

Kindergarten ACCESS for ELLs® Frequently Asked Questions

Question	Answer	Page in Manual
<p>What is the best way to prepare myself to administer the Kindergarten ACCESS for ELLs®?</p>	<p>Practice, practice, practice! Complete training by:</p> <ul style="list-style-type: none"> • Attending a state- or district-sponsored face-to-face ACCESS for ELLs training. • Completing the online training course located at www.wida.us. (Remember: quizzes are required even for those who attend a face-to-face training.) • Using WIDA’s professional development PowerPoint presentations and supporting documents related to ACCESS for ELLs. They can be downloaded from the “Training Tool Kit” section of the WIDA online training course. • Practicing test administration with other trained test administrators. This is especially important for Kindergarten test administrators. 	<p>12, 18</p>
<p>What materials do I need to administer the Kindergarten ACCESS for ELLs test?</p>	<p>You will need:</p> <ul style="list-style-type: none"> • <i>Test Administrator Script</i> • <i>Student Storybook</i> • <i>Student Response Booklet</i> • <i>Activity Board, Cards, and Card Pouch</i> • 2 sharpened pencils with erasers 	<p>7-11</p>
<p>While testing, where should I sit in relation to the student?</p>	<p>Place yourself at a right angle to the student, rather than across from or next to the student. Refer to Figure 2 on page 8 of the <i>Test Administration Manual</i> for a visual diagram.</p>	<p>8, 12</p>
<p>What’s the best way to organize the testing materials during administration?</p>	<p>Place the <i>Student Storybook</i> and <i>Cards</i> in front of the student. Place the <i>Student Response Booklet</i> and <i>Script</i> in front of you. The <i>Activity Board</i> can be placed off to the side.</p> <p>The diagram on page 8 shows a suggested layout of testing materials. However, depending on the testing area, test administrators may find a setup that works better for them.</p>	<p>8, 12</p>

How long does it take to test each student?	The test takes an average of 45 minutes per student. Test administrators who practice with the materials beforehand report shorter administration times overall.	15
Can students take a break during testing?	Students may take a break, and the best time to take one is between Part C (Reading) and Part D (Listening and Speaking), which marks the transition between the narrative and expository sections of the test. If the student must take a break at another time, it should be done at the end of a part and should be brief.	15
Can I administer the test in more than one test session?	Yes, you can schedule test administration to be done in two sessions. If test administration is scheduled over more than one day, the break must: <ul style="list-style-type: none"> • Occur between the administration of the narrative and expository sections, and • Last no more than two consecutive school days. That is, if the narrative section of the test is administered to a student on a Monday, the latest the expository section should be administered is on Thursday of that week. <p>In Part D of the <i>Student Response Booklet</i>, there is a box where the test administrator must indicate whether and what type of break was taken during the test.</p>	15
Can I test more than one student at a time?	No, the test is designed to be administered one-on-one.	6
Can I administer the test in any order, or is there a specific sequence that I have to follow?	The test must be administered in a specific order, described in the <i>Test Administration Manual for Kindergarten</i> . The test is divided into a narrative section and an expository section, each covering the four language domains of listening, speaking, reading, and writing. The narrative section is administered first, and includes listening/speaking tested together, followed by writing and then reading. The expository section follows, and is to be done in the same order: listening/speaking, writing, and reading.	6, 12-13
Am I allowed to repeat a test item on the Listening Test?	For the listening tasks, the test administrator may not repeat an item unless a severe disturbance or interruption occurs. Such disturbances may warrant one repetition of a test item.	19
Am I allowed to repeat a test item on the Speaking Test?	For the speaking tasks, if the student asks you to repeat an item, it is acceptable to repeat an item one time . Rephrasing options are contained in the script. You should ask the student to repeat a response if <i>and only if</i> the student's response is inaudible.	19

<p>How do I know when to stop the speaking and listening sections of the test?</p>	<p>If a student scores “Approaches” on a speaking task and answers zero or one listening items correctly, discontinue that particular part of the test and mark “Stopped Here” in the <i>Student Response Booklet</i>.</p> <p>Keep going if a student continues to score “Meets” on the speaking task and/or correctly answers more than one listening item.</p> <p>It is important to remember that the test administrator should wind down the Listening and Speaking Test only when the ceiling is reached in both domains.</p>	<p>19-20</p>
<p>How do I know if a student has met expectations on the speaking tasks?</p>	<p>Test administrators should follow the guidelines in the expect box to determine if the student meets or does not meet the task-level expectations.</p> <p>Refer to the <i>Speaking Rubric of the WIDA Consortium</i> for a more comprehensive guide to task-level expectations.</p>	<p>22</p>
<p>When would I mark the question-mark column on the Speaking Test?</p>	<p>If you are unable to determine whether a student’s response to a speaking task warrants a score of “Meets” or “Approaches,” you may fill in the box in the question-mark column, labeled “(?)”.</p> <p>You may not mark a ? on the last item of a Part. You must make a decision on the student’s performance.</p>	<p>23</p>
<p>What do I do after I check the question-mark option for an item?</p>	<p>Move on to the next level. At the next level, if the student gives a performance that meets the task-level expectations, assign that level a score of “Meets,” and go back and assign the previous level a score of “Meets” also. If the student gives a performance that clearly fails to meet task-level expectations on that next level, assign the current level a score of “Approaches,” and go back and assign the previous level a score of “Approaches” as well.</p>	<p>23</p>
<p>What do I do if a student is getting distracted? Do I stray from the script?</p>	<p>Although the test administrator must adhere to the script, sometimes encouragement or redirection is appropriate. Additionally, the script offers opportunities to rephrase or to clarify the question under the “or” heading.</p>	<p>14-15</p>
<p>Who should administer this test?</p>	<p>Someone familiar with this age group and who has completed Kindergarten ACCESS for ELLs training.</p>	
<p>Who do I contact if I have additional questions about the Kindergarten test?</p>	<p>You may send an email to the WIDA Help Desk at help@wida.us, or call 1-866-276-7735.</p>	