GUIDANCE DOCUMENT

33-1618 Assessment Exemption

IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT AND ACCOUNTABILITY

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

CREATED 7/01/2024
UPDATED 9/11/2024
UPDATED 7/1/2025

Table of Contents

Introduction 4

Legislative Intention 4

Assessment Exemption Overview 5

Assessment Exemption Criteria 5

First U.S. School Entry Date 6

English Language Proficiency Level 6

Assessment Exemption Process – Kindergarten Through Grade 5 7

Assessment Exemption Eligibility Report – ELMS 7

Assessment Exemption Removal – ELMS 8

Early Literacy & Dyslexia Considerations 8

Early Literacy Considerations 8

Dyslexia Considerations 8

Assessment & Accountability Contact Information 10

Appendix A: ELMS Assessment Exemption Report 11

Appendix B: ELMS Assessment Exemption Removal Procedure 11

Option One – EL Student Summary Filter Function 11

Option Two – ELMS Sort Function 12

Option Three – Find Child Function 13

Appendix C: Frequently Asked Questions 15

Appendix D: Scenarios / Worked Examples 16

Student A: WIDA Screener for Kindergarten 16

Student B: WIDA Screener Online 16

Student C: Assessment Exemption Removal 17

Student D: EL Identification after Fall IRI Window 17

Student E: Assessment Exemption Applied and EL Completes IRI for Data 17

Appendix E: 33-1618 Options & Outcomes 18

Option 1: Assessment Exempt English Learner Participates in Fall/Spring IRI 18

Option 2: Assessment Exempt English Learner Does Not Participate in Fall/Spring IRI 18

Option 3: School Removes English Learner from the Assessment Exemption 19
Appendix E: Glossary of Terms 20

INTRODUCTION

In accordance with Idaho Code 33-1618 and Idaho Code 33-1811, as amended by House Bill 566 during the 2024 legislative session, students who meet the following criteria may be eligible for an assessment exemption: (1) they have not been enrolled in an elementary or secondary school in the United States for two full school years, and (2) they score below a 2.0 on the English Language Proficiency Assessment (ELPA).

Eligible students may be exempted from certain assessments, including the Idaho Reading Indicator (IRI) and the state-required dyslexia screener. English learners who qualify for this exemption have the option, but are not required to, participate in either the fall or spring administrations of the IRI during that school year.

This document provides guidance for local education agencies (LEAs), schools, and educators on how to determine student eligibility for the exemption and outlines the process for opting a student out of the applicable assessments.

LEGISLATIVE INTENTION

House Bill 566 was enacted to provide an assessment exemption for English learners who are within their first two years of enrollment in a U.S. school. Under this law, eligible students may be exempted from participating in the Idaho Reading Indicator (IRI) and the state-required dyslexia screener.

The rationale for this exemption is threefold:

Assessment Appropriateness: The IRI may not accurately reflect early literacy skills for students with beginning English proficiency, as the assessment is not designed to account for students who have a beginning English proficiency.

Data Integrity: False negatives on the IRI may misrepresent a school's early literacy program. Exempting students with beginning English proficiency helps ensure more accurate and meaningful assessment data for program evaluation.

Schools are encouraged to maintain the exemption for eligible students unless they determine that the assessment is educationally appropriate or required for the student to access additional educational services.

ASSESSMENT EXEMPTION OVERVIEW

The following outlines the essential components of the assessment exemption policy for eligible English learners:

- **Eligible Grade Levels**: English learners in kindergarten through grade 5 may qualify for an assessment exemption.
- **Eligibility Criteria**: Determinations are based on the student's most recent overall composite proficiency level on the ACCESS for ELLs, WIDA Screener, or WIDA Screener for Kindergarten, whichever is most current.
- **Annual Review**: Eligibility is reviewed and determined annually.
- **Automatic Application**: The exemption is automatically applied in the English Learner Management System (ELMS) for students who meet the criteria.
- **Exemption Removal Option**: Schools may remove a student from the exemption within ELMS prior to an IRI administration if they determine the assessment is educationally appropriate.

For English learners with an active exemption in kindergarten through grade 5:

- **IRI Participation**: They are not required to take the IRI for either early literacy or dyslexia screening purposes.
- **IRI-Based Literacy Funding**: They are not eligible for literacy funding tied to IRI performance in the following school year. However, they remain eligible for enrollment-based literacy funding.
- **Instructional Tools**: Schools may choose to use Amira Learning's progress monitoring tools with exempted students.
- **Accountability Reporting**: These students are excluded from IRI accountability calculations for the school.

ASSESSMENT EXEMPTION CRITERIA

Eligibility for an assessment exemption is determined annually based on:

1. Student's first U.S. School Entry Date; and
2. Student's most current English language proficiency level:
    a. ACCESS for ELLs – composite overall English proficiency level; or
    b. WIDA Screener – composite overall English proficiency level; or

c. WIDA Screener for Kindergarten Oral Proficiency level.

First U.S. School Entry Date

To qualify for an assessment exemption, a student must enter a U.S. school for the first time between June 1 and May 31 of the current or previous school year.

English Language Proficiency Level

To qualify for an assessment exemption, the most recent composite overall English language proficiency level must be less than 2.0 (Emerging) on either ACCESS for ELLs (ACCESS for ELLs Online, ACCESS for ELLs Paper, and WIDA Alternate ACCESS), WIDA Screener, or WIDA Screener for Kindergarten.

Table 1: Determining Assessment Exemption Eligibility Using ACCESS for ELLs

ACCESS For ELLs Form	Domains Tested	Exemption Criteria Name – Composite Scores
ACCESS for ELLs Online	Listening, Speaking, Reading, Writing	Overall – (1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)
ACCESS for ELLs Paper	Listening, Speaking, Reading, Writing	Overall – (1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)
WIDA Alternate ACCESS	Listening, Speaking, Reading, Writing	Overall – (1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Table 2: Determining Assessment Exemption Eligibility Using WIDA Screener for Kindergarten

Enrollment Grade & Semester	Domains Tested	Exemption Criteria Name – Composite Scores
Kindergarten / Semester One (On or before December 31)	Listening and Speaking	Oral Proficiency - (1.0 or 1.5)
Kindergarten / Semester Two (On or after January 1)	Listening, Speaking, Reading, Writing	Overall – (1.0 or 1.5)
Grade 1 / Semester One (On or before December 31)	Listening, Speaking, Reading, Writing	Overall – (1.0 or 1.5)

Table 3: Determining Assessment Exemption Eligibility Using WIDA Screener Online & Paper

Enrollment Grade & Semester	Domains Tested	Exemption Criteria Name – Composite Scores
Grade 1 / Semester Two **(On or after January 1)**	**Listening, Speaking, Reading, Writing**	**Overall – (1.0 or 1.5)**
Grade 2 – Grade 12	**Listening, Speaking, Reading, Writing**	**Overall – (1.0 or 1.5)**

ASSESSMENT EXEMPTION PROCESS – KINDERGARTEN THROUGH GRADE 5

The Idaho State Department of Education automatically applies the assessment exemption at the beginning of the school year for students who meet the eligibility criteria. Schools can view eligible students by accessing the **IRI Exemption Eligibility** report in the English Learner Management System (ELMS).

If a school choose**s to remove a student from the exemption, the** decision must be recorded in ELMS under the district's EL Student Summary, according to the following timelines:

- Fall IRI Window: The decision to remove a student from the exemption must be entered in ELMS before either the fall IRI administration date or the close of the fall window, whichever comes first.
- Spring IRI Window: For students identified as English learners after the fall window, the exemption removal must be recorded in ELMS before either the spring IRI administration date or the close of the spring window, whichever comes first.

Once an assessment exemption is applied or the assessment exemption is removed, it remains in effect for the **entire school year (June 1 – May 30)**

Assessment Exemption Eligibility Report – ELMS

To view a list of English learners eligible for an assessment exemption, refer to Appendix A – ELMS Exemption Report for step-by-step instructions. It is recommended that schools review this report at the beginning of the school year to ensure that any exemption or exemption removal determination is accurately recorded prior to the fall IRI testing window.

Assessment Exemption Removal – ELMS

A school's decision to remove an assessment exemption must be indicated and confirmed within the English Learner Management System (ELMS). There are three ways to find and make modifications to an English learner's assessment exemption record. The three options are outlined in Appendix B – ELMS Assessment Exemption Removal Procedure.

If an EL is administered and completes the IRI prior to the school completing the exemption removal process in ELMS, the school forfeits the option to include the student's scores for school accountability.

EARLY LITERACY & DYSLEXIA CONSIDERATIONS

It is important to carefully consider the following implications to ensure an assessment exemption is in the best interest of each individual student.

Early Literacy Considerations

- How will these students be represented within LEA and school data conversations?
- What tools will the LEA use to evaluate the literacy skills of incoming and returning students who have an assessment exemption applied?

Dyslexia Considerations

Applying an assessment exemption to tools that screen for characteristics of dyslexia, such as the Idaho Reading Indicator (IRI), requires thoughtful consideration. Schools must ensure that exempted students still have equitable access to appropriate educational services and support. An assessment exemption which removes a student from dyslexia-related assessments may delay the timely identification of students at risk for dyslexia or related learning difficulties. To address this, schools are encouraged to implement alternative strategies that uphold students' educational rights and ensure full participation in school programs.

Proactive alternatives may include individualized screening processes, use of culturally and linguistically appropriate tools, or targeted interventions. These approaches help maintain equity in early literacy identification efforts, regardless of a student's assessment exemption status.

Understanding Dyslexia in Multilingual Contexts

Dyslexia is a neurobiological condition that manifests across all languages. It is typically characterized by challenges in two core areas:

- **Phonological awareness**: The ability to recognize and manipulate the sound structures of language.
- **Rapid automatized naming (RAN)**: The ability to quickly name familiar items such as letters, numbers, or objects.

These characteristics are consistent across linguistic backgrounds. Therefore, culturally and linguistically appropriate screening tools are essential to differentiate between language acquisition challenges and dyslexia-related difficulties in English learners.

Whenever possible, dyslexia screening for ELs should be conducted in both the student's home language and in English. A dual-language approach provides a more accurate understanding of whether reading difficulties stem from limited English proficiency or an underlying learning disability.

- For **opaque languages** (e.g., French, Russian), assessments should emphasize phonological awareness, RAN, and reading fluency.
- For **transparent languages** (e.g., Spanish), the focus should be on reading fluency and RAN, as decoding may appear stronger due to the regularity of letter-sound correspondences.

Examples of Culturally and Linguistically Appropriate Dyslexia Screening Tools:

- **Lectura (ISIP Spanish)** – Early and Advanced Reading assessments for Spanish-speaking students.
- **Amplify mCLASS Lectura** – A comprehensive K–6 tool assessing letter naming, phonological awareness, alphabetic principle, fluency, and comprehension.
- **Renaissance Star Spanish or Star CBM Lectura** – Aligned to Scarborough's Reading Rope, targeting foundational reading skills in Spanish.
- **Acadience Reading Español** – A Spanish-language version of the Acadience suite focused on early literacy indicators.
- **RAN and PAST assessments in the student's native language** – Used to assess core dyslexia risk factors independent of English proficiency.

ASSESSMENT & ACCOUNTABILITY CONTACT INFORMATION

For additional information or for technical assistance, contact the Assessment and Accountability Department at the Idaho Department of Education.

Assessment & Accountability
Idaho State Department of Education
650 W State Street
Boise, ID 83702
(208) 332-6800

APPENDIX A: ELMS ASSESSMENT EXEMPTION REPORT

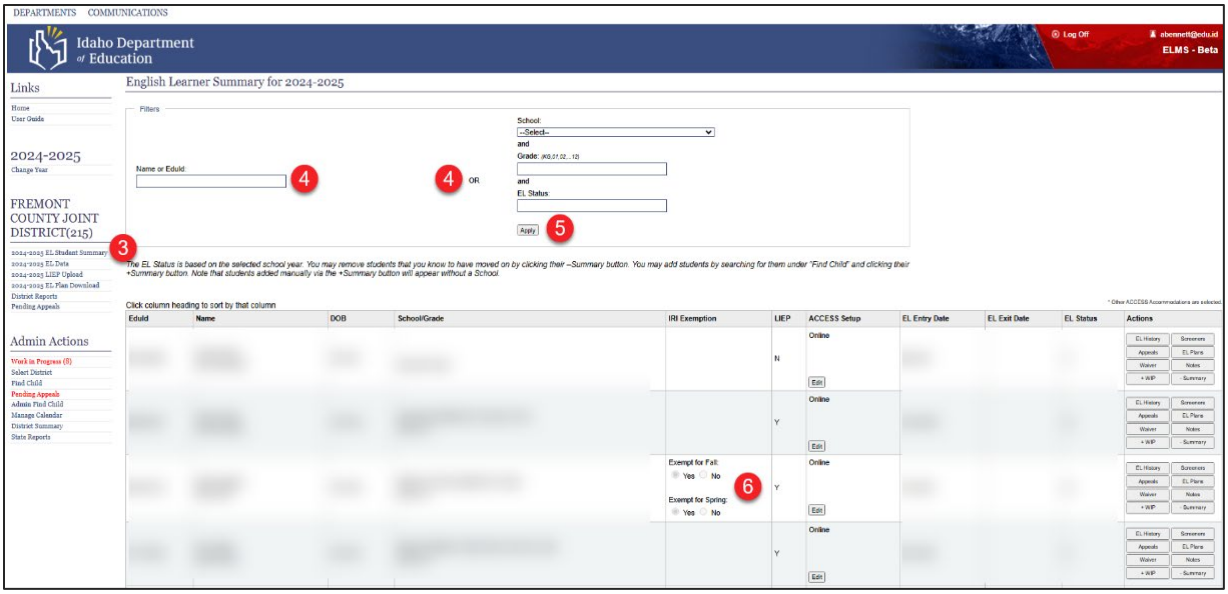
1. Navigate to the ISEE Portal (https://isee.sde.idaho.gov).
2. Login to the English Learner Management System.
3. Select “District Reports”.
4. Select “IRI Exemption Eligibility” report under the “District Detail Reports” section.
5. Select “Yes” when promoted in Excel.

APPENDIX B: ELMS ASSESSMENT EXEMPTION REMOVAL PROCEDURE

Important: At the beginning of the year (prior to the first ISEE enrollment upload), newly identified ELs must be manually added to the District’s EL Student Summary. This allows the ELMS user to modify an EL’s Assessment Exemption status.

Option One – EL Student Summary Filter Function

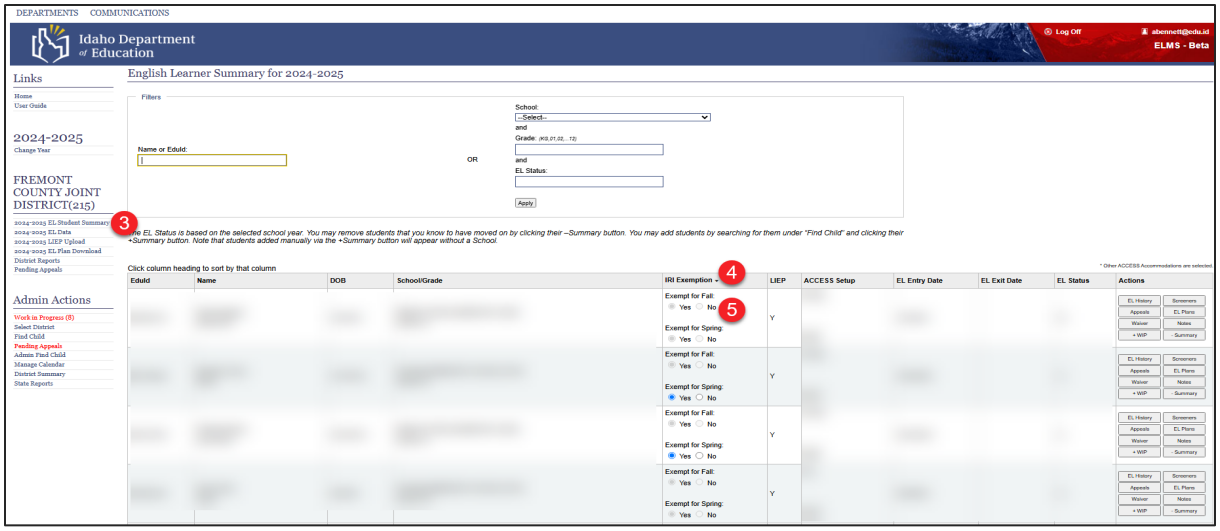
1. Navigate to the ISEE Portal (https://isee.sde.idaho.gov).
2. Login to the English Learner Management System.
3. Select “20**-20** EL Student Summary”.
4. Select a filter option to quickly find a student record.
    a. “Name or EDUID”
    b. School / Grade / EL Status
5. Under “IRI Exemption” column make the appropriate modifications to a student’s assessment exemption record.
6. To remove an assessment exemption, select “No”.
    a. Assessment exemption decisions made during the fall window remain fixed throughout the remainder of the year.
    b. When a “Yes” or “No” option is applied in ELMS during the fall window, the assessment exemption will populate with same decision for the spring window.



7. Refresh the web browser when a modification has been made to save the decision under a student's ELMS profile.

Option Two – ELMS Sort Function

1. Navigate to the ISEE Portal (https://isee.sde.idaho.gov).
2. Login to the English Learner Management System.
3. Select "20**-20** EL Student Summary".
    a. Ensure that the current school year is selected.
4. Use the embedded sort function under the "IRI Exemption" column by selecting the header (IRI Exemption) twice.
5. To remove an assessment exemption, select "No".
    a. Assessment exemption decisions made during the fall window remain fixed throughout the remainder of the year.

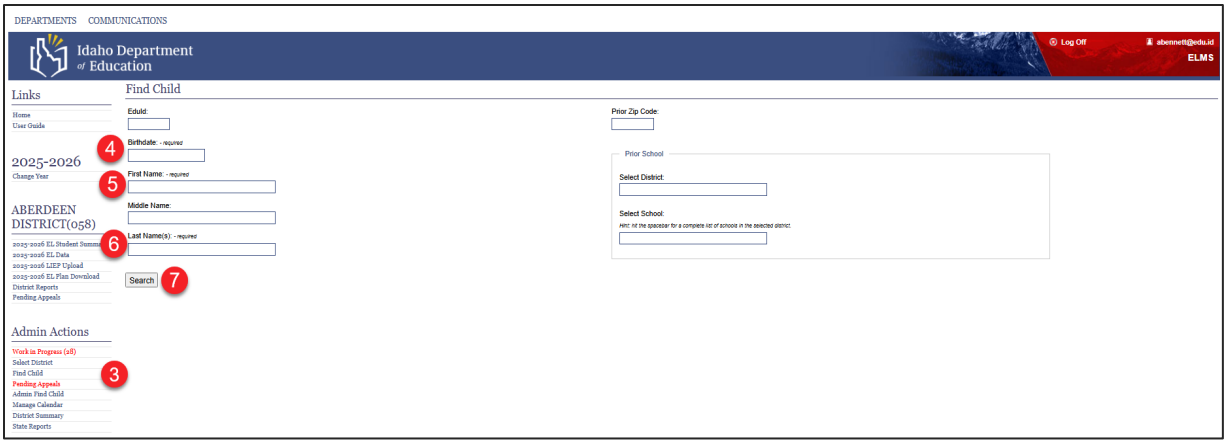


6. Refresh the web browser when a modification has been made to save the decision under student's ELMS profile.
    a. Use the sort function to ensure that modifications are saved.
    b. When a "Yes" or "No" selection is applied in ELMS during the fall window, the assessment exemption will populate with same decision for the spring window.

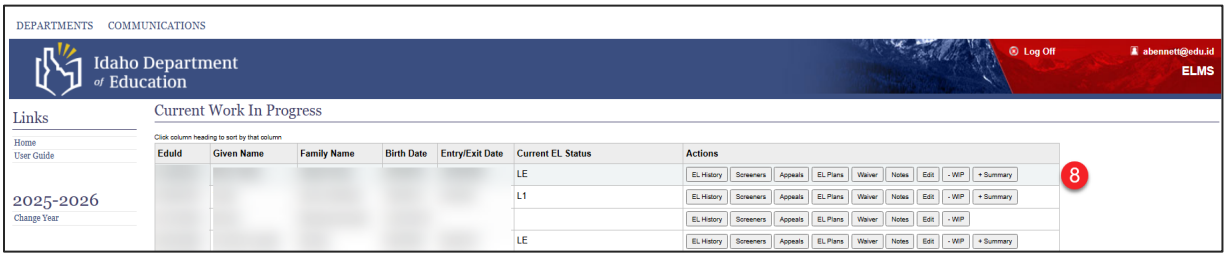
Option Three – Find Child Function

This option is recommended to use if the targeted English learner is enrolling from another district and the district EL Student Summary does not currently list the student.

1. Navigate to the ISEE Portal (https://isee.sde.idaho.gov).
2. Login to the English Learner Management System.
3. Select "Find Child".
4. Input "Birthday".
5. Input "First Name".
6. Input "Last Name".
7. Select "Search".



8. Select "+ Summary" Under the "Actions" Column once the student is located.
    a. This places the student onto the district's EL Student Summary.



9. Select "20**-20** EL Student Summary".
10. Find the child in the district EL Student Summary and make the appropriate modifications.
    a. Apply "Option One – EL Student Summary Filter Function" or "Option Two – IRI Sort Function".

APPENDIX C: FREQUENTLY ASKED QUESTIONS

1. **How is "full year" defined?**
    a. A full year is defined as a student enrolled within an Idaho LEA any time between June 1 and May 31.
2. **What is the timeline to remove an assessment exemption?**
    a. An assessment exemption is automatically applied annually to English learners who qualify for the exemption. Schools who wish to remove the exemption must record this determination within ELMS prior to the contiguous IRI assessment date.
3. **Can a school remove a student from the assessment exemption after the first administration of fall IRI if the student enrolled during the fall IRI window?**
    a. No.
4. **What other mechanisms/tools/assessments can I use to understand the early literacy skills of my students who receive an assessment exemption?**
    a. See "Accountability Implications & Dyslexia Considerations" section of this document.
5. **Does the exemption apply to grades 4 and 5 students?**
    a. Eligible ELs in grades 4 and 5 may also be exempted from participating in screening for characteristics of dyslexia (33-1811).
6. **When a student is exempted from the IRI, can they still use Amira Learning?**
    a. Yes. If an LEA chooses to exempt a eligible student from participating in the IRI, according to I.C. 33-1618, they can still participate in both the formative assessments *and* the literacy interventions provided by Amira Learning. Put another way, a student's participation in the fall/spring IRI has no bearing on whether or not a student can participate in the formative assessment tools and lessons offered by Amira Learning. If the school determines an exempt English learner could benefit from Amira Learning's digital interventions or progress monitoring, their participation is encouraged.

7. **If an exempt student uses Amira Learning, are they automatically removed from the exemption?**
    a. No. If an exempted student engages in the Amira Learning progress monitoring tools or any of the digital interventions available, it does not affect their exemption status. The English Learner Management System (ELMS) housed in the Idaho System for Educational Excellence (ISEE) portal is a separate system from Amira Learning (contracted test vendor).

8. **How should schools approach whether to remove an assessment exemption?**
    a. LEAs are encouraged to make case-by-base decisions based on the individual student's needs and abilities.

9. **If exempt EL students are not taking an IRI, are they exempt from an ILIP (Idaho literacy intervention plan)?**
    a. If exempted English learners exhibit reading deficiency beyond their language acquisition challenges, a reading improvement plan (aka literacy intervention plan) needs to be created.

10. **Our school has several potential EL (English Learner) students in the district, and it will take some time to screen them due to our current staffing. Since our district conducts testing during the first week, should these students wait to take the test until I can screen and decide on their eligibility, or should they take the test first, and we decide later who should be exempt from the next round?**
    a. It is recommended that provisional ELs be screened prior to the IRI administration. Students not identified as EL based on WIDA Screener scores prior to the IRI administration will have their IRI results recorded as part of the school's accountability calculation.

APPENDIX D: SCENARIOS / WORKED EXAMPLES

Below are worked examples that focus on whether a student is eligible for the 33-1618 assessment exemption.

Student A: WIDA Screener for Kindergarten

Student A recently moved to Idaho and is currently enrolled in kindergarten. Student A was administered the WIDA Screener for Kindergarten to determine whether the child qualifies for EL services. Student A receives an Oral Proficiency score of 2.5.

Outcome: Student A is not eligible for a testing exemption because the student attained a score greater than or equal to 2.0 PL.

Student B: WIDA Screener Online

Student B recently arrived in the United States and is enrolled as a grade 2 student at the beginning of the year. Student B is administered WIDA Screener Online and scores a composite overall score of 1.5.

Outcome: Student B will automatically have the assessment exemption applied. The student will not complete the fall or the spring IRI.

Student C: Assessment Exemption Removal

Student C has been enrolled at a local elementary school for one year and was identified as an EL at the time of enrollment. Student C attained a composite overall English proficiency level of 1.9 on the first summative ACCESS for ELLs test administration (year one). The school has decided to include the student in IRI testing.

Outcome: Student C will automatically receive an assessment exemption for the current school year. The school is required to remove the student from the assessment exemption in ELMS prior to the fall IRI administration date. Student C will only be eligible to receive one year of assessment exemption since the current year will be the second year the student has been enrolled within a US school.

Student D: EL Identification after Fall IRI Window

Student D enrolls in an Idaho district for the first time in November. The student is given the WIDA Screener Online and attains a composite overall proficiency level of 1.6.

Outcome: Student D is eligible and will have the spring IRI assessment exemption automatically applied for the spring IRI administration.

Student E: Assessment Exemption Applied and EL Completes IRI for Data

Student E enrolls into grade 2 in an Idaho district for the first time in September. The student is given the WIDA Screener Online and attains a composite overall proficiency level of 1.5. School wishes to apply the exemption yet would like IRI data for instructional purposes.

Outcome: Student E is eligible for assessment exemption and completes the IRI. School accountability is not impacted by student's IRI performance scores. The school may use the data for their instructional and intervention purposes. The exemption will apply for the entire year.

APPENDIX E: 33-1618 OPTIONS & OUTCOMES

This appendix outlines how the 33-1618 assessment exemption affects the Idaho Reading Indicator (IRI) participation, school accountability, and Amira Learning support services for English Learners (ELs). It provides details on three options a school may consider as they approach 33-1618.

Option 1: Assessment Exempt English Learner Participates in Fall/Spring IRI

- Exemption Status: The student is exempt based on their most recent ACCESS for ELLs or WIDA Screener proficiency levels, and by their first date of enrollment in a U.S. school. The "Exempt for Fall/Spring" is marked as "Yes" in the IRI Exemption column (ELMS > EL Student Summary List > IRI Exemption Column).
- IRI Participation: The school decides to have the student participate in the fall and spring IRI assessments.
- Amira Learning Access: The student continues to have access to all Amira Learning progress monitoring assessments and interventions to support their literacy development.
- Impact on School Accountability: Although the student participates in the fall/spring IRI, their performance scores are not used for school accountability purposes.
- IRI-Based Funding: The school is not eligible to receive IRI-based literacy funding for the student but remains eligible for enrollment-based literacy funding.

Option 2: Assessment Exempt English Learner Does Not Participate in Fall/Spring IRI

- Exemption Status: The student is exempt based on their most recent ACCESS for ELLs or WIDA Screener proficiency levels, and by their first date of enrollment in a U.S. school. The "Exempt for Fall/Spring" is marked as "Yes" in the IRI Exemption column (ELMS > EL Student Summary List > IRI Exemption Column).
- IRI Participation: The school decides not to have the student participate in the fall or spring IRI assessments.
- Amira Learning Access: The student continues to have access to all Amira Learning progress monitoring assessments and interventions to support their literacy development.
- Impact on School Accountability: No fall/spring IRI performance scores are recorded for the student, and school accountability is not impacted.

- IRI-Based Funding: The school is not eligible to receive IRI-based literacy funding for the student but remains eligible for enrollment-based literacy funding.

Option 3: School Removes English Learner from the Assessment Exemption

- Exemption Status: The school has opted the student out of the assessment exemption. The “Exempt for Fall/Spring Exemption” is marked as “No” in the IRI Exemption column (ELMS > EL Student Summary List > IRI Exemption Column).
- IRI Participation: The student must participate in the fall and spring IRI assessments.
- Amira Learning Access: The student continues to have access to all Amira Learning progress monitoring assessments and interventions to support their literacy development.
- Impact on Accountability: The student’s performance scores on the IRI will be used for school accountability.
- IRI-Based Funding: The school is eligible to receive IRI-based literacy funding for the student and remains eligible for enrollment-based literacy funding.

APPENDIX E: GLOSSARY OF TERMS

ACCESS for ELLs Online
ACCESS Online is the default summative ELP assessment administered in Idaho. ACCESS for ELLs Online (ACCESS Online) is a computer-based, adaptive test that is delivered through the secure DRC INSIGHT web application. Each language domain is scored automatically by either the test platform or by the test vendor's trained student response evaluators. ELs in grades 1-3 complete the Writing domain of ACCESS Online via paper.

ACCESS for ELLs Paper
ACCESS for ELLs Paper (ACCESS Paper) is a paper-based test available to ELs who are unable to complete ACCESS Online. The Speaking domain is administered individually and is scored by a certified Test Administrator on-site. The listening, reading, and writing domains are scored by the test vendor after the paper test materials are successfully received.

Accountability

Accountability refers to a transparent system that shows how well students in Idaho, at the school, district (LEA), and state levels, are performing. Student early literacy indicators are assessed through the Idaho Reading Indicator in the fall and spring. The Idaho Department of Education reports IRI overall scores for school and districts on the state Report Card.

Diagnostic Assessments
Diagnostic Assessments are designed to extract precise information about students' specific skills and knowledge to inform instructional interventions. Diagnostic assessments may be given at any time and can differ by student depending on the specific skills an educator is trying to assess.

Dyslexia
Dyslexia refers to a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

English Language Proficiency Assessment (ELPA)
The English Language Proficiency Assessment (ELPA) is Idaho's standardized test designed to measure an English Learner's proficiency in the English language. ELPA results are used to evaluate the language skills of students who are non-native English speakers, particularly those who are learning English as a second or additional language. ELPA assess various language domains, including listening, speaking, reading, and writing, to determine a test taker's ability to understand and communicate effectively in English.

English Learner
English Learner, formerly English Language Learner as defined by ESEA is an EL as an individual:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
    - who is a Native American or Alaska Native, or a native resident of the outlying areas, and 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
    - 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;
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet State academic standards.

Idaho Reading Indicator (IRI)
The Idaho Reading Indicator (IRI) is an assessment tool used in the state of Idaho to measure the reading skills of students in kindergarten through third grade. The assessment is administered twice annually to gauge students' proficiency in foundational reading skills such as phonemic awareness, phonics, fluency, vocabulary, spelling, and comprehension.

Kindergarten ACCESS for ELLs
Kindergarten ACCESS for ELLs (Kindergarten ACCESS) is a paper-based test and is individually administered to kindergarten students by a certified Test Administrator. The Test Administrator scores all language domains at the time it is given. Each Kindergarten ACCESS test takes approximately 30 – 60 minutes.

Newcomer
Newcomer typically refers to a student who has recently arrived in the country and is new to the English language and American school system. These students may have a very beginning English proficiency and often require specialized support and instruction to help them acclimate to their new environment and succeed academically.

Opaque Languages
Opaque Languages are languages that are characterized by inconsistent and unpredictable relationships between letters (graphemes) and sounds (phonemes). These irregularities pose challenges for phonetic decoding, as learners cannot always rely on consistent rules to pronounce words accurately.

Transparent Languages
Transparent Languages are languages where there is a consistent and predictable relationship between letters (graphemes) and sounds (phonemes) such as Spanish, Italian, or Somali. This means that words are pronounced as they are written with few exceptions.

WIDA
WIDA is an organization that focuses on supporting the academic language development of multilingual learners. WIDA provides research-based resources, assessments, and professional development opportunities for educators working with English language learners (ELLs) and multilingual students. Idaho is a member of the WIDA Consortium and has adopted the WIDA ELD Standards Framework and employes the ACCESS for ELLs suite of assessments for English language proficiency screening and monitoring.

WIDA Alternate ACCESS
WIDA Alternate ACCESS (Alt. ACCESS) is a summative paper-based English language proficiency assessment that is administered to children who have been identified as English learners, and who have met the Idaho Alternate Assessment Participation Criteria. All parts of the assessment are scored at the time the assessment is given.

WIDA Screener for Kindergarten
WIDA Screener for Kindergarten is an adaptive paper-and-pencil ELP screener given to potential ELs newly enrolled in Kindergarten through first semester grade 1. WIDA Screener for Kindergarten is one tool used during the EL identification process. WIDA Screener for Kindergarten is scored at the time the screener is administered by the Test Administrator. After the screener is completed, the Test Administrator uses the WIDA Screener for Kindergarten Score Calculator to calculate a student's English language proficiency.