This document contains guidance on the identification and placement process for newly arrived English language learners in your state. WIDA and your state education agency have worked together to provide this outline of policies, procedures, assessment options, test administrator training requirements, and criteria for placement in ELL services. This document is updated each spring and throughout the year per SEA request.

For questions related to state policy, please contact:

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For questions related to WIDA's website, resources, or assessments, please contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

Initial Assessment and Identification

Questions/Topic	State-specific Guidance
Process Overview	A completed Home Language Survey (HLS) is required for any student enrolled in a public school in the State of Oklahoma. For more information, please refer to the Bilingual Identification Process Packet 2019-20120. 1) **Home Language Survey** If answers on the HLS include a language other than English on any one of the first three HLS questions, and the student has no other previous or out of state/district placement or proficiency assessment scores, then a placement assessment must be administered.* **Please note that Oklahoma honors the EL test scores of students transferring into Oklahoma from both WIDA states with different WIDA entry/exit criteria, and from states who do not belong to the WIDA consortium or use WIDA assessments. If records indicate a student has tested proficient, the student should not be rescreened, but instead should be monitored if still within the two-year monitoring period. However, an exception may be made and the student screened if concerns are expressed that the student is still encountering barriers to academic content due to a lack of English proficiency. If a student has not tested as proficient and was served as EL in the former state, the student need not be screened, but should be coded, served, and proficiency tested as EL with the WIDA ACCESS*

Initial Assessment and Identification

	assessment. However, districts may choose to administer the appropriate screener at district discretion in order to obtain information to help guide programming and instruction. **2) Placement Assessment - Administered ONE TIME** Approved tools are: Oklahoma Pre-K Screening Tool (PKST), K W-APT, WIDA Screener (Online or Paper), and WIDA MODEL. **3) Not Proficient/EL-2nd semester 1st grade-12th grade – WIDA Screener (Online or Paper):** Overall Proficiency Level < 4.8* *NOTE: ELs with disabilities that preclude them from participating in all placement test domains, even with all applicable, available accommodations, are considered Not Proficient/EL if they score below 4.8 on **any** domain taken. A more detailed review is available in "English Learner/WIDA Frequently Asked Questions" document available on the OSDE website. **PreK**: PKST- 7/10 or above questions answered is Proficient/Non-EL, 6/10 or below answered is Not Proficient/EL. All students who tested in their Pre-K year must be re-tested with the K W-APT or Kindergarten MODEL in fall of their kindergarten year. **Kindergarten**: Students are administered only the Oral (Speaking/Listening) portion of the K-WAPT or Kindergarten MODEL. All kindergarteners are identified as Not Proficient/EL for the duration of their kindergarten year regardless of the score earned. **1st semester 1st graders:** Students are administered all four domains of the K W-APT or Kindergarten MODEL. All first semester first graders assessed with the K W-APT or MODEL will be identified as Not Proficient/EL for the duration of their first grade year regardless of the score earned.
Timelines	Prior to starting the screening process, districts will identify potential EL students by reviewing their Home Language Survey responses. If a potential EL student is enrolled within the first 30 calendar days from the start date of school, districts have 30 days from that enrollment date to placement test and identify the student as eligible for EL services and accommodations. If a potential EL student enrolls after the first 30 calendar days from start date of school, schools have 14 calendar days to placement test and identify the student as eligible for EL services and accommodations. Scheduling decisions for EL students should make use of all pertinent information at hand including (but not limited to) HLS responses, placement test scores, parental input, grade history, classroom performance reports, and state content area assessment scores.

Initial Assessment and Identification

Home Language Survey	A completed Home Language Survey (HLS) is required for any student enrolled in a public school in the State of Oklahoma. The primary intent and purpose of the HLS is to help identify and determine the student's bilingual status and act as a flag for any student who may qualify as an English Learner (EL) and be eligible to receive supplemental EL services and accommodations. **A student should not to be provided with, or denied access to, supplemental EL services or accommodations based solely on responses provided on the completed Home Language Survey.** A student whose HLS indicates a language other than English on **any one** of the first three questions on the HLS must be placement tested with the K W-APT, WIDA Screener, or WIDA MODEL to verify if the student qualifies as an EL and is eligible for supplemental EL services and accommodations. Guidelines • Districts need to have a current Home Language Survey (HLS) on file for every student, regardless of EL status. • A survey that was completed for the 2016-2017 year may move forward with the student as long as the student is continually served by the district. • As long as the survey was completed for the 2016-2017 year, and the student has not left the district for more than one academic year, the HLS may be used to qualify the student as Bilingual until the student is no longer served by the district. • If the student leaves and then returns to a district after more than one year, a new survey must be completed. • A survey **cannot** follow a student to a new district; a new survey must be completed by the receiving district. IMPORTANT NOTE: *The 2016-2017 version of the Home Language Survey was released after many districts had begun 2016-2017 pre-enrollment in the spring of 2015-2016. Given this, select students may have a valid survey from the 2016-2017 year, just completed on the 2015-2016 survey form (the former style where the parent or guardian dictated "more often" or "less often" status).* For more information regarding the state Home Language Survey, please refer to the Bilingual Identification Process Packet 2019-2020.

State Approved Assessments	**Approved screening tools are**: • Pre-K: Oklahoma Pre-K Screening Tool (PKST) • Kindergarten and 1st semester 1st grade: K W-APT, K MODEL • 2nd semester 1st grade-12th grade: WIDA Screener Online, WIDA Screener Paper, WIDA MODEL. Students with disabilities: Potential ELs with disabilities may take an age/grade level appropriate version of one of the screeners listed above, with any of the accommodations allowed by WIDA and deemed necessary by the assigned special education team.

Initial Assessment and Identification

Paper Based Screener Costs	Districts wishing to utilize the paper-based WIDA Screener or WIDA MODEL are responsible for purchasing the assessment directly from the WIDA Store.
Identification/Placement Criteria	**Exit Criteria:** **All Grades:** Overall Composite PL ≥ 4.8 on ACCESS for ELLs; **OR** **Grades 3-12:** An Overall Composite Proficiency Level (CPL) between 4.3 and 4.7 on ACCESS for ELLs **and** meeting the requirements detailed on ELP Band Committee Rubric.* *A more detailed review of the 4.3 to 4.7 score band exit criteria is available in "English Learner/WIDA Frequently Asked Questions" document available on the OSDE website.
	Identification Criteria: • A completed HLS determines **IF** a student qualifies to be tested using an approved state assessment. • **Not Proficient/EL-** ○ 2nd semester 1st grade-12th grade – WIDA Screener (Online or Paper): Overall Proficiency Level < 4.8* *NOTE: ELs with disabilities that preclude them from participating in all placement test domains, even with all applicable, available accommodations, are considered Not Proficient/EL if they score below 4.8 on **any** domain taken. ○ PreK: PKST- 7/10 or above questions answered is Proficient/Non-EL, 6/10 or below answered is Not Proficient/EL ○ Kindergarten: K W-APT or K MODEL- Students administered these tests are identified as Not Proficient/EL for the duration of their kindergarten year regardless of score earned.

Initial Assessment and Identification

Other Useful Resources or Information	Once students have been placement tested and identified as EL, schools have 30 days to inform parents of placement test results and the services and accommodations that will be utilized in assisting their student achieve English language proficiency. All English Learners are reported to OSDE each year via the October 1 Consolidated Report. In the event that an exited EL student fails to score as Proficient or greater on their OSTP ELA assessment for two consecutive years following the testing of proficient on the WIDA ACCESS, the student may be evaluated for potential EL re-identification at district discretion. If the decision is made to re-screen and potentially re-identify an exited EL with the WIDA Screener or WIDA MODEL, the student must score as not proficient in order to again qualify as an EL. Those seeking guidance regarding the assessment of students with known disabilities should contact OSDE's Special Education Services department at (405) 521-3351.

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	While OSDE strongly recommends that certified staff administer placement testing (e.g. the K W-APT, Screener, or MODEL) whenever possible, properly trained paraprofessionals may also administer placement testing when time constraints, a high volume of students to be placement tested, or similar circumstances render it unavoidable. All personnel, either certified or support, must complete the required WIDA training and pass all Speaking and Writing quizzes with scores of 80% or higher. While not mandatory, OSDE strongly recommends that personnel who have not administered a WIDA placement or proficiency test for more than one full academic year recertify on the assessment prior to administration in order to review specific testing processes and requirements. Spring proficiency testing (e.g. WIDA ACCESS or Alternate ACCESS) **must** be administered by a certified staff member who has completed the required WIDA training and passed all Speaking and Writing quizzes with scores of 80% or higher. While not required, OSDE strongly recommends the use of proctors during placement testing.
Test Administrator Training Requirements	Test administrators must complete all applicable WIDA modules and quizzes for any placement or proficiency test prior to test administration. While annual recertification is not required, OSDE strongly recommends annual review of all applicable training courses for any staff administering a WIDA assessment. In particular, review of the Speaking and Writing components is strongly recommended for any personnel responsible for scoring student responses. Similarly, annual participation in state and WIDA trainings, as well as review of state and WIDA produced webinars regarding testing, is strongly recommended.
Website Permissions	**WIDA Secure Portal** (portal.wida.us) WIDA K W-APT and WIDA Screener: Contact the district EL Test Coordinator for appropriate permissions. If the local EL Test Coordinator is not available, please contact the OSDE Office of Assessments at (405) 521-3341. **WIDA AMS (DRC)** (wida-ams.us) Educator Scoring for the WIDA Screener: Contact the district EL Test Coordinator for appropriate permissions. If the local EL Test Coordinator is not available, please contact the OSDE Office of Assessments at (405) 521-3341.

ELL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
ELL Services or Program Requirements	While there are no state-specific requirements for type of program and/or amount of student support that must be offered by districts to their EL students, the OSDE does require that local EL programming requirements meet the expected standard articulated in the Castaneda v. Pickard (1981) Supreme Court ruling. As such, locally designed EL programs must: (1) Be based on sound educational theory; (2) Be implemented with adequate personnel and resources and appropriate instructional practices; (3) Demonstrate that language barriers are being overcome within a reasonable period of time so that ELs can attain parity with their English-speaking classmates. Additionally, OSDE expects districts to meet the standards outlined in the Lau v. Nichols (1974) ruling that found districts cannot implement policies that create a disparate impact a certain group of students, and the ruling in Plyler v. Doe (1982) which found that student immigration status is not applicable to the provision of public education.
Declining Services	Parents may decline supplemental EL services and accommodations, but students who have been identified as EL are still required to be assessed annually with both the appropriate WIDA and state assessments. [Public Law 114-95, Section 1111(b)(2)(G) & 1111(b)(2)(F)]. In order to decline EL services, parents must review and sign a completed English Language Academic Plan (ELAP). It is the responsibility of the district to meet with parents and communicate the nature and scope of the supplemental services and accommodations being waived. It is **strongly recommended** that the district specifically communicate to parents that the waiving of supplemental services and accommodations does not exempt their student from either state or WIDA assessment and that their student will continue to test yearly with the WIDA ACCESS assessment until proficient in English. In the event that a parent or guardian has declined EL services for their child(ren), districts must still monitor the performance of such students until they test as proficient in English on the WIDA ACCESS assessment. Students exiting EL status by reaching proficiency on the ACCESS assessment must be monitored for the following two-years to safeguard academic success.