



ENGLISH LEARNERS/WIDA TESTING

Frequently Asked Questions
(FAQ)



2018-19

English Learner/WIDA Testing FAQ

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I. Legal Obligations for Serving English Learners

1. What are the laws related to serving English Learners?

In 1974, a unanimous Supreme Court decision in *Lau v. Nichols* laid the groundwork in defining federal expectations for serving English learners in public schools. The Court ruled that lack of supplemental language instruction for students with limited English proficiency violated the Civil Rights Act of 1964, and that students with language barriers must be provided with “appropriate relief” that would allow them access to a meaningful education.

Later in 1974, the *Equal Educational Opportunities Act* clearly prohibited discrimination against faculty, staff, and/or students. The act requires school districts to take action to overcome barriers to students’ equal participation.

Several years later, the case of *Castaneda v. Pickard* (1978) further defined the actions public school districts must take to ensure that language programs designed for English learners are sufficient to help students overcome linguistic barriers that may prevent them from equal opportunity to receive a meaningful education. In 1981, the United States Court of Appeals for the Fifth Circuit established a three-part assessment for determining how language education programs for ELs would be held responsible for meeting the requirements of the *Equal Educational Opportunities Act of 1974*. The criteria are as follows:

- A. The program must be “based on sound educational theory”.
- B. The program must be “implemented effectively with resources for personnel, instructional materials, and space.
- C. After a trial period, the program must be proven effective in overcoming language barriers/handicaps.

In 1982, the Supreme Court of the United States rendered a decision in *Plyler v. Doe* that struck down a Texas state statute denying funding for education to illegal immigrant children. The court ruled that immigrant children could not be barred from enrollment in public schools based on their immigration status. More information can be found in a May 8, 2014 joint USDE and DOJ letter, linked here: [USDE-DOJ 5-8-2014 Plyler Letter](#).

Finally, on January 7, 2015, the USDE Office of Civil Rights and DOJ Civil Rights Division released a lengthy joint letter clearly outlining all the legal obligations that states and districts have when serving English learners in public schools: [USDE-DOJ 1-7-2015 Dear Colleague EL Laws and Obligations Letter](#). This letter is a must-read for districts seeking to learn more about their legal obligations in serving ELs.

Please be advised that providing ELs with the services detailed both above and herein is not dependent upon a district receiving federal Title III funding. Regardless of a district's Title III status, all services, supports, and assessment requirements are legally required to be present unless otherwise indicated. These services must be supported with both state and local funds, and found to meet all of the standards described.

2. What obligations do districts have to their ELs?

Districts have an obligation to do the following:

- Have a completed home language survey for all students.
- Placement test any students who respond a language other than English on any one of the first three home language survey questions for potential EL status and services.
- Have a current, completed [English Language Acquisition Plan \(ELAP\)](#) for all students identified as EL. ELAPs must be updated yearly.
- Have a current, completed Language Instruction Education Plan (LIEP). LIEPs must be updated yearly. Beginning in FY19, the district LIEP will be embedded in the district Consolidated Application and must be satisfactorily completed prior to Application approval.
- Code all qualifying students as English learners in the district student information system (SIS). Coding a student as an English learner automatically also qualifies and codes them as bilingual. Students will continue to qualify as bilingual for as long as they qualify as an English learner.
- Serve any students whose placement test scores indicate they are English learners and need EL services to overcome a language barrier, if/until they test as proficient in English. While EL services can take different forms, districts have a legal obligation to implement a program based on sound educational theory (*Castaneda v. Pickard*) and provide English learners with any/all accommodations and language supports that they may need in order to have equal access to their appropriate grade level standards and curriculum and an equal opportunity to be academically successful. If you have questions regarding the different types of EL programming districts may choose to offer, please both see the answer to #9 below, and consult the English Learner Acquisition Plan. ELs must receive a language instruction program that is scientifically proven to be sound, properly resourced, and proven to work.
- Offer state testing accommodations to ELs, and to former ELs who are in the first two years of their four-year monitoring period AND meet the requirements for extended state testing accommodations (outlined later in this FAQ). State testing accommodations for individual ELs and former ELs must be listed on their ELAP and/or district specific monitoring documents.
- Provide equal access to extracurricular activities and school-sponsored events.
- Communicate effectively with parents and/or guardians, including in the language they best understand as much as is practicable, and otherwise facilitate their access to equitable participation in their child's education.

3. Does USDE offer resources for districts serving ELs?

Yes, the U.S. Department of Education offers both an [English Learner Tool Kit](#) and a [Newcomer Tool Kit](#) that provides guidance and example resources designed to help districts both better understand their obligations to their EL students and ensure that they are using best practices in meeting their needs.

Additionally, they offer an [English Learners Data Story website](#) that provides information on the specific characteristics of English learners in the U.S. public school system.

4. What is a Language Instruction Educational Program (LIEP)?

LIEPs, or Language Instruction Educational Programs, are district level plans for supporting students who qualify as English Learners. If you have questions regarding LIEPs, please contact the Office of Federal Programs: (405) 521-2846.

5. What is an English Language Acquisition Plan (ELAP), and why do ELs need one?

Every student who qualifies as an EL must have an ELAP. An English Language Acquisition Plan, or ELAP, is a formal district-mandated, site-level plan designed to help each individual EL student receive the services needed in order to become academically successful and proficient in English. In essence, the ELAP is for English learners what an IEP is for students with disabilities, and should be treated with equal care, consideration, and security as one would an IEP. The basic ELAP contains a student's placement test information, proficiency test information, information on needed classroom accommodations and state testing accommodations, student language learning goals, and other important information. ELAPs should be given to each educator working with the student, and a copy should also be placed in the student's EL folder. (It is a district level decision whether or not to include ELAPs in the student's CUME folder). ELAPs should be updated a minimum of once per year.

While districts are welcome to add additional information to their district's ELAPs, they must at minimum contain the information provided on the ELAP offered by OSDE, which can be located here: [ELAP](#). If you have questions regarding ELAPs, please contact the Office of Federal Programs: (405) 521-2846.

Please note that the language goals for students may be selected from WIDA's Can Do Descriptors, which are discussed in questions 6 and 87 below.

6. How do I use *Can Do Descriptors* to create language goals for ELAPs?

WIDA has many tools to help educators interpret placement and proficiency test scores and use those scores to guide instruction and lesson planning for English learners. The *Can Do Descriptors* are one such tool, and they can be found here: [WIDA Can Do Descriptors Page](#).

In WIDA's own words, "The *K-12 Can Do Descriptors, Key Uses edition*, highlights what language learners **can do** at various stages of language development as they meaningfully participate in the college and career readiness standards." They also note that this edition of the *Can Do Descriptors*, "is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss."

The *Can Do Descriptors, Key Uses Edition*, are charts grouped by grade level cluster. The charts are organized into the four domains of Listening, Speaking, Reading, and Writing, and by the proficiency levels of 1-6. Teachers can then use a student's placement and/or proficiency scores in the four domains to determine what a student at a given proficiency level might reasonably be able to do when recounting, explaining, arguing, or discussing things in English. Teachers may use these insights both to guide their

lesson planning and to select language goals for the student in each domain that are at or above current proficiency levels. Teachers should strive to choose goals that will allow the student to reflect gains made after one complete school year of instruction. It is important to select individual goals for each domain, as students make progress in Listening, Speaking, Reading, and Writing at different rates. Teachers should also bear these language goals in mind when planning lessons for classes that will include English learners.

Please note that teachers who are familiar with language acquisition may also create their own unique language goals for their EL students.

7. How often should a student's ELAP goals change?

A student's ELAP language goals may change as often as a district deems necessary, but must change at least once yearly. OSDE strongly recommends changing the goals at least once per grading period for elementary students, and once per semester for secondary students.

8. What if my district does not have an EL teacher or EL classes?

Districts have a state and federal obligation to identify and placement test potential ELs, and to serve and proficiency test students identified as ELs. Not having EL staff or classes does not exempt a district from finding ways to meet their ELs' language needs and working to lower the language barrier and make content area information accessible. There are many supports a district can offer to ELs in the regular classroom. These include comprehensible input, visual aids, hands-on experiences, and other accommodations designed to help ELs acquire English at the same time as they are learning content area knowledge. Please note that to the extent that is practicable, lessons for ELs must cover the same grade level standards as those offered to their non-EL peers, though the format, length, complexity, or goals of a lesson may be altered as necessitated by the language barrier. The goal of differentiating lessons for ELs is to adjust the language level of the lessons, not the content. That said, it is understood that ELs, like all students, may sometimes have gaps in their content educations that must be remediated in order for the student to fully access content area standards for his or her current grade level.

9. What are the different types of EL programming recognized by Oklahoma?

Please note that this is not an exhaustive list of all types of EL programming available or allowed, but does comprise those research-based models most often used in Oklahoma:

- **Transitional Bilingual-** Students are taught core content and language fluency in their native language for varying periods of the day, with the remainder of time focused on English language acquisition. Goal is to transition students to native English instruction within two to five years with no loss of content instruction. (WIDA correlate: Mixed Bilingual / MBL)
- **Dual Language or Two-way Immersion-** Students are taught both content and language fluency in two languages. Goal is fluency in two languages and programs can last the duration of enrollment. (WIDA correlate: Either EL Bilingual / EBL or Mixed Bilingual / MBL, depending on local program design)
- **English as a Second Language (ESL) or English Language Development (ELD) -** Students are provided supplemental individual or small-group instruction outside the primary classroom, with no native language support. Supplemental instruction can target both language fluency and core content. Goal is to increase student success in mainstream, non-ESL supported general education classes. (WIDA correlate: EL-specific English-only Instruction / EEO)
- **Content Classes with integrated ESL support-** Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (i.e. teachers trained in EL methods, use of EL paraprofessionals, etc.). Goal is to provide appropriate

EL supports in the general education classroom to the level appropriate for student success. (WIDA correlate: Mixed Classes with English-Only Support / MEO/or Mixed Classes with Native Language Support/MNL)

- **Newcomer Programs-** Students new to the U.S. are placed in classes that primarily emphasize English language acquisition. Instruction can be in English or can utilize a student’s native language. Goal is to move the student toward English language proficiency as quickly as possible. (WIDA correlate: EL-specific Transitional Instruction / ETI or EL Specific English-only Instruction/EEO)

10. Can foreign exchange students qualify as EL and/or bilingual?

Foreign exchange students are to be treated like any other potential EL or bilingual student. If they respond a language other than English on any one of the first three home language survey questions, they should be placement tested to see if they need EL services unless they already have WIDA placement or proficiency test scores that show they have tested as proficient in English. If they test as needing EL services, they should be served accordingly. If they do not qualify for EL services, they may still qualify as bilingual if they meet the criteria described below for determining a student is bilingual.

11. What should be done if it is believed an EL might need special education services?

Students with language barriers, particularly newcomers to English, can sometimes present in ways that may mimic special education needs. Since this is the case, it is important to make sure that the processes used to determine if an English learner qualifies for special education are linguistically appropriate and culturally sensitive. In the event that your district has questions regarding English learners that may need to be evaluated for special education services, please contact the OSDE’s Special Education Services department at (405) 521-3351 for more information on the nondiscriminatory assessments that are most appropriate for use with ELs.

II. Title III, Part A

12. What is Title III, Part A?

Title III, Part A, is a State Formula Grant that is part of the Elementary and Secondary Education Act (ESEA), as reauthorized in 2001. It provides for language instruction for limited English proficient and immigrant students. The Title III State Formula Grant Program provides federal monies to states for educating English learner and immigrant students. States are required to demonstrate that students are proficient in state content and achievement standards in mathematics, reading or language arts, and science, and that English learners are progressing in their proficiency of the English language.

More information regarding Title III, Part A can be found by viewing the Federal Programs webinar here: [Title III ESSA Update and Application Overview Webinar](#) .

13. What is a Title III consortium?

In order to qualify for Title III funding, a given district must have enough ELs enrolled to meet the minimum \$10,000 threshold required to qualify for the yearly grant. However, districts who do not meet the minimum EL enrollment threshold necessary to qualify for Title III as a stand-alone district may potentially join other districts in creating a Title III consortium, under OSDE guidance. Member districts in a Title III consortium pool their numbers of enrolled ELs to meet the \$10,000 minimum and be awarded Title III funding as a group. One district in the consortium must serve as the Lead Fiscal Agent of the grant, completing and submitting any required paperwork and handling the distribution of Title III funding to the districts participating in the consortium.

14. Where can I find more information about Title III?

Anyone seeking more information about Title III is encouraged to visit the [Title III page](#) of Oklahoma’s Comprehensive Academic Resource Training and Toolkit for ELs (CARTT) website, visit the [Title III page](#) on the OSDE website, and/or to contact the Office of Federal Programs at (405) 521-2846.

III. Home Language Surveys and Bilingual Status v. EL Status: Definitions and Guidance

15. What is the difference between bilingual status and EL status?

Bilingual status in Oklahoma refers to the state funding formula definition of bilingual, which adds a .25 percentage rate to the general funding formula for each student who qualifies as bilingual. Please see below to learn how students qualify as bilingual.

EL status means that there is a language other than English indicated on the Home Language Survey as an influence on the student’s language development, and that the student has been placement tested and found to have a language barrier. Please see below to learn how students qualify as EL.

It is important to note that not every student who qualifies as bilingual is EL, though every student who qualifies as EL also qualifies as bilingual. Please see below for more information.

16. When does a student qualify as bilingual?

Bilingual status is determined by a student’s Home Language Survey (HLS) responses. Students with HLS indicating a language other than English on any one of the first 3 HLS questions *could* potentially qualify as bilingual (see Bilingual Count Verification and English Learner Identification Processes packet for clarification), and *would* qualify as bilingual if a language other than English is indicated on two or more of the first 3 HLS questions.

17. What does EL status have to do with Bilingual status?

Bilingual status and EL status are separate from one another. Students who qualify as EL always qualify as bilingual, but non-EL or former EL students may or may not qualify as bilingual.

Non-EL or former EL students are bilingual if their HLS responses qualify as “more often,” or if their HLS responses qualify them as “less often,” and their most recent state ELA test score was *Basic* or *Below Basic* (details below).

18. What is “more often” bilingual status?

Students who indicate a language other than English on two or more of the first 3 HLS questions are students who are considered to be influenced by a language other than English “more often.” More often students are always considered bilingual, even if they are non-ELs or former ELs.

Any student who qualifies as EL automatically qualifies as bilingual, even if their HLS responses do not qualify them as “more often.”

19. What is “less often” bilingual status?

Students who indicate a language other than English on one of the first 3 HLS questions are students who are considered to be influenced by a language other than English “less often”. Less often non-EL or former EL students only qualify as bilingual if their most recent state ELA test score was *Basic* or *Below Basic*. Non-EL or former EL students who are “less often” do not qualify as bilingual if their most recent state ELA test score was *Proficient* or *Advanced*.

Any student who qualifies as EL automatically qualifies as bilingual, even if their HLS responses qualify them as “less often.”

20. Where can I find additional info about the HLS, EL identification, and the bilingual verification process?

Please consult the Federal Programs technical document regarding these topics, which can be located here: [Bilingual Count Verification and English Learner \(EL\) Identification Processes Packet 2018-2019](#).

Federal Programs also offers a training, which can be located here: [Home Language Survey and Bilingual Audit Process PowerPoint](#). An accompanying webinar can also be viewed here: [Home Language Survey and Bilingual Audit Process Webinar](#).

21. What should districts do when HLS responses change?

OSDE recommends that any time there is a change in HLS responses that district staff have a conversation with the family regarding the reason for the change.

If the family or guardian has changed the response because they do not wish for the student to receive EL services, district staff should let them know that while they can waive services for the student, they cannot waive EL designation or English language proficiency testing (i.e. WIDA assessment) for any student that has current qualifying placement or proficiency scores indicating that there is a language barrier. If the family or guardian still wishes to waive services for the student, staff should draft a letter on district letterhead. The letter must state that the parent understands that they are waiving EL services for their child even though testing indicates that there is language barrier, and that they also understand that their child will still be designated as an EL and tested each spring if/until they test as proficient in English. The family or guardian must sign the letter, and a copy must be placed in the student’s EL folder and/or CUME folder.

When families or guardians change HLS responses that indicate that a language other than English is an influence in a student’s life, to saying that the household is English only, the district response is dependent upon whether or not the student is an English learner.

In the event that the student is an EL, and has current qualifying placement or proficiency test scores, the scores qualifying them as EL override the HLS responses. A copy of the student’s most current qualifying placement or proficiency test score report should be attached to the back of the new HLS. If a copy of the former HLS indicating a language other than English is available, it also should be stapled to the back of the new English-only HLS. To avoid exceptions being flagged when the student’s data is entered into the WAVE, the native language that was initially identified in the qualifying placement or proficiency test should be

entered in the local student information system for HLS question 3, “What language was first learned by the student?”, instead of English.

If a student is not EL, or is a former EL (either within their monitoring period or not), the district may make a copy of any HLS that is from 2015-2016 or newer that indicated a language other than English and staple it to the back of the current HLS that indicates only English is spoken. This former HLS may be used to continue to qualify the student as bilingual for up to 3 years following the school year in which it was filled out initially. If once that 3 year period elapses the family or guardian is still indicating that the household is English-only, the student can no longer be qualified as bilingual. Please note that the rules applying to “more often” and “less often” bilingual designations also apply to this group and whether or not they can be qualified as bilingual. Students whose former HLS indicating a language other than English were “more often” can automatically be qualified as bilingual for up to 3 years. Students whose former HLS indicating a language other than English were “less often” must have their most current state ELA test scores checked to see if they are *Basic* or *Below Basic*, or *Proficient* or *Advanced*. If the scores were *Basic* or *Below Basic*, the student can be qualified as bilingual for that year. If the scores were *Proficient* or *Advanced*, the student cannot be qualified as bilingual that year. These “less often” students are still subject to the 3-year maximum, regardless of whether or not they continue to qualify as bilingual during that 3-year period.

If HLS responses change from English-only to indicating a language other than English, again, OSDE recommends that districts have a conversation with family or guardians regarding why a language other than English is now present in the home. It is important to determine to what extent, if any, the student is influenced by a language other than English. While ultimately it is up to the family or guardian how they choose to complete the HLS, there are some scenarios in which it would be pertinent to advise that the HLS not be changed from English-only to indicate a language other than English is present. Some such scenarios include, but may not be limited to, the following:

1. The family is native English speaking, but the family or guardian is teaching their native English speaking child another language, or the native English speaking child is learning a new language at school.
2. The child is a foster child who has been temporarily placed with guardians who speak another language in addition to English.
3. The family has had someone move into the family home who speaks a language other than English, but the child is native English speaking, is not learning another language, nor is the child regularly communicated with in a language other than English.
4. The child was adopted prior to his or her 3rd birthday and is not in an environment where a language other than English is being used.

In the event that one of the four situations detailed above is found to be the reason that the HLS indicated a language other than English, and the student’s parent(s) or guardian(s) decline to change the original HLS response, the district should have the parent(s) or guardian(s) sign a letter stating that they understand the following:

- 1) The student will be placement tested with the appropriate assessment to see if the student qualifies for English learner services.
- 2) If the student tests as needing services, the student will be designated as an English learner and coded, served, and tested in accordance with state and federal law and the district's LIEP.
- 3) The parent(s) or guardian(s) may decline to have the student participate in EL services, but cannot decline to have the student be designated or proficiency tested as an English learner if/until the student is found to be meet the appropriate exit criteria and is deemed English proficient.

The letter should be on district letterhead and signed and dated by both the parent(s) and guardian(s) and district administrators and staff. The district should then proceed with the appropriate placement testing, and begin EL services if the student is found to be an EL.

If you have questions regarding this process, please contact the Office of Assessment at (405) 521-3341 for additional guidance.

IV. WAVE Coding for English Learners and Bilingual Students

22. Where do I find the codes for the WAVE in our local student information system (SIS)?

This important note from the 2018-2019 Bilingual Verification packet (located on the [Title III webpage](#) of the OSDE website) is also applicable to this FAQ:

“This document references numerous WAVE codes (e.g. 1636, 1634, 2349, etc.) in explaining the process for accurately coding Bilingual and EL students. It is important to note that these codes may or may not be readily apparent in your local Student Information System (SIS). Although they may not be easily identified, every code mentioned is accessible to your local SIS. If questions arise as to where a specific code is located or how to code a particular student a certain way, please reference the code descriptions in the WAVE requirements manual available on the OSDE website and contact your SIS vendor for assistance prior to contacting the OSDE for technical support.”

23. Under what WAVE code should my district's English learners appear?

English learners who are properly coded in your local student information system should appear as **2349 Limited English proficient/English language learner** in the WAVE.

24. Under what WAVE code should my district's former English learners appear?

Former English learners who have tested English proficient and exited EL services, and who are properly coded in your local student information system, should appear as **1636 Redesignated as fluent English proficient**. The WAVE will also expect to receive a two-digit English Proficient/Other Code along with any 1636 code. The six possible Other Codes (01, 01, 03, 04, 05, and 06) and their descriptions are as follows:

- **01-Former EL-1st Year Proficient/Bilingual**: This code is for former ELs who:
 - Tested English proficient on the prior school year's spring proficiency test and exited services,
 - Are considered a first year monitor student,
 - AND who still qualify as Bilingual. Students may still qualify as Bilingual if:

- They are a “More Often” respondent on the HLS. “More Often” respondents always qualify as bilingual; or
 - They are a “Less Often” respondent on the HLS, and they have a current OSTP ELA score that is Below Basic or Basic, or a NRT score at or below the 35th percentile. Please note these students’ Other Codes may change from one year to the next, dependent upon these test scores.
- **02-Former EL-2nd Year Proficient/Bilingual:** This code is for former ELs who:
 - Tested English proficient two years ago on the school year’s spring proficiency test and exited services,
 - Are considered a second year monitor student,
 - AND who still qualify as Bilingual. Students may still qualify as Bilingual if:
 - They are a “More Often” respondent on the HLS. “More Often” respondents always qualify as bilingual; or
 - They are a “Less Often” respondent on the HLS, and they have a current OSTP ELA score that is Below Basic or Basic, or a NRT score at or below the 35th percentile. Please note these students’ Other Codes may change from one year to the next, dependent upon these test scores.
- **05-Former EL-3 or More Years Proficient/Bilingual:** This code is for former ELs who:
 - Tested English proficient three or more years ago on the school year’s spring proficiency test and exited services,
 - Are no longer considered a monitor student,
 - AND who still qualify as Bilingual. Students may still qualify as Bilingual if:
 - They are a “More Often” respondent on the HLS. “More Often” respondents always qualify as bilingual; or
 - They are a “Less Often” respondent on the HLS, and they have a current OSTP ELA score that is Below Basic or Basic, or a NRT score at or below the 35th percentile. Please note these students’ Other Codes may change from one year to the next, dependent upon these test scores.
- **03-Former EL-1st Year Proficient/Not Bilingual:** This code is for former ELs who:
 - Tested English proficient on the prior school year’s spring proficiency test and exited services,
 - Are considered a first year monitor student,
 - AND who do not qualify as Bilingual because they are a “Less Often” respondent on the HLS and they have a current OSTP ELA score that is Proficient or Advanced, or a NRT score that is above the 35th percentile. Please note these students’ Other Codes may change from one year to the next, dependent upon these test scores.
- **04-Former EL-2nd Year Proficient/Not Bilingual:** This code is for former ELs who:
 - Tested English proficient two years ago on the school year’s spring proficiency test and exited services,
 - Are considered a second year monitor student,
 - AND who do not qualify as Bilingual because they are a “Less Often” respondent on the HLS and they have a current OSTP ELA score that is Proficient or Advanced, or a NRT score that is above the 35th percentile. Please note these students’ Other Codes may change from one year to the next, dependent upon these test scores.
- **06-Former EL-3 or More Years Proficient/Not Bilingual:** This code is for former ELs who:
 - Tested English proficient three or more years ago on the school year’s spring proficiency test and exited services,

- Are no longer considered a monitor student,
- AND who do not qualify as Bilingual because they are a “Less Often” respondent on the HLS and they have a current OSTP ELA score that is Proficient or Advanced, or a NRT score that is above the 35th percentile. Please note these students’ Other Codes may change from one year to the next, dependent upon these test scores.

25. Under what WAVE code should my non-EL Bilingual students appear?

Students who are not EL and have never been identified as EL, but who do qualify as Bilingual, should be coded **1634-Fluent English Speaker**. Students who should be coded 1634 are as follows:

- Students who are “More Often” respondents on their HLS, but are not and have never been EL. Non-EL “More Often” respondents always qualify as Bilingual and should always be coded 1634.
- Students who are “Less Often” respondents on their HLS, but are not and have never been EL, AND who have a current OSTP ELA score of Below Basic or Basic OR an NRT reading test at or below the 35th percentile. **Please note that non-EL “Less Often” students may move between 1633-Native English Speaker and 1634-Fluent English Speaker from one school year to the next based on their most current test scores.**

26. Are there any students who may respond a language other than English on the HLS, yet do not qualify as EL and/or Bilingual?

Yes. It is possible for a “Less Often” respondent on the HLS to not qualify as EL and/or Bilingual. Students should be coded **1633-Native English Speaker** when they meet the following criteria:

- They have been placement tested and found to not qualify for EL services, AND
- They have a current OSTP ELA score of Proficient or Advanced, or an NRT reading score above the 35th percentile

Please note that non-EL “Less Often” students may move between 1633-Native English Speaker and 1634-Fluent English Speaker from one school year to the next based on their most current test scores.

V. WIDA and WIDA AMS Accounts

27. How do I get a WIDA account and WIDA AMS account?

Contact your District Testing Coordinator (DTC). They will be able to create WIDA and WIDA AMS accounts for district staff who will be setting up technology for and/or administering WIDA Screener Online and/or ACCESS for ELLs 2.0. They will also be able to assign and manage the necessary permissions for your accounts.

In the event that your DTC is not available and you are in immediate need of a WIDA and/or WIDA AMS log-in, contact OSDE’s Office of Assessment at (405) 521-3341. Staff will be able to create accounts for you.

28. Who needs WIDA and WIDA AMS accounts?

WIDA District Testing Coordinators, School/Building Testing Coordinators, and Test Administrators all need WIDA and WIDA AMS accounts. **Except in the case of very large districts with many sites,**

districts should choose one person to serve as WIDA DTC, while others should be designated as School/Building Testing Coordinators and Test Administrators. This is because DTCs have the highest possible level of permissions for both the WIDA and WIDA AMS sites.

WIDA accounts have two levels of permissions: District Testing Coordinators and all other roles, although the other roles can also be granted access to or excluded from the trainings for each placement and proficiency test available. The DTC will use his or her WIDA account to complete their own test trainings and certifications, as well as to monitor and document the test trainings and certifications of others within the district. All WIDA account holders can use their accounts to access test trainings, complete necessary testing certifications, and download and/or print resource documents such as the District and School Testing Coordinator Manual, Test Administrator Manual, and WIDA AMS User Guide.

WIDA AMS accounts have three levels of permissions and four roles: District Testing Coordinators and District Technology Coordinators, School Testing Coordinators, and Test Administrators. The DTC has full access to all school sites' student and testing information, and is responsible for ordering testing for all school sites, as well as for managing and assigning permissions for other users in the district. District Technology Coordinators need access to WIDA AMS so that they can download secure documents containing instructions for configuring WIDA Screener Online and ACCESS for ELLs 2.0 Online; like DTCs, district technology coordinators have access to all school sites within a district. School Testing Coordinators will be able to both view and manage everything at their school site, while Test Administrators will have access solely to testing functions needed to administer the tests at their school site.

VI. Oklahoma's State Specific WIDA Information and Trainings

29. Where can I find Oklahoma's state specific WIDA testing information?

To find the most up-to-date information on Oklahoma's state specific WIDA testing policies and procedures, please visit the [Oklahoma member page](#) on the WIDA website.

This page can also be located by visiting the WIDA website, selecting the "Consortium" dropdown menu, selecting "Members" and clicking on Oklahoma on the map of the U.S. on the main Consortium Members page.

30. Where can I find Oklahoma's state specific WIDA webinars?

Oklahoma hosts a limited number of live WIDA webinars hosted by WIDA Professional Development Specialists per year. These webinars are recorded and made available thereafter, along with any accompanying information packet(s), on WIDA's [Download Library](#). Oklahoma's state specific webinars are listed under the State/District Webinars menu on the Download Library.

VII. Placement Testing Guidelines

31. Who should be placement tested for EL status/services?

Students who answer a language other than English to any of the first 3 HLS questions should be placement tested to see if they need English learner services.

32. What is the timeframe for testing potential EL students?

Any potential EL student enrolled as of the start date of school must be placement tested **within 30 calendar days of the beginning of the school year.**

Any potential EL who enrolls after the start date of school must be placement tested **within 15 calendar days of enrollment.**

33. Who can administer WIDA placement testing?

Any staff member who successfully completes the training and passes the Speaking and Writing quizzes with a score of 80% or better for the placement testing they are to administer can give WIDA placement testing, including paraprofessionals. However, **only certified staff may administer spring proficiency testing.**

34. How do test administrators become certified to placement test?

Test administrators must take all applicable trainings for all tests they will give. Please note that there are separate trainings for Kindergarten W-APT, Kindergarten MODEL, and WIDA Screener. All trainings are located on the WIDA website, and require a WIDA login. If you do not have a WIDA login, please see instructions for obtaining one listed above in #27.

While the training for WIDA Screener Online and WIDA Screener Paper are different, the Speaking and Writing quizzes are the same for both versions, so if any test administrators are giving both the WIDA Screener Online and WIDA Screener Paper, they need only take and pass the quizzes once. Test administrators need only take the training for the version of the WIDA Screener they are administering, and must only take and pass the Speaking and Writing quizzes for the grade levels of testing they will give. There is one Speaking quiz for 1st-5th grade and another for 6th-12th grade. Likewise, there is one Writing quiz for 1st-5th grade and another for 6th-12th grade.

Test administrators are considered qualified to give the test once they have completed the applicable training and scored 80% or higher on the applicable Speaking and Writing quizzes.

35. How can new test administrators access WIDA placement test trainings?

Anyone new to giving WIDA placement and/or proficiency testing needs two accounts—one for WIDA, which is the testing consortium to which Oklahoma belongs, and one for WIDA AMS, which is the assessment management system that DRC runs for WIDA. Please see #27 above for instructions on obtaining WIDA and WIDA AMS accounts.

36. How many times should a student be placement tested?

Any potential EL student in grades K-12 should be given a WIDA placement test only one time.

However, since PreK students do not yet have literacy scores to assess, they are given a “placeholder” oral language screener (details below). While students may or may not be considered EL during their PreK year, all kindergartners whose HLS indicate a language other than English are to be placement tested in fall of their kindergarten year, as this is the earliest grade for which a WIDA placement test is available.

37. How do I placement test PreK students?

Since PreK students do not yet have literacy skills to assess, they take a “placeholder” test, the PreK Screening Tool (PKST). The PKST is a 10-question oral language screener developed by OSDE, as there is not a WIDA assessment for PreK students. The PKST can be located here: [PreK Screening Tool \(PKST\)](#).

Instructions for administering and scoring the PKST are located on the form linked above. Students who score 7/10 or better are not considered EL for their PreK year. Students who score 6/10 or fewer are considered and should be served EL for their PreK year. **However, all students whose PreK HLS indicated a language other than English should be placement tested again in their kindergarten year with a WIDA placement test.**

38. How do I get certified to placement test PreK students?

There is no certification necessary prior to administering the PKST. The instructions for administration are included on the screening tool.

39. How do I placement test kindergarteners?

Students being placement tested in fall of their kindergarten year should be given the Oral (Speaking/Listening) domains of either the Kindergarten W-APT or Kindergarten MODEL. If students are being placement tested in spring of their kindergarten year, it is a district level decision whether or not students are administered all four domains of placement testing, or if they, too, take only the Oral domains. All kindergarteners taking only the Oral domains qualify as EL for their kindergarten year. Students taking all four domains may test high enough to indicate that they do not need EL services.

NOTE: First semester first graders should also be placement tested using the Kindergarten W-APT or Kindergarten MODEL, but all four domains must be administered.

40. How do I get certified to placement test kindergarteners?

Using your WIDA login, you will access your My Account and Secure Portal page. There, you should see the Screener Test Materials and Training menu, and a button that looks like the one pictured below:



Click this button and follow the instructions to complete the Kindergarten W-APT training. This consists of downloading and printing the instructions, reviewing the Kindergarten W-APT Test Administrator’s Manual and Kindergarten Scored Student Writing Samples, and viewing the Kindergarten W-APT Webinar. Once you have completed these steps, you are considered certified to give the Kindergarten W-APT.

41. How do I placement test students in 1st-12th grades?

Students in second semester first-grade through twelfth-grade should be given the appropriate grade level cluster of WIDA Screener. The grade level clusters for both WIDA Screener Online and WIDA Screener Paper are as follows: 1, 2-3, 4-5, 6-8, and 9-12.

Please note that students in the first semester of the first grade in a given grade level cluster should be given the prior grade level cluster's placement test. For example, first semester 4th graders should be given the 2-3 cluster of WIDA Screener. This is because a student who has just begun a grade at the beginning of a grade level cluster has not yet had time to acquire the language skills associated with that grade cluster. It is therefore more appropriate to assess these ELs with the prior grade level cluster to assess what language they have learned to that point. If you have questions about picking a grade level cluster for WIDA Screener, please see Oklahoma's Identification and Placement document on the WIDA website or call the Office of Assessment at (405) 521-3341.

42. Does Oklahoma use the Paper or Online version of WIDA Screener?

Oklahoma supports the use of both versions of WIDA Screener. However, due to a history of limited district participation in live trainings for paper-based WIDA assessments, as of 2018-2019, OSDE only offers face-to-face trainings for WIDA Screener Online. However, in addition to the training and certification course and other resource documents offered, supports for districts using WIDA Screener Paper are available in the form of both live and recorded WIDA Screener Paper webinars.

43. What is the difference between WIDA Screener Online and WIDA Screener Paper?

WIDA Screener Online and WIDA Screener Paper are different delivery methods for the same placement test. While it is a district level decision whether or not to use the WIDA Screener Online or WIDA Screener Paper, OSDE strongly recommends use of the WIDA Screener Online.

There are several reasons for this recommendation, the first of which is that WIDA Screener Online is completely free to administer. As of 2018-2019, Oklahoma is an ACCESS for ELLs 2.0 Online state for spring proficiency testing, and does not support the use of ACCESS for ELLs 2.0 Paper. WIDA Screener Online uses DRC INSIGHT, the same testing platform as ACCESS for ELLs 2.0 Online. District staff using WIDA Screener Online will access WIDA AMS (Assessment Management System) to set up test sessions and score student responses; this is the same system they will need to use in spring to manage and administer ACCESS for ELLs 2.0 Online. Use of WIDA Screener Online will therefore familiarize district staff with both DRC INSIGHT and WIDA AMS, which will in turn better prepare them for spring proficiency testing. Use of WIDA Screener Online will also help students and educators develop facility with online testing, which is the future of both state content area testing and language proficiency testing.

Furthermore, the Writing domain tests for ACCESS for ELLs 2.0 Online for students in grades 1-3 are always paper/pencil, and districts may opt for students in grades 4-5 to have paper Writing tests as well. Districts may also request paper Writing tests for older secondary students who arrive with limited to no computer skills in a timeframe that does not allow for them to acquire keyboarding skills prior to ACCESS testing; requests will be granted on a case-by-case basis as decided by the Office of Assessments. The availability of paper Writing tests for

students taking ACCESS for ELLs 2.0 Online means that a lack of keyboarding skills is not a concern for younger students, or for older students who may not possess computer skills.

WIDA Screener Paper is available to districts for a one-time, nominal cost. There are two materials packets, one for grades 1-5, and one for grades 6-12. Each contain all materials necessary for placement testing, and can be purchased here: [WIDA Store](#).

Once purchased, districts may make copies of the materials so long as they use the WIDA Screener Paper to placement test potential ELs.

44. How do I get certified to give the WIDA Screener?

Using your WIDA login, you will access your My Account and Secure Portal page. There, you should see the Screener Test Materials and Training menu, and two buttons that look like the ones pictured below:



Determine if your district is using the paper or online version of WIDA Screener, or if your district is using both versions, with one or the other version used for different grade levels and/or sites. If your district is only using one version, or if you personally will only administer one version, you will only need to take the training for the version you are using and the grade level clusters you are administering. If you will administer both versions, you will need to take both trainings and all applicable quizzes for the grade level clusters you will administer. You will need to score an 80% or better on all grade level cluster quizzes for either version in order to be certified to administer WIDA Screener testing.

45. What placement test scores qualify a student as needing EL services?

All kindergartners and first-semester first-graders who qualify to be placement tested currently qualify as English learners, regardless of their placement test scores, and regardless of whether they are given only the Oral portion of the Kindergarten W-APT (Listening and Speaking), or all four domains. This is due to the fact that the Kindergarten W-APT is not updated to the new, more rigorous scoring standards shared by other WIDA testing. This policy will be revisited when the kindergarten WIDA Screener, which is in development and shares the new scoring standards, is released. At this time, the estimated release for kindergarten WIDA Screener is fall 2019. Once the kindergarten WIDA Screener is released, it will share the same or equivalent exit criteria as WIDA Screener for grades 1-12.

For second-semester first-graders through twelfth-graders, students scoring 4.8 or above on their Composite/Overall scores should be considered non-EL and will not be eligible for EL services. Students in second-semester first-grade through twelfth-grade who score 4.7 or below on their Composite/Overall scores qualify as English learners and should be coded and served as such, as well as proficiency tested each spring until they test as English proficient.

NOTE: To identify the bilingual status of non-ELs, please see the information above for determining bilingual status, which is separate of EL status.

46. What is the placement test for ELs served on IEPs (also known as dually identified ELs)?

Please note that if a potential EL is classified as having severe cognitive disabilities, districts should follow the placement and proficiency testing guidelines listed below for those students.

In the event that a potential EL student is served on an IEP and does not have severe cognitive disabilities, he or she should be given the Kindergarten W-APT, Kindergarten MODEL, WIDA MODEL, or WIDA Screener test with appropriate allowable accommodations as identified by the student's IEP and the WIDA Accessibility and Accommodations Supplement.

47. What is the placement test for ELs with severe cognitive disabilities?

At this time, there is not a WIDA placement test specifically for ELs with severe cognitive disabilities. Districts may choose to place students with severe cognitive disabilities who have answered a language other than English on their home language survey based upon family request or teacher recommendations. Districts may also choose to administer the Kindergarten W-APT, WIDA MODEL, or WIDA Screener, although they may opt to discontinue this placement testing if the student is unable to meaningfully respond to the placement test questions. In the event that a student is not able to meaningfully respond, the student should be evaluated by an EL teacher and his or her IEP team for No Meaningful Academic Response (NMAR) classification.

48. What placement test scores qualify as a student as needing EL services if he or she has a disability that precludes taking all test domains?

Again, at this time all kindergartners and first-semester first-graders qualify for EL services, regardless of the number of test domains taken. Please see #45 above for additional information.

Second-semester first-graders through twelfth-graders who have documented disabilities that preclude them from taking all placement test domains must score 4.8 or above on all test domains taken in order to test as non-EL and ineligible for EL services. Second-semester first-graders through twelfth-graders who have documented disabilities that preclude them from taking all placement test domains who score 4.7 or below on any test domains taken are EL and should be coded and served as such, as well as proficiency tested each spring until they test as English proficient.

NOTE: To identify the bilingual status of non-ELs, please see the information above for determining bilingual status, which is separate of EL status.

49. Is there a minimum number of placement test domains that must be taken by potential ELs with disabilities?

No. The number of placement test domains taken by a potential EL with documented disabilities that preclude him or her from participating in given test domains is up to the discretion of their district academic team. This is true regardless of whether they are taking WIDA MODEL, Kindergarten W-APT, or WIDA Screener, with or without accommodations. However, potential ELs should take any/all domains they are deemed capable of participating in by their academic team.

50. What are the next steps after a student has been placement tested?

Parents or guardians must be informed of test results within 30 days of their child being placement tested. If a student has tested as needing EL services, parents must be informed of the qualifying test scores, the student's EL status, the EL services being offered to the student, and the fact that the student will be proficiency tested each spring until he/she tests as proficient in English.

If a student has tested as not needing EL services, parents or guardians must be informed of the test scores and the fact that these scores indicate that the student is proficient in English and does not need EL services.

Students who have been identified as needing EL services should immediately begin participating in any/all district EL services necessary to ensure academic success.

VIII. Placement Testing Exceptions and Wrongly Identified Students

51. Are there any circumstances in which a potential EL should not be placement tested?

Only one circumstance exists under which a potential EL, as identified by home language survey responses, should not be placement tested. This is when the IEP team and an EL representative determine that a student with severe cognitive disabilities meets the criteria for No Measurable Academic Response (NMAR) criteria. Please see the criteria for NMAR status listed in the question directly below.

52. What should be done when a student has been wrongly identified as EL?

Below are the guidelines for exiting native English speaking students who have been wrongly identified as EL. **Note- Please also consult the list of scenarios described in #21-“What should districts do when HLS responses change?”.**

These are the scenarios currently identified as acceptable grounds for enacting the process listed for exiting these students from EL coding/programming/testing. The state will continue to expand and refine the possible scenarios that could justify a non-WIDA reclassification of EL status over the coming year, but these are the current, pre-approved scenarios. If a scenario described by a student/their parents or guardians/district staff do not match one of the following 4 descriptions, please contact the OSDE Office of Assessments at (405) 521-3341. Staff will assist in reviewing pertinent student information and determine if the student is eligible to be exited from EL status using the process described below.

1. The district needs to draft a narrative on district letterhead that contains the following items-
 - a. Parent/guardian attestation that the student is a native English speaker;
 - b. a brief explanation as to why the HLS was filled out indicating a language other than English;
 - c. why the scenario that led to a language other than English being recorded on the HLS was a temporary situation, and/or was otherwise inappropriate for use in accurately identifying potential English learners for placement testing;
 - d. what the district team feels lead to the student's identification (i.e., the student is a native English speaker, but is a low level reader);
 - e. why the student is being removed from EL status, and the date on which they are being exited from services;

- f. and, when appropriate, what other supports the district will offer/already offers this student . This is important because in most cases, the student is likely struggling in some capacity, or they wouldn't have tested into or failed to test out of EL services.
2. When completed, this narrative must be signed and dated by appropriate district staff and the parents/guardians of the student. Any pertinent documentation the district may have (past HLS that were English only, testing that shows the low level literacy, etc.) will then be attached. The final document needs to be kept in the student's CUME file and retained per state student records retention statute.
 3. When completed, the student should be re-coded in the district's Student Information System (SIS) from 2349/LEP-ELL to 1633/Native English Speaker.

53. What is the protocol for finding a potential EL or current EL meets the No Measurable Academic Response (NMAR) criteria?

Oklahoma has established criteria under ESSA to allow potential EL students with severe cognitive disabilities who may qualify to take the Alternate ACCESS for ELLs to be evaluated by a district-level team, including the IEP team, for potential classification as having No Measurable Academic Response (NMAR). This applies to both existing and potential EL students who qualify to take Alternate ACCESS for ELLs. Potential EL students who are enrolled prior to or on the start date of a given school year must be evaluated for NMAR status each year within 30 calendar days of the start date of school, while potential ELs who enroll after the start date must be assessed for NMAR criteria within 15 calendar days of enrollment. The decision to classify a potential English learner as having NMAR must be revisited at the beginning of each academic year by the student's IEP team, as NMAR status may change from year to year. The criteria for NMAR classification is as follows:

- The student is unable to demonstrate any observable reaction to a specific stimulus;
- The student exhibits only startle responses;
- The student tracks or fixates on objects at random and not for a purpose;
- The student moves or responds only to internal stimuli; and
- The student vocalizes intermittently regardless of changes in environment.

To classify a student as NMAR, the student's academic team must agree that he or she meets all five of the criteria. **If a student is found to meet NMAR criteria, he or she may still qualify as bilingual, but should not be coded, served, or tested as EL in any school year in which he or she is found to meet NMAR criteria.** These criteria will prevent students classified as NMAR from being subjected to testing which is inappropriate for students who do not possess receptive or expressive language skills in any language due to a documented disability or disabilities. Additionally, districts will not be penalized in the accountability system because NMAR students are failing to progress in reaching English proficiency.

IX. Parental Opt-Out of EL Services

54. What if parents/guardians do not want their child to receive EL services?

In the event that parents decline EL services for their child, staff must draft a letter on district letterhead for parents to sign. The letter should indicate that parents have been informed of the student's test scores and the district's recommendation that the student receive EL services, but that they are knowingly declining to have their child participate in services. The letter must also state that the parents/guardians

understand that while they are waiving EL services, they cannot waive their child’s EL designation, nor can they exempt their child from taking spring proficiency testing if/until he or she tests as proficient in English.

X. ACCESS Proficiency Testing Guidelines

55. What is the spring proficiency test for PreK students who qualify as EL?

There is not a WIDA spring proficiency test for this age group. Regardless of whether the student qualified as EL and bilingual their PreK year, they must be given the K-WAPT in the fall of their kindergarten year. This should then be the one and only time that they will take a WIDA-based placement test. PreK students cannot test out of the EL program.

56. What is the spring proficiency test for ELs in kindergarten?

All kindergarteners should take the Kindergarten ACCESS. It is a district level decision whether individual students take all 4 domains of the test, or only take the 2 Oral domains (Speaking/Listening). These decisions should be made by each student’s teaching team, and be based on whether or not he or she has literacy skills to assess. Please note that in the event that there is a question as to whether all 4 domains should be administered or not, the Kindergarten ACCESS has “outs” built into the administration that allow a test administrator to quickly wrap up a domain test on a positive note if it becomes clear that a student is unable to perform the tasks. OSDE strongly recommends that districts attempt to administer the Literacy domains in these situations.

57. How do I get certified to give the Kindergarten ACCESS test?

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. There, look for the ACCESS for ELLs 2.0 Training Course menu, and a button that looks like the one pictured below:



Click this button and follow the instructions to complete the Kindergarten ACCESS training course. Once you have completed the training course, you will need to take and pass the applicable quizzes with a score of 80% or better. Once you have passed the quizzes, you are certified to administer the Kindergarten ACCESS.

58. What is the spring proficiency test for ELs in 1st-12th grade?

The majority of ELs in 1st-12th grades will take ACCESS for ELLs 2.0, including the majority of dually identified ELs served on IEPs/504s, though they may be eligible to take the assessment with accommodations.

Dually identified ELs with severe cognitive disabilities who participate in the alternate state assessment instead of OSTP, and who meet the criteria outlined in WIDA’s [Accessibility and Accommodations Supplement](#), take Alternate ACCESS for ELLs.

59. Does Oklahoma use the Paper or Online version of ACCESS for ELLs 2.0?

As of 2018-2019, Oklahoma is an ACCESS for ELLs 2.0 Online-only state, and does not support the use of ACCESS for ELLs 2.0 Paper except in special circumstances.* Please note that Kindergarten ACCESS, Alternate ACCESS for ELLs, and Writing tests for 1st-3rd grade students taking ACCESS for ELLs 2.0 Online will all remain paper-based tests. Additionally, districts will still be able to opt into paper-based Writing tests for 4th-5th graders taking ACCESS for ELLs 2.0.

Districts will also be able to request paper-based Writing tests on an individual basis for secondary students who enter during the testing window and do not yet possess computer skills sufficient to allow them to keyboard their Writing test responses. In the event that such a test is needed, district staff will need to contact the Office of Assessment at (405) 521-3341 to request permission prior to ordering the test from DRC.

*In keeping with Oklahoma state law, districts who believe that they are unable to support online ACCESS testing due to a lack of adequate network connections, bandwidth, technology, or other such considerations, may petition the Oklahoma State Board of Education for an exemption allowing the district to use paper-based ACCESS 2.0 testing for a given school year. Please note that this is a formal process, and that the Office of Assessment cannot give a district permission to use paper-based ACCESS testing without the State Board first granting its use.

60. How do I get certified to give the ACCESS for ELLs 2.0 Online test?

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. There, look for the ACCESS for ELLs 2.0 Training Course menu, and the button pictured below:



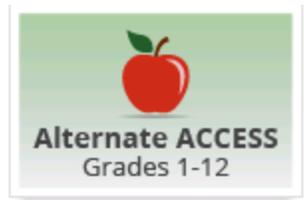
You will need to complete the full ACCESS for ELLs 2.0 Online training course, but will only need to take the quizzes for the grade level clusters you are administering. You will need to score an 80% or better on all grade level cluster quizzes in order to be certified to administer ACCESS for ELLs 2.0 Online testing.

61. What is the spring proficiency test for ELs with severe cognitive disabilities?

ELs with severe cognitive disabilities who take the alternate assessment for their state content area testing are eligible to take the Alternate ACCESS for ELLs. The Alternate ACCESS for ELLs is a paper-based proficiency test designed to assess the language skills of students with severe cognitive disabilities.

62. How do I become certified to administer Alternate ACCESS for ELLs?

Using your WIDA login, you will access your My Account and Secure Portal page on the WIDA website. There, look for the ACCESS for ELLs 2.0 Training Course menu, and a button that looks like the one pictured below:



You will need to click the button and complete the training course. In addition, you will need to score an 80% or better on all quizzes for the grade level clusters you will administer in order to be certified to administer Alternate ACCESS for ELLs testing.

XI. EL Exit Criteria

63. What is the automatic exit score for Kindergarten ACCESS and ACCESS for ELLs 2.0?

For ELs who take all 4 domains of the Kindergarten ACCESS, or ELs who take ACCESS for ELLs 2.0, with or without accommodations, the cut score that automatically qualifies a student for exit from EL services are the same. Students must score 4.8 or better on their Composite/Overall score in order to automatically exit EL services.

64. What is the ELP band for ACCESS for ELLs 2.0?

For ELs in grades 3-12 who take all 4 domains of ACCESS for ELLs 2.0, with or without accommodations, the ELP band that qualifies a student for consideration by a committee of academic team members for potential exit from EL services is the same. Students who score in the range of 4.3-4.7 on their Composite/Overall score will be eligible for consideration for potential exit from EL services by a committee made up of academic team members familiar with the student and his or her linguistic and academic abilities. This committee must include certain staff members as defined by the Guidance for English Language Proficiency (ELP) Band Committees document located in the appendices of this document. Please note that students who score within the ELP band must meet **at least three** out of seven additional criteria contained on the ACCESS for ELLs 2.0 ELP Band Committee Rubric in order for their committee of academic team members to declare them English proficient and exit them from EL services. Furthermore, their district EL representative must recommend them for reclassification and exit.

65. What are the automatic exit scores for ELs with disabilities that preclude them from taking all Kindergarten ACCESS or ACCESS for ELLs 2.0 domains?

For ELs with disabilities that preclude them from taking all domains of Kindergarten ACCESS or ACCESS for ELLs 2.0, OSDE's Accountability department will use a WIDA-provided method for factoring a Composite/Overall score for these ELs before using their scores to calculate district ELPA indicators. Districts may use this same method to calculate Composite/Overall scores for ELs with disabilities who cannot participate in all domains, and should make exit decisions for these ELs based on their Composite/Overall scores. ELs with disabilities who cannot participate in all domains must score 4.8 or better on their Composite/Overall score in order to be automatically deemed English proficient and exit EL services.

66. What are the ELP bands for ELs with disabilities that preclude them from taking all Kindergarten ACCESS or ACCESS for ELLs 2.0 domains?

For ELs in grades 3-12 with disabilities that preclude them from taking all domains of ACCESS for ELLs 2.0, the ELP band is also 4.3-4.7 on their Overall/Composite score. Please note that students must score within (or above) the ELP band on their Composite/Overall score in order to be considered for potential

exit from EL services by an academic committee. If students score below the ELP band on their Composite/Overall scores, they will not be eligible for academic committee consideration for potential exit from EL services.

67. What is the automatic exit score for Alternate ACCESS for ELLs?

For ELs who take all 4 domains of Alternate ACCESS for ELLs, with or without accommodations, students automatically qualify for exit from EL services if they score P2 on their Composite/Overall score for two consecutive years of testing.

68. What is the ELP band for Alternate ACCESS for ELLs?

For ELs in grades 3-12 who take all 4 domains of Alternate ACCESS for ELLs, with or without accommodations, the ELP band that qualifies a student for consideration by a committee of academic team members for potential exit from EL services is A3-P1 on their Composite/Overall scores. Students scoring within (or above) the ELP band of A3-P1 on their Composite/Overall score for two consecutive years of testing, will have their academic team, which must include both an IEP representative and an EL representative, decide if the student should be reclassified as English proficient and exited from EL services.

69. What are the automatic exit scores for ELs with disabilities that preclude them from taking all Alternate ACCESS for ELLs domains?

For ELs with disabilities that preclude them from taking all domains of Alternate ACCESS for ELLs, OSDE's Accountability department will use a WIDA-provided method for factoring a Composite/Overall score for these ELs before using their scores to calculate district ELPA indicators. Districts may use this same method to calculate Composite/Overall scores for ELs with disabilities who cannot participate in all domains, and should make exit decisions for these ELs based on their Composite/Overall scores. ELs with disabilities who cannot participate in all domains must score P2 on their Composite/Overall scores for two consecutive years of testing in order to be automatically deemed English proficient and exit EL services.

70. What are the ELP bands for ELs with disabilities that preclude them from taking all Alternate ACCESS for ELLs domains?

For ELs in grades 3-12 with disabilities that preclude them from taking all domains of Alternate ACCESS for ELLs, the ELP band for their Composite/Overall scores is also A3-P1. Please note that student must score within (or above) the ELP band on their Composite/Overall scores for two consecutive years of testing in order to be considered for potential exit from EL services by an academic committee, which must include both an IEP representative and an EL representative. If a student scores below the ELP band on his or her Composite/Overall score in either test year, he or she will not be eligible for academic committee consideration for potential exit from EL services.

71. Are there other circumstances in which ELs who take Alternate ACCESS for ELLs may be reclassified and exit EL services?

Yes. A student taking Alternate ACCESS for ELLs may be exited from EL services without meeting the exit criteria detailed above if they meet the following criteria:

If a student taking Alternate ACCESS for ELLs does not make progress on their Composite/Overall score for three consecutive years of testing, and their IEP team AND EL representative recommends reclassification, he or she may be exited from EL services and exempted from further proficiency testing.

72. Is there a minimum number of proficiency test domains that must be taken by ELs with disabilities?

No. The number of proficiency test domains taken by a given EL with disabilities is up to the discretion of their district academic team. This is true regardless of whether they are taking Kindergarten ACCESS, ACCESS for ELLs 2.0, or Alternate ACCESS for ELLs, with or without accommodations. ELs should take any/all domains they are deemed capable of participating in by their academic team.

However, in the event that a student is deemed unable to participate in all four ACCESS domains, the student should be evaluated to see if he or she meets the criteria for No Measurable Academic Response (NMAR) status for the given test year. Please see #53 for more information regarding the NMAR evaluation process.

73. How should districts indicate on ACCESS testing that an EL cannot take one or more test domains due to a disability or disabilities?

Districts can use one of two possible methods to indicate that a domain or domains should not be scored because a student has a disability or disabilities that prevents him or her from participating in that domain or domains, even with accommodations. **The disability or disabilities must be clearly documented in the student's IEP/504 in order for the student to be eligible to have a domain or domains deferred.** Please see the methods for deferring a test domain, described below:

- For paper tests, for each domain or domains not taken, bubble in the “SPD-Deferred Special Education/504” code on the paper test booklet, **or** follow the instructions on page 72 of the WIDA AMS User Guide to view or edit a student’s Do Not Score indicator from the Manage Students page in WIDA AMS.
- For online tests, for each domain or domains not taken, follow the instructions on page 72 of the WIDA AMS User Guide to view or edit a student’s Do Not Score indicator from the Manage Students page in WIDA AMS.

74. What is the timeline for making reclassification and exit decisions for ELs who scored within the ELP band on their most recent ACCESS test?

ELP band committees must be convened, and reclassification and exit decisions made for ELs in grades 3-12 who have scored within the ELP band on their most recent ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs test, **within 30 calendar days of the start date of school**. This is in keeping with the federal and state guidelines regarding timelines for EL identification and programming decisions. Please note that ELP band committee decisions to reclassify and exit ELs who have scored within an ELP band are only to be made at the beginning of each school year, and not on a rolling basis throughout the year. In the event that you feel your district has a unique circumstance which may necessitate convening an ELP band committee after the first 30 days of school, please contact the Office of Assessment at (405) 521-3341 for further guidance.

XII. Accessibility and Accommodations: Guidance and Considerations

75. What if an EL needs Large Print or Braille WIDA testing?

Kindergarten ACCESS and ACCESS for ELLs 2.0:

Kindergarten ACCESS and ACCESS for ELLs 2.0 are both available in Large Print versions, while ACCESS for ELLs 2.0 also offers a Braille version. These are available for order on WIDA AMS during both the initial Materials Ordering window and the Additional Materials window during each spring’s testing window. Please consult the current testing calendar on Oklahoma’s WIDA member page for the dates for these windows.

WIDA Screener:

If an EL needs larger print when taking WIDA Screener, districts may:

- Adjust computer settings to enlarge the print for WIDA Screener Online, or
- Print copies of WIDA Screener Paper with the print enlarged.

These copies are to be treated like all other secure testing materials.

Alternate ACCESS for ELLs:

Districts may also scan and print enlarged text versions of Alternate ACCESS for ELLs when necessary, but these copies should be treated like all other secure testing materials, and **may not be kept by districts after the test window has closed. Districts should return all such enlarged print copies of Alternate ACCESS for ELLs to DRC along with all other ACCESS testing materials.**

76. What if an EL is blind, but is not proficient in Braille?

If an EL is blind, but is not proficient in Braille, and so cannot use the Braille test form accommodations offered by WIDA, districts should use the “SPD-Deferred Special Education/504” code, either in WIDA AMS, or by bubbling in the “SPD” code on a paper test booklet for each domain or domains not taken. ELs who meet this description should still take all domains which are accessible to them, with or without accommodations.

77. What if an EL is deaf, and communicates exclusively via American Sign Language (ASL)?

If an EL is deaf or hard-of-hearing, does not lip-read, and communicates exclusively using ASL, districts should use the “SPD-Deferred Special Education/504” code, either in WIDA AMS, or by bubbling in the “SPD” code on a paper test booklet for each domain or domains not taken. ELs who meet this description should still take all domains which are accessible to them, with or without accommodations.

XIII. Additional Testing Considerations

78. What if our district has students in grades 4-12 who are ACCESS testing online, but do not have keyboarding skills?

The default Writing domain mode for students in grades 4-12 taking ACCESS 2.0 Online is to keyboard their responses online. However, districts may request paper Writing tests for students in these grades who do not have keyboarding skills, and so need to handwrite their responses. Districts will need to create separate handwriting Writing test sessions in WIDA AMS for students in grades 4-12 who are handwriting their Writing test responses for ACCESS for ELLs 2.0 Online. **Please note that this only applies to ACCESS for ELLs 2.0 Online—there are no handwriting Writing test sessions for WIDA Screener Online.**

Special Instructions:

- Districts must wait until the Additional Materials ordering window opens to order paper Writing tests for ACCESS 2.0 Online test takers in grades 4-12.
- Students in grades 4-12 who will handwrite their Writing responses must be placed into a handwriting response (HW) session. Instructions for viewing and editing a test session in this manner can be found in the WIDA AMS User Guide.

79. For ACCESS for ELLs 2.0 Online, how do I know which Writing test tier to give 1st-3rd graders, and/or any 4th-12th grade online testers taking a paper Writing test?

Test administrators will need to follow the instructions in the WIDA AMS User Guide and/or the Test Administrator Manual for running a Tier Placement Report. The Tier Placement Report will indicate whether a given student should take the Tier A or Tier B/C Writing test. Please note that the Tier Placement Report must be run **after** students have already taken the Listening and Reading test domains, and **before** students take the Speaking and Writing domains.

XIV. Determining EL Status of Students Entering from Non-WIDA States

80. What should be done if a student has non-WIDA proficiency test scores showing he or she is English proficient?

Although WIDA serves 35 states, the Bureau of Indian Education, Washington D.C., U.S. Virgin Islands, and the Northern Mariana Islands, there are other language consortiums and states with their own English language placement and proficiency testing. If a student's transferred records include an English language placement or proficiency testing report that is not from WIDA testing, but indicates that he or she has tested as English proficient, Oklahoma recognizes and honors that proficient test score. The student should be coded as a monitor student. If the student is still within his or her active monitoring period, they should be served as such, including being allowed classroom and state testing accommodations if they meet the eligibility criteria.

81. What should be done if a student has non-WIDA proficiency test scores showing he or she is not English proficient?

The student should be coded and served as an English learner, and spring proficiency tested with the appropriate ACCESS test each spring until they test as English proficient.

XV. Students Entering During ACCESS Test Window: Testing Guidelines

82. What should be done if a new potential EL student enrolls during the ACCESS testing window?

If a new student enrolls during the ACCESS testing window, and their home language survey responses indicate that they may be a potential EL, the student should be given the appropriate placement test- PKST, Kindergarten W-APT, or WIDA Screener. If the student tests as EL, they should be given the appropriate ACCESS test.

83. What should be done if a new EL student arrives during the ACCESS testing window?

If the student's transferred EL records do not indicate if he or she has already taken the appropriate ACCESS test, the receiving district should reach out to transferring district to verify the EL's current ACCESS testing status. If the EL has not yet tested, they should be added into WIDA AMS by the

receiving district and given the appropriate ACCESS test. **If the ACCESS testing window is still open, the receiving district has an obligation to proficiency test the new EL, even if the receiving district has already concluded testing its other ELs.**

84. What should be done if an EL student moves away prior to ACCESS testing?

First, the district needs to ensure the proper exit coding for the student is recorded in the local student information system. If the PreID upload of district EL data to WIDA AMS has already taken place and the district or site's ELs have been loaded into WIDA AMS, you will need to do one of the following:

- a) **ACCESS 2.0 Online:** Remove any students who have moved from the pre-populated test sessions they have been added to by DRC, and/or remove them from any test sessions created by district staff in WIDA AMS; or
- b) **Kindergarten ACCESS/Alternate ACCESS for ELLs/Paper ACCESS for ELLs 2.0 Writing tests:**, Send any unused test booklets and PreID labels to DRC when sending back site's secure testing materials. The district may also remove students from any WIDA AMS test sessions in which they may appear, but this is not mandatory.

If the PreID upload of district EL data to WIDA AMS has not yet taken place, and the student has already been removed from your student information system, no further action is required.

If you are uncertain if the PreID upload has taken place or not in a given test year, please consult Oklahoma's current ACCESS testing calendar on the Oklahoma member page of the WIDA website.

Please note that once entered into WIDA AMS, students cannot be removed. Removing a student from WIDA AMS is not necessary to indicate that a student has moved away and did not test in your district/at your site, but again, students do need to be removed from ACCESS Online test sessions.

85. What should be done if an EL student moves away during ACCESS testing?

The following instructions only apply to ELs who are transferring from one Oklahoma public school district to another Oklahoma public school district. If the EL has already begun, but not completed ACCESS testing, and has completed at least one full test domain, the transferring district should complete a Student Transfer Form and forward it to the receiving district whenever possible.

XVI. WIDA and WIDA AMS Resources

86. If I am WIDA DTC for my district, where can I find info and resources?

First and foremost, each district's WIDA DTC needs to ensure that they are subscribed to OSDE's WIDA/EL listserv, as this is the Office of Assessment's primary means of communication with WIDA DTCs regarding WIDA and EL updates and ACCESS testing. To request that district staff be added to the WIDA/EL listserv, please contact the Office of Assessment at (405) 521-3341. Please note that WIDA DTCs may request that other district staff be added to the WIDA/EL listserv.

The current District and School Testing Coordinator Manual can be found [here](#).

Additionally, you may view the Oklahoma-specific ACCESS 2.0 District Testing Coordinator webinar in the WIDA Download Library.

Finally, OSDE offers yearly in-person trainings designed to aid districts in meeting their legal obligations in serving, assessing, and supporting the academic success of their ELs.

87. What are Oklahoma’s English Language Development (ELD) Standards?

Oklahoma is a member of the WIDA consortium, and has adopted its English Language Development (ELD) Standards. The 2012 Amplification of the ELD Standards is the version currently in use, but an updated version of the ELD Standards is scheduled to be released in 2018-2019.

The *WIDA 2012 Amplified ELD Standards* PDF is available for free download at any time by anyone with a WIDA login. WIDA also offers the following free resources for interpreting and using the ELD Standards to shape instruction: *Essential Actions* handbook; 2012 Amplification Overview Tutorial; *WIDA Features of Academic Language* guide; WIDA performance definitions for Speaking, Listening, Reading, and Writing; *Speaking and Writing Interpretive Rubric*; and a blank template for educators to use when planning lessons that include the ELD Standards.

The ELD Standards and their accompanying support documents are located here: [WIDA ELD Standards Page](#) .

88. What are WIDA’s Can Do Descriptors?

WIDA has many tools to help educators interpret placement and proficiency test scores and use those scores to guide instruction and lesson planning for English learners. The Can Do Descriptors are one such tool, and they can be found here: [WIDA Can Do Descriptors Page](#) .

In WIDA’s own words, “The K-12 Can Do Descriptors, Key Uses edition, highlights what language learners **can do** at various stages of language development as they meaningfully participate in the college and career readiness standards.” They also note that this edition of the Can Do Descriptors, “is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss.”

XVII. Accommodations for OSTP, ACT, and SAT Testing

89. What accommodations are available for OSTP testing for English learners?

The EL OSTP Accommodations manual is updated yearly and is housed on the OSDE website on the State Testing Resources menu on the Assessment page. The current manual can be located on the [State Testing Resources page](#) of the OSDE website under the Manuals menu.

90. What accommodations are available for English learners taking the ACT or SAT?

ACT and SAT test accommodations for English learners are specific to those tests, and separate of the accommodations offered for OSTP testing. Both ACT and SAT approve accommodations based upon documented need on an individual basis. ACT requests that districts submit EL students’ ELAP when requesting accommodations. Districts should submit all accommodations requests through the unique process indicated by ACT or SAT. Please note that additional EL accommodations that will not yield a college reportable score are available for ELs taking the ACT or SAT as their 11th grade test for state and federal accountability purposes, but districts should still submit all accommodations requests to ACT or SAT prior to extending a student these state allowed, non-college reportable accommodations. For more information regarding these non-college reportable accommodations, please contact ACT or SAT.

The links below provide information regarding the process for requesting EL accommodations for ACT and SAT.

[ACT Accommodations Information](#)

[SAT Accommodations Information](#)

91. Are former ELs eligible to use OSTP testing accommodations?

Please refer to the section entitled “State testing accommodations for monitored English learners” on page 165 of [Oklahoma EDGE](#), our state ESSA plan, and consult the following table for further information:

| Student Status | ACCESS Performance | State ELA Test Performance | English Learner Accommodations Following Year? Y/N |
|------------------------------|----------------------------|--|---|
| English Learner | Proficient | Proficient | NO |
| English Learner | Proficient | Limited Knowledge or Unsatisfactory | YES (1 st Monitor Year) |
| 1 st Year Monitor | Proficient Prior Year | Proficient (or better) Current Year | YES or NO (At district discretion) |
| 1 st Year Monitor | Proficient Prior Year | Limited Knowledge or Unsatisfactory Current Year | YES (2 nd Monitor Year) |
| 2 nd Year Monitor | Proficient Two Years Prior | Proficient (or better) Current Year | NO |
| 2 nd Year Monitor | Proficient Two Years Prior | Limited Knowledge or Unsatisfactory Current Year | NO (Potentially rescreen for EL if 2 nd year LK or UNSATISFACTORY) |

XVIII. ELPA Indicator for District Accountability

92. How do I know if EL test scores will factor into our district’s accountability?

Any district that has ten or more ELs district-wide will have an EL subgroup that will count toward district accountability measures. Any site that has ten or more ELs will have an EL subgroup that will count toward site level accountability measures. The new School Report Card has multiple indicators of student and school performance. These include: Academic Achievement, Academic Growth, and ELPA Progress. The ELPA indicator (worth 15 out of 90 points) is only included for schools with at least 10 enrolled ELs. This indicator uses the WIDA ACCESS and Alt ACCESS assessments, and examines progress toward English language proficiency. All ELs are included in this indicator, including former ELs for four years after program exit. The Academic Achievement and Academic Growth indicators use the student’s OSTP assessments. An EL will have their scores included in Academic Growth if they have two years of consecutive OSTP results (i.e. they have been educated in the US spanning at least two testing administrations). An EL will have their scores included in Academic Achievement if they have been educated in the US for at least three years (non-consecutive). Please see #93 and #95 for more detailed information on inclusion rules for OSTP scores for Recently Arrived English Learners (RAEL).

93. How do EL test scores factor into district accountability?

EL Subgroup for Academic Achievement: If EL students are in their first year of schooling in the U.S., they will still need to take all OSTP tests applicable for their grade level; however, their scores are not included toward district accountability measures. Instead, their scores serve to establish a baseline for their performance. In their second year of U.S. schooling, their OSTP scores factor into district accountability using a growth measure. Finally, in their third year of U.S. schooling, their OSTP scores count toward district accountability in the same manner as those of their non-EL peers.

ELPA Indicator: All EL students who meet their individual growth targets on their paths to proficiency will count as “on track” and positively contribute toward the district ELPA indicator. ELs who test as English proficient and exit services will have their proficient scores contribute towards the percentage of students who are counted as “on track” for the district ELPA indicator during their two-year monitor periods, and for the two years following the end of their monitoring periods, with their scores counting toward the percentage of “on track” students for a total of four years.

94. How do former ELs’ test scores factor into district accountability?

EL Subgroup for Academic Achievement: Former ELs remain part of the EL subgroup for four years after the year in which they test as proficient in English. For example, an EL that tested proficient on his or her ELPA in Spring 2017 could have their math and ELA OSTP scores remain part of the EL subgroup until 2020-2021. Due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, an English learner who is also part of the Economically Disadvantaged and/or Special Education subgroups may be included in one of those subgroups, rather than the English learner subgroup, for the purposes of the Academic Achievement indicator. However, please note that the academic subgroup performance of all English learners will be reported separately.

ELPA Indicator: Former ELs will have their proficient ELPA score factored into the percentage of students counted as “on track” for the ELPA indicator during their two-year monitor periods, and for the two years following the end of their monitoring periods, with their scores counting toward the percentage of “on track” students for a total of four years.

95. How do I properly code Recently Arrived English Learners (RAEL) for district accountability?

There are three entry codes (1838, 1839, 1840) that indicate original entry to a US school. All three would identify a student a Recently Arrived EL (RAEL). The difference between the three is prior education and interruption of education services.

If a student enters your district for the first time from a foreign country, then the entry date should be considered the student’s “original entry date” unless the district is provided evidence otherwise. If it is known that the student was previously educated in the US, the correct entry code is **1830**. However, to reiterate, if it is not known that the student was previously educated in the US, the expectation would be that the entry is considered the student’s original entry date into U.S. schools.

If the student has never received formal education before in any country, they should be coded 1838. This is generally used for young students (Pre-K-Grade 1), but may be appropriate for older students who have never attended school.

1839 and 1840 both imply the student has previously been educated in a foreign country, but 1840 indicates that the student has had an interruption in schooling (lapse in enrollment/services). Again, all

three of these codes would correctly identify the student as RAEL, so they may be used at the district's discretion.

However, we encourage districts to use the code that feels most appropriate to the situation:

1838: If the student has (to your knowledge) never received formal education services

1839: If the student attended school in another country and has transferred without a significant enrollment lapse

1840: If the student attended school in another country and did experience an enrollment lapse prior to entry to your school

Please note that these WAVE codes may or may not be readily apparent in your local Student Information System (SIS). Although they may not be easily identified, every code mentioned is accessible to your local SIS. If questions arise as to where a specific code is located or how to code a particular student a certain way, please reference the code descriptions in the WAVE requirements manual available on the OSDE website and contact your SIS vendor for assistance prior to contacting the OSDE for technical support.

XIX. English Learners and RSA

96. Which ELs are eligible for the EL Good Cause Exemption for RSA?

ELs who have had less than two years of instruction in an English learner program are automatically eligible for a Good Cause Exemption and should NOT be retained due to not meeting RSA requirements.

97. What if an EL is ineligible for the Good Cause Exemption, and does not meet RSA requirements?

The Student Reading Proficiency Team for a given EL may consider additional criteria when deciding whether to promote an EL who is not eligible for the Good Cause Exemption, and has not met RSA promotion criteria. If the team sees progress on a given EL's ACCESS scores, and other work samples and student data indicate that he or she is making adequate progress in spite of not yet meeting RSA requirements, the EL may be granted a probationary promotion and continue to receive interventions to address both his or her English acquisition and state content area knowledge needs. While this will not be an appropriate course of action for every EL who does not meet RSA criteria or qualify for a Good Cause Exemption, it is a permissible course of action that may be used at district discretion.

XX. English Learners and Driver's License Requirements

98. What does an EL student need to qualify to get a driver's license?

ELs are subject to the same requirements as non-ELs. This means that they will need a score of *Basic* or better on their 8th grade OSTP ELA test in order to qualify to get a driver's license. Please note that a *Basic* score must be from spring 2018 OSTP testing or beyond in order to qualify the EL to receive a driver's license. Districts may also use a *Limited Knowledge* score from spring 2017 to qualify students.

ELs may also be given the alternative 8th grade reading test available for free download on the WAVE to potentially qualify for a driver's license. However, they will need a *Proficient* score of 33 or better on the alternative assessment in order to qualify for a driver's license. A score of *Basic* on the alternate assessment is not sufficient to qualify to get a license. If an EL needs to take the alternate assessment more than once in order to achieve a qualifying score, he or she may be given the alternate assessment a maximum of once per quarter.

If you have additional questions, please contact the Office of Assessment at (405) 521-3341.

XXI. TABLE #1: Placement Test Score Information

| Test Name | Grade Level | Exit Criteria |
|--|--|--|
| ELL Pre-K Screening Tool (PKST) | PreK | <p>7 or better questions correct=Student is not EL for PreK year.</p> <p>6 or fewer questions correct=Student is EL for PreK year.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>NOTE: ALL PreK students should be rescreened in kindergarten, regardless of PKST score.</p> </div> |
| Kindergarten W-APT (K W-APT) | Kindergarten, first semester 1st grade | <p>None. All K W-APT scores qualify student for EL designation and services.</p> |
| Kindergarten MODEL | Kindergarten | <p>None. All Kindergarten MODEL scores qualify student for EL designation and services.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>NOTE: The Kindergarten MODEL test can also be used as an interim progress test once student has been identified as EL, and/or to make instructional decisions while waiting for ACCESS scores. However, <u>the Kindergarten MODEL should NOT be used to exit ELs from EL services.</u></p> </div> |
| WIDA MODEL | 1st grade-12th grade | <p>4.8 or better Composite/Overall score=Student is not EL and does not need language services</p> <p>4.7 or lower Composite/Overall score=Student is EL and needs language services.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>NOTE: The WIDA MODEL test can also be used as an interim progress test once student has been identified as EL, and/or to make instructional decisions while waiting for ACCESS scores. However, <u>the WIDA MODEL should NOT be used to exit ELs from EL services.</u></p> </div> |
| WIDA Screener (Paper or Online) | Second semester 1st grade-12th grade | <p>4.8 or better Composite/Overall score=Student is not EL and does not need language services. Student will not take spring proficiency test.</p> <p>4.7 or lower Composite/Overall score=Student is EL and needs language services. EL will take spring</p> |

| | | |
|--|--|---|
| | | <p>proficiency test each year until he/she tests English proficient.</p> <div style="border: 1px solid black; padding: 5px;"> <p>NOTE: If student has disability that precludes him or her from taking all test domains:</p> <p>4.8 or better on all domains taken= Student is not EL and does not need language services. Student will not take spring proficiency test.</p> <p>4.7 or lower on any domain taken= Student is EL and needs language services. EL will take spring proficiency test each year until he/she tests English proficient.</p> </div> |
|--|--|---|

XXII. TABLE #2: Proficiency Test Score Information

| Test Name | Grade Level of EL | Exit Criteria |
|---------------------|--|---|
| Kindergarten ACCESS | Kindergarten | <p>4.8 or better Composite score=Student is English proficient and does not need continued language services or testing.</p> <p>4.7 or lower Composite score=Student is still EL and needs continued language services. EL will take spring proficiency test each year until he/she tests English proficient.</p> |
| ACCESS for ELLs 2.0 | 1 st grade-2 nd grade | <p>4.8 or better Composite score=Student is English proficient and does not need continued language services or testing.</p> <p>4.7 or lower Composite score=Student is still EL and needs continued language services. EL will take spring proficiency test each year until he/she tests English proficient.</p> |
| ACCESS for ELLs 2.0 | 3 rd grade-12 th grade | <p>4.8 or better Composite/Overall score=Student is English proficient and does not need continued language services or testing.</p> <p>4.3-4.7 Composite/Overall score=Student is eligible for ELP band committee decision as to whether or not they should be reclassified as English proficient and exited from EL services. Student may or may not exit services.</p> |

| | | |
|--|--|---|
| | | <p>4.2 or lower Composite score= Student is still EL and needs continued language services. EL will take spring proficiency test each year until he/she tests English proficient.</p> |
| <p>Alternate ACCESS for ELLs</p> <div style="border: 1px solid black; padding: 5px;"> <p>NOTE: This test should only be taken by dually identified ELs who:</p> <ul style="list-style-type: none"> • Have severe cognitive disabilities. • Take alternate assessment for their state content assessment. <p><u>The majority of dually identified ELs served on IEPs/504s should take Kindergarten ACCESS or ACCESS for ELLs 2.0 with accommodations.</u></p> </div> | <p>1st grade-2nd grade</p> | <p>P2 Composite score on two <u>consecutive</u> years of testing= Student is English proficient and does not need continued language services or testing.</p> <p>A2 or lower Composite score in any year of testing= Student is still EL and needs continued language services. EL will take spring proficiency test each year until he/she tests English proficient.</p> <p>Composite/Overall score does not progress (even incrementally) for three <u>consecutive</u> years of testing=Student can be reclassified and exited from EL services if IEP team, with input from EL Representative, recommends it.</p> |
| <p>Alternate ACCESS for ELLs</p> <div style="border: 1px solid black; padding: 5px;"> <p>NOTE: This test should only be taken by dually identified ELs who:</p> <ul style="list-style-type: none"> • Have severe cognitive disabilities. • Take DLM instead of OSTP for their state content assessment. <p><u>The majority of dually identified ELs served on IEPs/504s should</u></p> </div> | <p>3rd grade-12th grade</p> | <p>P2 / score on two <u>consecutive</u> years of testing= Student is English proficient and does not need continued language services or testing.</p> <p>A3-P1 Composite score on two <u>consecutive</u> years of testing= Student is eligible for academic committee decision as to whether or not they should be redesignated as English proficient and exited from EL services. Student may or may not exit services.</p> <p>A2 or lower Composite score in any year of testing= Student is still EL and needs continued language services. EL will take spring proficiency test each year until he/she tests English proficient.</p> <p>Composite/Overall score does not progress (even incrementally) for three <u>consecutive</u> years of testing=Student can be reclassified and exited</p> |

| | | |
|---|--|---|
| <u>take Kindergarten ACCESS or ACCESS for ELLs 2.0 with accommodations.</u> | | from EL services if IEP team, with input from EL Representative, recommends it. |
|---|--|---|

XXIII. ELP Band Documents

99. Guidance for English Language Proficiency (ELP) Band Committees

Guidance for English Language Proficiency (ELP) Band Committees

I) **Student Eligibility Requirements:**

It is important to recall that an English Language Proficiency (ELP) band committee should be convened only for English learners who meet **all** of the following criteria:

- 1) Student is in 3rd grade or above (3rd-12th grades). Students in kindergarten-2nd grade are not eligible for ELP band committees.
- 2) If ACCESS for ELLs 2.0 was taken, student has scored 4.3-4.7 on their Overall score. If Alternate ACCESS for ELLs was taken, student has scored A3-P1 or above on their Overall score for two consecutive years of testing.
- 3) Student has scored *Basic* or above on his or her most current OSTP ELA, or has made progress at the Essential Elements level on his or her OAAP ELA test.
- 4) Student has met the minimum number of criteria as set forth by the appropriate ELP band rubric. Students who have not met the minimum criteria should not go to an ELP band committee even if they have met the appropriate ACCESS score requirements, and are not eligible for reclassification as English proficient and exit from EL services.

II) **Purpose of ELP Band Committee:**

If an English learner has met all of the above criteria, he or she should have an ELP band committee formed to:

- 1) Evaluate the available data, and
- 2) Make a decision as to whether the EL should be reclassified as English proficient and exited from EL services.

III) **ELP Band Committee Requirements:**

At minimum, the ELP band committee **must** include the following district staff:

- 1) **A district EL representative.** The person who serves in this role is up to district discretion, but whenever possible, this role should be filled by an EL Coordinator or EL teacher who has worked closely with the EL and is most familiar with the student's English language development.
- 2) **A classroom teacher who works with the EL.** The person who serves in this role is up to district discretion, but whenever possible, this role should be filled by a teacher who has worked closely with the EL in a capacity that has allowed the teacher to regularly

observe the student's English language development and evaluate his or her academic performance.

- 3) **An administrator or counselor.** The person who serves in this role is up to district discretion, but whenever possible, this role should be filled by a counselor or administrator that is most familiar with the student.

If the EL is dually identified and served on an IEP or 504, the ELP band committee **must** also include the following district staff:

- 4) **The SpEd teacher** most familiar with the student's academic performance and English language development.

IV) **Mandatory Evaluation Criteria:**

Districts must use the OSDE-created ELP band rubrics as the centerpiece of their decision making process. OSDE also encourages districts to gather and evaluate any additional information they believe to be useful and relevant in making decisions regarding whether a given student should be declared English proficient and exited from EL services. However, additional information beyond that required by the appropriate ELP band rubric is not required. Please see **V) Suggested Evaluation Criteria** below for examples of additional data that districts may choose to include in the decision making process at their discretion.

V) **Suggested Evaluation Criteria:**

In addition to the mandatory criteria set forth by the appropriate rubric, districts who wish to maintain best practices in making programming decisions for ELs who have scored within the ELP band should consider gathering and examining the following:

- 1) **Student writing samples.** Writing samples should ideally:
 - a. Include work from throughout the school year, thereby providing ELP band committee members with examples highlighting the student's English language development in the school year leading up to him or her scoring within the ELP band on his or her most recent ACCESS test.
 - b. Include work that shows all elements leading up to the student's production of a longer work; i.e., note cards, outline, rough drafts, and a final draft of a student paper or project.
 - c. Include multiple works. Since the length and complexity of writing assignments varies by grade level, elementary level ELP band committees may wish to examine 4-5 writing samples, while secondary level ELP band committees may only wish to examine 2-3 longer samples.
 - d. Include writing samples of works from multiple content area courses, including ELA, math, and science.
- 2) **Language inventory or inventories.** Ideally, language inventories:
 - a. Should be completed by **both** an EL Coordinator or EL teacher, **and** by at least one classroom teacher, though it is even more meaningful if multiple content area teachers can participate in observing the student's language use.

- b. Should be completed over an extended period of at least 2-4 months. This allows observers to gather information about the student’s language use and development over time, and in a variety of situations in multiple content area courses.
 - c. Should be conducted for both the student’s use of English and the student’s use of his or her native language(s) whenever possible.
- 3) **Videos or notes recorded during student language use in the classroom.** Ideally, the videos or notes would record instances of the student using English in a variety of situations. Here are some examples of such situations:
 - a. Oral presentations (individual and/or group presentations)
 - b. Discussions with other students during group work
 - c. Participation in labs or other hands-on activities that require communication with others to complete
- 4) **Portfolio of student work samples.** Portfolios should ideally:
 - a. Include work from throughout the school year, thereby providing ELP band committee members with examples highlighting the student’s English language development in the school year leading up to him or her scoring within the ELP band on his or her most recent ACCESS test.
 - b. Include examples of work from all core content areas, and at minimum, examples of work in the areas of math, science, and ELA.
 - c. Include examples of work that demonstrates students’ use and interpretation of both social, informal language, and use and interpretation of formal, academic language and technical terms.

ACCESS for ELLs 2.0: ELP Band Committee Rubric

Instructions: Please note that the following criteria must be met for student to be re-designated English proficient and exited from EL services:

- Student must be found to have met criteria 1 and 2. Students who have not met criteria 1 and 2 should not advance to an ELP band committee, and are not eligible to be re-designated as English proficient and exited from EL services.
- Student must be found to have met **at least 3** of the criteria. While OSDE strongly suggests that students have criteria 3-7 completed whenever possible, it is not mandatory so long as enough additional data is available to allow the ELP band committee to make a decision.
- The EL representative must agree that the student is English proficient and ready to exit EL services.
- If the student is dually identified, the IEP representative must agree that the student is English proficient and ready to exit EL services.

Student Name: _____ Birthdate: _____
 Student Grade Level: _____ School Site: _____
 State Student Testing Number: _____
 Student ID Number (District): _____

| Document | Criteria | Met | Not Met |
|---|---|-----|---------|
| 1. ACCESS for ELLs 2.0 Composite/Overall Score (or domain scores for ELs with disabilities that preclude taking all domains) ***Required*** | 4.3 - 4.7 Required Date: Composite/Overall Score: | | |
| 2. OSTP-ELA (Score) ***Required*** | Student scored Basic or better on most current OSTP ELA Score. Test Date: Test Scale Score: Proficiency Level (circle one): Basic Proficient Advanced | | |
| 3. OSTP-ELA (Growth) | Student demonstrated adequate growth of <u>at least 3 scale score points</u> compared to prior year's OSTP ELA score. | | |

| | | | |
|--|---|-----|----|
| 4. RSA Screener* <i>*(No score prior to spring semester of previous school year may be used)</i> | Student met performance criteria on most current RSA Screener score. | | |
| 5. Grades (ELA) | Student demonstrates mastery over appropriate grade-level subject matter and readiness for the next grade level. | | |
| 6. NRT-Reading or ELA (State approved)* <i>*(No score prior to spring semester of previous school year may be used)</i> | Student meets performance requirement and has score <u>at or above the 35th percentile.</u> (see state approved list of assessments) Test Name: Test Date: Test Score: | | |
| 7. Student Oral Language Observation Matrix (SOLOM) | Student scored between 21-25 (Advanced Fluency). | | |
| Recommend Proficiency Status | | Yes | No |
| ELD Representative (required) | | | |
| IEP-Representative (if applicable) | | | |

Based on the criteria listed above the committee recommends the student
 Has achieved EL Proficiency:_____ Maintains EL status : _____(takes
 ACCESS 2.0 in spring)

EL Proficiency Committee Meeting Date:_____

Signatures:

ELD Representative:_____

Site Administrator:_____

Other: _____

Other (if applicable): _____

Other (if applicable): _____

101. EL Proficiency Committee Rubric: Alternate ACCESS for ELLs Rubric

Alternate ACCESS for ELLs: ELP Band Committee Rubric

Instructions: Please note that the following criteria must be met for student to be re-designated English proficient and exited from EL services:

- Student must be found to have met criteria 1. Students who have not met criteria 1 should not advance to an ELP band committee, and are not eligible to be re-designated as English proficient and exited from EL services.
- Student must be found to have met **all 3** of the criteria listed on numbers 1-3.
- The EL representative **must agree** that the student is English proficient and ready to exit EL services.
- The IEP representative **must agree** that the student is English proficient and ready to exit EL services.

Student Name: _____ Birthdate: _____
 Student Grade Level: _____ School Site: _____
 State Student Testing Number: _____
 Student ID Number (District): _____

| Document | Criteria | Met | Not Met |
|---|---|-----|---------|
| 1. Alternate ACCESS for ELLs Composite/Overall Score (<u>or</u> domain scores for ELs with disabilities that preclude taking all domains) ***Required*** | A3 – P1 (2 consecutive years) Required Date 1: Date 2: Composite/Overall Score 1: Composite/Overall Score 2: | | |
| 2. OAAP/DLM-ELA | Student shows growth at the Essential Element level in the DLM Reading assessment. Test Date: | | |
| 3. Grades (ELA) | Progress in ELA content evidenced through IEP documentation. (e.g., progress reporting, assessment data, Present Levels of Performance, etc...) | | |
| Recommend Proficiency Status | | Yes | No |

| | | |
|-------------------------------|--|--|
| ELD Representative (required) | | |
| IEP-Representative (required) | | |

Based on the criteria listed above the committee recommends the student
 Has achieved EL Proficiency:_____ Maintains EL status : _____(takes
 Alternate ACCESS in spring)

EL Proficiency Committee Meeting Date:_____

Signatures

ELD Representative:_____

Site Administrator:_____

Other: _____

Other (if applicable): _____

Other (if applicable): _____

102. Student Language Oral Language Observation Matrix (SOLOM)

PURPOSE OF THE SOLOM

The Student Oral Language Observation Matrix (SOLOM) is an informal rating tool used to rate and monitor the oral English proficiency of limited English proficient (LEP) students. An advantage of the SOLOM is that results are available immediately to classroom personnel to assist with instructional decisions. The SOLOM can be used to group and regroup students for instruction and to identify instructional and curricular areas needing more attention. The

SOLOM is sometimes used for identifying LEP students' eligibility for entry or exit from English learner (EL) services. Finally, the SOLOM can also be used as an instructional planning and monitoring tool.

ADMINISTRATION

The classroom teacher can use the SOLOM to rate LEP students after at least three weeks of classroom instruction. The classroom teacher may use the SOLOM to monitor LEP student growth in English by re-profiling individual LEP students every semester or trimester. When used for instructional planning, the SOLOM is done by observing a student interact with typical instructional content materials. Having observed the language skill of each student, the teacher selects the SOLOM description which most closely matches the current proficiency of that student in each of the five categories: comprehension, fluency, vocabulary, pronunciation, grammar. When used for eligibility screening, it is best to use one set of materials consistently with all students. Also, it is strongly recommended that **at least one** other educator independently rate the same LEP student and the two SOLOM scores be compared. The average between the two scores is the most accurate reflection of the LEP student's oral proficiency.

SCORING

The number at the top of each column on the SOLOM determines the point value of each box checked in that column.

1. Write the score for each category.
2. Total the scores for all five categories.
3. Match the total to the developmental stage.

| <u>English Developmental Stage</u> | <u>SOLOM Score</u> |
|------------------------------------|--------------------|
| Pre Production | 0 - 5 |
| Early Production | 6 - 10 |
| Speech Emergence | 11 - 15 |
| Intermediate Fluency | 16 - 20 |
| Advanced Fluency | 21 - 25 |

Student Oral Language Observation Matrix (SOLOM)

Student's Name _____ Grade _____ Teacher _____
 Language observed _____ Date _____

| | 1 | 2 | 3 | 4 | 5 | Score |
|-------------------------|-----------------------------------|--|-------------------------------------|---|---------------------------------------|-------|
| A. Comprehension | Cannot be said to understand even | Has great difficulty following what is said. Can | Understands most of what is said at | Understands nearly everything at normal speech, | Understands everyday conversation and | |

| | | | | | | |
|-------------------------|---|---|--|---|---|--|
| | simple conversation | comprehend only “social conversation” spoken slowly and with frequent repetitions | slower-than-normal speed with repetitions | although occasional repetition may be necessary | normal classroom discussions without difficulty | |
| B. Fluency | Speech is so halting and fragmentary as to make conversation virtually impossible | Usually hesitant: often forced into silence by language limitations | Speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression | Speech in everyday conversation and classroom discussion generally fluent, with occasional lapses while the student searches the correct manner of expression | Speech in everyday conversation and classroom discussion fluent and effortless approximating that of a native speaker | |
| C. Vocabulary | Vocabulary limitations so extreme as to make conversation virtually impossible | Misuse of words and very limited vocabulary: comprehension quite difficult | Student frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary | Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies | Use of vocabulary and idioms are approximately that of a native speaker | |
| D. Pronunciation | Pronunciation problems so severe as to make speech virtually unintelligible | Very hard to understand because of pronunciation problems. Must frequently repeat to be understood | Pronunciation problems necessitate concentration on the part of the listener: occasionally may be misunderstood | Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation | Pronunciation and intonation approximate that of a native speaker | |
| E. Grammar | Errors in grammar and word order so severe as to make speech virtually unintelligible | Grammar and word order errors make comprehension difficult. Must often rephrase/be restricted to basic patterns | Makes frequent errors of grammar and word order which occasionally obscure meaning | Occasionally makes grammatical and/or word errors which do not obscure meaning | Grammatical usage and word order approximate that of a native speaker | |

Based on your observation of the student, indicate with an “X” across the square in each category which best describes the student’s abilities.

Scoring Considerations:

1. The SOLOM should only be administered by persons who themselves score at level 4 or above in the language being assessed.
2. The SOLOM yields the most information regarding a student's proficiency when the student is observed and evaluated both while using his or her native language(s) and while using the target language of English. However, it is not necessary to evaluate the student in both languages in order to obtain information regarding the student's proficiency in English using the SOLOM.
3. The SOLOM is intended to gather information regarding student language use in academic settings. While teachers may choose to observe student language use in a variety of situations and settings, SOLOM scores are to be based upon their *academic* language use in the classroom (as opposed to their language use in social, informal settings).