

**Guidance on WIDA Accessibility and Accommodations:**

**Translation of Test Directions, Repeat In-Person Human Reader (RP), & Scribe (SR)**

<b>Translation of Test Directions</b>	<b>Qualified Language Translator</b>	<b>Administration Conditions and Procedures</b>
<p><b>1. WIDA Translated Scripts</b></p> <ul style="list-style-type: none"> <li>WIDA provides officially translated ACCESS Online TA Scripts in 16 languages, including American Sign Language (ASL) videos, available in the WIDA Secure Portal.</li> <li>These scripts must be followed exactly as written.</li> <li>Only bolded text in the script may be read aloud to students.</li> </ul> <p><b>2. District Provided Translation</b></p> <ul style="list-style-type: none"> <li>District can provide translations only when WIDA does not provide the language.</li> <li>Must be human-translated (no apps/tools).</li> <li>Only test directions included in the WIDA Test Administrator (TA) Scripts may be translated verbatim.</li> <li>Translations may be provided orally, in writing, or via an audio/video recording.</li> <li>Written translations should only be used when appropriate, based on the student’s literacy in that language and their regular instructional supports. Students may only read written</li> </ul>	<ul style="list-style-type: none"> <li>Must be district staff with proficiency in English and the student’s native language, and familiarity with instructional and assessment contexts.</li> <li>Approved and employed by the district.</li> <li>Must be accompanied by a WIDA certified Test Administrator during testing.</li> <li>May not be a family member.</li> <li>Sign the <a href="#">WIDA Secure Portal Non-Disclosure and User Agreement</a>.</li> <li>Must sign a <a href="#">WIDA Assessment Security Checklist (Test Proctor)</a>.</li> <li>Complete district security training.</li> </ul>	<ul style="list-style-type: none"> <li>Translators may review secure test materials no more than one day prior to testing.</li> <li>Materials must remain in a secure location on school premises at all times.</li> <li>Students receiving translated test directions must not be tested in the same room as students who do not receive translated test directions in that language.</li> <li>If multiple students are grouped together, they must:             <ul style="list-style-type: none"> <li>Receive test directions in the same language.</li> <li>Use the same test form, when applicable.</li> </ul> </li> <li>Test directions must be translated verbatim.</li> <li>Translator should use a neutral tone; no cues or explanations.</li> <li>Repeat directions as requested.</li> <li>Test items, prompts, response options, and any secure test content may not be translated.</li> <li>Never define, clarify, or suggest answers.</li> </ul>

<p>translation to themselves if no native speaker is available to read the instructions to the student.</p> <ul style="list-style-type: none"> <li>• Extra caution with Grades 1–3 Writing (secure content).</li> <li>• Translation of directions is not permitted for:           <ul style="list-style-type: none"> <li>○ WIDA ACCESS for Kindergarten</li> <li>○ WIDA Alternate ACCESS (Directions for these assessments are embedded, and Test Administrators must use English only.)</li> </ul> </li> </ul> <p><b>3. ASL Translated Directions</b></p> <ul style="list-style-type: none"> <li>• WIDA-provided ASL videos may be used for ACCESS Online (Grades 1–12).</li> <li>• Videos must be accessed on a separate, school-owned device.</li> <li>• After directions are delivered, the device must be removed from the student’s vicinity.</li> </ul>		<ul style="list-style-type: none"> <li>• Use of translated directions or recordings must be:           <ul style="list-style-type: none"> <li>○ Communicated to the EL District Test Coordinator and locally documented, including the name of the interpreter when applicable.</li> </ul> </li> </ul> <p><b><u>Practice Tests</u></b></p> <ul style="list-style-type: none"> <li>• For the WIDA Practice Test Site only, it is permissible to:           <ul style="list-style-type: none"> <li>○ Translate, rephrase, and explain directions</li> <li>○ Clarify how to use the testing platform and item types</li> </ul> </li> <li>• These practices are not permitted during the operational ACCESS assessment.</li> </ul>
--	--	--

Repeat In-Person Human Reader (RP)	Qualified In-Person Reader	Administration Conditions and Procedures
<p>For more information regarding Repeat In-Person Human Reader (RP), please refer to the <a href="#">WIDA Accessibility and Accommodations Manual</a>.</p>	<ul style="list-style-type: none"> <li>• Must be district staff with proficiency in English and familiarity with instructional and assessment contexts.</li> <li>• Approved and employed by the district.</li> <li>• Must be a WIDA certified Test Administrator.</li> <li>• May not be a family member.</li> <li>• Sign the <a href="#">WIDA Secure Portal Non-Disclosure and User Agreement</a>.</li> <li>• Must sign a <a href="#">WIDA Assessment Security Checklist (Test Administrator)</a>.</li> <li>• Complete district security training.</li> </ul>	<ul style="list-style-type: none"> <li>• Read verbatim, word-for-word, without adding, omitting, clarifying, or explaining.</li> <li>• Use a neutral, consistent tone with correct pronunciation.</li> <li>• Emphasize only words that appear in bold, italics, or CAPITALS, stating that they are printed that way.</li> <li>• Avoid any vocal inflection, pauses, or facial expressions that could cue a response.</li> <li>• Repeat test content as requested, without altering emphasis.</li> <li>• Spell words upon student request.</li> <li>• Spell words that may be confused with similar-sounding words.</li> <li>• Indicate punctuation only when requested or required.</li> <li>• Be familiar with the student’s ELAP and approved accommodations.</li> <li>• Never assist with determining or suggesting answers.</li> <li>• This accommodation applies only to text. Test administrators read labels or captions but never describe images (except when reading the graphic descriptions in the administrator’s notes of the</li> </ul>

		<p>consolidated TA scripts for the Braille assessments only).</p> <ul style="list-style-type: none"> <li>• During a Listening domain test, test administrators can repeat the listening passage and test questions only once.</li> <li>• Individual test administration or a small group session that includes only students who are receiving this accommodation and use the same test form, when applicable.</li> <li>• Only applies to Listening, Speaking, and Writing domains.</li> </ul>
<b>Scribe (SR)</b>	<b>Qualified Scribe</b>	<b>Administration Conditions and Procedures</b>
<p>For more information regarding Scribe (SR), please refer to Appendix C: Scribe in the <a href="#">WIDA Accessibility and Accommodations Manual</a>.</p>	<ul style="list-style-type: none"> <li>• Must be district staff with proficiency in English and familiarity with instructional and assessment contexts.</li> <li>• Be able to produce legible handwritten or typed text.</li> <li>• Approved and employed by the district.</li> <li>• Must be a WIDA certified Test Administrator.</li> <li>• May not be a family member.</li> <li>• Sign the <a href="#">WIDA Secure Portal Non-Disclosure and User Agreement</a>.</li> <li>• Must sign a <a href="#">WIDA Assessment Security Checklist (Test Administrator)</a>.</li> </ul>	<p>When a scribe is used:</p> <ul style="list-style-type: none"> <li>• The student may respond:             <ul style="list-style-type: none"> <li>○ Orally (verbal dictation)</li> <li>○ By pointing or gesturing</li> <li>○ Through eye gaze</li> <li>○ Using an augmentative or alternative communication (AAC) device</li> </ul> </li> <li>• The scribe records or selects the response exactly as indicated by the student.</li> <li>• Responses must be transcribed exactly as dictated by the student.             <ul style="list-style-type: none"> <li>○ Word forms and sentence structures must not be altered.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Complete district security training.</li> <li>• Should have prior experience scribing for the student outside of the testing environment. If not, structured opportunities to practice scribing with the student—along with immediate student feedback—must be provided before testing.</li> </ul>	<ul style="list-style-type: none"> <li>○ For example, if the student says “<i>want</i>,” the scribe must not write “<i>wants</i>” or “<i>wanted</i>.”</li> <li>• Students are not required to indicate spelling, punctuation, or other writing conventions.</li> <li>• Scribes must not record non-meaningful vocalizations (e.g., “um,” “ah”).</li> <li>• All scribing must occur during the testing session and be completed within the session.</li> <li>• Students must be given the same opportunities as their peers to:             <ul style="list-style-type: none"> <li>○ Process test items</li> <li>○ Plan responses</li> <li>○ Create outlines, plans, or drafts</li> </ul> </li> <li>• At the student’s request, the scribe may manipulate universal tools (e.g., notepad, line guide, color contrast).</li> <li>• When an AAC device is used, the scribe should be familiar with both the device and the student.</li> <li>• This accommodation should be considered for students who routinely rely on dictation or scribing for written work during classroom instruction.</li> <li>• In rare cases, a scribe may be appropriate for a temporary</li> </ul>
--	---	--

		<p>disability (e.g., broken arm or hand).</p> <ul style="list-style-type: none"> <li>• Scribing must be administered individually</li> <li>• Students may review their responses and request edits.</li> <li>• The scribe must make only the changes dictated by the student, even if the changes are incorrect.</li> <li>• Scribes must not cue students to errors when reading responses aloud.</li> <li>• Scribes may ask: “Are you finished?” “Is there anything you want to add or delete?”</li> <li>• Scribes may: Ask students to slow down or repeat a response. Answer procedural questions (e.g., “Do I have to fill the entire space?”)</li> <li>• Scribes may not: Coach students, influence or suggest responses, prompt students to fix mistakes, confirm answers or explain content, answer content-related questions (e.g., “What does that word mean?”)</li> <li>• Only applies to Listening, Reading, and Writing domains.</li> </ul>
--	--	---