCESS for ELLs, Alternate ACCESS, and Kindergarten ACCESS) as well as the ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments and ELP Checklist for EL Students in Kindergarten with Significant Cognitive Disabilities.

### WIDA ACCESS for ELLs, Alternate ACCESS, and Kindergarten ACCESS

The Virginia Department of Education requires an annual certification for any division staff member who will administer, oversee, or organize WIDA assessments, including the Alternate ACCESS for ELLs assessment. Training modules offered by WIDA are completed in the [WIDA Secure Portal](https://portal.wida.us/IDP/Account/Login), and a score of 80% or higher is required for each quiz that aligns with the components managed by personnel. Certification can be completed on or after July 1 of each academic year. Individuals available to help with testing might include bilingual teachers, resource teachers, classroom teachers, assistant principals, coaches, and other school administrative staff.

Test preparation, administration, and ordering procedures for WIDA assessments are provided via the Virginia ACCESS for ELLs checklists (for paper and online testing). These checklists include information specific to DDOT, STCs, and Test Administrators, outlining procedures for before, during, and after testing with the ACCESS for ELLs assessments.

* [ACCESS for ELLs Online Checklist](https://wida.wisc.edu/sites/default/files/checklists/VA-online-checklist.pdf)
* [ACCESS for ELLs Paper Checklist](https://wida.wisc.edu/sites/default/files/checklists/VA-checklist-paper.pdf)

These checklists are housed on the [Virginia WIDA webpage](https://wida.wisc.edu/memberships/consortium/va) for local education agency (LEA) staff to reference when preparing for test administration.

Training for the administration of WIDA ELP assessments is offered annually for the Commonwealth. The training covers responsibilities and procedures for DDOTs, STCs, and Test Administrators for the online and paper-based ACCESS for ELLs assessments administered in Grades 1 through 12. Information regarding these training opportunities is shared via the Superintendent's communications.

Moreover, LEA staff can access webinars conducted by certified WIDA Professional Learning Facilitators that cover the established procedures for administering WIDA-based ELP assessments. These webinars cover topics ranging from test setup and material ordering to information on data validation and how to interpret score reports. See [Appendix A](#_Appendix_A:_ELP) to retrieve access to the webinars.

### Virginia ELP Checklist K-12 and Virginia ELP Checklist K

In addition to training for the WIDA assessments, annual training is required for test administrators who collect evidence for the Virginia ELP Checklist K-12 or the Virginia ELP Checklist K. Training presentations are provided to DDOTs prior to the start of the testing window each school year. The presentations cover information for division staff to facilitate training on properly assessing students in kindergarten with significant cognitive disabilities and students in Grades K-12 with visual or hearing impairments. Included with the presentations are copies of the Virginia ELP Checklist K and the Virginia ELP Checklist K-12, along with the record collection spreadsheet for score reporting to be submitted to the Office of Student Assessment at the end of each testing window.

Activities before Test Administration

* Read and sign the following, as appropriate, and return to the STC the Non-Disclosure Agreement for the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments or Virginia ELP Checklist for EL Students in Kindergarten with Significant Cognitive Disabilities Non-Disclosure Agreement.
* Complete the Test Administrator training by viewing the PowerPoint presentations as appropriate:
  + Training Presentation: Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments (Virginia ELP Checklist K-12); and
  + Training Presentation: Virginia ELP Checklist for EL Students in Kindergarten with Significant Cognitive Disabilities (Virginia ELP Checklist K).
* Be familiar with the directions for administering the Virginia ELP Checklist K-12 or Virginia ELP Checklist K as appropriate and collecting student evidence.
* Identify students who will be assessed. Refer to [Determining Student Participation in an Annual ELP Assessment](#_Determining_Student_Participation) for details.
* Inform parents and students of the collection of evidence.
* Prepare students for the collection of evidence sessions.
* Prepare the test site for collecting evidence, to be administered under test-like conditions, ensuring all items capable of providing an unfair advantage are covered or removed as appropriate.

For the 2020-2021 school year, ELP Checklist work samples can be completed at home if students are being instructed in a virtual environment. To the extent possible, divisions must ensure that work collected is completed solely by the student.

* Verify the use of Proctors or need for additional assistance during the collection of evidence activities.
* Become familiar with testing accommodations specified in the Individualized Education Programs (IEPs) or 504 Management Plans for EL students with disabilities or documented temporary conditions.
* Know how to handle and report collection of evidence irregularities to the STC as soon as they occur. Refer to [Identifying and Reporting Test Irregularities](#_Identifying_and_Reporting) for details.

Activities during Test Administration

* Collection of evidence sessions cannot begin before the first day of the annual ELP assessment testing window.
* Before each evidence session, ensure that all materials necessary for collecting student evidence, such as paper, writing implements, manipulatives, and recording devices are available.
* Check "Yes" or "No" on the Virginia ELP Checklist K-12 or Virginia ELP Checklist K to indicate the EL's achievement for each piece of evidence collected under test-like conditions. Allowable testing accommodations should be provided for ELs with disabilities or documented temporary conditions specified in the student's IEP or 504 Management Plan.
* Follow the appropriate procedure for handling and reporting testing irregularities to the STC as soon as they occur. Refer to [Identifying and Reporting Irregularities](#_Identifying_and_Reporting) for details.
* Maintain the Virginia ELP Checklist K-12 or Virginia ELP Checklist K and student evidence confidentially and securely.
* All Virginia ELP Checklist K-12 and Virginia ELP Checklist K collection of evidence sessions must be completed by the ELP testing window's final day.

Activities after Test Administration

* Return the completed Virginia ELP Checklist K-12 or Virginia ELP Checklist K, as appropriate, and student evidence to the STC.
* Inform the STC of any student absent from the collection of evidence sessions.
* Within one week of the close of the ELP testing window, the DDOT must report the English proficiency level for each student to the Virginia Department of Education Office of Student Assessment using the reporting spreadsheet provided with the checklists using the SSWS Dropbox.

### Testing Environment Set-Up Procedures

The following responsibilities are necessary to ensure appropriate test-taking environments. These duties, from the Virginia Standards of Learning [Test Implementation Manuals](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/sol-test-administration-development) and [WIDA Test Administration Manual](https://portal.wida.us/GetResource/2056), have been modified to be specific to the administration of ELP assessments in Virginia.

* Arrange for appropriate physical conditions for testing. Testing rooms/labs should be quiet, well lighted, set to a proper temperature, and well ventilated. Each student's workspace should be clear of books and other materials not needed for the test and large enough to accommodate testing materials. Crowding should be minimized and seating arranged to discourage students from copying or viewing one another's work. Students who do not take the ELP assessment are not permitted in the testing room/lab during the test session.
* Remove from the testing site or cover all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage. These materials include, but are not limited to, maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.
* Prevent access to any items not approved for use. These items include cell phones, electronic devices, dictionaries, class notes, review materials, test-taking strategy reminders, textbook, "cheat sheets," non-school issued scratch paper, fidget items, reading material, or toys. Manipulatives relevant to the administration of the Alternate ACCESS or Virginia ELP Checklists are allowable materials.
* For online testing, physical barriers on both sides of the testing device help deter students from looking at each other's computer monitors.
* Make or obtain from your Test Coordinator a "DO NOT DISTURB: TESTING" sign. The sign should be placed on the outside of the testing room door during test sessions.
* Students who are absent on the school's established test date(s) must be allowed to take any missed test on a make-up basis. A time and location must also be arranged for each necessary make-up session.
* Have a watch available or make sure there is a functioning clock in the testing room. The WIDA Test Administrators' Scripts contains guidance on pacing the test.
* Ensure the speakers are loud enough for the student(s) to hear (applicable for the paper administration of the ACCESS Listening and Speaking domains).

### Material Ordering and Handling

DDOTs are responsible for the completion of material ordering. The WIDA AMS User Guide contains complete instructions for ordering materials, both during the initial order window and the additional orders window. All ordering of test materials must be completed via WIDA AMS for both online and paper-based assessments. Test material ordering procedures must be followed to ensure that the appropriate test materials are provided. See [Virginia's WIDA member page](https://wida.wisc.edu/memberships/consortium/va) for annual state-specific ordering dates.

Divisions should communicate with local public health departments and review the [Center for Disease Control and Prevention (CDC) guidelines](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fdisinfecting-building-facility.html) for sanitization to ensure proper cleaning and health screening protocols are in place before beginning testing.

Some physical test materials (Test Administrator Scripts, Speaking Test Booklets, and Alternate ACCESS Test Booklets) can be disassembled and put into sheet protectors or clear plastic bags that can be wiped down after each administration. Non-scorable materials with security barcodes that were disassembled should be taken out of protection and the pages stapled together before returning them.

*Materials where students mark answers for scoring cannot be modified, including student response books, writing books, and braille books.*

There are two test material ordering windows: one for initial ordering (Test Materials Ordering Window) and one for additional materials (Additional Materials Ordering Window). When ordering materials, it is important to note which type of order you are making, as there are different processes for the different types of orders.

#### Initial Materials Ordering

Materials are ordered separately for each participating school. Materials are assigned and distributed to individual schools and each school is given the appropriate amount of testing materials and labels. Initial material orders cannot be placed at the division level. Ordering windows will not be extended for late entries. Any division that does not order materials during the initial materials ordering window will need to wait to order materials during the Additional Materials Ordering Window, roughly two weeks before testing. Additional materials ordering guidance is provided in the [WIDA AMS User Guide](https://www.wida-ams.us/).

#### Additional Materials Ordering

To help manage the process of ordering additional materials, see the following notes from the [WIDA AMS User Guide](https://www.wida-ams.us/):

* Initial shipments of test materials will include extra copies of certain high-demand materials, such as Tier A Online Writing Booklets, to ensure that additional orders will rarely be required.
* All districts will receive additional quantities of test materials with their initial orders. These test materials should be used before any additional materials orders may be placed.
* Test Administrators who need additional materials must consult with DDOT to determine whether the district has the material on hand or whether an order for additional materials may be placed.
* Orders for additional materials may be placed by DDOTs only.
* Orders for additional materials will be shipped to districts only.

#### Preparing Test Materials for Return

Please remember, any booklet that contains student response information must have either a Pre-ID Label or a Division/School Label with hand-coded student information. Failure to place a label with student test information on a booklet will result in booklets being processed as unused, and no score will be assigned. Use the following steps when preparing all test booklets for return.

1. Ensure all booklets that contain student responses have a Pre-ID or Division/School Label in the box located in the upper right-hand corner on the front of the test booklet. There should not be a label anywhere else on the booklet besides this space. If a test booklet does not have a label with a barcode, the student will not receive a score.
2. Ensure all booklets with a yellow Division/School Label have complete demographic pages on the test booklet's front and back cover.
   1. Use a number 2 pencil.
   2. Make sure the student name on the front of the booklet has been bubbled correctly.
   3. Make sure the date of testing has been filled in.
   4. Ensure the information on the back of the booklet has been bubbled correctly using the Completing Demographic Information section of the [State-Specific Directions](#_State-Specific_Directions_-).
   5. Make sure the correct grade has been bubbled.
3. If a booklet is unused, there is no need to place any labels on the booklet. Placing a Pre-ID or Division/School Label on an unused booklet will cause it to be processed and scored. The Do Not Process Labels should be reserved for used booklets that should NOT be processed or scored.
4. Remove any staples, paper clips, or sticky notes from test booklets.
5. If there is student scratch paper, securely destroy it on site. Any final student responses written on scratch paper must be transcribed into a student response booklet and appropriately labeled.
6. Use the following procedures when returning large print and Braille test booklets:
   1. Verify that student responses have been transcribed into a standard test booklet.
   2. Verify that a student Pre-ID label has been applied to the standard test booklet or that demographic information has been bubbled if a Division-School Label was used.
   3. Return with the rest of the test materials when testing is complete. Sorting is not necessary. Large print test booklets may be folded and shipped with the other materials in a standard-sized box.

Follow these procedures for damaged booklets.

1. Transcribe the student's responses into a new test booklet. (See the [Accessibility and Accommodations Supplement](https://portal.wida.us/GetResource/2346) for guidelines on transcription.)
2. Apply a yellow Division/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the Completing Demographic Information section of this manual.
4. Place an orange Do Not Process Label on the damaged booklet.
5. Return both the damaged booklet and the transcribed booklet to the Test Coordinator.

If a booklet is soiled by bodily fluids (e.g., blood, vomit), it should be transcribed; however, these should not be returned to DRC. Follow these procedures for soiled booklets.

1. Transcribe student responses to a new test booklet. (See the [Accessibility and Accommodations Supplement](https://portal.wida.us/GetResource/2346) for guidelines on transcription.)
2. Apply a yellow Division/School Label to the new test booklet.
3. Complete student demographic information on the new test booklet using the [State-Specific Directions](#_State-Specific_Directions_-) section of this manual.
4. Document the security barcode of the soiled booklet and notify the DDOT and STC.
5. Document the soiled booklet in the Materials Accountability Form in WIDA AMS.
6. Securely destroy the soiled booklet.

#### Accountability Form

Paper materials that could not be returned (for example, soiled booklets) must be accounted for using the Accountability Form in WIDA AMS. This functionality allows you to document the number of materials returned, any that are not returned, and the reason(s) why.

Note: Only sites that cannot return secure materials containing a security barcode must complete the Accountability Form. Sites do not have to return non-secure materials. Sites should keep non-secure documents on file after testing until score reports are received, or longer, depending on the state's policy. For more information regarding returning materials, refer to the [WIDA Division and School Test Coordinator Manual](https://wida.wisc.edu/memberships/consortium/va).

#### Students that Transfer during the ELP Testing Window

Managing Students who Transfer during Testing, from Appendix B of the [WIDA Division and School Test Coordinator Manual](https://portal.wida.us/IDP/Account/Login) advises on the various scenarios that may occur when a student transfers during the ELP testing window. These scenarios include students who transfer between schools within the same Virginia division, students who transfer between different Virginia divisions, and students who transfer outside of Virginia. Depending on the testing mode (paper or online), step-by-step guidance is available below.

Furthermore, the WIDA AMS User Guide provides the following additional guidance for using the "Student Transfer Form" when handling division-to-division transfers of the ACCESS for ELLs assessment.

Scenario: A student who has completed one or more domains transfers from an online-testing division to another online-testing division.

* In WIDA AMS, complete and submit the Student Transfer Form.
  + DRC will transfer the student record. The receiving division must put the student into test sessions in WIDA AMS.

Scenario: A student who has completed one or more domains transfers from an online-testing division to a paper-testing division.

* If the student completed only one domain online before transferring, the student must take the entire test on paper in the new division, including the domain already completed online.
  + Submit an irregularity to the Office of Student Assessment to have the online domain invalidated. Refer to [Identifying and Reporting Irregularities](#_Identifying_and_Reporting) for details on using ELPAIWAS to submit irregularities.
* If the student completed two or more domains online, the student must take only the remaining domains on paper.
  + Complete and submit the Student Transfer form in WIDA AMS.
  + DRC will transfer the completed online records, and the receiving division can subsequently run the Tier Placement Report to continue the testing in a paper booklet.

Scenario: A student who has completed one or more domains transfers from a paper-testing division to another paper-testing division.

* Virginia state policy allows the student's test booklet to be securely transferred to the new division with the correct Division/School label applied to the booklet.
* The Student Transfer Form does NOT need to be submitted.
* **Optionally**, the first booklet may be returned by the sending site and the student may test the remaining domains at the new location in a new booklet. In this case, the Student Transfer Form must be submitted in WIDA AMS.
  + DRC will transfer the student record.
  + Note that the receiving school should not test the student again in any test domain previously administered.

Virginia state guidance for other ELP assessments when an EL transfers during the state ELP window:

Scenario: A student transfers with an incomplete Alternate ACCESS for ELLs Test

The DDOT is responsible for retrieving and maintaining the security of the EL student's Alternate ACCESS for ELLs Student Response Booklet from the sending school and securely delivering the test booklet to the receiving school. The receiving DDOT must ensure that a yellow Division/School label is affixed atop the Pre-ID label and hand-coded by following the [state-specific directions](#_State-Specific_Directions_-) outlined in this document and the WIDA Division and School Test Coordinator Manual. After testing is completed, the DDOT will include the EL student's test booklet with the receiving school's test materials to be returned to DRC for scoring.

Scenario: A student transfers with an incomplete Virginia ELP Checklist K-12 or Virginia ELP Checklist K

The DDOT is responsible for retrieving and maintaining the security of the EL student's Virginia ELP Checklist K-12 or Virginia ELP Checklist K and student evidence from the sending school as well as securely delivering the EL student's Virginia ELP Checklist K-12 or Virginia ELP Checklist K and student evidence to the receiving school.

### Technology Requirements

For the technology-based assessment, the online ACCESS for ELLs, WIDA provides technology resources for use by Division Technology Coordinators (DTCs) to prepare and maintain before and during the online test administration. **The assessment and EL team must work with the division technical team ahead of testing**. Please refer to the Technology Readiness Checklist in [Appendix A](#_Appendix_A:_ELP) for a comprehensive list of tasks assigned to the DTCs.

In many divisions that offer remote instruction, students are using division issued hardware. If this same hardware is to be used for testing, divisions will need to plan to get the devices ready for each testing session. Divisions will want to talk with IT staff and local public health officials about the best way to sanitize devices and headsets between test sessions.

* Does the student have their headset with a microphone that they can use?
* Where will devices and headsets be stored when not in use?
* Ensure that students wearing masks properly complete the microphone check at the beginning of the test to ensure their voice can be recorded.

### Accessibility and Accommodations

WIDA provides the Accessibility and Accommodations Supplement that outlines the selection and administration of Test Administration Considerations, Universal Tools, and Accommodations for individual English Learners (ELs) to produce valid assessment results. The following SEA policies are in response to WIDA-specific recommendations according to the Supplement.

| **WIDA Guidance** | **Virginia Policy** |
| --- | --- |
| **Administrative Considerations – Participate in different testing format (paper vs. online)**  *If allowed by state policy,* students may participate in the assessment using a different format from their peers… *Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.* | **State Response:** Virginia is a mixed-mode testing member; therefore, testing format considerations can be made on a student-by-student basis. |
| **Administrative Considerations – Short Segments**  If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. | **State Response:** Virginia is a mixed-mode testing member; therefore, students requiring breaks can be scheduled using the testing format considerations to meet their needs best. |
| **Scratch Paper**  Scratch paper must be returned with test materials or disposed of according to state policy. | **State Response:** All used and unused scratch paper are considered non-scorable, secure test materials, and returned to the school testing coordinator (STC) for proper handling. All scratch paper must be securely destroyed (by securely shredding or burning). |
| **Uploading Accommodations**  Accommodations may be embedded within the online test platform or be delivered locally by a test administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. | **State Response:** Accommodations for online testing should be uploaded during the Pre-ID File Upload Window or test setup within WIDA AMS during the ELP assessment window. Uploaded accommodations should reflect what is documented in the student's IEP, 504, or EL Assessment Participation plan (for short-term accommodations due to unforeseeable circumstances). |
| **Accommodations adhere to State Policy/ Unforeseeable Circumstances**  In rare cases, a student who does not have an IEP or 504 Plan may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to the short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write or use voice recognition software. Accommodations for a student without an IEP or 504 plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.). | **State Response:** For accommodations provided for students needing short-term access to accommodations due to unforeseeable circumstances, document the circumstance and assigned accommodation on the student's EL Assessment Participation Plan before administering the ELP assessment. |
| **Allowable Accommodations**  WIDA Listed Accommodations:   * Braille (BR) * Extended testing of a test domain over multiple days (EM) * Extended Speaking test response time (ES) * Extended testing time within the school day (ET) * Human Reader for items (HI) * Human Reader for response options (HR) * Human Reader for repeat of items (RI) * Human Reader for repeat of response options (RR) * Interpreter signs test directions in ASL (SD) * Large Print (LP) * Manual control of item audio (RA) * Scribe (SR) * Student responds using a recording device, which is played back and transcribed by the student (RD) * Test may be administered in a non-school setting (NS) * Word processor or similar keyboarding device to respond to test items (WD) | **State Response:** Virginia allows all listed accommodations as determined by the student's IEP/504 committee. |
| **Braille/Local Brailling**  This paper-based accommodation may be used to provide access to the assessment for a braille-proficient EL who is blind.  Before using the braille format assessment, confirm that it is an allowable use of this accommodation in your state.  If state policy allows, local brailling of the Kindergarten and Alternate ACCESS for ELLs assessments is allowable.  In accordance with state policy, all adapted materials, as well as all non-test form paper containing student answers, must be securely disposed of (e.g., shredded) or returned to DRC for secure destruction. | **State Response:** Virginia allows the local brailling of Kindergarten and Alternate ACCESS for ELLs for braille-proficient ELs taking these assessments. All Braille and adapted materials are considered non-scorable, secure test materials. They must be returned to the school testing coordinator (STC) for proper handling and securely destroyed by securely shredding or burning. |
| **Assessing Students who are not braille proficient**  WIDA does not recommend administering ACCESS for ELLs in braille to students who are not proficient in English-based Braille. Please check with your SEA on how to assess blind ELs who are not proficient in braille. | **State Response:** For EL students in Grades K-12 with visual or hearing impairments whose disabilities exclude access to one or more domains of the ACCESS for ELLs, please administer the Virginia English Language Proficiency Checklist for EL Students K-12 with Hearing and Visual Impairments (VA ELP Checklist K-12). Contact the Office of Student Assessment at [student\_assessment@doe.virginia.gov](mailto:student_assessment@doe.virginia.gov) or (804) 225-2102 for more information. |
| **Extended Testing Time Within the School Day**  ACCESS for ELLs is not a timed test. For recommended test administration times, please refer to the TAM, and individual state policy. | **State Response:** The test is self-paced, and if students are working productively, please use professional judgment to give them as much time as needed to complete the domains of the ACCESS for ELLs tests. |

### Identifying and Reporting Testing Irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

* inappropriately influences student performance;
* inappropriately influences the reporting of student performance;
* constitutes a breach in test security; or
* results in the improper implementation of mandatory student testing.

Examples of ELP assessment testing irregularities include but are not limited to:

* test security is violated;
* a Test Administrator or Proctor does not follow administration directions;
* a Test Administrator fails to administer an ELP assessment to an identified ELL within the testing window;
* a Test Administrator, Proctor, or another adult provides improper assistance to a student;
* a student is tested on the incorrect grade-level cluster of an ELP assessment;
* student refuses or is disruptive during testing;
* a student is absent during testing;
* a parent refuses to permit the student to test;
* a formerly EL student is tested;
* during testing, a student becomes ill or is retrieved early from the test setting;
* during testing, a student leaves the testing room unsupervised;
* during testing, a student accesses a cell phone, electronic device, or other unauthorized material;
* during testing, a student is observed cheating;
* testing accommodations stated in a student's IEP/504 Management Plan are not provided;
* a student is provided unapproved accommodations; or
* test materials are missing.

Reporting testing irregularities that occur on ELP assessments is done using the English Language Proficiency Assessment Irregularities Web Application System (ELPAIWAS). ELPAIWAS was developed by the Virginia Department of Education (VDOE) to provide an efficient and automated method for submitting and resolving testing irregularities. Many of the fields are available as drop-down menus.

The procedure for using ELPAIWAS to report testing irregularities is as follows:

1. Testing Irregularity occurs.
2. School Testing Coordinator (STC) enters information and submits it to the Division Director of Testing (DDOT).
3. DDOT reviews and submits to VDOE.
4. VDOE staff closes irregularity or requests additional information.
5. DDOT and STC view resolution.
6. DDOT prints or exports irregularities as needed.

The [ELPAIWAS User's Guide](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-english-language-proficiency-assessments) provides step-by-step instructions for accessing ELPAIWAS and reporting testing irregularities.

### State-Specific Directions - Hand-Coding Guidelines for Paper Test Booklets

These instructions are provided for hand-coding the following test booklets with incorrect Pre-ID or without Pre-ID labels:

* *Online ACCESS for ELLs Writing Response Booklet Form 400;*
* *Paper ACCESS for ELLs Listening, Reading, and Writing, Form 400 Test Booklet;*
* *grade ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet; and*
* *Alternate ACCESS for ELLs Student Response Booklet Form 103.*

For all test booklets, the data fields in **bold** are required and must be hand-coded on the front and back covers using only a No. 2 pencil. Additionally, all hand-coded test booklets must have a yellow Division/School label affixed correctly to the front cover.

Front Cover of the Test Booklet

* **Date of Testing**: This field must contain the date that the student completed testing.
* **Student's Last Name**: This field must contain the student's last name.
* **First Name**: This field must contain the student's first name.
* MI: The student's middle initial is not a required field.

Back Cover of the Test Booklet

* **Division Name**: This field must contain the school division name.
* **School Name**: This field must contain the school name.
* **Native Language**: This field is optional. The WIDA research team collects these codes; therefore, if coding this field, please use the language codes used in the Student Record Collection. The language codes can be accessed from the VDOE website at the [Language Codes webpage.](https://www.doe.virginia.gov/data-policy-funding/data-reports/data-collection/student-record-collection)
* **State Name Abbreviation**: This field must contain VA.
* **Racial/Ethnic Group Part 1**: This field must be coded H if the student's ethnicity is Hispanic/Latino or N if their ethnicity is not Hispanic/Latino.
* **Racial/Ethnic Group Part 2**: Code all fields that apply.
  + **American Indian/Alaskan Native**: This field must be coded I if the student is American Indian/Alaskan Native or left blank if the student is not American Indian/Alaskan Native.
  + **Asian**: This field must be coded A if the student is Asian or left blank if they are not Asian.
  + **Black/African American**: This field must be coded B if the student is Black/African American or left blank if they are not Black/African American.
  + **Pacific Islander/Hawaiian**: This field must be coded P if the student is Pacific Islander/Hawaiian or left blank if they are not Pacific Islander/Hawaiian.
  + **White**: This field must be coded W if the student is White or left blank if they are not White.
* **Birth Date**: This field must contain the student's date of birth and follow the convention MMDDYYYY where MM is the 2-digit month, DD is the 2-digit day, and YYYY is the 4-digit year. For example, if a student's date of birth is September 19, 2006, it should be entered into this field as 09192006. Supply leading zeros for the month and day where appropriate and include a 4-digit year.
* Date First Enrolled in U. S. School: This field is optional.
* **Grade Level**: This field contains the student's grade level and must be one of the following values (leading zeros are required): 00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 (00=Kindergarten).
* Length of time in LEAP/ELL Program: This field is optional.
* **Gender**: This field contains the code representing the student's gender, M=Male, or F=Female. Please leave this field blank if the preferred gender is not defined by one of the binary codes.
* IEP Status: This field is optional.
* Title III Status: This field is optional.
* Migrant: This field is optional.
* 504 Plan: This field is optional.
* School Use Only Accommodations: This field is optional.
* School Use Only Bilingual/ESL Type: This field is optional.
* School Use Only State Support Delivery Model: This field is optional.
* **State Student ID Number**: This field must contain the student's STI as issued by PearsonAccessnext. Left justify the numbers and leave the last five spaces blank.
* State Defined Optional Data: This field must remain blank.
* Division Student ID Number: This field is optional.
* Division Defined Optional Data: This field is optional.
* Do Not Score This Section for This Student: Review the directions for coding this field in Section 3 of the 2020-2021 ACCESS for ELLs Division and School Test Coordinator Manual.

Additionally, LEAs can access [State-Specific directions](https://portal.wida.us/IDP/Account/Login) on the Virginia WIDA webpage; these directions also outline proper test material handling and purchase order information (updated annually).

### Reporting ELs Not Assessed with ELP Assessments

School divisions must account for any EL who is not assessed with an ELP assessment. The following scenarios describe situations where an EL may not have been assessed:

* Student Refusal of All Domains
* Student Absence throughout the testing window for all domains
* School Failed to Test a student identified as an EL
* Parent/Guardian refuses to permit an EL to be assessed with an ELP assessment (Documentation of the parent refusal should be maintained in the student's educational record.)

An ELP assessment testing irregularity must be filed with VDOE to report each instance where the school failed to assess an EL with an ELP assessment, a student refused to test, or a parent denied testing for an EL.

ELs that completed at least one domain online or in a paper booklet, including domains marked as "Do Not Score," do not need to be reported on this file. The Excel template is sent to divisions one week before the close of the ELP assessment window and should be used to collect and report these data to VDOE. Directions are located on the first sheet (Required Field Details) of the template, and student data should be entered in the second sheet (Student Data Collection) of the template.

The Division Director of Testing must submit this data file to Kia Johnson with a copy to Kevin McClintock using the Dropbox in the Single Sign-on for Web Systems (SSWS) no later than one week after the close of the ELP testing window.

School divisions must account for any EL who is not assessed with an ELP assessment. Parent refusal to send a child to school for testing based on concerns surrounding COVID-19 is expected during the Spring 2021 ELP Assessment Window. Please document all attempts to test students such as letters sent home, phone calls, emails, and text messages for these instances. An irregularity does not need to be filed for these situations; report them on the [ELs Not Assessed with an ELP Assessment](#_Reporting_ELs_Not) Excel File using the reason "COVID-19 Refusal".

# Appendix A: ELP Assessment Guidance for Virginia ELP Assessments

**WIDA Assessment Resources[[1]](#footnote-1)**

* [2020-2021 Assessment Best Practices during COVID-19 document](https://portal.wida.us/GetResource/2623)
* [ACCESS Webinars](https://portal.wida.us/IDP/Account/Login)

**Resources for Preparation of WIDA ELP Assessments\***

* [WIDA Non-Disclosure and User Agreement](https://portal.wida.us/IDP/Account/Login)
* [Accessibility and Accommodations Supplement](https://portal.wida.us/IDP/Account/Login)
* [Alternate ACCESS Training Video](https://portal.wida.us/IDP/Account/Login)
* [Tips for Placing Your Additional Materials Order](https://portal.wida.us/IDP/Account/Login)v

**Resources for Administration of WIDA ELP Assessments\***

* [ACCESS for ELLs Division and School Test Coordinator Manual](https://portal.wida.us/IDP/Account/Login)
* [ACCESS for ELLs Test Administrator Manual](https://portal.wida.us/IDP/Account/Login)
* [ACCESS for ELLs Attemptedness Criteria](https://portal.wida.us/IDP/Account/Login)
* [WIDA AMS User Guide](https://portal.wida.us/IDP/Account/Login)

**Virginia ELP Assessment Documents**

* [ELPAIWAS User Guide](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-english-language-proficiency-assessments)

**Technology Coordination Resources\***

* [Technology User Guide](https://portal.wida.us/GetResource/2435)
* [Technology Readiness Checklist for WIDA Online Assessments](https://portal.wida.us/GetResource/2434)
* [ACCESS for ELLs Headset Specifications](https://portal.wida.us/IDP/Account/Login)
* [ACCESS for ELLs Online Test Administrator Troubleshooting Tips](https://portal.wida.us/GetResource/2438)
* [Supported System Requirements for ACCESS for ELLs and Screener](https://portal.wida.us/GetResource/2440)

1. *Please note: Users must be signed in to the* [*WIDA Secure Portal*](https://portal.wida.us/IDP/Account/Login) *to access these resources.* [↑](#footnote-ref-1)