



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

WIDA Assessment and Accountability Transition Guidance 2014-2015

Indiana Department of Education

**Office of Student Assessment
Office of English Learning and Migrant
Education**

Disclaimer

This guidance document has been produced by the IDOE Office of Student Assessment and Office of English Learning and Migrant Education. This document must be used in conjunction with all official testing materials in the administration of the ACCESS for ELLs. It contains English language proficiency testing policy and procedures to ensure the valid administration of the ACCESS for ELLs assessment in Indiana. Corporation Test Coordinators, EL/Title III Directors, and administrators of the ACCESS for ELLs must read this document carefully in conjunction with all secure and non-secure test materials.

Portions of this document have been reprinted with permission from the publisher.

English Language Proficiency Requirements

Why is Indiana changing English language proficiency assessments? In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to identify the languages other than English present in their student population, assess the language proficiency of students in order to place them in the appropriate language development program, and administer an annual assessment of English proficiency to include the students' oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. Indiana's ESEA Flexibility Waiver requires the state to adopt an English language proficiency assessment that is college and career ready and aligned to Indiana's English language development standards. Indiana adopted the World-Class Instructional Design and Assessment (WIDA) English language development standards in October 2013 and joined the WIDA consortium to adopt the corresponding English language proficiency assessments for the 2014-2015 school year, replacing the current use of LAS Links.

What assessments are offered by WIDA? WIDA offers a comprehensive assessment system that consists of the W-APT (WIDA-ACCESS Placement Test), the WIDA ACCESS for ELLs, and the Alternate ACCESS for English language learners with severe disabilities. These assessments are given annually to monitor students' progress in acquiring academic language.

What placement test do I use for the 2014-2015 school year? School corporations may choose to use remaining LAS Links placement tests to identify and place students in the appropriate language development program for the first semester of the 2014-2015 school year. Staff may begin administering the W-APT (WIDA-ACCESS Placement Test) once staff members are successfully trained through the WIDA training materials. The Indiana Department of Education will continue to provide LAS Links materials for the first semester. The 2014-2015 school year will be the only year where the use of both the LAS Links and W-APT placement tests will be allowed. Full transition to the use of the W-APT will begin in January of 2015.

What annual assessment do I use for the 2014-2015 school year? School corporations will use the WIDA ACCESS for ELLs as the annual proficiency assessment. The LAS Links annual assessment may not be used as the annual assessment in any circumstance.

How will assessment training be provided? Login credentials to access the WIDA training materials will be provided to test administrators by their local WIDA Test Coordinator. Secure login provides access to the training course, quizzes and PowerPoint presentations. All staff members who will administer ACCESS for ELLs are required to take this training course and receive online certification from WIDA. The local WIDA Test Coordinator will be responsible for ensuring all staff members have been trained to administer the new assessments.

What schools are affected by this assessment and accountability transition? All traditional public schools and charter schools will utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs annual English language proficiency assessment. Nonpublic schools participating in the Choice Scholarship Program may utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs annual English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7). Accredited nonpublic schools may use an alternate English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7).

Roles and Responsibilities

Corporation Test Coordinator (CTC)

Corporation Test Coordinators are the main point of contact for WIDA and are responsible for facilitating communication between the corporation and the IDOE. CTCs received secure login information from WIDA. **CTCs may assign a WIDA Test Coordinator (e.g., English Learner/Title III Director) the responsibilities of overseeing the training and the implementation of the assessment.**

WIDA ACCESS Test Coordinator-English Learner/Title III Director:

The **WIDA Test Coordinator** is responsible for creating Test Administrator accounts; receiving, securing, distributing, and returning test materials; arranging and scheduling test sessions; and generally overseeing all aspects of test administration. In particular, the WIDA Test Coordinator is responsible for ensuring the test administration is performed by properly trained test administrators. WIDA Test Coordinators can monitor the training certification results in the online course for educators in their corporation. (CTCs can follow the instructions sent to them to create an account for the WIDA Test Coordinator if this responsibility is assigned to another staff member.)

As a reminder, federally mandated ELP assessments must be overseen and administered with state and local funds.

Login Credentials and Training

WIDA Test Coordinators will be responsible for creating accounts for the online training courses for test coordinators and test administrators. Test administration training and certification is crucial for successful administration of ACCESS for ELLs, and the training provides answers to many frequently asked questions about test administration. WIDA Test Coordinators are responsible for ensuring *prior to administration of ACCESS for ELLs* that all test administrators have been adequately trained and have passed the applicable online quizzes.

Testing Window

The ACCESS for ELLs assessment is a state-mandated test that can only be administered on the dates Indiana has selected as its testing window. The state testing window for the ACCESS for ELLs is ***January 21, 2015 through February 27, 2015** (*pending state board approval). All students identified as LEP who are enrolled in the school are required to be assessed during the testing window and will be included in Annual Measurable Achievement Objective (AMAO) calculations. More information can be found on the [IDOE website](#).

Ordering Test Materials (in collaboration with corporation data personnel)

For 2014-15, Corporation Test Coordinators will be contacted by MetriTech, Inc., the ACCESS for ELLs printing distributing, scoring, and reporting vendor, before the test ordering window opens. CTCs and WIDA Test Coordinators must collaborate with their corporation STN administrator to complete the DOE-TL (WIDA) file upload to order assessment materials. Please note: Tiers must be selected for students in grades 1-12 (Tier A, B, C). Within each grade level cluster (except Kindergarten), there are three tiers (Tiers A, B, C). Unlike LAS Links where there was only one version used each year for the respective grade level cluster (i.e., all 2nd grade LEP students took the exact same version of LAS links), LEP students will have to be assigned a tier that is respective to his or her language proficiency level. **An educator familiar with a student's proficiency level must consult with the English Learner/Title III Director and Corporation Test Coordinator to order and assign a specific tier for each student.** View WIDA's [Tier Placement Tutorial](#), [Tier Placement Protocol](#). Please reference the chart on page 10 for specific guidance.

Upon receiving test materials, Test Coordinators at the corporation and school levels should verify that the correct number of booklets was received, and materials should be divided and delivered according to local practice.

Handling and Returning of Materials

ACCESS for ELLs is a **secure** test. Test materials **must** be handled securely and carefully, and kept in locked storage when not in use. Please note that this procedure differs from the administration of LAS Links. **No** ACCESS for ELLs test materials are kept locally at the end of the testing window.

For more information, please visit <http://www.wida.us/assessment/ACCESS/>.

Requirements to Identify Students as Limited English Proficient

Per Title I of No Child Left Behind (2001) and Plyler v. Doe (1982), a school must survey the language(s) spoken by a student enrolling or preparing to enroll in an elementary or secondary school. Indiana utilizes the Home Language Survey (HLS) for identification of possible English learners. For students enrolling for the first time in Indiana (i.e., Kindergarten or out-of-state transfers), the school must administer the HLS. If any of the three questions identify a language other than English, then the school must assess the student with the W-APT to determine if the student is limited English proficient or fluent English proficient.

For students identified as limited English proficient, the student will be identified as an English learner, receive federally mandated English language development services, and be annually assessed with the ACCESS for ELLs until the student reaches the formal exit criteria. In the year of transition 2014-2015, the student must receive a 5.0 overall composite score to be exited.

Opt-Out Guidance

Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the local school level. School administrators may also wish to inform parents that not allowing their children to take Indiana's assessments may have far-reaching ramifications, including impacting a school's A-F accountability grade and teacher compensation. Refer to the *Indiana Assessment Program Manual* for more information:

<http://www.doe.in.gov/sites/default/files/assessment/iapm-1415-chapter-10-testpoliciesadminsec.pdf>.

Test Administrators

These individuals administer the parts of the ACCESS for ELLs test for which they have received appropriate training. The WIDA ACCESS for ELLs and W-APT must be administered only by personnel who hold a license granted by the Indiana Department of Education, per Chapter 10 Test Policies of *2014-2015 Indiana Assessment Program Manual* found at <http://www.doe.in.gov/assessment>. The license must be an instructional, administrative, or school services license.

Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may only serve as proctors, **not** as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner. Proctors may, however, assist the examiner before, during, and after the test administration. Utilize the following chart for further training requirements:

Indiana Training Requirements

Assessment	Required Training
ACCESS for ELLs (annual assessment)	Complete ACCESS certification via the secure portal before administering the annual assessment beginning January 21, 2015.
W-APT (placement assessment)	Complete ACCESS certification and W-APT training via the secure portal prior to administering the placement test.

Test Scheduling

The Listening, Reading, and Writing sections of ACCESS for ELLs can be group administered. The Speaking section is individually administered. WIDA recommends the following administration sessions:

- Listening and Reading can be scheduled together in one session lasting 75 minutes.
- Writing should be scheduled in one session lasting 75 minutes.
- Speaking takes approximately 15 minutes per student.

Note: The sessions can be scheduled in any order and can be administered on separate days, but a single test section cannot be split into separate sessions. Depending on the proficiency levels of English learners, a school may have to administer the assessment to multiple groups of specific testing tiers.

Test Administration

Grades 1-12 Listening, Reading, and Writing

- Listening and Reading sections consist of multiple-choice questions
- Writing section prompts the student for a constructed response
- Can be administered in groups of up to 22 students
- Separate test forms for each grade level cluster and tier; students from different clusters or tiers must be separated into different sessions
- Scored by WIDA's partner, MetriTech (not by the local test administrator (TA))

Grades 1-12 Speaking

- Individually administered
- Not tiered; all students in the same grade-level cluster take the same test
- Adaptive, meaning items are presented until the student reaches his/her performance "ceiling"
- Scored locally by the TA; each item must be scored before moving on to the next

Kindergarten

- **Individually administered (Be sure to allow more time to administer this assessment.)**
- Not tiered; all students take the same test
- All domains (Speaking, Listening, Reading, Writing) are tested twice: once within the expository section, and once within the narrative section
- Speaking and Listening are presented together, alternating between a listening task and a speaking task
- All sections are adaptive, meaning items are presented until the student reaches his/her performance "ceiling"
- Scored locally by the TA

Indiana W-APT Criteria for LEP Identification (Placement test):

Beginning with the second semester of the 2014–15 school year, the WIDA ACCESS Placement Test, also referred to as the W-APT™, is administered to all students for whom a language other than English is identified during the Home Language Survey process. The W-APT functions as a screener that is used for both initial assessment and English Language (EL) program placement of students who are identified as limited English proficient (LEP).

Kindergarten			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade/Test Domains	W-APT Scores	
Kindergarten: 1 st Semester	Kindergarten/Speaking & Listening (<i>Do not administer Reading/Writing</i>)	Combined Speaking & Listening less than 29	Combined Speaking & Listening 29 or higher
Kindergarten: 2 nd Semester	Kindergarten/Speaking Listening Reading Writing	Combined Speaking & Listening less than 29 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Speaking & Listening 29 or above <i>and</i> Reading 14 or above <i>and</i> Writing 17 or above

Grades 1-12			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade Span/Test Domains	W-APT Scores	
1 st Grade: 1 st Semester	Kindergarten/Speaking Listening Reading Writing	Combined Speaking & Listening Less than 29 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Speaking & Listening 29 or above <i>and</i> Reading 14 or above <i>and</i> Writing 17 or above
1 st Grade: 2 nd Semester 2 nd – 12 th Grades: Both Semesters	1 st Grade- 12 th Grade Speaking Listening Reading Writing	Grade adjusted overall score is less than 5.0	Grade adjusted overall score is 5.0 or above

****Please note: See test administration manual for specific guidance. Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the W-APT for their current grade level. See below chart for reference.***

Sample W-APT Scoring Sheet

Upon administering the W-APT, the administrator will utilize the W-APT score calculator, found at <http://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>, to determine the grade adjusted composite proficiency level. Since the W-APT utilizes grade-level clusters (i.e., Grade 6-8), the student's composite proficiency level will be affected by the grade level of the student. For example, a newly enrolled 6th grader and 8th grader would use the same W-APT, and if both received the same number of correct answers, the 6th grader's grade adjusted composite score would be higher. The higher linguistic demands of 8th grade would require a student to be more proficient in order to maintain the same composite score as a student in a lower grade.

Grades W-APT™ 6-8 Scoring Sheet

Test Administrator Date

Student Information

School/District
 First name Last name
 Age Birth Date
 Student ID Home Language

Student's Current Grade 7
Grade Level Cluster 6-8
Speaking
 Test Total Number of Boxes Marked "Exceeds" or "Meets" 8
Writing Test
 Writing Test Proficiency Level (PL) 2
Listening Test
 Number of Correct Answers 14
Reading Test
 Number of Correct Answers 5

Speaking Proficiency Level	6
Writing Proficiency Level	2
Listening Proficiency Level	4
Reading Proficiency Level	1
Literacy Composite Proficiency Level	1.5
Grade Adjusted Literacy CPL	1.7
Oral Composite Proficiency Level	5.0
Grade Adjusted Oral CPL	5.3
Overall Composite Proficiency Level	2.55 (truncated = 2.5)
Grade Adjusted Composite Proficiency Level	2.7

Utilize the grade adjusted composite proficiency level for identification

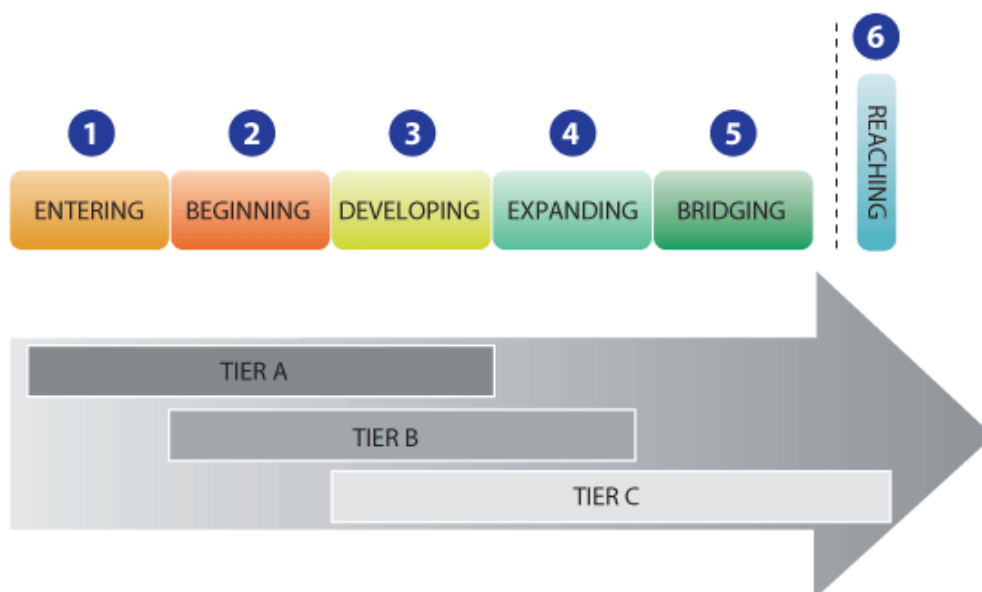
Tier Specific Guidance for WIDA ACCESS

WIDA: ACCESS for ELLs, the annual English language proficiency assessment, is divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Within each grade-level cluster (except Kindergarten), there are three tiers (Tiers A, B, C). Unlike LAS Links where there was only one version used each year for the respective grade level cluster (i.e., all 2nd grade LEP students took the exact same version of LAS links), LEP students will have to be assigned a tier that is respective to his or her language proficiency level. The tier specificity of WIDA allows a more exact language domain and comprehensive score, as ACCESS will give a decimal scale for each (i.e., A student might receive an overall score of 4.5 and a reading score of 4.8, writing score of 4.3, and so on.).

In the year of transition 2014-2015, **Tier B and Tier C will be the only versions allowed to formally exit a student from English learner services and reclassify him/her as fluent English proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.**



An educator familiar with a student's proficiency level should consult with the English Learner/Title III Director and Corporation Test Coordinator to order and assign specific tiers for each student. View WIDA's [Tier Placement Tutorial](#), [Tier Placement Protocol](#), and utilize the chart below to assist in selecting the correct tier:

How to Assign an ACCESS Tier

	Tier A (Beginning)	Tier B (Intermediate)	Tier C (Advanced)
What Grade 1-12 student should take this tier?	Tier A is used for students who are new to U.S. schools and are just beginning to learn English.	Tier B will be used for the majority of students. If a student is not a student just beginning to learn English (Tier A) nor close to exiting from EL status (Tier C), then Tier B needs to be used.	Tier C is used for students close to exiting from EL status.
What is the highest score in listening and reading for this tier?	Tier A is capped at 4.0 for listening and reading. Since speaking and writing are productive domains, a student can demonstrate any level of proficiency, which might raise or lower the overall score.	Tier B is capped at 5.0 for listening and reading. Since speaking and writing are productive domains, a student can demonstrate any level of proficiency, which might raise or lower the overall score.	Tier C is capped at 6.0 for listening and reading. Since speaking and writing are productive domains, a student can demonstrate any level of proficiency, which might raise or lower the overall score.
If a student receives a 5.0 on this tier, can the student formally exit EL services, be reclassified as fluent English proficient, and count positively for AMAO 2?	No. Only students at beginning levels of English should have taken this tier. A student who was improperly assigned this Tier and receives a 5.0 will not be formally exited, still must receive services, and will not count positively in the school corporation's AMAO 2 accountability.	Yes.	Yes
What about Kindergarten students?	The kindergarten assessment is adaptive and does not use the three tiers.		
What about students that are taking the alternate ACCESS?	The alternate ACCESS is not tier specific.		

Testing English learners with disabilities

No LEP student is exempt from participating in the annual English language proficiency assessment. Nearly all LEP students who also have an identified disability will participate in ACCESS for ELLs. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs that is required under Title I and Title III of No Child Left Behind (NCLB) 2001. LEP students with a disability may receive accommodations on ACCESS per the student's Individual Education Plan (IEP). Please refer to Appendix C of the Indiana Assessment Program Manual at <http://www.doe.in.gov/assessment>.

If the case conference committee determines that an alternate English language proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, **Alternate Access for ELLs** will be used. Corporation Test Coordinators will order **Alternate ACCESS for ELLs** for eligible students within the DOE-TL (WIDA) file upload.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at <http://www2.ed.gov/about/offices/list/osers/index.html>.

Important Notes:

- If the case conference committee determines that the LEP student will take ISTAR or NCSC, then the student must also take the Alternate ACCESS. (The Alternate ACCESS is administered to all students that qualify.)
- If the case conference committee determines that the student will participate in ISTEP+, then the student must take WIDA ACCESS.

The **Alternate ACCESS for ELLs** aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found at <http://www.wida.us/assessment/alternateaccess.aspx>.

All students whose Home Language Survey (HLS) indicates a language other than English for any of the three questions, including students with significant cognitive disabilities, must be assessed via the state adopted English language proficiency placement (W-APT). In the year of transition, schools may utilize LAS Links placement tests until January of 2015. Beginning in January of 2015, the WIDA-ACCESS Placement Test (W-APT) is the only allowable version.

Indiana Exit Criteria for ACCESS (Annual Assessment)

The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), is Indiana's required assessment that complies with federal No Child Left Behind (NCLB) legislation. Beginning with the 2002–03 school year, NCLB required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English for all students identified as LEP in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Because of this federal legislation, all students identified as LEP are tested annually during the state-established window on the ACCESS for ELLs to determine student progress and English language proficiency.

Student's Grade	Limited English Proficient (LEP)	Fluent English Proficient (FEP) (Exit services, reclassified as FEP)
K-12	Overall Composite Score of less than 5.0	Overall Composite Score of 5.0 or above on Tier B or C

New Guidance for Removal of Requirement to Receive Two Consecutive 5's to Exit

Indiana's requirement to receive two consecutive Level 5's on the annual English language proficiency assessment, formerly LAS Links, has been removed. In the year of transition 2014-2015, LEP students who receive a 5.0 overall composite score on WIDA ACCESS for ELLs will formally exit EL services and will begin the formal 2-year monitoring period per Title III in the following school year.

Students who received a first-year Level 5 on the LAS Links assessment in SY 2013-2014 will not participate in the WIDA ACCESS for ELLs in SY 2014-2015 and need to be formally exited to begin the formal 2-year monitoring period per Title III. Use the following chart for further guidance:

Scenario	Do I assess this student with ACCESS for ELLs in SY 2014-2015?
Scenario 1: A student received a score of limited English proficient (Levels 1-4 on the LAS Links annual assessment or Not Proficient/Approaching Proficient on the LAS Links placement test)	Yes. All LEP students must participate.
Scenario 2: A student received a score of fluent English proficient (FEP Level 5) on the LAS Links or W-APT <u>placement</u> test during initial identification based upon the Home Language Survey (HLS)	No. A student who receives FEP/Level 5 on the initial <u>placement</u> test is not considered an English learner and is never assessed again for English language proficiency.
Scenario 3: A student received a fluent English proficient (FEP Level 5) <i>for the first time on the annual assessment</i> in the most previous school year 2013-2014	No. Students no longer must receive two consecutive Level 5's to be formally exited. A student who got a first-year Level 5 in the most recent school year, SY 2013-2014, needs to start the formal monitoring process per Title III. SY 2014-2015 is Year 1 of monitoring and SY 2015-2016 is Year 2 of monitoring.
Scenario 4: A student received a fluent English proficient (FEP Level 5) in SY 2012-2013. At that time, Indiana still required two consecutive Level 5's, and the student did not maintain the Level 5 when taking the assessment a 2 nd time in SY 2013-2014. The student received a Level 4 on the most recent <u>annual</u> assessment in SY 2013-2014.	Yes. The student was limited English proficient on the most recent English language proficiency assessment (LAS Links in SY 2013-2014), which means the student must receive EL services and participate in WIDA ACCESS for ELLs in SY 2014-2015.
Scenario 5: A student has already received two consecutive Level 5's on the LAS Links annual assessment and has already been formally exited.	No. The student will NOT participate in ACCESS for ELLs.

Scores from WIDA Consortium Member States

W-APT and ACCESS for ELLs scores can be used for determining LEP status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at <http://www.wida.us/>. The school corporation in which the student from a WIDA Consortium Member State enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

Accountability Transition

AMAO 1 and AMAO 2 will be determined after the first administration of WIDA ACCESS for ELLs. Indiana must conduct a bridge study to analyze the growth rates (AMAO 1) and attainment of fluent English proficiency (AMAO 2) from LAS Links to WIDA ACCESS for ELLs. This study will inform the objectives that are set for Annual Measurable Achievement Objectives (AMAOs) per Section 3122 Title III of No Child Left Behind. When the results are returned from ACCESS for ELLs, the Indiana Department of Education will complete the process to reset AMAOs, which will include corporation-level stakeholders. AMAO 3 is dependent on Indiana's ESEA Flexibility Waiver and the Annual Measurable Objective (AMO) for the limited English proficient subgroup, which includes participation and performance for English/Language Arts and Mathematics, along with graduation rate.

For teacher-level accountability, the Office of Educator Effectiveness has released a sample Student Learning Objective for EL teachers at <http://www.doe.in.gov/evaluations>.

Questions regarding the administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, Monday through Friday, 7:00 a.m. to 6:00 p.m. EST, or by e-mail at help@wida.us. Additional information may be found on the website at www.wida.us.