

2023–24 NC ACCESS Test Training (Video Transcript)

0:01

Welcome to the 2023–24 North Carolina ACCESS for ELLs and WIDA Alternate ACCESS Test Training Presentation.

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This session is a collaborative effort through the Office of Accountability and Testing and the Office of Academic Standards.

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I'm Wendy Wooten and I work in the Office of Accountability and Testing with the Testing Policy and Operations section.

0:29

I'm responsible for the policy and administration related tasks associated with the WIDA screening and annual English language proficiency tests.

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My colleague Susan Walz from the Office of Academic Standards in the Multilingual Learner Title Three section has worked with me to collaborate on this presentation content and to help provide the most comprehensive information for this year's testing cycle.

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In the next couple of slides, I'll highlight the language that is used in this presentation and across other platforms to discuss annual English language proficiency testing.

1:10

Our training today has a wide audience and to provide the greatest understanding to everyone here, a number of terms have been included to help build background.

1:21

The consortia that North Carolina is a member of along with forty other states, territories, and federal agencies is called WIDA.

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WIDA operates through the University of Wisconsin and creates and publishes the screening assessments and the ACCESS and WIDA Alternate ACCESS assessments.

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They also carry out many other assessment related activities.

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Data Recognition Corporation, referred to as DRC, is a vendor who partners with WIDA to manage the testing systems such as: the servers and online testing platform, material management such as shipping and receiving, scanning paper booklets for scoring and the transmission of all records, as well as managing the data for each member state's test to generate student reports and state data files.

2:13

And these are just a few of DRC's functions in the testing process.

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For those individuals who have supported ACCESS testing previously, the terms that you see in this slide are likely quite familiar.

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To help build an understanding for the many acronyms and their meanings used in discussing this assessment process, they've been included here.

2:36

Most of our conversations and communications will include these acronyms.

2:41

EL- English Learner, ML-Multilingual Learner, WIDA-AMS which is the WIDA Assessment Management System, PSU-Public School Unit, TC- Test Coordinator, RAC-Regional Accountability Coordinator, ISR- Individual Student Report, OTISS-Online Testing and Irregularity Submission System, TAM-Test Administrator Manual, SBE-State Board of Education, and TMA-Test Monitoring Application.

3:21

Keep in mind that this presentation is designed largely to assist public school unit staff members at the district leadership level with planning and preparing for the ACCESS testing window.

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Each public school unit across the state assigns roles and these roles vary in function from one location to another.

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With this in mind, this presentation is certainly a springboard for everyone who shares district leadership or support in the ACCESS testing window.

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We welcome all of you to the session and appreciate your willingness to participate in test preparations.

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This session is not designed to replace the local test training sessions that should be provided to your school based support staff and test administrators prior to the opening of the ACCESS testing window.

4:07

It also does not replace the wealth of training that is provided and required by the vendor in the WIDA Secure Portal for each test.

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The presentation today is broken into segments.

4:19

We'll begin with an overview of what is new for the 2023–24 testing year and then we'll move into information to help district level staff with considerations to aid in planning and preparing for testing before the window opens.

4:35

Then we'll take a look at the activities that will occur and impact test administrations during the testing window.

4:42

And then once the window closes, there are events that will need to be planned for and I'll highlight those in the after testing portion of the slide deck.

4:51

As the presentation concludes, I'll provide you with suggestions for how to address questions that may arise and some helpful resources that you can utilize in the upcoming weeks.

5:04

In this segment of the presentation, we'll take a look at what's new for this year's administration of ACCESS tests.

5:12

The Online ACCESS for ELLs Administration Training Course and Paper ACCESS for ELLs Administration Training Course received substantial updates to the content, which has been streamlined for the 2023–24 administration cycle.

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The WIDA Alternate ACCESS Administration and Scoring Training course was also updated to reflect updates for this first year of the redesigned test.

5:41

All educators who are administering the WIDA Alternate ACCESS this year should read Part 2, Section 7 of the Test Administrator Manual in its entirety as they complete the redesigned training course and prepare for test administrations.

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Last year, North Carolina participated in the WIDA Alternate ACCESS Field Test and this year marks the first year of implementation for this newly redesigned test and the test has a new name to reflect its new design.

6:12

As a result of the test initial year of implementation, WIDA will conduct standard setting in the summer of 2024.

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Educators from across the consortia will come together to participate in this process.

6:24

As a result of this work, score reports for the WIDA Alternate ACCESS Test will be delayed until September

6:31

for electronic reports and October for printed reports.

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Several updates have been made in WIDA-AMS to the workflows.

6:42

Educators are encouraged to allow some additional time to become familiar with these changes.

6:48

WIDA provided a webinar titled WIDA-AMS and DRC INSIGHT Updates for 23-24, which is linked here in this slide.

6:58

You'll first need to log into the WIDA Secure Portal and then you can click on the webinar link to watch and listen and be informed about these updates.

7:08

Additionally, what were previously referred to as test sessions in WIDA-AMS are now called registrations.

7:15

You'll note this change in the system and in testing resource publications.

7:21

WIDA and the Center for Applied Linguistics are in the process of revising the Kindergarten ACCESS test.

7:28

The first step in the revision includes a pilot test for this Kindergarten ACCESS test, which will take place in the spring of 2024.

7:37

Any schools that are interested in participating should refer to the WIDA Kindergarten ACCESS Pilot flyer, which is linked here and follow the steps to apply for participation.

7:49

Participation in the Kindergarten ACCESS Pilot is a local decision in North Carolina schools and WIDA will determine who will participate.

7:58

Schools who participate in the pilot will be helping to inform the work and the creation of training resources for the Kindergarten ACCESS Field Test, which will take place in the 2024-25 school year.

8:14

Now we'll move into content to help you with preparing for the upcoming ACCESS testing window.

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In this section we'll focus on the tasks that need to be addressed before the test window opens.

8:28

The basis of reliable test scores centers on staff knowing and following the test publisher's administration directions. In an effort to reduce irregularities and misadministrations,

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decrease instances of student plagiarism, and maintaining uniformity in test administrations,

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annual certification is required for all ACCESS tests.

8:51

This slide outlines the certification requirements for test administrators.

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Prior to administering any test, test administrators must complete and be fully certified to administer the test by completing the WIDA training course or courses, and passing the associated quizzes in the WIDA Secure Portal, along with providing a certificate of completion for each test training course to local leadership.

9:16

Additionally, test administrators must complete the North Carolina Testing Security Protocol and Procedures for School Personnel training and sign and return a Test Administrator Test Security Agreement.

9:30

This form can be obtained from your district or charter school test coordinator.

9:37

While it is not required for individuals supporting ACCESS testing to complete the training courses in the WIDA Secure Portal, it is encouraged. In doing so,

9:47

these individuals better understand how the test is administered, any changes that impact the current testing cycle, and they know how to access the many resources provided by the test publisher.

10:00

Individuals who are responsible for overseeing aspects of the testing process, such as district and charter school test coordinators and EL coordinators, should also complete the WIDA created training as early in the school year as possible to be ready to complete test preparation activities.

10:16

These activities begin about 6 to 8 weeks in advance of the testing window.

10:21

Support staff should also complete the North Carolina Testing Security Protocol and Procedures for School Personnel Training and sign and return a Test Security Agreement.

10:33

A WIDA account is needed to access Test Training and Test Administration resources located in the WIDA Secure Portal.

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The image in the top right of this slide shows the WIDA homepage and the Login button which provides access to the WIDA Secure Portal and WIDA-AMS.

10:51

WIDA-AMS is seen in the image at the bottom left.

10:56

The WIDA homepage is linked in the box at the bottom right of this slide.

11:01

Any staff member who needs either a WIDA account or a WIDA-AMS user login should contact their district or charter school test coordinator to have these credentials entered into the system.

11:16

If you are a new district or charter school test coordinator and you need access, you will contact your regional accountability coordinator to have an account generated.

11:30

Each WIDA assessment has an associated training course found in the WIDA Secure Portal.

11:35

The training courses for the ACCESS testing window are listed here on the screen.

11:40

The screenshot at the bottom left shows how to access assessment training after logging into the secure portal, and the screenshot at the bottom right shows one of the courses and the associated resources which are linked for easy access.

11:56

Each year in November, our state creates a Pre-ID file that is based on all students who are currently enrolled and identified as English Learners.

12:06

The student roster is pulled from Power School and students eligible to take the WIDA Alternate ACCESS Test must be marked with a Tier T designation to generate materials in our state's initial order shipment.

12:21

The Pre-ID file is built using Student Preferred Name.

12:26

Please keep in mind, that your district or charter school test coordinator may still be required to order materials for students taking Alternate ACCESS and ACCESS assessments who will enroll after the Pre-ID file is provided to DRC.

12:44

The initial material shipments contain a limited amount of paper materials due to the required online testing format.

12:53

The WIDA-AMS User Guide is helpful in learning more about viewing materials included in the initial shipments.

13:00

Test coordinators have access to a secure materials tracking report, abbreviated SMTR, in WIDA-AMS.

13:08

We'll talk more about this report later in the presentation.

13:12

Paper materials are generated based on the number of students in our state's Pre-ID file.

13:18

These initial materials include Kindergarten ACCESS paper materials, writing booklets for grades one through 3, for both possible tier placements, and WIDA Alternate ACCESS test materials.

13:32

A calculated overage is also included where a minimum number of 10 students is met in each grade band.

13:38

Materials will begin arriving in schools on January 5th.

13:44

Our state's test window is January the 22nd through March 8th, 2024.

13:51

If a student is enrolled and identified as an English learner between January the 22nd and March 1st, the student is required to participate in the appropriate English Language Proficiency Test Administration.

14:03

If a student is enrolled after March the 1st, the student is not required to be tested in this year's test window.

14:11

Please note that eligible students who are not tested or have an absence of a score will count against progress.

14:21

WIDA defines the following roles for Testing District and School Test Coordinators, Test Administrators, and District and School Technology Coordinators.

14:33

Some of the responsibilities for each of these roles will overlap.

14:37

The WIDA-AMS User Guide outlines user roles and capabilities within the WIDA-AMS system.

14:45

The three resources pictured on this slide are helpful in understanding the many tasks that are required before, during and after the testing window.

14:54

District and School test Coordinators should read and be familiar with all three resources.

15:01

It is helpful to download these as a PDF to a device for easy access.

15:07

The District Test Coordinator is a vital role during the testing window.

15:12

This individual works with school test coordinators to facilitate strong collaboration among everyone involved in supporting ACCESS testing.

15:21

This individual filling this role is also responsible for setting a positive tone for test administrators, ensuring each test administrator has the correct training and materials, monitors schedules and testing progress, and also ensures that all test materials are stored securely, accounted for throughout the window, and returned on time following test completion.

15:46

The person filling this role will also field questions before, during, and after the test administration for all staff who are administering or supporting the test.

15:57

In addition, the test coordinator is the primary contact for DRC throughout the testing window for the district or the school.

16:06

Test administrators are responsible for administering and monitoring the assessment, while technology coordinators are responsible for helping set up and configure the online testing software, ensuring that all devices

meet the specifications necessary for testing prior to the testing window opening,

16:24

and they may also assist with the troubleshooting and solving technology issues during the test window.

16:32

As you begin making preparations for this year's test window, our state specific support information, which is found on the NC WIDA page, will be helpful.

16:42

The first screenshot at the top of this slide shows how to access this information by navigating to the North Carolina member page and then using the drop down menu next to the blue login button, on the WIDA homepage.

16:56

In the screenshot at the bottom left, you'll note that our state's ACCESS testing schedule and activities are listed here, along with helpful resources and contact information.

17:07

One of the helpful links that you'll see toward the middle of the page is the 2020–24 ACCESS for ELLs checklist.

17:15

This is located in the blue link in the screenshot at the bottom right.

17:19

This document provides annual updates to administration details and clarifications to help public school units in our state prepare for the opening of our testing window.

17:32

One question that's posed each year is, "Do I have to administer ACCESS and WIDA Alternate ACCESS?" and the answer is yes.

17:41

As required by federal law and state board policy, this test is an annual assessment until a student identified as an English learner exits or is no longer enrolled in school.

17:53

You can see on the screen how accountability uses the scores for growth and achievement analysis.

18:00

All students identified as English Learners between January the 22nd and March 1st are expected to participate in the appropriate English Language Proficiency Test.

18:09

Students with an approved medical exception are excluded from a school's participation data.

18:17

An essential tool to ensure all students are tested is the SQL report in Power School called Expect ACCESS Test.

18:25

This is a dynamic report that will update as students are identified as ELs in Power School.

18:31

You can use it to verify all students are tested.

18:34

It will also track students in your Pre-ID file and students who need to be manually entered into WIDA-AMS. And it will also track students who have been withdrawn, if your data manager has withdrawn them from Power School.

18:47

As you can see in this graphic, there are several ways to filter in this report and help you sort through which students may need attention.

18:54

The ones that you'll find and use most often are in Pre-ID file.

18:59

You can select Yes or Not in Pre-ID file.

19:02

If students are not in your Pre-ID file, they will need to be manually entered

19:06

in WIDA-AMS. You can find a list of students expected to take WIDA Alternate ACCESS or find students missing from the Alternate ACCESS roster. Withdrawn Students in this column,

19:18

it will help you track who may have withdrawn during your testing window.

19:23

And again, it's a dynamic report and should be used repeatedly in public school units with multiple schools and a large EL population.

19:33

The goal of this slide is to make it easy for you to find your SQL reports.

19:37

Not all instances in Power School are set up the same.

19:40

You should be able to find your SQL reports under your Reports menu and this is shown in the first screen snag here.

19:50

You'll then find your English Learner SQL category and that's in your second screen snag.

19:58

And then once you find that, you'll find the Expect ACCESS test report,

20:03

and that's the third screen snag.

20:05

WIDA-AMS is the central nervous system for ACCESS testing.

20:14

Don't forget that some of the work flows have been updated for this year, and educators will need extra time to become familiar with the changes in the system.

20:23

In WIDA-AMS you can print test tickets, find student tier placement, view and edit accommodations, mark students with a Do Not Score code, set up and manage central office services, device toolkit and INSIGHT, and of course find score reports.

20:43

You can also view and edit test registrations, move students from 1 registration to a different one, or remove a student from a registration altogether.

20:54

You may need to do this with December graduates or students who withdrew from school after our state's Pre- ID file was uploaded.

21:02

Remember to allow time learning these processes in WIDA-AMS as these are critical elements of ACCESS testing before the test window opens.

21:13

The WIDA-AMS User Guide is the best resource to support your work in WIDA-AMS and it's linked here at the bottom of the slide.

21:21

Don't forget to also verify all testing devices have the most up to date software prior to the test window opening.

21:31

We'll now transition into the information and activities that occur during the testing window.

21:39

Each test in the ACCESS suite of assessments is designed to measure the four language domains, listening, reading, writing, and speaking.

21:48

Listening and reading domains require students to make selections from a limited set of items, while speaking and writing require students to generate a response.

21:58

In both the Kindergarten and WIDA Alternate ACCESS tests, students are given multiple opportunities to provide a response to each test item, and they're given opportunities for the test administrator to stop testing, once the student has reached their English language ability.

22:15

As you can see in the graphic at the bottom of the screen, each test is also broken into grade bands, except for Kindergarten ACCESS which is its own grade band.

22:27

The Kindergarten ACCESS for ELLs test is a paper based test that is provided in a one-on-one setting.

22:33

It generally takes about 45 minutes for students to complete the test unless their English language abilities are high.

22:40

Test administrators who administer Kindergarten ACCESS for ELLs should be familiar with the scoring rubrics for student responses and have practiced for the test administration prior to test sessions.

22:52

Test administrators are allowed to check out the secure materials prior to test day and rehearse with these materials.

22:59

They must be checked out and checked in securely each time.

23:04

In North Carolina, the required testing mode for the ACCESS for ELLs grades one through 12 is online.

23:10

The exceptions to this requirement are for public school units that do not have the technology capability to support administering the assessment online and have an approved technology hardship request on file through the Office of Accountability and Testing, and students with disabilities who have a documented accommodation in their current Individualized Education Program or Section 504 plan

23:34

that dictate a paper test format is necessary for accessibility.

23:38

Students participating in online testing grades four through 12, who may

need to only take the writing domain in the paper format, are also an exception to the online testing requirement.

23:53

The ACCESS for ELLs online assessment is delivered using a computer or tablet,

23:58

with the most recent version of DRC INSIGHT installed. Students will require a headset with a functioning microphone to record a spoken response for the speaking domain and a set of headphones for the remaining domains.

24:12

Bluetooth headsets and headphones are not permitted for testing.

24:16

Listening and reading domains are administered first and are semi-adaptive, while the speaking and writing tier placement is determined by performance on the listening and reading domains and are not adaptive.

24:30

Each domain requires a secure test ticket to log students into the test session and these tickets must be collected after use and treated as secure test materials as noted in WIDA's publications and training course.

24:45

Grades four through 12 take the writing and speaking tests online and students are automatically placed into Tier A or BC for writing.

24:55

Students in grades one through 3 take their writing test in a paper booklet.

25:00

As mentioned previously, all students must complete the listening and reading domains to have a tier placement generated.

25:08

The tier report is available in WIDA-AMS in the student's test session as shown in the graphic on this slide.

25:15

The Tier Report is the second to last icon left of the red X.

25:21

Be sure to check the tier report before assigning a writing booklet.

25:25

Giving a student the incorrect writing booklet is a misadministration.

25:30

Any student at any grade that places in a pre A tier for speaking will need to be tested in a one-on-one session.

25:39

The WIDA Alternate ACCESS Test is designed for students with the most significant cognitive disabilities.

25:46

These students are eligible for the extend one content assessments and must have participation planned for this assessment in their current Individualized Education Program.

25:57

The test is administered in a one-on-one setting and the administration provides flexibility to accommodate student needs and accommodations.

26:06

The test booklet may be adapted, such as cut apart and made tactile or enlarged, and test administrators are encouraged to use the materials to prepare and become familiar with the expectations for the test in advance.

26:20

This slide has a few important reminders to support successful ACCESS testing.

26:26

Please remind test administrators who are working with ACCESS for ELLs or WIDA Alternate ACCESS paper booklets which include Kindergarten and also any grades one through 3 writing booklets that all answers must be bubbled using a #2 pencil.

26:41

The equipment at the DRC warehouse will not record the students information unless a pencil is used.

26:46

You can also see an example of a student who was tested but did not receive a test score, because the test administrator used a check mark rather than bubbling in on the booklet.

26:57

Test administrators should also be sure to verify test tickets and ensure each student has the correct ticket with their name on it.

27:05

This is especially important whenever you have test administrators who are not the student's teacher or you have students who are limited English proficient and don't understand that they should check their name.

27:16

Scratch paper is allowed for the writing domain only.

27:20

Scratch paper must be collected securely, stored, and then destroyed by designated PSU staff after testing is complete use.

27:29

Scratch paper is considered secure once students have written on it.

27:34

You should also refer to the TAM and adhere to WIDA's recommendations for the number of students in a test session

27:39

when creating testing plans. Students should also complete the practice test items on a day prior to beginning test sessions.

27:50

Accommodations may be provided to English learners when appropriate to address a disability specified in an Individualized Education Program or a Section 504 plan.

28:01

If the student is EL only, the student may not receive accommodations on any ACCESS test.

28:07

Accommodation should be provided only when the student requires the accommodation to participate in the assessment meaningfully and appropriately.

28:16

WIDA offers guidance in the Accessibility and Accommodations Manual and North Carolina provides guidance on how accommodations are provided for both online and paper testing in the State Specific Guidance for WIDA Assessments publication.

28:31

As a reminder, extended test time is now an administrative consideration that can be provided to any student who may need it.

28:39

For students who may need the human reader accommodation, this will require a special order from DRC and will replace the listening and speaking CD

28:48

for these paper test sessions.

28:52

The resources on the left side of the screen show you how to navigate to the accommodation checklist provided by WIDA.

29:01

These checklists are found in the appendix of the WIDA Accessibility and Accommodations Manual.

29:06

Each checklist corresponds to the specific test to be planned for a student as seen here in graphic number one.

29:14

This is helpful for teams to know what is available or not available and how to document these appropriately on a student's individual plan.

29:23

This also helps educators know what needs to be preselected in WIDA-AMS to ensure the delivery of the accommodation at the time of testing.

29:32

There is a checklist for ACCESS Paper, ACCESS Online, WIDA Alternate ACCESS, and Kindergarten ACCESS as seen in Graphic #2.

29:42

In Graphic #3, you see the actual checklist for ACCESS Paper.

29:48

These charts can help facilitate conversations between the EL and EC teacher locally and can be provided to the test coordinator to double check what is on a student's most current review of accommodations or ROA form to ensure that all accommodations are provided appropriately.

30:05

This helps open communication between testing staff and the manager of a student's plan.

30:11

It's another way to help track and inform all parties involved in testing and accommodation processes.

30:20

In order for a student to receive a score for a domain, the student must meet the Attemptedness Criteria, outlined by WIDA.

30:28

This criteria was established by the consortia and requires evidence that the student has engaged with a scorable test item.

30:36

When there is no evidence of an attempt, a blank space will appear in the student's ISR.

30:43

The chart seen here is broken into the attemptedness criteria for each domain of each specific test.

30:52

For students who do not complete a domain or have attempted a test and the domain should not be scored, a Do not score code should either be bubbled on the student booklet or selected in WIDA-AMS.

31:05

Please be very careful when using a Do not score code in WIDA-AMS.

31:10

Be sure that you are in the correct record for the student who needs the code applied.

31:16

When applying a Do not score code to paper booklets, be sure to indicate the correct code.

31:22

When a do not score code is selected, the student will not receive a domain score and an NA will be reported on the student's ISR and in the state's data file.

31:37

The submit incomplete domain process is one that is used in very rare circumstances.

31:43

If a student is able to start the test session but is not able to complete it, for example, the student does not have enough language to understand the directives and progress on in the testing platform; then the test session may need to be submitted as incomplete.

31:59

In these instances, the district or charter school test coordinator should be contacted and notified.

32:06

They will work with the regional accountability coordinator to ensure that the process for submitting the incomplete domain is done correctly.

32:15

Regional accountability coordinators have directions for this process, and the directions for the process are considered secure by WIDA.

32:23

Instances of submitting incomplete domain tests will result in no proficiency level score and no overall composite score for the student.

32:35

Some accommodations and situations may require a test administrator to transcribe a student's response or responses into a standard scorable test booklet.

32:45

Student responses must be transcribed verbatim on screen or in the paper test booklet by the test administrator as soon as possible after the test is administered.

32:56

North Carolina testing policy requires 3 individuals to be present for the transcription of a student response or responses.

33:04

The first person is the transcriber, the second individual is the observer, and the third individual checks or verifies that the transcription is correct.

33:17

A key responsibility of all staff involved in testing is to ensure students are actively monitored during testing and completing their own work.

33:25

Active monitoring of all domains is important and particularly critical when students are responding to the speaking and writing domains.

33:36

Please be mindful that Bluetooth earbuds can easily be concealed under hats, hair, or a hoodie.

33:43

Remember that students should not have access to any of those types of devices or personal items during the test session.

33:51

Personal electronic devices should either not be brought into the room or should be powered off and collected prior to the administration of the test.

34:01

Test administrators must not engage in any activity other than administering and monitoring the test for the entire test session.

34:10

Personal electronic devices belonging to the test administrator should also be turned off or silenced and should not be utilized during the test session, including breaks.

34:19

The sole responsibility of the test administrator is to administer the test uniformly and to monitor students throughout the test session.

34:28

The test monitoring application, TMA, is available to assist schools in monitoring test sessions.

34:35

The use of the test monitoring application is not required and is a local decision for each public school unit.

34:42

However, if schools need support in monitoring student test sessions for possible security issues and instances of plagiarism, the test monitoring application may be helpful.

34:54

Additional information about the setup and the use of the test monitoring application can be found in the WIDA-AMS User Guide.

35:01

Schools who plan to implement this application should begin developing a local plan of use now and becoming familiar with the system.

35:10

Use of the TMA will also require a designated staff member to monitor the test sessions during the testing window.

35:20

Student plagiarism reports are examples of irregularities that arise when DRC finds a high degree of match between a student's speaking or writing responses and online content.

35:32

DRC uses a monitoring program to screen student responses to any matching content online.

35:39

The student responses and the matching content are provided in a secure file and transmitted to the Office of Accountability and Testing.

35:48

In order for these instances of plagiarism to occur, students need access to an online resource with a web browser.

35:56

It's critical during test sessions that test administrators have collected all student devices and ensured that they don't have access to additional devices during the test session.

36:07

Hidden devices such as multiple cell phones, Bluetooth headphones or earbuds and web enabled smartwatches, have been found to be responsible for student plagiarism instances across the consortia.

36:20

Additionally, students do have the ability to log in and out of a domain test if the access code remains in the student's possession, and if the student is not being carefully monitored. Test administrators should be able to see student computer screens for the duration of the test session and ensure students are not logging in and out of the test session.

36:43

The test monitoring application can also be utilized to monitor test sessions where students have repeated logout and login activity.

36:53

When instances of plagiarism are returned to the state, they're split into separate files by district or charter schools.

37:00

These files are shared securely with the regional accountability coordinator, who then transmits them securely to the district or charter school test coordinator for a full investigation and entry into the Online Testing Irregularity System.

37:16

An OTISS report should be completed with all documentation uploaded and returned to the NCDPI within 5 days of receiving the flagged plagiarism report.

37:26

Since these reports contain some secure testing content, they are considered secure test materials and may not be transmitted through e-mail.

37:39

A student alert is another type of testing irregularity that may be returned to a district or charter school test coordinator through notification by the regional accountability coordinator.

37:50

These instances arise when DRC raters read or listen to a student response that is of concern.

37:58

For example, a student may write or speak about harming themselves or others.

38:04

In these instances, DRC will send the Office of Accountability and Testing a secure file containing the testing irregularity and the student's responses.

38:13

These secure files are provided to the regional accountability coordinator who securely transmits the files to the district or charter school test coordinator.

38:23

The irregularity should be documented in OTISS.

38:26

Most Student alerts do not require an investigation.

38:30

The regional accountability coordinator will provide guidance if an investigation or additional documentation is necessary.

38:38

The entry into OTISS should also occur within five days.

38:45

Utilizing Proctors for ACCESS testing is a best testing practice to provide an additional individual to assist in monitoring test sessions.

38:54

Placing proctors in test sessions is a local decision determined by each public school unit.

39:00

When proctors are used to monitor test sessions, they must be trained using the North Carolina Proctors Training video and provided with a copy of the North Carolina Proctors Guide to review prior to serving in the capacity.

39:13

Both resources are linked here in this slide.

39:18

WIDA does not permit remote administrations of any ACCESS test.

39:24

In an effort to maintain test security, IP addresses are monitored to ensure that test scores are generated through school based administrations only.

39:35

If additional materials are needed for testing, the steps outlined on this slide are required to receive materials from the DRC warehouse. First,

39:44

the exact type and quantity of test materials necessary should be provided by staff to your district or charter school test coordinator and then this request for materials is emailed to the regional accountability coordinator for approval.

40:00

Once the request for materials is approved by your RAC, your regional accountability coordinator, then the order may be entered into the Additional Materials tab in WIDA- AMS, which is shown here at the bottom of the slide.

40:13

When the materials request is entered into WIDA-AMS, DRC will generate a list by site daily, which is emailed to the NCDPI.

40:23

These orders are tracked on an internal document for the regional accountability coordinator to confirm and approve and then the state provides an approval to the DRC warehouse for each order.

40:35

Once the approval is received by the warehouse, then the materials will be expedited for shipment.

40:41

This looks and seems like many steps, but our state is held to a specific amount of additional material orders based upon our Memorandum of Understanding or MOU.

40:51

These steps help our state avoid any unnecessary costs that are associated with additional material orders.

41:00

Now we'll transition to those activities and events that occur after testing as educators complete student data after testing, either on paper booklets or in WIDA-AMS.

41:14

The information that's coded in the AMS system or on the student test booklet must match the student's information in PowerSchool throughout the testing window to avoid data corrections.

41:26

A best practice when completing student information on paper booklets is to designate another trained staff member to check all bubbled student booklets, prior to packing and returning the materials for scoring.

41:39

Please be reminded that North Carolina does not collect gender in student demographics and only #2 pencils may be used to bubble paper booklets.

41:51

The materials return deadline in North Carolina is March 15th, 2024 and schools do not need to wait for all tests to be completed before materials are boxed for return shipping.

42:04

It's advised that schools begin batching and shipping paper materials as soon as possible in the testing window.

42:11

Directions for the recommended order of return is found in the North Carolina State Specific Guidance for WIDA assessments.

42:18

Local tracking is critical to the return of materials and being able to account for the materials throughout the testing cycle.

42:26

Any materials that are not returned by this deadline will not be scored and reported on time.

42:34

If schools return materials after the March 15th deadline, they will be scored and processed for reporting, but a printed individual School Report or an ISR will not be generated.

42:47

It's critical to reconcile any missing materials during the late return

42:52

and as soon as possible. Each secure material that will arrive in district and charter schools, beginning in January, is expected to be returned to the DRC warehouse at the close of the testing window.

43:07

All used and unused materials must be accounted for at the close of the window.

43:13

Accounting for secure materials begins when the materials arrive.

43:17

As mentioned earlier, the district or charter school test coordinator will receive the materials and verify the shipments.

43:24

They are then stored securely until the materials are scheduled for distribution.

43:30

The distribution process must include a way to track the materials locally from checkout to check in when materials are missing.

43:38

The district or charter school test coordinator is the point of contact and

manages the accountability for those materials throughout the testing cycle.

43:47

WIDA and DRC have created a resource to support the tracking of secure materials through a Secure Material Tracking Report, SMTR, in WIDA-AMS.

43:59

This report includes the status of all ACCESS for ELLs materials sent to a district or charter school.

44:05

It's updated daily beginning when our state's initial materials order is shipped and this reporting ends after the last late returns have been processed by DRC.

44:16

As materials are returned, the report will update with any student information associated with a student test or response booklet.

44:24

You can learn more about the report by accessing the FAQ that's linked here.

44:28

On the bottom of the slide, you'll note the screenshots that show the locations for the Return Material Receipt Report and the Accountability Form in WIDA-AMS.

44:40

The Return Material Receipt Report is another resource that's helpful when reconciling your materials.

44:46

We'll talk more about the Accountability Form in just a moment.

44:52

Our state will also receive a missing materials report that will begin arriving about four weeks after our testing window has ended.

45:00

This report is shared with regional accountability offices for distribution to district and charter school test coordinators. When secure test materials

are missing, the accountability for these items is paramount and should be addressed immediately.

45:16

Missing student booklets can impact a public school unit's ability to receive individual student reports and include a student's data in annual reporting.

45:26

When missing materials can't be located, there are a series of steps that must be provided by the district or charter school test coordinator to document the security concern.

45:37

A full OTISS investigation is completed, including written statements, from all individuals who were responsible for the materials from checkout to the identification of the missing status.

45:48

Evidence for local tracking of the materials and actions taken when the materials were determined to be missing must be uploaded to the online OTISS platform in NC Education.

46:00

In addition, WIDA requires an accountability form to be completed for each missing material that cannot be shipped back to the warehouse for inventory.

46:10

Remember, this accountability form is located in WIDA-AMS

46:13

as seen in the previous slide. Data validation is an activity that takes place after testing and before reporting when public school units and NCDPI have time to ensure that student data in WIDA-AMS is correct.

46:31

In this process, records are being matched between PowerSchool and WIDA-AMS before individual student reports are generated.

46:40

From April 2nd through April 15th, public school units will receive and review their student records in WIDA-AMS to identify demographic errors and make real time corrections.

46:55

This is a critical step in the testing process because errors in data will affect the accuracy of the scores and the timeliness of school reports.

47:04

Schools with scheduled breaks during our state data validation window are still responsible for completing this work by the close of business on April 15th, 2024.

47:15

The dates for data validation are set by DRC in the summer prior to our testing window and they cannot be changed.

47:23

State data validation training information will be shared in the coming weeks.

47:31

Students who are able to complete three of the four domain tests for the ACCESS for ELLs assessment, have a current documented disability in an Individualized Education Program or Section 504 plan, and have an SPD code designated are eligible to receive an alternate composite score calculation.

47:54

Public school units do not have to take any other steps beyond these to have an alternate composite score calculated for a student who meets these criteria.

48:05

Please note that this calculation only applies when students complete 3 domains.

48:10

There's not a composite score calculation for students who complete fewer than three domains.

48:17

The exit criteria for ACCESS for ELLs is an overall composite score of 4.8 or above, and for the WIDA Alternate ACCESS, an overall composite score of P1 or higher for two consecutive years.

48:33

This slide highlights the availability of score reports for this year.

48:38

Electronic reports are scheduled to be available on May 17th.

48:43

Public school units will receive a paper copy score report from DRC for every student who participates in ACCESS testing and where the return materials guidelines are met.

48:55

These reports will be shipped to the designated site and are scheduled to arrive on June 10th.

49:02

As a reminder, WIDA Alternate ACCESS score reports are delayed this year.

49:07

Reports will be delivered in September electronically and printed reports in October. When school reports arrive

49:17

districts and charter schools have 30 days to provide these to parents or guardians.

49:23

This requirement comes from general statute and is cited here.

49:27

If public school units locally print score reports in order to meet an end of your dismissal date, the 30 day distribution window also applies.

49:37

When the WIDA Alternate ACCESS School reports arrive in the fall of 2024, this 30 day window for distribution will also apply. As you see in the screenshot here,

49:48

the WIDA Secure Portal offers support resources to aid in communicating school reports to parents.

49:54

There are parent letters that can be utilized for each test administration.

49:59

If you have a parent or guardian who needs a braille score report, please contact me, Wendy Wooten, to make this request directly.

50:08

More information about scoring appeals will be shared with public school units during our state data validation training.

50:16

NCDPI has a limited number of scoring appeals and it's critical to check work that has been hand bubbled and records that have been added manually to WIDA-AMS.

50:27

Accurate data will result in accurate school reports. As we conclude this presentation and I will share information on how to address questions that may arise and resources that you can utilize in the coming weeks.

50:45

As we approach the conclusion of this segment of the presentation, I want to point out the best way to determine answers to questions as they arise.

50:54

Test administration questions should be directed to your school test coordinator.

50:59

If answers are not clear at the school level, these should then move up to district level staff, which include the district or charter test coordinator and the EL coordinator.

51:11

When district level staff need additional information, these questions are then moved on to your regional accountability office who may then consult with NCDPI for further clarification or guidance.

51:24

If questions arise at any time before, during, or after testing concerning

student data in Power School or in WIDA-AMS, please contact Susan Walz.

51:37

One way that NCDPI would like to support your ACCESS testing before and during the test window includes the continuation of Office Hours.

51:47

Susan Walz and I will be hosting these as we approach the opening of the ACCESS testing window in January.

51:53

It's a terrific place to join us and ask specific questions and hear how other district level staff members are planning, preparing, and managing testing tasks.

52:03

We've included the link to join the sessions here and we'll send a reminder in early January.

52:09

Registration for these sessions is not necessary. On this slide,

52:15

I've included screenshots and the link to the testing students identified as English learners web page and the NCDPI ML Title 3 web page for easy access.

52:30

As I mentioned at the beginning of the presentation, this content was designed to highlight those new and specific elements of the ACCESS testing cycle that will aid public school unit, district level staff in creating effective plans to implement this year's testing process.

52:48

A few examples of the topics that districts will need to collaborate and plan for locally include: how will test administrators complete the testing security training and the testing security agreement?

53:01

How and when will test administrators submit their WIDA training certificates prior to testing?

53:08

Who and how will secure materials check in and out be organized and communicated to all staff

53:14

who are responsible for testing?

53:17

Who will be responsible for printing and tracking student test tickets within a school and within a district or charter?

53:25

Who is responsible for filtering and ensuring all EL students are tested at each school site?

53:32

Who will add students into WIDA-AMS if they are not in the Pre-ID file?

53:38

Who will assign individuals to check bubbled information on student booklets and when and where will this secure check process take place?

53:47

Who will train test administrators to deliver any accommodations that students require in an Individualized Education Program or Section 504?

53:57

Be sure to begin thinking about how your district will collaborate and prepare for these essential tasks and schedules to create the framework for a smooth ACCESS testing window.

54:09

I want to thank Susan Walz for collaborating with me through this past year to plan and support the vision of this revised presentation. And for her diligence in ensuring that we provide the most comprehensive training content possible.

54:24

This work would also not be possible without the support of our regional accountability office staff and public school unit staff like you, providing feedback and suggestions, as we work to make the content relevant for you and feasible for your busy schedules.

54:40

We thank you for your dedication and service to our multilingual students and for your efforts to create a successful ACCESS testing window.