EL AND NON-EL BILINGUAL IDENTIFICATION PROCESS GUIDANCE

Changelog: September 2024 Update Substantial Edits or

Additions:

Throughout: Replaced previous definition of English Learner with (ESEA Section 8101(20)) definition and added that the allocation of Title III funds will be made on the basis of counts of only students who meet the definition of an EL in ESEA section 8101(20).

Throughout: WIDA MODEL has been removed as a screener for identification and as an assessment for exiting EL services. OELP acknowledges the MODEL as a progress monitoring tool and as a predictor of student performance on the ACCESS for ELLs assessment. WIDA MODEL must continue to be purchased at local expense.

Page 6-7: Added definition of a Noticeable Language Barrier.

In education, a language barrier refers to the challenges and obstacles that arise when students and teachers do not share a common language, which can impede effective teaching and learning. This barrier can manifest in several ways, including:

- Difficulty Understanding Instruction: Students may struggle to comprehend lectures, instructions, and educational materials if they are not proficient in the language of instruction.

- Limited Participation: Students might find it hard to engage in classroom discussions, ask questions, or participate in group activities due to language limitations.

- Access to Resources: Language barriers can limit students' access to textbooks, online resources, and other educational materials that are available only in the dominant language.

- Social Integration: Language barriers can hinder students' ability to

integrate socially with their peers, leading to feelings of isolation or exclusion.

Page 8: Added: ASL may be used to qualify a student for Bilingual status but should not be used to identify a student as an EL. If a language other than English is submitted on the student HLS for any one or more of the three primary language questions (home language, dominant language, and first language learned) in addition to ASL (e.g., ASL/Spanish/Spanish), the student should be assessed with the grade- appropriate EL screening assessment, and the LEA would follow state protocol for annually assessing an EL student until the demonstration of proficiency. If ASL is the only language other than English submitted on the HLS (e.g., ASL/English/English), the student is not to be assessed with the WIDA Screener. However, if the HLS response is another form of sign used by speakers of non-English sign language, the student should be screened for English language proficiency.

Appendix: Table #1: Placement Test Scoring Information

Kindergarten Screener	**1st semester Kindergarten**	**5.0 or higher Oral Composite/Overall score:** Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. **4.5 or lower Oral Composite/Overall score:** Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.
	2nd semester Kindergarten and 1st semester 1st Grade	**5.0 or higher Composite/Overall score on all 4 domains:** Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. **4.5 or lower Composite/Overall score on all 4 domains:** Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.

Appendix: Updated State and WIDA Assessment Proficiency Scores

TABLE #1: Placement Test Scoring Information

Test Name	Grade Level	Exit Criteria
Oklahoma Pre- K Screening Tool (PKST)	Pre-kindergarten	**7 or higher questions correct:** Student is not considered EL for their pre-K year. **6 or fewer questions correct:** Student is considered EL for their pre-K year. **Note that any pre-K student assessed with the PKST must be rescreened in kindergarten, regardless of PKST score achieved.**
Kindergarten Screener	1st semester Kindergarten	**5.0 or higher Oral Composite/Overall score:** Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. **4.5 or lower Oral Composite/Overall score:** Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.
	2nd semester Kindergarten and 1st semester 1st Grade	**5.0 or higher Composite/Overall score on all 4 domains:** Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. **4.5 or lower Composite/Overall score on all 4 domains:** Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.
WIDA Screener (Paper or Online)	Second semester 1st grade- 12th grade	**5.0 or higher Composite/Overall score:** Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. **4.5 or lower Composite/Overall score:** Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency. If student has a disability that precludes participation in one or more test domains: **5.0 or higher on all domains completed:** Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. **4.5 or lower on any domain completed:** Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English language proficiency.

TABLE #2: Proficiency Test Scoring Information

Test Name	Grade Level	Exit Criteria
Kindergarten ACCESS for ELLs	Kindergarten	**4.8 or higher Composite score:** Student is considered English language proficient and may exit EL status. **4.7 or lower Composite score:** Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.
ACCESS for ELLs	1st grade- 12th grade	**4.8 or higher Composite score:** Student is considered English language proficient and may exit EL status. **4.7 or lower Composite score:** Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.
ELP Band Exit for ACCESS for ELLs	3rd grade- 12th grade	**Grade 3-8 Auto ELP Band Exit- ALL** grades 3-8 students scoring between the **4.3-4.7** range on the ACCESS and scoring **Proficient or above on the OSTP ELA** will be automatically band exited. Nothing will be required from the LEA. **Grade 9-12 ELP Band Exit-** For **ALL** qualifying students in grades 9-12 scoring between the **4.3-4.7 range** on the ACCESS for ELLs and at or above the **35th percentile on state approved assessments, ALL** LEAs will be required to upload qualifying score sheets indicating reading percentiles into DVRs in Accountability Reporting. **ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner. LEAs must maintain documentation at the local level justifying why any 9-12 grade students who participated in the ACCESS for ELLs and who achieved a score of 4.3-4.7 are ineligible for ELP Band Exit for monitoring purposes.**
Alternate ACCESS	Kindergarten-12th grade	**4.0 or higher Composite/Overall score:** Student is considered English language proficient and may exit EL status. **3.0 or lower Composite score:** Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency. **Note that the Alternate ACCESS assessment should only be administered in cases where a dually identified student has a determined severe cognitive disability and would also participate in alternate state content area assessment (OAAP). The vast majority of dually-identified EL students served on an IEP or 504 plan should be administered either the Kindergarten ACCESS for ELLs assessment or ACCESS for ELLs assessment with appropriate accommodations.**

ELP Band Exit for Alternate ACCESS	3rd grade- 12th grade	**Grade 3-8 & 11 Auto ELP Band Exit- ALL** 3-8 and 11 grade students scoring a **3.0** on the Alternate ACCESS and scoring **Basic or above on the OAAP ELA** will be automatically band exited. Nothing will be required from the LEA.
		Grade 9, 10, & 12 ELP Band Exit- For **ALL** qualifying students in grades 9, 10, and 12 scoring a **3.0** on the Alternate ACCESS, ALL LEAs will be required to complete an **Alternate ACCESS ELP Band Exit Recommendation Form** because there is no state assessment to qualify students in grades 9, 10, and 12.
		The LEA only needs to submit the Alternate ACCESS ELP Band Exit Recommendation Form into a Student Assessment ELP Band Exit Request DVR in Accountability Reporting on Single Sign On if the student has been recommended to band exit. If the student is not recommended to band exit, the form is to be kept at the local level.
		ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner.

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