



OKLAHOMA

STATE DEPARTMENT *of* EDUCATION

— ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS —

English Learner/ WIDA Testing

FREQUENTLY ASKED QUESTIONS



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I. Legal Obligations for Serving English Learners (ELs)

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 a 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 “test” 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:

- *The program must be based on sound educational theory*
- *The program must be implemented effectively with resources for personnel, instructional materials, and space*
- *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 the case of [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. Additional federal guidance regarding this decision may be found in the May 8, 2014 joint USDE and DOJ letter available [here](#).

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. 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 for ELs 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 (available on the SDE website in the annual Bilingual Count Verification and English Learner (EL) Identification Processes packet).
- Placement test with the WIDA K W-APT, Screener or MODEL any students who respond with 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) in place at the site and district level. The District LIEP is embedded in the district Consolidated Application and must be satisfactorily completed prior to Application approval. LIEPs should be reviewed and updated on a yearly basis.
- Code all qualifying students as English learners in the district student information system (SIS). Coding a student as an English learner automatically qualifies the student to receive supplemental bilingual funding through the State Aid equalization formula. 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, 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. For any questions regarding the different types of EL programming districts may choose to offer, please see both the answer to #9 below, and consult the program descriptions listed on the English Language Academic Plan. ELs must receive a language instruction program that is scientifically proven to be sound, properly resourced, and proven effective.
- 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 (see question #101 below). 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, 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, USDE offers 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. Districts will be asked to identify the primary intervention strategy or strategies in place. The descriptions below provide a general overview of common interventions and their correlates for WIDA demographic reporting.

- **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. Classes may be self-contained or combined. (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 general education classroom (e.g. “pull-out” or ESL classes) with no native language support in either setting. 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 depending on local program design)
- **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 in as quickly as possible. (WIDA correlate: EL-specific Transitional Instruction / ETI or EL-specific, English-only instruction/EEO)

For any questions regarding LIEPs, please contact the Office of Federal Programs at (405) 521-2846 or review the USDE LIEP guidance documentation available [here](#).

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

Every student who qualifies as an EL must have a completed [ELAP](#) accessible to the primary instructional personnel responsible for their education. An English Language Academic Plan, or ELAP, is a formal document designed to help each individual EL student receive the services they require 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 treat an IEP. The basic ELAP contains a student’s placement test information and/or proficiency test information, information on needed classroom accommodations and state testing accommodations, student language learning goals (selected from WIDA’s Can Do Descriptors, Key Uses Edition, which are discussed in questions #6 and #98 below), and other relevant information. ELAPs should be accessible 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 annually to reflect current student proficiency levels and subsequent domain-specific learning targets

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. For any questions regarding ELAPs, please contact the Office of Federal Programs at (405) 521- 2846.

A brief webinar detailing the ELAP process and requirements is available for district reference and may be viewed [here](#).

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 referenced on the [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 be reviewed and updated at least once annually. 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. The lack of EL staff and/or classes does not exempt a district from finding ways to meet their ELs' language needs and working to lower language barriers and make content area information accessible for every learner. 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 necessary by existing language barriers. 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 knowledge that must be remediated in order for the student to fully access content area standards for their 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 utilized in the state.

- **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. Classes may be self-contained or combined. (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 general education classroom (e.g. "pull-out" or ESL classes) with no native language support in either setting. 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 depending on local program design)
- **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 in 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 with 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 require 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 to receive bilingual funds through the State Aid formula if they meet the criteria described in the Bilingual Count Verification and English Learner (EL) Identification Processes packet. Foreign exchange student responses on their HLS should be completed by the host family and be representative of the language(s) currently spoken in the host home.

11. Can American Sign Language (ASL), or other form of sign, qualify a student as EL and/or Bilingual?

Yes, ASL or other form of sign, can be used to justify a student's Bilingual status, but should not be used to qualify a student as an EL.

In regards to EL status:

If a student has a language other than English present on their HLS in addition to ASL or some other form of sign language (e.g. ASL/Spanish/Spanish), they are to be tested with the WIDA Screener and the school would follow the current state protocol for assessing EL students until proficiency.

If a student has a language other than English present on their HLS, but that language is ASL or some other form of sign language (ASL/English/English), they are not to be tested for EL status on the WIDA Screener.

Given this, the school will need to have a staff member certified to administer both the WIDA Screener and Access for ELLs if they have students that meet the criteria described in the first category above.

In regards to Bilingual status:

The school should follow the same Bilingual qualification process as any other student in the state, but omitting the first testing qualification (WIDA testing). If a student reports "ASL (or another form of sign)/English/English" on their HLS they would be considered "less often" and would qualify for Bilingual status if they had 1) a qualifying OSTP score or 2) a qualifying NRT score (with the same rule applying that a qualifying NRT score does not negate a non-qualifying OSTP score).

A student with "ASL/ASL/English" or "ASL/ASL/ASL" responses on their HLS would be treated the same as a non-hearing impaired "more often" student, would be exempt from the WIDA testing requirements described directly above, and would qualify for Bilingual status.

In regards to formerly tested/identified EL students:

If the school has previously identified students as EL with the WIDA Screener that would not have met the criteria described above for what students should be screened for EL status, the district should change the status of those students to align with the processes described above. **To reiterate, students whose only language other than English is ASL, or another form of sign, should not be, and should never have been, identified as EL.**

12. How should districts interpret foreign transcripts and awarding of credit?

In order to award course credit based on a foreign transcript, districts must adhere to the following requirements:

- The transcript must be translated into English (this may be done by the district if local staff possess the appropriate mastery of the language).
- Districts may award credit based solely on course description and grade if they are confident the course content was similar to a course taught in alignment with the Oklahoma Academic Standards. That being said, best practice would include a formal content-area assessment to gauge student knowledge prior to awarding course credit.
- Districts may use a locally created content-area assessment or a standardized norm-referenced test to award course credit.

13. 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. As 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. Additional guidance pertaining to "dual identified" EL/SPED students is forthcoming.

II. Title III, Part A

14. What is Title III, Part A, and does my district qualify to receive a grant?

Title III, Part A, is a State Formula Grant that is part of the Elementary and Secondary Education Act (ESEA), as reauthorized in 2016. It provides supplemental funds targeted towards language instruction for limited English proficient 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.

In order to qualify, districts generally need to serve an identified EL population of greater than 125 students (approximately) to receive an annual, stand-alone Title III allocation. As the grant is formula-based, districts that qualify will be awarded an allocation through their Consolidated Application, no stand-alone application is necessary.

More information regarding Title III, Part A can be found by contacting the Office of Federal Programs at (405) 521-2846.

15. 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 annual 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. Member districts in a Title III consortium pool their numbers of enrolled ELs to meet the \$10,000 minimum allocation 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.

More information regarding the formation of a Title III, Part A consortium may be found by contacting the Office of Federal Programs at (405) 521-2846.

16. Can private schools participate in Title III?

Yes. If the parent district qualifies to receive a Title III allocation, the private school located within that district may elect to participate in Title III-supported supplemental services. In order to do so, the private school must both identify students as EL and proficiency test those students annually using the appropriate WIDA assessments. District test coordinators may contact the state WIDA coordinator for additional guidance in setting up testing and the appropriate access and permissions to address these situations.

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

Anyone seeking more information about Title III is encouraged to visit the [Title III page](#) on the OSDE website, and/or contact the Office of Federal Programs at (405) 521-2846.

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

18. What is the difference between Bilingual status and EL status?

Bilingual* status is a term that applies only to the state of Oklahoma. If a student qualifies as “Bilingual,” the district serving that student will receive an additional 25 percent of the base student allocation as appropriated through the state equalization formula.

*Please note that the use of the term “bilingual” in state statute is in no way is meant to imply or infer that a student is required to be fluent in two or more languages in order to qualify for the additional allocation.

EL status means that a student has been identified as an English learner through the process outlined in federal statute. In Oklahoma, this means that the student was placement tested with an appropriate WIDA assessment and found to have limited proficiency in English. Students must be assessed for English language proficiency if a language other than English indicated at least once in questions 1, 2, or 3 on the Home Language Survey. Alternately, a student may be identified as EL if district staff observe obvious signs of limited English proficiency in the course of instruction, and the district elects to assess the student with an appropriate WIDA assessment (see #25 below).

It is important to note that not every student who qualifies to receive supplemental Bilingual funds is EL, though every student who qualifies as EL will also qualify to receive supplemental Bilingual funding (see #19 below).

19. When does a student qualify as “Bilingual?”

Bilingual status is determined by a student’s Home Language Survey (HLS) responses. Students with HLS responses indicating a language other than English on any one of the first three HLS questions could potentially

qualify as Bilingual (see Bilingual Count Verification and English Learner Identification Processes packet, or #22 below, for clarification), and would qualify as bilingual if a language other than English is indicated on two or more of the first three HLS questions (see #21 below).

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

Bilingual status and EL status are separate from one another (see #18 above). Students who qualify as EL always qualify to receive supplemental bilingual funding, but non-EL or former EL students may or may not qualify to receive supplemental bilingual funding.

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 (see #21 and #22 below).

21. What is “more often” bilingual status?

Students who indicate a language other than English on two or more of the first three 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.”

22. What is “less often” bilingual status?

Students who indicate a language other than English on one of the first three 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. “Less often” students may also qualify as bilingual through alternate test scores (please refer to the current-year Bilingual Count Verification and English Learner (EL) Identification Processes packet for additional information). 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.”

23. Where can I find additional information regarding the HLS, EL identification, and the Bilingual verification process?

Please consult the Federal Programs Bilingual Count Verification and English Learner (EL) Identification Processes Packet 2019-2020 technical document located [here](#).

Additionally, a webinar outlining the HLS and bilingual identification process can be accessed [here](#).

24. 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 parent or guardian has changed the response(s) because they do not wish for the student to receive EL services, district staff should convey that while the parent or guardian 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 the presence of 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, as well as the completed student ELAP, and a copy of both must be placed in the student's EL folder and/or CUME folder. Students that have had services waived by parents or guardians must still have ELAPs completed and services waived annually.

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 updated 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. The WAVE should then be updated with the most recently submitted HLS information.

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 three years following the school year in which it was filled out initially. If once that three 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 three 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 English Language Proficiency at (405) 522-1220 for additional guidance.

25. What should districts do if the HLS says English only but a language barrier becomes evident?

It is important to remember that HLS responses are not determinate of EL status, they only act as a flag for a student being potentially EL. Districts can reserve the right to screen for EL status, regardless of HLS responses, if the student's teacher observes that there is a potential language barrier affecting the learning environment. In cases such as this, the classroom teacher may recommend a student be screened for EL services. If the student qualifies as needing services, the district should treat them as they would any other traditionally identified EL.

IV. WAVE Coding for English Learners and Bilingual Students

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

This important note from the 2019-2020 Bilingual Count Verification and English Learner (EL) Identification Processes 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, 1637, 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.”

27. 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 or 1637- EL Declined District EL Services (see #31 below) in the WAVE. As noted above, districts should ensure that they fully understand what functions in their local student information system (SIS) feed specific codes in the WAVE.

28. Under what WAVE code should my district's former English learners (FELs) 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 Re-designated as fluent English proficient. The WAVE will also require 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.

For your reference, a flow chart outlining the above scenarios is available in the [Bilingual Count Verification and English Learner \(EL\) Identification Processes Packet 2019-2020](#).

29. 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.

30. 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.

31. Are students whose parents have declined EL services coded differently in the WAVE?

Yes. Students who are identified as EL but whose parents or guardians have declined services should be coded 1637-LEP/ ELL Declined District EL Services.

- They have been placement tested and found to qualify for EL services

- Parents or guardians have opted out of services by signing a completed ELAP

Note that the student is only opted out of services, not EL status. The student will still assess annually with the WIDA ACCESS until proficient.

V. WIDA and WIDA AMS Accounts

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

Your District Testing Coordinator (DTC) is empowered 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. The DTC 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 login, contact OSDE's Office of English Language Proficiency at (405) 522-1220. OSDE staff may be able to assist in creating or accessing accounts.

33. 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, 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 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.

34. How can I transfer my WIDA account if I move to a new district?

Users may transfer their WIDA accounts, along with the records of their past test trainings and certifications, by first logging into their My Account and Secure Portal page with their past district email address, and then editing their account information to reflect their new district email address in the grey "My Account Info" box.

35. How can I transfer my WIDA AMS account if I move to a new district?

Users are unable to transfer their WIDA AMS accounts from one district to another, as existing accounts do not allow for their information to be edited once created. Once a person has moved to a new district, their prior district's DTC will need to inactivate their past account for that district. Any person needing access to WIDA AMS will need to contact their new district's WIDA District Testing Coordinator (DTC).

The DTC has the ability to create new WIDA AMS accounts for other district staff that will assist with WIDA testing. If the person has been hired as the WIDA DTC in their new district, and the prior DTC has left the district, they will need to contact the Office of Assessment at (405) 521-3341 in order to obtain an account.

VI. Oklahoma's State Specific WIDA Information and Trainings

36. 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](#), and clicking on "Oklahoma" in the "Members/States" dropdown menu at the top of the page.

37. 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

38. 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.

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

Any potential EL student enrolled within the first thirty calendar days from the start date of school must be placement tested within those first thirty calendar days. Any potential EL who enrolls after the first thirty calendar days of school must be placement tested within fourteen calendar days of enrollment.

40. Who can administer WIDA placement testing?

Any staff member who successfully completes the appropriate WIDA 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 (teachers) may administer spring proficiency testing.

41. 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 #32.

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.

42. 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 #32 above for instructions on obtaining WIDA and WIDA AMS accounts.

43. 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 Pre-K 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 indicates 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.

44. How do I placement test Pre-K students?

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

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 Pre-K year. Students who score 6/10 or fewer are considered and should be served EL for their Pre-K year. However, all students whose Pre-K HLS indicates a language other than English should be placement tested again in their kindergarten year with a WIDA placement test.

45. How do I get certified to placement test Pre-K students?

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

46. 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.

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.

47. 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.

48. 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 English Language Proficiency at (405) 522-1220.

49. 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 where they can be accessed.

50. 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 Online state for spring proficiency testing, and does not support the use of ACCESS for ELLs Paper. WIDA Screener Online uses DRC INSIGHT, the same testing platform as ACCESS for ELLs 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 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 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 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 from the WIDA Store at district cost [here](#).

51. 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.

52. 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.

53. 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 significant 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 significant 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](#).

54. What is the placement test for ELs with significant cognitive disabilities?

At this time, there is not a WIDA placement test specifically for ELs with significant cognitive disabilities. Districts may choose to place students with significant cognitive disabilities who have answered a language other than English on their home language survey based upon family request or teacher recommendations. In order to gather additional information on a student's linguistic abilities, districts may also choose to attempt to administer the Kindergarten W-APT, or the grade cluster of WIDA MODEL or WIDA Screener that is appropriate to a student's given grade level. Districts may opt to discontinue this placement testing in any specific domain if the student is unable to meaningfully respond to the placement test questions, but if the student successfully completes one or more domains, they cannot be considered NMAR. 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. Please note that not all students who are unable to meaningfully respond to the screener will meet the NMAR criteria, however, as these screeners are not designed with students with significant cognitive disabilities in mind. This means that for some students in this group, these assessments may not be sensitive enough to illicit meaningful responses, but this is not a definitive indicator that a given student is unable to participate in Alternate ACCESS for ELLs. Should districts choose to administer some or all domains of a given WIDA screener to students with significant cognitive disabilities, it should be done with the understanding that the purpose of administering would be to garner any information possible regarding the student's ability level in Speaking, Listening, Reading, and/or Writing in English in order to make more informed programmatic decisions for the students. Any information garnered from the screening process should then be part of the collective body of evidence used in the decision-making process for this group.

55. 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 #52 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.

56. 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.

57. 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 and all district EL services necessary to ensure academic success.

58. What if a student has not been served for multiple years as an EL? Are they re-screened? Is the student still EL if they test proficient on a new Screener?

Circumstances have arisen where districts have identified students who enrolled with no language other than English responses on their Home Language Survey who had also never tested proficient and exited EL status. This is generally due to a change in district enrollment or the student leaving the state or country between state enrollments. In some cases, these students have attended school for multiple years without being formally served as an identified EL.

In cases such as this, if a student has attended school for at least the two previous years as a designation other than EL (2349) and has not received formal EL services in that time, districts may, at their discretion, assess the student with the WIDA Screener and move the student to first-year proficiency coding (1636/03- not bilingual) for the current year if the student meets the state proficiency criteria of a minimum 4.8 composite. The decision to establish EL status in this manner should be based on a collaborative review of a student's available academic history (grades, state and/or national test scores, etc.). Students in these cases should only be screened if, upon review of their academic history, the district feels the student would continue to be successful without the support of supplemental EL services. Students re-coded to first-year proficient status in this manner would not be eligible for OSTP testing accommodations and would be factored into site accountability as proficient for the purposes of the ELPA indicator.

If upon review of the available student information the district elects to screen the student and the student does not meet proficiency, the student should be recoded to EL status (2349 or 1637) and will assess with the WIDA ACCESS in the WIDA spring testing window.

If upon review of the available information the district elects to not screen the student, the student should be recoded to EL status (2349 or 1637) and will assess with the WIDA ACCESS for ELLs in the WIDA spring testing window.

VIII. Placement Testing Exceptions and Wrongly Identified Students

59. 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 significant 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.

60. 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- Districts wishing to correct a mistake in assigning EL status must complete the steps below within the same academic year of the initial EL identification.

Below are the four scenarios currently identified as acceptable grounds for exiting students from EL status without the required WIDA assessment. The state may expand and refine the possible scenarios that could justify a non-WIDA reclassification of EL status over the coming years, but these are the current, pre-approved scenarios. If a scenario described by a student/their parents or guardians/district staff do not align with 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 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.

If a student meets any of the above scenarios, districts that wish to re-identify the student must adhere to the following steps:

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 led 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) to 1633/Native English Speaker.

61. What is the protocol for establishing that 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 significant 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. Please note that every effort must be made to determine if the student has linguistic abilities in ANY/ALL of the four domains of Listening, Speaking, Reading, and Writing, and that these determinations must be made with the input of the student's IEP team. If a student is found to be able to meaningfully participate in any domain, he or she must be assessed in that domain or domains. For example, if a student only demonstrates receptive language skills, but does not demonstrate expressive language skills, this must not preclude the student from being classified as EL and assessed in the receptive domains of Listening and Reading.

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

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

In the event that parents or guardians decline supplemental 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.

Additionally, parents must sign a completed student ELAP detailing the student’s current proficiency status and those specific services the parent or guardian will be waiving. Both the signed letter and ELAP should be stored in the student’s cumulative folder. Digital storage regarding these records is an acceptable alternative as long as the district maintains the ability to provide evidence upon request that parents have been appropriately informed.

X. ACCESS Proficiency Testing Guidelines

63. What is the spring proficiency test for Pre-K 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 Pre-K 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. Pre-K students cannot test out of the EL program in the fall of their Pre-k year.

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

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

65. How do I get certified to administer 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 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 assessment.

66. 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, 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 significant 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, will take the Alternate ACCESS for ELLs.

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

As of 2018-2019, Oklahoma is an ACCESS for ELLs Online-only state, and does not support the use of ACCESS for ELLs 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 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.

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 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.

68. How do I get certified to give the ACCESS for ELLs 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 Training Course menu, and the button pictured below:



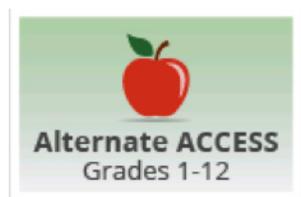
You will need to complete the full ACCESS for ELLs Online training course, but will only need to take the quizzes for the grade level clusters you are administering. You will need to score an 80% or better on all grade level cluster quizzes in order to be certified to administer ACCESS for ELLs Online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

69. What is the spring proficiency test for ELs with significant cognitive disabilities?

ELs with significant 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 significant cognitive disabilities.

70. 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 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 assessment.

XI. EL Exit Criteria

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

For ELs who take all four domains of the Kindergarten ACCESS, or ELs who take ACCESS for ELLs, 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.

72. What is the ELP band for ACCESS for ELLs?

For ELs in grades 3-12 who take all four domains of 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 the same. Students who score in the range of 4.3-4.7 on their Composite/Overall score on ACCESS for ELLs and score a minimum of Basic on their OSTP ELA test from the same year in which they score within the ELP band 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 their linguistic and academic abilities. This committee must include certain staff members as defined by the [Guidance for English Language Proficiency \(ELP\) Band Committees](#) document. Please note that students who score within the ELP band must meet at least one out of five additional criteria contained on the [ACCESS for ELLs 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.

73. What if students were not in an OSTP-tested grade in the year in which they tested within the ELP band on ACCESS for ELLs?

If a student scored within the score band while in a grade that does not participate in OSTP, the district must substitute one of the following assessment records in place of a current OSTP ELA score of Basic or above (the #2 required element on the ACCESS for ELLs ELP band rubric):

- English subtest scores at or above the 35th percentile on an assessment from the ACT or SAT suite of assessments. (e.g., PSAT/NMSQT, PSAT 8/9, PSAT 10, PreACT, ACT Aspire) OR
- Score of Proficient (33 or above) on the Grade 8 Alternative Reading Assessment provided to districts to satisfy state Driven to Read requirements. This assessment is available for free download on Single Sign On at any time.

Please note that the Alternative Reading Assessment may only be administered once per quarter, and that no score prior to spring semester of previous school year may be used).

Current-year third graders may qualify to exit EL status with a composite score earned on the previous-year ACCESS for ELLs assessment. As these students will not yet have an OSTP score, districts must substitute one of the following alternate assessment scores in place of the #2 required element on the ACCESS for ELLs ELP Band Rubric:

- A reading subtest score at or above the 35th percentile on any of the assessments listed on the [Approved List for Norm Referenced Tests \(NRT\) ELP Band Decisions](#) document on OSDE's ELPA page, OR
- A reading subtest score at or above 35th percentile on any of the assessments listed on the current school year's RSA Approved Assessment list on [OSDE's RSA page](#).

Please note that these tests and scores may only be used in place of the OSTP ELA score requirement for students who were not in an OSTP-tested grade in the same test year as they scored within the ELP band on ACCESS for ELLs.

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

For ELs with disabilities that preclude them from taking all four domains of the Kindergarten ACCESS or ACCESS for ELLs assessment, 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 the site ELPA indicator. 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.

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

For ELs in grades 3-12 with disabilities that preclude them from taking all domains of ACCESS for ELLs, 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.

76. 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.

77. 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.

78. 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.

79. 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.

80. 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.

Students being exited under this criteria should have the three consecutive years of WIDA score reports attached to a brief letter documenting the district decision and any other supporting documentation used to justify reclassification placed in the student's cumulative folder.

81. 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, 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 #61 for more information regarding the NMAR evaluation process.

82. 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.

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

At the outset of the academic year, 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 or Alternate ACCESS for ELLs test. All band request documentation must then be submitted within ELPA band request window, which will be set yearly by OSDE. District staff will be notified via email of the band request window dates. While every effort will be made to provide districts with sufficient time to complete their ELP band exit requests, please note that the ELPA Band Window will open as soon as data are available and for as long as the Accountability timeline can accommodate. Districts are encouraged to account for this possibility in planning for any staff that may be required to complete the ELP band exit process. In the event that you feel your district has a unique circumstance which may necessitate convening an ELP band committee during the school year, please contact the Office of English Proficiency at (405) 522-1220 for further guidance.

XII. Accessibility and Accommodations: Guidance and Considerations

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

Kindergarten ACCESS and ACCESS for ELLs:

Kindergarten ACCESS and ACCESS for ELLs are both available in Large Print versions, while ACCESS for ELLs 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.

85. 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.

86. 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 or other form of sign, 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

87. 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 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 Online. Please note that this only applies to ACCESS for ELLs 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 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.

88. For ACCESS for ELLs 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

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

Although WIDA serves 40 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.

90. 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.

91. What should be done if a foreign exchange student has proficiency test scores that are not from another state’s public school system, such as TOEFL, TESOL, or ELTiS scores?

In the event that a foreign exchange student whose HLS responses render them potentially eligible for screening for EL services has English proficiency test scores that originate from outside the U.S. public school system, such as TOEFL, TESOL, or ELTiS scores, please contact the Office of Assessment at (405) 521-3341. Determinations as to whether these students’ scores indicate they are English proficient will be made on a case-by-case basis by OSDE staff.

XV. Students Entering During ACCESS Test Window: Testing Guidelines

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

If a new potential EL student enrolls within the WIDA testing window prior to the final ten instructional days of the window and their home language survey responses indicate that they may be a potential EL, the student should be given the WIDA placement test (K W-APT, Screener or MODEL). If the student tests as EL, they should then be given the appropriate ACCESS test prior to the close of the testing window. If the student enrolls within the final ten instructional days of the window, the district is responsible only for administering an appropriate WIDA placement test (K W-APT, Screener or MODEL).

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

If a new EL student enrolls within the testing window and the transfer records, or the enrolling party, indicate that the student has been previously identified as EL and/or has already participated in WIDA testing for the current year, the receiving district should contact the sending district and request all pertinent documentation relating to the current-year administration of the ACCESS test. If ACCESS testing documentation is received, the district should code the student as EL and administer any domains not previously assessed. If all domains have been tested, the district is only responsible to alert the state WIDA coordinator to ensure that all applicable scores are correctly placed in the student record. If sufficient testing documentation is not received, the district has an obligation to administer the WIDA ACCESS assessment prior to the close of the test window.

94. 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 Pre-ID 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, districts will need to do one of the following:

ACCESS 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

Kindergarten ACCESS/Alternate ACCESS for ELLs/Paper ACCESS for ELLs Writing tests: Send any unused test booklets and Pre-ID 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 Pre-ID 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 Pre-ID upload has taken place in the current 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 or at your site.

That being said, students who have moved away prior to ACCESS testing need to be removed from ACCESS Online test sessions.

95. 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 provide the requested information located under the “Student Transfer Form” tab in the district WIDA AMS account page whenever possible.

XVI. WIDA and WIDA AMS Resources

96. 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 English Language Proficiency’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 English Language Proficiency at (405) 522-1220. 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 in the WIDA Secure Portal in the Download Library.

Additionally, you may view the Oklahoma-specific [ACCESS 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.

97. 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 2019-2020.

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 may be accessed [here](#).

98. 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](#).

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.”

Please note that the Can Do Descriptors are a required component of the student ELAP.

XVII. Accommodations for OSTP, ACT, and SAT Testing

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

The EL OSTP Accommodations Manuals for both regular education and special needs students, as well as supporting reference documentation, are available [here](#).

100. 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.

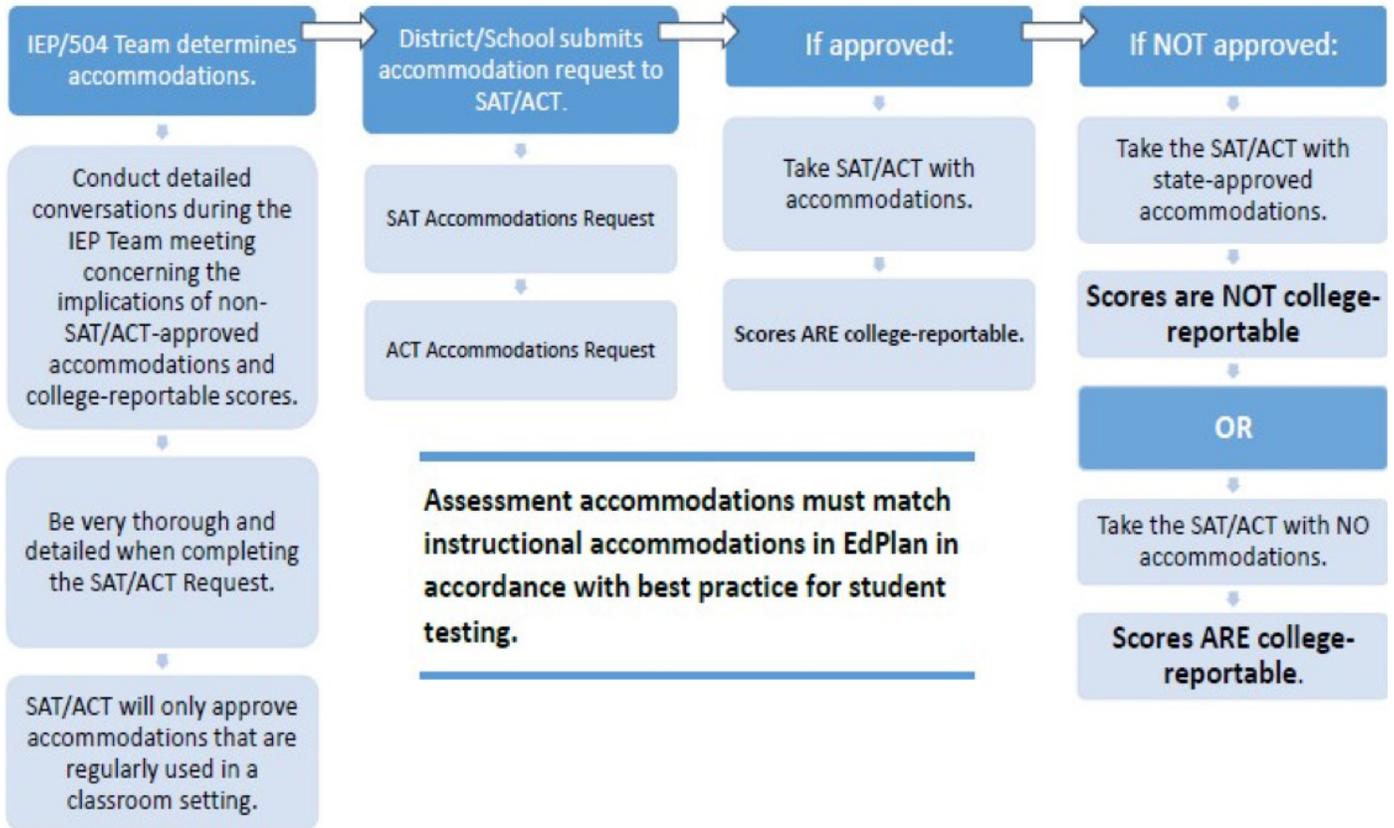
Both ACT and SAT approve accommodations based upon documented need on an individual basis. ACT requests that districts submit EL students' ELAP when requesting accommodations. Districts should submit all accommodations requests through the unique process indicated by ACT or SAT. Please note that additional 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 and flowchart below provide information regarding the process for requesting EL accommodations for ACT and SAT assessments.

[ACT Accommodations Information](#)

[SAT Accommodations Information](#)

Steps to Gaining SAT/ACT Accommodations



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

Please consult the following table and example scenarios below:

PREVIOUS YEAR Student Status	PREVIOUS YEAR OSTP ELA Score	CURRENT YEAR Eligibility for OSTP Accommodations
Final Year as English Learner	Proficient or Advanced	Student does not receive accommodations.
Final Year as English Learner	Basic or Below Basic	Student does receive accommodations.
1st Year Monitored	Proficient or Advanced	Student receives accommodations at district discretion.
1st Year Monitored	Basic or Below Basic	Student does receive accommodations.
2nd Year Monitored	Proficient or Advanced	Student does not receive accommodations.
2nd Year Monitored	Basic or Below Basic	Student does not receive accommodations*. *Students scoring Basic or Below Basic in their 1st or 2nd monitored years should be reviewed for potential EL reclassification.

To clarify the table above, the following student scenarios may be of additional assistance (Column header from table above in parentheses):

Row 1- Student tested proficient on ACCESS in 2018-19 (PREVIOUS YEAR Student Status), scored Proficient or Advanced on OSTP ELA (PREVIOUS YEAR OSTP ELA Score), and now **does not receive** any accommodations for their sixth grade OSTP (CURRENT YEAR Eligibility for OSTP Accommodations).

Row 2- Student tested proficient on ACCESS in 2018-19 (PREVIOUS YEAR Student Status), scored basic or below basic on OSTP ELA (PREVIOUS YEAR OSTP ELA Score), and now **does receive** accommodations for their sixth grade OSTP (CURRENT YEAR Eligibility for OSTP Accommodations).

Row 3- Student tested proficient on ACCESS in 2017-18 and was first-year monitored in 2018-19 (PREVIOUS YEAR Student Status), scored Proficient or Advanced on OSTP ELA in 2018-19 (PREVIOUS YEAR OSTP ELA Score), and now **receives accommodations at district discretion** for their sixth grade OSTP (CURRENT YEAR Eligibility for OSTP Accommodations).

Row 4- Student tested proficient on ACCESS in 2017-18 and was first-year monitored in 2018-19 (PREVIOUS YEAR Student Status), scored Basic or Below Basic on OSTP ELA in 2018-19 (PREVIOUS YEAR OSTP ELA Score), and now **does receive** accommodations for their sixth grade OSTP (CURRENT YEAR Eligibility for OSTP Accommodations).

Row 5- Student tested proficient on ACCESS in 2016-17 and was second-year monitored in 2018-19 (PREVIOUS YEAR Student Status), scored Proficient or Advanced on OSTP ELA in 2018-19 (PREVIOUS YEAR OSTP ELA Score), and now **does not receive** accommodations for their sixth grade OSTP (CURRENT YEAR Eligibility for OSTP Accommodations).

Row 6- Student tested proficient on ACCESS in 2016-17 and was second-year monitored in 2018-19 (PREVIOUS YEAR Student Status), scored Basic or Below Basic on OSTP ELA in 2018-19 (PREVIOUS YEAR OSTP ELA Score), and now **does not receive** accommodations for their sixth grade OSTP (CURRENT YEAR Eligibility for OSTP Accommodations).

XVIII. English Learners and Accountability

102. How do OSTP and WIDA ACCESS assessment scores for ELs factor into site accountability?

EL-specific assessment scores can factor in to district accountability in multiple ways.

Academic Achievement Indicator/ EL Priority Student Group (PSG) – The Academic Achievement Indicator is a measure of grade level performance, as measured by OSTP content assessments, year-to-year. For this indicator, a student is assigned to a specific “Priority Student Group” (PSG) based on their unique characteristics, and no student can be counted in more than one group. Each PSG has specific score targets that must be met, and if a student meets or exceeds the expected score target of their PSG, they earn points for the site toward the overall indicator score.

An EL student in their first year of schooling in the U.S. is still required to participate in all OSTP tests applicable for their grade level; however, their scores are not included as a component of the Academic Achievement Indicator until their third year of OSTP assessment. If a site has a minimum number of 10 EL students¹ that meet Full Academic Year (FAY) criteria², that have reportable scores and have been enrolled in U.S. schools for at least two years, the site will have reportable data for the EL PSG. In cases where the site does not meet the minimum 10 student requirement, EL student OSTP scores will still be factored in to the Academic Achievement Indicator, but will not be publically reported as a standalone group.

1. Please note that due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, an EL who is also part of the Special Education and/or Economically Disadvantaged student groups will be included in one of those subgroups, rather than the EL subgroup, for the purposes of the Priority Student Group placement.

2. FAY criteria is met by enrollment within the first 20 days of school and having no enrollment lapse of more than ten consecutive instructional days between initial enrollment and the first day of the OSTP spring testing window.

Additional information regarding the Academic Achievement Indicator is available in the OSDE [Academic Achievement spotlight document](#).

Academic Growth Indicator – The Academic Growth Indicator is a measure of individual student growth across OSTP content assessments over consecutive years. EL student OSTP scores will not be factored into the Academic Growth indicator until at least their second year of assessment as this indicator requires two consecutive years of assessments. Points are earned towards the Academic Growth Indicator by students showing growth within or across OSTP content assessment performance bands over consecutive years.

Additional information regarding the Academic Growth Indicator is available in the OSDE [Academic Growth Spotlight document](#).

ELPA Indicator – The ELPA Indicator is a measurement of EL student success in meeting individual growth targets toward English language proficiency, as measured annually by the WIDA ACCESS assessment. All ELs are placed on a growth track towards proficiency based on the score achieved in their initial year of ACCESS testing. An EL student who meets their yearly individual growth target on their path to proficiency will count as “on track” and positively contribute toward the site ELPA indicator*. ELs who test as English proficient, or who exit via an ELP Band Exit Committee, and exit EL services will have their proficient scores count towards the number of students who are counted as “on track” for the site ELPA indicator for the year they tested proficient as well as the for the four consecutive years after reaching English language proficiency (assuming the student also meets yearly FAY criteria).

*While distinct growth tracks and targets are established for every EL student, only those sites with a minimum of 10 ELs that meet FAY criteria (enrollment within the first 20 days of school and having no enrollment lapse of more than ten consecutive instructional days between initial enrollment and the first day of the WIDA spring testing window) will see the indicator as a component of their site report card.

Additional information regarding the ELPA Indicator is available in the OSDE [ELPA spotlight document](#).

103. How do the assessment scores of former ELs factor into site accountability?

Academic Achievement Indicator / EL Priority Student Group (PSG) – Former ELs remain part of the EL PSG for four years after the year in which they tested proficient in English. For example, an EL that achieved a score that allowed for exit from EL status on their 2019 ACCESS assessment could have their OSTP math and ELA scores remain part of the EL PSG* until 2022-2023.

*Please note that due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, a former EL who is also part of the Special Education and/or Economically Disadvantaged student groups will be included in one of those subgroups, rather than the EL subgroup, for the purposes of the Priority Student Group placement.

ELPA Indicator – ELs who test as English proficient, or who exit via an ELP Band Exit Committee, and exit EL services will have their proficient scores count towards the number of students who are counted as “on track” for the site ELPA indicator for the year they tested proficient as well as the for the four consecutive years after reaching English language proficiency (assuming the student also meets yearly FAY criteria detailed above).

104. 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 as a Recently Arrived EL (RAEL). The difference between the three is prior education and interruption of education services.

1838: If the student has (to the best of district 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

If a student enters a 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.

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 referenced 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.

For more assistance on RAEL status in relation to the state accountability model, please reference the [RAEL FAQ](#) or contact the Office of Accountability at (405) 522-5169.

XIX. English Learners and RSA

105. 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.

106. 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

107. 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 above 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 English Language Proficiency at (405) 522-1220.

XXI. TABLE #1: Placement Test Score Information

Test Name	Grade Level	Exit Criteria
Oklahoma Pre-K Screening Tool (OKPKST)	Pre-K	<p>7 or better questions correct = Student is not EL for Pre-K year.</p> <p>6 or fewer questions correct = Student is EL for Pre-K year.</p> <p>NOTE: ALL Pre-K students assessed with the PKST should be rescreened in kindergarten, regardless of PKST score.</p>
Kindergarten W-APT (K W-APT)	Kindergarten, first semester 1st grade	None. All K W-APT scores qualify student for EL designation and services.
Kindergarten MODEL	Kindergarten	<p>None. All Kindergarten MODEL scores qualify student for EL designation and services.</p> <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, the Kindergarten MODEL should NOT be used to exit ELs from EL services.</p>

<p>WIDA MODEL</p>	<p>1st grade-12th grade</p>	<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> <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, the MODEL should NOT be used to exit ELs from EL services.</p>
<p>WIDA Screener (Paper or Online)</p>	<p>Second semester 1st grade-12th grade</p>	<p>4.8 or better Composite/Overall score = Student is not EL and does not need language services. Student will not take the ACCESS spring proficiency test.</p> <p>4.7 or lower Composite/Overall score = Student is EL and needs language services. EL will take the ACCESS spring proficiency test each year until he/she tests English proficient.</p> <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 the ACCESS spring proficiency test.</p> <p>4.7 or lower on any domain taken = Student is EL and needs language services. EL will take the ACCESS spring proficiency test each year until he/she tests English proficient.</p>

XXII. TABLE #2: Proficiency Test Score Information

Test Name	Grade Level	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 the ACCESS spring proficiency test each year until he/she tests English proficient.</p>
ACCESS for ELLs	1st grade-2nd 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 the ACCESS spring proficiency test each year until he/she tests English proficient.</p>
ACCESS for ELLs	3rd grade-12th 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 the ACCESS spring proficiency test each year until he/she tests English proficient.</p>

<p>Alternate ACCESS for ELLs</p> <p>NOTE: This test should only be taken by dually identified ELs who:</p> <ul style="list-style-type: none"> • Have significant cognitive disabilities. • Take alternate assessment for their state content assessment. <p>The majority of dually identified ELs served on IEPs/504s should take Kindergarten ACCESS or ACCESS for ELLs with accommodations.</p>	<p>1st grade-2nd grade</p>	<p>P2 Composite score on two consecutive 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 the Alternate ACCESS spring proficiency test each year until he/she tests English proficient.</p> <p>Composite/Overall score does not progress (even incrementally) for three consecutive 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> <p>NOTE: This test should only be taken by dually identified ELs who:</p> <ul style="list-style-type: none"> • Have significant cognitive disabilities. • Take DLM instead of OSTP for their state content assessment. <p>The majority of dually identified ELs served on IEPs/504s should take Kindergarten ACCESS or ACCESS for ELLs with accommodations.</p>	<p>3rd grade-12th grade</p>	<p>P2 / score on two consecutive years of testing = Student is English proficient and does not need continued language services or testing.</p> <p>A3-P1 Composite score on two consecutive 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 the Alternate ACCESS spring proficiency test each year until he/she tests English proficient.</p> <p>Composite/Overall score does not progress (even incrementally) for three consecutive years of testing = Student can be reclassified and exited from EL services if IEP team, with input from EL Representative, recommends it.</p>



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