

The background of the slide is a composite image. The top left portion shows two yellow school buses parked on a street. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables with chairs are arranged in the room. A large white diagonal line separates the image from the text on the right.

Instructional Practices to Prepare Students for WIDA ACCESS

Will Spalding
Multilingual Learner Specialist
Office of Teaching and Learning

Today's Purpose

To identify and apply practical, easy-to-implement strategies in my ELD group that supports ELs language development and readiness for the WIDA ACCESS assessment.



Meet Your Presenter

- 15 years of teaching and administrative experience
- Social Studies and EL teacher at Warren Central and GEO International High Schools
- Assistant Principal at Warren Elementary
- Principal of GEO International High School and Assistant Director of English Learner and Federal Programs for Warren County Public Schools
- Former President-elect of the Kentucky Coalition for English Learners



**GEO INTERNATIONAL
HIGH SCHOOL**



Kentucky Coalition for English Learners
www.kycforel.org



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Shared Beliefs

Our multilingual students have gifts far beyond what any academic or language proficiency assessment can capture.

It is our responsibility to recognize and celebrate the many assets and strengths our students bring to their schools and communities.

English language development requires intentional and explicit instruction from **all** teachers.



What's New with WIDA ACCESS in 2025-2026



<https://wida.wisc.edu/revisingaccess>



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New Kindergarten ACCESS



Changes to the Assessment

- Fewer test materials - no more activity board and fewer cards!
- All four domains connected to a single story
- Each domain assessed only once, with no starting or skipping rules
- New task types that reflect everyday classroom practices
- A new Low Vision accommodation for Kindergarten ACCESS only

New Trainings and Rubrics

- Redesigned training:
 - WIDA ACCESS for Kindergarten: Administration and Scoring
- Revised scoring protocols and rubrics for scoring the Speaking and Writing

WIDA ACCESS Online



Changes to the Assessment

- Standard 1 (Social and Instructional language) is now incorporated throughout the test. Previously, Standard 1 was only in initial tasks or on tasks targeting lower proficiency levels.
- Increased the number of possible score points for P1 tasks on the Tier A Speaking test by targeting the end of proficiency level 1. Gives students more opportunities to show what they can do.

New Trainings and Rubrics

- New scoring rubrics that replace the existing scoring scales for ACCESS
- New Trainings in the WIDA Secure Portal
 - Speaking for Grades 1-5: Scoring ACCESS Paper
 - Speaking for Grades 6-12: Scoring ACCESS Paper
- Annual Trainings
 - WIDA ACCESS Online: Administration
 - WIDA ACCESS Paper: Administration

Intentional Preparation for Meaningful Outcomes



Goal Setting with Students

1. Make Scores Meaningful

Share each student's individual domain scores and explain what they represent by connecting them to familiar classroom activities.

- *“When you write responses in class using full sentences and details, you're building the same skills the Writing test looks for!”*

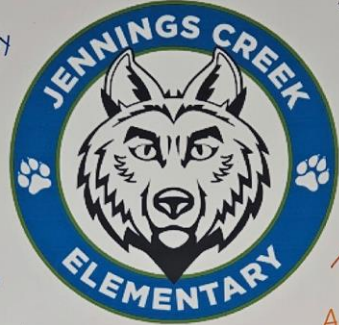
2. Visualize Growth

Use charts or visuals to help students track their previous scores and set realistic goals for improvement.

- Encourage both individual ownership and collective growth by setting school wide goals.
- Highlight each student's strength and how it contributes to their overall language development.



English Academy Mission Statement



We are here to learn English by listening, speaking, reading, and writing. We do this to talk to others, do our homework, and learn how to be kind.

Miguel Ema Billy Mohammad Ariany Gracie Cingh Zulikha Anika UASPA Ariel Mica AMK LAM Ketzael Jarissa Nathanial Aman Nazir Thar ABPT Buy Kex-Jon Jaques Melina NGabo miq Jarissa eapx Natalli FLORA Edwin Asher Lusia Jy, Lopez Iker Aaron Kloup 997ka Zaida Henry *KOP *KAP Alotil Fatima

Our Class Mission Statement

We are here to learn English by listening, speaking, reading, and writing. We do this to make friends and do our school work.

My Personal Mission Statement

I will listen and do my best.

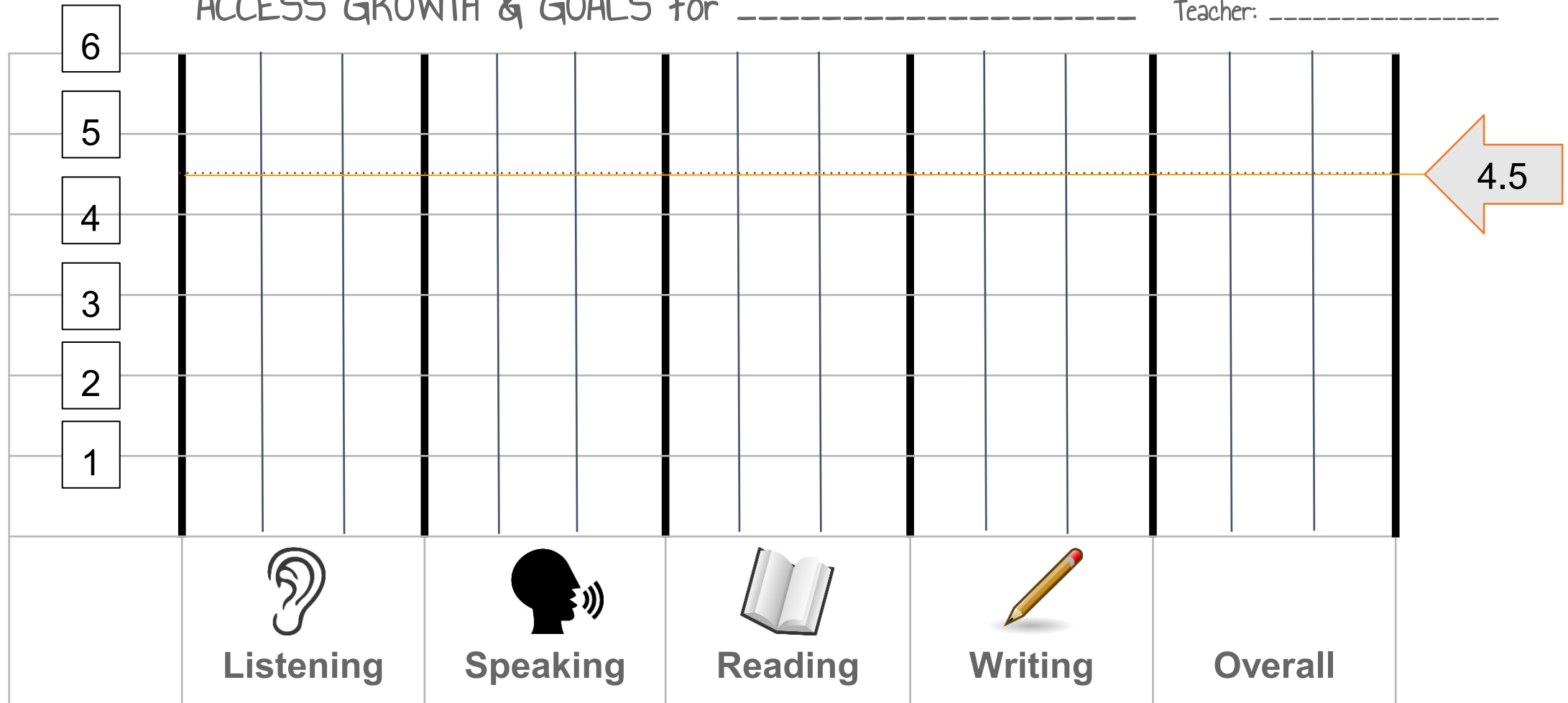


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Here's an example from Jennings Creek Elementary showing how they established a shared mission at the start of the school year.



ACCESS GROWTH & GOALS for _____ Teacher: _____



2025 Score



My Goal

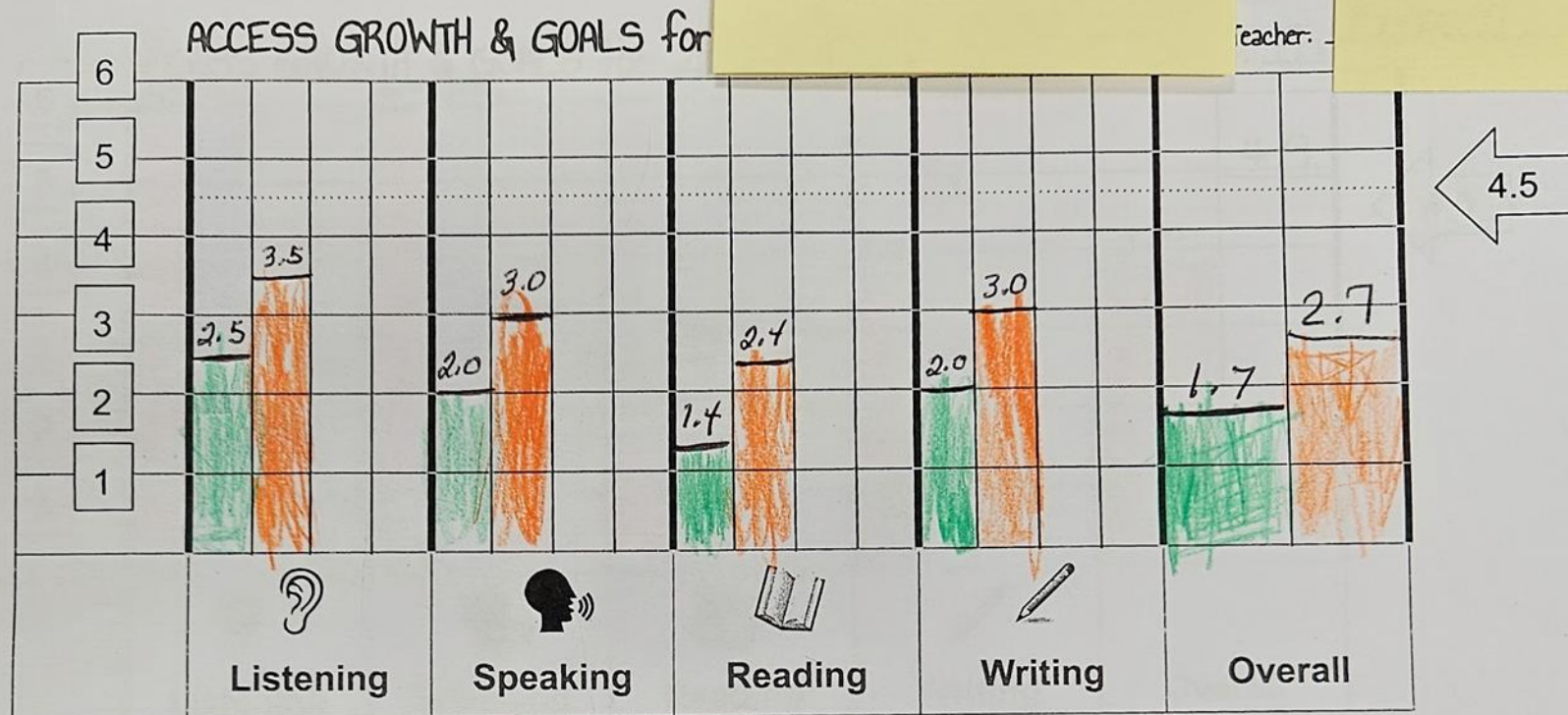


2026 Score



My **Wildly Important Goal** is to increase my

Overall score to _____ by May 15, 2026.



2025 Score	
My Goal	
2026 Score	



My **Wildly Important Goal** is to increase my

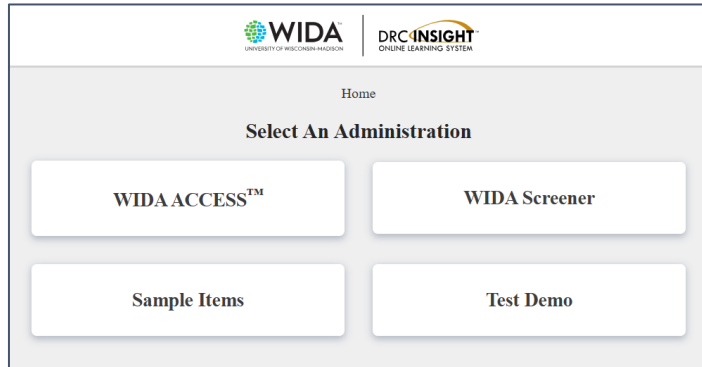
Overall score to 2.7 by May 15, 2026.

*My Reading Goal supports my school's Reading Goal: to achieve typical or stretch growth on iReady Reading by May 15, 2026.

Intentional Preparation for Each Domain

1. Use WIDA Released Items and Test Demo
 - Familiarize students with test format and expectations.
 - Create a test-like environment to build confidence.
1. Align Classroom Instruction to ACCESS Style
 - Adapt HQIR materials to reflect ACCESS question types using visuals, academic language, and real classroom tasks.
 - Embed listening, speaking, reading, and writing tasks into Tier 1 instruction intentionally and consistently.
1. Use WIDA Rubrics and Provide Timely Feedback
 - Align student work to WIDA rubric and language charts.
 - Offer specific feedback to help students revise and grow.
 - Celebrate progress and highlight individual strengths.

WIDA Practice Materials



Sample Items

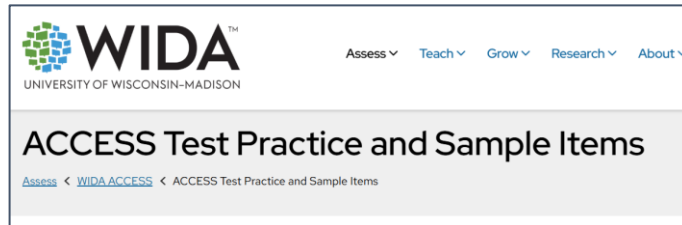
- Gives students a chance to practice answering the type of questions they will see on the test at their grade-cluster level, and an opportunity to use the features and tools built into the test platform.

Test Demo

- A test demo for each grade-level cluster shows students how to navigate different features of the test.

Test Practice

- Students can use the practice items on the test platform as many times as they like before test day to get familiar with the system, though these items do not reflect the difficulty of the actual test questions.





Sample Lesson Plan

Day One: Listening Test Agenda



Introduction	Listening Test Practice
ACCESS Test • 4 Domains: Listening, Reading, Speaking, Writing • Scores: Level 1–6 • Need 4.5 to exit Pass out Score Sheets and discuss the previous scores Test Demo: How to Sign-in (1:30)	Test Demo: How to take the Listening Test (3:15) Practice Test (we-do together—no headphones) Students turn down volume on computers Sample items (you-do with headphones on) *If time, play sample items and discuss answers



Sample Lesson Plan

Day 3: Speaking Test Agenda

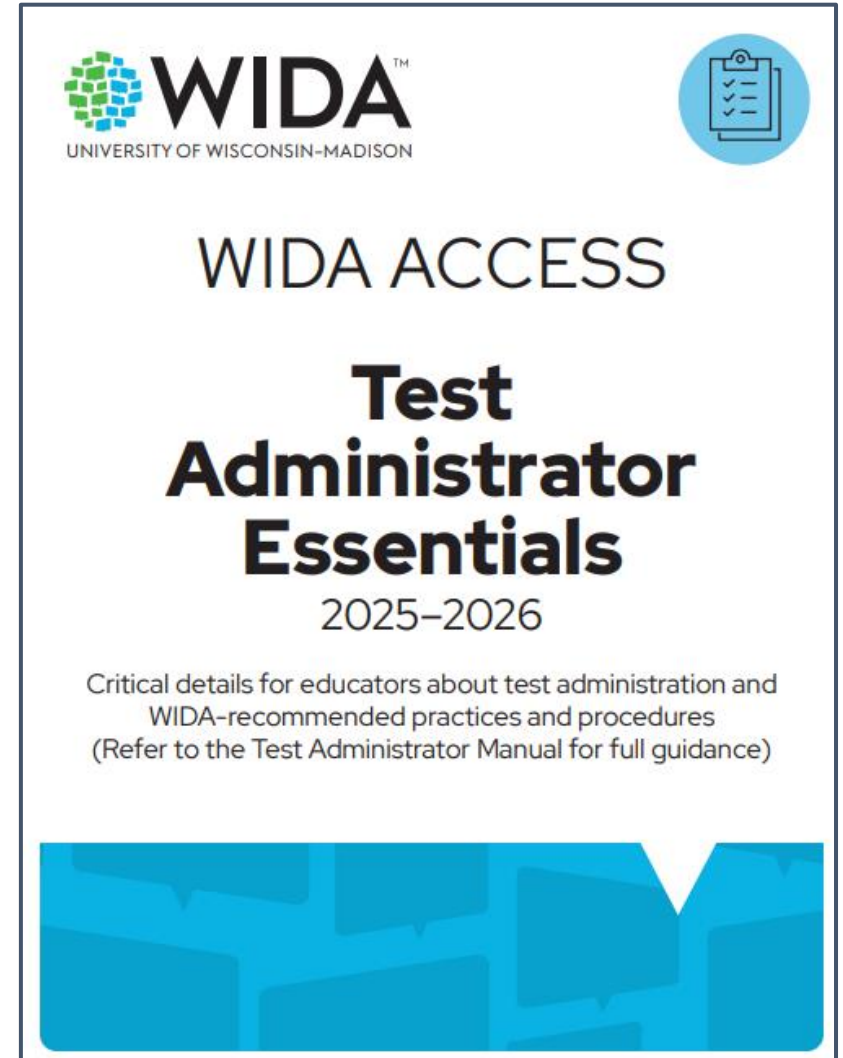


Introduction	Speaking Practice
Review ACCESS Test ● 4 Domains: Listening, Reading, Speaking, Writing ● Scores: Level 1–6 ● Need 4.5 to exit Pass out Score Sheets and discuss the previous Speaking score	Test Demo: How to take the Speaking Test (6:55) 1. Practice Test (Model this test) 2. Sample item (Model) – Model making a mistake 1. Introduce Privacy Offices – Put up privacy offices 1. Sample items – Students do individually w/ headphones on

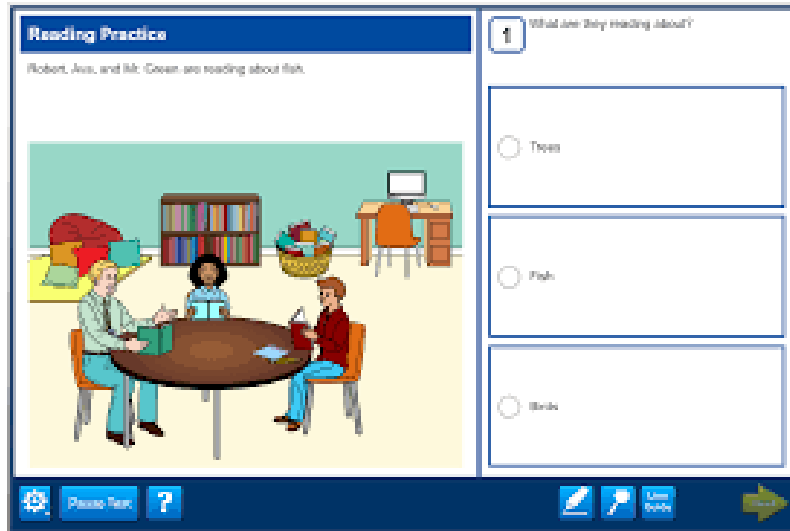
Domain Test Guidance

In the WIDA Secure Portal Resources Page, read and prepare ahead of time:

- WIDA ACCESS Test Administrator Manual
- WIDA ACCESS Test Administrator Essentials



Interpretive Language Comprehension

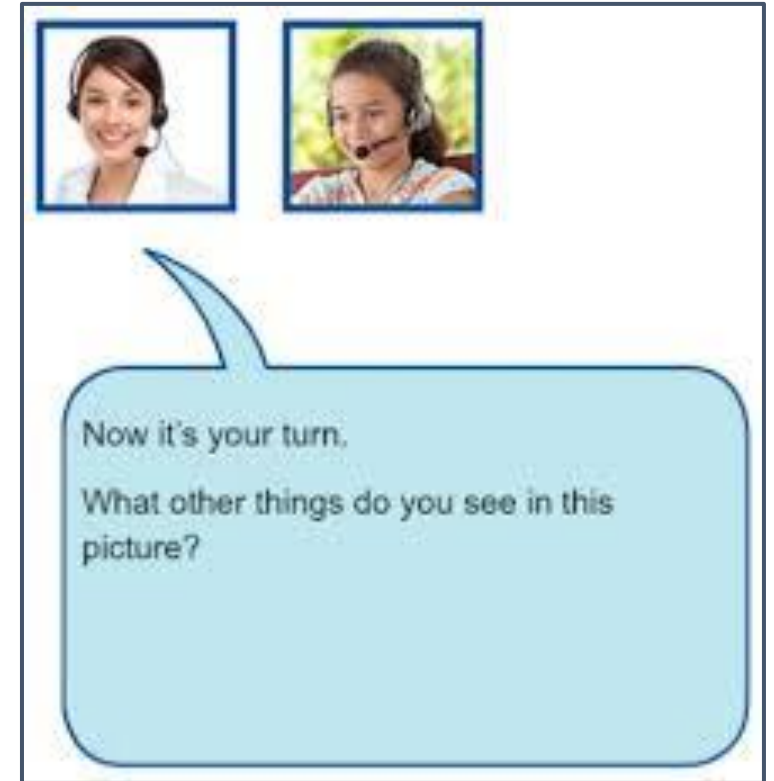


- Listening is 15% of students' overall composite score.
- Reading is 35% of students' overall composite score.
- Both tests are adaptive and will place them in a Tier for Speaking and Writing.

- Begin with a short listening warm-up to help students adjust their headset, volume, and feel comfortable.
- **Remind students to listen carefully - it only plays one time.**
- Teach students how to use the Notepad tool.
- For both Listening and Reading, each item includes a "Big Picture" followed by three questions.
- Once you answer and click the next arrow, **you can't go back** because these tests are adaptive.

Amplifying Student Voice

- Train your students to listen closely to what **Nina** says and how she speaks as a **model for what a strong response sounds like**
- Remind students they only have one chance to record, so if they make a mistake, they should keep going and self-correct
 - Provide opportunities for students to practice rephrasing and fixing errors during speaking tasks.
- Scoring is based on fluency, vocabulary, and discourse, so clear and structured responses matter more than perfect content



- Speaking is 15% of students' overall composite score.

Amplifying Student Voice

- Normalize the tools by having students regularly use headphones and microphones throughout the school year to record themselves speaking.
- Ask students to rate themselves on practice speaking tasks to promote ownership and growth.
- Set up “testing offices” using desk dividers to give students a sense of privacy and reduce distractions.
- Integrate speaking practice into everyday instruction and use the WIDA Speaking Rubric and Language Charts.

WIDA Speaking Scoring Rubric Grades 1–12

Use this rubric to score speaking responses for **WIDA ACCESS** only.

To score **WIDA Screener** and the **WIDA ACCESS Braille Speaking** test, refer to the WIDA Speaking Scoring Scale Grades 1–12.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	• Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice
Strong use of oral language to provide a detailed response	• Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice
Adequate use of oral language to provide a satisfactory response	• Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice
Attempted use of oral language to provide a response in English	• Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate
No response (in English)	• Does not respond (in English)

Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model

- Check to ensure each bullet point is met
- If not, check one level below

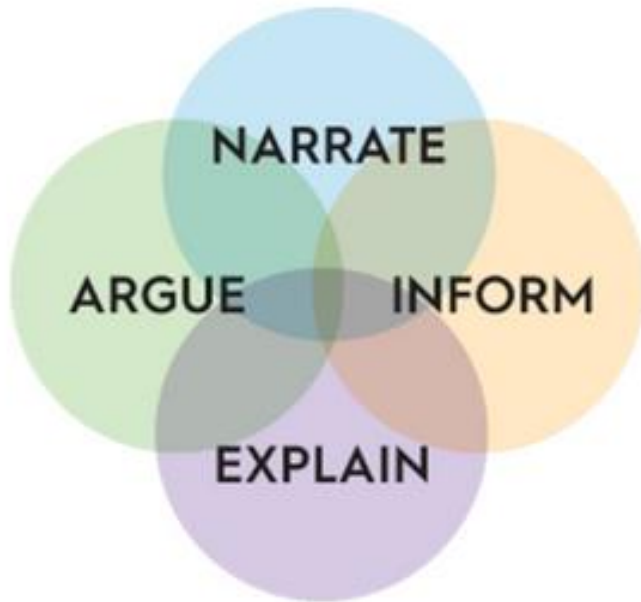
Scoring notes and rules

- For P1 tasks
 - All grade-level clusters: Assign a score of Attempted if the response is composed of one word in English, including words repeated verbatim from the model.
 - All grade-level clusters: Assign a score of Adequate if the response is composed of two or more words in English, including words repeated verbatim from the model.
- For Grades 1–3: Assign a score of Strong and above if the response is composed of an original simple oral sentence.
- For Grades 4–12: Assign a score of Strong and above if the response is composed of at least two original simple oral sentences or one original oral sentence with sophistication comparable to the model.



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Writing with Intention



- Writing is 35% of students' overall composite score.
- Practice writing tasks aligned to the key language uses (KLU), including Inform, Narrate, Explain, and Argue.
- Teach students to respond to all parts of multi-part prompts - on ACCESS it's scored as a whole.
- **It is scored on age-appropriate writing expectations - as a first draft, so minor spelling, punctuation, and capitalization errors won't lower scores.**
- Encourage students to incorporate your schools writing plan (eg. R.A.C.E.).

Building a Culture of Support

Family Engagement

- Educate families about the WIDA ACCESS using released materials or custom resources.
- Share the students' testing schedule in advance to build awareness and support at home.

Whole School Engagement

- Principals conference individually with students, and classroom teachers write notes of support.
- Create a strategic, calm testing environment with a well-planned schedule.
- Consider incorporating a Good Faith Effort Checklist just like for other testing.



Google Drive

WIDA Resource Folder



Questions or Clarifications?

Will Spalding
Multilingual Learner Specialist
Office of Teaching and Learning

william.spalding@education.ky.gov