

North Carolina Policy and Procedural Guidance
W-APT™ (WIDA ACCESS Placement Test)

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North Carolina Policy and Procedural Guidance

W-APTTM (WIDA ACCESS Placement Test)

A. Introduction

In June 2008, the North Carolina State Board of Education approved the adoption of the WIDA Consortium English language development standards beginning with the 2008–09 school year. The World-Class Instructional Design and Assessment Consortium, otherwise known as the WIDA Consortium, is comprised of states who share English language standards and assessments that are aligned to those standards.

Beginning with the 2008–09 school year the WIDA ACCESS Placement Test, also referenced as the W-APT, was administered to all initially enrolled language minority students. This test functions as a screener that is used for the initial assessment and Language Instruction Educational Program (LIEP) placement of students who are identified as limited English proficient (LEP). The annual test, *ACCESS for ELLs*[®] (Assessing Comprehension and Communication in English State-to-State for English Language Learners), is designed to satisfy the Elementary and Secondary Education Act, No Child Left Behind, requirements for Title III.

The following policy and procedural guidance presents an overview of the administration and use of the W-APT in North Carolina. This information should be used along with other W-APT materials. Additional information regarding the WIDA Consortium, its standards, and assessments can be found on the Consortium’s home page at <http://www.wida.us/>

Federal and state policies require that all K–12 students identified as having a home language other than English through the Home Language Survey process upon initial enrollment, be assessed for limited English language proficiency. The state instrument for identification of limited English proficient (LEP) students is the WIDA Access Placement Test (W-APT). The identification and the subsequent placement of LEP students in LIEP services are guided at the state level by the NCDPI Curriculum & Instruction Division. All students identified as limited English proficient must be administered the ACCESS for ELLs during the annual English language proficiency testing window.

Purposes of the W-APT

The W-APT serves four major purposes:

- To identify students who are limited English proficiency (LEP);
- To reclassify students as LEP who previously exited LEP identification (first semester only);
- As an Instructional Update to assess the academic English language proficiency level of an LEP student without recent W-APT or ACCESS for ELLs results from the current or

previous school year to determine the appropriate level of instructional support and/or eligibility for state test accommodations;

- To guide the assignment of students in grades 1 through 12 who are identified as LEP to one of the three tiers used for annual English language proficiency testing.

Eligible Students

Effective with the 2008–09 school year an initially enrolled student who is identified as a language minority student by the Home Language Survey (HLS) process (Appendix A) will be assessed with the W-APT to determine if he or she is identified as limited English proficient (LEP).

General W-APT Testing Characteristics

- Typically administered individually
- Adaptive
- No tiers
- Aligned to WIDA English Language Development Standards
- Reading and Writing each weigh 35 percent of overall composite score
- Listening and Speaking each weigh 15 percent of overall composite score

Language Domains and Grade Clusters of the W-APT

The W-APT assesses the four language domains of listening, speaking, reading, and writing. The five grade clusters for the test include the following:

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

Estimated Administration Times and General Scoring Procedures

The W-APT is adaptive to students' English language proficiency. Estimated administration times vary from 5 to 30 minutes for Kindergarten tests and 45 to 80 minutes for Grades 1–12 tests. All tests are hand-scored locally using the scoring procedures shown in the following chart.

Kindergarten W-APT		
Language Domain	Estimated Administration Time	Scoring Reference
Speaking & Listening	15 minutes or less	Answer Key
Reading & Writing	15 minutes or less	Rubric

Grades 1–12 W-APT		
Language Domain	Estimated Administration Time	Scoring Reference
Speaking	10 minutes or less	Rubric
Listening	20 minutes or less	Answer Key
Reading	20 minutes or less	Answer Key
Writing	30 minutes or less	Rubric

B. Test Administration Information

Annual training must provide thorough understanding of test administrator manuals and scripts for each grade level prior to test administrations.

➤ **Test Security**

The W-APT is a secure test. The security of test materials and confidentiality of student scores must be maintained at all times. Test materials must be kept in a secure, locked storage area. Materials must not be left unattended at any time, including immediately prior to or after testing. Appendix B includes a sample copy of the test security agreement for the W-APT. LEP Coordinators and the Test Coordinators are responsible for maintaining security of all W-APT materials. A copy of the North Carolina *Testing Code of Ethics* is located at the back of this publication.

➤ **Testing Environment**

Test administrations typically occur individually in a private room or space. The test administrator must:

- Sit at a right angle to the student, rather than across from or beside the student;
- Make sure that the student can see the test materials that lie flat on the table;
- Administer and score speaking tests simultaneously; and
- Adhere to adaptive guidelines of scripts.

➤ **Test Administrator’s Responsibilities**

Only employees of the school system are permitted to administer secure state tests. Contracted tutorial services or agencies are not permitted to administer North Carolina tests. According to State Board of Education policy GCS-A-010 (16 NCAC 6D .0306), test administrators shall be school personnel who have professional training in education and the state testing program. Only trained school staff members deemed highly proficient in the English language and who successfully completes annual W-APT training are allowed to administer the test.

The spoken English of the test administrator must be clearly understandable by all language minority students in order for that individual to administer the speaking test. Retired teachers, if working for the school district as substitute teachers or members of

the staff in any capacity, may administer North Carolina tests. Title III funds must not be used for training or administering English language proficiency tests.

Test administrators shall not, at any time, modify, change, alter, or tamper with student responses on the answer sheets. The test administrator's responsibilities are described in detail on the following pages; however, the following outline gives an overview.

➤ **Proctor's Responsibilities**

Proctors are not required for W-APT administrations. If proctors are provided, the LEP Coordinator and the Test Coordinator must collaborate to establish and communicate guidance and testing procedures for annual training of all proctors.

➤ **Group Test Administrations**

The W-APT may be administered to small groups of students when feasible and approved by the LEP Coordinator.

➤ **Testing Accommodations for Students with Disabilities**

Only NCDPI-approved testing accommodations may be provided for students with disabilities. Accommodations that are not currently endorsed by the NCDPI are included in the W-APT Test Administrator's Manuals. Please reference Appendix B of this publication for additional information concerning state-approved testing accommodations for students with disabilities.

Kindergarten W-APT

The Kindergarten W-APT is administered to students entering Kindergarten and to students entering Grade 1 during first semester.

First semester Kindergarten students complete only the listening and speaking test. The two components are combined in one test that uses pictures to alternate between speaking and listening tasks.

A student entering in the second semester of the Kindergarten year completes all four components: listening, speaking, reading and writing. A student entering first grade during Semester 1 or repeating Kindergarten completes all four components of the Kindergarten W-APT.

The Kindergarten W-APT consists of five parts, each containing three tasks. Testing time may vary significantly. Depending on a student's age, schooling and proficiency level, the Kindergarten W-APT may take anywhere from 5 minutes (for students at a lower proficiency level) to 30 minutes (for students at a higher proficiency level).

Scoring guidelines are outlined in the Kindergarten W-APT Test Administrator’s Manual. Test administrators should follow the directions that are provided in the manual to record student score information.

Kindergarten W-APT Proficiency Scores

The Listening/Speaking section results in two raw scores that are interpreted as an oral proficiency score. There are four oral proficiency scores for Kindergarten: Low, Mid, High, and Exceptional. This rating of scores provides general groupings that are useful for making placement decisions. An overall composite score is not generated.

The Reading and Writing sections of the Kindergarten W-APT provide only diagnostic information reflecting the degree to which a student demonstrates a specific range of literacy skills.

Kindergarten W-APT Diagnostic Reading Skill Descriptors

Highest: Can read simple sentences
 Can read simple phrases
 Can recognize letters
 Can match simple pictures to each other
Lowest: No demonstrable ability

Kindergarten W-APT Diagnostic Writing Skill Descriptors

Highest: Can write simple sentences
 Can write simple phrases
 Can write simple words
 Can complete simple words with initial letter
 Can copy letters
Lowest: No ability

Grades 1–12 W-APT

The Grades 1–12 W-APT is individually administered at all grade levels and is fully adaptive. In other words, answers provided by students early on in the test will determine how many and which tasks are administered later in the test. Consequently, the administration time varies, and it increases as the student’s English language proficiency increases. Students performing at a lower proficiency level will complete the test in as little as 20 minutes, while students performing at a higher proficiency level may take up to 90 minutes.

For grade clusters 1–2, 3–5, 6–8 and 9–12, the Speaking subtest is administered first.

For all grade level clusters, the listening test consists of five theme folders (Parts), or collections of related items, that focus on the language of an academic topic related to the WIDA ELD

standard being assessed. The five theme folders increase in difficulty from Part A to Part E. A student will have the opportunity to answer every task in a given folder before the test administrator makes a determination of whether or not to advance to the next folder. The scoring sheets provide specific rules for this advancement.

If the student answers the majority of items within a theme folder correctly (2 out of 3 in most cases, but 3 out of 4 in some cases), the student will advance to the next Listening theme folder. If not, the test administrator will skip to Part A of the Reading test, where the same rules apply. If, in the Reading test, a student cannot answer the majority of items in any theme folder correctly, the Reading test will be brought to a close and the Writing test will begin.

As an adaptive test, the student is presented only with questions that the test administrator has a reasonable expectation that the student will be able to understand and respond to, based on the student's responses to the items in the previous part of that test section. Scoring therefore occurs as the test is being administered.

English Language Proficiency Levels for Grades 1–12

Highest: Level 6 – Reaching
 Level 5 – Bridging
 Level 4 – Expanding
 Level 3 – Developing
 Level 2 – Emerging
Lowest: Level 1 – Entering

Each student receives a proficiency level for each subtest (listening, speaking, reading, and writing) as well as an overall composite proficiency level.

C. Eligibility for LEP Testing Accommodations

Per State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT at initial enrollment. Thereafter, all students identified as limited English proficient must be annually assessed using the ACCESS for ELLs, the state-identified English language proficiency test, administered to satisfy NCLB Title III requirements during the state-designated testing window.

If a student identified as LEP scores below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests.

If the LEP student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student must participate in all state tests without accommodations.

See Appendix D for a one-page chart outlining the above information on the use of accommodations and the state-designated alternate assessment.

D. First Year Exclusion of LEP Students

Per State Board of Education policy GCS-C-021 (16NCAC 6G.0312), all students identified as limited English proficient must participate in the statewide testing program (i.e., standard test administration or standard test administration with accommodations) with the exception of students identified as limited English proficient who score below Level 4.0 Expanding on the reading subtest of the WIDA ACCESS Placement Test (W-APT) and are in their first year in U.S. schools. These students are exempt from being assessed on the NC READY End-of-Grade English Language Arts/Reading Assessment, the NC READY End-of-Course Assessment of English II, or any associated alternate assessments that measure reading comprehension. Therefore, students who are in their first year in U.S. schools and who have scored below Level 4.0 Expanding on the reading subtest of the W-APT shall not be included in the AMOs. For purposes of determining participation for English language arts/reading, the annual administration of the ACCESS for ELLs reading subtest will be used for the students identified in this section.

E. W-APT Materials

The NCDPI provided a set of W-APT test materials to school systems for local distribution in the 2008–2009 school year. These are to also serve as master copies of the W-APT materials.

In some cases LEAs and charter schools will need additional materials and may choose not to produce duplicates from master copies for some materials. Therefore, designated personnel in LEAs and charter schools will be provided access to download W-APT materials.

To gain access to downloadable materials, individuals will need to log into a secure website <http://www.wida.us/assessment/w-apt/> as referenced below (see “Please [log in](#) to view and download other materials related to the W-APT™ which are useful in preparing to administer the screener test...”).

LEA Downloading and Secure Username and Password Information

Both the LEA LEP Coordinator and the LEA Test Coordinator will have access to the secure password at the school system level to download additional W-APT materials. Once prompted, the WIDA assigned LEA or charter school username and password should be entered.

After logging in the following screen will appear.

ABOUT US STANDARDS & INSTRUCTION ASSESSMENT PROFESSIONAL DEVELOPMENT RESEARCH CONSORTIUM

W-APT™, developed by CAL CENTER FOR APPLIED LINGUISTICS

[About W-APT](#) [Preparation](#) [Administration](#) [Scores & Reports](#)

W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.


Features

W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

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

 **W-APT SCORE CALCULATOR**

DOWNLOADS & PRODUCTS W-APT

Kindergarten Test Forms	Show
Grades 1-2 Test Forms	Show
Grades 3-5 Test Forms	Show
Grades 6-8 Test Forms	Show
Grades 9-12 Test Forms	Show
Training Toolkit	Show
Kindergarten Manual	PDF
Grades 1-12 Test Administration Manual	PDF
Scored Student Writing Samples	PDF
W-APT General Overview Webinar	FLASH
W-APT Speaking & Writing Tests Webinar	FLASH
W-APT Kindergarten Test Webinar	FLASH

Materials Used for the Administration of the Kindergarten W-APT

- **Test Administration Manual and Scoring Sheet**
 - W-APT Test Administration Manual Kindergarten
 - Kindergarten Summary Scoring Sheet

- **Grade K Listening and Speaking**

The Kindergarten listening and speaking test is an oral proficiency test intended for students in Grade K through 1st semester Grade 1.

 - Kindergarten Listening and Speaking Picture Cue Test Booklet
 - Kindergarten Test Administrator’s Script for Listening and Speaking
 - Kindergarten Listening and Speaking Scoring Sheet

- **Grade K Reading and Writing**

The Kindergarten reading and writing tests are intended for students in 2nd semester Kindergarten through 1st semester Grade 1.

 - Kindergarten Reading Picture Cue Test Booklet
 - Kindergarten Writing Picture Cue Test Booklet
 - Kindergarten Test Administrator Script for Reading and Writing
 - Kindergarten Reading and Writing Scoring Sheet

Materials Used for the Administration of the Grades 1–12 W-APT

- **Test Administration Manual**
 - W-APT Test Administration Manual Grade Clusters 1–12

- **Grades 1–2**
 - Grades 1–2 Test Administrator’s Script
 - Grades 1–2 Main W-APT Test Booklet
 - Grades 1–2 Student Writing Test Booklet
 - Grades 1–2 W-APT Scoring Sheet

- **Grades 3–5**
 - Grades 3–5 Test Administrator’s Script
 - Grades 3–5 Main W-APT Test Booklet
 - Grades 3–5 Student Writing Test Booklet
 - Grades 3–5 W-APT Scoring Sheet

➤ **Grades 6–8**

Grades 6–8 Test Administrator’s Script
Grades 6–8 Main W-APT Test Booklet
Grades 6–8 Student Writing Test Booklet
Grades 6–8 W-APT Scoring Sheet

➤ **Grades 9–12**

Grades 9–12 Test Administrator’s Script
Grades 9–12 Main W-APT Test Booklet
Grades 9–12 Student Writing Test Booklet
Grades 9–12 W-APT Scoring Sheet

W-APT Designated Forms by Semester and Grade Level

The W-APT is designed to be administered according to the student’s grade level and the semester in which the student is enrolled in school (first semester versus second semester). Appendix C of this publication contains the charted titled *WIDA ACCESS Placement Test – W-APT Designated Forms by Semester and Grade Level*.

WIDA Consortium Help Desk

Contact the WIDA Help Desk by emailing help@wida.us or calling toll free 1-866-276-7735 for questions regarding the administration of the subtests.

W-APT Data Collection and Storage

W-APT score results must be entered into the W-APT Consolidated Federal Data Collection (CFDC).

F. Roles and Responsibilities

The local superintendent or superintendent’s designee assigns roles and responsibilities. To assist with this effort, the North Carolina Department of Public Instruction provides the following guidelines regarding the roles and responsibilities of individuals involved in the administration of the W-APT. LEAs/Charter schools should use this information as guidance in establishing local policies and procedures.

LEP Coordinator Roles and Responsibilities

The individual serving as the school system LEP coordinator assists in the identification of language minority students and students identified as limited English proficient. This individual also assists in the local administration of language instruction programs and supports the facilitation of accountability measures. The school system LEP coordinator has the following responsibilities in reference to the W-APT:

- Work collaboratively with the school system test coordinator on policies and procedures related to the test;
- Coordinate and maintain records in the identification of language-minority students;
- Provide notification to students and parent/guardians that the W-APT will be administered within 30 days of the beginning of the school year or within 14 days for students who enroll after the beginning of the school year and of eligibility for LIEP services;
- Assist school staff in the identification of quantities and types of W-APT test materials necessary to meet state and federal testing requirements;
- Provide training to ESL teachers and communicate the purpose and extent to which the W-APT is used;
- Work collaboratively with the school system test coordinator to develop a system of inventory to ensure an accurate count of all test materials;
- Work collaboratively with the school system test coordinator to maintain the school system (LEA) specific password for access to all W-APT test materials to ensure that participants who are attending the training have access to secure test materials;
- Work collaboratively with the school system test coordinator to download and/or reproduce copies of the W-APT for use within the school system and stress the importance of maintaining testing security;
- Ensure that all school W-APT test administrators within the school system are appropriately trained in the administration of the tests and maintain accurate records of individuals who have been trained on how to administer the test;
- Provide access to and disseminate information from the WIDA Consortium W-APT Help Desk; and
- Work collaboratively with the school system test coordinator to emphasize the importance of accurate data collection to test administrators.

Test Coordinator Roles and Responsibilities

The local superintendent or designee serves as the school system test coordinator to assist in the local administration, reporting, and interpretation of tests and other accountability measures. The school system test coordinator has the following responsibilities:

- Work collaboratively with school system LEP coordinators and LEP regional test trainers on policies and procedures related to the test;
- Collaborate with the school district LEP coordinator to develop and implement an overall plan for the test administration, including rules for administrator training, test security, proper testing environment, W-APT secure tests, auditing of test administration sessions, and the preparation and return of secure materials;
- Ensure that school test coordinators and all school staff involved with the W-APT receive appropriate training, including training on the policies and procedures for conducting uniform administrations prior to the test administration;
- Maintain school system specific password in coordination with the school system LEP coordinator for access to all W-APT test materials;
- Implement LEA and NCDPI policies and procedures related to English language proficiency testing;
- Ensure that training participants read the North Carolina *Testing Code of Ethics* and sign the North Carolina Test Security Agreement and keep it on file; and
- Work collaboratively with school system LEP coordinators and school system test coordinators on policies and procedures related to the test.

Appendices

APPENDIX A Home Language Survey Process

The North Carolina State Board of Education policy GCS-K-000 (16 NCAC 6D.0106) requires that a Home Language Survey (HLS) be administered to all students upon initial enrollment. The HLS is used to help determine if the student is a language minority student.

HLS ADMINISTRATION

Upon initial enrollment in a local education agency (LEA), all students are guided through the Home Language Survey process and have a completed HLS placed on file. The state has provided a sample HLS at <http://eldnces.ncdpi.wikispaces.net/LEP+Coordinators>, which has suggestions for the type of questions to be asked, such as:

1. What is the first language the student learned to speak?
2. What language does the student speak most often?
3. What language is most often spoken in the home?

If review of the survey shows **no** language other than English, the student is not a language minority student. The completed HLS is filed in the student's cumulative folder. Responses to any of the questions on the HLS indicating languages other than English should prompt the school to investigate and determine the student's actual home language.¹

HLS INVESTIGATION

The school district Limited English Proficiency (LEP) coordinator/designee should interview the student and his/her parent/guardian to clarify the home language of the student. Some sample probing questions are:

1. When the child was young and language was developing, what language(s) was/were spoken to the child?
2. How is the language (other than English) used in the home?
3. Are there other student issues? (e.g., significant health issues, academic gaps, grade retentions, special services, etc.)

Student's Dominant Language is English

If the process shows the student's dominant language is English, then the student is not a language minority student. The completed HLS is filed in the student's cumulative folder.

¹ *Home language is the language normally used by the individual or normally used by the parents of the child or youth. Trained school personnel must research this information to determine and document the student's actual home language at the time of entry into U.S. schools.*

Student's Dominant Language is a Language Other Than English

If the investigation reveals that the dominant home language is a language other than English, that language is confirmed on the HLS. The survey is filed in the student's cumulative folder and the student is scheduled for administration of the *WIDA Access Placement Test (W-APT)*TM, according to one of the three procedures described below.

HLS Completed in Another LEA

If an HLS was completed in another North Carolina public school prior to enrolling at the current school, then staff should compare the responses on the two forms for consistency. If inconsistencies are found, the staff will investigate and determine the home language and eligibility of the student for LIEP services, as documented by the investigation. Keep in mind that during any investigation, the LEA retains the responsibility to ensure that the student has an equal opportunity to have his/her English language and academic needs met. If the investigation documentation indicates the student is a language minority student, and if no W-APT has been previously administered, then the student is scheduled for W-APT administration, according to one of the three procedures described below.

CONSIDERATIONS FOR W-APT ADMINISTRATION

1. *IEP Exists (Other Student Issues Documented)*

If the student is identified as a language minority student and the investigation reveals that the student has an existing Individualized Education Program (IEP), then the IEP Team, **including ESL staff**, reviews the IEP. The W-APT is administered with any testing accommodations documented in the student's current IEP. The Composite Score is calculated with lowest score(s) from any inaccessible subtest(s).

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff must obtain test results from the other school to determine the student's LEP status. ESL staff is to confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC).

W-APT results are reported to the IEP Team. If the student is not LEP, then the IEP Team indicates this under the "Consideration of Special Factors" in the IEP. If the student is identified as LEP, the IEP Team determines language needs as related to the IEP (e.g., collaboration, training, materials, and native language support). The LEP identification and eligibility for testing accommodations are noted in both the IEP and LEP plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs*[®]. Appropriate testing accommodations for the *ACCESS* administration are noted in both the IEP and LEP plan/documentation.

2. Regular Procedure (No Other Student Issues Documented)

If the student is identified as a language minority, he/she is administered the state-identified English language proficiency screener/test to determine potential LEP identification. According to State Board of Education policy GCS-A-011, to be identified as limited English proficient, students must be assessed using the W-APT. If a language minority student enrolls at the beginning of the school year, he or she must be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent must be notified within thirty (30) calendar days of enrollment of the student's eligibility for LIEP services. If a language minority student enrolls after the beginning of the school year, he or she must be administered all four subtests (listening, speaking, reading, and writing) of the W-APT, and the parent must be notified within 14 calendar days of enrollment. (*Note: Kindergarten students enrolling at or during the first semester will **only** be administered the listening and speaking portion.*)

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then staff must obtain test results from the other school to determine the student's LEP status. ESL staff is to confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC).

If the student is identified as LEP based on performance on the W-APT, then English as a Second Language (ESL) staff documents the identification and the appropriate language instructional program goals in the LEP plan/documentation. The LEP plan/documentation will also indicate appropriate instructional and testing accommodations for which the student is eligible.

Once identified as Limited English Proficient, the student is required by state and federal law to be annually assessed on the state-identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs*[®].

3. No IEP Exists and Other Student Issues Documented

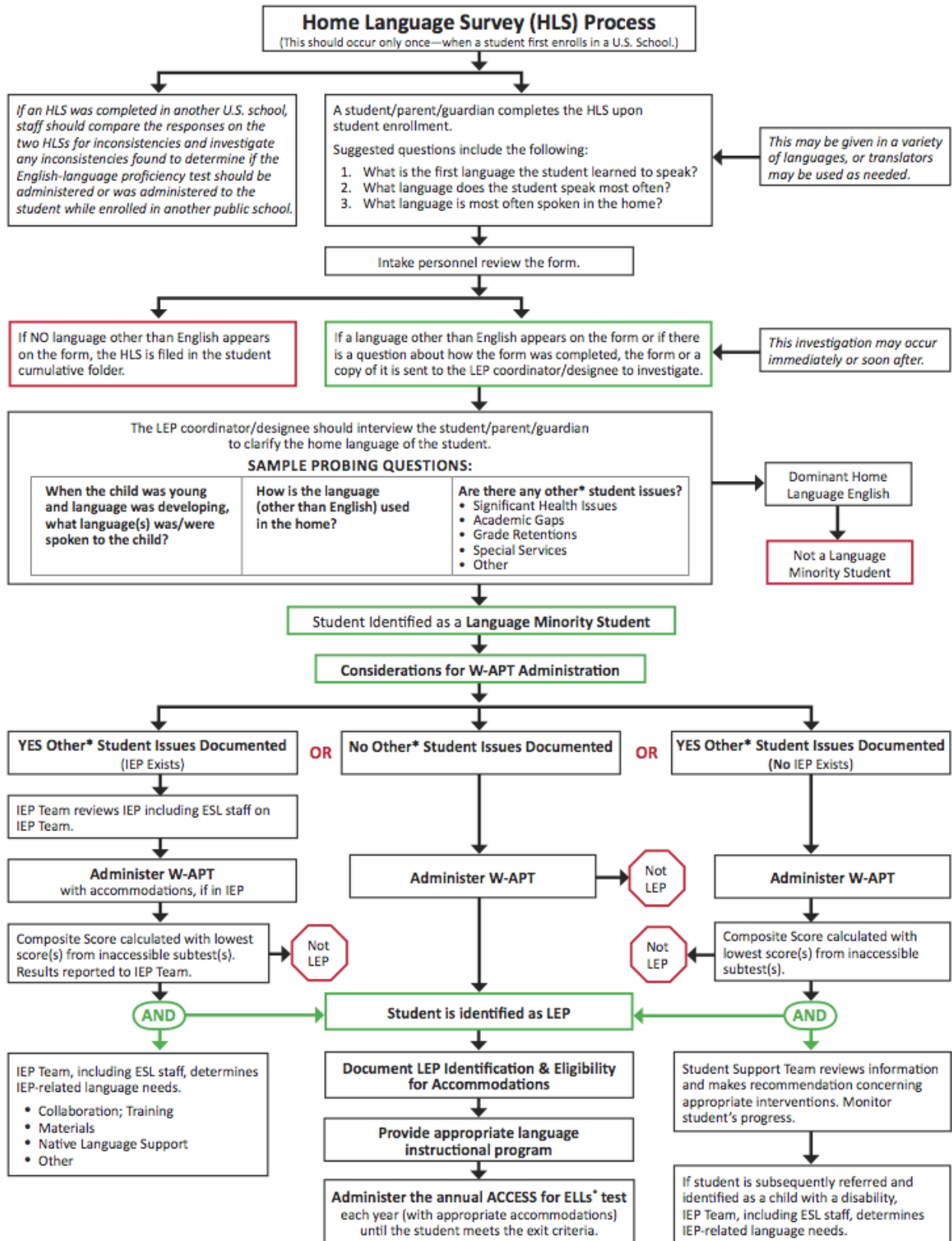
If the student is identified as a language minority student and the investigation reveals other student issues (e.g., a history of special services, grade retention, significant health issues, etc.), the W-APT is administered. Any accessibility issues are documented in the student's cumulative folder along with the results. The Composite Score is calculated with lowest score(s) from any inaccessible subtest(s).

If it is determined that the student was administered an English language proficiency test while enrolled in the previous school, then ESL staff must obtain test results from the other school to determine the student's LEP status. ESL staff is to confirm the student's LEP status in the state LEP Consolidated Federal Data Collection (CFDC).

If the student is not identified as LEP based on the W-APT results, staff will record this in the student's cumulative folder. If the student is identified as LEP, a Student Support

Team, including ESL staff, reviews information and makes recommendations concerning appropriate interventions. The Student Support Team documents the identification and the eligibility for appropriate testing accommodations. The LEP plan/documentation will also indicate the appropriate language instructional program. This team will monitor the student's progress. If the student is subsequently referred and identified as eligible for special education under the IDEA, the IEP Team, **including ESL staff**, will determine the language needs as related to the student's IEP and documented in the IEP and the LEP plan/documentation.

Once identified as limited English language proficient, the student is required by state and federal law to be annually assessed on the state identified English language proficiency test until the student meets the exit criteria. The test currently used by North Carolina for annual assessment is the *Assessing Comprehension and Communication in English State-to-State for English Language Learners* or the *ACCESS for ELLs*[®]. If the student is referred and identified as eligible for special education under the IDEA, then appropriate testing accommodations for the ACCESS administration are noted in the IEP and LEP Plan/documentation.



Appendix B
Sample Test Security Agreement

TEST SECURITY AGREEMENT

WIDA ACCESS Placement Test

W-APT

In order to ensure test security, I understand that I am not to discuss information related to the content of secure test materials with anyone. Also, I realize that secure test materials must not be taken from this site or photocopied at any time. I understand that the materials are the property of the North Carolina Department of Public Instruction (NCDPI) and are to be used for statewide assessment and other specified purposes approved by NCDPI, and I am not to give secure test materials or information about secure test materials to anyone.

If the tests are to serve their intended purpose, the test items and all associated materials must remain secure and information related to the content of the secure data cannot be discussed with anyone.

In the event of a violation to this agreement, I understand that the State of North Carolina, in accordance with the contested case provisions of Chapter 150B of the General Statutes, may impose any one or more of the following sanctions:

- 1) file a civil action against the person or persons responsible for the violation;
- 2) seek criminal prosecution of the person or persons responsible for the violation;
- 3) in accordance with the provisions of 16 NCAC 6C.0312, suspend or revoke the professional license of the person or persons responsible for the violation.

I have read and understand this form and the *Testing Code of Ethics* in its entirety. I agree to maintain the security of all test materials and maintain confidentiality of information discussed during the training for the **W-APT**.

Signature _____ Date _____

LEA Affiliation _____

Appendix C
North Carolina W-APT Criteria for LEP Identification

Kindergarten LEP Identification Criteria			
		LEP	Not LEP
Grade	Subtests/ Domains	W-APT Scores	
Kindergarten 1 st Semester	Grade K Speaking & Listening subtests	Combined score less than 27	Combined score 27 or higher
Kindergarten 2 nd Semester	All four Grade K subtests	Combined Listening & Speaking less than 27 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Combined Listening & Speaking 27 or higher <i>and</i> Reading 14 or higher <i>and</i> Writing 17 or higher

Grades 1–12 LEP Identification Criteria			
		LEP	Not LEP
Grade	Subtests/ Domains	W-APT Scores	
Grade 1 1 st Semester	All four Grade K subtests	[Kindergarten W-APT] Listening & Speaking Less than 27 <i>or</i> Reading less than 14 <i>or</i> Writing less than 17	Listening & Speaking 27 or higher <i>and</i> Reading 14 or higher <i>and</i> Writing 17 or higher
Grade 1 2 nd Semester	All four Grade 1 subtests	Composite less than 5.0 <i>or</i> Any domain less than 5.0	Composite 5.0 or higher <i>and</i> No domain less than 5.0
Grades 2–12 1 st and 2 nd semester	All four subtests	Composite less than 5.0 <i>or</i> Any domain less than 5.0	Composite 5.0 or higher <i>and</i> No domain less than 5.0

Appendix D

Accommodations for Students with Disabilities

In some cases, students with disabilities may require accommodations in order to access the W-APT™ and/or ACCESS for ELLs®. This need must be documented in the students' Individualized Education Programs (IEPs) or Section 504 Plans. **The information in this section replaces accommodations information in the appendices of the W-APT and ACCESS for ELLs test administration manuals. This information must be used as the primary reference for the accommodations information in administering these English language proficiency tests.** It also provides additional specific information for administering the test using certain accommodations.

The *Testing Students with Disabilities* document (published August 2012) and any subsequent updates provide additional information on North Carolina accommodations and guidelines for testing students with disabilities. Unless otherwise specified in this document, the information within the *Testing Students with Disabilities* document should be followed when administering the W-APT or ACCESS for ELLs with accommodations. School system personnel must participate in training sessions prior to the test administration to be aware of any restrictions for appropriate use of these accommodations.

Note: Students who do not have an IEP or Section 504 Plan must not receive any accommodations on the W-APT or ACCESS for ELLs.

**Typical Testing Accommodations for Students with Disabilities for the
K–12 W-APT and ACCESS for ELLs Only¹**

ACCOMMODATIONS	LISTENING	READING	WRITING	SPEAKING
Testing in a Separate Room ²	Yes	Yes	Yes	Yes
Scheduled Extended Time	Yes	Yes	Yes	Yes
Multiple Testing Sessions	Yes	Yes	Yes	Yes (more frequent breaks) No (multiple days)
Braille Edition	No	No	No	No
Large Print Edition ³	Yes	Yes	Yes	Yes
One Item Per Page Edition	No	No	No	No
Computer Reads Test Aloud – Student Controlled	No	No	No	No
Test Administrator Reads Test Aloud (in English)	No	No	Yes	No
Student Reads Test Aloud to Self	Yes	Yes	Yes	N/A
Interpreter/Transliterator Signs/Cues Test ⁴	No	No	No	No
Magnification Devices	Yes	Yes	Yes	Yes
Assistive Technology Devices ⁵	Yes	Yes	Yes ⁵	Yes
Student Marks Answers in a Test Book	Yes	Yes	Yes	N/A
Dictation to a Scribe	Yes	Yes	No	N/A
Braille writer/Slate and Stylus (Braille paper)	N/A	N/A	No	N/A

¹Accommodations must be documented in the student’s current IEP or Section 504 Plan.

² The W-APT is to be administered individually, except when approved by the LEP Coordinator for particular, appropriate situations.

³ Large print tests are produced on demand. Requests for these test formats should be sent to the RAC in writing.

⁴The RAC should forward these requests to the NCDPI in writing in advance of testing date

According to the W-APT and ACCESS test administration manuals (p.36 and p.55 respectively): “Deaf and hard of hearing students, including those for whom American Sign Language (ASL) is their first language, can generally participate in the Reading and Writing sections of the test with few or no accommodations necessary. Lip-reading with spoken responses for those students who possess these abilities may be possible for the listening and speaking parts of the test. IEP teams should make such determinations on a case by case basis. Translating the listening and speaking prompts into sign language is equivalent to translating into another spoken language, such as Spanish or Arabic, and therefore is prohibited as it changes the construct and invalidates the test.”

⁵ For the writing test, word processors, keyboarding devices, and similar assistive technology devices must have spelling and grammar check and dictionary/thesaurus turned off.

Appendix E
Eligibility for LEP Testing Accommodations

North Carolina Guidelines for LEP Testing Accommodations

If a student scores below Level 5.0 Bridging on the reading subtests of the W-APT/ACCESS for ELLs, the student is eligible to receive state-approved LEP testing accommodations on all state tests.

If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs, or exits LEP identification, the student must participate in all state tests without accommodations.

Subtest	1 Entering	2 Beginning	3 Developing	4 Expanding	5 Bridging	6 Reaching
Reading	Eligible to receive state-approved LEP testing accommodations for all state tests*				Must participate in the general state test administration without LEP testing accommodations	

***Note:** Accommodations must be assigned selectively and thoughtfully, according to individual student needs and LEP Team/Committee input. For example, it is NOT appropriate to assign all available accommodations for all LEP students

Appendix F
WIDA ACCESS Placement Test (W-APT)
Designated Forms by Semester and Grade Level

Semester 1* (July 1 – December 31)													
<i>*Do not enter W-APT records into the W-APT CFDC for the new school year until after June 30.</i>													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Span Test ¹	K ²	K ³	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12

Semester 2 (January 1 – June 30)													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Span Test ¹	K ²	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12	9-12

¹Grade span tests for grade 1, grade 3, grade 6, and grade 9 differ between semester 1 and semester 2 as indicated by the shading.

² Grade K students who enroll Semester 1 are assessed in only the listening and speaking domains. Grade K students who enroll in Semester 2 are assessed in all four domains.

³ Grade 1 students who enroll in semester 1 will be assessed in all four domains of the Kindergarten W-APT.

Students retained in grades K, 2, 3, 6 or 9 are considered “Semester 2” students. In this case, select the grade span test identified in the Semester 2 chart. Therefore, when a W-APT is administered to student who is a repeating Grade K, 2, 3, 6 or 9, it should be coded and conducted as Semester 2, even though it actually occurs during the Semester 1 time frame.

*Students who exited LEP identification or were never identified as LEP may be reassessed with the W-APT for **Reclassification** purposes. Reclassification of a student as LEP may only occur during Semester 1 (July 1- December 31).*

*Students already identified as LEP, with no recent W-APT or ACCESS for ELLs test result from the current or previous school year, may be assessed with the W-APT as an **Instructional Update**.*

Testing Code of Ethics

Introduction

In North Carolina, standardized testing is an integral part of the educational experience of all students. When properly administered and interpreted, test results provide an independent, uniform source of reliable and valid information, which enables:

- *students* to know the extent to which they have mastered expected knowledge and skills and how they compare to others;
- *parents* to know if their children are acquiring the knowledge and skills needed to succeed in a highly competitive job market;
- *teachers* to know if their students have mastered grade-/course-level knowledge and skills in the curriculum and, if not, what weaknesses need to be addressed;
- *community leaders and lawmakers* to know if students in North Carolina schools are improving their performance over time and how the students compare with students from other states or the nation; and
- *citizens* to assess the performance of the public schools.

Testing should be conducted in a fair and ethical manner, which includes:

Security

- assuring adequate security of the testing materials before, during, and after testing and during scoring
- assuring student confidentiality

Preparation

- teaching the tested curriculum and test-preparation skills
- training staff in appropriate testing practices and procedures
- providing an appropriate atmosphere

Administration

- developing a local policy for the implementation of fair and ethical testing practices and for resolving questions concerning those practices
- assuring all students who should be tested are tested
- utilizing tests which are developmentally appropriate
- utilizing tests only for the purposes for which they were designed

Scoring, Analysis and Reporting

- interpreting test results to the appropriate audience
- providing adequate data analyses to guide curriculum implementation and improvement

Standardized test scores are only one of the many indicators of how well the student is achieving. Such information should be used in conjunction with all other available information known about a student to assist in improving student learning. The administration of tests required by applicable statutes and the use of student data for personnel/program decisions shall comply with the *Testing Code of Ethics* (16 NCAC 6D .0306), which is printed on the next three pages.

16 NCAC 6D .0306 Testing Code of Ethics

- (a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.
- (b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.
- (c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.
- (d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.
 - (1) Persons who have access to secure test materials shall not use those materials for personal gain.
 - (2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.
- (e) The principal shall ensure test security within the school building.
 - (1) The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.
- (f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.
- (g) Preparation for testing.
 - (1) The superintendent/charter school director shall ensure that school system (LEA) test coordinators:
 - (A) secure necessary materials;
 - (B) plan and implement training for school test coordinators, test administrators, and proctors;
 - (C) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and
 - (D) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.
 - (2) The principal or the principal's designee shall serve as school test coordinator.
 - (3) The principal shall ensure the school test coordinator:
 - (A) maintains test security and accountability of test materials;
 - (1) Before each test administration, the school test coordinator shall accurately count and distribute test materials.
 - (2) Immediately after each test administration, the school test coordinator shall collect, count, and return all test materials to the secure, locked storage facility.
 - (B) establishes any needed school policies and procedures to assure all eligible students are tested fairly;
 - (C) identifies and trains personnel, proctors, and backup personnel for test administrations; and
 - (D) encourages a positive atmosphere for testing.
 - (4) Test administrators shall be school personnel who have professional training in education and the state-testing program.

- (5) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs of the specific students in the class. Teachers may help students improve test-taking skills by:
 - (A) helping students become familiar with test formats using curricular content;
 - (B) teaching students test-taking strategies and providing practice sessions;
 - (C) helping students learn ways of preparing to take tests; and
 - (D) using resource materials such as test questions from test item banks and linking documents in instruction and test preparation.
- (h) Test administration.
 - (1) The superintendent/charter school director or superintendent's/charter school director's designee shall:
 - (A) assure each school establishes procedures to ensure all test administrators comply with test publisher guidelines;
 - (B) inform the local board of education of any breach of this code of ethics; and
 - (C) inform school system (LEA) test coordinators and principals of their responsibilities.
 - (2) The school test coordinator shall:
 - (A) assure school personnel know the content of state and local testing policies;
 - (B) implement the school system and local testing policies and procedures to assure all eligible students are tested fairly;
 - (C) ensure trained proctors are assigned to test administrations by the principal; and
 - (D) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
 - (3) Test administrators shall:
 - (A) administer tests according to the directions in the assessment guide and any subsequent updates developed by the test publisher;
 - (B) administer tests to all eligible students;
 - (C) report all testing irregularities to the school test coordinator; and
 - (D) provide a positive test-taking environment.
 - (4) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- (i) Scoring. The school system test coordinator shall:
 - (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:
 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (j) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
 - (1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by a member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.
 - (2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.

- (3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
 - (4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
 - (5) Data analysis of test scores for decision-making purposes shall be based upon:
 - (A) disaggregation of data based upon student demographics and other collected variables;
 - (B) examination of grading practices in relation to test scores; and
 - (C) examination of growth trends and goal summary reports for state-mandated tests.
- (k) Unethical testing practices include, but are not limited to, the following practices:
- (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;
 - (6) reclassifying students solely for the purpose of avoiding state testing;
 - (7) not testing all eligible students;
 - (8) failing to provide required accommodations during testing;
 - (9) modifying scoring programs including answer keys, equating files, and lookup tables;
 - (10) modifying student records solely for the purpose of raising test scores;
 - (11) using a single test score to make individual decisions; and
 - (12) misleading the public concerning the results and interpretations of test data.
- (l) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:
- (1) withhold any applicable monetary incentive awards;
 - (2) file a civil action against the person or persons responsible for the violation for copyright infringement or for any other available cause of action;
 - (3) seek criminal prosecution of the person or persons responsible for the violation; and
 - (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license of the person or persons responsible for the violation.

History Note: Authority G.S. 115C-12(9)c.; 115C-81(b)(4);
Eff. November 1, 1997;
Amended Eff. August 1, 2000.