

2024-25 North Carolina ACCESS for ELLs and WIDA Alternate ACCESS Test Training Presentation--Script

Slide 1: Title Slide

Welcome to the 2024-25 North Carolina ACCESS for ELLs and WIDA Alternate ACCESS Test Training presentation. This session is a collaborative effort through the Offices of Accountability and Testing and Academic Standards.

Slide 2: Collaborators

I'm Wendy Wooten and I work in the Office of Accountability and Testing. My work to support the ACCESS testing cycle focuses on testing policy, which includes, guidance for completing test training prior to the administration window, ensuring materials are shipped and received, and addressing administration concerns, to name a few.

Susan Walz, from the Office of Academic Standards in ML/Title III has also collaborated on this presentation to provide the most comprehensive information for our state's testing cycle this year. Susan also supports our testing cycle by assisting with many tasks. A few of these include: overseeing our state's data management processes for the PreID file, data validation, and application of student scores.

Slide 3: Presentation Outline

This presentation is designed to assist public school unit staff members at the district and school leadership levels, with planning and preparing for the ACCESS testing window. Each public school unit across the state assigns roles and these roles vary in function from one location to another. With this in mind, this presentation is a springboard for everyone who shares district or school leadership support roles in the ACCESS testing window. We welcome all of you to this session and appreciate your willingness to participate in test preparations. This session is not designed to replace local test training sessions that should be provided to your school-based staff and test administrators, prior to the opening of the ACCESS testing window. It also does not replace the required test training that is provided by the vendor in the WIDA Secure Portal for each test.

The presentation today is broken into segments. We will begin with an overview of what is new for the 2024-25 testing year. We will then move into information to help with considerations to aid in planning and preparing for testing BEFORE the window opens. Next, we'll take a look at the activities that will occur and impact test administrations DURING the testing window. Once the window closes, there are events that will need to be planned for and I will highlight these in the AFTER testing portion of the slide deck. As the presentation concludes, you'll be provided with suggestions for how to address questions that may arise and some helpful resources that you can utilize in the upcoming weeks.

Slide 4: Building Common Language

In this segment of the presentation, I'll highlight names, terms and acronyms to help everyone understand the language of ACCESS testing.

Slide 5: Terminology

The consortia that North Carolina is a member of, along with many other states, territories, and federal agencies is called WIDA. WIDA operates through the University of Wisconsin and creates and publishes the screening assessments and the ACCESS and WIDA Alternate ACCESS assessments. They also carry out many other assessment related activities.

Data Recognition Corporation, which we will refer to as DRC, is a vendor who partners with WIDA to manage the testing systems such as the servers and the online testing platform, all of the material management (such as shipping and receiving, scanning paper booklets for scoring, the transmission of all records, and managing the data for each member state's tests to generate student reports and state data files) highlight just a few of their functions in this testing process.

Slide 6: New for 2024-25

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

Slide 7: ACCESS Test Window Lengthened

Our state testing window has been lengthened for the 2024-25 testing cycle by two weeks. We have added an additional week at the beginning and end of the test window to allow PSUs additional time to complete testing. Our test window this year will begin on January 13th and conclude on March 14th. This longer test window will not delay the delivery of scores and score reports.

Slide 8: Kindergarten ACCESS Field Test

This year, WIDA will conduct Kindergarten ACCESS Field testing. Schools were able to apply directly to WIDA, at the beginning of the school year. The field test will include 2000 Kindergarten and 2000 first grade students. Schools who were selected to participate were notified by WIDA and will receive directions and materials prior to these administrations. Field test administrations will be conducted after Kindergarten students have completed the regular Kindergarten ACCESS Test administrations.

Slide 9: Data Validation

One noticeable change to our data validation process this year, is that it will be conducted at the state level. District staff will work with NCDPI to make specific data corrections, but the validation process will be managed by the state. Additional information will be provided in the coming weeks to prepare staff for their role and these next steps.

Slide 10: New Alternate Screener

A new alternate screener is set to be released later this year, for use in the 2025-26 year. The specific date of release will be shared soon and details about implementation will be forthcoming as we approach a release date.

Slide 11: Revised ACCESS And Redesigned Kindergarten ACCESS tests

Even though this slide does not impact testing in the 2024-25, it's important to make you aware that in the 2025-26 assessment year, WIDA will implement a revised ACCESS (grades 1-12) and redesigned Kindergarten ACCESS tests. When new tests are administered, standard setting activities follow. In the summer of 2026, WIDA will host standard setting for these new tests and will also be recruiting educators to participate in this work. Additional information will be shared as we prepare to start the 2025-26 school year.

Slide 12: WIDA Alternate ACCESS Exit Criteria

Last year, the new WIDA Alternate ACCESS test was administered for the first time operationally and WIDA conducted standard setting this past July for this test. North Carolina anticipates our state board of education approving a new exit criteria for the WIDA Alternate ACCESS in late spring 2025.

Slide 13: Scratch Paper

Beginning with the 2024-25 testing cycle, schools may provide scratch paper for any domain of the ACCESS test. Please remember scratch paper is considered a secure test material and must be collected when the test session has concluded.

Slide 14: Preparing for ACCESS Testing

Now, we'll move into content to help you with preparing for the upcoming ACCESS testing window. In this section we'll focus on the tasks that need to be addressed before the test window opens.

Slide 15: Test Administrator Certification

The basis of reliable test scores centers on staff knowing and following the test publisher's administration directions. WIDA produces a Test Security publication for state education agencies which guides the implementation of effective practices to secure the testing content throughout the testing process. In an effort to reduce irregularities and misadministrations, decrease instances of student plagiarism, and maintain uniformity in test administrations; our state has moved to WIDA's recommended annual test training certification. An annual certification process for each test's unique administration practices and applicable scoring requirements will help our state provide English Learner students with valid and reliable tests.

This slide outlines the certification requirements for test administrators. 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. Additionally, test administrators must complete the North Carolina Testing Security Protocol and Procedures for School Personnel Training video and sign and return a Test Administrator Test Security Agreement. This form can be obtained through your PSU test coordinator.

Slide 16: Support Staff-Certification

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

Individuals responsible for overseeing all aspects of the testing process (such as public school unit test coordinators or 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, beginning about 6-8 weeks in advance of the testing window. Support staff should also complete the North Carolina Testing Security Protocol and Procedures for School Personnel Training video and sign and return a Test Security Agreement (for their role) during the testing window.

Slide 17: WIDA Secure Portal & WIDA AMS

A WIDA account is needed to access test training and test administration resources located in the WIDA Secure Portal.

The image in the top right of the slide shows the WIDA home page and the Login button which provides access to the WIDA Secure Portal and WIDA AMS (seen in the image at the bottom left).

The WIDA homepage is linked in the box at the bottom right of the slide. Any staff who needs either a WIDA account or a WIDA AMS user log in, should contact their public school unit test coordinator to have these credentials entered into each system. If you are a new public school unit test coordinator and you need access, you will contact your Regional Accountability Coordinator to have these accounts generated.

Slide 18: Training Courses & Resources

Each WIDA assessment has an associated training course found in the WIDA Secure Portal. The training courses for the ACCESS testing window are listed here on the screen. The screen shot at the bottom left shows how to access assessment training after logging into the Secure Portal and the screen shot at the bottom right shows one of the courses and the associated resources which are linked for easy access.

All of the WIDA training courses have streamlined content and may be completed anywhere as long as you have a reliable internet connection.

Slide 19: PreID File

Each year in November, our state creates a PreID file that is based upon all students who are currently enrolled and identified as English learners. The student roster is pulled from each student information system instance and students eligible to take the WIDA Alternate ACCESS test must be marked with a Tier T designation to generate materials in the initial order shipment.

For the 2024-25 testing cycle, NCDPI will provide a second PreID file to DRC in early January. This will account for any students who are enrolled after the first PreID file is uploaded. However, please keep in mind that your public school unit test coordinator may still be required to order materials for students taking ACCESS assessments since the November PreID file is used to generate initial material shipments.

Slide 20: Initial Materials Shipments

Our state's initial material order contains a limited amount of paper materials due to our state requiring the online format for the ACCESS for ELLs test. The WIDA AMS User Guide is helpful in learning more about viewing materials included in the initial shipment. Test coordinators have access to a Secure Materials Tracking Report which is abbreviated (SMTR) in WIDA AMS. We'll talk more about this report later in the presentation.

Our state's paper materials are generated based on the number of students in our PreID file. These initial materials include: Kindergarten ACCESS paper materials, Writing booklets for grades 1-3 (for both possible tier placements), and WIDA Alternate ACCESS test materials. A calculated overage is also included where a minimum number of 10 students is met, in each grade band. PSUs should create a local procedure for tracking all materials from receipt to return and must report any discrepancies in the material shipment to DRC Customer Service immediately.

Initial materials will arrive January 6 and 7th.

Slide 21: Testing Eligible Students

Our state's test window this year is January 13 through March 14, 2025.

If a student is enrolled and identified as an English learner between January 13 and March 7, the student is required to participate in the appropriate test administration. If a student is enrolled after March 7, the student is not required to be tested in this year's test window.

Slide 22: WIDA Roles and Responsibilities

WIDA defines the following roles for testing: district and school test coordinators, test administrators, and district and school technology coordinators. Some of the responsibilities for each of these roles overlaps. The WIDA AMS User Guide outlines user roles and capabilities within the system. The three resources pictured on this slide are helpful in understanding the many tasks that are required before, during, and after the testing window. District and school test coordinators should read and be familiar with all three resources. It is helpful to download these PDFs to a device for easy access.

The district test coordinator is a vital role during the testing window. This individual works with school test coordinators to facilitate strong collaboration among everyone involved in supporting ACCESS testing. The individual filling this role is responsible for setting a positive tone for test administrators, ensuring each test administrator has the right training and materials, monitoring schedules and testing progress and ensuring all

test materials are stored securely, accounted for throughout the window, and returned on time following test completion. This individual will field questions before, during, and after the test administration for all staff who are administering or supporting the test. In addition, the test coordinator is the primary contact for DRC throughout the testing window for the district and/or school.

Test administrators are responsible for administering and monitoring the assessment. Technology coordinators are responsible for setting up and configuring the online testing software, ensuring all devices meet the specifications necessary for testing prior to the test window opening, and may also assist with troubleshooting and solving technology issues during the test window.

Slide 23: Test Preparation Resources

As you begin making preparations for the year's test window, our state's specific support information, found on the NC WIDA page, will be helpful. The first screen shot at the top of this slide shows how to access this information by navigating to the North Carolina member page using the drop-down menu next to the blue log in button on the WIDA home page.

In the screen shot 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.

One of the helpful links that you'll see toward the middle of the page is our *2024-25 ACCESS for ELLs Checklist*. This is located in the blue link in the screen shot at the bottom right. This document provides annual updates to administration details and clarifications to help public school units prepare for the opening of our state's testing window.

Slide 24: Do I have to administer ACCESS and WIDA Alternate ACCESS?

This is a question that is posed each year. Do I have to administer ACCESS and WIDA Alternate ACCESS? The answer is yes. As required by federal law and state board policy, this test is an annual assessment until a student identified as and English Learner exits or is not longer enrolled in school. You can see on the screen how Accountability uses the scores for growth and achievement analysis.

All students identified as English learners (between Jan 13 and March 7) are expected to participate in the appropriate test. Students with an approved medical exception are excluded from a school's participation data.

Slide 25: Ensuring All Eligible Students Are Tested

An essential tool to ensure all students are tested is the sql report in PowerSchool, called "Expect ACCESS Test." This dynamic report will update as students are identified as ELs in PowerSchool. Use it to verify all students are tested. It will also track students in your Pre-ID file and students who need to be manually entered into WIDA AMS, as

well as track students who have withdrawn from school – if registrars and data managers have withdrawn them from PowerSchool.

As you can see from the graphic, there are several ways to filter in this report to help you sort through which students may need attention. The ones you will use most often are:

In PreID File– You can select “Yes” or 'Not in PreID file' - Students need to be added manually to WIDA AMS

Find a list of students expected to take WIDA Alternate ACCESS – or find students missing from the Alt Access roster

Withdrawn students – this column helps you track who may have withdrawn during the test window.

Again, this is a dynamic report and should be used repeatedly in public school units with multiple schools and a large EL population.

Slide 26: Expect ACCESS Test Report-PowerSchool

The goal of this slide is to make it easy for you to find your sql reports. Not all instances in PowerSchool are set up the same. You should be able to find the sql reports under your **Reports menu** in PowerSchool, and from there, find your English Learner **sql category**. Once you find this, you will find the **Expect ACCESS** test report.

Slide 27: Expect ACCESS Test Report-Infinite Campus

Additional information on where to find the Expect ACCESS Test Report in Infinite Campus will be shared through TNN and through the ML/Title III listserv as well as through the ML Data in Infinite Campus slides.

Slide 28: Preparing for Testing in WIDA AMS

WIDA AMS is the central nervous system for ACCESS Testing. I've highlighted some of the most popular tasks that take place in the system.

In WIDA AMS: you print tickets, find student tier placement, view/edit accommodations, mark students with “Do not score codes,” set up and manage Central Office Services, access/print score reports. You can also view and edit registrations, move students from one registration to a different one, or remove a student from a registration altogether. You may need to do this with December graduates or students who withdrew from school after our state's Pre-ID file was uploaded.

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

All testing devices must have updated testing software prior to the test window.

Slide 29: DURING ACCESS TESTING

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

Slide 30: Testing Overview

Each test in the ACCESS suite of assessments is designed to measure the four language domains: Listening, Reading, Writing, and Speaking. 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. In both the Kindergarten and WIDA Alternate ACCESS tests, students are given multiple opportunities to provide a response to each test item and they are given opportunities for the test administrator to stop testing, once the student has reached their English language ability.

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.

Slide 31: Kindergarten ACCESS for ELLs

The Kindergarten ACCESS for ELLs test is a paper-based test that is provided in a one-on-one setting. It generally takes about 45 minutes for students to complete the test, unless their English language abilities are high. 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. Test administrators are allowed to check out the secure materials prior to test day and rehearse with these materials. They must be checked out and checked in securely each time.

Slide 32: Testing Mode & Expectations

In North Carolina, the required testing mode for the ACCESS for ELLs (grades 1–12) is online. The exceptions to this requirement are when an approval from the Office of Accountability and Testing has been provided to a student who has had limited experience with technology **and** students with disabilities who have documented accommodations in their current Individualized Education Program or Section 504 Plan that dictate a paper test format is necessary for accessibility. Students participating in online testing at grades 4–12 who may need to take **ONLY** the Writing domain in the paper format, are also an exception to the online testing requirement.

Slide 33: ACCESS for ELLs (Online)

The ACCESS for ELLs online assessment is delivered using a computer or tablet 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. Bluetooth headsets and headphones are not permitted for testing.

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 non-adaptive. 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 material.

Slide 34: ACCESS Online Tier Report in WIDA AMS

As noted in WIDA's publications and training course, Grades 4 through 12 take the writing and speaking tests online and students are automatically placed into tier A or B/C for writing.

Students in grades 1 through 3 take their writing test in a paper booklet. As mentioned previously, all students must complete the Listening and Reading domains to have a tier placement generated. The tier report is available in WIDA AMS in the student's test session.

As shown in the graphics on this slide, directions for exporting a tier placement can be found in DRC's Knowledge Base articles.

Please check a student's tier placement prior to providing a paper writing booklet. Providing the incorrect writing booklet is a misadministration.

Any student at any grade that places in a Pre-A tier for speaking must be tested in a one-on-one test session.

Slide 35: WIDA Alternate ACCESS

The WIDA Alternate ACCESS test is designed for students with the most significant cognitive disabilities. These students are eligible for the Extend1 content assessments and must have participation planned for this assessment in their current Individualized Education Program. The test is administered in a one-on-one setting and the administration provides flexibility to accommodate student needs and accommodations. The test booklets 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.

Slide 36: Important Reminders

Here are just a few reminders to support successful ACCESS testing.

Please remind all test administrators who are working with ACCESS for ELLs or WIDA Alternate ACCESS, including Kindergarten and Grades 1 through 3 writing booklets, that all answers must be bubbled using a pencil, the equipment at the DRC warehouse will not record the student's information unless a pencil is used. On this slide you can also see the example of a student who was tested but did not receive a score because the test administrator used a checkmark rather than bubbling in the booklet. I have also linked the *Best Practices for Hand Bubbling ACCESS Test Booklets* resource here, which can be used to train staff members who will complete hand bubbling.

Verify test tickets to ensure each student has the correct ticket with their name on it. This is an especially important step when you have test administrators who are not the

student's teacher, or when you have students who are limited English and do not necessarily know to check their own name.

Please refer to the TAM and adhere to WIDA's recommendation for the number of students in a test session. If you have questions about the number of students in a test session, please reach out to your regional accountability office to discuss your testing plan prior to beginning test administrations.

Slide 37: Accommodations

Accommodations may be provided to English learners when appropriate to address a disability specified in an Individualized Education Program or Section 504 Plan. If the student is EL only, the student may not receive accommodations on any ACCESS test. Accommodations should be provided only when the student requires the accommodation to participate in the assessment meaningfully and appropriately. 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*.

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

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 for these paper test sessions.

Slide 38: Accommodation Resources

The resources on the left side of the screen show you how to navigate to the Accommodation Checklists, provided by WIDA. These checklists are found in the Appendix of the WIDA Accessibility and Accommodations Manual. Each checklist corresponds to the specific test to be planned for a student as seen here in Graphic #1. This is helpful for teams to know what is available/not available and how to document these appropriately on a student's individual plan. This also helps educators know what needs to be pre-selected in WIDA AMS to ensure the delivery of the accommodation at the time of testing. There is a checklist for ACCESS Paper, ACCESS Online, WIDA Alternate ACCESS, and Kindergarten ACCESS (as seen in graphic #2). In graphic #3, you'll see the actual checklist for ACCESS paper. 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 all accommodations are provided appropriately. This helps open communication between testing staff and the manager of a student's plan. This is another way to help track and inform all parties involved in testing and accommodation processes.

Slide 39: Attemptedness Criteria

In order for a student to receive a score for a domain, the student must meet the attemptedness criteria outlined by WIDA. This criteria was established by the consortia

and requires evidence that the student has engaged with a scorable test item. When there is no evidence of an attempt, a blank space will appear in the student's Individual Student Report or ISR. The chart is broken into the attemptedness criteria for each domain of each specific test.

Slide 40: Do Not Score Codes

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. Please be very careful when using a do not score code. In WIDA AMS, be sure that you are in the correct record for the student who needs the code applied. When applying a do not score code to paper booklets, be sure to indicate the correct code. 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 Individual Student Report and in the state's data file.

Slide 41: Submitting incomplete Domain Tests

The submit incomplete domain process is one that is used in very rare circumstances. 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) the test session may need to be submitted as incomplete. In these instances, the public school unit test coordinator should be contacted and notified. They will work with the regional accountability coordinator to ensure this process is completed correctly. Regional accountability coordinators have directions for this process and these directions are considered secure by WIDA. Instances of submitting incomplete domain tests will result in no proficiency level score and no overall composite score, for the student.

Slide 42: Transcribing Student Responses

Some accommodations and situations may require a test administrator to transcribe a student's response(s) in a standard, scorable test booklet. 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. North Carolina testing policy requires 3 individuals to be present for the transcription of student responses: One person is the transcriber, the second individual is the observer, and the third individual checks or verifies the transcription.

Slide 43: Active Monitoring

A key responsibility of all staff involved in testing is to ensure students are actively monitored during testing and complete their own work. Active monitoring of all domains is important and particularly critical when students are responding to Speaking and Writing tasks. Please be mindful that Bluetooth earbuds can easily be concealed (under hats, hair, or a hoodie). Please remember students should not have access to these devices or personal items during the test session. Students' personal electronic devices must be powered off and collected prior to the administration of the test. Test administrators must not engage in any activity other than administering and monitoring the test session and any electronic devices belonging to the test administrator should

also be turned off and should not be utilized during the test session, including breaks. The sole responsibility of the test administrator is to administer the test uniformly and to monitor students throughout the test session.

The Test Monitoring Application (TMA) is available to assist schools in monitoring test sessions. The use of the test monitoring application is not required and is a local decision for each public school unit. 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. The TMA allows an individual to be in a central location and monitor multiple student test screens at once. This individual who is watching students test through the TMA can look for instances when students are not active for a prolonged period of time and when students are logging in and out of the test platform. Additional information about the set up and use of the test monitoring application can be found in the WIDA AMS User Guide. Schools who plan to implement this application should begin developing a local plan of use and become familiar with the system. Use of the TMA will also require locally designated staff members to monitor the test sessions during the testing window.

Slide 44: Student Plagiarism

Student plagiarism reports are examples of irregularities that arise when DRC finds a high degree of match between a student's Speaking or Writing response(s) and online content. DRC uses a monitoring program to screen student responses to any matching online content. These student responses and the matching online content are provided in a secure file and transmitted to the Office of Accountability and Testing.

In order for these instances of plagiarism to occur, students need access to an online resource with a web browser. It is critical during test sessions that test administrators have collected all student devices and ensured that they do not have access to additional devices during test sessions. Hidden devices such as multiple cell phones, Bluetooth headphones or earbuds under long hair or hoodies, and web enabled smartwatches have been found to be responsible for student plagiarism instances across the consortia. 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 the student is not being carefully monitored. Test administrators should be able to see student screens for the duration of the test session and ensure students are not logging in and out of the test session. ***The test monitoring application (TMA) can be utilized to monitor test sessions where students have repeated log out and log in activity.***

When instances of plagiarism are returned to the state, they are split into separate files by district or charter school. 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 (OTISS). OTISS reports are to be completed with all documentation uploaded and returned to the NCDPI within 5 days of receiving the flagged plagiarism report. Since these reports contain some secure testing content, they are considered secure test materials and may not be transmitted through email.

Slide 45: Student Alerts

A student alert is another type of testing irregularity that may be returned to a public school unit test coordinator through notification by the regional accountability coordinator. These instances arise when DRC raters read or listen to a student response that is of concern (for example: the student may write or talk about harming themselves or others).

In these instances, DRC will send the Office of Accountability and Testing a secure file containing the testing irregularity and the student's response(s). These secure files are provided to the regional accountability coordinator who securely transmits the files to the public school unit test coordinator. Once transmitted to the public school unit, the irregularity should be documented in OTISS. Most student alerts do not require an investigation. The regional accountability coordinator will provide guidance if an investigation or additional documentation is necessary in OTISS.

Instances of student plagiarism and student alerts are returned to the state as quickly as possible, but only after the student response has entered into the queue for scoring. Many states are testing at the same time North Carolina is testing and as a result, there are many student responses in line to be scored at any given time. Reporting plagiarism and student alerts does take time and is not instantaneous once a student's responses are submitted.

Slide 46: Proctors (Insert new links on slide)

Utilizing proctors for ACCESS testing is a best testing practice to provide an additional individual to assist in monitoring test sessions. Placing proctors in test sessions is a local decision determined by each public school unit.

When proctors are used to monitor test sessions they must be trained using the North Carolina Proctor's Training Video and provided with a copy of the North Carolina Proctor's Guide to review prior to serving in this capacity. Both resources are linked here in this slide.

Slide 47: Remote Testing

WIDA does not permit ACCESS tests being administered through remote administrations. In an effort to maintain test security IP addresses are monitored to ensure test scores are generated through school-based administrations.

Slide 48: Ordering Additional Materials

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

The exact types and quantities of test materials necessary should be provided by staff to the public school unit test coordinator and the request for these materials is then emailed to the regional accountability coordinator for approval. Once the request for materials is approved through the regional accountability coordinator, the order is

entered in the Additional Materials tab in WIDA AMS, shown here at the bottom of this slide.

When the materials request is entered into WIDA AMS, DRC generates a list by site (daily) which is emailed to NCDPI. These are tracked in an internal document for the regional accountability coordinator to confirm/approve and the state provides an approval for each order. Once the approval is received, DRC then ships the materials to the site.

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

Slide 49: AFTER ACCESS TESTING

Now we'll transition to those activities and events that occur after testing.

Slide 50: Completing Student Data

As educators complete student data after testing, either on paper booklets or in WIDA AMS; the information coded in WIDA AMS or on student test booklets must match the student's information in PowerSchool throughout the testing window to avoid data corrections.

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 materials for scoring.

Slide 51: Returning Paper Materials

The materials return deadline in North Carolina is March 21st and schools do not need to wait for all tests to be completed before materials are boxed for return shipping. It is advised that schools begin batching and shipping paper materials as soon as possible in the testing window. Directions for the recommended order of return is found in the North Carolina State Specific Guidance for WIDA Assessments. Local tracking is critical to the return of materials and being able to account for materials throughout the testing cycle. **Any materials that are not returned by this deadline will not be scored and reported on time.**

Slide 52: Materials Late Returns

If schools return materials after the March 21st deadline, they will be scored and processed for reporting, but a printed Individual Score Report will not be generated

It is critical to reconcile any missing materials during the late return period and as soon as possible.

Slide 53: Accounting For Secure Materials

Each secure material that will arrive in public school units beginning in January is expected to be returned to the DRC warehouse at the close of the testing window. All used and unused materials must be accounted for at the close of the testing window. Accounting for secure materials begins when the materials arrive in the public school unit. As mentioned earlier, the public school unit test coordinator will receive the materials and verify the shipments. They are then stored securely until the materials are scheduled for distribution. The distribution process must include a way to track the materials locally from check out to check in. When materials are missing, the public school test coordinator is the point of contact and manages the accountability for the materials throughout the testing cycle.

WIDA and DRC have created a resource to support the tracking of secure materials through a Secure Material Tracking Report (SMTR) in WIDA AMS. This report includes the status of all ACCESS for ELLs materials sent to a public school unit. It is 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. As materials are returned, the report will update with any student information associated with a student test or response booklet. You can learn more about this report by accessing the FAQ linked here on the bottom of this slide.

You'll note the screenshots here showing locations for the Return Material Receipt Report and the Accountability Form in WIDA AMS. The Return Material receipt report is another resource that is helpful when reconciling your materials.

We'll talk more about the accountability form in just a moment.

Slide 54: Missing Material Reports

Our state will also receive a missing materials report that will begin arriving about 4 weeks after our testing window has ended. This report is shared with Regional Accountability Offices for distribution to public school unit test coordinators.

When secure materials are missing, the accountability for these items is paramount and should be addressed immediately. Missing student booklets can impact a public school unit's ability to receive an individual student report and include a student's data in annual reporting.

When missing materials cannot be located there are a series of steps that must be provided by the public school unit test coordinator, to document this security concern:

A full OTISS investigation is completed, including written statements from all individuals responsible for the materials from check out to the identification of the "missing" status. Evidence for local tracking of these materials and actions taken when the materials were determined to be missing must be uploaded to the online OTISS platform in NC Education.

In addition, WIDA requires an accountability form to be completed for each “missing material” that cannot be shipped back to the warehouse for inventory. Remember this accountability form is located in WIDA AMS, as seen in the previous slide.

Slide 55: Data Validation & Corrections

As a reminder, data validation is a process that takes place after testing and before reporting when time is provided to ensure student data in WIDA AMS is correct. In this process records are being matched between the student information system and WIDA AMS before Individual Student Reports are generated. This is a critical step in the testing process because errors in data may impact the accuracy of scores being reported and the timeliness of score reports.

State Data Validation information will be shared in the coming weeks.

Slide 56: Alternate Composite Score Calculation

Students who are able to complete three of the four domain tests for the ACCESS for ELLs assessment, (pause) have a current documented disability in an Individualized Education Program or Section 504 Plan and (pause) have an SPD code designated, (pause) **are eligible** to receive an Alternate Composite Score Calculation. Public school units do not have to take any other steps beyond these to have an alternate composite score calculated for a student meeting these criteria.

Please note that this calculation only applies when students complete three domains. There is not a composite score calculation for students who complete less than three domains.

Slide 57: Score Reports Availability

This slide highlights the availability of score reports for this year. Electronic reports are scheduled to be available on May 12.

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. These reports will be shipped to your designated sites May 30th through June 2nd.

Slide 58: Requirements for Score Reports

When score reports arrive in districts, the district has thirty days to provide these to parents or guardians. This requirement comes from the North Carolina administrative code linked [here](#). As a reminder, if public school units decide to print score reports electronically, in order to meet end of year dismissal dates, these reports must also be provided within the 30-day window.

As you see in the screen shots here, the WIDA Secure Portal offers support resources to aid in communicating score reports to parents. There are parent letters that can be utilized for each test administration. If you have a parent or guardian who needs a Braille score report, please contact (Wendy Wooten) to make this request directly.

Slide 59: Post Reporting Scoring Appeals

Additional information about scoring appeals will be shared when information is provided regarding changes to our data validation process for this year. NCDPI has a limited number of scoring appeals. It is critical to create a local process to ensure hand-bubbled data and records entered manually in WIDA AMS are accurate and match a student's information in the student information system. Accurate data will result in accurate Score Reports and reduce instances to use scoring appeals.

Slide 60: Questions and Resources

As we conclude this presentation, I will share information on how to address questions that may arise and resources that you can utilize in the coming weeks.

Slide 61: Who do I contact if I have a question?

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 in your public school unit.

Test administration questions should be directed to your school test coordinator. If answers are not clear at the school level, these should move up to your district level staff which include the public school unit test coordinator and EL Coordinator. When district level staff need additional information, these questions are moved on to the Regional Accountability Office who may then consult with NCDPI for further clarification or guidance.

If questions arise at any time: before, during, or after testing, concerning student data in PowerSchool or Infinite Campus, please contact Susan Walz.

Slide 62: Office Hours

One way that we would like to support your ACCESS testing before and during the test window, includes the continuation of Office Hours. Susan and I will be hosting these as we approach the opening of the ACCESS testing window in January. 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. We have included the link to join the session here, and we'll send reminders in early January. Registration for these sessions is not necessary.

Slide 63: NCDPI Resources

I've included screenshots and the link to the Testing Students Identified as English Learners webpage and the NCDPI ML/Title III webpage for easy access.

Slide 64: Prepare for School-Based Sessions

As 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.

A few examples of the topics that district will need to collaborate and plan for locally include:

- how will test administrators complete the testing security training and the testing security agreement,
- how and when will test administrators submit their WIDA training certificates prior to testing,
- who and how will secure material check in and out be organized and communicated to all staff who are responsible for testing,
- who will be responsible for printing and tracking student test tickets within a school and within the district,
- who is responsible for filtering and ensuring all EL students are tested at each school site,
- who will add students into WIDA AMS if they are not in the PreID file,
- who will assign individuals to check bubbled information on student booklets, and when and where will this secure check process take place,
- who will train test administrators to deliver any accommodations that students require in an Individualized Education Program or Section 504?

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.

Slide 65: Thank you for your time!

I want to thank Susan Walz for her collaboration in this presentation and for the support of our regional accountability office staff. In order to have a successful state testing cycle, it takes many hands to do this work.

I'd also like to thank you for your dedication and service to our multilingual students and for your contributions to a successful 2024-25 ACCESS testing window!