OKLAHOMA STATE DEPARTMENT OF EDUCATION

# ENGLISH LEARNER DISTANCE IDENTIFICATION GUIDANCE

OKLAHOMA Education

The following guidance provides a means of ***provisional*** identification of English learners (ELs) in times of school closure, during which continuous education services are being provided and face-to-face screening is not possible. This process does not replace the formal identification process that will continue upon resumption of traditional instruction. As such, **regardless of any provisional status applied through the steps outlined in this document, formal identification with the WIDA Screener must take place as soon as possible once school resumes. This applies to any student enrolled with a language other than English HLS during the period of school closure.**

**Step 1:** Review the student Home Language Survey (HLS). If a language other than English has been submitted for any one, or all, of the three primary questions (native, dominant, and home language), proceed to Step 2.

**Step 2:** Conduct a review of the available assessment and academic records. A student who has a non-proficient ACCESS composite score from a previous school year does not need to be re-screened. In this case, skip to **Step 6**. If a student has an ACCESS score from the previous school year that meets or exceeds proficiency, the student may be reclassified as proficient per state guidance. If no assessment or EL identification records are available, proceed to **Step 3**.

**Step 3:** Conduct a family interview via phone call or video conference to initially assess student EL status (refer to the **EL Identification Family Interview Form** in **Appendix A**)

Based on the answers to the family interview questions, determine if the student's use and exposure to a language other than English is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, **proceed to Step 4**.

*NOTE: Districts may use interpreters as required to complete the family interview, but the interview itself must be conducted by district staff who possess a thorough understanding of EL learning needs and program requirements.*

**Step 4:** If the student has an IEP, or is suspected of having a disability (e.g., the parent states that the student has a disability), refer to **Appendix B** before proceeding.

**Step 5:** (Step 5 may be completed in conjunction with Step 3 if no IEP or suspicion of a disability is present. If the student is pre-kindergatern aged, please refer to the special instructions at the end of this section.) Conduct the student interview via phone call or video conference and complete the grade-appropriate speaking, listening, and interaction rubrics in **Appendix C** using the sample questions (or similar) outlined in **Appendix D**.

If a student scores a cumulative score of 1.2 or less on the grade-appropriate rubric, they should receive a provisional status of EL and be served accordingly. If the student scores at 1.3 or above, they should not receive a provisional EL status.

*NOTE: If a student is unable to complete the interview process (e.g., due to a disability, refusal to participate, etc.), the determination of EL status must be made based on the remaining available evidence gathered from the HLS, family interview, and review of available academic and assessment records. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete interview results (if any), the student should be provisionally identified as an EL until the WIDA Screener can be administered.*

**REGARDLESS OF THE STUDENT INTERVIEW RUBRIC SCORE AND SUBSEQUENT PROVISIONAL EL STATUS, NO STUDENT SHOULD BE IDENTIFIED AS EL / LIMITED ENGLISH PROFICIENT / 2349 IN THE LOCAL STUDENT INFORMATION SYSTEM BASED ON THE RESULTS OF THIS INTERVIEW. ADDITIONALLY, ALL STUDENTS WHO PARTICIPATE IN THE INTERVIEW PROCESS OUTLINED IN THIS DOCUMENT SHOULD BE NOTED AND MUST BE RE-SCREENED WITH THE WIDA SCREENER UPON THE RESUMPTION OF TRADITIONAL INSTRUCTION.**

**Step 6:** Determine the most appropriate academic placement and supports based on the student's English language proficiency information and the district's chosen method of instructional delivery. The supplemental language needs of identified ELs must be met within the district's instructional delivery model.

*NOTE: If the student has an IEP, EL and Special Education personnel MUST collaborate to determine appropriate program and academic placement and supports.*

**Step 7:** Provide the parent or guardian notification of provisional EL identification and completed ELAP (if available). Caregiver notification may be written or verbal.

*NOTE: As appropriate Screener data will not be available, student ELAPs may completed as thoroughly as possible given the available information.*

**Step 8:** Notify the receiving teacher of the student's provisional EL status and provide them a copy of the completed student ELAP (if available).

**Step 9:** Attach the completed interview form and rubrics to the HLS and place in the student's cumulative folder for reference.

**Pre-Kindergarten Special Instructions:**
If a pre-kindergarten aged student enrolls with HLS responses that would require administration of the PKST, the district should follow the steps detailed above with the following exception:

**The student interview may be conducted at district discretion using the existing questions from the PKST and scored in alignment with the existing proficiency criteria associated with the assessment. Otherwise, provisional EL identification may be determined by the district based solely on the responses gathered from the family interview.**

Regardless, any pre-k EL status determined during the period of continuing education is still provisional in nature, and while the student would be served as an EL, they would still be coded as 1633 / Native English Speaker in the local student information system and would assess with the appropriate WIDA screening tool upon the resumption of traditional schooling.

# APPENDIX A

## EL Identification Family Interview Form

To be conducted by district-trained enrollment personnel - not to be completed by the parent/guardian.

Interviewer:

Date: _____ Phone Number: _____

Name of Student: _____ STN: _____

Student's Date of Birth: _____ Age:_____

Student's Date of Entry to U.S. Schools: _____

Student's Country of Origin: _____

| Grade | State (District if Oklahoma | Country | Primary Language of Instruction |
|---|---|---|---|
| Pre K | | | |
| K | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
   ☐ YES ☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
   ☐ YES ☐ NO

3. When at home, how often does this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never
4. When at home, how often does this student speak a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

## APPENDIX B

**Students who have or are suspected of having a disability**

If a student enrolls with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with local Special Education staff to complete this procedure.

**If the student arrives with an IEP:**

This procedure must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

**If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:**

This procedure must be completed with any administrative considerations or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with state guidelines and the student must be placed in the appropriate academic program based on the information available at the conclusion of the procedure. If, after the student is placed in the academic program, the student is determined to have a disability that may have affected the identification procedure (e.g. requires an accommodation that was not offered), then the student must be re-screened in accordance with this procedure using the appropriate accommodations. If the student does not meet the criteria for provisional identification as an EL based on this subsequent testing, then the district must remove the provisional EL status of the student.

# APPENDIX C

## Grade: Kindergarten

## Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student: _____ STN: _____ Date: _____

Evaluator's Name: _____

Interview Date(s): _____

| | Low (0) | | Moderate (.3) | | High (.5) | | Value |
|---|---|---|---|---|---|---|---|
| Interaction | Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | ☐ | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | ☐ | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. | ☐ | |
| Listening | Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | ☐ | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | ☐ | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. | ☐ | |
| Speaking | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | ☐ | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics. | ☐ | Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary. | ☐ | |
| | | | | | TOTAL | | |

## Grade: 1

## Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student: _____ STN: _____ Date: _____

Evaluator's Name: _____

Interview Date: _____

| | Low (0) | | Moderate (.3) | | High (.5) | | Value |
|---|---|---|---|---|---|---|---|
| Interaction | Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | ☐ | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | ☐ | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. | ☐ | |
| Listening | Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | ☐ | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | ☐ | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. | ☐ | |
| Speaking | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | ☐ | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics. | ☐ | Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary. | ☐ | |
| | | | | | TOTAL | | |

## Grades: 2 - 3

## Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student: _____ STN: _____ Date: _____

Evaluator's Name: _____

Interview Date: _____

| | Low (0) | | Moderate (.3) | | High (.5) | | Value |
|---|---|---|---|---|---|---|---|
| Interaction | Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | ☐ | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | ☐ | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. | ☐ | |
| Listening | Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | ☐ | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | ☐ | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. | ☐ | |
| Speaking | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary. | ☐ | Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics. | ☐ | Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary. | ☐ | |
| | | | | | TOTAL | | |

## Grades: 4 - 12

## Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student: _____ STN: _____ Date: _____

Evaluator's Name: _____

Interview Date: _____

| | Low (0) | | Moderate (.3) | | High (.5) | | Value |
|---|---|---|---|---|---|---|---|
| Interaction | Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures. | ☐ | Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression. | ☐ | Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers. | ☐ | |
| Listening | Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics. | ☐ | Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos. | ☐ | Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. | ☐ | |
| Speaking | Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics. | ☐ | Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans. | ☐ | Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion. | ☐ | |
| | | | | | TOTAL | | |

# APPENDIX D

## Student Interview

The student interview should consist of questions at varying levels of difficulty meant to elicit interaction between the interviewer and the student. These interactions make it possible to determine the student's ability in listening, speaking, and interaction. Below are examples of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the age and apparent proficiency of the student. Start with questions at low levels of difficulty and progress in difficulty as the interview proceeds.

**Examples of Low level questions:**

- *"What is your name?"*
- *"How old are you?"*
- *"Where are you from?"*
- *"Tell me about your family?"*
- *"What do you like to do?"*

**Examples of Moderate level questions:**

- *"What do you like at school?"*
- *"What kinds of food do you like?"*
- *"Tell me about your favorite (sports team, video game, toy, or hobby)?"*
- *"What would you like to do when you graduate from high school/grow up?"*

**Examples High level questions:**

- *"What is your favorite subject in school and why?"*
- *"Let's pretend that I am a friend. Tell me why I should like your favorite (sports team, video game, toy, or hobby)."*
- *"Describe your favorite teacher/friend/family member for me."*
- *"Describe a job that you think is useful for society and why."*

Interviewers should stop at the level where student has difficulty responding, then ask a question or two from a previous level to end on a positive note.

Generally, a student who easily communicates at a "High Level" (.5) is not likely to qualify for EL status and should not be provisionally identified as an EL.

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