



**COLORADO**  
Department of Education

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# English Learner Identification & WIDA Screener Preparation Training

**2020**

**'Equity' means that every child gets what he or she needs to succeed, as opposed to everyone gets the same thing.**

- ~ Use the chat bar to communicate
- ~ Training is not being recorded
- ~ Download training materials



## A word cloud of greetings in various languages, including English, Spanish, French, German, Italian, and others, arranged in a circular pattern. The words are in different colors and sizes, creating a vibrant and multicultural visual. The background is a light blue gradient with a subtle pattern of hexagons.

**Poll - How familiar are you with WIDA Screener?  
(0-None/1-Low/2-Moderate/3-High)**



# Today We Will.....

State Standardized and Interim Identification

General WIDA Information & Background

Guidance on Certification & Administering  
WIDA Screener

# State Identification Procedures



### Every Student Succeeds Act (ESSA), §§1112(e); 3116(b)

Requires recipients of Titles I and III to **identify ELs and notify parents** of the language instruction educational programs available to students.

### Lau Remedies, 1975 (Case law, Civil Rights Act 1964)

Specifies approved approaches, methods, and procedures for: **Identifying and evaluating** national origin minority students' English language skills.

# State Requirements for EL Identification

## English Language Proficiency Act, CRS 22-24-105

Requires districts to **identify** and **report** the number of English Learners (ELs) in the district to the Colorado Department of Education.

## Senate Bill 109, CRS 22-24-106

One common assessment to **identify** EL student: W-APT/WIDA Screener, the state mandated placement assessment must be used as one indicator to determine English Language Proficiency (ELP) and if student is an English Learner (EL).

**English Learners (ELs)** are those students who are linguistically diverse and identified as having a level of **English Language Proficiency (ELP)** that requires language support to achieve standards in grade-level content in English (Colorado Revised Statutes under the English Language Proficiency Act 22-24-103)

Non-English Proficient (NEP)  
Limited English Proficient (LEP)  
Fluent English Proficient (FEP)  
Former English Language Learner (FELL)

Colorado includes students monitored for two years following Redesignation as **Fluent English Proficient (FEP M1/M2)** when analyzing the performance of English learners

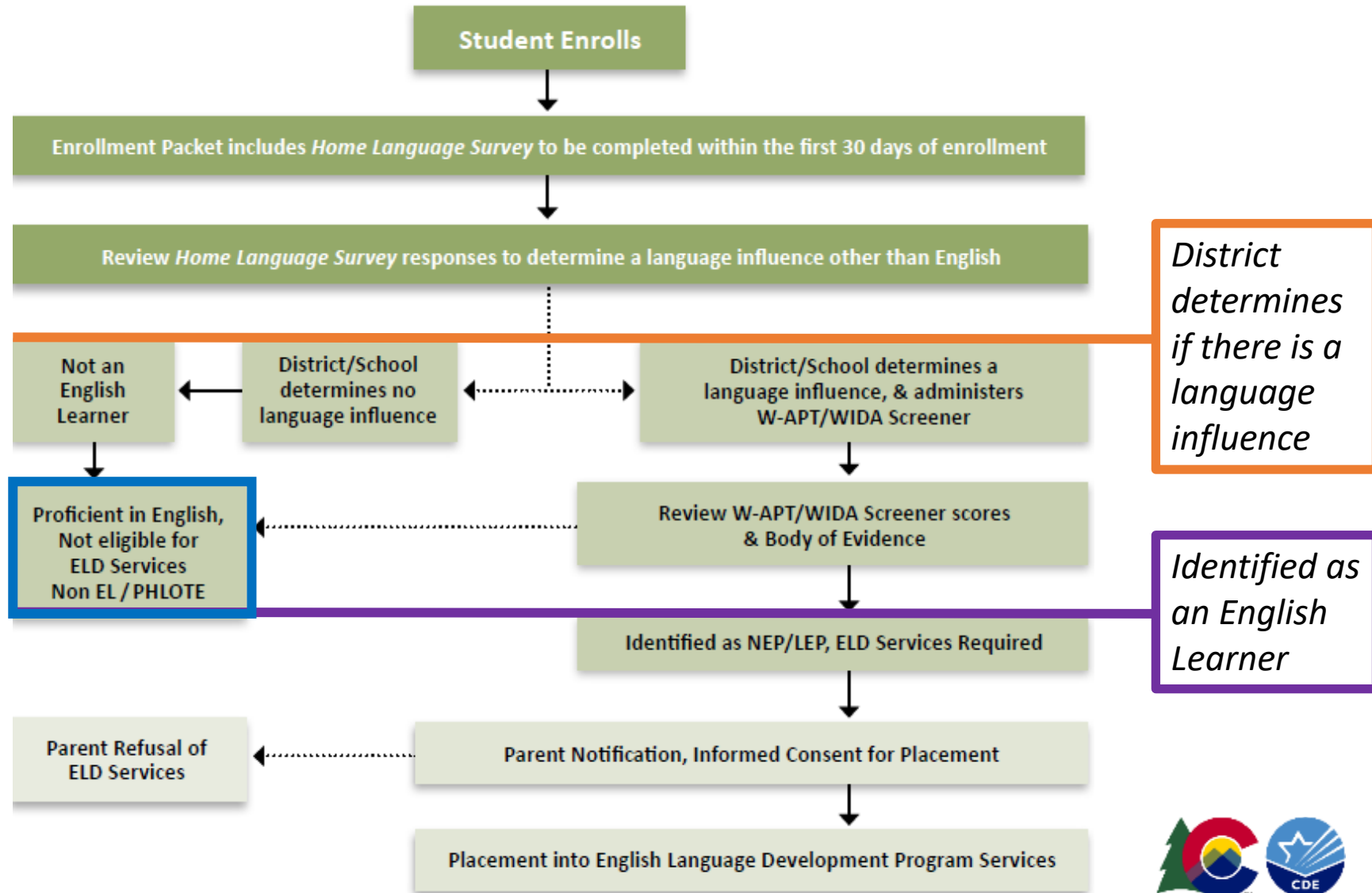
Former English Language Learners (FELL) and students who Exit (FEP Exit1/Exit2) from the ELD program after demonstrating English language proficiency and grade-level proficiency in reading, writing, and other content areas are not included in the federal definition of English learners





# State Standardized Identification Procedures

See Packet



# Home Language Survey (HLS)



Required by law



Given to all new-to district students



Tool used to determine language influence



Three required questions (OCR & DOJ)



Completed within 30 days (2 weeks after October count)



# OCR and DOJ Home Language Survey

## 3 Approved Questions



What is the primary language used in the home, regardless of the language spoken by the student?

What is the language most often spoken by the student?

What is the language that the student first acquired

[www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf)



# 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

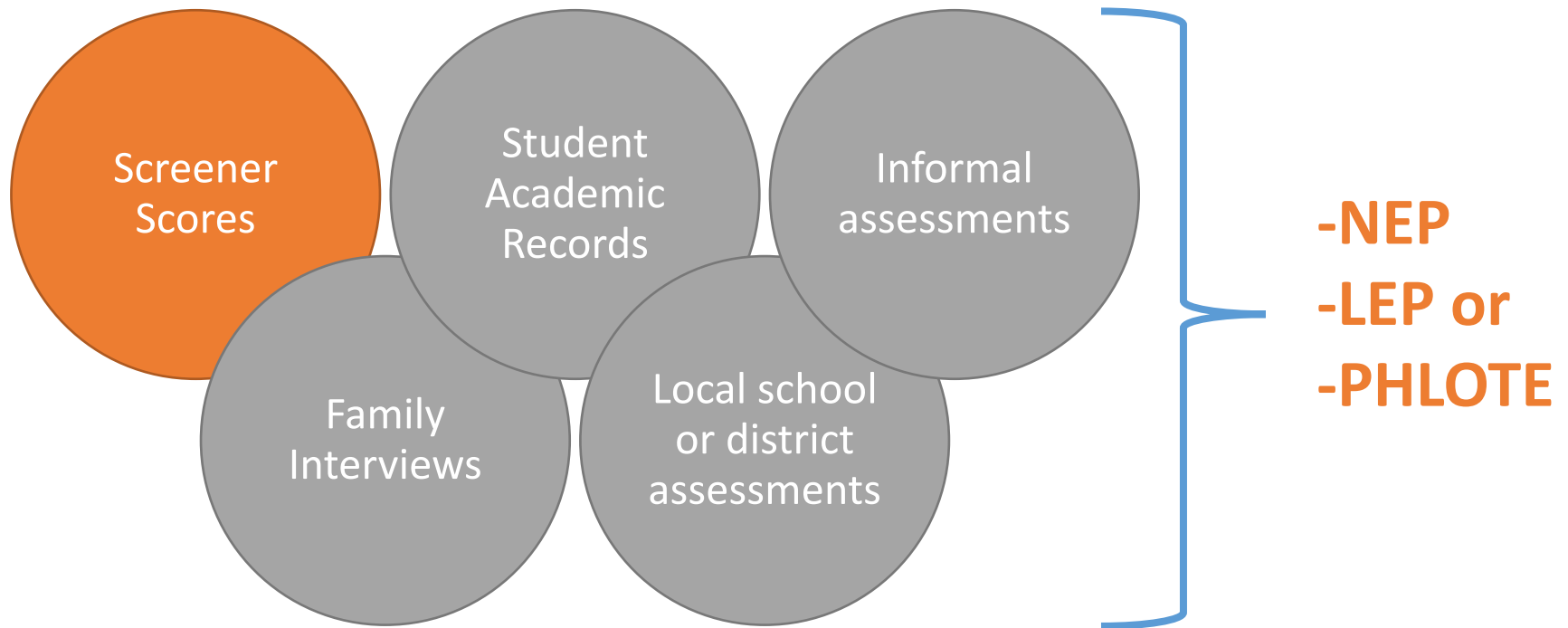
# Who takes the WIDA Screener assessment?

- 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
    - Students enrolling from out of state (with Screener scores)
  - 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.

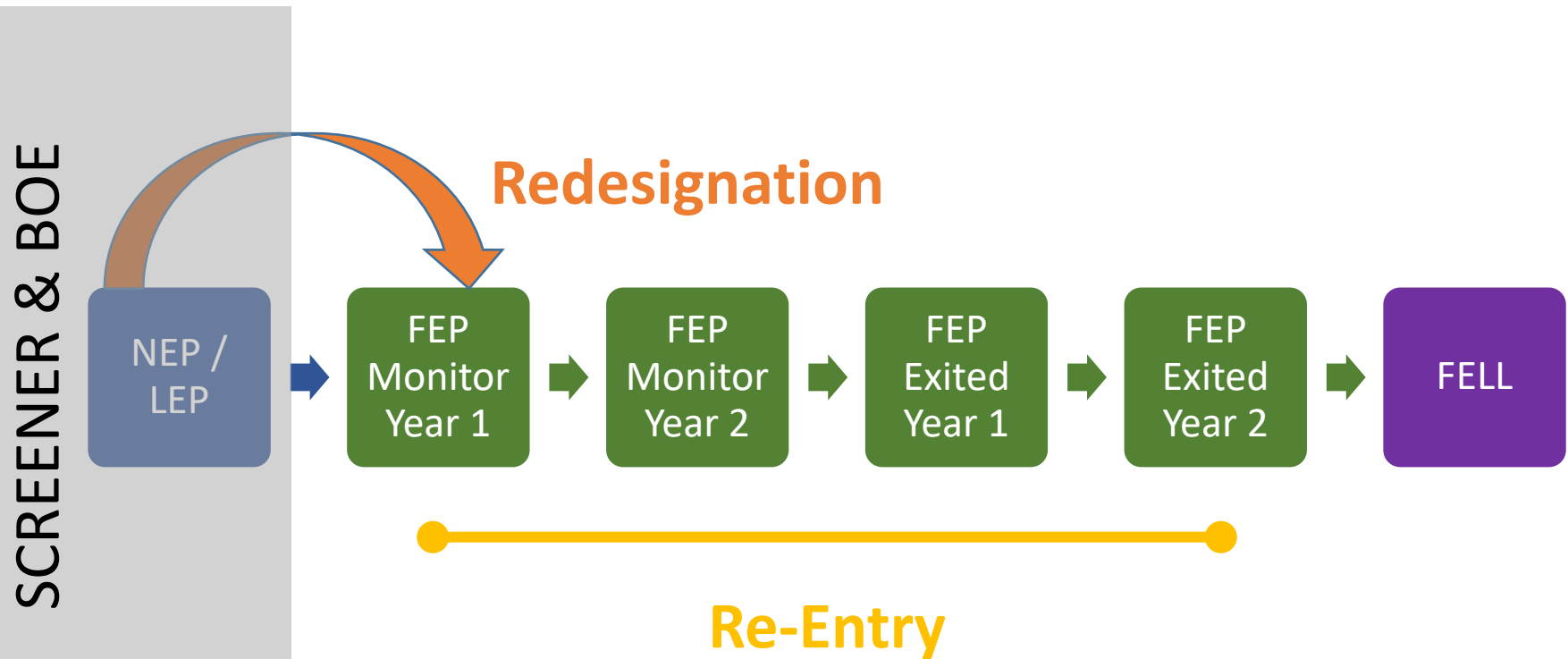
# What is a Body of Evidence (BOE)?

## Determining if Student is an English Learner

Use a BOE to consider confirming or refuting ELD services



# English Learner State Proficiency Progression



*All identified NEPs & LEPs take annual ELP assessment, ACCESS  
Parent/family may opt-out of ELD services but not annual ELP testing*

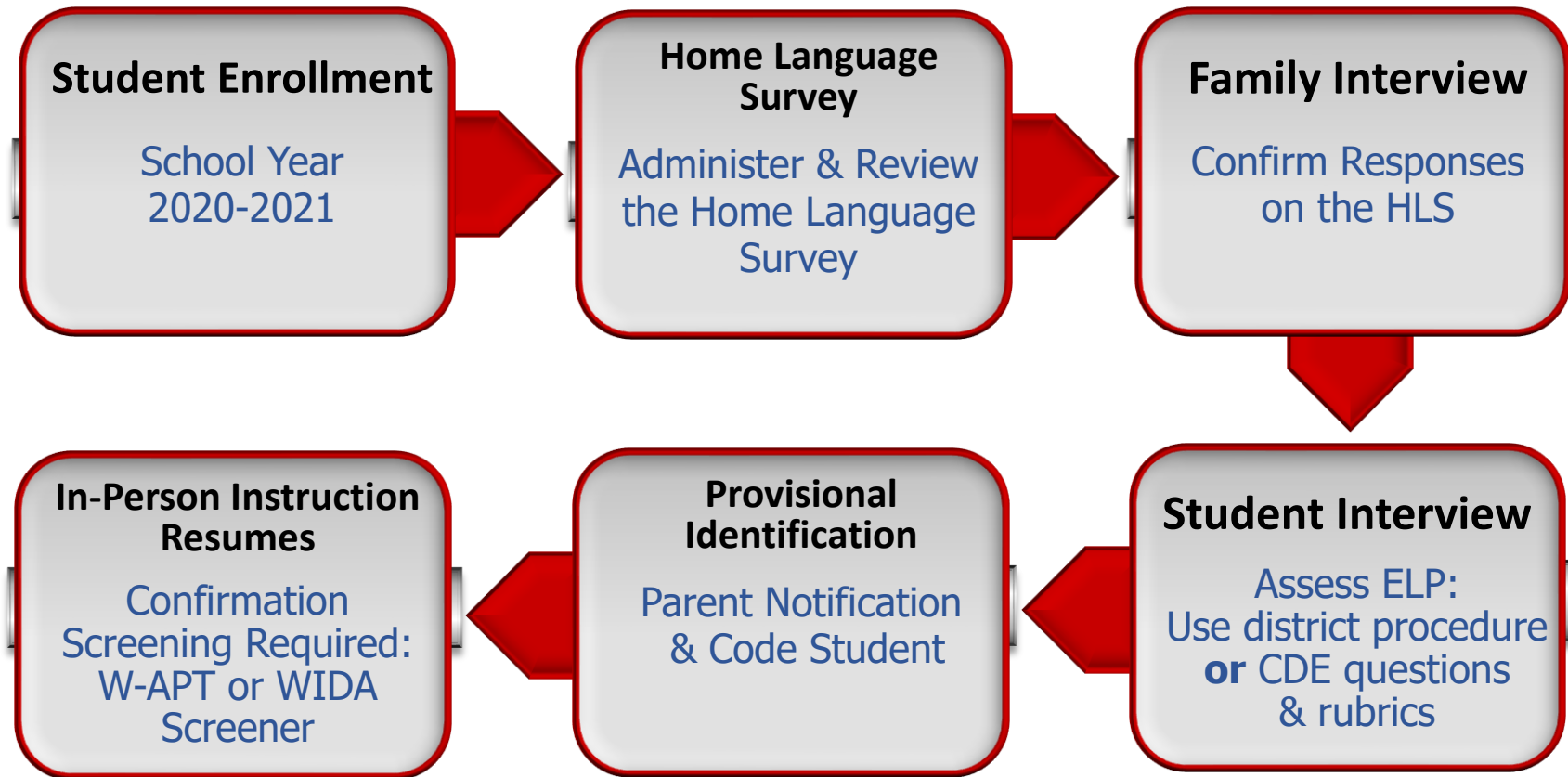


# Colorado English Learner Identification can be found at [www.cde.state.co.us/cde\\_english/identification-placement](http://www.cde.state.co.us/cde_english/identification-placement)



# Provisional Identification Procedures Interim for SY 2020-2021

Handout



*Districts that are subject to settlement agreements or consent decrees relating to English learners must seek guidance from the district's legal counsel as to whether the provisional procedures would be consistent with the terms of the applicable agreement/decrees.*



# General WIDA Screeners Information





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).

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.

# WIDA Comprehensive Assessment System



WIDA Screener (1-12)

Kindergarten W-APT  
or WIDA Kindergarten



WIDA MODEL (K-12)



WIDA ACCESS for ELLs  
(K-12)

WIDA Alternate ACCESS

# 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

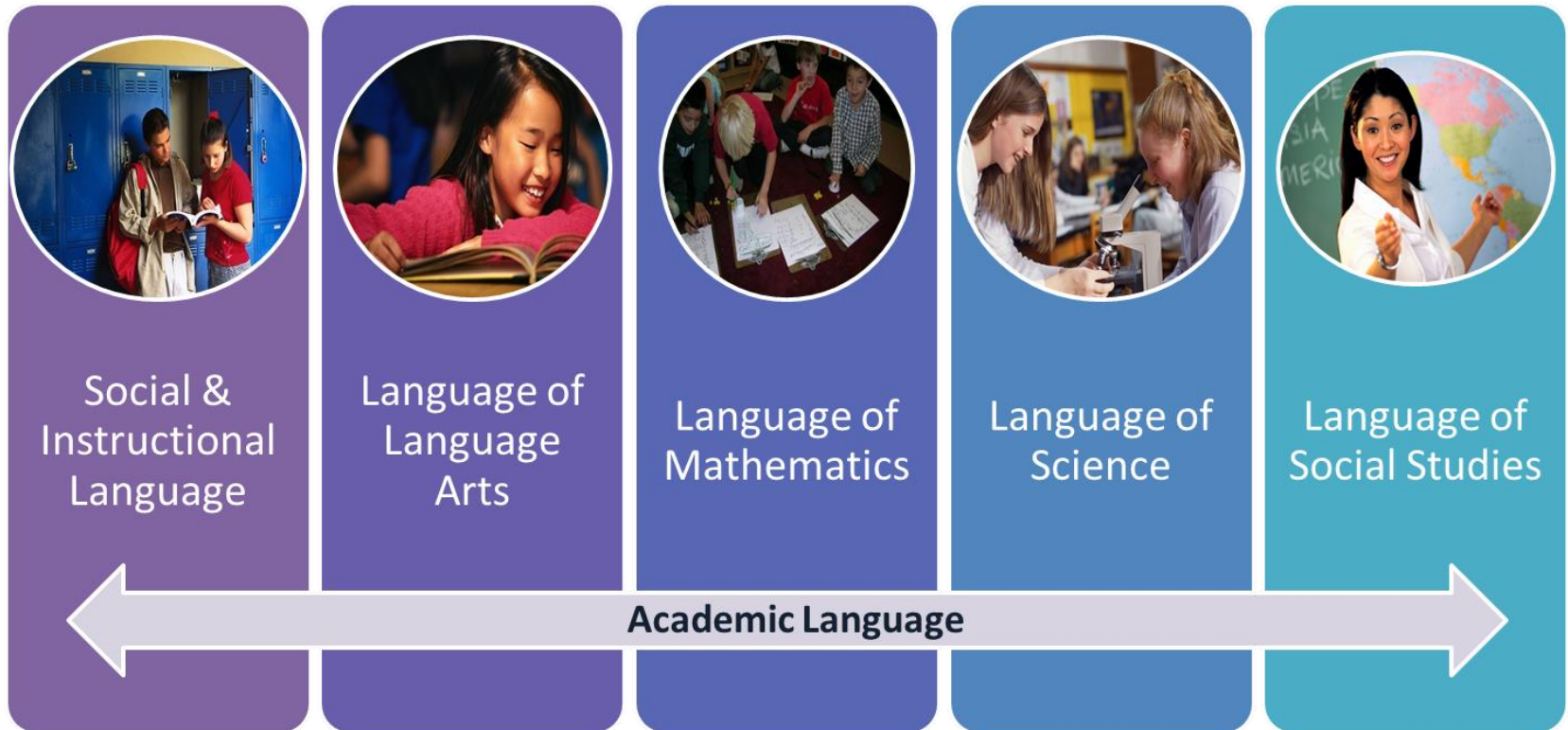
## Writing

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																

# WIDA Screener: Test Comparison

	<u>WIDA Screener Online</u> ▼	<u>WIDA Screener Paper</u> ▼
Purpose	Identification	Identification
Audience	U.S. Grades 1-12	U.S., International Grades 1-12
Test Administration	Individual, Small Group	Individual, Small Group
Total Test Time	80 minutes	85 minutes
Scoring	Locally	Locally
Score Type	Proficiency Level	Proficiency Level
Score Reports	Individual	Individual



# WIDA Screener: Important Information

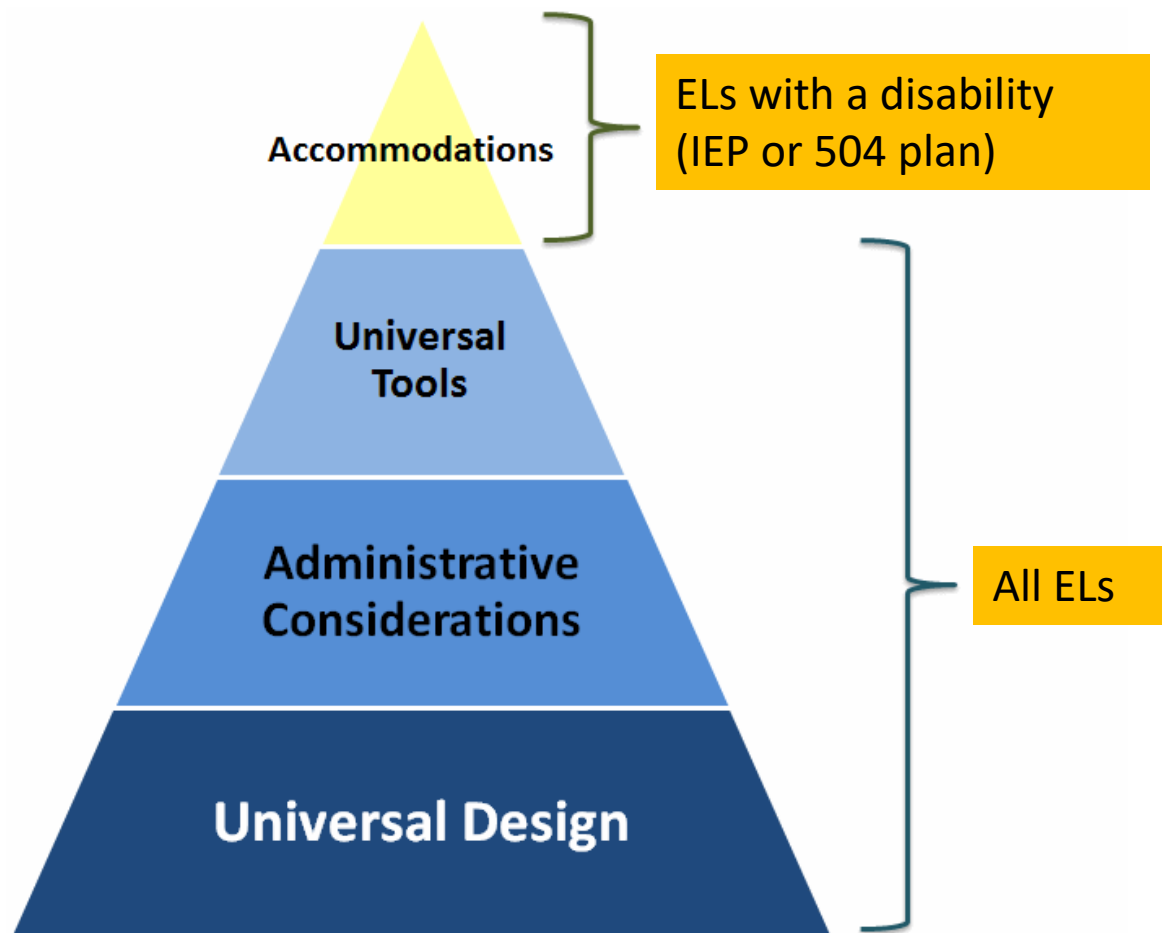


Perhaps your district has determined to primarily administer the online test. It can also be determined that newcomer students or students new to technology can take the paper test.

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/score reports 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 Els who use speech-reading as part of their communication system.

[Colorado Accommodations Crosswalk](http://www.cde.state.co.us/assessment/ela-additionalresources)

([www.cde.state.co.us/assessment/ela-additionalresources](http://www.cde.state.co.us/assessment/ela-additionalresources))



# Accommodations for students with IEP or 504 Plans

- [Accommodation Supplement](https://wida.wisc.edu/assess/accessibility) and Selection Forms for paper and online test (wida.wisc.edu/assess/accessibility)



## 2020-2021 Accessibility and Accommodations Supplement

ACCESS for ELLs  
Kindergarten ACCESS for ELLs  
Alternate ACCESS for ELLs  
WIDA Screener



### WIDA Screener Accommodation Selections - Online



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

Student:	Student ID:	Date:			
Grade:	Recommended test administration (check state policy): Online? Paper?	Team Members:			
School:	District:	Completed by:			
Accommodation	Screener Test Domains				Key Information <i>Refer to the Accessibility and Accommodations Supplement for complete information</i>
	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 <u>directions</u> 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 &  
TAKE QUIZZES



TECHNOLOGY &  
REVIEW TAM



PLAN TO ADMINISTER



ADMINISTER  
ASSESSMENT

SYSTEM REQUIREMENTS OR  
DOWNLOAD MATERIALS



# Location of Training Materials



The screenshot shows the WIDA website with a navigation bar at the top containing links: Assess, Teach, Grow, About, and Memberships and Programs. The main content area is divided into three sections. The first section is titled 'Login' and includes a paragraph about secure resources, a 'Secure Portals' heading, and a 'Log In' button. The second section is titled 'Screener Test Materials & Training' and features three cards: 'WIDA Screener Online' (with a laptop icon), 'WIDA Screener Paper' (with a notepad icon), and 'Kindergarten W-APT Screener Test' (with a text box icon). The third section contains information about annual recertification, a 'Quick Start Guide Preparing for the Test' button, a 'Training Course' button, and a list of 'Other Key Resources' including links to accessibility guides, scoring manuals, and webinars. Two large orange curved arrows point from the 'Login' and 'Screener Test Materials & Training' sections towards the right side of the slide.

**WIDA**<sup>TM</sup> 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](mailto:help@wida.us)
- Have a WIDA Secure Portal account but forgot your password? Go to our [password reset page](#).

**Log In**

Select Site

## 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](#)

## 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

<b>Step 1</b>	Click on the Speaking Scoring button to learn about how to administer and score the Speaking Test.	<b>Speaking Scoring</b>
<b>Step 2</b>	Click on the Writing Scoring button to learn how to administer and score the Writing Test.	<b>Writing Scoring</b>
<b>Step 3</b>	Click on the Listening & Reading Scoring button to learn how to score the Listening and Reading tests.	<b>Listening &amp; Reading Scoring</b>
<b>Step 4</b>	Take the appropriate <a href="#">Speaking and Writing quiz</a> . Refer to your state policy on required certifications.	 My Training & Quiz HISTORY

# WIDA Information

Username & password and can log into the [WIDA website](http://www.wida.us) (www.wida.us) call 866-276-7735 or [Email](mailto:help@wida.us) (help@wida.us)

[WIDA Screener General Information](http://wida.wisc.edu/assess/screener)  
(wida.wisc.edu/assess/screener)

[CLDE WIDA Screener Assessment Webpage](http://www.cde.state.co.us/cde_english/english-language-proficiency-assessment)  
(www.cde.state.co.us/cde\_english/english-language-proficiency-assessment)

[WIDA Screener FAQ](http://www.cde.state.co.us/cde_english/widascreenerfaqs2019)  
(www.cde.state.co.us/cde\_english/widascreenerfaqs2019)

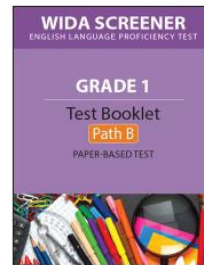
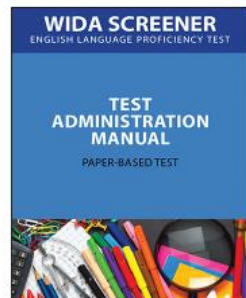
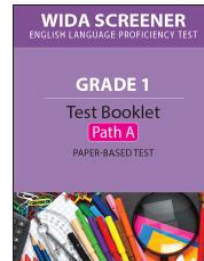
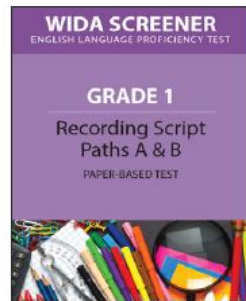




# Administration Guidance: Paper Screener



# Screening Paper Materials



**WIDA SCREENER**  
ENGLISH LANGUAGE PROFICIENCY TEST

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

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



# 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

# 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

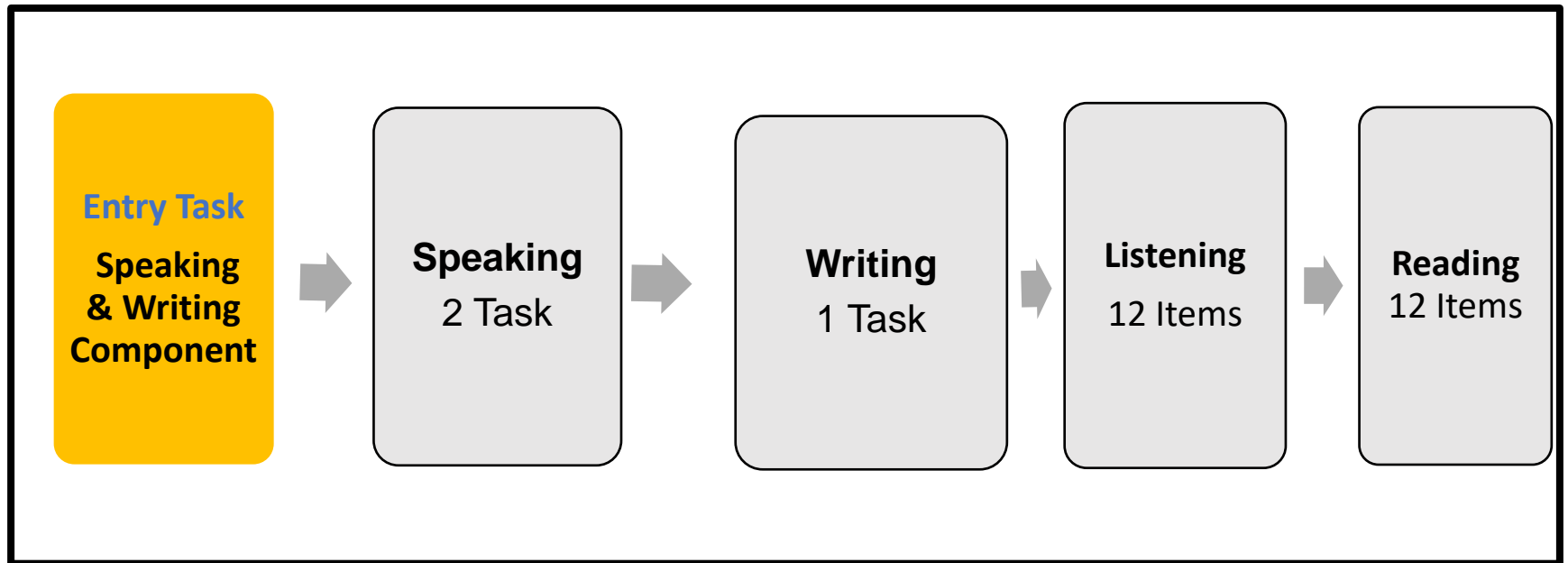
**Path A** if at least 2 connected words are said or written

**Path B** if less than 2 connected words are said or written



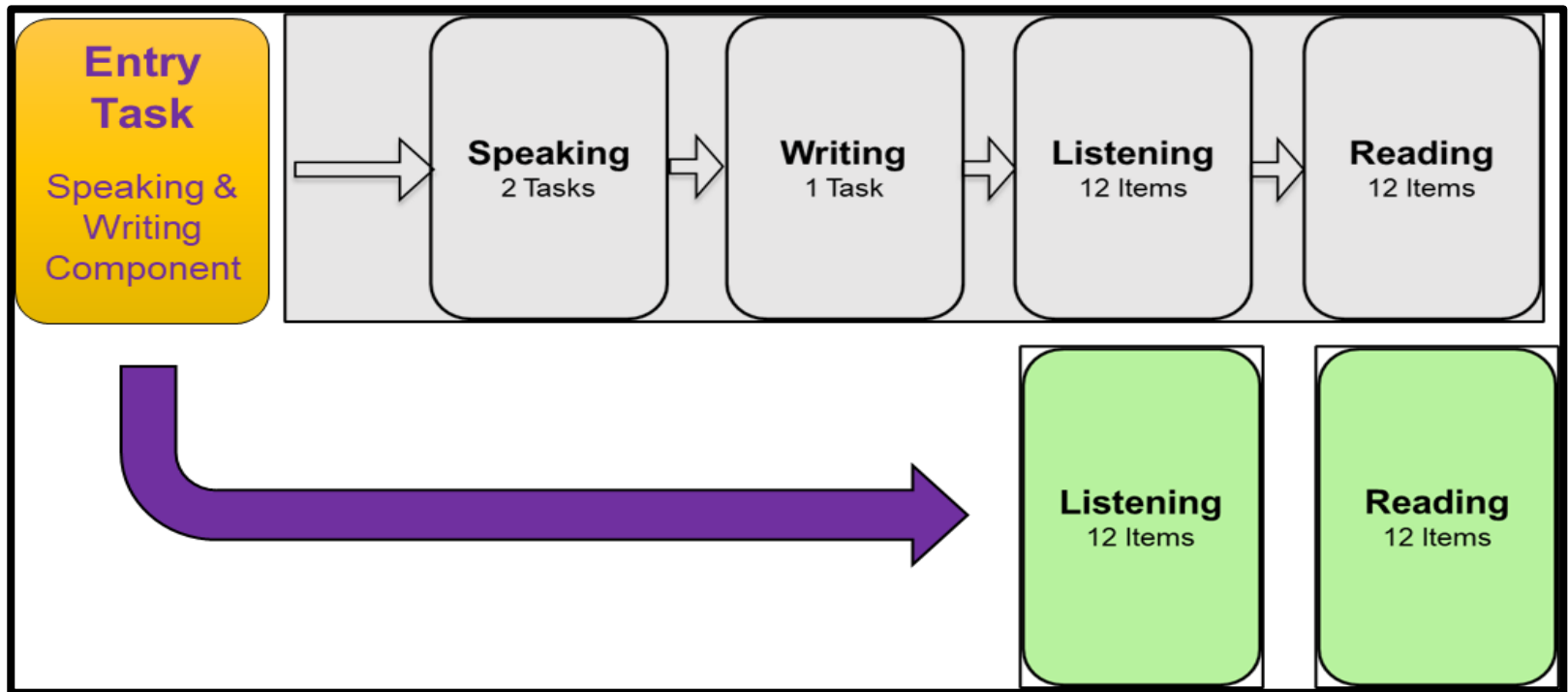
# Path A

- Screener Entry Task administered
- Response to Entry Task: at least two connected words said or written
- Student will continue with 27 **Path A** test items

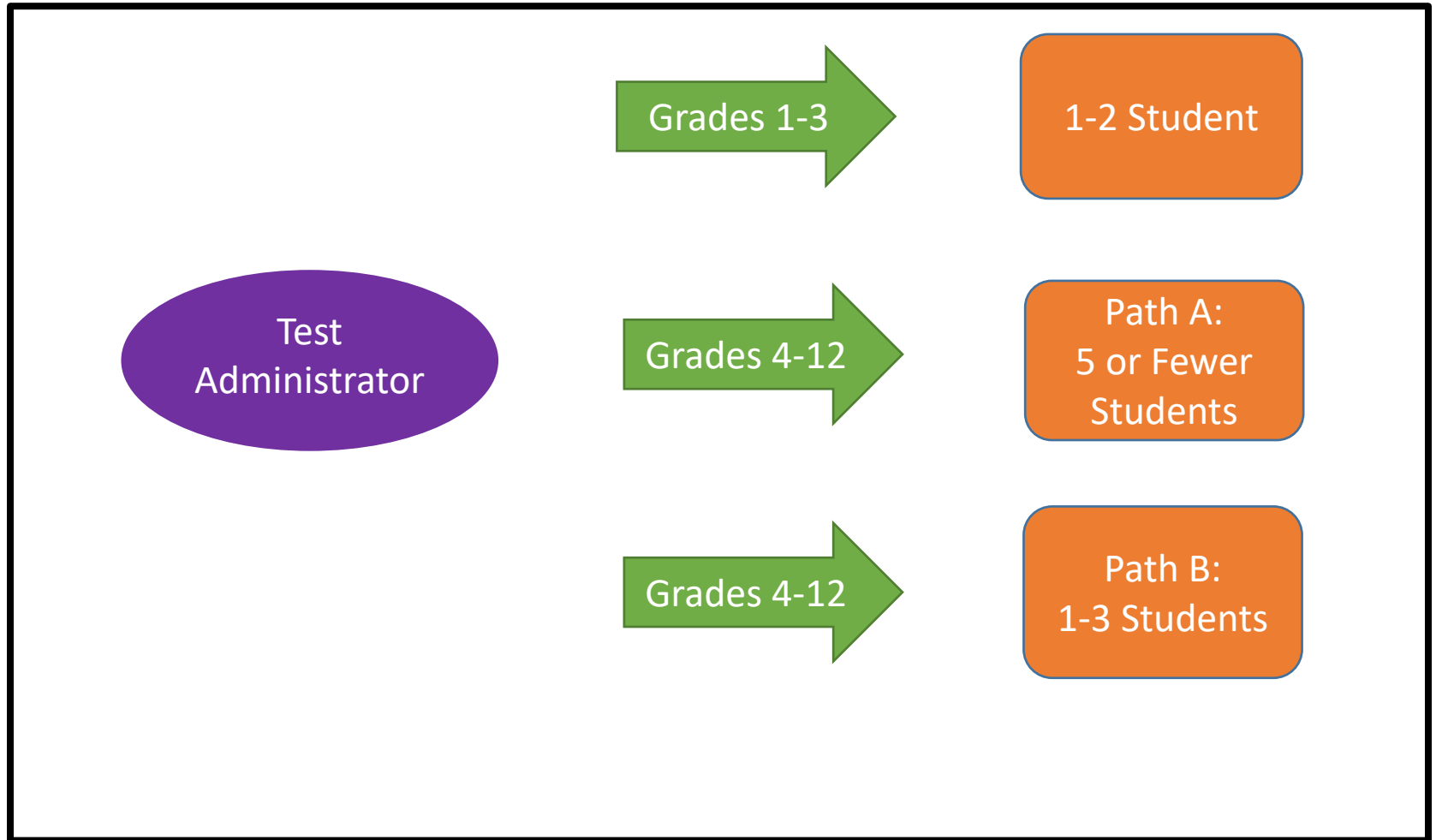


## Path B

- Screener Entry Task administered
- Response to Entry Task: less than two connected words spoken or written
- Student will continue to **Path B** test items (skip speaking & writing tasks)



# Individual vs Group Administration of Paper Screener Permitted for Listening, Reading & Writing Domains



# Paper Practice: Entry Task





**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.

## Let's Practice – Poll Your Response

Amina a new 7<sup>th</sup> grade student was born in Somalia and speaks Somali at home. When Amina is administered the Paper Screener Entry Task, she tells you that she sees “gabadh” and “buugga” in the picture and writes “gabadh akhriya buugga”

**Should Amina continue with Path A or Path B?**



**Amina did not respond in English; she should continue with Path B test items.**

## Let's Practice – Poll Your Response

Pablo was born in the U.S. When Pablo is administered the Screener Entry Task, he tells you, “flor, rojo, and yellow” and he writes, “flor, red by tree”.

**Should he continue with Path A or Path B?**



**Pablo responded in English using at least two connected, not memorized words. He should continue to Path A test items.**

# WIDA Testing Tips SY20-21

- Make sure you have sanitizing wipes to clean the test area after each student.
- Have a bottle of hand sanitizer for you and the student to use.
- When applicable, encourage students to bring their own pencil; or keep separate containers, one for unused and one for used pencils.
- When using assessments with cards, consider putting the individual cards in small plastic bags, wrapping them in plastic wrap or laminating them – easily discarded or washed in between students.
- Put any paper items that will be used by more than one student in clear binder sleeves - easy to clean or change between students.
- Resource: [WIDA Testing Tips for SY20-21](https://wida.wisc.edu/about/news/what-know-wida-assessments-2020-21-school-year?utm_source=MK-WN090820&utm_medium=Eloqua-email&utm_campaign=WIDANews&utm_content=WIDAassessments)  
(wida.wisc.edu/about/news/what-know-wida-assessments-2020-21-school-year?utm\_source=MK-WN090820&utm\_medium=Eloqua-email&utm\_campaign=WIDANews&utm\_content=WIDAassessments)



# Administration Guidance: Online Screener





# 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.



Student Test Ticket → Login into WIDA Screener →  
Enter Username & Password → Begin testing

**WIDA Screener Online Test Ticket**  
Screener Gr 4-5

**WIDA CONSORTIUM**

**ACCESS for ELLs® 2.0**  
Test Practice  
Test Sign In

**WIDA Screener**  
Test Practice  
Test Sign In

**Sample Items**  
View Sample Items

Please sign in with the Username and Password your Test Administrator has given you.

Username:

Password:

**Sign In**

State Student ID: 1001557000


Username: GLUI

Password: 2665

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](#)





# WIDA Screener: Speaking





## 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 and enters into AMS

## 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

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

### WIDA Speaking Scoring Scale GRADES 1-12

For scoring only. To interpret ACCESS for ELLs and WIDA Screener scores or to evaluate classroom performance, see the WIDA Speaking Rubric.

Score point	Response characteristics
<b>Exemplary</b> use of oral language to provide an elaborated response	<ul style="list-style-type: none"><li>• Language use comparable to or going beyond the model in sophistication</li><li>• Clear, automatic, and fluent delivery</li><li>• Precise and appropriate word choice</li></ul>
<b>Strong</b> use of oral language to provide a detailed response	<ul style="list-style-type: none"><li>• Language use approaching that of model in sophistication, though not as rich</li><li>• Clear delivery</li><li>• Appropriate word choice</li></ul>
<b>Adequate</b> use of oral language to provide a satisfactory response	<ul style="list-style-type: none"><li>• Language use not as sophisticated as that of model</li><li>• Generally comprehensible use of oral language</li><li>• Adequate word choice</li></ul>
<b>Attempted</b> use of oral language to provide a response in English	<ul style="list-style-type: none"><li>• Language use does not support an adequate response</li><li>• Comprehensibility may be compromised</li><li>• Word choice may not be fully adequate</li></ul>
<b>No response</b> (in English)	<ul style="list-style-type: none"><li>• Does not respond (in English)</li></ul>

#### Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model

- Check to ensure each bullet point is met
- If not, check one level below

#### Scoring notes & rules

- 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.
- 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**.

**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**.

**Off-topic response:** The response shows a misinterpretation of the instructions. An off-topic response is *related* 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.



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# 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**.

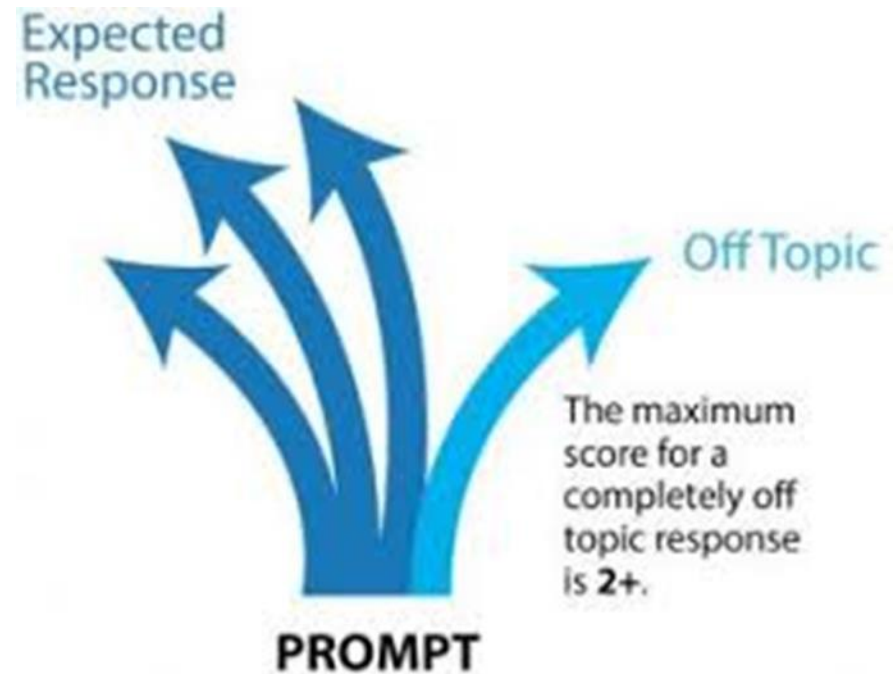
# Speaking: Off Task vs Off Topic



## Off Task



## Off Topic



## Speaking 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.

## 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”





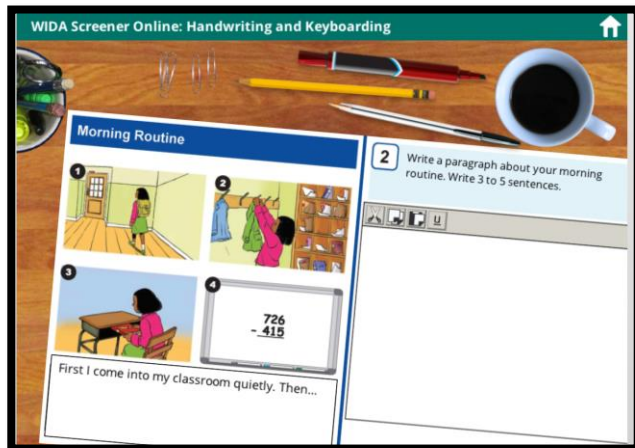
# WIDA Screener: Writing



# 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 (TA) script
- Students in grades 4-12 responds to computer-based writing prompt by keyboarding

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

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

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

## WIDA Writing Scoring Scale GRADES 1-12

For scoring only. To interpret ACCESS for ELLs and WIDA Screener scores or to evaluate classroom performance, see the WIDA Writing Rubric.

5+	<b>Score Point 6</b> 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 W: Precise use of vocabulary with just the right word in just the right place
	<b>Score Point 5</b> D: Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience) S: A variety of sentence structures with very few grammatical errors W: A wide range of vocabulary, used appropriately and with ease
	<b>Score Point 4</b> 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
3+	<b>Score Point 3</b> 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
	<b>Score Point 2</b> 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
	<b>Score Point 1</b> 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	



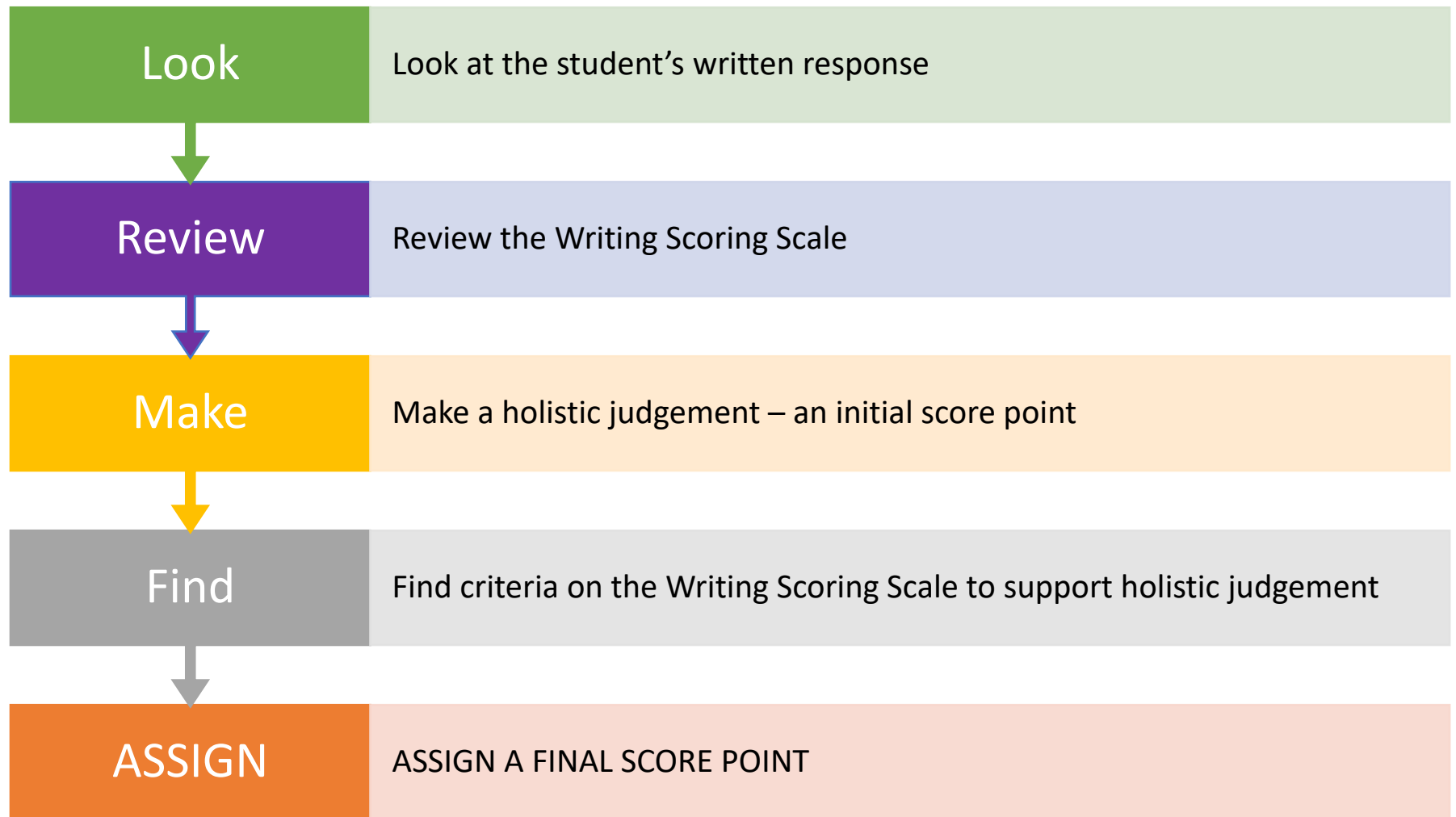
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# Screeners: Writing – Assign a Score Point



# 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: Scoring Calculator





# Screener Online: Entering Scores



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](http://wida-ams.us) to score their Speaking and Writing responses. Listening and Reading responses are scored for you.

# Screeners 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.

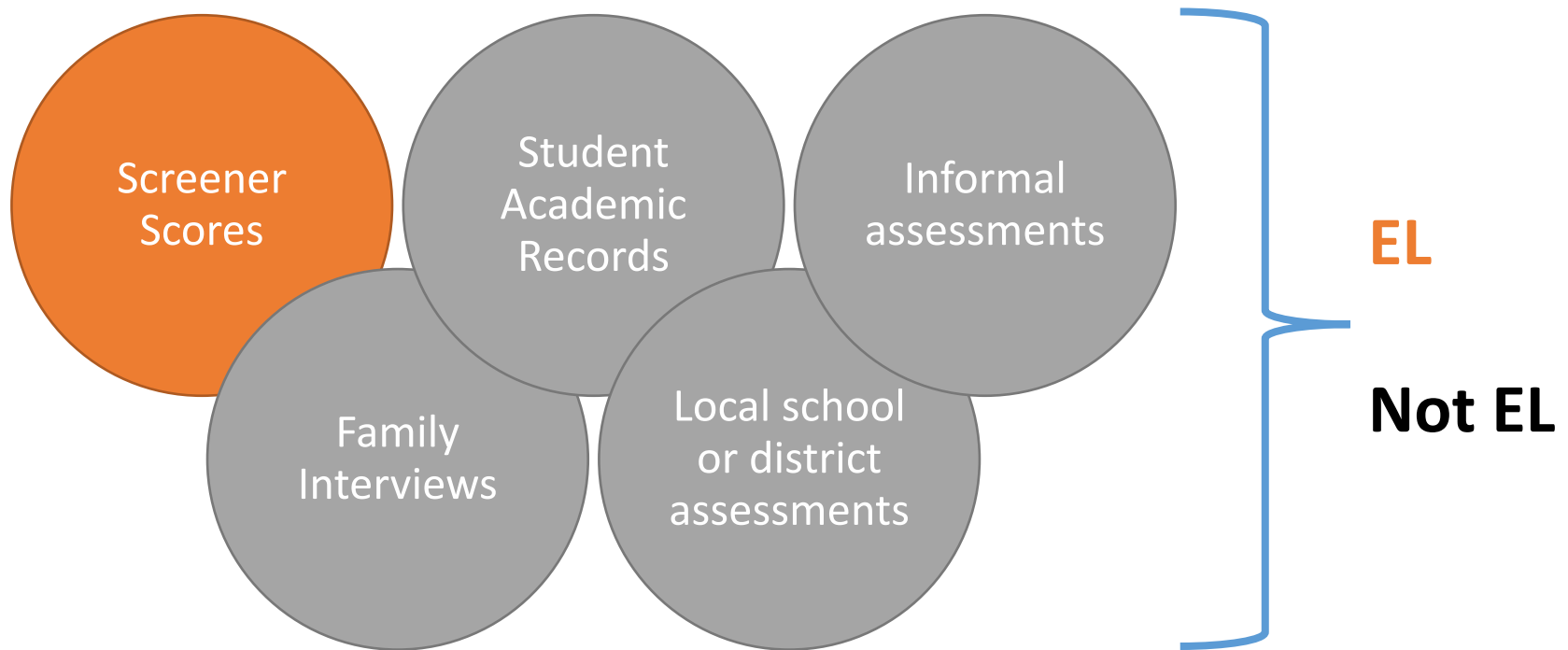
Language Domain Scores	Proficiency Level
Listening	2
Reading	1
Writing	1
Speaking	1
Composite Scores	Proficiency Level
Oral Language	1.5
Literacy	1
Overall*	1



# What is a Body of Evidence (BOE)?

## Determining if Student is an English Learner

Use a BOE to consider confirming or refuting ELD services



# Proficiency Cut Score Guidance



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

## [Proficiency Cut Score Guidance](http://www.cde.state.co.us/cde_english/1819cutpoints)

([www.cde.state.co.us/cde\\_english/1819cutpoints](http://www.cde.state.co.us/cde_english/1819cutpoints))

# CDE Office & Contacts

## ELD Programs

- Visit [www.cde.state.co.us/cde\\_english](http://www.cde.state.co.us/cde_english)
- Contact [Morgan Cox](mailto:cox_m@cde.state.co.us) at [cox\\_m@cde.state.co.us](mailto:cox_m@cde.state.co.us)
- Contact [Doris Nguyen](mailto:brock-Nguyen_d@cde.state.co.us) at [brock-Nguyen\\_d@cde.state.co.us](mailto:brock-Nguyen_d@cde.state.co.us)

## EL Data Coding & Reporting

- Visit [www.cde.state.co.us/datapipeline/snap\\_studentoctober](http://www.cde.state.co.us/datapipeline/snap_studentoctober)
- Visit [www.cde.state.co.us/datapipeline/inter\\_student](http://www.cde.state.co.us/datapipeline/inter_student)
- Contact [Brooke Robinson](mailto:Robinson_b@cde.state.co.us) at [Robinson\\_b@cde.state.co.us](mailto:Robinson_b@cde.state.co.us)

## Assessment Office (ACCESS for ELLs)

- Visit [www.cde.state.co.us/assessment/ela](http://www.cde.state.co.us/assessment/ela)
- Contact [Heather Villalobos Pavia](mailto:Villalobos-Pavia_H@cde.state.co.us) at [Villalobos-Pavia\\_H@cde.state.co.us](mailto:Villalobos-Pavia_H@cde.state.co.us)



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Stay well and have a great day!