



COLORADO

Department of Education

WIDA Screener & Data Coding Training for English Learners

August 2019



2.5 hours aligned to Quality Standard IV:
Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.

<http://www.cde.state.co.us/educatortalent/elpdpathways>

Welcome & Introduction

- ✓ Who is attending today?
- ✓ How familiar are you with WIDA Screener?
(0-None/1-Low/2-Moderate/3-High)
- ✓ What is your most pressing question about Data Coding & Reporting? (sticky note)

Today We Will.....



AM Training Session – CLDE Office

- State Identification Procedures
- General WIDA Information and Background
- Guidance on Certification & Administering WIDA Screener

PM Training Session – Data Services Office

- Coding EL Fields (3)
- Errors and How to Avoid
- Data Accuracy, Using Reports and Resources

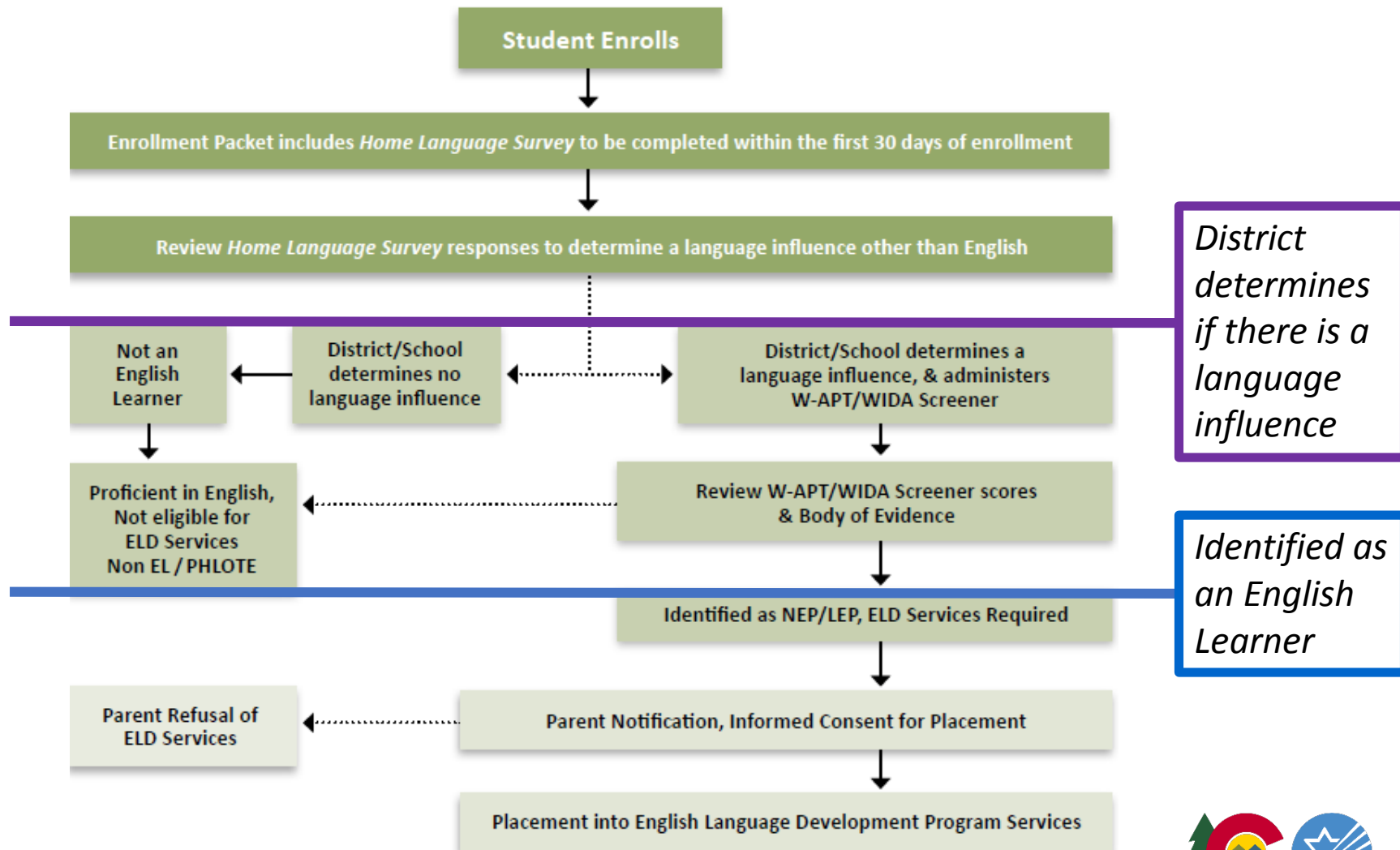


State Identification Procedures

Identifying English Learners: Key Components

- ❖ OCR and DOJ published 2015 Dear Colleague Letter outlining legal obligations for EL
- ❖ EL must be identified in a timely manner
- ❖ The HLS is the most common tool to use when identifying potential ELs
- ❖ HLS must be administered effectively to ensure accurate results
- ❖ Parents/guardians must be informed in a timely manner of the student's ELP level and ELD program options
- ❖ Communication to the parents/guardians must be in a language the parent understands

State Identification Procedures: Overview



Home Language Survey (HLS) / Home Language Questionnaire (HLQ)

What it is the HLS/HLQ...

- A survey/questionnaire **required** by law
- Given to **all new-to district students**
- A **tool** to be used with all students to identify possible language influences other than English
- Include **three required questions** on district developed form
- Must be filled out when **student enrolls (30 days/2 weeks)**

Three (3) questions **must** be asked...

1. What is/was the student's first language?
2. What is the native language of the student?
2. Does the student speak a language(s) other than English? (Do not include languages learned in school)
☐ No ☐ Yes If yes, specify the language(s):
2. What language(s) is(are) spoken most often by the student?
3. What language(s) is (are) spoken in your home?

Who Reviews the Language Use Survey?

- District/school **staff** that have been trained in the school or district identification processes to **determine** if there is a language influence
 - Counselor
 - Administrator
 - Teacher
 - Administrative assistants
 - Other personnel

Identifying English Learners

- The WIDA Screener is an English language proficiency assessment given to new students in Grades 1-12* to assist educators with the **identification** of students as English learners (ELs).
 - * July 1, 2018
 - * Kindergarten & 1st grade, first semester will continue using W-APT
- The WIDA Screener is used, with a **Body of Evidence** (BOE), as one element in the Colorado Identification Procedures to assess a student's English language proficiency.

Who takes the WIDA Screener assessment?

- District determines a **language influence other than English**
 - These students include...
 - Foreign exchange students
 - Students with disabilities
 - Students enrolled in charter schools and facility schools
 - Adopted students
 - Students of military families
 - Home school or online students
 - Does not include...per federal guidance
 - Students who use American Sign Language and do not have a language influence other than English. ASL is considered to be English.

Proficiency Cut Score Guidance

1 st Grade: Second Semester	Grades 2-12
<ul style="list-style-type: none">• NEP: 1.0 - 2.4 (Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy	<ul style="list-style-type: none">• NEP: 1.0 - 2.4(Overall)• LEP: 2.5 – 3.9 (Overall)• Non-EL: 4.0 Overall AND 4.0 Literacy

http://www.cde.state.co.us/cde_english/identification-placement

Body of Evidence (BOE): Determining if Student is an English Learner



Use a Body of Evidence to consider confirming or refuting ELD services:

- Screener Scores
- Family Interviews
- Student Academic Records
- Local school or district assessments
- Informal assessments

Parent Notification: Identified English Learners



- **Parent Notifications must include:**

- Reason why child was identified as EL
- Level of English proficiency and how assessed
- Method of instruction used in programs
 - If more than one, list all
- How program will meet the educational strengths of the child
- How program will help child learn English and meet Colorado Academic Standards
- Exit requirements for programs/graduation rates for secondary students
- Parents right to opt out of program services
- How ELD services will be coordinated with and meet the goals of IEP services, if applicable

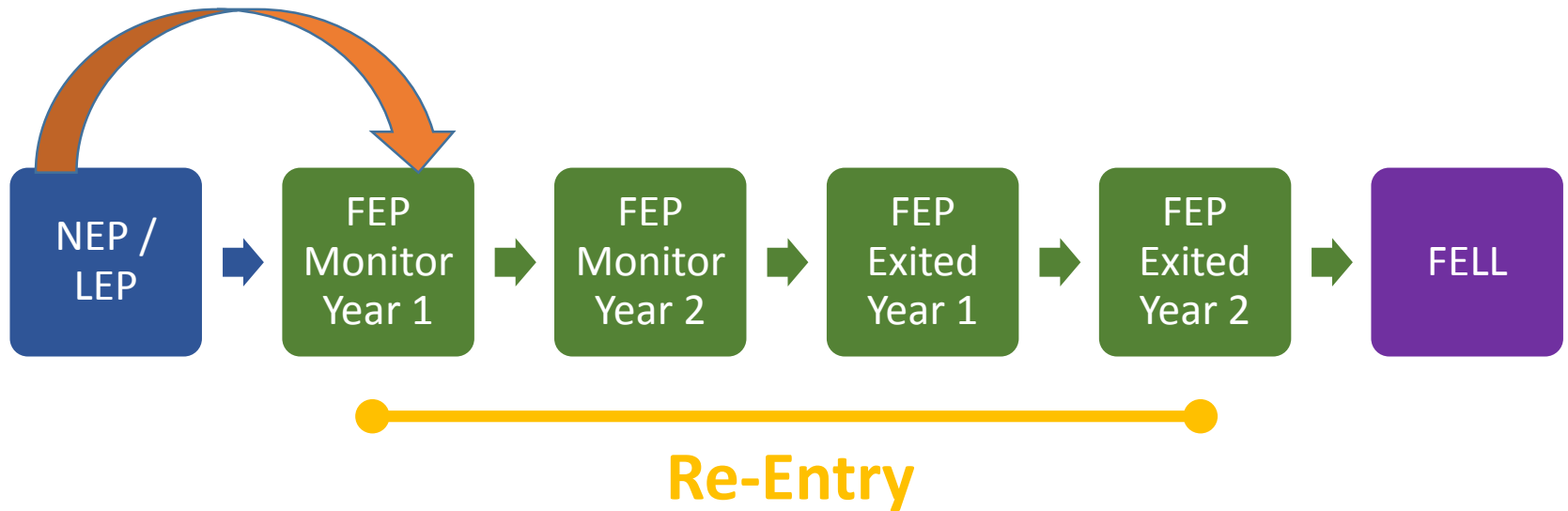


- <http://www.cde.state.co.us/parentnotificationrequirements>

English Learner: State Proficiency Progression



Redesignation



http://www.cde.state.co.us/cde_english/1819redesignationguidance

Following the State Proficiency Progression

- Student October Count and Student End of Year (EOY) remain the **same within school year**.
- Student **EOY lags by one year**: summation of the previous school year, is not the status of the student for next year.
- Provide instructional changes anytime during the school year, but language proficiency code will not change until next school year in order to **avoid coding errors**.
- There are some situations that may require an **Exception Request**: when student is FEP M1 in August but after Student October Count student regresses (not making consistent academic language growth) and needs ELD services again, move back and submit coding Exception Request.

Scenario 1

Student enrolls in the district. Parents/guardians speak a language other than English. Home Language Survey indicates English is the only language used/spoken in the home.

Question: Is the student eligible for ELD services?

Please discuss Scenario 1 with your table.

Connect with situations at your school/district.

Student enrolls in the district. Parents/guardians speak a language other than English. Home Language Survey indicates English is the only language used/spoken in the home.

Question: Is the student eligible for ELD services?

Answer: Possibly, administer the identification screener, either W-APT or WIDA Screener depending on grade level. Review screener scores and BOE to determine if ELD services are appropriate.



An EL student leaves our district and re-enrolls later.

***Question: Should we screen the student for ELD services?
(consider time out of your school)***

Please discuss Scenario 2 with your table.

Connect with situations at your school/district.

An EL student leaves our district and re-enrolls later.

***Question: Should we screen the student for ELD services?
(consider time out of your school)***

Answer: Yes, follow district enrollment procedures. If a student re-enrolls and is required to fill out all the paperwork, this should include the HLS and the district should follow identification processes accordingly. (Discuss time out of your school and dis-enrollment process)

September 26th
10:30-11:30am
Hosted by CLDE Office

Go to: CLDE Office home page →
Statewide Support Tab → Webinars

http://www.cde.state.co.us/cde_english/webinars

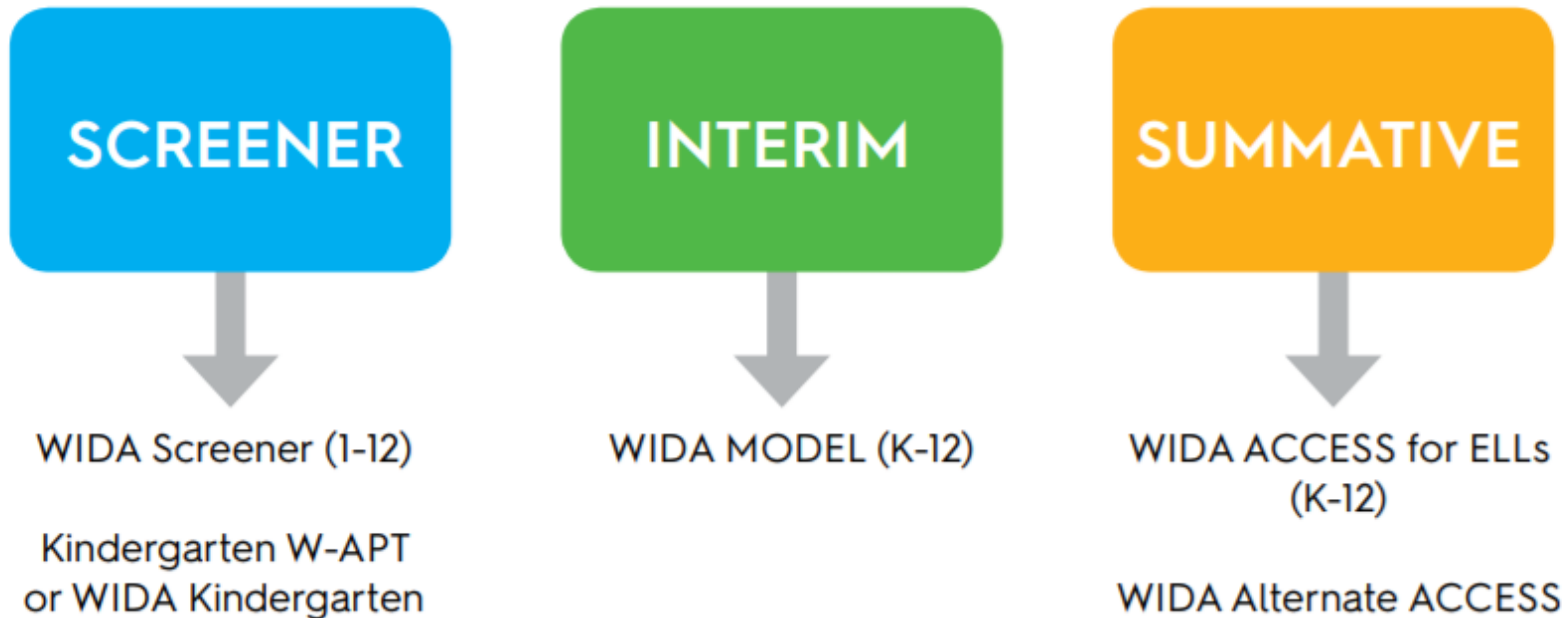
General WIDA Screenener Information



English Language Proficiency vs. English Language Arts

English Proficiency Assessments	English Language Arts Assessments
Grades K–12	Grades 3–high school
Emphasis on vocabulary, grammar, mechanics, usage	Emphasis on application of knowledge, concepts, skills
Student is asked to locate answers within the text	Student may be asked to analyze, interpret, infer from text

WIDA Comprehensive Assessment System



Four Language Domains

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

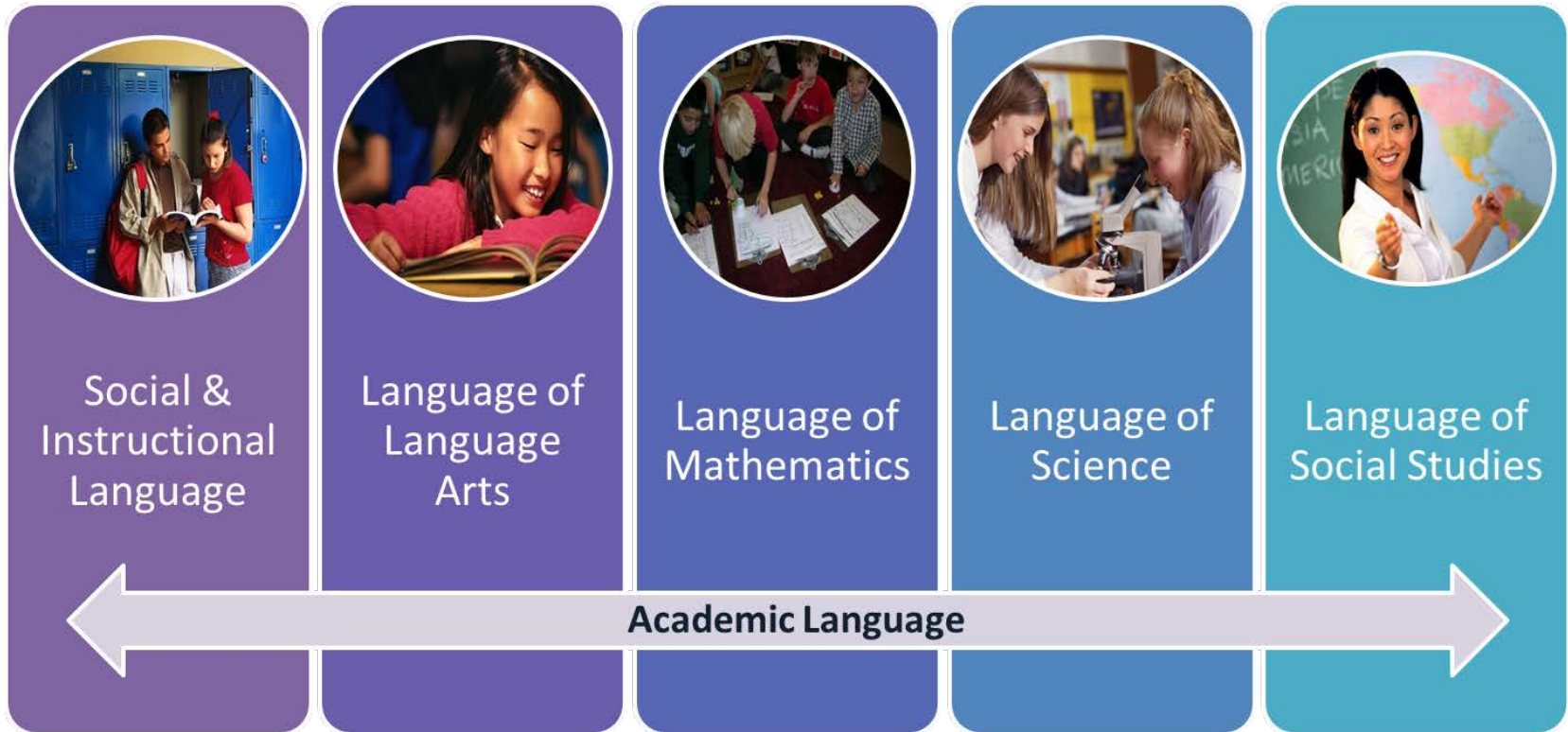
Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences

Speaking

Engage in oral communication in a variety of situations for a variety of purposes and audiences

Anchored in English Language Development Standards



Grade-Level Cluster

1

2-3

4-5

6-8

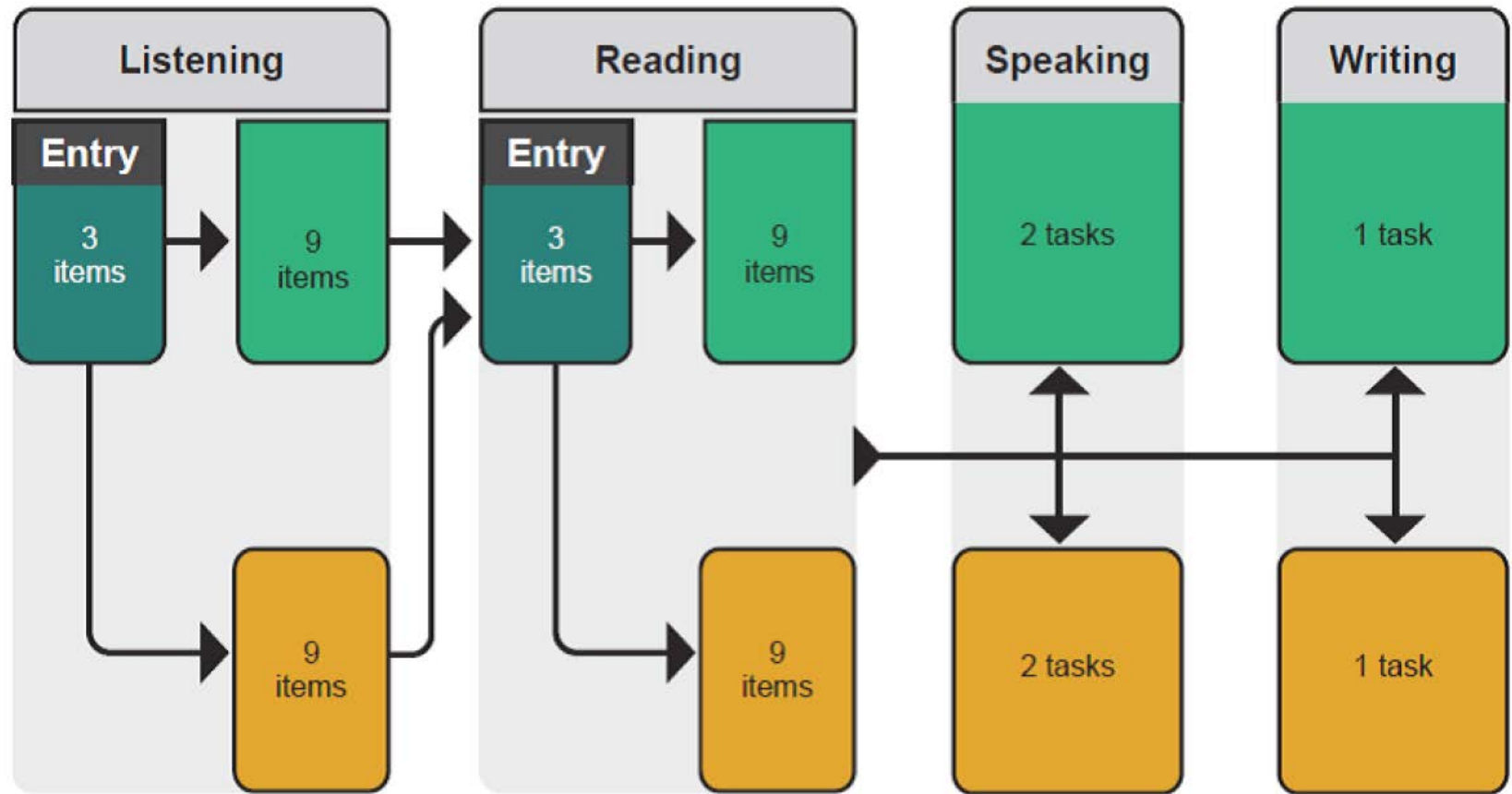
9-12

Note: Continue to administer the W-APT to Kindergarten students

Grade Level Cluster Administration

				Grade Guidance for Administering W-APT & Screener																						
Grade	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-level Cluster Form	W-APT Listening & Speaking Only	W-APT All 4 Domains	W-APT All 4 Domains	1	2-3		4-5		6-8		9-12															

Screener – Online Overview From the TAM

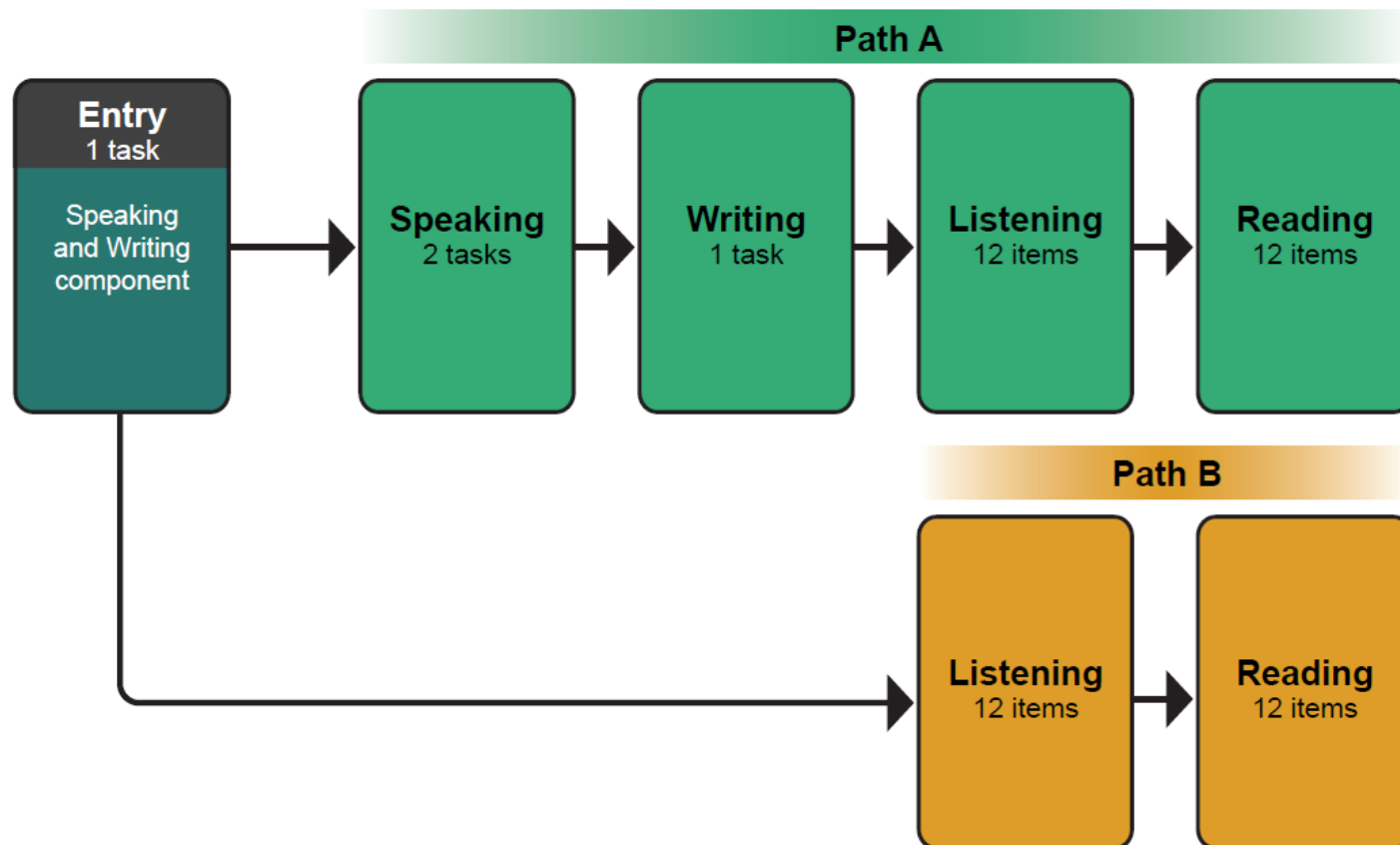


Screener – Paper Overview From the TAM

WIDA Screener

Individually administered

Individually or Group administered

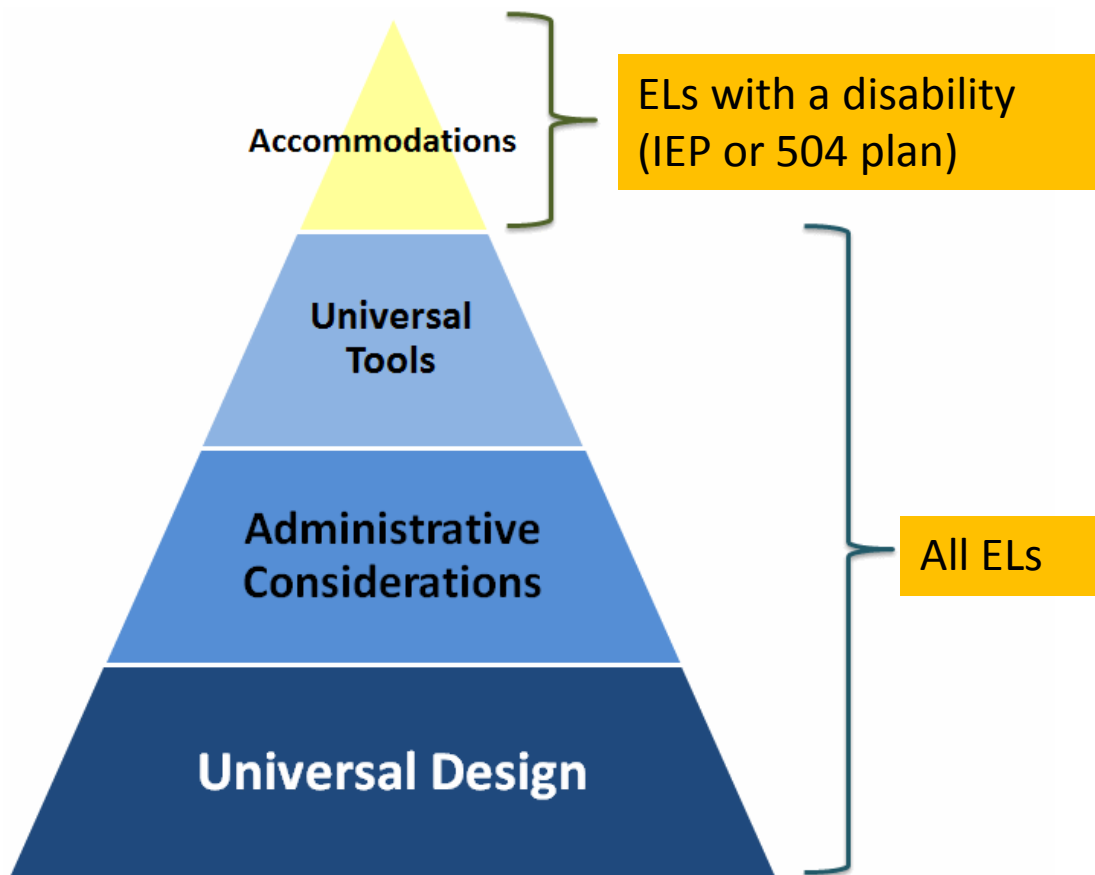


WIDA Screener: Important Information

- Perhaps your district has determined to primarily **administer** the online test. It can also be determined that newcomer students or students new to technology can take the paper test.
- **Do not send any student booklets to WIDA**; scoring is done locally (the online format does require writing booklet for grades 1-3).
- Also you must **plan to securely store and dispose** of test materials and documents at your school/district. Please ensure this is a priority and follow guidance found in the TAM under sections “Overview of Responsibilities” and “Test Materials for Administration”.

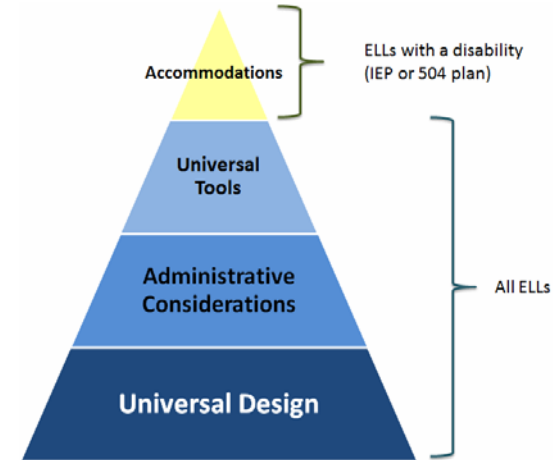


WIDA Accessibility & Accommodations Framework



Accommodations Not Allowed

- Read aloud of test items or passages on the Reading test
- Translating test items into a language other than English
- Reading of test items in a language other than English
- Bilingual word-to-word dictionary
- Translating student answers given in a language other than English



WIDA Screener: Additional Accommodations

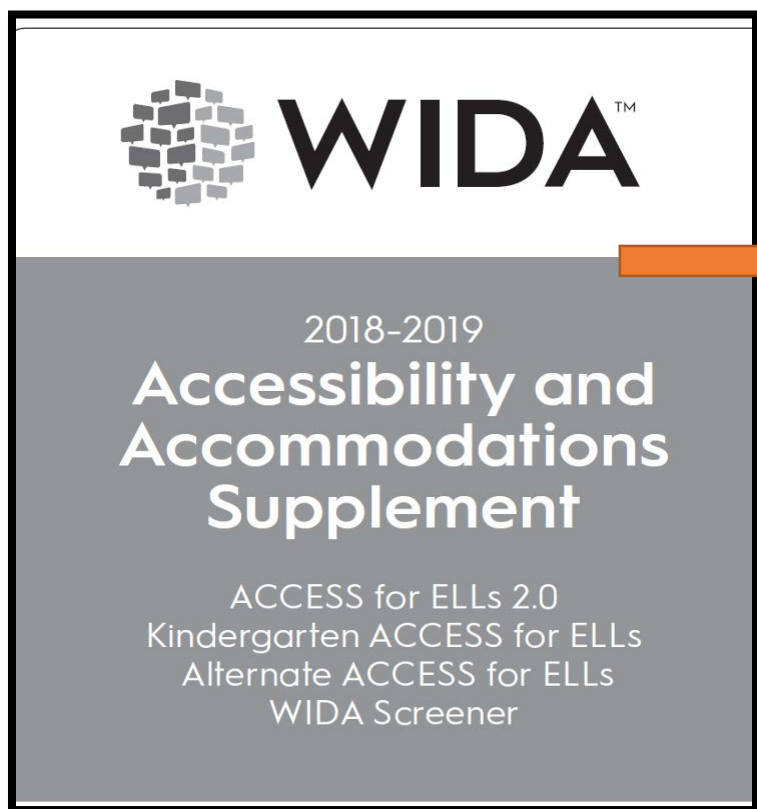
- **Large Print**
 - The student takes screener on paper using low-vision aides or magnification tools.
- **Braille**
 - WIDA Screener is not currently available in braille. If districts/schools have the capability to screen students in an alternative method, please provide.
- **Sign Language Systems**
 - Students who are deaf or hard of hearing(DHH), including those for who American Sign Language is their first language, can generally participate in the Reading and Writing domains with few or no accommodations.
 - The Human Reader of Items accommodation may be used with DHH EIs who use speech-reading as part of their communication system.

Colorado Accommodations Crosswalk can be found here -
<http://www.cde.state.co.us/assessment/ela-additionalresources>



Accommodations for students with IEP or 504 Plans

- Accommodation Supplement and Selection Forms (paper/online) can be found at: <https://wida.wisc.edu/assess/accessibility>



WIDA Screener Accommodation Selections - Online

(Place an "X" in the empty box below. TA = Test Administrator)

Accommodation	Screener Test Domains				Key Information Refer to the Accessibility and Accommodations Supplement for complete information
	Listening	Reading	Speaking	Writing	
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on screen.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual control of item audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat item audio (RA)		No			Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A		Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the time of testing. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.

WIDA Screener Certification

Pathway to Administering Assessments

CREATE AN
ACCOUNT



EXPLORE GENERAL
INFORMATION



COMPLETE
TUTORIALS &
QUIZZES



TECHNOLOGY OR
REVIEW TAM



PLAN TO
ADMINISTER



ADMINISTER
ASSESSMENT

SYSTEM REQUIREMENTS
OR DOWNLOAD
MATERIALS

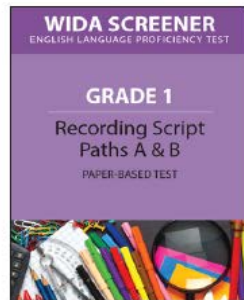
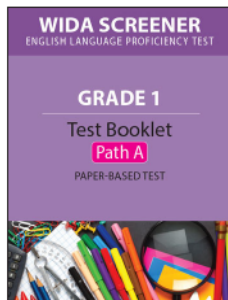
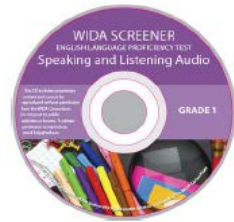
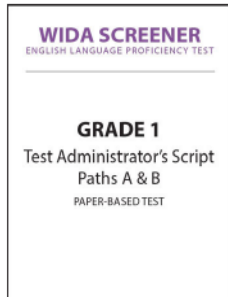


WIDA Information

- Username & password and can log into the WIDA website:
www.wida.us 866-276-7735 or help@wida.us
- WIDA Screener General Information:
<https://wida.wisc.edu/assess/screener>
- CLDE WIDA Screener Assessment Webpage:
http://www.cde.state.co.us/cde_english/english-language-proficiency-assessment

Administration Guidance: Screener Paper

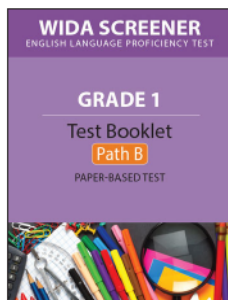
Screener Paper Materials



WIDA Screener
ENGLISH LANGUAGE PROFICIENCY TEST

GRADE 1
Student Response Booklet
Paths A & B
PAPER-BASED TEST

First name _____	Last name _____	
District/school _____		
State _____	Student ID # _____	Grade _____
Date administered _____		
Gender _____		
Home language(s) _____		




Paper Assessment: Modules – Practice - Quiz

Scoring & Reporting



WIDA Screener Paper is locally scored, so test administrators should be trained on how to score the different parts of the assessment. This section of the course will provide relevant information about scoring. Follow the steps below to learn more. Below the scoring information, read about how scores are reported.

Scoring

Step 1	Click on the Speaking Scoring button to learn about how to administer and score the Speaking Test.	Speaking Scoring
Step 2	Click on the Writing Scoring button to learn how to administer and score the Writing Test.	Writing Scoring
Step 3	Click on the Listening & Reading Scoring button to learn how to score the Listening and Reading tests.	Listening & Reading Scoring
Step 4	Take the appropriate Speaking and Writing quiz . Refer to your state policy on required certifications.	 My Training & Quiz HISTORY

Administration Pathways



- The WIDA Screener Paper begins with an **individually** administered Entry Task, containing speaking and writing.
- The Entry Task will determine which pathway to route the student, into Path A or Path B

Path A

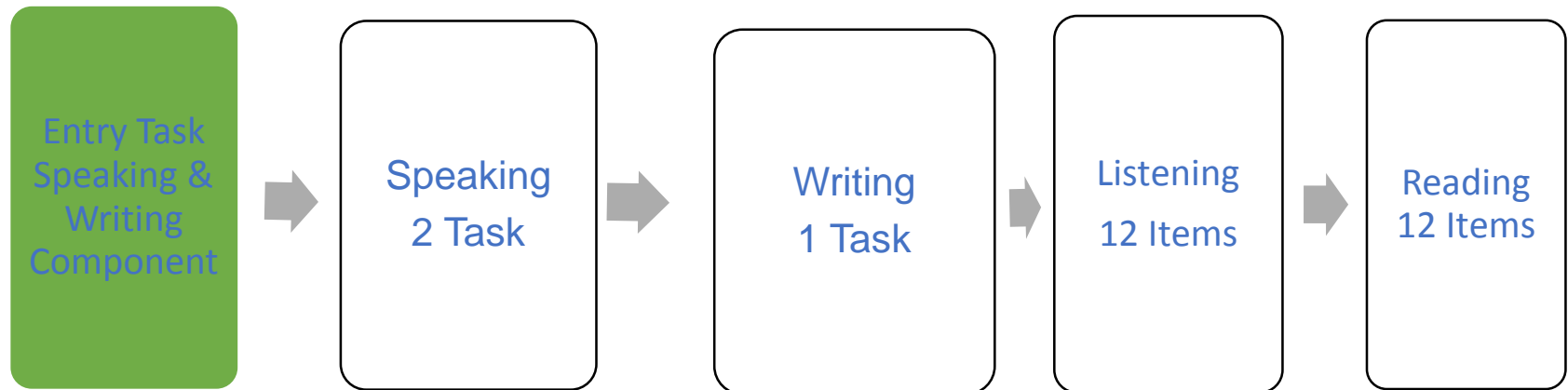
The majority of students will complete Path A, which contains Speaking, Writing, Listening & Reading

Path B

Path B addresses the needs of students at the beginning stages of ELD by providing an opportunity to respond to a limited number of Listening & Reading tasks

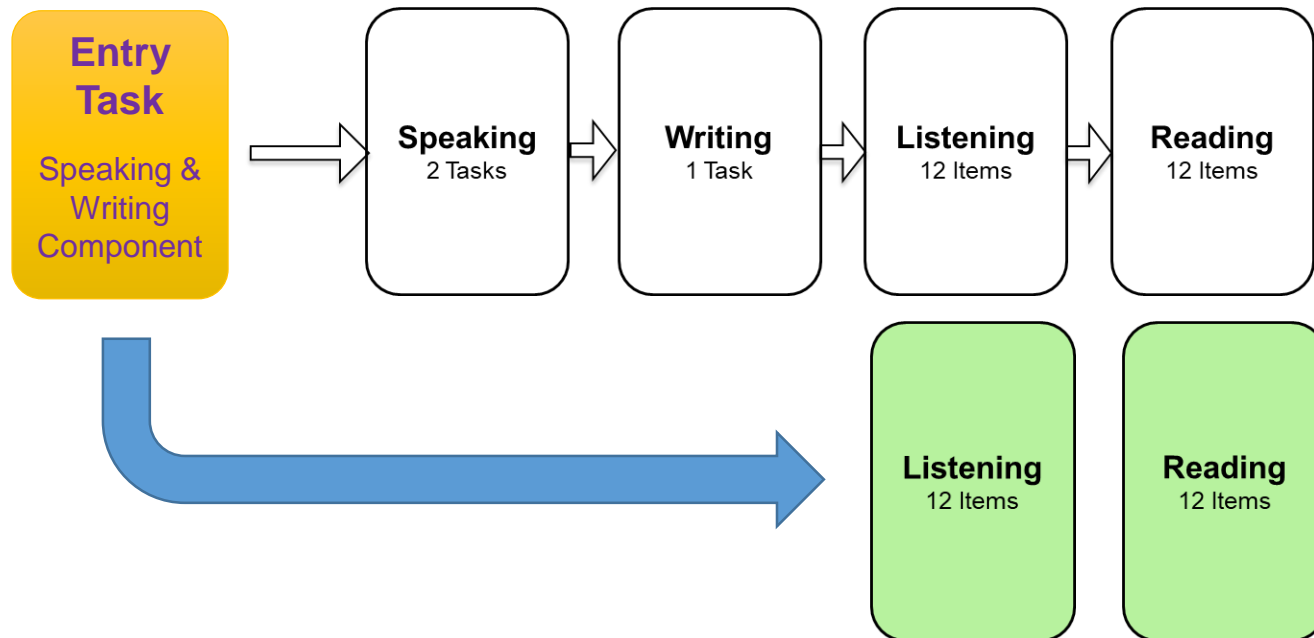
Path A

- Screener Entry Task has been given
- Continuing to Path A

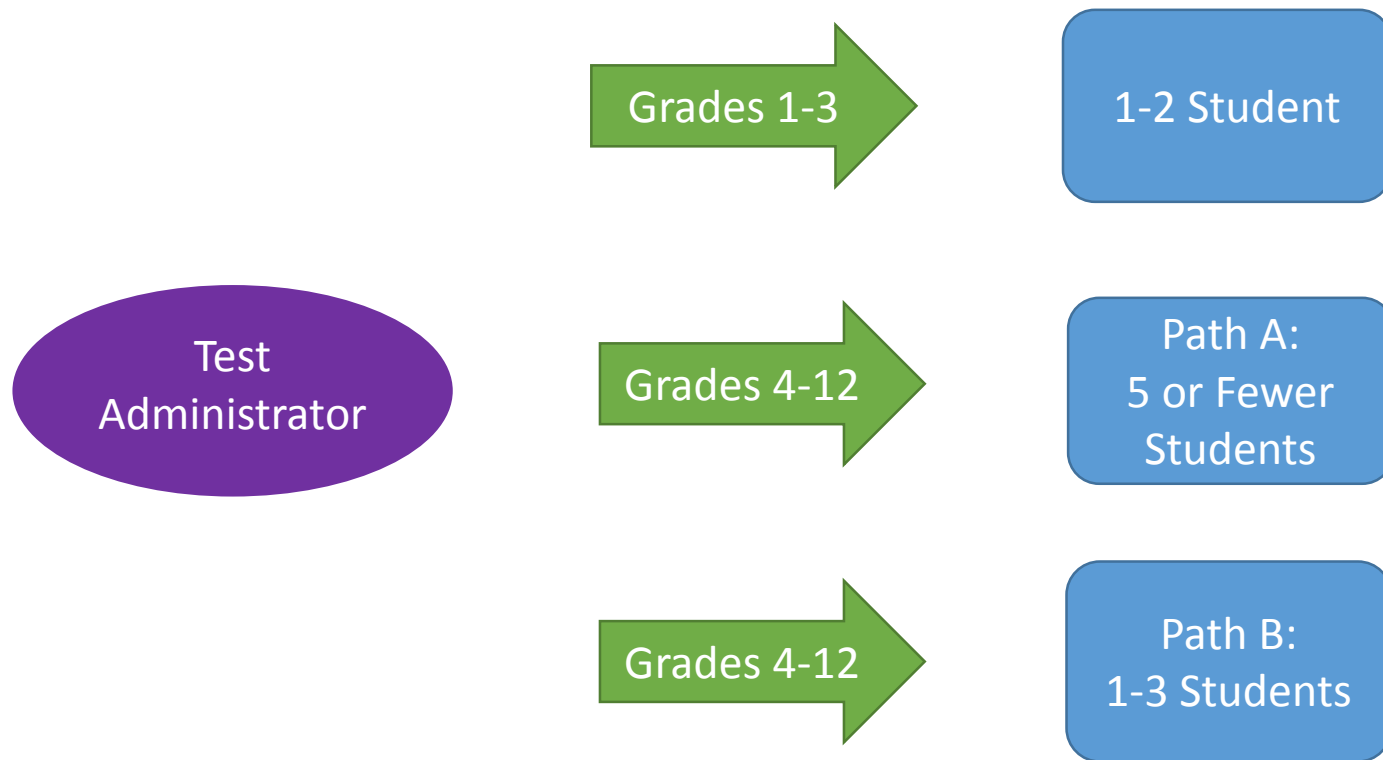


Path B

- Screener Entry Task has been given
- Continuing to **Path B** (skip speaking & writing tasks)



Individual vs Group Administration: Listening, Reading & Writing



WIDA Screener Paper Entry Task: "How to Administer"

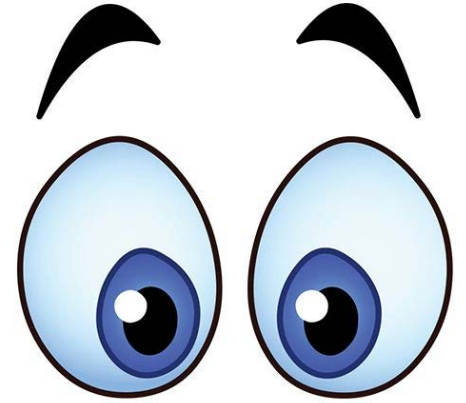


CANNOT SKIP ENTRY TASK:

- Show the student the picture
- Prompt the student to talk about the picture
- Prompt the student to write about the picture
- Use the guidelines provided in the Test Administrator's Manual (TAM) to evaluate the student's oral and written entry tasks
- The student's performance on the entry task indicates whether the student will take Path A or Path B of the WIDA Screener

Entry Task: Determining Pathway

- Did the student say at least 2 connected words?
 - About the picture
 - In English
 - Not memorized
- Did the student write at least 2 connected words?
 - In English
 - Not copied



- **Path A** if at least 2 connected words are said or written
- **Path B** if less than 2 connected words are said or written

Remember: Path B



B is for beginners

Most students will take Path A



Evaluating the Entry Task

Evaluate the Entry Task

Ask yourself:

1. Did the student say at least two connected words in English about the picture?
(e.g., "girl and boy," "a book")
2. Did the student write at least two connected words in English about the picture?
(e.g., "boy coloring," "the teacher")

If YES to EITHER question:

- Circle "Path A" on the Student Response Booklet, page 9
- Go to Test Administrator's Script, page 6***

If NO to BOTH questions:

- Circle "Path B" on the Student Response Booklet, page 9
- Go to Test Administrator's Script, page 30

Considerations for evaluating responses:

Accept invented spellings.

- Select Path B if...
- responses consist only of memorized chunks of language in English that are not about the picture, e.g., "My name is...", "I don't know."
 - responses are only in a language other than English.
 - student only copies text verbatim.

Then say:

O.K. Now let's go to the next part of the test.

***Note for small-group or individual administration of Path A:


The Speaking, Writing, and Listening & Reading tests may be administered in any order.

The Listening & Reading tests are a unit; they should be administered together, in that order. However the Listening & Reading tests may be administered at the beginning, in the middle, or at the end of the session.

See the WIDA Screener Paper Test Administration Manual for additional guidance.

Administration Guidance: Screener Online

Assess to Test/Training Materials



Assess Teach Grow About Memberships and Programs

Login

The WIDA Consortium and WIDA International School Consortium provide valuable secure resources that require an account.

Secure Portals

WIDA Secure Portal

Test preparation, administration and post-testing resources; training courses; user account management; and SEA resources


- Have an account but forgot your password or having trouble logging in? Contact the WIDA Client Services Center at help@wida.us
- Have a WIDA Secure Portal account but forgot your password? Go to our [password reset page](#).

Log In


Select Site

[Log In](#)


Screener Test Materials & Training



WIDA SCREENER
Online




WIDA SCREENER
Paper




**Kindergarten
W-APT**
Screener Test

If your school/state requires annual recertification, please enter the training course and take the appropriate quizzes.

The list of key resources includes supplementary documentation as well as links to video tutorials and training webinars.



Quick Start Guide
Preparing for the Test



Training Course

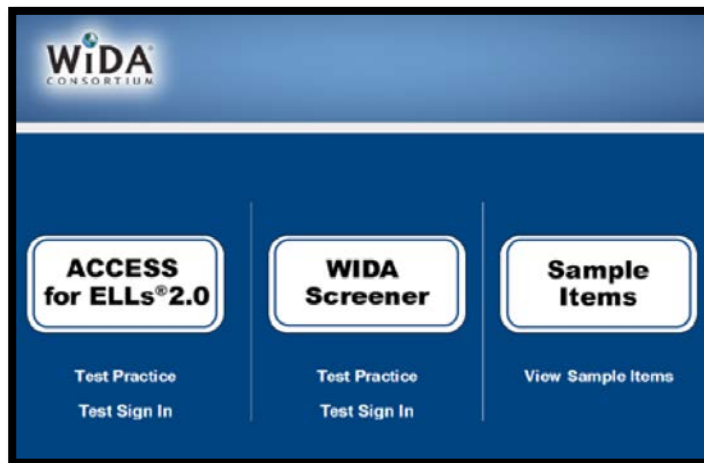
Other Key Resources

- [Accessibility and Accommodations Supplement for WIDA Screener](#)
- [Considerations for Scoring Oral Language](#)
- [Sentence Complexity Guidelines](#)
- [Test Administration Manual](#)
- [WIDA Screener Paper Webinar](#)
- [WIDA Screener Speaking Scoring Scale](#)
- [WIDA Screener Writing Scoring Scale](#)

Student Test Ticket

WIDA Screener Online Test Ticket Screener Gr 4-5

Luis
Gomez
Date of Birth: 10/22/2006
Accommodations: N/A
Domain: Screener
Test Session Name: Generic Grade 4
State Student ID: 1234567890
Username: GLuis1
Password: 266599



The following tests have been scheduled for **Student Name!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

- [Listening Click Here](#)
- [Reading](#)
- [Speaking](#)
- [Writing](#)

Online Do - Don't



- Monitor student progress and help adjust audio
 - Answer procedural questions
 - Rephrase, explain in English or if requested, translate directions and practice items only
 - You may only answer content questions during the practice items
 - Provide the accommodations documented in the IEP
- Interrupt students who are working independently
 - Give hints, provide answers, or change student responses
 - Rephrase, explain or read aloud test passages or items
 - Answer questions about content, vocabulary, or grammar

Do's for Online Testing: Technology

- Assist students if they are having issues with technology.
- Clarify where to click in order to move on to the next test item.
- Clarify where the answer choices are located.
- Clarify where a student must click to answer a question.
- Assist students with scrolling up and down.
- Assist students with adjusting the volume, putting on their headsets, and adjusting the microphone.
- Ensure students are speaking loudly enough by monitoring the yellow bars in the Spectrum Analyzer on the student's screen.
- If a student sees a pop-up indicating that the system was not able to record a response, assist the student in checking the microphone and/or encourage the student to speak loudly enough.



WIDA Screener Speaking

Online Assessment: Modules – Practice - Quiz

Scoring & Reporting



WIDA Screener Online calculates Listening and Reading scores automatically. However, Speaking and Writing are locally scored, so test administrators should be trained to score these two domains. This section of the course will provide relevant information about scoring.

Scoring

Click on the Speaking Scoring button to learn about how to administer and score the Speaking Test.

**Speaking
Scoring**

Click on the Writing Scoring button to learn how to administer and score the Writing Test.

**Writing
Scoring**

Take the appropriate [Speaking and Writing quiz](#). Refer to your state policy on required certifications.



Click on the Entering Scores button to learn about entering Speaking and Writing scores in WIDA AMS.

**Entering Scores in
AMS**

Click on the Score Reports button to learn how to generate Score Reports in WIDA AMS.

**Generating Score
Reports**

Speaking Scoring Test Overview

WIDA Screener Paper

- Path A Students Only
- Virtual test administrator (Ms. Lee) and a model student (Nina) provide speaking prompt (USB/CD)
- Administrator/Scorer uses Student Score sheet to score student response

WIDA Screener Online

- All students who take online will be scored on speaking
- Virtual test administrator (Ms. Lee) and a model student (Nina) provide speaking prompt online
- Administrator/Scorer inputs student response score in AMS

Speaking Task Sequence

1. The Virtual Test Administrator provides background information on the topic that clarifies the visuals presented (supported with both audio and text).
2. The Virtual Test Administrator asks the model student, **Nina**, a question about the pictures.
3. **Nina's** answer provides a model for your student that indicates expectations of length and complexity for scoring purposes.
4. The Virtual Test Administrator will then ask your student a new question about the pictures that is related to the question she asked **Nina**.
5. For both paper and online, the Test Administrator scores student's response using the speaking scoring scale. The student response is compared to the model answer given by Nina (**Nina's response is always the highest score point, Exemplary**).

Screener Online: Proficiency Levels

Level	Expectations
P1	<ul style="list-style-type: none">• Identify items from a picture• Produce responses that consist of words or short phrases
P3	<ul style="list-style-type: none">• Describe, give an opinion, or compare/contrast• Draw information from visual stimuli or personal experience• Produce sentences in response
P5	<ul style="list-style-type: none">• Explain, recount, or argue using elaborated & sophisticated language• Designed to elicit extended oral responses with use precise content-area vocabulary• Elaboration using multiple complex sentences in which each idea is joined appropriately• Response is clear, automatic, and fluent

Screener Online: Speaking Scoring Scale

P3 & P5 Task

The WIDA Screener Speaking Scoring Scale	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none"> • Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none"> • Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none"> • Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none"> • Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none"> • Does not respond (in English)
Scoring processes	
Select the score point that best describes the overall response relative to the qualities of the model <ul style="list-style-type: none"> • Check to ensure each bullet point is met • If not, check one level below 	
Scoring notes & rules	
<ul style="list-style-type: none"> • For P1 tasks, assign a score of Adequate and above if the response includes more than one word in English. This includes an article plus noun (e.g., "a chair"), and words repeated verbatim from the model. <i>Note: P1 tasks appear only on the WIDA Screener Online.</i> • For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks. • At all task levels, simply repeating or reading all or part of the task question should be scored Attempted. • At all task levels, responses of "I don't know" should be scored Attempted. <p>Off-task response: The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of Attempted.</p> <p>Off-topic response: The response shows a misinterpretation of the instructions. An off-topic response is <i>related</i> to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off topic.) The maximum score for an off-topic response is Adequate. If any part of the response is on topic, the entire response is scored as on topic.</p>	

P1 Tasks

Defining Attempted

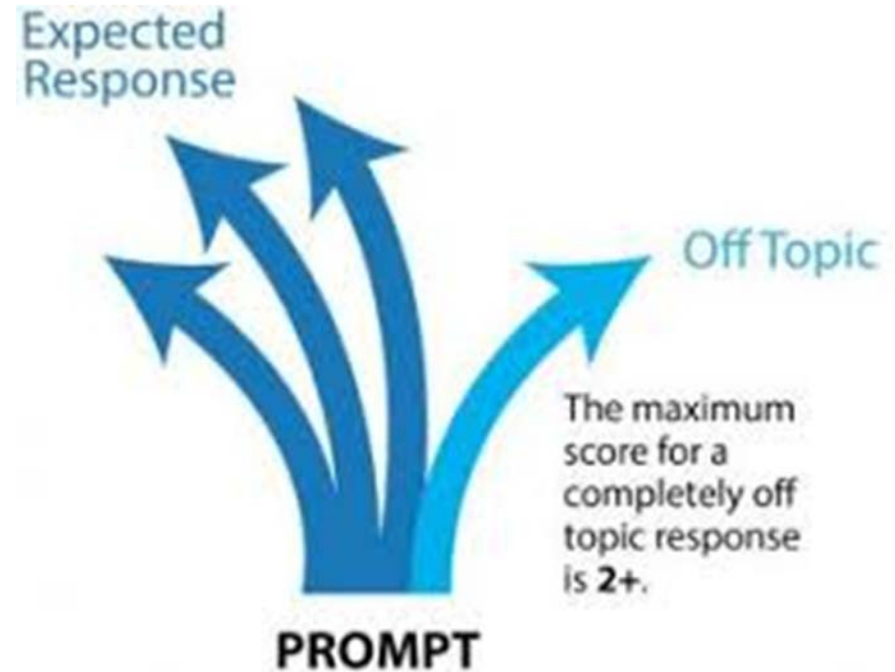
- At all task levels, simply **repeating or reading** all or part of the task question should be scored **Attempted**.
- At all task level, responses of “**I don’t know**” should be scored **Attempted**.
- A response that is entirely **off task** receives a score of **Attempted**.

Speaking: Off Task vs Off Topic

Off Task



Off Topic



Speaking Test: Considerations



<https://www.wida.us/client/Screener/online/materials-resources.aspx>

Speaking Scoring Resources	
Speaking Scoring Scale	The Speaking Scoring Scale is the tool used to rate students' speaking responses. It is available to download within each of the Screener: Speaking Scoring Series.
Considerations for Scoring Oral Language	This document is a helpful reminder of things to keep in mind when scoring student speaking responses. It also includes some scoring tips.

Speaking Test: Scoring Tips

When scoring Speaking think about:

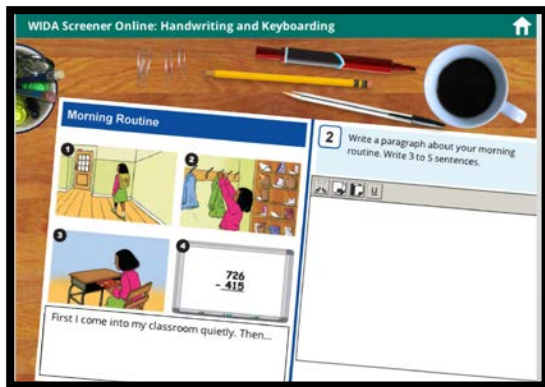
- The grade level you are assessing
- How difficult are the demands of the task (P1, P3, P5)
- The language needed on the scoring scale at each level
- Is the response as sophisticated as the Model Student – **Nina**
- Is the response “Off Topic” or “Off Task”

WIDA Screener Writing

Writing Scoring Test Overview

WIDA Screener Paper

- Students respond to one writing task by writing their responses in their Student Response Booklets.
- Test Administrator's Script, Test Booklet, and Student Response Booklet



WIDA Screener Online

- Students in grades 1-3 respond to writing prompt in a grade cluster and tier specific Writing Test Booklet
- Download and print the writing test booklets by grade cluster and tier as well as the appropriate test administrator script
- Students in grades 4-12 responds to computer based writing prompt by keyboarding.

Features of Academic Language

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none">• Amount of speech/written text• Structure of speech/written text• Density of speech/written text• Coherence and cohesion of ideas• Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none">• Types and variety of grammatical constructions• Mechanics of sentence types• Fluency of expression• Match language forms to purposes/perspectives• Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none">• General, specific, and technical language• Multiple meanings of words and phrases• Nuances and shades of meaning• Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



Screener Writing: Scoring Scale

For scoring ACCESS for ELLs 2.0 and the WIDA Screener only

ACCESS for ELLs 2.0 Writing Scoring Scale, Grades 1–12

5+	Score Point 6
	D: Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience)
	S: Purposeful use of a variety of sentence structures that are essentially error-free
4+	W: Precise use of vocabulary with just the right word in just the right place
	Score Point 5
	D: Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience)
3+	S: A variety of sentence structures with very few grammatical errors
	W: A wide range of vocabulary, used appropriately and with ease
	Score Point 4
2+	D: Organized text that presents a clear progression of ideas, demonstrating an awareness of context (e.g., purpose, situation, and audience)
	S: Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility
	W: A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning
1+	Score Point 3
	D: Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear
	S: Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors
	W: Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times
	Score Point 2
	D: Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors)
	S: Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences
	W: Vocabulary primarily drawn from the stimulus and prompt
	Score Point 1
	D: Minimal text that represents an idea or ideas
	S: Primarily words, chunks of language, and short phrases rather than complete sentences
	W: Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt

D: Discourse Level

S: Sentence Level

W: Word/Phrase Level



Screener: Writing Scoring Process & Rules

For scoring ACCESS for ELLs 2.0 and the WIDA Screener only

Scoring process

The 11 possible score points are as follows:

1 1+ 2 2+ 3 3+ 4 4+ 5 5+ 6

After reading the entire response, make an initial decision about which score point best captures the response as a whole (e.g., Score Point 3). Then, check the three descriptors (discourse, sentence, and word/phrase) for that score point.

- If all three descriptors are a good fit for the response, award the whole score point (e.g., Score Point 3).
- If there is clear evidence that one or two descriptors at a higher score point are a better fit, award a plus score point (e.g., Score Point 3+).
- If there is clear evidence that one or two descriptors at a lower score point are a better fit, go down one score point and award a plus score point (e.g., Score Point 2+).

Additional scoring rules

Nonscorable: The response is blank; consists only of verbatim copied text; consists only of text that is completely off task; or is entirely in a language other than English.

Completely off-task response: The entire response shows no understanding of or interaction with the prompt. It may be a memorized, previously practiced response or appear to answer another, unrelated prompt. A response that is entirely off task is **nonscorable**.

Completely off-topic response: The entire response shows a misinterpretation or misunderstanding of the prompt. An off-topic response is related to the prompt, but does not seem to address it as intended. However, the response is clearly not a memorized, previously practiced response. These responses are scored in their entirety using the scoring scale; however, **the maximum holistic score for a completely off-topic response is 2+.**

Partially off-task response: The response contains both off-task and on-task writing. These responses are scored by ignoring the off-task portion (which may be memorized and previously practiced) and scoring only the on-task portion using the scoring scale.

Partially off-topic response: The response contains both off-topic and on-topic writing (i.e., a portion of the response shows a misinterpretation or misunderstanding of the prompt). These responses are scored in their entirety using the scoring scale.



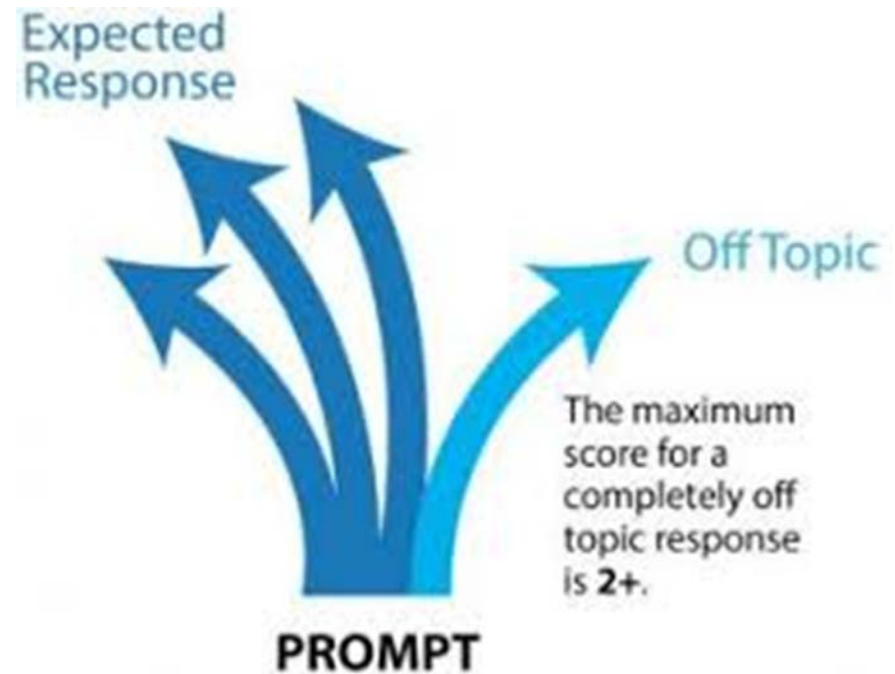
Writing: Off Task vs Off Topic



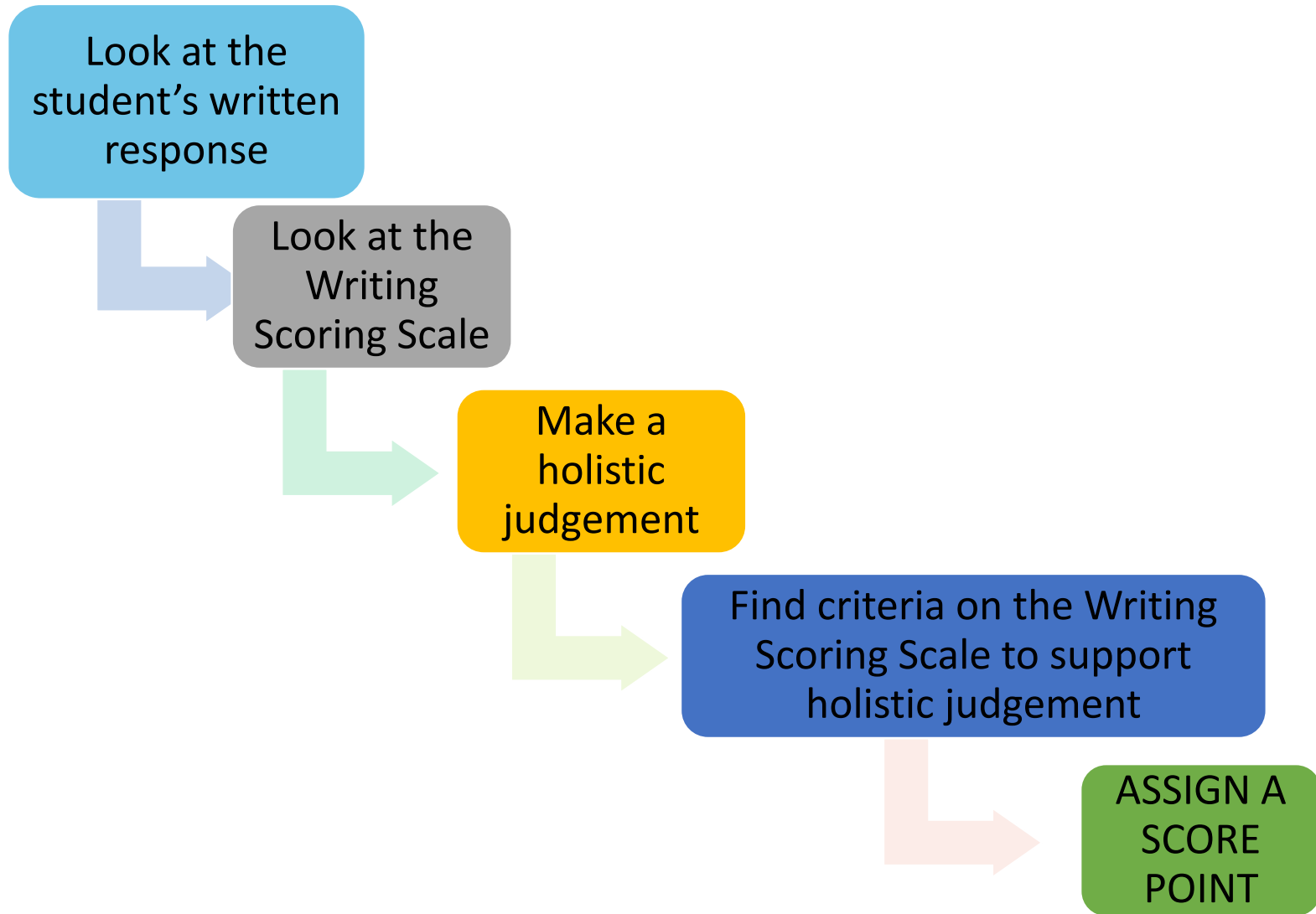
Off Task



Off Topic



Screener: Writing – Assign a Score Point



Focus on and score the language on the page

- **Young Learners:** inventive spelling, punctuation and handwriting
- **Typed Response:** typos, lack of capitalization, spacing between words is not correct
- **Copied or Adaptive Text:** most students copy test prompt, look for original language in responses
- **Comprehensibility:** difficult to read, spelling errors
- **Other Considerations:** matching up task question number given online to paper responses

WIDA Screener Online Scoring Calculator

Screener Online: Entering Scores

<https://www.wida.us/client/Screener/online/scoring/entering-scores.aspx>



This page will show you how to enter and score students' Speaking and Writing responses after completion of the test.

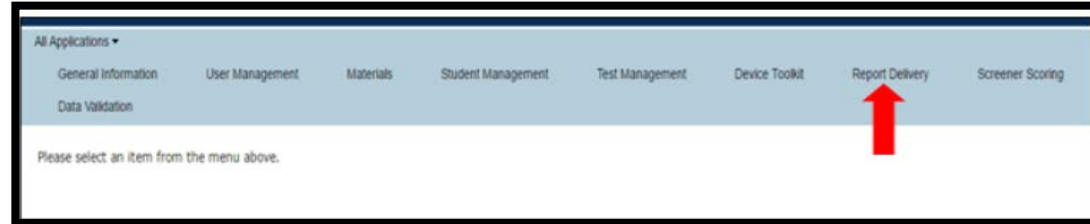
For an overview of the whole scoring process, please watch the [Screener Scoring video](#) and see the [Scoring Student Responses PowerPoint](#).

After the students you have tested have completed their tests you will need to go to [wida-ams.us](https://www.wida-ams.us) to score their Speaking and Writing responses. Listening and Reading responses are scored for you.

Screener Online: Generating Score Reports

<https://www.wida.us/client/Screener/online/scoring/generating-reports.aspx>

- Log into WIDA AMS and All Applications, then click **Report Delivery**













- Select **On-Demand Reports**. Enter student information and click **Find Student**. Score Report will be blank if student has not completed all 4 domains or all domains have not been scored. (up to 2 hours)

The screenshot shows the 'On-Demand Reports' form. It includes a search section with the following fields: Administration (Screener - Wisconsin), District (DRC Use Only - Sample D), School (DRC Use Only - Sample S), Report (Score Report), Language (English), Grade (04), Last Name, First Name, State Student ID, and Session. A red arrow points to the 'Find Students' button.

- Open or save the results of multiple students by selecting student(s) and click on **Open Selected** or **Save Selected**

The screenshot shows a table of students with the following columns: Select, Last Name, First Name, State Student ID, Date Of Birth, Grade, and Action. The table contains five rows of student data. Below the table are two buttons: 'Open Selected' and 'Save Selected'. A red arrow points to the 'Open Selected' button, and another red arrow points to the 'Save Selected' button.

Select	Last Name	First Name	State Student ID	Date Of Birth	Grade	Action
<input type="checkbox"/>	Potter	Harry	11111	07/31/1980	04	 
<input type="checkbox"/>	Weasley	Ron	33333	03/01/1980	04	 
<input type="checkbox"/>	Granger	Hermione	22222	09/19/1979	05	 
<input type="checkbox"/>	Lupin	Remus	44444	03/10/1960	06	 
<input type="checkbox"/>	Evans	Lily	55555	01/30/1960	06	 

Screener Online: Score Report Sample

Page 1 of 2

WIDA Screener

Score Report

Test Date: 4/17/2018 Test Administrator/Scorer:

Student Information

First Name: Last Name:
Birthdate: Current Grade:
State ID: School:
District: State:
Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

Scores are reported as Language Proficiency Levels. Proficiency levels are only reported as whole numbers and the composites are rounded to the nearest PL or half PL.

Language Domain Scores	Proficiency Level
Listening	2
Reading	1
Writing	1
Speaking	1
Composite Scores	Proficiency Level
Oral Language	1.5
Literacy	1
Overall*	1



Thank you for attending today!



ELD Programs

- Visit: http://www.cde.state.co.us/cde_english
- Contact: Morgan Cox at cox_m@cde.state.co.us
- Contact: Lindsay Swanton at Swanton_l@cde.state.co.us
- Contact: Doris Nguyen at brock-Nguyen_d@cde.state.co.us

EL Data Coding & Reporting

- Visit: http://www.cde.state.co.us/datapipeline/snap_studentoctober
- http://www.cde.state.co.us/datapipeline/inter_student
- Contact: Genevieve Hale at Hale_g@cde.state.co.us

Assessment Office (ACCESS 2.0/Screeners Kits)

- Visit: <http://www.cde.state.co.us/assessment/ela>
- Contact: Heather Villalobos Pavia at Villalobos-Pavia_H@cde.state.co.us