Grades 4–12

ACCESS for ELLs® 2.0

Form 402

Online Test Administrator's Script

4–12

This is **NOT** secure material.

At the completion of testing, please recycle.

Do **NOT** return to DRC.

WIDA™

2017–2018

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About this document:

This document contains the Test Administrator's Script for administering the ACCESS for ELLs 2.0 Listening, Reading, Speaking, and Writing tests for Grades 4–12.

Before You Begin

Important reminders:

Before you begin testing, make sure you have

- completed all test administration training and certificate of completion requirements
  (www.wida.us; Click on "My Account and Secure Portal");

- set up testing sessions within WIDA AMS (www.wida-ams.us);

- reviewed and assigned accessibility and accommodations needs as applicable
  (See the *ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement* at www.wida.us/accessibility);

- ensured that there are an adequate number of working headphones or headsets (as applicable) for the number of students to be tested in the session;

- printed test tickets;

- received, inventoried, distributed, and placed a label (Pre-ID or School/District Label) on the writing response booklets for those students who will handwrite their writing responses.

How to Read the Script

The scripted material includes the text that should be read aloud during test administration and stage directions to help guide the test administrator.

- The administrator should read aloud text in **bold font**. The instructions that the student should hear are in **bold**.

- Do NOT read unbolded text aloud. Unbolded text gives the administrator directions.

How to Launch the Test

The ACCESS for ELLs 2.0 online test can be accessed directly from the student's device by opening the INSIGHT icon.

The technology coordinator will have installed this on the devices prior to testing. If INSIGHT does not appear to be available on the device, please contact your school's test coordinator and/or technology coordinator.

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Test Administrator's Script

The scripting for the administration of ACCESS for ELLs 2.0 Online for Grades 4–12 is divided into sections. All online test sessions should begin with the scripting in "Welcome to the Test Session." Then, you should read "Logging in to the Test" if the student will type in his/her own username and password.

However, if you will log in the students yourself, skip to either "Starting the Test (Listening, Reading)" if you are starting a Listening or Reading test session, or "Starting the Test (Speaking)" if you are administering a Speaking test session.

Once the students have begun the test, review the Monitoring and Ending the Test section.

Welcome to the Test Session (All Domains)

Now you are going to take a test. Some questions might be easy for you and others might be hard. Do the best you can.

Does everyone have [headphones]? USE THE TERM **[a headset]** WHEN ADMINISTERING THE SPEAKING TEST. **I will tell you when to put these on.**

Pause for response. Point to one student's headphones or headset as an example. Do a visual check to ensure all students have headphones or headsets.

Make sure desks are clear of everything but headphones/headset, computer mouse, and keyboard.

If you will be logging in the students yourself, skip to "Starting the Test (Listening, Reading)," "Starting the Test (Speaking)," or "Starting the Test (Writing)." Otherwise continue reading "Logging in to the Test (All Domains)."

Logging in to the Test (All Domains)

Now I will pass out your test tickets.

Give each student the test ticket with his/her name on it.

Does everyone have a test ticket?

Pause for response.

Does the ticket have your name on it?

Make sure each student has a test ticket with his/her name on it.

Now look at the screen. Under ACCESS for ELLs® 2.0, click the words, Test Sign In.

Make sure all students have clicked on Test Sign In under ACCESS for ELLs 2.0 (NOT under WIDA Screener) and can see the area to enter their username and password. If necessary, click the correct Test Sign In link for the student(s).

Logging in to the Test (All Domains) (continued)

Look at your test ticket. Find the username and password.

Use one student's ticket or an extra as an example to point to the username and password.

Type your username in the first white box.

Point to the first white box on a screen. If necessary, assist students in entering their username.

Type your password in the second white box.

Point to the second white box on a screen. If necessary, assist students in entering their password.

Now click the Sign In button.

Check to make sure all students are entering the correct information into the "Sign In" screen. You may assist students who are having trouble and may type their username and/or password for them if they need help.

Continue reading one of these sections:
Starting the Test (Listening, Reading)—page 7
Starting the Test (Speaking)—page 8
Starting the Test (Writing)—page 10

Starting the Test (Listening, Reading)

Do you see your name at the top of the screen?

The student's name should appear at the top of the screen. If any students do not see their name, help them exit the test and go back through the sign in process and confirm that they correctly enter their username and password before clicking the Sign In button.

Now, click Continue.

Pause while students advance to the next screen. If necessary, point to the Continue button and assist students in moving forward.

In the next line of the script, you will instruct students to click on the name of the domain they will be taking and read that domain name aloud.

Next, click Listening. (OR SAY) **Next, click Reading.**

Pause while students advance to the next screen. Ensure that students are on the "Begin The Test" screen.

Do not click anything else until I tell you.

When you click the Begin The Test button, you will listen and practice. Then you will start the test.

When the test starts, you must listen carefully. Each part will play only one time.

After you click the Next button, you cannot go back and change your answer.

Do you have any questions?

Answer questions.

Raise your hand if you need help. At the end of the test, raise your hand.

Now put on your headphones. Click the Begin The Test button.

Make sure all students have clicked on the correct button and are viewing the directions.

Monitoring and Ending the Test (Listening, Reading)

Monitor students' work to make sure they are progressing through the directions and practice. See the *Test Administrator Manual* for guidance on offering assistance during the directions, practice, and test items.

If students are not navigating through the directions or practice, point to the Next button and say: ***Remember, click the Next button to go to the next screen.***

The test system will prompt students to continue from the directions to the practice and then to the test. If at any point a student becomes confused or is not sure what to do to continue, prompt him or her by saying: ***Remember, click the Next button to go on.***

Note: During Reading, students may take off their headphones after the test directions and practice are complete.

The Pause button should be used only when instructed to by the test administrator. As you monitor, if you see a student pressing Pause, say: ***Please do not press Pause unless I tell you.***

As students complete the test and raise their hands, instruct students to click the button on the bottom right corner of the screen. After students do this, the test will return to the "Sign In" screen. Instruct students to sit quietly until they can be dismissed from the testing session.

Starting the Test (Speaking)

Do you see your name?

The student's name should appear at the top of the screen. If any students do not see their name, help them exit the test and go back through the sign-in process. Confirm that they correctly enter their username and password before clicking the Sign In button.

You will practice. Then, you will take a speaking test. Listen carefully. You will hear each part one time.

When it's your turn, speak into the microphone.

Point to the microphone.

Do your best. Speak loudly. Don't whisper.

Do you have any questions?

Answer questions.

Raise your hand if you need help. At the end of the test, raise your hand.

Now, click Continue.

Pause while students advance to the next screen. If necessary, point to the Continue button and assist students in moving forward.

Next, click Speaking.

Pause while students advance to the next screen. If necessary, point to the Speaking link and assist students in moving forward.

Now, put on your headset. Put the microphone in front of your mouth.

Assist students in putting on their headsets and make sure the microphones are positioned directly in front of their mouths approximately one to two inches from their lips. Make sure that students are not chewing gum or eating.

Click Record. Say your name and the name of your school. Then click Stop.

As needed, assist students in clicking, recording, and speaking into the microphone. Ensure that all students are able to hear the audio playback.

Did you hear your voice?

Pause for confirmation. If necessary, say: ***Raise your hand if you did not hear your voice.***

Do not move on until you have confirmed that each student was able to successfully record their voice and hear it played back. If any students cannot hear the recording, assist the students in clicking Try Again and recording their voice.

Now, click I heard my recording.

Pause while students advance to the next screen. If necessary, point to the "I heard my recording" button and assist students in moving forward.

When you are ready, click the Begin The Test button.

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Monitoring and Ending the Test (Speaking)

Monitor students' work to make sure they are progressing through the directions and practice. See the *Test Administrator Manual* for guidance on offering assistance during the directions, practice, and test items.

If students are not navigating through the directions or practice, point to the Next button and say: ***Remember, click the Next button to go to the next screen.***

The test system will prompt students to continue from the directions to the practice and then to the test. If at any point a student becomes confused or is not sure what to do to continue, prompt him or her by saying: ***Remember, click the Next button to go on.***

The Pause button should be used only when instructed to by the test administrator. As you monitor, if you see a student pressing Pause, say: ***Please do not press Pause unless I tell you.***

If students are having difficulty responding to a Speaking practice item, assist the students in understanding how to record their response. For example, you may say:

Remember, when the speech bubble is blue, that means it's your turn to answer. Think about what you will say. When you're ready, click the Record button and then say your answer.

Remember, click the Record button before you say your answer.

Remember, after you are done talking, click the Stop button. Then, click the Next button to go on.

You may provide as much assistance as students need to ensure that they are able to successfully record answers on the device before beginning the Speaking Test. During the test practice, intervene with any students who seem to be struggling to understand how to record their answers. You can remind students to think about their answer before clicking Record.

Monitor students as they speak. Remind students to speak clearly and not to whisper. Monitor the Spectrum Analyzer on each student's screen. These yellow bars will move up and down if a student's voice is being recorded.

If a student is talking too quietly, say: ***Remember to speak loudly enough for the computer to record your answer.***

If a student does not speak loudly enough during the recording phases of the test practice, a popup will appear on the screen to indicate that the recording did not register his/her voice and that the student needs to re-record. As needed, assist students in clicking, recording, and speaking into the microphone.

If a student has moved the microphone or is covering it with his or her hand, say: ***Remember to put the microphone in front of your mouth so the computer can record your answers.***

If a student asks for help answering a test question, say: ***Do your best to answer the question. Think about what you will say. When you're ready, click Record and then say your answer.***

If a student does not know how to respond to a question, say: ***Try your best. If you can't answer a question, it's O.K. to say, "I don't know," and then go on to the next part.***

You may encourage students to do their best by saying: ***Remember, when it's your turn, say as much as you can.***

However, you should not disrupt students while they are responding.

If a student pauses for more than a few minutes at one part of the test, ask: ***Do you need help?***

If the student does not ask for help and continues to pause at part of the test, say: ***You should move on now. Do your best. If you don't know how to answer a question, it's O.K. to say, "I don't know."***

As students complete the test and raise their hands, instruct students to click the button on the bottom right corner of the screen. After students do this, the test will return to the "Sign In" screen. Instruct students to sit quietly until they can be dismissed from the testing session.

Starting the Test (Writing)

Now I will pass out your test materials. Everyone will get a pencil and a blank scratch paper. If you are writing on paper, you will get a test booklet. Keep your booklet closed until I tell you to open it.

Make sure desks are clear of everything but test materials, computer mouse, and keyboard. Pass out pencils, one sheet of blank scratch paper, and, as needed, writing response booklets to each student.

Does everyone have a pencil and blank scratch paper?

Pause for response.

If you have a test booklet, do you see your name on the front cover?

Pause for response. Use one student's writing response booklet or an extra as an example to point to where the students should see their names.

Look at the screen. Do you see your name at the top of the screen?

Student names should appear at the top of the screen. If any students do not see their name, help them exit the test and go back through the sign in process and confirm that they correctly enter their username and password before clicking the Sign In button.

Now, click Continue.

Pause while students advance to the next screen. If necessary, point to the Continue button and assist students in moving forward.

Next, click Writing.

Pause while students advance to the next screen. Ensure that students are on the "Begin The Test" screen.

Do not click anything else until I tell you. When you click the Begin The Test button, you will listen and practice. Then you will start the test.

If you have a test booklet, open your test booklet to page 3. It says "Writing Practice" at the top of the page.

Check to make sure that all students with writing response booklets are on the correct page.

Do you have any questions?

Answer questions.

Raise your hand if you need help.

When you see a stop sign, stop and raise your hand. I will check your work.

Now put on your headphones. Click the Begin The Test button.

Make sure all students have clicked on the correct button and are viewing the directions.

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Monitoring and Ending the Test (Writing)

Monitor students' work to make sure they are progressing through the directions and practice. If students are not navigating through the directions or practice, point to the Next button and say: *Remember, click Next to go to the next screen.*

As students complete the practice item, ensure that students have been able to respond. Use the Back button to check the response on the screen or check the student's writing response booklet. If so, say: *O.K. Wait until I tell you to go on.*

Once all students have reached the stop sign at the end of the directions and practice, and you have checked that they have each completed the task, say: *O.K. Click Next to go on.* If students are handwriting, instruct them to turn the page.

Monitor the amount of time students spend on each task. Once the directions and practice are completed, students taking the Tier A test should spend about 15 minutes on each part while students taking Tier B/C should spend 10 minutes on Part A, 20 minutes on Part B, and 30 minutes on Part C. See the tables below for a guide.

If students are still working on the part to be completed within a time period, gently ask each student individually: *Are you close to finishing this part?*

If necessary, you can prompt students who are lagging by saying: *Make sure you save enough time for the other parts.*

When students raise their hands, check with each one individually to make sure that they have finished responding to the writing task. For students who are keyboarding their responses, click the Back button to see the responses. For those students who are handwriting their responses, check the writing response booklet.

If students have not completed the part, encourage them to go back and type or write a response. You may help students navigate back to the appropriate screen if necessary.

If they have completed the part, say: *O.K. You may go on. Click the Next button.* If students are handwriting responses, instruct them to turn the page (if applicable).

If any students are still working when there are 5 minutes left for their test (after 40 minutes for Tier A, after 55 minutes for Tier B/C), say to each student individually: *You have 5 minutes to finish writing.*

If students are working productively at the end of the allotted time frame and need more time, allow them no more than 5 additional minutes to complete their work and then say: *Please finish what you are writing now and click the Next button.*

Collect all blank scratch paper and any writing response booklets. As students complete the test and raise their hands, instruct students to click the button on the bottom right corner of the screen. After students do this, the test will return to the "Sign In" screen. Instruct students to sit quietly until they can be dismissed from the testing session.

Timing of Parts of Writing Tier A			Total allowable time: 50 minutes
Part	Standard	Time	Extra Time
A	Social and Instructional Language (SIL)	15 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part C
B	Language of Language Arts (LoLA)	15 minutes	
C	Language of Mathematics (LoMA)/ Language of Science (LoSC)	15 minutes	

Timing of Parts of Writing Tier B/C			Total allowable time: 65 minutes
Part	Standard	Time	Extra Time
A	Social and Instructional Language (SIL)	10 minutes	Additional five (5) minutes to finish writing may be given to the students at the end of Part C
B	Language of Mathematics (LoMA)/ Language of Science (LoSC)	20 minutes	
C	Integrated Task (Language of Language Arts/Language of Social Studies/SIL)	30 minutes	

End of Script