

**Resources for the Annual  
Administration  
of the English Language Proficiency  
(ELP) Assessments  
for  
Division Directors of Testing  
Spring 2016**



Image courtesy of the WIDA Consortium

**Virginia Department of Education  
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**Resources for the Annual Administration  
of the English Language Proficiency (ELP) Assessments  
Spring 2016**

The information contained in this document is provided to assist the **Division Director of Testing** during the annual administration of the English language proficient (ELP) assessments in spring 2016. This document should be shared with division staff as appropriate.

As required in Section 1111 (b) (7) of the *Elementary and Secondary Education Act of 1965* ([ESEA](#)), school divisions must annually assess the English proficiency of all limited English proficient (LEP) students in kindergarten through grade 12.

**ELP Assessments Test Administration Schedule for 2015-2016**

In Virginia, the English language proficiency of all LEP students is assessed on an annual basis using one of the ELP assessments listed below:

- Online ACCESS for ELLs<sup>®</sup> 2.0 Test (grades 1 through 12);
- Paper ACCESS for ELLs<sup>®</sup> 2.0 Test (grades 1 through 12);
- Kindergarten ACCESS for ELLs<sup>®</sup> Test;
- Alternate ACCESS for ELLs<sup>™</sup> Test (grades 1 through 12);
- Virginia ELP Checklist for LEP Students in Kindergarten through Grade 12 with Hearing and Visual Impairments (Virginia ELP Checklist K-12); and
- Virginia ELP Checklist for LEP Students in Kindergarten with Significant Cognitive Disabilities (Virginia ELP Checklist K).

These ELP assessments must be administered during the established statewide ELP assessment testing window.

<b>ELP Assessments Test Administration Schedule for 2015-2016</b>	
October 12-November 13, 2015	Divisions upload Pre-ID data files in the WIDA Assessment Management System ( <a href="#">WIDA AMS</a> ) during this window.
October 12-November 13, 2015	Divisions order test materials in <a href="#">WIDA AMS</a> during this window.
December 7, 2015-April 1, 2016	Divisions set up online ACCESS for ELLs 2.0 test sessions in <a href="#">WIDA AMS</a> during this window. DRC will contact DDOTs via e-mail with information about setting up test sessions in <a href="#">WIDA AMS</a> .
<b>January 11-April 1, 2016</b>	<b>Divisions must administer all ELP assessments during this window.</b>
March 25, 2016	Divisions must order additional materials for the ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs tests in <a href="#">WIDA AMS</a> by this date.

April 1, 2016	The STC must submit student data from the Virginia ELP Checklist K-12 and Virginia ELP Checklist K to the DDOT by this date.
April 8, 2016	The DDOT must submit student data from the Virginia ELP Checklist K-12 and Virginia ELP Checklist K to the Virginia Department of Education (VDOE) by this date.
April 8, 2016	All ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials must be shipped to Data Recognition Corporation (DRC) for scoring by this date.
May 9-20, 2016	All student-level data in the ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files must be verified within <a href="#">WIDA AMS</a> , and errors must be corrected during this Pre-Reporting online data validation window. DRC will contact DDOTs via e-mail with directions for accessing and editing data.
June 6, 2016	Divisions receive printed score reports, and DRC provides access in <a href="#">WIDA AMS</a> to download data and print additional reports by this date.
June 6-July 1, 2016	Divisions must submit corrections in <a href="#">WIDA AMS</a> to student-level data to the ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files during this Post-Reporting online data validation window. DRC will contact DDOTs via e-mail with directions for accessing and editing data within <a href="#">WIDA AMS</a> . DRC will not reissue printed score reports.  <b>Note:</b> DDOTs are responsible for ensuring all corrections are made to division-level data. VDOE staff will not correct errors in the state-level ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files.
July 8, 2016	DRC provides state-level ACCESS for ELLs 2.0 (including Kindergarten ACCESS for ELLs) and Alternate ACCESS for ELLs data files to VDOE by this date.

## English Language Proficiency (ELP) Assessments Test Security

The following test security information should be read and understood by all school division personnel who may be exposed to secure test materials and involved in the administration of the annual ELP assessments, including but not limited to Test Examiners, Proctors, School Test Coordinators (STCs), and Division Directors of Testing (DDOTs). The appropriate security agreement must be completed before access to any ELP assessment is granted or any ELP assessment is administered.

- The online WIDA Non-Disclosure Agreement is located under the “Logistics” link for the online and paper ACCESS for ELLs tests in the ACCESS for ELLs 2.0 Training Course at the [WIDA Web site](#) (requires a WIDA login). This test security statement also applies to the Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs tests.

Below is a screen capture of the online WIDA Non-Disclosure Agreement that must be accepted before accessing the ACCESS for ELLs 2.0 Training Course for the first time at the [WIDA Web site](#).

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### WIDA Non-Disclosure Agreement

**NONDISCLOSURE AGREEMENT (NDA) for ACCESS for ELLs® TEST ADMINISTRATOR TRAINING**

The Board of Regents of the University of Wisconsin System (the "Regents"), on behalf of the WIDA Consortium ("WIDA") is the copyright owner of the secure, unpublished ACCESS for ELLs® test (the "Test"), as defined in 37 C.F.R. § 202.20(b)(4).

WIDA treats the Test as intellectual property consisting of valuable and proprietary trade secrets. WIDA maintains the Test as confidential and secure, and only provides access to the Test to individuals who are legally bound to maintain the confidentiality and security of the Test.

In consideration for my participation in the online ACCESS for ELLs® Test Administrator Training course (the "WIDA Training Course") for my role as an ACCESS for ELLs® test coordinator or test administrator I agree to the following:

1. The Test is confidential with all Test material belonging to the Regents.
2. The WIDA Training Course contains confidential, proprietary information and intellectual property from the Test.
3. I shall not disclose or reproduce any Test information or Test forms I receive, including Test items, except for the express purpose of carrying out my role as a test coordinator or test administrator.
4. The Test must be kept secure and confidential since disclosure of the Test to third parties could adversely affect the validity of the Test items, Test results, and/or the commercial value of the Test. I shall keep all Test materials secure and confidential at all times in accordance with any instructions that I receive from the WIDA Training Course, the WIDA test administration manual, or WIDA test administration instructions provided by my ACCESS for ELLs® district facilitator.

I agree with these conditions and will keep the Test secure.

- The Spring 2016 Non-disclosure Agreement is on page 3 of the Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments; and
- The Spring 2016 Non-disclosure Agreement is on page 3 of the Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten with Significant Cognitive Disabilities.

Each school division must ensure the security and accountability of all ELP assessment test materials from the time of receipt until all testing is completed. DRC will ship all secure ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test

materials to the DDOT. Electronic copies of the Virginia ELP Checklist K-12 and Virginia ELP Checklist K will be provided to the DDOT and will be posted to the DDOT page in the [Single Sign-on for Web Systems \(SSWS\)](#). Test Examiners, Proctors, STCs, and DDOTs are responsible for:

- Maintaining the security of all online and paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials (student test tickets, student test booklets, Listening and Speaking tests CDs, test administrator scripts, student Pre-ID labels, etc.);
- Maintaining the security of the Virginia ELP Checklist K-12, the Virginia ELP Checklist K, and student evidence;
- Ensuring a secure test environment;
- Maintaining security authorizations receipt, inventory, distribution, and secure storage of test materials; and
- Reviewing and maintaining local security procedures to ensure that students have no access to cell phones, electronic devices, or other unauthorized materials during testing.

Security procedures must be followed to ensure complete test security. **Without exception**, all ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test booklets, students' Pre-ID labels, Virginia ELP Checklist K-12, Virginia ELP Checklist K, as well as student evidence for the Virginia ELP Checklist K-12 and the Virginia ELP Checklist K must be kept in secure, locked storage at all times when they are not in use during actual testing or collection of evidence sessions.

**Online ACCESS for ELLs 2.0 Test Administration  
Division Director of Testing Checklist**

<b>Activities Before Test Administration</b>	
<input type="checkbox"/>	1. Read and accept the WIDA Non-Disclosure Agreement prior to accessing the ONLINE Grades 1-12 module of the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> . This non-disclosure agreement states the security guidelines you agree to follow throughout the administration of the online ACCESS for ELLs 2.0 test.
<input type="checkbox"/>	2. Ensure all individuals who may be exposed to secure test materials and those involved in the administration of the online ACCESS for ELLs 2.0 test (including but not limited to Test Examiners, Proctors, Interpreters, and Scribes) have read and accepted the WIDA Non-Disclosure Agreement prior to accessing any secure online ACCESS for ELLs 2.0 test materials, including the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	3. Review the Online Test Coordinator Checklist located within the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	4. Complete the ONLINE Grades 1-12 module of the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> and provide local training as needed.
<input type="checkbox"/>	5. Read the <i>ACCESS for ELLs 2.0 Form 400 Online Test Administration Manual 2015-2016</i> and the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Parts 1, 2, and 3, all of which are available via the Online Test Coordinator Checklist in the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	6. Review all WIDA AMS online training modules in the Online Test Coordinator Checklist located within the ACCESS for ELLs 2.0 Training Course.
<input type="checkbox"/>	7. Assist STCs in identifying students who will be tested. Refer to <a href="#">Appendix A</a> for details.
<input type="checkbox"/>	8. Create <a href="#">WIDA AMS</a> accounts for division staff as appropriate. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 1 for details.
<input type="checkbox"/>	9. Upload the Pre-ID data file in <a href="#">WIDA AMS</a> by Friday, November 13, 2015. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 1 for details.
<input type="checkbox"/>	10. Order test materials in <a href="#">WIDA AMS</a> by Friday, November 13, 2015. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 1 for details.
<input type="checkbox"/>	11. Upload students in <a href="#">WIDA AMS</a> . Review <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 1 for details.
<input type="checkbox"/>	12. Schedule test sessions in <a href="#">WIDA AMS</a> and/or ensure STCs understand how to schedule test sessions. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 2 for details. Test sessions may be scheduled beginning Monday, December 7, 2015.  <b>Note:</b> Testing may not begin until Monday, January 11, 2016.
<input type="checkbox"/>	13. Add students to test sessions in <a href="#">WIDA AMS</a> and/or ensure STCs understand how to add students to test sessions. Refer to <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Parts 1 and 2 for details.
<input type="checkbox"/>	14. Receive online ACCESS for ELLs 2.0 test materials from test vendor, Data Recognition Corporation (DRC), including secure overages and Pre-ID labels one week prior to the opening of the statewide ELP assessment testing window and distribute to STCs.

<input type="checkbox"/>	15. Ensure the WIDA Assessment Management System Test Site Manager (TMS) has been installed on servers or non-student computers as needed to accommodate the online testing load in the division. Review the following for details: <ul style="list-style-type: none"> <li>• WIDA Assessment Management System Testing Site Manager (TSM) online training module within the Tech Coordinators Checklist posted to the ACCESS for ELLs 2.0 Test Preparation Resources page at the <a href="#">WIDA Web site</a>; and</li> <li>• <i>DRC INSIGHT™ Online Learning System Technology User Guide WIDA</i> in <a href="#">WIDA AMS</a>.</li> </ul>
<input type="checkbox"/>	16. Ensure the online test engine, INSIGHT, can be accessed on all student work stations being used for online testing. Review the following for details: <ul style="list-style-type: none"> <li>• WIDA Assessment Management System INSIGHT Test Engine online training module within the Tech Coordinators Checklist posted to the ACCESS for ELLs 2.0 Test Preparation Resources page at the <a href="#">WIDA Web site</a>; and</li> <li>• <i>DRC INSIGHT™ Online Learning System Technology User Guide WIDA</i> in <a href="#">WIDA AMS</a>.</li> </ul>
<input type="checkbox"/>	17. Train all STCs.
<input type="checkbox"/>	18. Ensure STCs understand how to assign students to correct grade-level clusters of the online ACCESS for ELLs 2.0 test.
<input type="checkbox"/>	19. Ensure that STCs and Test Examiners understand which allowable testing accommodations are available to LEP students with disabilities or documented temporary conditions. Review the <a href="#">ACCESS for ELLs 2.0 Accessibility and Accommodations Guidelines</a> and <a href="#">ACCESS for ELLs 2.0 Accessibility and Accommodations Descriptions</a> for details.
<input type="checkbox"/>	20. Assist staff with providing test training and preparation activities for students, Test Examiners, and Proctors.
<input type="checkbox"/>	21. Review Section 2 in the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016</i> for details regarding the handling of test materials.
<input type="checkbox"/>	22. Distribute all online ACCESS for ELLs 2.0 test materials, including <i>ACCESS for ELLs 2.0 Online Writing Response Booklets Form 400</i> , to STCs prior to the date the school will begin testing.
<input type="checkbox"/>	23. Generate and print students test tickets in <a href="#">WIDA AMS</a> or ensure STCs understand how to generate and print student test tickets. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 2 for details.
<b>Activities During Test Administration</b>	
<input type="checkbox"/>	1. Online ACCESS for ELLs 2.0 testing cannot begin before Monday, January 11, 2016.
<input type="checkbox"/>	2. Be available during your schools' testing sessions to answer questions and resolve problems.
<input type="checkbox"/>	3. Assist STCs in identifying and reporting testing irregularities. Refer to <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	4. Ensure that STCs are prepared and have appropriate online ACCESS for ELLs 2.0 testing materials in sufficient supply to administer make-up sessions.
<input type="checkbox"/>	5. Confirm the method STCs and Test Examiners will use to verify students' attendance the day of testing.

<input type="checkbox"/>	6. Order additional online ACCESS for ELLs 2.0 test materials in <a href="#">WIDA AMS</a> by Friday, March 25, 2016. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 2 for details.
<input type="checkbox"/>	7. All online ACCESS for ELLs 2.0 testing must be completed by Friday, April 1, 2016.
<b>Activities After Test Administration</b>	
<input type="checkbox"/>	1. Once all testing sessions have been completed, verify receipt of all online ACCESS for ELLs 2.0 test materials from STCs. Test materials include <i>ACCESS for ELLs 2.0 Online Writing Response Booklets Form 400</i> and Test Administrator’s Script(s) in Appendices E, F, G, H, and I of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator’s Manual 2015-2016</i> .
<input type="checkbox"/>	2. Verify that the “DATE OF TESTING” field on the front cover of each <i>ACCESS for ELLs 2.0 Online Writing Response Booklet Form 400</i> contains the date the Writing test is completed.
<input type="checkbox"/>	3. Verify that all information on each hand-coded <i>ACCESS for ELLs 2.0 Online Writing Response Booklet Form 400</i> is accurate and a yellow District/School label is affixed correctly to the front cover. Refer to <a href="#">Appendix C</a> for details. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.  <b>Note:</b> Only copies of the <i>ACCESS for ELLs 2.0 Online Writing Response Booklet Form 400</i> with incorrect or without Pre-ID labels should be hand-coded. Booklets with correct Pre-ID labels should not be hand-coded.
<input type="checkbox"/>	4. Verify that any <i>ACCESS for ELLs 2.0 Online Writing Response Booklet</i> that is not to be scored has a “Do Not Process” label affixed correctly to the front cover. Review Section 4 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator’s Manual 2015-2016</i> for details.
<input type="checkbox"/>	5. Pack and ship all scorable <i>ACCESS for ELLs 2.0 Online Writing Response Booklet Form 400</i> to DRC no later than Friday, April 8, 2016. Review Section 9 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator’s Manual 2015-2016</i> for details regarding the return shipping of all online ACCESS for ELLs 2.0 test materials.
<input type="checkbox"/>	6. The DDOT must report missing test materials using the Materials Accountability Form to DRC. Review Section 9 in the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator’s Manual 2015-2016</i> for details. Additionally, a testing irregularity must be submitted to VDOE to report all online ACCESS for ELLs 2.0 test materials that could not returned to DRC. Refer to <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	7. The DDOT or designee must report all testing irregularities to VDOE when they occur. Refer to <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	8. Account for all students not tested by submitting test irregularities. This includes student refusal, student absence, failure to test a student, and parent refusal to permit testing. Refer to <a href="#">Appendix D</a> for the procedure for accounting for students who did not test.

**Paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs,  
and Alternate ACCESS for ELLs Tests Administration  
Division Director of Testing Checklist**

<b>Activities Before Test Administration</b>	
<input type="checkbox"/>	1. Read and accept the WIDA Non-Disclosure Agreement prior to accessing the PAPER-BASED Grades 1-12 module of the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> . This non-disclosure agreement states the security guidelines you agree to follow throughout the administration of the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs tests.
<input type="checkbox"/>	2. Ensure all individuals who may be exposed to secure test materials and those involved in the administration of the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs tests (including but not limited to Test Examiners, Proctors, Interpreters, and Scribes) have read and accepted the WIDA Non-Disclosure Agreement prior to accessing any secure test materials, including the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	3. Review the Paper Test Administrator Checklist, the Kindergarten Test Administrator Checklist, and the Alternate ACCESS for ELLs Test Administrator Checklist located in the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	4. Complete the PAPER-BASED Grades 1-12, Kindergarten, and Alternate ACCESS Grades 1-12 modules of the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	5. Read the following, all of which are available in the Paper Test Coordinator Checklist in the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> : <ul style="list-style-type: none"> <li>• the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i>;</li> <li>• the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>;</li> <li>• the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>;</li> <li>and</li> <li>• the <i>WIDA Assessment Management System (WIDA AMS) User Guide, Parts 1, 2, and 3</i>.</li> </ul>
<input type="checkbox"/>	6. Review the online WIDA AMS modules listed in the Paper Test Coordinator Checklist located in the ACCESS for ELLs 2.0 Training Course at the <a href="#">WIDA Web site</a> .
<input type="checkbox"/>	7. Assist STCs in identifying students who will be tested. Refer to <a href="#">Appendix A</a> for details.
<input type="checkbox"/>	8. Ensure STCs understand how to assign students to correct grade-level clusters and tier for the paper ACCESS for ELLs 2.0 test, to the Kindergarten ACCESS for ELLs test, and to the correct grade-level cluster for the Alternate ACCESS for ELLs test.
<input type="checkbox"/>	9. Assist STCs in assigning students to appropriate grade-level clusters and tier for the paper ACCESS for ELLs 2.0 test, to the Kindergarten ACCESS for ELLs test, and to the correct grade-level cluster for the Alternate ACCESS for ELLs test.
<input type="checkbox"/>	10. Create <a href="#">WIDA AMS</a> accounts for division staff as appropriate. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide, Part 1</i> for details.
<input type="checkbox"/>	11. Upload the Pre-ID data file in <a href="#">WIDA AMS</a> by Friday, November 13, 2015.

<input type="checkbox"/>	12. Order test materials in <a href="#">WIDA AMS</a> by Friday, November 13, 2015. Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 1 for details.
<input type="checkbox"/>	13. Upload students in <a href="#">WIDA AMS</a> . Review the <i>WIDA Assessment Management System (WIDA AMS) User Guide</i> , Part 1 for details.
<input type="checkbox"/>	14. Receive paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials from test vendor, Data Recognition Corporation (DRC).
<input type="checkbox"/>	15. Train all STCs.
<input type="checkbox"/>	16. Ensure that STCs and Test Examiners understand which allowable testing accommodations are available to LEP students with disabilities or documented temporary conditions. Refer to the following for details: <ul style="list-style-type: none"> <li>• Section 6 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i>;</li> <li>• Section 6 of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>; and/or</li> <li>• Section 4 of the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i> for details.</li> </ul>
<input type="checkbox"/>	17. Assist staff with providing test training and preparation activities for students, Test Examiners, and Proctors.
<input type="checkbox"/>	18. Distribute necessary paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials to each STC prior to the date the school will begin testing.
<input type="checkbox"/>	19. Before each testing session, ensure that all STCs and Test Examiners have appropriate materials for testing. <p><b>Note:</b> Remind STCs to verify that the Pre-ID label affixed to the front cover of each student test booklet is correct. If the Pre-ID label is incorrect or missing, follow the directions in <a href="#">Appendix C</a> for hand-coding the front and back covers of the test booklet. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.</p>
<input type="checkbox"/>	20. Review the following for details about handling test materials: <ul style="list-style-type: none"> <li>• Sections 2 and 9 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i>;</li> <li>• Section 2 of the <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Test Administration Manual 2015-2016</i>; and/or</li> <li>• Section 2 of the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>.</li> </ul>
<input type="checkbox"/>	21. Receive delivery of division's paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs test materials, including secure overages, and Pre-ID labels one week prior to the opening of the statewide ELP assessment testing window.

<b>Activities During Test Administration</b>	
<input type="checkbox"/>	1. Paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs testing cannot begin before Monday, January 11, 2016.
<input type="checkbox"/>	2. Be available during your schools' testing sessions to answer questions and resolve problems.
<input type="checkbox"/>	3. Assist STCs in identifying and reporting testing irregularities. Review <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	4. Ensure that STCs are prepared and have correct testing materials in sufficient supply to administer make-up sessions.
<input type="checkbox"/>	5. Confirm the method STCs and Test Examiners will use to verify students' attendance the day of testing.
<input type="checkbox"/>	6. Order additional test materials in <a href="#">WIDA AMS</a> during the window beginning Wednesday, January 6, through Friday, March 25, 2016.
<input type="checkbox"/>	7. Review the following for details about the handling of test materials: <ul style="list-style-type: none"> <li>• Section 4 of the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i> (also applies to the Kindergarten ACCESS for ELLs test); and/or</li> <li>• Section 2 of the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>.</li> </ul>
<input type="checkbox"/>	8. All paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs testing must be completed by Friday, April 1, 2016.
<b>Activities After Test Administration</b>	
<input type="checkbox"/>	1. Once all testing sessions have been completed verify receipt of all test materials from all STCs.
<input type="checkbox"/>	2. Verify that the date that testing is completed is hand-coded in the "DATE OF TESTING" field on the front cover of paper <i>ACCESS for ELLs 2.0 Listening, Reading and Writing Form 400 Test Booklet</i> , <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet</i> , or <i>Alternate ACCESS for ELLs Student Response Booklet Form 103</i> . All information hand-coded on test booklets must be verified by a second school official to ensure accuracy.
<input type="checkbox"/>	3. Verify that all hand-coded information on the front and back covers of each paper <i>ACCESS for ELLs 2.0 Listening, Reading and Writing Form 400 Test Booklet</i> , <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet</i> , or <i>Alternate ACCESS for ELLs Student Response Booklet Form 103</i> with an incorrect or without a Pre-ID label is accurate. All information hand-coded on test booklets must be verified by a second school official to ensure accuracy. Refer to <a href="#">Appendix C</a> for details. <p><b>Note:</b> Only copies of the paper <i>ACCESS for ELLs 2.0 Listening, Reading and Writing Form 400 Test Booklets</i>, <i>Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklets</i>, or <i>Alternate ACCESS for ELLs Student Response Booklets Form 103</i> with incorrect or without Pre-ID labels should be hand-coded. Booklets with correct Pre-ID labels should not be hand-coded.</p>

<input type="checkbox"/>	<p>4. Pack and ship all scorable and nonscorable test materials to DRC no later than Friday, April 8, 2016. Review the following for details about the return shipping of all test materials to DRC:</p> <ul style="list-style-type: none"> <li>• Section 9 in the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i> (also applies to the Kindergarten ACCESS for ELLs test materials); and</li> <li>• Section 2 in the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>.</li> </ul>
<input type="checkbox"/>	<p>5. The DDOT must report all missing test materials using the Documentation of Materials Not Returned form to DRC. Review the following for details about the reporting of missing secure test materials:</p> <ul style="list-style-type: none"> <li>• Section 8 in the <i>ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016</i> (also applies to the Kindergarten ACCESS for ELLs test materials); and</li> <li>• Section 2 in the <i>Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016</i>.</li> </ul> <p><b>Note:</b> A testing irregularity must be submitted to VDOE to report missing test materials.</p>
<input type="checkbox"/>	<p>6. The DDOT or designee must report all testing irregularities to VDOE when they occur. Refer to <a href="#">Appendix B</a> for details.</p>
<input type="checkbox"/>	<p>7. Account for all students not tested by submitting test irregularities. This includes student refusal, student absence, failure to test a student, and parent refusal to permit testing. Refer to <a href="#">Appendix D</a> for the procedure for accounting for students who did not test.</p>

**Virginia ELP Checklists Administration  
Division Director of Testing Checklist**

<b>Activities Before Test Administration</b>	
<input type="checkbox"/>	1. Read and sign the following, as appropriate, and maintain on file: <ul style="list-style-type: none"> <li>• Virginia ELP Checklist for LEP Students in Kindergarten through Grade 12 with Hearing and Visual Impairments, Spring 2016 Non-disclosure Agreement; and/or</li> <li>• Virginia ELP Checklist for LEP Students in Kindergarten with Significant Cognitive Disabilities, Spring 2016 Non-disclosure Agreement.</li> </ul>
<input type="checkbox"/>	2. Review the following PowerPoint presentations as appropriate: <ul style="list-style-type: none"> <li>• Training Presentation: Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments, Spring 2016 (Virginia ELP Checklist K-12), updated November 30, 2015; and/or</li> <li>• Training Presentation: Virginia English Language Proficiency (ELP) Checklist for Limited English Proficient (LEP) Students in Kindergarten with Significant Cognitive Disabilities, Spring 2016 (Virginia ELP Checklist K), updated November 30, 2015.</li> </ul>
<input type="checkbox"/>	3. Train all STCs.
<input type="checkbox"/>	4. Assist STCs in identifying students who will be assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K. Assist Test Examiners in identifying students who will be assessed. Refer to <a href="#">Appendix A</a> for details.
<input type="checkbox"/>	5. Ensure STCs understand how to assign the appropriate Virginia ELP Checklist K-12 or Virginia ELP Checklist K for assessing students.
<input type="checkbox"/>	6. Assist staff with providing collection of evidence training for Test Examiners.
<input type="checkbox"/>	7. Ensure that STCs and Test Examiners understand which allowable testing accommodations are available for LEP students with disabilities and/or temporary conditions.
<input type="checkbox"/>	8. Distribute copies of the Virginia ELP Checklist K-12 or Virginia ELP Checklist K to STCs, as needed, prior to the beginning of the ELP assessments testing window.
<b>Activities During Test Administration</b>	
<input type="checkbox"/>	1. Evidence must be collected under test-like conditions during the ELP assessments testing window. Collection of evidence sessions cannot begin before Monday, January 11, 2016.
<input type="checkbox"/>	2. Verify with all STCs that completed Virginia ELP Checklist K-12 or Virginia ELP Checklist K and student evidence will be maintained in a confidential and secure manner following the directions on page 3 of the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.
<input type="checkbox"/>	3. Be available during your schools' collection of evidence sessions to answer questions and resolve problems.
<input type="checkbox"/>	4. Assist STCs in identifying and reporting collection of evidence irregularities. Refer to <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	5. Ensure that STCs are prepared and have the correct Virginia ELP Checklist K-12 or Virginia ELP Checklist K to administer make-up collection of evidence sessions.

<input type="checkbox"/>	6. Confirm that Test Examiners will collect student evidence under test-like conditions.
<input type="checkbox"/>	7. All Virginia ELP Checklist K-12 and Virginia ELP Checklist K collection of evidence sessions must be completed by Friday, April 1, 2016.
<b>Activities After Test Administration</b>	
<input type="checkbox"/>	1. Verify all student information in the top section of the completed Virginia ELP Checklist K-12 or Virginia ELP Checklist K is accurate.
<input type="checkbox"/>	2. Verify that all Virginia ELP Checklist K-12 and Virginia ELP Checklist K student evidence is retained per the Library of Virginia <a href="#">General Schedule for Localities</a> , Records Retention and Disposition Schedule, General Schedule No. GS-21.
<input type="checkbox"/>	3. The DDOT or designee must report all testing irregularities when they occur to VDOE. Refer to <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	4. The DDOT must report missing confidential or secure materials by submitting a testing irregularity to VDOE. Refer to <a href="#">Appendix B</a> for details.
<input type="checkbox"/>	5. Receive and verify all student data collected in the student data files from the STCs for reporting to VDOE by Friday, March 20, 2015.
<input type="checkbox"/>	6. Verify receipt of all required Virginia ELP Checklist K-12 and Virginia ELP Checklist K assessment forms and documentation from all STCs.
<input type="checkbox"/>	7. The DDOT must report all student data to VDOE by Friday, April 8, 2016.
<input type="checkbox"/>	8. Account for all students not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K by submitting test irregularities. This includes student refusal, student absence, failure to test a student, and parent refusal to permit testing. Refer to <a href="#">Appendix E</a> for the procedure for accounting for students who did not test.

## **Appendix A**

### **Guidelines for Determining Student Participation in an Annual ELP Assessment**

The following criteria are provided to assist Test Examiners, STCs, and DDOTs in determining each LEP student's participation in an annual ELP assessment. Formerly LEP (FLEP) students at level 6, year 1, and level 6, year 2, **do not participate** in an annual ELP assessment.

#### **ACCESS for ELLs 2.0 Online and Paper Tests and Kindergarten ACCESS for ELLs Test Participation**

1. The student is currently
  - a. identified as limited English proficient; **and**
  - b. included in the division's Title III LEP subgroup; **and**
  - c. enrolled as an LEP student in kindergarten through grade 12 and
    - i. receives ESL instructional services; **or**
    - ii. does not receive ESL instructional services.
2. The student's placement for spring 2016 online and paper ACCESS for ELLs 2.0 testing has been determined by the student's current English language proficiency level as reported on the spring 2015 ACCESS for ELLs test score report or by the composite score from an ELP screening assessment such as the WIDA-ACCESS Placement Test ([W-APT™](#)) or WIDA Measure of Developing English Language ([MODEL™](#)) administered during the 2015-2016 school year. WIDA provides guidance for tier placement for the paper ACCESS for ELLs 2.0 test in the following resources:
  - [Tier Placement Tutorial](#); and
  - [Tier Placement Protocol](#).
3. The student in kindergarten is identified as LEP based on the score from an ELP screening assessment such as the [Kindergarten W-APT](#) or [Kindergarten WIDA MODEL](#) and will participate in the Kindergarten ACCESS for ELLs test in spring 2016.

#### **Alternate ACCESS for ELLs Test Participation**

1. The student is currently
  - a. identified as limited English proficient; **and**
  - b. included in the division's Title III LEP subgroup; **and**
  - c. enrolled as an LEP student in grades 1 through 12 and
    - i. receives ESL instructional services; **or**
    - ii. does not receive ESL instructional services.
2. The student receives special education services under the *Individuals with Disabilities Education Act (IDEA)* (2004) based on having a significant cognitive disability as documented in his/her IEP.
3. The student receives instruction based on the [Aligned Standards of Learning \(ASOL\)](#) in grades 3 through 12 and meets all of the [participation criteria](#) established by WIDA. For students in grades 1 and 2, the IEP team and LEP committee will determine if the student meets the participation criteria to be eligible for the Alternate ACCESS for ELLs test.

## Appendix A, cont.

### Virginia ELP Checklist for LEP Students in Kindergarten through Grade 12 with a Hearing or Visual Impairment Participation

1. The student is currently
  - a. identified as limited English proficient; **and**
  - b. included in the division's Title III LEP subgroup; **and**
  - c. enrolled as an LEP student in kindergarten through grade 12 and
    - i. receives ESL instructional services; **or**
    - ii. does not receive ESL instructional services.
2. The student receives special education services under [IDEA](#) (2004) based on having a hearing or visual impairment as documented in his/her IEP.
3. The student's hearing or visual impairment prevents meaningful participation in the online or paper ACCESS for ELLs 2.0 test.

### Virginia ELP Checklist for LEP Students in Kindergarten with a Significant Cognitive Disability Participation

1. The student is currently
  - a. identified as limited English proficient; **and**
  - b. included in the division's Title III LEP subgroup; **and**
  - c. enrolled as an LEP student in kindergarten and
    - i. receives ESL instructional services; **or**
    - ii. does not receive ESL instructional services.
2. The student receives special education services under [IDEA](#) (2004) based on having a significant cognitive disability as documented in his/her IEP.
3. No Alternate ACCESS for ELLs test 2.0 is available for kindergarten; therefore, the IEP team and LEP committee must determine if the student meets the Alternate ACCESS for ELLs test [participation criteria](#) established by WIDA. If the student meets these criteria, the student is eligible to be assessed with the Virginia ELP Checklist K.

## **Appendix B**

### **Instructions for Identifying and Submitting Testing Irregularities**

ELP assessment testing irregularities must be reported immediately to the STC. The DDOT may be called upon to investigate, resolve, or report suspected testing irregularities within 24 hours of their occurrence. When appropriate, the DDOT will consult with VDOE staff regarding the resolution of a testing irregularity. It is important to note that a testing irregularity may result in the invalidation of one or more sections of the online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test or the invalidation of the entire online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. An Overall Score (Composite) cannot be calculated for the online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test that has one or more sections invalidated. A testing irregularity may also result in the invalidation of the evidence collected for one of the Virginia ELP Checklist K12 or Virginia ELP Checklist K.

All testing irregularities must be reported within 24 hours of occurrence to VDOE by completing the form at the end of this appendix and submitting it to VDOE via the [SSWS](#) Dropbox. **Do not submit testing irregularities via e-mail.**

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance;
- inappropriately influences the reporting of student performance;
- constitutes a breach in test security; or
- results in the improper implementation of mandatory student testing.

Examples of ELP assessment testing irregularities include but are not limited to:

- Test Examiner and/or Proctor does not follow administration directions;
- Test Examiner fails to administer the online or paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs test, or Alternate ACCESS for ELLs test or a section of the test;
- Test Examiner fails to collect evidence for all Model Performance Indicators (MPIs) on the Virginia ELP Checklist K-12;
- Test Examiner fails to collect evidence for all Alternate Model Performance Indicators (AMPIs) on the Virginia ELP Checklist K;
- evidence for MPIs in the Virginia ELP Checklist K-12 is not collected under test-like conditions;
- evidence for AMPIs in the Virginia ELP Checklist K is not collected under test-like conditions;
- the test or checklist is administered in a language other than English;
- responses to student's questions are given in a language other than English;
- student is tested on the incorrect grade-level cluster of the online ACCESS for ELLs 2.0 test;

## Appendix B, cont.

- student is tested on the incorrect grade-level cluster and/or tier of the paper ACCESS for ELLs 2.0 test;
- student is incorrectly tested with the Kindergarten ACCESS for ELLs 2.0 test;
- student is incorrectly tested with the Alternate ACCESS for ELLs 2.0 test;
- student is tested on the incorrect grade-level cluster of the Alternate ACCESS for ELLs test;
- student refuses to test;
- student is disruptive during testing;
- student is absent during testing;
- parent refuses to permit the student to test;
- formerly LEP student is tested;
- during testing a student becomes ill, is interrupted to go to an appointment, or leaves the testing room unsupervised;
- during testing student accesses a cell phone, electronic device, or other unauthorized materials;
- during testing student is observed cheating;
- Test Examiner, Proctor, or another adult provides improper assistance to a student;
- testing accommodations specified in a student's IEP or 504 Management Plan are not provided;
- student is provided unnecessary accommodations;
- student's test booklet is missing;
- an unused or unassigned test booklet is missing;
- other test materials, such as Listening and Speaking tests CDs, Test Administrator's Scripts, or Virginia ELP Checklist student evidence are missing;
- test security is violated;
- Test Examiner, Proctor, or other school staff review student responses in test booklet; or
- student responses in test booklet or in Virginia ELP Checklist student evidence are altered.

The Testing Irregularity Submission Form - Spring 2016 on the following page is available as Word document with macro-enabled fields. To request a copy, please contact the student assessment staff by [e-mail](#).

**Appendix B, cont.**

**Virginia English Language Proficiency Assessments  
Testing Irregularity Submission Form - Spring 2016**

**Directions:** Completely fill in the information requested below and submit this form to the School Test Coordinator (STC) or Division Director of Testing (DDOT) for review. Because this form may include confidential information, it must be transmitted securely; do not transmit this form using e-mail. Testing irregularities should be reported to the Virginia Department of Education (VDOE) within 24 hours of occurrence. A copy of the completed form must be maintained locally on file.

Division Name:  
Submitted by:  
Date:

School Name:  
Title:

<b>English Language Proficiency Assessment:</b>
<b>Tier (for the paper ACCESS for ELLs 2.0 test only):</b>
<b>Language Domain Test (choose all that apply):</b> <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing

(If five or more students are involved, attach a list of additional names and STIs.)

Student Name	State Testing Identifier	Grade

Description of Irregularity:

Resolution (VDOE only):

DDOT or Designee only will submit completed form to VDOE via the [SSWS](#) Dropbox.

To: School Division: Virginia Department of Education  
Receiver: Fugate, Robert  
CC: McClintock, Kevin  
Subject: ELP Testing Irregularity

## Appendix C

### Instructions for Hand-coding the Front and Back Covers of Test Booklets with Incorrect Pre-ID Labels or without Pre-ID Labels

These instructions are provided for hand-coding the following test booklets with incorrect Pre-ID or without Pre-ID labels:

- Online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400*;
- Paper *ACCESS for ELLs 2.0 Listening, Reading, and Writing, Form 400 Test Booklet*;
- *Kindergarten ACCESS for ELLs Listening, Speaking, Writing, and Reading Form 303 Student Response Booklet*; and
- *Alternate ACCESS for ELLs Student Response Booklet Form 103*.

For all test booklets, the data fields in bold are **required** and must be hand-coded on the front and back covers using only a **No. 2** pencil. Additionally, all hand-coded test booklets must have a yellow District/School label affixed correctly to the front cover.

#### Front Cover of the Test Booklet:

- **DATE OF TESTING:** This field must contain the date that the student completed testing.
- **STUDENT'S LAST NAME:** This field must contain the student's last name.
- **FIRST NAME:** This field must contain the student's first name.
- **MI:** The student's middle initial is not a required field.

#### Back Cover of the Test Booklet:

- **DISTRICT NAME:** This field must contain the school division name.
- **SCHOOL NAME:** This field must contain the school name.
- **NATIVE LANGUAGE:** This field is optional. The WIDA research team collects these codes; therefore, if coding this field, please use the language codes that are used in the Student Record Collection. The [language codes](#) are posted to the [VDOE Web site](#).
- **STATE NAME ABBREVIATION:** This field must contain **VA**.
- **RACIAL/ETHNIC GROUP PART 1:** This field must be coded **H** if the student's ethnicity is Hispanic/Latino or **N** if the student's ethnicity is not Hispanic/Latino.
- **RACIAL/ETHNIC GROUP PART 2:** Code all fields that apply.
  - **American Indian/Alaskan Native:** This field must be coded **I** if the student is American Indian/Alaskan Native or left blank if the student is not American Indian/Alaskan Native.
  - **Asian:** This field must be coded **A** if the student is Asian or left blank if the student is not Asian.
  - **Black/African American:** This field must be coded **B** if the student is Black/African American or left blank if the student is not Black/African American.

## Appendix C, cont.

- **Pacific Islander/Hawaiian:** This field must be coded **P** if the student is Pacific Islander/Hawaiian or left blank if the student is not Pacific Islander/Hawaiian.
- **White:** This field must be coded **W** if the student is White or left blank if the student is not White.
- **BIRTH DATE:** This field must contain the student's date of birth and must follow the convention **MMDDYYYY** where MM is the 2-digit month, DD is the 2-digit day, and YYYY is the 4-digit year. For example, if a student's date of birth is September 16, 2003, it should be entered into this field as 09162003. Supply leading zeroes for the month and day where appropriate and include a 4-digit year.
- Date First Enrolled in U. S. School: This field is optional.
- **GRADE LEVEL:** This field contains the student's grade level and must be one of the following values (leading zeroes are required): **00, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12 (00=Kindergarten).**
- Length of time in LEP/ELL Program: This field is optional.
- **GENDER:** This field must contain the code representing the student's gender, **M**=Male or **F**=Female.
- IEP STATUS: This field is optional.
- TITLE III STATUS: This field is optional.
- MIGRANT: This field is optional.
- 504 PLAN: This field is optional.
- SCHOOL USE ONLY ACCOMMODATIONS: This field is optional.
- SCHOOL USE ONLY BILINGUAL/ESL TYPE: This field is optional.
- SCHOOL USE ONLY STATE SUPPORT DELIVERY MODEL: This field is optional.
- **STATE STUDENT ID NUMBER: This field must contain the student's STI as issued by PearsonAccess. Left justify the numbers and leave the last five spaces blank.** (This is a change from previous years.)
- STATE DEFINED OPTIONAL DATA: This field must remain blank. (This is a change from previous years.)
- DISTRICT STUDENT ID NUMBER: This field is optional.
- DISTRICT DEFINED OPTIONAL DATA: This field is optional.
- DO NOT SCORE THIS SECTION FOR THIS STUDENT: Review the directions for coding this field in:
  - Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016*;
  - Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016* (also applies to the Kindergarten ACCESS for ELLs test); and
  - Section 2 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016*.

Samples of the front and back test booklet covers are on the following pages. Required data fields are outlined in red.

Appendix C, cont.

All hand-coded test booklets must have a yellow District/School label affixed correctly to the front cover.

**WIDA**  
CONSORTIUM  
2015-2016

Grades 4-5      Tier A

**ACCESS** for ELLs® 2.0  
Listening, Reading, and Writing  
Form 400 Test Booklet

▼ ALIGN TOP OF LABEL HERE ▼

Place Bar Code Label WITHIN This Box

U596404BLANK---

DATE OF TESTING

M	M	D	Y	Y	Y
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
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6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
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8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1				

Appendix C, cont.

DISTRICT NAME										SCHOOL NAME											
NATIVE LANGUAGE			STATE NAME ABBREVIATION			GRADE LEVEL			LENGTH OF TIME IN LEAP/ELL PROGRAM			GENDER									
<b>RACIAL/ETHNIC GROUP</b> Part 1—Select 1 ethnicity that applies. <input type="radio"/> Hispanic/Latino <input checked="" type="radio"/> Not Hispanic Part 2—Select ALL races that apply. <input type="radio"/> American Indian/Alaskan Native <input type="radio"/> Asian <input type="radio"/> Black/African American <input type="radio"/> Pacific Islander/Hawaiian <input checked="" type="radio"/> White										<b>BIRTH DATE</b> M M D D Y Y Y Y						<b>DATE FIRST ENROLLED U.S. SCHOOL</b> M M D D Y Y Y Y					
<b>STUDENT STATE ID NUMBER</b> 1 0 1 2 3 4 5 6 7 8										<b>STATE-DEFINED OPTIONAL DATA</b>											
The STI must be coded in this field. Left justify the numbers and leave the last five spaces blank.										Leave this field blank.											
<b>DISTRICT STUDENT ID NUMBER</b>										<b>DISTRICT DEFINED OPTIONAL DATA</b>											
<b>ACCOMMODATIONS</b> SD <input type="radio"/> MC <input type="radio"/> RA <input type="radio"/> LH <input type="radio"/> RL <input type="radio"/> IH <input type="radio"/> RI <input type="radio"/> LP <input type="radio"/> BR <input type="radio"/> SR <input type="radio"/> WD <input type="radio"/> AC <input type="radio"/> RD <input type="radio"/> BW <input type="radio"/> AT <input type="radio"/> NS <input type="radio"/> ES <input type="radio"/> ET <input type="radio"/> EM <input type="radio"/>										<b>SCHOOL USE ONLY</b> <b>BILINGUAL/ESL TYPE</b> NAS <input type="radio"/> CAT <input type="radio"/> CBE <input type="radio"/> DBE <input type="radio"/> HLA <input type="radio"/> POE <input type="radio"/> SEI <input type="radio"/> SEN <input type="radio"/> TBI <input type="radio"/> TWI <input type="radio"/>											
<b>STATE SUPPORT DELIVERY MODEL</b> NA <input type="radio"/> IS <input type="radio"/> PD <input type="radio"/> PR <input type="radio"/> SC <input type="radio"/>										<b>DETAILED INSTRUCTIONS FOR COMPLETING</b> • ACCOMMODATIONS • BILINGUAL/ESL TYPE • STATE SUPPORT DELIVERY MODEL CAN BE FOUND IN THE TEST ADMINISTRATION MANUAL											
Do Not Score This Section For This Student (See the Test Administration Manual for detailed instructions)										ABS <input checked="" type="radio"/> INV <input checked="" type="radio"/> DEC <input checked="" type="radio"/> SPD <input checked="" type="radio"/>											
596404-11725010566										SERIAL#											

## Appendix D

### **Instructions for Accounting for Students who were not assessed with the Online ACCESS for ELLs 2.0, Paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs Tests**

The school division must account for any LEP student who is not assessed with an annual ELP assessment. The following scenarios describe situations where an LEP student is not assessed with the online ACCESS for ELLs 2.0, paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test and provide directions for accounting for the LEP student.

#### **Student Refusal**

The LEP student refuses to take the online ACCESS for ELLs 2.0 test. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016* for details on coding a test "DEC." For online ACCESS for ELLs 2.0 tests, the "Do Not Score" code must be entered in [WIDA AMS](#). Refer to the directions on page 22 in the *WIDA Assessment Management System (WIDA AMS) User Guide*, Part 2, which is available within the ACCESS for ELLs 2.0 Training Course at the [WIDA Web site](#).

The LEP student refuses to take the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. To account for this student, "DEC" for declined (refusal to test) is coded in the "Do Not Score This Section For This Student" field on the back cover of the test booklet for each section of the test the student refuses to take. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016* (also applies to the Kindergarten ACCESS for ELLs test) and in Section 2 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016* for details on coding a test booklet "DEC" in the "Do Not Score This Section For This Student" field on the back cover of the test booklet. **The paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet must be submitted for scoring.**

#### **Student Absence**

The LEP student was absent during the twelve-week English language proficiency assessment testing window (January 11 through April 1, 2016); therefore, the student was not assessed with the online ACCESS for ELLs 2.0 test. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016* for details on coding a test "ABS." For online ACCESS for ELLs 2.0 tests, the "Do Not Score" code must be entered in [WIDA AMS](#). Refer to page 22 in the *WIDA Assessment Management System (WIDA AMS) User Guide*, Part 2, which is available within the ACCESS for ELLs 2.0 Training Course at the [WIDA Web site](#).

The LEP student was absent during the twelve-week English language proficiency assessment testing window (January 11 through April 1, 2016); therefore, the student was not assessed with

## Appendix D, cont.

the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. To account for this student, “ABS” for absence is coded in the “Do Not Score This Section For This Student” field on the back cover of the test booklet for each section of the test the student did not take because of absences. Refer to the directions provided in Section 4 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator’s Manual 2015-2016* (also applies to the Kindergarten ACCESS for ELLs test) and in Section 2 of the *Alternate ACCESS for ELLs Form 103 Test Administrator’s Manual 2015-2016* for details on coding a test booklet “ABS” in the “Do Not Score This Section For This Student” field. **The paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet must be submitted for scoring.**

### Failure to Test Student

The LEP student was not tested with the online ACCESS for ELLs 2.0 test. An Excel template (ELP Assessment Failure to Test Spring 2016.xls) is to be used for reporting the failure to test a student to VDOE. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the ELP assessment testing window.

The LEP student was not tested with the paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. An Excel template (ELP Assessment Failure to Test Spring 2016.xls) is to be used for reporting the failure to test a student to VDOE. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the ELP assessment testing window. **No paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet should be submitted for scoring.**

### Parent/Guardian Refusal

The parent/guardian refuses to permit the student to take the online ACCESS for ELLs 2.0, paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test. Documentation of the parent refusal should be maintained in the student’s educational record. To account for the LEP student, the parent refusal must be reported to VDOE. An Excel template (ELP Assessment Parent Refusal Spring 2016.xls) is to be used for reporting the parent refusal to VDOE. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the English language proficiency assessment testing window. **No paper ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS for ELLs test booklet should be submitted for scoring.**

## **Appendix E**

### **Instructions for Accounting for Students who were not Assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K**

The school division must account for any LEP student who is not assessed with an ELP assessment. The following scenarios describe situations where an LEP student is not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

#### **Student Refusal**

The LEP student refuses to participate in the collection of evidence for the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

#### **Student Absence**

The LEP student was absent during the twelve-week English language proficiency assessment testing window (January 11 through April 1, 2016); therefore, the student was not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

#### **Failure to Test Student**

The LEP student was not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K.

#### **Parent/Guardian Refusal**

The parent/guardian refuses to permit the student to be assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K. Documentation of the parent refusal should be maintained in the student's educational record.

#### **Accounting for Students not Assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K**

Any LEP student not assessed with the Virginia ELP Checklist K-12 or Virginia ELP Checklist K must be reported to the VDOE. The Excel templates\* used to collect student data for the spring 2016 administration of the Virginia ELP Checklist K-12 and the Virginia ELP Checklist K-12 are posted under the Testing Memos link on the Resources for the Division Director of Testing page in [SSWS](#). Each template contains two tabbed sheets. Directions for collecting and submitting student data are located in the first tabbed sheet (Required Fields Details) of the template, and student data should be collected in the second tabbed sheet (Student Data Collection) of the template. The DDOT must submit the completed data file to VDOE via the [SSWS](#) Dropbox no later than Friday, April 8, 2016, one week after the close of the English language proficiency assessment testing window.

\*Spring 2016 Virginia ELP Checklist K-12\_Attachment C.xlsx and Spring 2016 Virginia ELP Checklist\_Attachment C.xls

## **Appendix F**

### **Procedures for Transferring Students' English Language Proficiency Assessment Testing Materials during Test Administration**

#### **1. LEP Student Transfers to a Different School within the Division**

##### **ACCESS for ELLs 2.0 Online Test**

If the student has started the online test, the DDOT must contact DRC Customer Service by telephone at (855) 787-9615 or by [e-mail](#) to request assistance in transferring the LEP student within WIDA AMS to another school within the school division.

##### **ACCESS for ELLs 2.0 Paper Test**

The DDOT is responsible for retrieving and maintaining the security of the LEP student's paper *ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 400 Test Booklet* from the sending school as well as securely delivering the test booklet to the receiving school. The DDOT must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 29-30 of *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions Section 9 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Paper Test Administrator's Manual 2015-2016*. These directions also apply to the online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400* and *Kindergarten ACCESS for ELLs Student Response Booklet Form 303*.

##### **Alternate ACCESS for ELLs Test**

The DDOT is responsible for retrieving and maintaining the security of the LEP student's *Alternate ACCESS for ELLs Student Response Booklet Form 103* from the sending school as well as securely delivering the test booklet to the receiving school. The DDOT must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 34-35 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the LEP student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions in Section 2 of *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016*.

##### **Virginia ELP Checklist K12 and Virginia ELP Checklist K**

The Division Director of Testing (DDOT) is responsible for retrieving and maintaining the security of the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence from the sending school as well as securely delivering the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence to the receiving school.

## Appendix F, cont.

### 2. LEP Student Transfers to a Different School Division within Virginia

#### **Online ACCESS for ELLs 2.0 Test**

If the student has started the online test, the DDOT must contact DRC Customer Service by telephone at (855) 787-9615 or by [e-mail](#) to request assistance in transferring the LEP student to another school division in Virginia within WIDA AMS.

#### **Paper ACCESS for ELLs 2.0 Test**

The DDOT of the sending division is responsible for retrieving and maintaining the security of the LEP student's paper *ACCESS for ELLs 2.0 Listening, Reading, and Writing Form 400 Test Booklet* from the sending school as well as securely delivering the test booklet to the receiving school division. These directions also apply to the online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400* and *Kindergarten ACCESS for ELLs Student Response Booklet Form 303*.

The DDOT of the receiving division must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 29-30 of *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the LEP student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions Section 9 of the *ACCESS for ELLs 2.0 Listening, Reading, Writing, and Speaking Form 400 Grades 1-12 Online Test Administrator's Manual 2015-2016*. These directions also apply to the online *ACCESS for ELLs 2.0 Writing Response Booklet Form 400* and *Kindergarten ACCESS for ELLs Student Response Booklet Form 303*

#### **Alternate ACCESS for ELLs Test**

The DDOT of the sending division is responsible for retrieving and maintaining the security of the LEP student's *Alternate ACCESS for ELLs Student Response Booklet Form 103* from the sending school as well as securely delivering the test booklet to the receiving school division.

The DDOT of the receiving division DDOT must ensure that a yellow District/School label is affixed atop the Pre-ID label by following the directions on pages 34-35 of the *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016* **and** that the front and back covers of the test booklet are hand-coded accurately (refer to [Appendix C](#) for directions). After testing is completed, the DDOT will include the LEP student's test booklet with the receiving school's test materials to be returned to DRC for scoring following the directions in Section 2 of *Alternate ACCESS for ELLs Form 103 Test Administrator's Manual 2015-2016*.

## **Appendix F, cont.**

### **Virginia ELP Checklist K-12 and Virginia ELP Checklist K**

The DDOT of the sending division is responsible for retrieving and maintaining the security of the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence from the sending school as well as securely delivering the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence to the receiving school division.

The DDOT of the receiving division must ensure that the LEP student's Virginia ELP Checklist K12 or Virginia ELP Checklist K and student evidence are maintained securely and that the student demographic information at the top of the checklist is updated. The DDOT is responsible for reporting student data to VDOE by Friday, April 8, 2016.

For questions regarding LEP students' participation in the annual ELP assessments, please contact the student assessment staff by [e-mail](#) or by telephone at (804) 225-2102.