



Assessment Updates: 2021 WIDA ACCESS & Alt. ACCESS Testing

NEW HAMPSHIRE STATE TESTING DATES 2020-2021			
Testing Specifics		Start Date	End Date
Pre-Testing	Test Materials Ordering Available in AMS (LEAs)	Mon 10/26/20	Mon 11/23/20
	WIDA AMS Test Setup Available for Test Sessions	Mon 1/4/21	Wed 3/31/21
	Districts Receive Test Materials (On)	Mon 1/11/21	Mon 1/11/21
During Testing	Test Window	Tue 1/19/21	Wed 3/31/21
	Additional Test Material Ordering Window in AMS	Mon 1/11/21	Wed 3/24/21

For more information about test ordering review email from "Data Recognition Corp." on 10/19/2020 or log-on to DRC account.

IMPORTANT DEADLINES:

11/23/2020: The WIDA AMS/DRC system is open now through November 23, 2020 for materials ordering.

11/23/2020: DOE will pull student info from ESOL roster to send to WIDA for test prep.



FAQ's regarding 2020 ACCESS testing:

Q: Will there be a remote testing option for the ACCESS test in 2021?

A: No, after soliciting input from the multi-state consortium, WIDA decided not to pursue development of a remote ELP assessment. In response, the NH DOE requested a two-week extension of the 2021 testing window. This will give districts 10 weeks to complete testing, which should allow for the flexibility needed to schedule small cohorts of students in accordance with local COVID response plans.

Q: What standards do NH teachers need to meet to qualify as Test Administrators (TAs)?

A: Recognizing the critical shortage of ESOL certified teachers in NH, in 2021, the NH DOE will allow teachers holding any NH teaching credential to train as TAs through the [WIDA Secure Portal](#) to administer the Online ACCESS test for students grades 1-12. Only NH ESOL certified teachers are permitted to administer paper tests (including all initial WIDA screeners, Alt. ACCESS, ACCESS paper test, WIDA MODEL and K-WAPT).

If your district needs help finding a NH ESOL certified teacher to help with WIDA test administration, please contact: Wendy Perron @ wendy.perron@doe.nh.gov or #603-271-3514.

Q: When should a district order an Alt. ACCESS for a student?

A: The Alt. ACCESS test is designed for EL students with the most significant cognitive disabilities as determined by the student's IEP team. To learn more about making this determination, please refer to the [WIDA Accessibility & Accommodations Supplement](#) available in the [WIDA Secure Portal](#) > Download Library.

Resource Share: [NH DOE Assessment Policies & Procedures Manual](#)

ESOL DATABASE:

As a reminder, the ESOL database within the i4see system, is a dynamic system which can be (and should be) updated anytime there is a change to your EL student enrollment. On **November 24, 2020**, the NH DOE will pull the state roster file from the ESOL database to send to WIDA DRC. WIDA will use this file to create the pre-ID labels and student test tickets for the 2021 testing window. Any changes that occur to your student roster after this date will not be reflected in the WIDA DRC system and will have to be updates manually.

Important Reminders:

All students who were provisionally identified during school closures using the WIDA Remote Screener, should be added to the ESOL database.

Please enter information in the “program type” column for each student on your roster. This is information now required by the US DOE as part of the EdFacts report.

ESSA and EdFacts now require the NH Department of Education to identify and report the Language Instruction Educational Program (LIEP) type for all English learners using the five program options below:

Program Option	Program Description
Transitional Bilingual Education or Early-Exit Bilingual Education	Program that maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELs' transition to an all-English instructional program, while the students receive academic subject instruction in the primary language to the extent necessary. Bilingual programs are permitted with prior approval from the NH State Board of Education and local school district.
Dual Language or Two-way Immersion	Bilingual program with goal to support students as they develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually half primary-English speakers and half primary speakers of the other target language. Bilingual programs are permitted with prior approval from the NH State Board of Education and local school district.
ESL or ELD	Program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing)
Content Classes with integrated ESL support	Instruction simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, although English development may be one of the instructional goals.
Structured English Immersion or Newcomer programs	Separate, relatively self-contained programs designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter other types of EL programs. Often build foundational skills in content areas, as well as instruction to familiarize newcomers with American culture and educational settings.
Other/Missing	A language instructional program model designed to develop English that does not match the

TITLE III UPDATES:

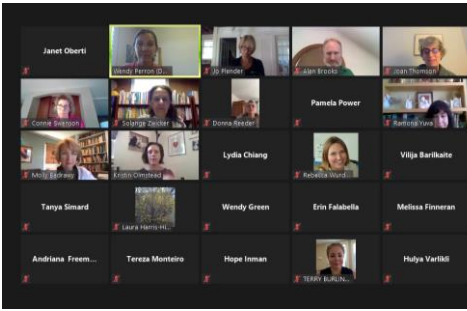


US Department of
Education and Title III

-All 2020-21 Title III grants have gone through initial review. Please check the Grants Management System (GMS) for status updates.

-Calculations for the 2020-21 Immigrant Children & Youth grant awards are underway. Determination of awards will be announced in early December.

Did you know this year's per pupil allocation for Title III was \$175.40?



Join monthly Statewide EL Educator’s Community of Practice meetings!



Based on Allan, B. (2008). Knowledge creation within a community of practice

UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES:

You can find the 2020-21 EL Professional Learning calendar on the NH DOE > [EL Program page](#).

November 12, 2020, 2:00-3:00: During Testing—Managing Students in WIDA AMS (Online). Via WIDA Secure Portal

November 17, 2020, 2:00-3:00: Kindergarten ACCESS for ELLs for New Test Administrators. Via WIDA Secure Portal

November 19, 2020, 3:30-5:00: Statewide EL Educator’s Community of Practice meeting w/ special presentation, “*Anti-racism: Understanding the Impacts of Microaggressions & Unconscious Bias*” by NNETESOL NH Representative/NH Educator, Oscar Neto in partnership with a ASCD High School senior, Nicole D’Souza. Please [register for this meeting](#) to receive more information.

WIDA eSummit Recordings: Available until 12/30/2020 through the [WIDA Secure Portal](#).

THIS MONTH’S TOP FAQs:

Q: Since most schools are experiencing some form of school closures (i.e., full remote or hybrid schedules), is it reasonable for EL educators to reduce services to EL students?

A: Emily McCarthy, Deputy Chief of Educational Opportunities, Civil Rights Division of the US Dept. of Justice, hosted a [webinar on July 23, 2020](#) part

of which addressed this question. To answer the question, Deputy McCarthy cited the landmark supreme court case, *Casteneda v. Pickard*, emphasizing that schools must make a “*genuine and good faith effort, consistent with local circumstances and resources, to remedy the language deficiencies of [an educational agency’s] students*” (*Casteneda v. Pickard*, 648 F.2d at 1007-1008, 1009 (5th Cir. 1981)). She maintained that schools must take appropriate actions to overcome language barriers that impede students’ equal participation in instructional programs and recommended that schools ask: “Are the practices, resources and personnel reasonably calculated to implement EL program ‘effectively’?”

Please refer to US DOE Fact Sheet, published on May 18, 2020 entitled, “[Providing Services to English Learners During the COVID-19 Outbreak](#).”

QUESTIONS OR REQUESTS FOR TECHNICAL ASSISTANCE:

If you have any follow-up questions regarding EL students or programs or Title III, please contact:



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