English Language Proficiency Assessment

IDAHO DEPARTMENT OF EDUCATION

ASSESSMENT & ACCOUNTABILITY |ELPA

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

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PURPOSE

This guidance document outlines the specific assessment policies, procedures, and required actions District/School Test Coordinators must successfully navigate to appropriately screen and administer Idaho's summative English Language Proficiency Assessment (ELPA). This manual is also intended to be used with the WIDA Test Administration Manual, WIDA Accessibility and Accommodations Manual, and WIDA District and School Test Coordinator Manual.

SECTION I: ENGLISH LANGUAGE PROFICIENCY SCREENER & SUMMATIVE ASSESSMENT

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in any program or activity receiving federal financial assistance. The Elementary and Secondary Education Act (ESEA) of 1965 reinforced the nation's commitment to providing equitable access to high-quality education for all students in public schools. Its most recent reauthorization, the Every Student Succeeds Act (ESSA) of 2015, maintains the foundational principles of the original statute. Under ESSA Sections 1111(b)(1)(A); 1111(b)(2)(G)(i)-(ii); 1111(c)(1)-(2); 3313(b)(2), Idaho Code §33-1630, and Idaho Administrative Rule (08.02.03.111; 08.02.03.112), the state and local education agencies are required to identify English learners (ELs), provide appropriate support services, and monitor their academic progress.

WIDA Consortium

Since 2015, Idaho has been an active member of the WIDA Consortium. In 2021, the Idaho State Board of Education adopted the latest edition of the WIDA English Language Development Standards Framework (Appendix 7). The state administers the WIDA ACCESS suite of summative English Language Proficiency (ELP) assessments and screeners to meet federal and state requirements.

Local education agencies (LEAs) use the WIDA ACCESS suite of ELP assessments to determine eligibility for English language support services, monitor proficiency growth, and guide reclassification decisions from the defined Language Instruction Educational Program (LIEP). ELP assessments measure both academic language proficiency in core content areas, Language Arts, Mathematics, Science, and Social Studies, and social/instructional language skills.

English proficiency is evaluated across three language dimensions (discourse, sentence, word/phrase) and within four language domains: reading, writing, speaking, and listening.

The five WIDA ELD Standard Statements provide the broadest conceptual framing and illustrate the integration of content and language in learning.

1. *English Language Development Standard 1*: English Learners effectively communicate for social and instructional purposes within the school environment;
2. *English Language Development Standard 2*: English Learners articulate information, ideas, and concepts necessary for academic success in the Language Arts content area;
3. *English Language Development Standard 3*: English Learners convey information, ideas, and concepts essential for academic achievement in the Mathematics content area;
4. *English Language Development Standard 4*: English Learners express information, ideas,

and concepts vital for academic success in the Science content area;

5. *English Language Development Standard 5*: English Learners convey information, ideas, and concepts crucial for academic success in the Social Studies content area.

SECTION II: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT – GETTING STARTED

Measuring and recording a student's English language proficiency requires using several administrative portals. District/School test coordinators and test administrators are required to understand the purpose and how to navigate each system to effectively support and monitor EL within the LEA. Section II, "Getting Started," outlines the purpose, functionality, and instructions on how to gain access to each web portal (ELMS, ACCESS Appeals Web Application, the WIDA Secure Portal, and WIDA AMS).

District Roles and Responsibilities

District Test Coordinators (DTCs), School Coordinators (SCs), Technology Coordinator (TCs), and Test Administrators (TAs) are differentiated by: (1) the assessment duties they perform throughout the year, and (2) the assigned permissions they hold within each administrative system/portal.

Table 1: ELPA Roles and Responsibilities

District Role	Description of Duties
District Test Coordinator	The DTC is responsible for planning, administering, and concluding the summative ELP assessment and ELP screener(s) within a district. Report and address test incidents. Communicate and train district staff on required state and local assessment polices.
School Coordinator	The SC is responsible for planning, administering, and concluding both the summative ELP assessment and ELP screener(s) at the school level.
Technology Coordinator	The TC is responsible for ensuring the district technology components work properly, are secure, and are ready for online testing (WIDA ACCESS Online & WIDA Screener Online). Responsibilities include checking connectivity and bandwidth capacity, installing secure browsers on testing devices, and ensuring all testing devices are ready to deliver test content to student devices.
Test Administrator	The TA is responsible for administering a standardized test session. This includes ensuring a safe and secure test environment, monitoring students as they complete each test session and for reporting test incidents to the SC or DTC.

Required Accounts: ELMS, WIDA Secure Portal, WIDA AMS & ACCESS Appeals Web Application

Gaining access to multiple online portals to set up, assess, and report student performance is required to fulfill LEA state and federal requirements. These include:

- English Learner Management System (ELMS)
- WIDA Secure Portal
- WIDA Assessment Management System (WIDA AMS)
- ACCESS Participation Rate Appeals Application

English Learner Management System (ELMS)

The English Learner Management System (ELMS) helps Idaho LEAs efficiently support potential and identified ELs. It is primarily used to record screener scores, verify EL status, review historical assessment data, identify summative mode of administration, and confirm student demographics information for initial summative test rostering. ELMS provides direct access to proficiency data to guide timely program decisions; detailed navigation is available in the ELMS User Manual.

ELMS Account Setup

To access ELMS, users must request a role from the district ISEE or Technology Coordinator. A user can either be assigned the "Editor" or "Viewer" role using the Admin Tool; LEAs determine role assignments. DTCs are recommended to have the "Editor" role.

Note: For information to render properly in ELMS, a user should only have one role assigned.

Table 2: ELMS User Roles

User Role*	Description
Editor	Add, edit, and review student information (DTC recommended role)
Viewer	Review student information

WIDA Secure Portal

The WIDA Secure Portal houses assessment training modules, certification quizzes, webinars, manuals, self-paced workshops, and some secure test materials for WIDA Screener and WIDA ACCESS. New users access the portal to complete training, certification, and download necessary test materials.

WIDA Secure Portal Account Setup – District Test Coordinator

1. DTCs must complete the WIDA Secure Portal/WIDA Assessment Management System Account Request Form: https://forms.office.com/r/NjuzxHGCKq to have an account created for them by the Department.
   a. DTCs may also contact the Department's English Language Proficiency Assessment Coordinator with specific questions at (208) 332-6800 or assessments@sde.idaho.gov.
2. New users will receive an email with further instructions on how to complete their account setup.

3. Go to the WIDA Login webpage and select WIDA Secure Portal header to login.

WIDA Secure Portal Account Setup – Test Administrator/ School Coordinator/ Technology Coordinator

1. TAs, SCs, or TCs should contact the DTC to have an account created for them.
   a. TAs, SCs, or TCs may also contact WIDA Client Services Center at (866) 276-7735 or email help@wida.us and request that an account be created for them.
2. New users will receive an email with further instructions on how to complete their account setup.
3. Go to the WIDA Login webpage and select WIDA Secure Portal header to login.

WIDA Assessment Management System (WIDA AMS)

The WIDA AMS is the administrative test portal used to roster, configure, and manage WIDA Screener and WIDA ACCESS. To fully understand how to perform specific functions within the WIDA AMS reference the WIDA AMS User Guide, select the online help function, or review the WIDA AMS Knowledge Articles.

District Test Coordinator WIDA AMS Account Setup

1. New District Test Coordinators must complete the WIDA Secure Portal/WIDA Assessment Management System Account Request Form: https://forms.office.com/r/NjuzxHGCKq to have an account created for them.
   a. District Test Coordinators may also contact the Department's English Language Proficiency Assessment Coordinator with specific questions at (208) 332-6800 or assessments@sde.idaho.gov.
2. When an account has been created, new users receive an email with further instructions on how to complete the account setup.
3. Go to the WIDA Login webpage and select WIDA AMS.

Test Administrator/ School Coordinator/ Technology Coordinator WIDA AMS Account Setup

1. TAs, SCs, or TCs should request an account be created by their District Test Coordinator.
2. When an account has been created, the user receives an email with further instructions on how to complete the account setup.
3. Go to the WIDA Login webpage and select WIDA AMS.

Table 3: WIDA AMS User Roles

WIDA AMS (DRC User Roles/Permission Set)	Permissions Within WIDA AMS
District Test Coordinator	This permission set is designed for DTCs who should have access to WIDA AMS data for all schools within the district.
District Technology Coordinator	This permission set is designed for District Technology Coordinators who oversee the setup of technology configurations and student testing

WIDA AMS (DRC User Roles/Permission Set)	Permissions Within WIDA AMS
	devices. School Technology Coordinators can help download testing software at the school level.
School Test Coordinator	This permission set is designed for SCs who should have access to WIDA AMS data for a specific school.
School Technology Coordinator	This permission set is designed for School Technology Coordinators at a school site. School Technology Coordinators can help download testing software at school site they are assigned to.
Test Administrator	This permission set is designed for TAs who are administering an ELP assessment. It is typically given to TAs who administer WIDA ACCESS and/or WIDA Screener Online.

ACCESS Participation Rate Appeal Web Application

State and federal law requires all English learners to complete the state's summative ELP assessment (ESSA §1111(b)(2)(G)(i)). Districts may submit an ACCESS Participation Rate Appeal for students who did not complete all sections of the summative assessment. The appeals window typically opens in late May through early June.

To access the application, users must request the "ACCESS Appeals" role from their district ISEE or Technology Coordinator and log in through the ACCESS Appeals Application.

SECTION III: TECHNOLOGY

This section outlines the technology requirements for Online WIDA Screener and Online WIDA ACCESS. A site's technology infrastructure must be ready at the start of the year and prior to summative testing. Inadequate preparation may affect or invalidate student scores.

Technology Requirements: WIDA Screener Online & WIDA ACCESS Online

Before administering Online WIDA Screener or Online WIDA ACCESS, LEAs must configure, install, and manage the DRC INSIGHT Online Learning System. LEA IT staff need the District Technology Coordinator role in WIDA AMS to access and install required software. The DRC INSIGHT Technology User Guide provides detailed setup and troubleshooting instructions (Appendix 4).

DRC INSIGHT Online Testing System
DRC INSIGHT is a secure browser-based testing platform installed on each testing device to support online assessments. It integrates with software and hardware systems, delivering tests, resources, and reports across grade levels, and works can work with Central Office Services (COS) to manage network performance. **Contact DRC at Wida@datarecognitioncorp.com or (855) 787-9615 for targeted support**.

Technology Resources List
- DRC Insight Technology User Guide
- WIDA AMS User Guide
- Supported System Requirements for WIDA ACCESS and Screener
- Tech Bulletin: Configuring a COS Service Device and DRC INSIGHT on a Single Mac Computer for WIDA Online Testing
- Tech Bulletin: Configuring a COS Service Device and DRC INSIGHT on a Single Windows PC for WIDA Online Testing
- Network Evaluation and Troubleshooting
- Site Technology Readiness Checklist for Deploying WIDA Online Assessments
- WIDA ACCESS Headset Specifications

SECTION IV: ENGLISH LEARNER IDENTIFICATION

Section IV details the policies, ELP screener options, administrator training and certification requirements, and eligibility criteria for identifying English learners. Under ESSA Section 3113(b)(2), states must adopt standardized, non-discriminatory entry procedures for EL services. LEAs must establish local procedures that meet state and federal requirements to accurately and promptly identify eligible students. In collaboration with LEAs, the Idaho Department of Education has developed a standardized process for identifying newly enrolled students needing EL support.

EL Identification Flow Chart
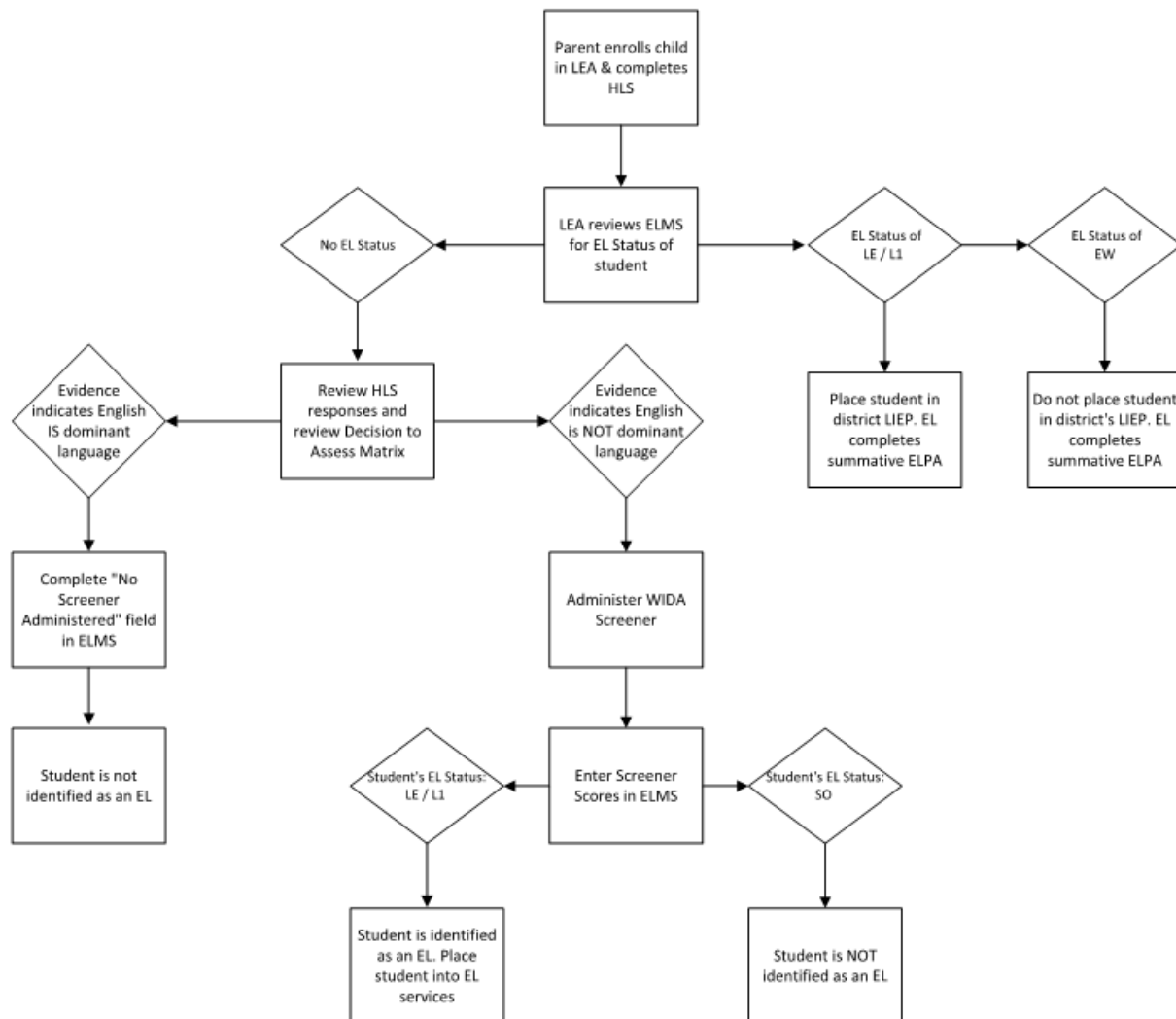
English Learner Management System

LEAs must implement a standardized enrollment process that includes identifying current and potential English learners. This involves two steps: (1) verifying if a student has an existing EL status, and (2) determining if the student needs evaluation for EL program eligibility.

To verify EL status, LEA staff use the "Find Child" function in ELMS. Students with an LE (continuing EL) or L1 (first-year EL) status are directly enrolled in the LEA's Language Instruction Educational Program (LIEP). Students listed as EW (parent waiver) must still participate in the annual WIDA ACCESS assessment. If an EL status is not found, the LEA must follow Idaho's standardized EL identification process.

Home Language Survey (HLS)

LEAs must use a standardized procedure to identify potential English learners at enrollment (20 U.S.C. § 6823). The Home Language Survey (HLS), an objective and non-discriminatory tool, serves as an initial step in this process by collecting information about the child's primary home language ([20 U.S.C. § 1703](#)). Idaho LEAs are required to administer the Idaho [Home Language Survey](#) at the time of enrollment (20 U.S.C. § 6312; 114-95, §1112(e)(3)(A)(i)).

While the HLS is included in enrollment paperwork, LEAs must first review the student's cumulative file and ELMS record. The original HLS completed at the time of the child's first enrollment in an Idaho LEA takes precedence over any subsequent surveys.

Completing the HLS
During enrollment, parents complete the HLS by answering eight state-approved questions to identify the use of languages other than English that may impact the student's access to grade-level content. LEA staff involved in enrollment must understand the purpose of the HLS and be able to clearly explain its role, the importance of accurate information, how results are used, and parents' right to decline EL services ([Appendix 10](#)). LEAs must also ensure the HLS is administered in a language parents can understand ([20 U.S.C. § 6312(e)(4)](#)).

If a language other than English is reported on any HLS question, the LEA proceeds with the EL identification process. If only English is reported, the process stops. LEAs are encouraged to use the "Decision to Assess Matrix" ([Table 4](#)) to determine whether to gather additional information or move forward with an ELP screener. Once a screener is administered (WIDA Screener for Kindergarten or WIDA Screener), eligibility for EL services depends on the screener results (see [Screen-Out Criteria](#)).

Completed HLS forms must be (1) signed and dated by the parent, (2) uploaded to the child's ELMS record, and (3) placed in the cumulative file.

Required Home Language Survey Questions
1. What language(s) are spoken in the home?
2. What language(s) does your child speak most often?
3. What language(s) did your child first learn?
4. Which language does your child use when speaking to/with you?
5. What language do you use when speaking to/with your child?
6. Which language do you want phone calls and letters?
7. What is your relationship to the child?
8. Is there any additional information you would like the school to know about your child?

Decision to Assess Matrix

The Decision to Assess Matrix helps LEAs evaluate HLS responses and determine whether an ELP screener should be administered. If only questions 1, 3, or 5 indicate a language other than English, LEAs are encouraged to contact the parent to clarify the child's language exposure and its potential impact on learning. If both questions 1 and 3 list a non-English language, the ELP screener must be administered. When in doubt, LEAs should err on the side of caution and administer the appropriate ELP screener.

Table 4: Decision to Assess Matrix

Question	Answer								
1. What language(s) are spoken in the home?	Other than English	English	English	English	English	Other than English	Other than English	Other than English	Other than English
2. What language(s) does your student speak most often? (Always triggers a test if answered as a language other than English)	English	Other than English	English	English	English	English	Other than English	Other than English	Other than English
3. What language(s) did your student first learn?	English	English	Other than English	English	English	Other than English	Other than English	Other than English	Other than English
4. Which language does your student speak with you? (Always triggers a test if answered as a language other than English)	English	English	English	Other than English	English	English	English	Other than English	Other than English
5. Which language do you use when speaking with your student?	English	English	English	English	Other than English	English	English	English	Other than English
Action:	Call: What is the exposure to other language(s) in the home?	Test	Call	Test	Call	Test	Test	Test	Test

Identification Complete / Not Screened Status

In some cases, an LEA may initiate the EL identification process based on HLS responses but later determine, after gathering additional evidence, that the child does not need to complete the WIDA Screener or WIDA Screener for Kindergarten. In these situations, LEAs must formally document the completion of the EL identification process and provide justification for not screening the student in ELMS. Staff responsible for entering screener scores in ELMS must complete the following steps to finalize the process:

1. Log into **ELMS**.
2. Use "**Find Child**" to lookup a student.
3. Under "**Actions**" column, select "**Screeners**".
4. Select "**No Screener Administered**".
5. Complete the following fields:
    a. District
    b. Justification
    c. Upload the Home Language Survey
6. Select "**Submit**".

To ensure clarity and transparency, LEAs must clearly document the justification for not administering a screener. This should include the reason for the decision (e.g., evidence of English proficiency or other assessment results), the names of individuals involved, and the date the decision was made. Providing this information maintains accountability and ensures accurate documentation of the EL identification process.

Accessibility and Accommodations – WIDA Screener

LEA staff share responsibility for ensuring that students with documented needs receive appropriate supports and accommodations to meaningfully participate in WIDA ACCESS. Administrators, educators, support staff, and those managing IEPs, 504 Plans, or Title II ADA supports must review the *Accessibility and Accommodations Manual* before testing. Only students with an IEP or 504 Plan may be assigned accommodations during testing. For additional information, see Section VI.

WIDA Screener & WIDA Screener for Kindergarten: Training and Certification

All Test Administrators must complete the required training and certification annually* (July 1–June 30) before administering the WIDA Screener (Online/Paper) or WIDA Screener for Kindergarten. Trainings and certification quizzes are accessed asynchronously through the WIDA Secure Portal under the Assessment Training section, with a filter available to locate the correct materials. District Test Coordinators (DTCs), Test Administrators (TAs), and Site Coordinators (SCs) must pass the certification quiz(zes) with a score of 80% or higher to be certified.

*Returning Test Administrators may begin completing training and certification for the WIDA Screener starting May 1 for the upcoming school year. LEAs are responsible for maintaining records of completed trainings and must provide a list of certified staff upon request from the Idaho Department of Education.

Table 5: WIDA Screener & WIDA Screener for Kindergarten Training and Certification Requirements

WIDA Screener	Training Course Name	Certification Quiz Name
WIDA Screener for Kindergarten	• WIDA Screener for Kindergarten: Administration and Scoring	• *WIDA Screener for Kindergarten: Oral Language Certification Quiz* • *WIDA Screener for Kindergarten: Literacy Certification Quiz*
WIDA Screener Online **WIDA Screener Paper***	• WIDA Screener Online: Administration • WIDA Screener Paper: Administration • Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener • Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener • Writing for Grades 1-5: Scoring WIDA Screener • Writing for Grades 6-12: Scoring WIDA Screener	• *WIDA Screener Online: Administration Certification Quiz* • *WIDA Screener Paper: Administration Certification Quiz* • *Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz* • *Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Certification Quiz* • *Writing for Grades 1-5: Scoring WIDA Screener Certification Quiz* • *Writing for Grades 6-12: Scoring WIDA Screener Certification Quiz*
WIDA Alternate Screener	• WIDA Alternate Screener: Administration and Scoring	• *WIDA Alternate Screener*

*Test Administrators (TAs) only need to complete WIDA Screener Paper training and certification quizzes for the grade-level range they intend to assess (Grades 1–5 or Grades 6–12). For example, a TA administering the WIDA Screener Paper to a second-grade student must complete the following for Grades 1–5:

- *WIDA Screener Paper: Administration training and certification quiz;*

- *Speaking for Grades 1–5: Scoring ACCESS Paper and WIDA Screener training and certification quiz;*

- *Writing for Grades 1–5: Scoring WIDA Screener training and certification quiz.*

WIDA Screener Online: Practice Test, Test Demo, and Sample Items

Resources are available for educators, parents, and students to better understand the WIDA Screener Online. Practice tests, test demos, and sample items provide an overview of the test platform, item formats, and offer practice opportunities before ELP screener administration. These resources can be accessed through the WIDA AMS landing page: https://www.drcedirect.com/all/eca-portal-v2-ui/#/login/WIDA .

Recommended Grade-Level Cluster Screener Form

For potential ELs in their first semester of a new grade-level cluster, it is recommended to administer the lower grade-cluster screener form (Table 6). For example, first semester Grade 1 students take the WIDA Screener for Kindergarten, and first semester Grade 6 students take the Grades 4–5 WIDA Screener. The Grades 6–8 WIDA Screener form is used for students enrolling in the second semester of Grade 6 through the first semester of Grade 9.

Table 6: WIDA Screener Recommended Grade-level Cluster Test Form

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K		Grade 1 Test		Grades 2-3 Test				Grades 4-5 Test				Grades 6-8 Test						Grades 9-12 Test					

Screening – WIDA Screener for Kindergarten and WIDA Screener

The WIDA Screener for Kindergarten and WIDA Screener (Online/Paper) assess a potential English learner's proficiency in reading, writing, speaking, and listening. Screener results determine a student's eligibility for an LEA's Language Instruction Educational Program (LIEP). Under ESEA Section 1112(e)(3)(A), ELP screener results, LIEP eligibility, and program information must be shared with parents within 30 days of enrollment, in a language they can understand (Appendix 10).

Downloadable resources and screener materials are available through the WIDA Secure Portal (Resources > Screener Online/Screener Paper*/Screener for Kindergarten).

WIDA Screener Paper materials must be requested from the Idaho Department of Education or ordered directly from the WIDA Store, as full sets are not available for download.

WIDA Screener for Kindergarten
The WIDA Screener for Kindergarten is an adaptive, paper-based English language proficiency (ELP) screener administered to potential ELs enrolling in **Kindergarten through first semester Grade 1**. It is used during the EL identification process and scored by the Test Administrator during administration. After testing, the WIDA Screener for Kindergarten Score Calculator is used to determine the student's English proficiency level.

WIDA Screener for Kindergarten: Administration Steps
Potential ELs enrolling in first or second semester Kindergarten, or first semester Grade 1, complete the WIDA Screener for Kindergarten. Follow these steps:

1. Ensure the Test Administrator (TA) has completed the required training and certifications.

2. Provide any documented accommodations or support during administration.

3. Log into the WIDA Secure Portal to download and print necessary test materials:

   o Screener Cards

   o Response Booklet

   o Score Sheets

   o Storybook

   o Test Administrator Script

   o Test Administrator Manual

4. Administer the screener one-on-one.

5. Use the Score Sheet to tabulate scores and enter them into the Score Calculator.

6. Complete the Score Report, print it, and place it in the child's cumulative record.

7. Enter scores into the English Learner Management System (ELMS), selecting "WIDA KG" under the "Test Type" field.

WIDA Screener Online

WIDA Screener Online is administered through the DRC INSIGHT web application after student demographics and a test session are created in WIDA AMS. Potential ELs enrolling in second semester Grade 1 through Grade 12 complete the WIDA Screener Online. Listening and Reading domains are auto-scored by the DRC INSIGHT system, while Speaking and Writing domains are scored manually by certified Test Administrators in WIDA AMS. Students in Grades 1–3 complete the Writing domain on paper, and TAs score and upload these results into WIDA AMS.

WIDA Screener Online Writing Response Booklets and Test Administrator Scripts are available for download through the WIDA Secure Portal under Resources > Screener Online > Test Booklet/Test Administrator Script.

WIDA Screener Online: Administration Steps

Ensure the DRC INSIGHT system is configured and operational before administration (Refer to the WIDA AMS User Guide and Online Help for setup instructions).

1. Confirm the TA has completed the required training and certification.

2. Provide all documented accommodations and support.

3. Enter the student's demographic information and test registration into WIDA AMS.

   o Refer to WIDA AMS User Guide (Viewing and Editing a Registration).

4. [Print](#) the student's test ticket(s).

5. Administer the WIDA Screener Online:

   o Students log in via the DRC INSIGHT secure browser using their test ticket.

   o Confirm completion of all four domains (Reading, Writing, Listening, Speaking).

6. Score student responses:

   o Grades 4–12 Speaking and Writing: Score within WIDA AMS (User Guide, pages 74–91).

     ▪ Ensure the correct permission set is assigned for scoring (User Guide, pages 76–79).

   o Grades 1 (second semester) –3 Writing: Hand-score responses and enter scores into WIDA AMS (User Guide, page 80-81).

7. Retrieve and print the completed student score report (User Guide, pages 105–106).

8. Enter the student's scores into the English Learner Management System (ELMS), selecting "WIDA Online" as the Test Type.

WIDA Screener Paper

WIDA Screener Paper is a paper-based ELP assessment available to students who cannot complete WIDA Screener Online, including those with an IEP or 504 Plan that limits participation in one or more domains in Grades 1 (second semester) – Grade 12 ([see Section VI](#)). It is administered one-on-one and scored locally by a certified Test Administrator. After administration, raw scores are entered into the [WIDA Screener Paper Score Calculator](#) to determine domain and composite scores. Certain materials must be requested in advance. To request materials, contact ELPA Coordinator at (208) 332-6800 or by emailing assessments@sde.idaho.gov .

WIDA Alternate Screener

The WIDA Alternate Screener is a paper-based English language proficiency (ELP) assessment designed for students with the most significant cognitive disabilities. It determines eligibility for English learner (EL) services while aligning with the state's alternate assessment participation criteria. The screener plays a critical role in the EL identification process for students who **have met** the alternate assessment participation criteria.

Who takes the WIDA Alternate Screener?

- Newly enrolling students **with an existing IEP** AND who **have met the State's alternate assessment criteria** (must be outlined within the IEP) take WIDA Alternate Screener.

- Newly enrolling students **with** or **without an IEP, who have not met the State's alternate assessment criteria** complete WIDA Screener or WIDA Screener for Kindergarten.

Details on the process to administer WIDA Alternate Screener are found in [Appendix 15](#).

Screen-Out Criteria

Potential ELs who attain the following criteria during each enrollment semester, are **not** eligible for EL services. When district staff enter a potential EL's screener score into ELMS, the system automatically calculates the child's eligibility. An "SO" EL Status populates in ELMS when a child has successfully screened-out of LIEP services.

Table 7: WIDA Screener for Kindergarten: Screen-Out Criteria

Enrollment Grade & Semester	Language Domains Assessed	Screen-Out Criteria
Kindergarten Semester One	Listening and Speaking (Only)	• ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level
Kindergarten Semester Two	Listening, Speaking, Reading, and Writing	• ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score
Grade 1 Semester One	Listening, Speaking, Reading, and Writing	• ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score

Table 8: WIDA Screener (Paper/Online): Screen-Out Criteria

Enrollment Grade & Semester	Language Domains Assessed	Screen-Out Criteria
Grade 1 Semester Two – Grade 12	Listening, Speaking, Reading, and Writing	• ≥ 5.0 Overall Composite Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Writing Proficiency Level

Table 9: WIDA Alternate Screener: Screen-Out Criteria

Enrollment Grade & Semester	Language Domains Assessed	Screen-Out Criteria
Kindergarten	Listening, Speaking, Reading, and Writing	• ≥ PL3 (Emerging)
Grade 1 – Grade 12	Listening, Speaking, Reading, and Writing	• ≥ PL3 (Emerging)

Recording Screener Results and HLS – ELMS

After administering an English language proficiency (ELP) screener, LEAs must enter the student's demographic information, screener scores, and Home Language Survey (HLS) into the English Learner Management System (ELMS). An EL status will not be assigned until the HLS is uploaded and WIDA screener scores are saved and submitted. **Users must select both "save" and "submit" to complete the screener submission**. For detailed instructions, refer to the ELMS User Manual on the [Federal Programs English Learner Program/Title III](#) webpage or [Appendix 9](#).

Additionally, LEAs must place copies of the student's screener scores and HLS in the student's cumulative record.

Table 10: English Learner Status Codes and Description

EL Status Code	Description
SO	A student who has met Idaho screen-out criteria for either WIDA Screener (Online/Paper) or WIDA Screener for Kindergarten does **NOT** qualify for services.
L1	An English learner who has been identified in the current academic year (July 1 – June 30).
LE	A continuing English learner. This status remains until the child meets the LIEP exit criteria (child attains English proficiency).

Pre-Kindergarten EL Identification

Districts enrolling students into a pre-kindergarten program (prior to kindergarten) cannot use the WIDA Screener for Kindergarten as a tool to determine EL program eligibility. Specific guidance on how to screen pre-kindergarten students is found in [Appendix 11](#).

SECTION V: IDAHO ENGLISH LANGUAGE PROFICIEINCY ASSESSMENT

LEAs must annually monitor each English learner's progress toward English proficiency and reclassify students using a standardized summative ELP assessment. This ensures ELs achieve proficiency within a reasonable timeframe and that LEA programs produce effective outcomes. Under ESEA Section 1111(c)(4)(A)(ii) and IDAPA Rule 08.02.03.111.04, Idaho LEAs are required to administer a valid and reliable annual ELP assessment in reading, writing, listening, and speaking to all identified English learners.

Idaho English Language Proficiency Assessment (WIDA ACCESS)

Since 2016, Idaho has administered a suite of proprietary English language proficiency assessments developed by the WIDA Consortium, collectively known as WIDA ACCESS (including WIDA ACCESS, WIDA Alternate ACCESS, and Kindergarten WIDA ACCESS). The summative test window typically runs from the last week of January through the first week of March, and all testing is conducted in-person.

WIDA ACCESS is a secure, standards-based assessment administered to English learners in Kindergarten through Grade 12. It includes four subtests—Reading, Writing, Listening, and Speaking—and measures academic English proficiency across three dimensions of language: discourse, sentence, and word/phrase. Students are assessed in both interpretive and expressive language modes within the contexts of English language arts, mathematics, science, and social studies. Proficiency is reported across six levels (PL1-Entering, PL2-Emerging, PL3-Developing, PL4-Explanding, PL5-Bridging, PL6-Bridging).

WIDA ACCESS Online
WIDA ACCESS Online (ACCESS Online) is the default summative ELP assessment in Idaho. It is a computer-based, adaptive test administered through the secure DRC INSIGHT web application. Each language domain is scored automatically either by the platform or by trained evaluators. Students in Grades 1–3 complete the Writing domain on paper.

WIDA ACCESS Paper
WIDA ACCESS Paper (ACCESS Paper) is a paper-based assessment available to ELs who cannot complete ACCESS Online. The Speaking domain is administered individually and scored on-site by a certified Test Administrator, while the Listening, Reading, and Writing domains are scored by the test vendor after materials are submitted.

Kindergarten WIDA ACCESS

Kindergarten WIDA ACCESS (Kindergarten ACCESS) is a paper-based assessment individually administered to kindergarten students by a certified Test Administrator. All language domains are scored during testing. The assessment typically takes 30 to 60 minutes to complete.

WIDA Alternate ACCESS

WIDA Alternate ACCESS (Alt. ACCESS) is a paper-based summative ELP assessment for English learners who meet the Idaho Alternate Assessment Participation Criteria. All sections are scored during administration.

Accessibility and Accommodations – WIDA ACCESS

LEA staff share responsibility for ensuring that students with documented needs receive appropriate supports and accommodations to meaningfully participate in WIDA ACCESS. Administrators, educators, support staff, and those managing IEPs, 504 Plans, or Title II ADA supports must review the *Accessibility and Accommodations Manual* before testing. Only students with an IEP or 504 Plan may be assigned accommodations during testing. For additional information, see Section VI.

WIDA ACCESS Training and Certification

All Test Administrators and Test Coordinators must complete the required training and certification annually before administering any WIDA ACCESS assessment. Training modules and certification quizzes are accessed asynchronously through the WIDA Secure Portal under the Assessment Training section, with a filter available to locate specific assessments. District Test Coordinators (DTCs), School Test Coordinators (SCs), and Test Administrators (TAs) must pass the certification quiz(zes) with a score of 80% or higher between July 1 and June 30 each year.

Table 11: WIDA ACCESS Training and Certification Requirements

WIDA ACCESS Form	Training Course Name	Certification Quiz Name
Kindergarten WIDA ACCESS	• Kindergarten WIDA ACCESS: Administration and Scoring	• *Kindergarten ACCESS Certification Quiz*
WIDA ACCESS Online	• Online WIDA ACCESS: Administration	• *Online WIDA ACCESS: Administration - Certification Quiz*

WIDA ACCESS Form	Training Course Name	Certification Quiz Name
WIDA ACCESS Paper	• Paper WIDA ACCESS: Administration • Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener • Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener	• *Paper WIDA ACCESS: Administration Certification Quiz* • *Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz* • *Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Certification Quiz*
WIDA Alternate ACCESS	• WIDA Alternate ACCESS: Administration and Scoring	• *Alternative ACCESS Certification Quiz*

Student Import File – WIDA Assessment Management System

At the end of November, the Idaho Department of Education's ELPA Coordinator submits a comprehensive student roster (Student Import File) to WIDA's test vendor, Data Recognition Corporation, on behalf of all Idaho LEAs. The Student Import File is used to:

1. Order initial WIDA ACCESS test materials;
2. Order student demographic (pre-ID) labels;
3. Create generic WIDA ACCESS Online test registrations in WIDA AMS;
   o Assign students to the appropriate domain tests (Reading, Listening, Speaking, Writing);
4. Add accommodations to student test registrations; and
5. Roster students in WIDA AMS.

The Student Import File is generated from ELMS enrollment data. It is critical that District Test Coordinators (DTCs) review and update ELMS data before the November upload, including:

- Modifying individual student "Mode of Administration" settings;
- Assigning accommodations for students with IEPs or 504 Plans;
- Verifying district EL counts.

Initial WIDA ACCESS Materials Order
WIDA ACCESS materials are delivered to district offices approximately two weeks before the test window opens. The Department uses the District EL Student Summary List in ELMS to identify students who: (1) require WIDA ACCESS testing rostering, and (2) need a physical test

materials. Materials are ordered for all students with an EL Status of L1, LE, or EW based on grade and mode of administration in ELMS.

ELMS applies the following defaults when creating the Student Import File:

- Kindergarten students (Grade '00') are assigned Kindergarten WIDA ACCESS.
- Students in Grades 1–12 are registered for WIDA ACCESS Online.
- Grades 1–3 also receive a paper Student Response Booklet for the Writing domain.
- Students who took WIDA Alternate ACCESS or ACCESS Paper a previous year are defaulted to the same assessment for the current year.
- *Districts must verify Paper Tier placement before the state upload to ensure it matches the student's current proficiency level.
- Prior-year accommodations are automatically reassigned for the current year.

For more on modifying a student's Mode of Administration, Paper Tier, or accommodations, see Appendix 12.

Upon receipt, LEAs must inventory test materials using the security and inventory lists provided by Data Recognition Corporation (DRC) and ensure materials are securely stored. Any material discrepancies must be reported immediately to the Department's English Language Proficiency Coordinator and documented through the Idaho Department of Education Test Incident Log.

WIDA ACCESS Paper Tier Selection

Prior to an EL completing the paper form of WIDA ACCESS, their English proficiency level must be reviewed to select and order the appropriate tier (Tier A or Tier B/C). It is recommended to follow the guidance below when ordering Paper WIDA ACCESS materials for individual students.

- **Tier A** is most appropriate for ELs who *have an overall PL score of 2.0 or below*. Other considerations include:
    a. student arrived in the U.S. or entered school in the U.S, within this academic school year without previous instruction in English; OR
    b. student currently receives literacy instruction ONLY in their native language; OR
    c. student recently tested at a beginning level of English language proficiency.
- **Tier B/C** is most appropriate for ELs who *have an overall PL score that is above 2.0*. Other considerations include:
    a. student has acquired a 'developing' academic language proficiency in English; OR
    b. student has acquired some literacy in English or are approaching grade level literacy in English; OR
    c. student is likely to meet the State's exit criteria for support services by the end of the academic year.

Administering WIDA ACCESS

Each version of WIDA ACCESS (Online, Paper, Alternate ACCESS, and Kindergarten ACCESS) has specific administration protocols that must be followed to ensure valid and reliable scores. Test Administrators and Coordinators should review the *Test Administrator Manual*, *District and School Test Coordinator Manual*, and *WIDA AMS User Guide* before, during, and after testing. It is also recommended to review the WIDA ACCESS Checklist on the Idaho WIDA member page at least six to eight weeks before testing.

Test Administrators are responsible for maintaining a standardized testing environment and must ensure that electronic devices (e.g., cell phones, smartwatches, tablets, laptops) are not accessible during testing. Use of unauthorized devices will invalidate a student's test score.
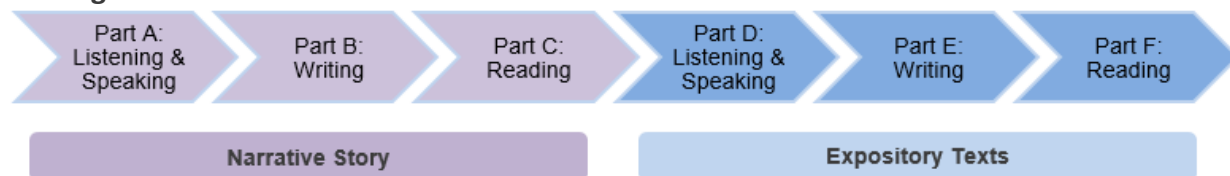
WIDA ACCESS – Scheduling

Careful scheduling is essential when administering WIDA ACCESS. For WIDA ACCESS Online, some scheduling must wait until students complete the Listening and Reading sections due to the adaptive, tiered structure. Additional considerations include the pre-set sequencing of tasks and items within each domain. If possible, avoid administering all four domains in a single day (except for Kindergarten ACCESS). Refer to Table 12 for guidance when planning the district's WIDA ACCESS testing schedule.
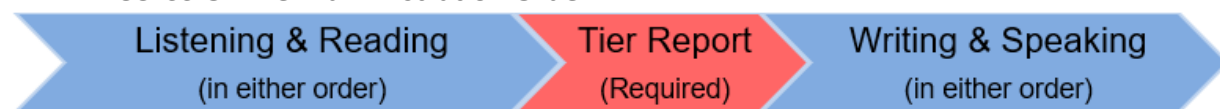
Table 12: Key WIDA ACCESS Administration Information

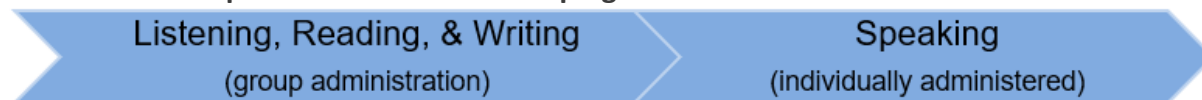| Mode of Administration	Administration Format	Approximate Administration Time	Recommended Scheduled Testing Time	Scoring Process
Kindergarten WIDA ACCESS	One-to-One	45 min.	60 min.	Scored by the TA
WIDA ACCESS Paper	Listening, Reading, Writing: Group Administration Speaking: One-to-One	Listening: 20-40 min. Reading: 50 min. Writing: • Grade 1, Tier A: 25 min. • Grade 2-12, Tier A: 60 min. • Grade 1-12, Tier B/C: 65 min. Speaking: 15-30 min.	Listening: 60 min. Reading: 70 min. Writing: • Grade 1, Tier A: 40 min. • Grade 2-12, Tier A: 75 min. • Grade 1-12, Tier B/C: 80 min. Speaking: 15-30 min.	Reading, Writing, Listening: Centrally Scored (DRC) Speaking: Scored by the TA
WIDA ACCESS Online	Group	Listening: 35-50 min. Reading: 45 min. Writing: 50-75 min. Speaking: 35 min.	Listening: 55 mins Reading: 60 mins Writing: 70-90 mins Speaking: 50 mins	Centrally Scored (DRC)
WIDA Alternate ACCESS	One-to-One	Listening: 20 min. Reading: 20 min. Writing: 20 min. Speaking: 20 min.	Listening: 30 min. Reading: 30 min. Writing: 30 min. Speaking: 30 min.	Scored by the TA

Kindergarten WIDA ACCESS: Administration Order

Part A: Listening & Speaking → Part B: Writing → Part C: Reading → Part D: Listening & Speaking → Part E: Writing → Part F: Reading

Narrative Story | Expository Texts

WIDA ACCESS Online: Administration Order

Listening & Reading (in either order) → Tier Report (Required) → Writing & Speaking (in either order)

WIDA ACCESS Paper: Administration Groupings

Listening, Reading, & Writing (group administration) ▸ Speaking (individually administered)

Tier Placement Export

After a student completes the Listening and Reading sections of WIDA ACCESS Online, their tier placement must be identified in WIDA AMS. The Tier Placement Export determines the appropriate Writing booklet for Grades 1–3 and identifies students assigned the Tier Pre-A Speaking form (special procedures for Tier Pre-A are outlined in the *Test Administrator Manual*).

To view Speaking and Writing tier placements, users must have both "Registration – Search/View" and "Registrations – Tier Placement Report" permissions. Follow these steps to export tier placement details:

1. Click Test Management from the WIDA AMS My Applications menu.
2. Confirm or enter site criteria in the upper right corner and click Save.
3. Select the correct Registration Window (year).
4. From the View Registration(s) tab, locate the desired registration using filters if needed.
5. Check the box next to the selected registration(s) and click Export Details.
6. The resulting CSV file will display columns for Speaking and Writing tier placements.
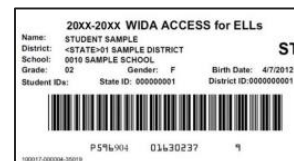
WIDA ACCESS Attemptedness Criteria

Attemptedness criteria refers to the policies used to determine the minimum interaction test takers need to have with a test to show that they have had an opportunity to respond. For WIDA ACCESS, **students must demonstrate that they have responded or attempted to respond to at least one item per domain test in order for that test to be counted**. If a child does not meet the attemptedness criteria, they will not receive a score for the domain(s) the criteria was not met. See Appendix 13 for the minimum criteria on each version of WIDA ACCESS.

Response Booklet Labels

There are three types of test labels: Pre-ID, District/School, and Do Not Process. Only booklets with Pre-ID or District/School labels are processed. Missing labels or incorrect student information may result in late or missing scores. Labels must be placed only in the designated box on the front cover. If correcting an error, place the new label directly over the original. Do not write on, print, or copy labels. Blank booklets do not require Do Not Process labels and should be returned without any labels affixed.

Pre-ID Labels

Pre-ID labels have individual student information in addition to school and district information. With these labels, you do not need to complete student demographic information on the front and back covers of the test booklet. However, you must still indicate the date the test was given on the front cover.

District/School Labels

District/School labels have only school and district information. When there is no Pre-ID label for a student, use a District/School label and complete the demographic information on the front and back covers of the test booklet. Do not use another school's District/School labels. Districts who do not have a district/school label for a particular school may request additional labels be sent by contacting the Idaho [Department of Education English Language Proficiency Coordinator](#).

Do Not Process Labels

Do Not Process labels prevent the entire test booklet from being processed. Use these labels for damaged booklets or unique situations when student responses should not be scored.

Returning Test Materials

Secure test materials must be returned by the designated return date to ensure timely processing and delivery of score reports to the State and districts. Place materials in the plastic bags provided, affix the orange DRC return label to the yellow DRC boxes, and schedule a UPS pickup at (866) 857-1501. If additional return labels are needed, contact DRC at (866) 787-9615.

Missing Test Materials

All test materials must be inventoried and accounted for before returning them to DRC. As part of the inventory process, complete the "Returned to DRC" column on the Accountability Form in WIDA AMS. If there are discrepancies, list the missing materials and reasons for the discrepancy at the bottom of the form. The District Test Coordinator (DTC) must also submit a report to the Idaho Department of Education [Test Incident Log](#).

District Pre-Data Validation

Idaho supports data transparency by allowing districts to review student records before the State's data validation process begins. After the WIDA ACCESS test window closes, districts have the opportunity to identify and correct potential errors in student demographics,

accommodations, and test results. Detailed information and step-by-step instructions are available in the *WIDA AMS User Guide Supplement: Data Validation*.

WIDA ACCESS Participation Rate Appeals

ESEA Section 1111(b)(2)(G)(i) and IDAPA Rule 08.02.03.111.04 require all English learners to complete an annual English language proficiency assessment (speaking, reading, writing, and listening).

The WIDA ACCESS Participation Rate Appeals process allows districts to adjust their EL participation rate if needed. Staff responsible for submitting appeals must have the appropriate permission set in ISEE, which can be requested through the district's ISEE Coordinator. The appeals window typically opens in late May and remains open for two weeks. Detailed instructions are provided in the *EL Assessment Participation Appeals Guide*.

Students exempt from one or more language domains on WIDA ACCESS, due to a documented need outlined in an IEP or 504 Plan, require an appeal to be submitted.

WIDA ACCESS Score Reports

WIDA ACCESS score reports are released annually in May. Digital copies—including the Individual Score Report, School Roster, and School and District Frequency Report—are available for download in WIDA AMS. Individual Score Reports are offered in over 49 languages and must be shared with parents in an understandable language within three weeks of receipt (IDAPA Rule 08.02.03.111.05(b)). Student performance data is updated in ELMS each August.

WIDA also provides resources to help interpret scores, available on the *WIDA ACCESS Scores and Reports* and *Alternate WIDA ACCESS Scores and Reports* webpages.

Table 13: Available WIDA ACCESS Score Reports in WIDA AMS

Score Report	Audience	Type of Information
Individual Student Report	• Parents & Guardians • Students • Teachers • School Teams	Individual student's scale scores and language proficiency levels for each language domain and four composites.
Student Roster Report	• Teachers • Program Coordinators & Directors • Administrators	Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, and grade-level cluster.

Score Report	Audience	Type of Information
School Frequency Report	• Program Coordinators & Directors • Administrators	Number of students and percentage of total tested at each proficiency level for each language domain and four composites within a school.
District Frequency Report	• Program Coordinators & Directors • Administrators • School Board	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district.

ELs Achieving English Language Proficiency

English learners reclassify (exit) from a district's LIEP when the student attains the defined English proficiency levels outlined in Table 14.

Table 14: Program Reclassification (Exit) Criteria

Grade	WIDA ACCESS Test Form	Exit Criteria
Kindergarten	Kindergarten WIDA ACCESS	• ≥ 4.2 Overall Composite Proficiency Level
Grade 1 – Grade 12	WIDA ACCESS Online	• ≥ 3.5 Listening Proficiency Level • ≥ 3.5 Reading Proficiency Level • ≥ 3.5 Writing Proficiency Level • ≥ 1.0 Speaking Proficiency Level
Grade 1 – Grade 12	WIDA ACCESS Paper	
Kindergarten – Grade 12	WIDA Alternate ACCESS	• *≥ PL4 Overall Composite Proficiency Level (2025-Present)

The WIDA Alternate ACCESS reclassification criteria are scheduled to be considered for approval during the August 20, 2025 Idaho State Board of Education meeting.

SECTION VI: ACCESSIBILITY FEATURES AND UNIQUE TESTING CONSIDERATIONS

The Every Student Succeeds Act requires all students—including those with IEPs, 504 Plans, and English learners with Education Learning Plans—to participate in state assessments. The WIDA suite of assessments (WIDA Screener, WIDA ACCESS, and WIDA Alternate ACCESS) is built on universal design principles to provide equitable opportunities for students to demonstrate English proficiency.

The ELPA Accessibility and Unique Testing Considerations section supports districts in facilitating meaningful ELP assessment participation by identifying necessary supports and strategies. Districts must understand and appropriately apply procedures, supports, and accommodations based on each student's Educational Learning Plan, IEP, or 504 Plan.

Types of Supports and Accommodations

The *WIDA ACCESS Accessibility and Accommodations Manual* provides detailed guidance on available supports across language domains. Some supports are available to all students, while others are reserved for those with documentation in an Educational Learning Plan (ELP), Individualized Education Program (IEP), or 504 Plan. All supports must be used during regular instruction, and students should be familiar with them before test administration.

Types of Supports Available:
- **Universal Tools**
  Available to all students, these are embedded digital features or provided in paper format. Tools like highlighters, a line guide, and scratch paper help students demonstrate their skills but are effective only if students are comfortable using them.
- **Administrative Considerations**
  Flexible procedures that optimize testing conditions (e.g., familiar environment, extra breaks, extended time). These must be selected and documented in a student's Educational Learning Plan prior to testing.
- **Accommodations**
  Changes to test materials or procedures that mitigate the effects of a disability without altering test validity or reliability.

  Accommodations are available only to students with an IEP or 504 Plan and must be determined by the students' educational team.

Domain Exemption – Students with an IEP or 504 Plan

In rare cases, an English learner with a disability may be unable to access one or more language domains, even with accommodations. When this occurs, districts must:

1. Ensure the need for a domain exemption is clearly documented in the student's IEP or 504 Plan.

2. Assign a "Do Not Score" code of 'SPD' (Special Education Deferred) for the inaccessible domain.

3. Submit an ACCESS Participation Rate Appeal during the appeals window (late May–early June).

4. Provide justification and supporting evidence (e.g., IEP or 504 Plan documentation) for each requested exemption.

5. Respond to any additional evidence requests from the Department during the appeals window.

Once the appeal is approved, the Department calculates a composite overall proficiency score using a modified method (see *Composite Overall Score Calculation – Approved Domain Exemption* section). This allows the student's English proficiency growth and reclassification eligibility to be measured.

Domain Exemption Examples
Example One: Student who is blind and low-vision (BLV)

A BLV student may qualify for a domain exemption if they cannot access the ELP assessment even with supports.

- District teams should first consider low-vision aids (highlighters, line guides, tracking tools) or magnification devices to support interaction with test items.
- Review the Administering WIDA Screeners to Students who are Blind/Visually Impaired and/or Deaf or Hard of Hearing guidance document for further details on how to screen students who are BLV.

Example Two: Students who are deaf or hard of hearing (DHH)

A DHH student may qualify for exemptions from the Listening and Speaking domains.

- District teams should explore audio aids and ensure the student's personal amplification device (hearing aid, cochlear implant) is compatible with the assessment. Individual testing may also be considered.
- Students using American Sign Language (ASL) may receive signed test directions from a qualified interpreter; however, interpreters may only sign directions, not test items.

- Review the [Administering WIDA Screeners to Students who are Blind/Visually Impaired and/or Deaf or Hard of Hearing](#) guidance document for further details on how to screen students who are DHH.

Example Three: Students who show characteristics of being non-verbal

A non-verbal student may qualify for a Speaking domain exemption.

- Students without an IEP or 504 Plan must still attempt the Speaking domain during both screening and summative assessments.
- Because communication abilities can vary, districts should consult parents to better understand the student's home language use (mode of communication).

Non-verbal students who meet the IDAA Participation Criteria and complete WIDA Alternate ACCESS must also attempt the Speaking domain.

- Test Administrators should be familiar with the student's communication mode and recognize that a student who appears non-verbal may be developing or expanding their ability to express ideas, concepts, and information, rather than being incapable of doing so.

Temporary Disability & Non-Standard Accommodations

Temporary accommodations are provided to a student to alleviate a disability caused by a temporary condition, while non-standard accommodations are accommodations that are unique to the student's identified need and are outside the published list of allowable accommodations found in a specific assessment's accessibility or accommodations manual. LEAs must receive approval from the Department to implement a special accommodation prior to its application and use. Special accommodations should be based on the student's individual needs, should align with accommodations provided during instruction, and should minimize alterations to the standard test administration as much as possible. See [Special Accommodation Guidance Document](#) for details on the special accommodations approval process.

Composite Overall Score Calculation – Approved Domain Exemption

Once a district's domain exemption request is approved, the Department calculates the student's composite overall proficiency level by redistributing the missing domain's weight across the completed domains.

Table 15: Reweighting Composite Overall Score Calculation

Missing Domains		Reading	Writing	Listening	Speaking
None (No Reweighting)		35	35	15	15
One Missing Domain	Reading — *Based on W, L, and S*	N/A	46 (+11)	27 (+12)	27 (+12)
One Missing Domain	Writing — *Based on R, L, and S*	46 (+11)	N/A	27 (+12)	27 (+12)
One Missing Domain	Listening — *Based on R, W, and S*	40 (+5)	40 (+5)	N/A	20 (+5)
One Missing Domain	Speaking — *Based on R, W, and L*	40 (+5)	40 (+5)	20 (+5)	N/A
Two Missing Domains	Reading & Writing — *Based on L and S: Oral*	N/A	N/A	50 (+35)	50 (+35)
Two Missing Domains	Reading & Listening — *Based on W and S*	N/A	70 (+35)	N/A	30 (+15)
Two Missing Domains	Reading & Speaking — *Based on W and L*	N/A	70 (+35)	30 (+15)	N/A
Two Missing Domains	Writing & Listening — *Based on R and S*	70 (+35)	N/A	N/A	30 (+15)
Two Missing Domains	Writing & Speaking — *Based on R and L*	70 (+35)	N/A	30 (+15)	N/A
Two Missing Domains	Listening & Speaking — *Based on R and W: Literacy*	50 (+35)	50 (+35)	N/A	N/A

WIDA Screener & WIDA ACCESS Paper Form

Districts may administer the paper version of an ELP assessment (WIDA Screener Paper or WIDA ACCESS Paper) to meet an individual student's needs. When selected, all four domains, Reading, Writing, Listening, and Speaking, must be completed on paper. Paper testing may be appropriate when:

- The student is unfamiliar with navigating the default testing device,
- The student performs better on paper, or
- The student requires magnification or projection of test items.

WIDA Screener Paper Form
Districts may request a paper form of the WIDA Screener Paper be sent to their district by contacting the Idaho Department of Education's English Language Proficiency Assessment Coordinator.

Translated Test Logistics, Directions, and Practice Items

Students with beginning English proficiency (PL 1.0–1.9) may require test logistics, directions, or practice items to be rephrased or translated into their preferred language.

Translators must:

- Not be related to the student;

- Be proficient in both English and the target language (prior translation experience is strongly recommended);
- Be trained and certified to administer WIDA ACCESS;
- Sign the WIDA Non-Disclosure User Agreement; and
- Sign the Idaho Department of Education Assessment Confidentiality Agreement.

Test items and response options may not be translated on any WIDA assessment.

Students Who Continue to be Served Past Commencement

Idaho classifies students using the federal definition outlined in ESEA Section 3201(5). Students who continue receiving district services after meeting adapted graduation requirements (ISEE Exit Reason '02'; IDAPA 08.02.03.109.07) must continue taking the annual Idaho ELPA until they turn 21 or are un-enrolled from the district.

Dyslexia Considerations

Each student presenting with characteristics of or who have been identified with dyslexia is unique, requiring a personalized approach that considers individual strengths and challenges. Educators and parents are encouraged to consult the *Idaho Dyslexia Handbook* for guidance and support.

Idaho Statute §33-1802 (amended 2022) defines dyslexia as:
"A specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate or fluent word recognition and poor spelling and decoding abilities, typically resulting from a phonological deficit that is often unexpected in relation to other cognitive abilities and effective instruction."

ELP Assessment Dyslexia Considerations

Below are some considerations for districts as they approach ELP testing for students who have been diagnosed with or who may have characteristics of dyslexia.

1. Engage families, educators, specialists, and administrators collaboratively to review student data and determine appropriate assessment approaches.
2. Administrative considerations—such as extended testing time, short testing segments, individual settings, or using the paper-based format—may support students with dyslexia.
3. Universal tools like color adjustments, line guides, and magnification devices can assist with accessibility during testing.

Non-Compliant Student Behavior

Test Administrators may encounter students who are unwilling or exhibit aggressive behavior during testing. While districts are responsible for assessing all identified English learners, proactive steps can help reduce non-compliant behavior. School Test Coordinators and Test Administrators are encouraged to:

1. Communicate test dates and times to students and families;
2. Assign a familiar or trusted staff member to administer the test;
3. Offer practice tests, demos, or sample items in advance;
4. Consult with teachers to identify appropriate testing supports;
5. Create a test environment where the student feels comfortable.

Students Who Decline to Test or Show Aggressive Behavior

Districts must offer multiple opportunities for students who decline to participate in one or more test sessions. Each attempt should be documented in the student information system, including the date, time, and remediation efforts. If a student refuses to complete a domain after multiple attempts, a "Do Not Score" code of "DEC" may be assigned in WIDA AMS or during the District Data Validation window. The District Test Coordinator must also report the refusal in the Test Incident Log.

Idaho Reading Indicator – Assessment Exemption

Insert 33-1618 reference here.

SECTION VII: APPENDICES

APPENDIX 1: IDAHO DEPARTMENT OF EDUCATION WEBPAGE LINKS

I.   Idaho Department of Education Main Website
     https://www.sde.idaho.gov/

II. Idaho Department of Education English Language Proficiency Assessment Webpage
     https://www.sde.idaho.gov/assessment/elpa/

III. Title III / EL Program Webpage
     https://www.sde.idaho.gov/federal-programs/el/index.html

IV. Idaho Department of Education Accountability Webpage
     https://www.sde.idaho.gov/assessment/accountability/index.html

V.   Idaho State Consolidated Plan
     https://www.sde.idaho.gov/topics/consolidated-plan/

VI. Idaho System for Educational Excellence
     https://boardofed.idaho.gov/k-12-education/isee-idaho-system-for-educational-excellence/

APPENDIX 2: IDENTIFICATION AND PLACEMENT RESOURCES

U.S. Department of Education

I. English Learner Toolkit for State and Local Education Agencies
https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

II. English EL DCL Fact Sheet: Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf

III. English LEP Parent Fact Sheet: Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them
https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf

IV. ESSA Title III Guidance – English Learners September 23, 2016
https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf

Idaho Department of Education Guidance

I. Idaho EL Identification and Placement Document
https://wida.wisc.edu/memberships/consortium/id

II. English Learner Program Manual
https://www.sde.idaho.gov/federal-programs/el/index.html

APPENDIX 3: WIDA SCREENER FOR KINDERGARTEN & WIDA SCREENER RESOUCE LINKS

WIDA Screener for Kindergarten

I.   WIDA Screener for Kindergarten Test Administration Manual
https://portal.wida.us/resource/detail/ab4a7b07-f0ca-eb11-a2df-0050568beee8

II.   WIDA Screener for Kindergarten Materials
WIDA Screener for Kindergarten TA Script
https://portal.wida.us/resource/detail/d1306439-f0ca-eb11-a2df-0050568beee8
WIDA Screener for Kindergarten Cards
https://portal.wida.us/resource/detail/c8c87ac1-f1ca-eb11-a2df-0050568beee8
WIDA Screener for Kindergarten Response Booklet
https://portal.wida.us/resource/detail/9348c628-f2ca-eb11-a2df-0050568beee8
WIDA Screener for Kindergarten Score Sheets:
https://portal.wida.us/resource/detail/df7bc1e5-f1ca-eb11-a2df-0050568beee8
WIDA Screener for Kindergarten Storybook
https://portal.wida.us/resource/detail/27aa2189-f0ca-eb11-a2df-0050568beee8

III. WIDA Screener for Kindergarten Calculator:
https://portal.wida.us/resource/detail/4a77c270-262d-ec11-a2d4-0050568b4ed0

WIDA Screener Online

I.   WIDA Screener Online Test Administration Manual
https://portal.wida.us/resource/detail/bfa31e79-fe7d-eb11-a2dd-0050568beee8

II.   WIDA Screener Online -Grades 1-12 Test Administrator's Script
https://portal.wida.us/resource/detail/c1a31e79-fe7d-eb11-a2dd-0050568beee8

Grade 1

I.   WIDA Screener Online -Writing Grade 1 Test Administrator's Script
https://portal.wida.us/resource/detail/c3a31e79-fe7d-eb11-a2dd-0050568beee8

II.   WIDA Screener Online -Writing Test Booklet -Grade 1 Tier A
https://portal.wida.us/resource/detail/b7a31e79-fe7d-eb11-a2dd-0050568beee8

III. WIDA Screener Online -Writing Test Booklet -Grade 1 Tier B/C
https://portal.wida.us/resource/detail/b9a31e79-fe7d-eb11-a2dd-0050568beee8

Grades 2-3

I.   WIDA Screener Online -Grades 2-3 Writing Test Administrator's Script
https://portal.wida.us/resource/detail/c5a31e79-fe7d-eb11-a2dd-0050568beee8

II.   WIDA Screener Online -Writing Test Booklet -Grades 2-3 Tier A

https://portal.wida.us/resource/detail/bba31e79-fe7d-eb11-a2dd-0050568beee8

III. WIDA Screener Online -Writing Test Booklet -Grades 2-3 Tier B/C
https://portal.wida.us/resource/detail/bda31e79-fe7d-eb11-a2dd-0050568beee8

WIDA Screener Paper

I. WIDA Screener Paper Test Administration Manual
https://portal.wida.us/resource/detail/b5a31e79-fe7d-eb11-a2dd-0050568beee8

II. WIDA Screener Paper Scoring Calculator
https://portal.wida.us/resource/detail/dc4c2a30-272d-ec11-a2d4-0050568b4ed0

WIDA Screener (Online & Paper) Writing Scoring Guidance

I. Screener Grade 1 Writing Scoring Guidance
https://portal.wida.us/resource/detail/f943948f-40df-eb11-a2df-0050568beee8

II. Screener Grade 2-3 Writing Scoring Guidance
https://portal.wida.us/resource/detail/289114cb-40df-eb11-a2df-0050568beee8

III. Screener Grade 4-5 Writing Scoring Guidance
https://portal.wida.us/resource/detail/895d15f2-40df-eb11-a2df-0050568beee8

IV. Screener Grade 6-8 Writing Scoring Guidance
https://portal.wida.us/resource/detail/e43fd118-41df-eb11-a2df-0050568beee8

V. Screener Grade 9-12 Writing Scoring Guidance
https://portal.wida.us/resource/detail/c84b103d-41df-eb11-a2df-0050568beee8

APPENDIX 4: WIDA ACCESS / WIDA ALTERNATE ACCESS – RESOURCE LINKS

WIDA ACCESS

I. WIDA ACCESS Test Administrator Manual
https://portal.wida.us/resource/detail/11cf2e6c-3e71-eb11-a2dd-0050568beee8

II. WIDA ACCESS District & School Test Coordinator Manual
https://portal.wida.us/resource/detail/7e3f94f0-2076-eb11-a2dd-0050568beee8

III. WIDA ACCESS Accessibility and Accommodations Manual
https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf

IV. WIDA ACCESS Test Administration Essentials
https://portal.wida.us/retrieve/c3ea6761-23ca-eb11-a2df-0050568beee8/resource

V. WIDA ACCESS Online 4-12 Test Administrator Script
https://portal.wida.us/resource/detail/17bed699-2176-eb11-a2dd-0050568beee8

VI. WIDA ACCESS Interpretive Guide for Score Reports
https://portal.wida.us/resource/detail/57492ce6-d4ca-eb11-a2df-0050568beee8

VII. Returning ACCESS Materials to DRC
https://portal.wida.us/resource/detail/9a6855cd-30ca-eb11-a2df-0050568beee8

VIII. ACCESS Online Test Schedule Examples
https://portal.wida.us/resource/detail/faf24c2f-40df-eb11-a2df-0050568beee8

IX. Using District-School Labels on WIDA ACCESS Student Booklets
https://portal.wida.us/resource/detail/87bee856-40df-eb11-a2df-0050568beee8

X. WIDA ACCESS Scale Score to Proficiency Level Lookup Tables
https://portal.wida.us/resource/detail/66e92e4e-2076-eb11-a2dd-0050568beee8

WIDA Alternate ACCESS

I. Alternate WIDA ACCESS: Alternate Proficiency Level Descriptors

https://wida.wisc.edu/sites/default/files/resource/AlternateProficiencyLevelDescriptors.pdf

APPENDIX 5: ADMINISTATOR TOOL KIT – RESOURCE LINKS

I.   ACCESS Test Coordinator Facilitator Toolkit Slides
      https://portal.wida.us/resource/detail/1c3692f9-d1e0-eb11-a2df-0050568beee8
II. WIDA Screener Online Facilitator Toolkit Presentation
      https://portal.wida.us/resource/detail/dfa31e79-fe7d-eb11-a2dd-0050568beee8
III. ACCESS Online Facilitator Toolkit Slides
      https://portal.wida.us/resource/detail/d3a31e79-fe7d-eb11-a2dd-0050568beee8
IV. ACCESS Paper Facilitator Toolkit Slides
      https://portal.wida.us/resource/detail/d5a31e79-fe7d-eb11-a2dd-0050568beee8
V.   Kindergarten ACCESS Facilitator Toolkit Slides
      https://portal.wida.us/resource/detail/dba31e79-fe7d-eb11-a2dd-0050568beee8
VI. Score Reports Facilitator Toolkit Presentation
      https://portal.wida.us/resource/detail/dda31e79-fe7d-eb11-a2dd-0050568beee8

APPENDIX 6: DRC INSIGHT TECHNOLOGY RESOURCES

I. DRC Insight Technology User Guide
   https://portal.wida.us/resource/detail/cba31e79-fe7d-eb11-a2dd-0050568beee8

II. WIDA Assessment Management System (WIDA AMS) User Guide
   https://portal.wida.us/resource/detail/ed1ba2d1-da7d-eb11-a2dd-0050568beee8

III. Supported System Requirements for WIDA ACCESS and WIDA Screener Online
   https://portal.wida.us/resource/detail/9d45badb-1f3b-ec11-a2d4-0050568b4ed0

IV. Site Technology Readiness Checklist for Deploying WIDA Online Assessments
   https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=ab98685f-49d5-4299-bdfc-db824c583c85

V. Network Evaluations and Troubleshooting
   https://portal.wida.us/resource/detail/d1a31e79-fe7d-eb11-a2dd-0050568beee8

VI. Technology Troubleshooting
   https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=31032f37-8099-4c07-8a0a-74675030d598

VII. WIDA ACCESS / WIDA Screener Online Headset Specifications
   https://portal.wida.us/resource/detail/5e632477-22ca-eb11-a2df-0050568beee8

VIII. Tech Bulletin: Configuring a COS Service Device and DRC INSIGHT on a Single Mac Computer for WIDA Online Testing
   https://portal.wida.us/resource/detail/e226793c-32ca-eb11-a2df-0050568beee8

IX. Tech Bulletin: Configuring a COS Service Device and DRC INSIGHT on a Single Windows PC for WIDA Online Testing
   https://portal.wida.us/resource/detail/8548af1a-32ca-eb11-a2df-0050568beee8

X. Technology Troubleshooting and Issue Report Form
   https://portal.wida.us/resource/detail/cda31e79-fe7d-eb11-a2dd-0050568beee8

APPENDIX 7: WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS FRAMEWORK 2020 – RESOUCE LINKS

I. WIDA English Language Development Standards Framework; 2020 Edition
   https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf
II. WIDA ELD Standards Framework, 2020 Digital Explorer
   https://wida.wisc.edu/resources/wida-eld-standards-framework-2020-digital-explorer
III. WIDA ELD Standards Implementation Guide
   https://wida.wisc.edu/resources/implementation-guide-wida-eld-standards-framework
IV. WIDA ELD Standards Administrator Implementation Supplement Guide
   https://wida.wisc.edu/resources/administrator-supplement-wida-eld-standards-framework-implementation-guide
V. Introduction to the WIDA ELD Standards Framework, 2020 Edition
   https://wida.wisc.edu/resources/introduction-wida-eld-standards-framework-2020-edition
VI. Introduction to the Updated Key Language Uses
   https://wida.wisc.edu/resources/introduction-updated-key-language-uses

Frequently Asked Questions

I. FAQ Series: Introduction to the 2020 Edition
   https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-Intro.pdf
II. FAQ Series: Big Ideas of the 2020 Edition
   https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-BigIdeas.pdf
III. FAQ Series: Key Language Uses
   https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-%20KeyLanguageUses.pdf
IV. FAQ Series: Language Expectations
   https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf
V. FAQ Series: Proficiency Level Descriptors
   https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-Standards-FAQ-PLDs.pdf

Grade-Level Cluster Material Links

I. WIDA ELD Standards Framework, 2020 Edition -Kindergarten Materials
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Kindergarten.pdf

II. WIDA ELD Standards Framework, 2020 Edition -Grade 1 Materials
https://wida.wisc.edu/resources?keys=&field_category%5B10%5D=10&page=2

III. WIDA ELD Standards Framework, 2020 Edition -Grades 2-3 Materials
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-2-3.pdf

IV. WIDA ELD Standards Framework, 2020 Edition -Grades 4-5 Materials
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-4-5.pdf

V. WIDA ELD Standards Framework, 2020 Edition -Grades 6-8 Materials
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-6-8.pdf

VI. WIDA ELD Standards Framework, 2020 Edition -Grades 9-12 Materials
https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020-Edition-Grades-9-12.pdf

Collaboration Resource Links

I. Curricular Considerations: Introduction to Collaborating Around the 2020 Edition
https://wida.wisc.edu/resources/curricular-considerations-introduction-collaborating-around-2020-edition

II. Collaboration: Working Together to Serve Multilingual Learners
https://wida.wisc.edu/sites/default/files/resource/FocusBulletin-Collaboration.pdf

III. What can collaboration look like with the WIDA ELD Standards Framework?
https://wida.wisc.edu/sites/default/files/resource/Standards-Collaboration-Comic.pdf

APPENDIX 8: FEDERAL DEFINITION OF ENGLISH LANGUAGE LEARNER

Under ESEA Section 8101(20), The term "limited English proficient", when used with respect to an individual, means an individual:

A. who is aged 3 through 21;
B. who is enrolled or preparing to enroll in an elementary school or secondary school;
C. (i) who was not born in the United States or whose native language is a language other than English;
   (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
        (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
   (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.

APPENDIX 9: ENTERING SCREENER SCORES IN ELMS

Follow the steps below to enter a student's screener scores in ELMS.

1. Log into ELMS.
2. Use the "**Find Child**" to lookup a student.
   a. Required information: first name, last name, date of birth
3. Select "**Search**".
4. Under the "**Actions**" column, select "**Screeners**".
5. Complete the following fields:
   a. "Test Type" (WIDA Screener = WIDA Online / WIDA Screener for Kindergarten = WIDA KG / WIDA Screener Paper = WIDA Paper)
   b. "Test Date"
   c. "Test Administrator"
   d. "State"
   e. "District"
   f. "School"

g. "Home Language"
h. "Grade Level at time of assessment"
i. "Date of first enrollment in a US school"
6. Select "**Save**".
7. Enter screener scores: **WIDA Screener for Kindergarten**
   a. Select "WIDA KG" tab
   b. Enter scores under the "Proficiency Level" column. Select "Save"
   c. Select the "Home Language Survey" tab
   d. Select "Add File". Select "Choose File". Select file from computer and select "Save".
7. Enter screener scores: **WIDA Screener**
   a. Select "WIDA Online" tab
   b. Enter scores under the "Proficiency Level" column. Select "Save"
   c. Select the "Home Language Survey" tab
   d. Select "Add File". Select "Choose File". Select file from computer and select "Save"
8. Under the "**Screener Info**" tab Select the "**Submit**" button.

APPENDIX 10: LIEP PLACEMENT & PARENT NOTIFICATION -ESEA SECTION 1112(E)(3)(A)

After a district administers WIDA Screener or WIDA Screener for Kindergarten, districts are required to inform the parent with the following information (within 30-days of enrollment)**:**

    i.   the reasons for identification of their child as an English learner;

    ii.   the child's English proficiency level, how it was assessed and the status of academic achievement;

    iii.   the methods of instruction used in the program;

    iv.   how the program will meet the educational needs of their child;

    v.   how such program will help their child learn English and meet academic standards;

    vi.   the specific exit requirements for the program;

    vii.   in the case of a child with a disability, how the program meets the objectives of the individualized education program; and,

    viii.   information pertaining to parental rights includes:

        I.   Their right to have their child removed from such a program.

        II.   Decline to enroll their child in such program or to choose another program.

        III.   Assisting parents in selecting among various programs and methods of instruction if more than one is offered.

APPENDIX 11: PRE-KINDERGARTEN ENGLISH LEARNER IDENTIFICATION

Introduction:

The following guidance is used to identify **Provisional English learners** enrolling into a district prior to kindergarten. Within this guidance, "Provisional ELs" are viewed and provided EL services as if the child was identified as an EL following the K-12 identification procedure.

Note: Once STEP 4 is reached, it is necessary for a district to verify a district's language instruction educational program eligibility determination by screening a child's English Language Proficiency (ELP) using the WIDA Screener for Kindergarten during the first semester of kindergarten.

Note: If a district has a concern that the enrolling child may have a disability, the district's special education evaluation process should be followed. As a further reference, the Idaho Department of Education – Special Education Manual may be consulted. A comparison table of language differences and disabilities are outlined within the Intervention and Evaluation for English Learner (EL) Students Guidance for Idaho School Districts.

PRE-KINDERGARTEN ENGLISH LEARNER IDENTIFICATION GUIDANCE STEPS:

1) **STEP 1**: Review the Home Language Survey (HLS). If the HLS indicates a language other than English on one or more HLS questions, proceed to **STEP 2**. If the HLS indicates a language other than English for **all** HLS questions, the family interview is optional, and the guidance document user may skip to **STEP 4**. If the HLS indicates only English, the child is not eligible for a district's Language Instruction Educational Program (LIEP) and is not identified as an English learner (no other step is necessary).

2) **STEP 2**: Conduct family interview to gather more information around a child's primary language use. Based on the parent interview responses, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**

   A review of the family interview must be conducted by an EL professional who is familiar with the typical K-12 identification process.

3) **STEP 3**: Review the information given during the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**. If the determination is made that the English is the primary language of the child, skip to **STEP 6**.

4) **STEP 4:** Screen the student's English language proficiency only if the district has access to pre-K ELP screener (this does not include WIDA Screener for Kindergarten). Acceptable screening instruments include, but are not limited to, the Pre-IPT, Pre-LAS or Pre-LAS Observational Tool.

   If no ELP screening instrument is available, then the determination to identify the student as a **Provisional EL** must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the student's first language is not English and/or that exposure to another language may have or continues to have an impact on the student's English development, the student should be identified as a **Provisional EL. Proceed to STEP 5**.

5) **STEP 5**: Record the eligibility decision (Option 1 or Option 2) within ELMS under the "Notes" section of the student. **If Option 1 is selected, proceed to STEP 6. If Option 2 is selected, proceed to STEP 8.**

   Note: *All provisional EL students are required to take the WIDA Screener for Kindergarten when enrolling into the first semester of kindergarten regardless of the decision to place students into a district's LIEP.*

   Option 1: Placement in district's Language Instruction Educational Program

   > Upon [name of student] enrollment on [date of student enrollment], a language other than English was identified on the home language survey. In accordance with the Pre-Kindergarten English Learner Identification Guidance Document, [name of person who performed parent interview and/or ELP screener] interviewed [parent/guardian name] [(**Optional**) and administered the ELP screener name] to gather more information on the child's primary language use. Based on the home language survey, parent interview responses [and ELP Screener name] the district has decided to place the student into the district's Language Instruction Educational Program until the WIDA Screener for Kindergarten can be completed to verify LIEP eligibility. The parent notification letter was sent on [date].

   Option 2: Non-Placement in district's Language Instruction Educational Program

Upon [name of student] enrollment on [date of student enrollment], a language other than English was identified on the home language survey. In accordance with the Pre-Kindergarten English Learner Identification Guidance Document, [name of person who performed parent interview and/or ELP screener] interviewed [parent/guardian name] [(**Optional**) and administered the ELP screener name] to gather more information on the child's primary language use. Based on the home language survey, parent interview responses [and ELP Screener name] the district has decided **NOT** to place the student into the district's Language Instruction Educational Program until the WIDA Screener for Kindergarten can be completed to verify LIEP eligibility. The parent notification letter was sent on [date].

6) **STEP 6**: Determine the most appropriate language supports that will be provided based on the student's English language proficiency. Document these supports within the district's student information system. **Proceed to STEP 7**

7) **STEP 7:** Place student into the district's LIEP. **Proceed to STEP 8.**

8) **STEP 8**: Provide the parent(s) with a description of the language program and/or the supports that will be provided to the child and explain the pre-kindergarten identification process. Provide the parent with information on the right to refuse placement into a district's LIEP (similar to parent opt-out of LIEP services in K-12). **Pre-Kindergarten English Learner Identification Process Complete.**

Family Interview Questions

Note: The Family Interview must be conducted in a language that is understandable to the parent, and by a staff member who has been trained and certified to give the WIDA Screener for Kindergarten.

Date of Parent Interview: *Parent Name:*

Student Full Name: *Student EDUID Number:*

Name of Interviewer: *Enrolling School Name:*

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?

    ☐ YES   ☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

    ☐ YES   ☐ NO

3. When at home, how often does this student hear a language other than English?

    ☐ Always   ☐ Occasionally   ☐ Never

4. When at home, how often does this student speak a language other than English?

    ☐ Always   ☐ Occasionally   ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?

    ☐ Always   ☐ Occasionally   ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?

    ☐ Always   ☐ Occasionally   ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

    ☐ Always   ☐ Occasionally   ☐ Never

APPENDIX 12: INITIAL MATERIALS ORDER & WIDA AMS STUDENT IMPORT FILE

WIDA AMS Student Import File

The WIDA AMS Student import File (previously known as the WIDA AMS Pre-ID File) is sent to the Data Recognition Corporation (DRC) by the Idaho Department of Education at the end of November, and is used to:

1. Roster all Idaho ELs into WIDA AMS;
2. Create and roster ELs into generic WIDA ACCESS Online test sessions;
3. Pre-populate WIDA ACCESS test accommodations within the WIDA AMS;
4. Identify and order the appropriate amount of test materials;
5. Create WIDA ACCESS student identification labels.

Additional material orders are the responsibility of the individual district. Additional material orders are submitted directly within the WIDA AMS during the additional material ordering window.

Verify/Modify EL Information in ELMS for WIDA AMS Student Import File Upload

Districts may verify and/or modify a student's WIDA ACCESS Mode of Administration and (if applicable) select accommodation(s) within ELMS prior to the Department's file submission (late November). The '**ACCESS Setup**' column, found within the EL Student Summary section of ELMS, allows users to change a child's pre-populated test mode and assign/modify testing accommodations. Specifically, the following fields can be modified by selecting the '**Edit**' button for each student: 1) WIDA ACCESS Mode of Administration (Online, Paper, Alternate ACCESS, Braille, Large Print), 2) Tier of WIDA ACCESS Paper, and 3) Accommodation(s).

Pre-Populated/Default WIDA ACCESS Administration Fields
ELMS automatically pre-populates a student's WIDA ACCESS Mode of Administration based on the grade of the student and in some cases, is based on selections made in prior years. Districts are encouraged to verify and/or modify the pre-populated information based on a student's current need. Note, accommodations can be changed/updated once the WIDA AMS has populated students into specific test sessions (mid-January). Also, a specific test form can be ordered during the test window if a student's circumstance has changed. The information below outlines the defaults ELMS applies to populate the WIDA AMS Student Import File:

1. All students with a grade of 'KG' are ordered the Kindergarten WIDA ACCESS;

2. All students with a grade of 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 are placed into an WIDA ACCESS Online test session in WIDA AMS;

   a. Grades 01, 02, and 03 are ordered a physical Student Response Booklet for the Writing portion of WIDA ACCESS Online (these students will not be placed into a Writing section in WIDA AMS).

3. Students in grades 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 who took the WIDA Alternate ACCESS in the previous year have the same test as their default for the current year (student must have an IEP or 504 Plan and must meet the IDAA Participation Criteria);

4. Students in grades 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, and 12 who took WIDA ACCESS Paper in the previous year have the same test as their default for the current year;

   a. *The Paper Tier should be verified prior to the Department's upload, so it matches the student's current proficiency level.

5. Accommodations selected during the prior year will be assigned automatically for the current year (must have an IEP/504 Plan submitted in ISEE to receive accommodations).

Section One: Verifying WIDA ACCESS Mode of Administration

Follow the instructions below to verify a student's WIDA ACCESS Mode of Administration (Online/Paper/Alternate/Braille/Kindergarten/Large Print) is accurate.

1. Sign into ELMS by clicking on the '**Log On**' button at the top of the ELMS web application landing page.

   a. To verify the WIDA ACCESS Mode of Administration, an 'Editor' role is required. Contact the district's ISEE Coordinator to request an 'Editor' role.
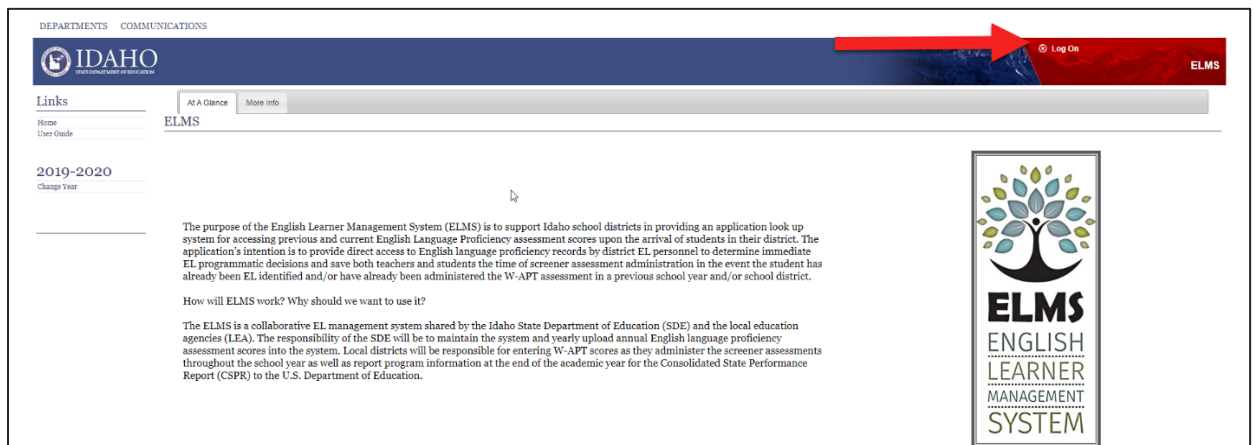
2. Select the correct year on the left-hand side of the screen.
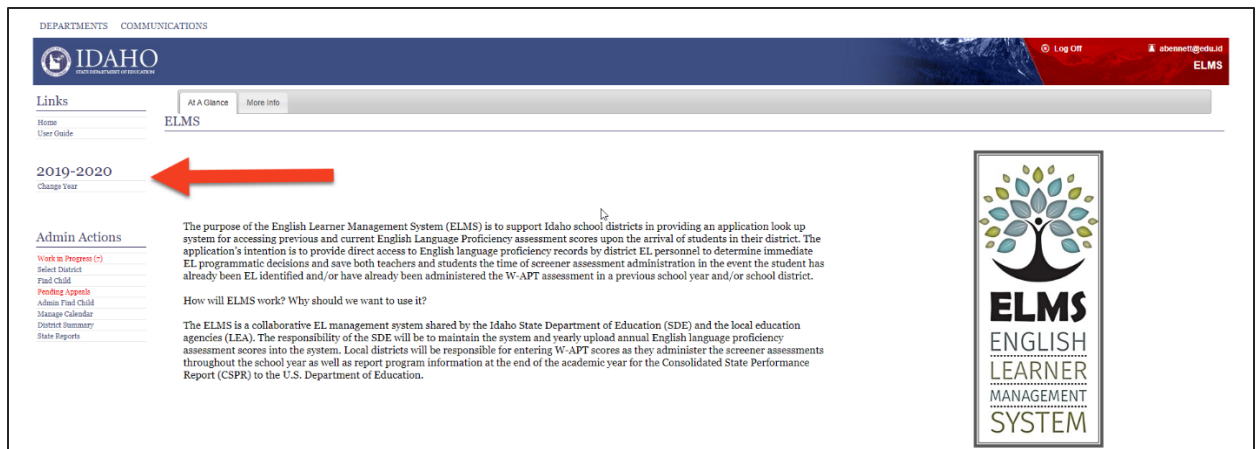
3. Select '**District Reports**' on the left-hand side of the screen.
4. Under the heading '**Annual Reports**', view the WIDA AMS Student Import File (Previously known as Pre-ID File) by selecting the '**Show/Hide Filters'** (highlighted in blue).
5. Select '**Run**'.
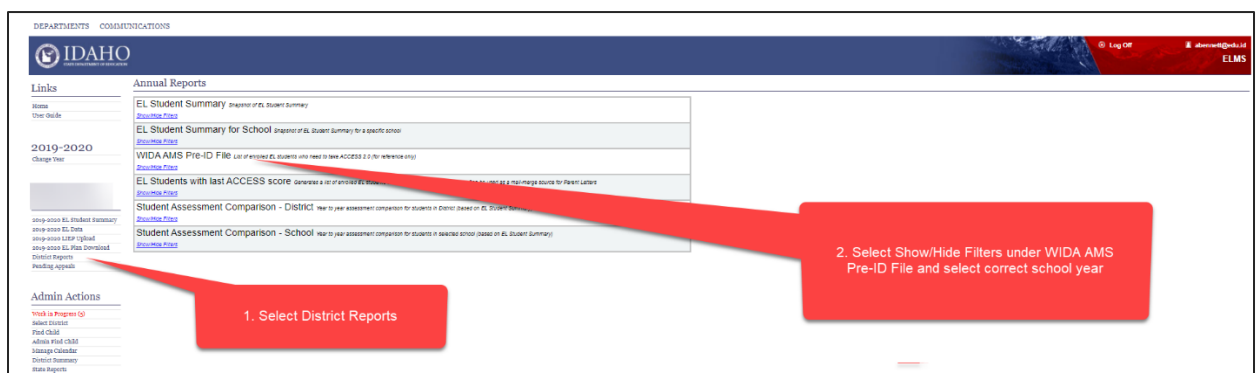
6. Select '**Yes**' to download the WIDA AMS Student Import File to Excel.

7. Verify the **Mode of Administration** (**column AJ**) is correct for the EL population in your district. If no modifications are necessary (see Section Two), the listed Mode of Administration denoted within the district WIDA AMS Student Import File will be submitted to the test vendor via a secure file transfer.

a. Mode of Administration column '**AJ**'
    i. 'O' = Online ACCESS (default -grades 1-12)
    ii. 'P' = Paper WIDA ACCESS (an 'A' or 'B/C' is assigned in column 'AK' and designates paper tier)

      iii.   Blank = Kindergarten WIDA ACCESS (Grade in column 'O' is '00')

      iii.   Blank = WIDA Alternate ACCESS (student meets the [Idaho Alternate Assessment Criteria](#) has a 'Y' in column 'AL')

      iii.   Blank = Braille (student has ''NC", "NU", "TC", or "TU" under column 'AG')

         i.   NC = UEB Contracted (grades 01-05), UEB with Nemeth Contracted (grades 06-12)

        ii.   NU = UEB Uncontracted (grades 01-05), UEB Uncontracted with Nemeth (grades 06-12)

       iii.   TC = UEB Math/Science Contracted

       iv.   TU = UEB Math/Science Uncontracted

8. If a student's Mode of Administration needs modification, go to "**Section Two: Modify Mode of Administration**". If no modifications are needed, go to "**Section Three: Assign ACCESS Accommodations**". If no modifications are needed, no other action is needed.

Section Two: Modify Mode of Administration

The following instructions describe the process of modifying a student's WIDA ACCESS Mode of Administration (Online/Paper/Alternate/Braille/Large Print) within ELMS.

9. Sign in [ELMS](#) by clicking on the '**Log On**' button at the top of the ELMS web application landing page.

   a. To modify WIDA ACCESS Mode of Administration, an '**Editor**' role is required. Contact the district's ISEE Coordinator to request an 'Editor' role.

10. Select the correct year on the left-hand side of the screen.

11. Select '**EL Student Summary**' on the left-hand side of the screen.

12. Find the student whose WIDA ACCESS Mode of Administration needs modification.

a. To quickly find a student, use the '**Filters**' function. Filter students by name, EDUID number, school, grade, or EL status.

13. Under the '**ACCESS Setup**' column, select the '**Edit**' icon for the student you wish to modify.

14. Once the '**Edit**' icon is selected, the '**Edit ACCESS Setup**' box will open. Modify the Mode of Administration by selecting the desired radio buttons under the header '**Assessment Mode**'.

> i. **Alternate Assessment is only available to students who have met the** Idaho Alternate Assessment Participation Criteria
>
> ii. WIDA ACCESS Paper requires the editor to designate a Tier A or BC

Note: *If the Mode of Administration has already been modified, and a district wishes to modify the Assessment Mode again, the user will need to use the 'None' radio button.*

Example: If a district changed the Mode of Administration to Paper and assigned Tier 'A' (see above), and then wanted to change the Mode of Administration to Online, the user would need to select 'Online' and select the 'None' radio button under 'Paper Tier'. After this is done, the user would need to scroll down and select 'Save'.

15. Once the desired change has been recorded, scroll down, and select '**Save**'.

16. Verify the Mode of Administration has been saved correctly under the '**ACCESS Setup**' column. If more attention is needed, a message will populate within the '**ACCESS Setup**' column alerting the user to the error.

Section Three: Assigning WIDA ACCESS Accommodations

WIDA ACCESS accommodations can be assigned in ELMS and will be reflected in WIDA AMS once the Student Import File is submitted to DRC by the Department. Prior to the assignment of any WIDA ACCESS accommodation, a student is required to have a documented need reflected in an IEP or 504 Plan. The available accommodations for WIDA ACCESS are listed in the Accessibility and Accommodations Manual.

Note: Districts can assign/modify accommodations after the Student Import File is uploaded by the State. Districts complete these assignments/modifications within WIDA AMS after the test sessions/registrations have been populated (beginning of January).

1. Sign in ELMS by clicking on the '**Log On**' button at the top of the ELMS web application landing page.
   a. To assign accommodations within ELMS, an '**Editor**' role is required. Contact the district's ISEE Coordinator to request an 'Editor' role.

2. Select the correct year on the left-hand side of the screen.

3. Select '**EL Student Summary**' on the left-hand side of the screen.
4. Find the student you wish to assign an WIDA ACCESS accommodation to under the '**ACCESS Setup**' column.
   a. To quickly find a student use the '**Filters**' function. Filter students by name, EDUID number, school, grade, or EL status.

5. Select the '**Edit**' icon. Assign the specific accommodation by clicking on the box that corresponds to the appropriate accommodation.

6. Once the desired accommodation(s) have been selected, scroll down, and select '**Save**'.

7. Verify that the accommodation(s) has been assigned by reviewing the '**ACCESS Setup**' column. Once an accommodation has been assigned, an asterisk (*****) will be denoted next to the Mode of Administration.

8. Verify the assignment of the specific accommodation(s) by reviewing column '**AI**' in the district '**WIDA AMS Student Import File'** found under '**District Reports**' (see Section One: Verifying WIDA ACCESS Mode of Administration). Accommodations Codes are listed below.

    a. MC = Manual control of item audio

    b. RA = Repeat item audio

    c. ES = Extended speaking test response time

    d. SD = Interpreter signs test directions in ASL

    e. IR = In-Person Human Reader

    f. RP = Repeat In-Person Human Reader

    g. SR = Scribe

h. WD = Word processor or similar keyboarding device to respond to test items

i. RD = Student responds using a recording device

j. NS = Test may be administered in a non-school setting

k. EM = Extended testing of a test domain over multiple days.

l. LP = Large Print

m. NC = UEB Contracted (grades 01-05), UEB with Nemeth Contracted (grades 06-12)

n. NU = UEB Uncontracted (grades 01-05), UEB Uncontracted with Nemeth (grades 06-12)

o. TC = UEB Math/Science Contracted

p. TU = UEB Math/Science Uncontracted

Note: *If the student is not coded in ISEE as having an IEP or 504 Plan, the 'ACCESS Setup' column 'Edit ACCESS Setup' functionality (found in the EL Student Summary) will not allow the ELMS user to select an accommodation or be able to assign an Alternate WIDA ACCESS Mode of Administration.*

Edit ACCESS Setup Example 1: Student DOES NOT have an IEP/504 Plan coded in ISEE

Edit ACCESS Setup Example 2: Student HAS an IEP / 504 Plan coded in ISEE

Section Four: Reviewing Possible Validation Issues and Confirming Changes

It is highly recommended districts review the modifications made within ELMS after changes have been made to a student's Mode of Administration or accommodation(s) assignments. This can be done by reviewing the 'WIDA AMS Student Import File' (see Appendix 12 -Section One: Verifying WIDA ACCESS Mode of Administration).

1. After downloading the WIDA AMS Student Import File from the 'District Reports' section of ELMS, review column '**A**' (**Validation Issues**) to ensure no validation issues are present prior to the State's WIDA AMS Student Import File upload.
    a. Possible Validation Issues values are listed below:
        i. Assessment Accommodations without 504/IEP
        ii. Braille Assessment Mode without IEP/504
        iii. Alt Assessment without IEP
        iv. P Assessment Mode not valid for KG
    b. If a Validation Issue is present in column 'A', the user must fix the issue by making the appropriate changes in the EL Student Summary > Edit ACCESS Setup function (see Appendix sections Two and Three).

APPENDIX 13: WIDA ACCESS ATTEMPTEDNESS CRITERIA

WIDA ACCESS Version	Domain	Minimum Attemptedness Criteria
Kindergarten WIDA ACCESS	All Domains	A student response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.
WIDA ACCESS Paper	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	One task has been scored on the score sheet.
	Writing	A mark is made in the response space in the booklet.
WIDA ACCESS Online	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	The Record button was clicked, and audio was captured for one task.
	Writing	A visible keystroke (not a space or a line return) was captured; OR
		A mark is made in the response space in the booklet (grades 1-3)
WIDA Alternate ACCESS	All domains	A student response or non-response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.

APPENDIX 14: ELPA COORDINATOR BEGINNING OF THE YEAR CHECKLIST

Idaho's Comprehensive Assessment Program plays a crucial role in evaluating student progress, school performance, and overall district accountability. At the beginning of each academic year, it is essential that district test coordinators (DTC) plan, coordinate, and execute test-centric training and procedures to ensure the integrity of each state assessment is upheld. This checklist aims to outline the necessary actions DTCs must work through to ensure assessment content is safeguarded and that student results are valid, reliable, and secure.

Update Idaho System for Educational Excellence -District ISEE Coordinator

☐ Ensure The Idaho District Contact Information (IDCI) application is updated with current district contact information.
  − Idaho English Language Proficiency Assessment Coordinator (IELA)
  − District Test Coordinator (DTC)

WIDA Non-Disclosure and User/Confidentiality Agreements

☐ Collect and retain signed copies of Idaho Department of Education – Assessment Confidentiality Agreement.
  − https://apps.sde.idaho.gov/TestIncidentLog/Content/files/Assessment-Confidentiality-Agreement.pdf
☐ Collect and retain signed copies of the WIDA Non-Disclosure and User Agreement.
  − https://portal.wida.us/resource/detail/aded05e2-1dfa-eb11-a2e0-0050568beee8

Technology Infrastructure

☐ Confirm technology infrastructure is updated and operational (student testing devices, district/school configuration, headsets, and other technology software and hardware is working optimally).
  − WIDA AMS Resource List: https://portal.wida.us/resource/resourcelist?fl_$0%5Efilters%5ETopic=Technology
  − DRC Insight Technology User Guide: https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=45131c61-a92b-400b-a601-4b4c51d9b6d2
☐ Confirm/Update WIDA Assessment Management System (WIDA AMS) with current employee information and assign/remove appropriate permission sets.

☐ Confirm/Update [WIDA Secure Portal](#) with current employee information and assign/remove appropriate permission sets.

☐ Confirm/Update the [English Learner Management System](#) (ELMS) with the necessary employee information and assign/remove appropriate permission sets.

Training and Awareness

☐ Read through the Idaho Department of Education Assessment Integrity Guide.
   – https://apps.sde.idaho.gov/TestIncidentLog/Content/files/Assessment-Integrity-Guide.pdf

☐ Complete all necessary assessment trainings and certifications (DTC, SC, and TA).
   – https://portal.wida.us/course/courselist;id=374365cd-0a3f-eb11-a2db-0050568beee8

☐ Collect and retain TA certification records.

☐ Conduct training sessions for all school staff involved in the assessment process, including teachers, administrators, and proctors.
   – [WIDA Screener Online Facilitator Toolkit Slides](#)
   – [ACCESS Test Coordinator Facilitator Toolkit Slides](#)
   – [Kindergarten ACCESS Facilitator Toolkit Slides](#)
   – [ACCESS Online Facilitator Toolkit Slides](#)
   – [ACCESS Paper Facilitator Toolkit Slides](#)
   – [Alternate ACCESS Facilitator Toolkit Slides](#)

☐ Distribute/Review the appropriate "Test Administrator's Manual" provided by the Idaho Department of Education, and ensure that all staff members have thoroughly reviewed and understood the content.
   – WIDA Screener for Kindergarten Test Administrator Manual: https://portal.wida.us/resource/detail/ab4a7b07-f0ca-eb11-a2df-0050568beee8
   – WIDA Screener Online Test Administration Manual: https://portal.wida.us/resource/detail/bfa31e79-fe7d-eb11-a2dd-0050568beee8
   – WIDA ACCESS Test Administrator Manual: https://portal.wida.us/resource/detail/11cf2e6c-3e71-eb11-a2dd-0050568beee8

Accommodations and Supports

☐ Identify students requiring an accommodation or a support and ensure that their needs are met according to state guidelines.
   – WIDA ACCESS & WIDA Screener Accessibility and Accommodations Manual

https://wida.wisc.edu/sites/default/files/resource/Accessibility-Accommodations-Manual.pdf

☐ Train staff members on how to administer assessments to students with disabilities and provide necessary accommodations while maintaining test security.

Test Material Handling

☐ Designate a secure storage area in each school for test materials, accessible only to authorized personnel.

☐ Inventory and track all test booklets, answer sheets, and other assessment materials by establishing and maintaining a chain of custody protocol.

Data Privacy

☐ Emphasize the importance of data privacy and confidentiality to all staff members handling assessment results.

☐ Ensure that all student data, both paper-based and digital, is securely stored and protected in compliance with state and federal regulations.

Test Administration

☐ Develop and communicate a clear testing schedule for all stakeholders (parents, students, teachers, and administrators).

☐ Establish guidelines to address any technical issues that may arise during test administration.

☐ Report any test incident to the Idaho Department of Education Incident Log within 24 hours.
  – https://apps.sde.idaho.gov/testincidentlog

Test Security Monitoring

☐ Review the Idaho Department of Education Assessment Observation Checklist.
  – https://sde.idaho.gov/assessment/files/resource-center/files/assessment-monitoring/District-Assessment-Observation-Checklist.pdf

☐ Establish/Implement a strict "no electronic devices" policy during testing.

☐ Ensure TAs engage in active test proctoring and test monitoring.

☐ Maintain a log of any incidents or disruptions occurring during testing, along with actions taken to resolve them.

APPENDIX 15: WIDA ALTERNATE SCREENER

Follow the procedure below when enrolling a potential English learner (EL) who has an existing IEP and meets the alternate assessment participation criteria. Before administering the WIDA Alternate Screener, Test Administrators (TAs) must complete all required training and certification. It is strongly recommended that the TA is familiar with the student's mode of communication and works collaboratively with the student's IEP team to ensure that all necessary accessibility features are in place to support meaningful participation.

The Alternate Proficiency Level Descriptors may be viewed and used to increase understanding around characteristics of language development for students with the most significant cognitive disabilities at the various levels of language proficiency.

1. **Review Home Language Survey (HLS) Responses**

   - Determine if a language other than English is present in the student's home environment.
   - If "Yes," proceed to Step 2.

2. **Confirm IEP Documentation**

   - Verify that the IEP Plan states the student meets the alternate assessment participation criteria.
     - Ensure WIDA Alternate Screener, WIDA Alternate ACCESS, and IDAA are documented in the child's IEP.

   - If the alternate assessment participation criteria are met, proceed to Step 3.

3. **Administer WIDA Alternate Screener**

   - Administer the screening to assess English proficiency.

4. **Enter Scores into WIDA Alternate Screener Scoring Calculator**

   - Enter raw scores in the WIDA Alternate Screener Scoring Calculator i.
   - Download and retain score report for cumulative file and ELMS upload.

5. **Input Screener Results into ELMS**

   - Enter student's demographic and screener scores in the English Learner Management System (ELMS).
   - Upload Home Language Survey.

6. **Determine Next Steps Based on Screener Results**

- If the student **qualifies** as an English Learner (EL), provide Language Instruction Educational Program (LIEP) & Special Education services and notify parents of the results and next steps.

APPENDIX 16: ELPA CYCLE OVERVIEW

Month	WIDA Screener for Kindergarten	WIDA Screener	WIDA ACCESS	WIDA Alternate ACCESS
July	TA training & certification	TA training & certification		
August	- TA training & certification - Prepare materials - Enter scores/HLS in ELMS - Add to EL Summary - Set up accounts	- TA training & certification - Review intake process - Screen & enter data in ELMS - Add to EL Summary - Set up accounts	- Update EL Status - Interpret scores - Set up accounts	- Update EL Status - Interpret scores - Set up accounts
September	Screen & enter data in ELMS	- Screen & enter data in ELMS	- IEP/ELP team planning - Set goals	- IEP/ELP team planning - Set goals
October	- Screen & enter data in ELMS - Communicate results	- Screen & enter data in ELMS - Communicate results	- IEP/ELP team planning - Set goals	- IEP/ELP team planning - Set goals
November	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- Review Pre-ID File - Assign accommodations - TA training - Provide test practice	- Review Pre-ID File - Assign accommodations - TA training
December	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- Finalize test schedule - TA training - Provide test practice	- Finalize test schedule - TA training
January	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- Test window opens - Inventory & secure materials	- Test window opens - Inventory & secure materials
February	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- ELPA administration	- ELPA administration
March	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- Return materials - Validate data - Collect student feedback	- Return materials - Validate data - Collect student feedback
April	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- Complete data validation	- Complete data validation
May	- Screen & enter data in ELMS	- Screen & enter data in ELMS	- Share score reports - Evaluate LIEP - Submit appeals	- Share score reports - Evaluate LIEP - Submit appeals
June	- Screen & enter data in ELMS	- Screen & enter data in ELMS - Screener year closes	- Submit appeals	- Submit appeals