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STATE SUPERINTENDENT of PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT of EDUCATION

# Office of English Language Proficiency Monitoring 2022-2023

# Resources and Toolkit

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# *HOME LANGUAGE SURVEY*

This form is available as a .pdf with prepopulated drop-down fields at: https://sde.ok.gov/elbilingual-identification-resources.

**SCHOOL YEAR:** _____

## HOME LANGUAGE SURVEY

OKLAHOMA Education

### STUDENT INFORMATION

Student Name: _____ _____ _____ Grade: _____
Last Name First Name Middle Name

Date of Birth: _____ School: _____ Student ID#: _____ Gender: Male ☐ Female ☐
MM/DD/YYYY

Is the student of Hispanic or Latino culture or origin? **YES** ☐ **NO** ☐

Please select one or more of the following races:

☐ African American/Black ☐ American Indian/Alaskan Native ☐ Asian
☐ Native Hawaiian/Pacific Islander ☐ Caucasian/White

**The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.**

1. What is the dominant language most often spoken by the student? _____
2. What is the language routinely spoken in the home, regardless of the language spoken by the student? _____
3. What language was first learned by the student? _____
4. Does the parent/guardian need interpretation services? **YES** ☐ **NO** ☐ If YES, in what language? _____
5. Does the parent/guardian need translated materials? **YES** ☐ **NO** ☐ If YES, in what language? _____
6. What was the date the student first enrolled in a school in the United States? _____
MM/YYYY

_____ _____
Date (MM/DD/YYYY) Parent or Guardian Signature

### SCHOOL USE ONLY

The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.

**If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:**

☐ A language other than English is indicated **TWO OR MORE TIMES** in questions #1, #2, and #3 above. The student is considered "**more often**" and has previously demonstrated English language proficiency on the PKST* or WIDA assessment :

| Assessment Name: | | Year Assessed: | | Score: | |
|---|---|---|---|---|---|

☐ A language other than English is indicated **ONE TIME** in questions #1, #2, and #3 above. The student is considered "**less often**" and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.

*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

# *HOME LANGUAGE SURVEY (SPANISH)*

This form is available as a .pdf with prepopulated drop-down fields at: https://sde.ok.gov/elbilingual-identification-resources.

**AÑO ESCOLAR:** ☐ **ENCUESTA DE IDIOMAS HABLADO EN EL HOGAR** OKLAHOMA Education

**DATOS DEL ALUMNO**

Nombre del alumno: _____ _____ _____ Grado: ☐
Apellido(s) Nombre Segundo Nombre

Fecha de nacimiento: _____ Escuela: _____ No. de carnet estudiantil: _____ Genero: Masculino ☐ Feminino ☐
MM/DD/AAAA

¿Es el alumno de cultura u origen hispano o latino? SI ☐ NO ☐

Seleccione una o más de las siguientes razas:

☐ afroamericana/negra ☐ amerindia o nativa de Alaska ☐ asiática
☐ Hawaiana o isleña del Pacífico ☐ caucásica/blanca

**Las preguntas siguientes nos ayudan a determinar si exposición del estudiante a idiomas fuera del ingles podria hacerlos eligibles para recibir recursos adicionales de English Learners (Aprendiz de inglés).**

1. ¿Cuál es el idioma predominante que con mayor frecuencia habla el alumno? ☐
2. ¿Cuál es el idioma que normalmente se habla en el hogar, independientemente del idioma que habla el alumno? ☐
3. ¿Cuál fue el idioma que el alumno aprendió por primera vez? ☐
4. ¿Requiere el padre/tutor servicios de interpretación? SI ☐ NO ☐ En su caso, ¿para qué idioma? ☐
5. ¿Requiere el padre/tutor materiales traducidos? SI ☐ NO ☐ En su caso, ¿para qué idioma? ☐
6. ¿En qué fecha se inscribió el alumno por primera vez en una escuela en Estados Unidos? ☐
MM/AAAA

_____ _____
FECHA (MM/DD/AAAA) Firma del padre/tutor

**SOLO PARA USO ESCOLAR**

The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.

**If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:**

☐ A language other than English is indicated **TWO OR MORE TIMES** in questions #1, #2, and #3 above. The student is considered "**more often**" and has previously demonstrated English language proficiency on the PKST* or WIDA assessment :

| Assessment Name: | ☐ | Year Assessed: | ☐ | Score: | ☐ |
|---|---|---|---|---|---|

☐ A language other than English is indicated **ONE TIME** in questions #1, #2, and #3 above. The student is considered "**less often**" and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.

*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

# *HOME LANGUAGE SURVEY SUPPLEMENT*
# *("LESS OFTEN" NON-EL BILINGUAL QUALIFICATION FORM*

This form is available as a .pdf with prepopulated drop-down fields at: https://sde.ok.gov/elbilingual-identification-resources.

**STUDENT'S CURRENT GRADE:** ☐

**HOME LANGUAGE SURVEY SUPPLEMENT**

OKLAHOMA Education

**"LESS OFTEN" NON-EL BILINGUAL QUALIFICATION FORM**

Student: _____ _____ _____
Last Name First Name Middle Name

Please indicate the language code currently assigned to the student:

☐ **1634/Fluent English Speaker**

☐ **1636/Re-designated as Fluent English Proficient: Other Code 01 (First Year Proficient)**

☐ **1636/Re-designated as Fluent English Proficient: Other Code 02 (Second Year Proficient)**

☐ **1636/Re-designated as Fluent English Proficient: Other Code 05 (Three or More Years Proficient)**

1. A student assigned one of the four codes above must have successfully demonstrated English language proficiency on the PKST[1] (if currently enrolled at the pre-K level) or on a WIDA assessment:

| Current School Year | Qualifying Assessment | | | Year Assessed | Score |
|---|---|---|---|---|---|
| | ☐ PKST[1] | ☐ K Screener / Screener | ☐ ACCESS / Alt. ACCESS | | |

☐ **Student has demonstrated English language proficiency in another state (documentation attached).** For assistance in determining the applicability of out-of-state scores in the EL identification process, please contact the OSDE Office of Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

**AND**

2. The student has achieved a previous-year OSTP ELA score of Basic or Below Basic or a CCRA (SAT/ACT) Reading subscore at or below the 35th percentile[2]:

| Assessment | Current School Year | Year Assessed | ELA / Reading Score | | | |
|---|---|---|---|---|---|---|
| ☐ OSTP | | | ☐ Below Basic | ☐ Basic | ☐ Proficient | ☐ Advanced |
| ☐ CCRA | | | ☐ ACT | ☐ SAT | Subscore[2]: | |

**Note that a previous year OSTP ELA score of Proficient or Advanced or a proficient SAT/ACT Reading subscore disqualifies a student for current-year Bilingual qualification per the criteria detailed in #3 below.**

**OR**

3. The student has successfully demonstrated English language proficiency (score must be indicated in question #1 above), was not enrolled in an OSTP or ACT/SAT assessed grade or did not participate in OSTP ELA or SAT/ACT assessment in the previous school year, and has scored at or below the 35th percentile (or equivalent) composite reading score on the most recently administered state approved, norm-referenced test (NRT)[2].

| Current School Year | Name of Assessment | Date Administered | Score |
|---|---|---|---|
| | | | |

**Note that a qualifying NRT score must not pre-date spring semester of the previous school year.**

1. A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

2. Qualifying assessment scores:
   - **SAT:** Current year qualifying Reading test score will be determined annually in collaboration with SAT
   - **ACT:** Current year qualifying Reading scale score will be determined annually in collaboration with ACT
   - **Pre-kindergarten NRT:**
     - **Acadience Reading Pre-K (PELI):** A score at or below the 115 composite level
     - **Istation:** A score in either the Tier 2 or Tier 3 level
     - **NWEA MAP Reading Fluency assessment:** A Level 0 score on the Foundational Skills component
   - **Grades K-12 NRT:** A score at or below the 35th percentile (or equivalent) on any assessment or reading subtest noted on the Norm-Referenced Tests Approved for "Less Often" Non-EL Bilingual Qualification guidance document.

## ***PARENTS RIGHT-TO-KNOW LETTER - ENGLISH LEARNERS***

**This letter should be sent to parents/guardians of identified English Learners not later than 30 days after the beginning of the school year, or during the first 2 weeks of the child's placement in a language instruction educational program.*

*[LEA Letterhead]*

Date:

Dear Mrs./Mr._____,

**[DISTRICT]** Public Schools wishes to inform the parent(s)/guardian(s) of **[STUDENT NAME]** that your student has been identified for participation in our district's English Learner (EL) program.

Your student participated in EL placement testing after review of their Home Language Survey and/or after teacher recommendation indicated they should be assessed for EL status. Upon review of their EL placement testing scores, your student was awarded EL status and will receive special services to help them in learning the English language.

The attached English Learner Academic Plan (ELAP) outlines the following information:

- *Your student's current level of English proficiency*
- *The services your student will receive as an identified EL*
- *The language learning targets your student will be working toward over the coming year*
- *The expected amount of time it will take for your student to exit EL status based on their current level of English proficiency*

To exit EL status, your student must score as English proficient on the state English Language Proficiency Assessment. Your student will continue to receive EL services until this score has been reached.

As parent or guardian, you have the right to have your student immediately removed from our EL program, but please understand that removing your student from the program will not remove their EL status. Students identified as EL will remain so until they score English proficient on the yearly English Language Proficiency Assessment.

Information regarding expected rates of graduation for English Learners is available at www.oklaschools.com.

**[DISTRICT]** Schools welcomes any questions or concerns you may have about this letter. Please feel free to contact **[DISTRICT/SITE STAFF]** at **[PHONE NUMBER]** at your convenience.

Sincerely,

School Principal

## *CARTA SOBRE EL DERECHO A LA INFORMACIÓN PARA LOS PADRES - ESTUDIANTES DE INGLÉS*

**Esta carta debe ser enviada a los padres/tutores de los estudiantes de inglés identificados a más tardar 30 días después del comienzo del año escolar, o durante las primeras 2 semanas de la colocación del niño en un programa educativo de enseñanza de idiomas.*

Fecha:

Estimada Sra./Sr.._____,

**[DISTRITO]** Las Escuelas Públicas desean informar al padre(s)/guardián(es) de **[NOMBRE DEL ESTUDIANTE]** que su estudiante ha sido identificado para participar en el programa de Estudiantes de Inglés (EL) de nuestro distrito.

Su estudiante participó en el examen de colocación de EL después de revisar la Encuesta de Idioma en el Hogar y/o después de la recomendación del maestro indicó que deben ser evaluados para EL. Después de revisar sus resultados del examen de EL, su estudiante recibió el estatus de EL y recibirá servicios especializados para apoyarles con su inglés.

El Plan Académico de Estudiantes de Inglés (ELAP) adjunto describe la siguiente información:

- Nivel actual de inglés de su estudiante
- Los servicios que su estudiante recibirá como EL
- Los objetivos de aprendizaje que su estudiante estará trabajando hacia el año que viene
- La cantidad de tiempo que tomará para que su estudiante salga del estado de EL basado en su nivel actual de dominio del inglés

Para salir del programa de EL, su estudiante debe calificar competente en Inglés en la Evaluación de Dominio del Idioma Inglés del estado. Su estudiante continuará recibiendo servicios de EL hasta que este resultado haya sido alcanzado.

Como padre o tutor, usted tiene el derecho de que su estudiante sea inmediatamente removido de nuestro programa EL, pero por favor entienda que remover a su estudiante del programa no eliminará su estatus de EL. Los estudiantes identificados como EL permanecerán así hasta que obtengan una calificación de dominio del inglés en la evaluación anual.

Información sobre el índice de graduación para estudiantes de inglés está disponible en www.oklaschools.com.

**[DISTRITO]** Las escuelas aceptan cualquier pregunta o preocupación que usted pueda tener acerca de esta carta. Por favor, no dude en ponerse en contacto con **[DISTRITO/ PERSONAL DEL SITIO]** en **[NÚMERO DE TELÉFONO]** a su conveniencia.

Sinceramente,

Director de la escuela

# *ENGLISH LANGUAGE ACADEMIC PLAN (ELAP)*

Any student identified as English Learner (EL) through the state English Learner Proficiency Assessments (ELPA), currently the WIDA spectrum of exams, must have a completed **English Language Academic Plan (ELAP)** on file and accessible to appropriate instructional personnel. The following sample document may be downloaded from the OSDE website as either a Word or fillable pdf document (https://sde.ok.gov/elap-guidance-and-support-resources).

OKLAHOMA Education

**English Language Academic Plan (ELAP) for School Year_____**

**THIS DOCUMENT IS CONFIDENTIAL**

**1. STUDENT INFORMATION**

| | | | |
|---|---|---|---|
| Student Name: | | | |
| State Testing Number (STN): | | District ID: | |
| Native Language: | | | |
| District: | | | |
| School Site: | | | |
| Grade Level: | | Date Identified as EL: | |
| Does the student have an IEP or 504 in place? | YES ☐ NO ☐ | If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team? | YES ☐ NO ☐ |

**2. CURRENT OSTP / NRT ASSESSMENT INFORMATION**

| Assessment: | Date: | Performance Level: | |
|---|---|---|---|
| OSTP ELA | | ☐ Below Basic | ☐ Basic |
| | | ☐ Proficient | ☐ Advanced |
| | | Name of Assessment: | Score: |
| NRT* | | | |
| NRT* | | | |

**NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.*

**3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE**

| | | | | | |
|---|---|---|---|---|---|
| Assessment: | ☐ PKST | ☐ K Screener | ☐ Screener | ☐ MODEL | |
| Date: | | PKST Score: | 1☐2☐3☐4☐5☐6☐7☐8☐9☐10☐ | | |
| K Screener, Screener, or MODEL Score: | | | | | |
| Reading: | | Speaking: | | Composite: | |
| Listening: | | Writing: | | | |

**4. CURRENT ANNUAL ELP ASSESSMENT SCORES**

| | | | | | |
|---|---|---|---|---|---|
| Assessment: | ☐ K ACCESS | ☐ ACCESS | ☐ Alternate ACCESS | | |
| Date: | | Tier: | | | |
| K ACCESS, ACCESS, or Alternate ACCESS Score: | | | | | |
| Reading: | | Speaking: | | Composite: | |
| Listening: | | Writing: | | | |
| Current-year scale score target: | | Year expected to exit EL services: | | | |
| Is the student on track to exit EL status? | | | | ☐ YES | ☐ NO |
| Is the student on track to graduate on time? (If applicable) | | | | ☐ YES | ☐ NO |

**5. ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS**

Using the student's current ACCESS test data or placement test information and the WIDA ELD standards, establish appropriate WIDA Can Do* targets in the table below.

| Domain: | Key Use Area: | ELP Level: | Can Do Target: |
|---|---|---|---|
| Listening: | | | |
| Speaking: | | | |

| | | | |
|---|---|---|---|
| **Reading:** | | | |
| **Writing:** | | | |

***WIDA Can Do descriptors are available for reference on the wida.wisc.edu website.***

## 6. LANGUAGE INSTRUCTION SERVICES

Indicate below the supplementary language instruction educational program being provided and describe how this choice best meets the educational needs of the student.

**Indicate to the left all applicable descriptions of services:**

| | | | | |
|---|---|---|---|---|
| ☐ | Student will receive sheltered English instruction taught by a certified teacher. (This is for Grades 9 through 12 only with a teacher certified in English. The student should receive appropriate credit.) | Semester class: ☐ YES ☐ NO<br>Year-long class: ☐ YES ☐ NO | ☐ | A resource teacher (EL teacher, for example) will provide supplementary language instruction services within the regular classroom (also known as "push-in"). |
| ☐ | Student will be placed in self-contained special education classes. | | ☐ | Student will receive mainstream placement and requires no direct EL services. |
| ☐ | Student will receive pull-out EL services (this is more appropriate for students in the elementary grades). | | ☐ | Other language instruction educational services (explain below). |
| ☐ | Student will receive mainstream placement with accommodations. | | ☐ | Parents have declined language instruction educational services (parents/guardians cannot decline state EL testing/WIDA). |

**Comments:**

## 7. PARTICIPATION IN STATE ASSESSMENTS

Check the assessment(s) below in which the student will participate during the spring testing window (select one EL test and one OSTP).

**The student will participate in:**

- ☐ Kindergarten ACCESS or ACCESS for ELLs assessment without WIDA-approved accommodations
- ☐ Kindergarten ACCESS or ACCESS for ELLs assessment with WIDA-approved accommodations
- ☐ Alternate ACCESS for ELLs Assessment (Please review the WIDA Accessibility and Accommodations Supplement and verify participation criteria)
- ☐ Oklahoma School Testing Program (OSTP) assessments or CCRA assessment without EL accommodations
- ☐ Oklahoma School Testing Program (OSTP) assessments or CCRA assessment with state approved EL accommodations
- ☐ Oklahoma Alternative Assessment Program (OAAP) assessment

## 8. ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

To meet the needs of this student the indicated accommodations will be used prior to and during the OSTP process. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

| Non-Linguistic (check all that apply to the left): | | Linguistic (check all that apply to the left): | | | |
|---|---|---|---|---|---|
| ☐ | S1. Individual testing | ☐ | EL1. Provide the assistance of a qualified oral language translator to translate or clarify test instructions* | ☐ | EL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency* |
| ☐ | S2. Small group testing (8-10 maximum) | | | | |
| ☐ | S3. Preferential seating | ☐ | EL3. Simplify, repeat, and clarify test instructions* | ☐ | EL4. Text-to-Speech or Human Reader* |
| ☐ | S4. Separate location | ☐ | EL5. Student may read the test aloud to themselves | ☐ | EL6. Scribe for student's response* |
| ☐ | T1. Flexible schedule (same day)* | ☐ | EL7. Word-to-Word Dictionaries | ☐ | EL8. Oral Language Translations in (Neutral Latin American) Spanish for test items and answers |
| ☐ | T2. Administer subject area test over several sessions or "chunking"* | ☐ | EL9. Translated Test Instructions in (Neutral Latin American) Spanish | ☐ | EL10. Oral Language Translations in (Neutral Latin American) Spanish for test instructions, items and answers |
| ☐ | T3. Allow frequent breaks during testing (maximum 10-15 minute duration)* | | | | |

**NOTE- Certain accommodations carry specific requirements necessary to maintain assessment validity. Additionally, some accommodations may not be allowable for ELs at higher levels of English language proficiency. Please consult the OSTP Accommodations for English Learners manual located on the OSDE website for additional assistance.*

## 9. INSTRUCTIONAL ACCOMMODATIONS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the following indicated accommodations will be used in regular classroom instruction.

| Check all that apply to the left: | | | |
|---|---|---|---|
| ☐ | Substitute project for test. | ☐ | Provide student with take-home materials to practice concepts. |
| ☐ | Allow for written responses at the student's ELP level. | ☐ | Provide alternative homework assignments that meet that standard or objective. |
| ☐ | Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs. | ☐ | Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures. |
| ☐ | Use technology (including on-line testing and instruction). | ☐ | Provide interpretation/translation (oral/written assistance) by qualified staff. |
| ☐ | Provide extended time to complete tests and assignments. | ☐ | Highlight/color code tasks, directions, or letters home. |
| ☐ | Provide a resource lending library for students. | ☐ | Reword, rephrase, or summarize test directions and/or test items in English. |
| ☐ | Allow for individual or small-group test administration. | ☐ | Reduce language complexity of test questions. |
| ☐ | Label items in the room and/or school. | ☐ | Provide assignments that emphasize both oral language and literacy development. |
| ☐ | Use leveled readers. | ☐ | Increase wait time, and ask questions at student's ELP level. |
| ☐ | Give both oral and written instructions. | ☐ | Allow student opportunities to read and speak aloud successfully. |
| ☐ | Use audiobooks or electronic readers. . | ☐ | Use manipulatives (both student and teacher). |
| ☐ | Student participates in group assignments. | ☐ | Record material, including classroom instruction and notes, for student listening and review. |
| ☐ | Break assignments into a series of smaller assignments. | ☐ | Notify resource teacher (language specialist) when work is not being completed |
| ☐ | Other: | ☐ | Other: |

*NOTE- Not all accommodations are appropriate for ELs of all proficiency levels. Any instructional accommodation(s) provided should be determined through collaboration within the student's instructional team.*

## 10. SIGNATURES

The following must be completed by those individuals involved with the completion and the responsibility for implementation of this ELAP.

| | | | |
|---|---|---|---|
| **Name of staff completing this document:** | | **Position / Title:** | |
| **Signature:** | | **Date:** | |
| **Name of staff responsible for ELAP implementation and compliance:** | | **Position / Title:** | |
| **Signature:** | | **Date:** | |
| **Name of supervising site administrator:** | | **Position / Title:** | |
| **Signature:** | | **Date:** | |

## 11. PARENTAL OPT-OUT

The following section must be completed only if a parent or guardian chooses to waive supplemental EL services and supports.

***I understand that my student has been identified as an English Learner and I choose to decline any related supplemental services and supports for the current school year. I understand that declining these supplemental EL services does not affect my student's EL status of and that my student will participate in the state English language proficiency assessment (e.g., Kindergarten ACCESS, WIDA ACCESS for ELLs, or Alternate ACCESS for ELLs) until proficient in English.***

| | | | |
|---|---|---|---|
| **Name:** | | **Relationship:** | |
| **Signature:** | | **Date:** | |

**Updated September, 2021**

# *ENGLISH LEARNER MONITORING FORM*

This form is available for download at: https://sde.ok.gov/el-and-title-iii-state-monitoring-resources.

OKLAHOMA Education

**English Learner (EL) Monitoring Form**

| **Student Name:** | **ID#** | **Grade:** |
|---|---|---|
| **LEA Name:** | **School:** | **School Year:** |

☐ 1st year after score of Proficient on WIDA assessment
☐ 2nd year after score of Proficient on WIDA assessment
☐ 3rd year after score of Proficient on WIDA assessment
☐ 4th year after score of Proficient on WIDA assessment

| **First Semester** | | | |
|---|---|---|---|
| **Proficiencies in the Regular Classroom** | | First Semester | |
| **Oral Proficiency** | Student is making progress in oral language development. | Yes | No |
| **Reading Proficiency** | Student is making progress in reading skills. | Yes | No |
| | Student is making progress in reading comprehension. | Yes | No |
| **Writing Proficiency** | Student is making progress in written grammar. | Yes | No |
| | Student is making progress in spelling. | Yes | No |
| | Student is making progress in written expression. | Yes | No |

**Team Recommendation:**
☐ Continue Monitoring Status
☐ Other/Interventions (specify):_____
**Team Comments:**

| | | |
|---|---|---|
| English Language Development (ELD) Monitor | ELD Monitor's Signature | Date |
| Regular/English Teacher Name | Regular/English Teacher's Signature | Date |
| Administrator Name | Administrator's Signature | Date |

| **Second Semester** | | | |
|---|---|---|---|
| **Proficiencies in the Regular Classroom** | | Second Semester | |
| **Oral Proficiency** | Student is making progress in oral language development. | Yes | No |
| **Reading Proficiency** | Student is making progress in reading skills. | Yes | No |
| | Student is making progress in reading comprehension. | Yes | No |
| **Writing Proficiency** | Student is making progress in written grammar. | Yes | No |
| | Student is making progress in spelling. | Yes | No |
| | Student is making progress in written expression. | Yes | No |

**Team Recommendation:**
☐ Continue Monitoring Status
☐ Other/Interventions (specify):_____
**Team Comments:**

| | | |
|---|---|---|
| English Language Development (ELD) Monitor | ELD Monitor's Signature | Date |
| Regular/English Teacher Name | Regular/English Teacher's Signature | Date |
| Administrator Name | Administrator's Signature | Date |

# *WIDA ACCESS AND ALT-ACCESS SECURITY CHECKLIST*

These forms are available for download at: https://sde.ok.gov/elp-annual-testing-resources.

## District Testing Coordinator Checklist

The District Testing Coordinator is responsible for training School Test Coordinators, Test Administrators, and district personnel in test security and administration procedures, including the coordination of ordering and distributing test materials. The District Testing Coordinator is responsible for overseeing test administration throughout the school district.

### District Testing Coordinator responsibilities:

| Completed | Task |
|---|---|
| ☐ | Distribute Test Security information to everyone involved in the WIDA ACCESS process. |
| ☐ | Ensure all Test Administrators are WIDA certified staff. |
| ☐ | Ensure all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations prior to WIDA ACCESS administration. |
| ☐ | Review the Checklists with School Testing Coordinators, Test Administrators, Test Proctors, Principals and Superintendents and ensure that each has received a copy. |
| ☐ | Implement system and school testing policies and procedures to ensure all students are tested fairly and appropriately. |
| ☐ | Immediately report all testing irregularities to the OSDE Office of English Language Proficiency (OELP). |
| ☐ | Inventory all assessment materials each time the materials are checked out and checked in. Verify appropriate signatures on supporting documentation. |
| ☐ | Maintain a documented Chain of Custody for all WIDA ACCESS materials at all times. |
| ☐ | Ensure that no WIDA ACCESS materials are left unattended or unaccounted for at any time. |
| ☐ | Ensure that no test materials are removed from the school by anyone other than the District Testing Coordinator or School Testing Coordinator. |
| ☐ | Ensure that the school testing schedule is followed exactly as assigned. |
| ☐ | Provide an appropriate testing environment that will ensure fair student results. |
| ☐ | Promote a positive testing environment. |
| ☐ | Ensure that cell phones and other non-allowable electronic devices are not allowed in the testing environment. |
| ☐ | Ensure that all instructional materials are removed from classroom walls and student desks prior to testing. |
| ☐ | Conduct unannounced walk-through of schools to ensure Test Administrators are actively monitoring students while testing. |
| ☐ | Review and ensure that proper accommodations are provided for eligible students. |
| ☐ | Ensure that non-eligible students are not provided accommodations. |
| ☐ | Collect and maintain required signature sheets from all schools for the previous five years. |
| ☐ | Supervise and monitor testing personnel to ensure that all roles and responsibilities are fulfilled. |

**District Testing Coordinator signature:** _____

Last modified: March 2022

## School Testing Coordinator Checklist

This checklist is intended to help reduce the most common causes of test irregularities that result in the invalidation of student results.

The School Test Coordinator is responsible for managing and securing test materials and overseeing staff who administer tests in a school.

### School Testing Coordinator responsibilities:

| Completed | Task |
|---|---|
| ☐ | Complete required training provided by the District Testing Coordinator on policies and procedures for test security and administration. |
| ☐ | Provide training on test security and administration to all personnel involved in handling and administering tests, including the principal. |
| ☐ | Review the Test Administrator's Checklist with all Test Administrators, ensuring that each has received a copy. |
| ☐ | Collect required assessment signature forms. Keep a copy for school files (stored for five years) and send the originals to the District Testing Coordinator. |
| ☐ | Inspect classrooms to ensure that all instructional materials have been removed. |
| ☐ | Accurately count and distribute test materials before and after each test administration. |
| ☐ | Adhere to required test administration schedules. |
| ☐ | Review all assigned accommodations. |
| ☐ | Ensure all students are tested. |
| ☐ | Conduct observations during testing. |
| ☐ | Ensure that cell phones and other non-allowable electronic devices are not used during testing. |
| ☐ | Ensure that WIDA ACCESS assessments are not reproduced, shared, discussed, or distributed. |
| ☐ | Inform Test Administrators and Proctors to immediately report test security breaches or testing irregularities to the School Test Coordinator and the Principal. |
| ☐ | Report any testing irregularities to the District Testing Coordinator immediately. |
| ☐ | Collect, count, and return test materials to the school's secure storage area immediately after each test administration. |
| ☐ | Inventory and return test materials to the District Testing Coordinator immediately after the conclusion of testing. |

**School Testing Coordinator signature:** _____

Last modified: March 2022

## Test Administrator Checklist

This checklist is intended to help reduce the most common causes of test irregularities that result in the invalidation of student results.

### Test Administrator responsibilities:

| Completed | Task |
|---|---|
| ☐ | Hold a valid teacher or administrator's certificate. |
| ☐ | Complete required WIDA training prior to the assessment. |
| ☐ | Maintain confidentiality of all information related to the assessment. |
| ☐ | Review all testing manuals prior to administering. |
| ☐ | Remove all instructional materials displayed on walls and desks. |
| ☐ | Follow directions in the ACCESS Test Administrator Script exactly. |
| ☐ | Inventory writing test booklets every time they are checked out or in. |
| ☐ | Maintain a documented "Chain of Custody" of test materials assigned to you. |
| ☐ | Review only the directions for Administration, not the Writing Test Booklet. |
| ☐ | Test all eligible students. |
| ☐ | Follow the required test administration schedule. |
| ☐ | Monitor students at all times during testing. Do not engage in other activities (reading, grading papers, etc.) |
| ☐ | Remain in the testing room for the entire time the test is given unless another Test Administrator of Proctor can replace you. |
| ☐ | Ensure that the only students in the test environment are those taking the assessment. |
| ☐ | Ensure that the student taking the exam is actually the student on the test ticket. |
| ☐ | Do not leave test materials unattended. |
| ☐ | Do not remove test materials from a school. |
| ☐ | Do not read any part of the Reading Test to a student. |
| ☐ | Do not change or paraphrase any test directions. |
| ☐ | Do not clarify or explain test items. |
| ☐ | Do not spell words for students during the test. |
| ☐ | Do not provide inappropriate assistance or hints during the test. |
| ☐ | Do not allow cell phones or other electronic devices into the testing environment. |
| ☐ | Do not erase or alter a student answer. |
| ☐ | Follow all procedures when a test irregularity occurs. |
| ☐ | Immediately report a testing irregularity to the School Testing Coordinator. |
| ☐ | Encourage students to do their best. |

**Test Administrator signature:** _____

Last modified: March 2022

## Test Proctor Checklist

This checklist is intended to help reduce the most common causes of test irregularities that result in the invalidation of student results.

Test Proctors monitor testing and help the test administrator maintain a testing environment that safeguards the confidentiality of the test and minimizes distractions and disruptions for students. A proctor should be assigned if there are more than 25 students in a testing room.

### Test Proctor responsibilities:

| Completed | Task |
|---|---|
| ☐ | Complete required test security training prior to proctoring test. |
| ☐ | Maintain confidentiality of all information related to this assessment. |
| ☐ | Remain in the testing room for the entire time the test is given unless another Test Administrator or Proctor can replace you. |
| ☐ | Assist the Test Administrator in maintain test security. |
| ☐ | Assist the Test Administrator in minimizing distractions during testing. |
| ☐ | Assist students in any emergencies (including restroom emergencies) during testing. |
| ☐ | Report any testing irregularities to the School Testing Coordinator. |
| ☐ | Ensure that the only students in the test environment are those taking the assessment. |
| ☐ | Ensure that the student taking the exam is actually the student on the test ticket. |
| ☐ | Do not assist students with any answers. |
| ☐ | Do not engage in any activities besides monitoring students (reading, phone, etc.) |
| ☐ | Do not alter or erase a student's answer to a test question. |

**Test Proctor signature:** _____

## Superintendent Checklist

This checklist is intended to help reduce the most common causes of test irregularities that result in the invalidation of student results.

### Superintendent responsibilities:

| Completed | Task |
|---|---|
| ☐ | Ensure that standardized tests are handled, stored, and administered in keeping with all rules, procedures, and instructions provided with the tests. |
| ☐ | Designate on District Testing Coordinator and additional School Test Coordinators for the purpose of delegating the duties necessary to carry out compliance with testing requirements. |
| ☐ | Ensure that the District Testing Coordinator attends all standardized test training provided by OSDE/OELP. |
| ☐ | Ensure that District Testing Coordinator holds a valid teaching, counseling, or administrator certificate. |
| ☐ | Ensure that the District Testing Coordinator conducts assessment training workshops for the School Testing Coordinators and other district and school personnel and that all checklists are distributed to Test Administrators, Proctors, Principals, School Testing Coordinators and District Testing Coordinators. |
| ☐ | Require all district staff to report any improper behavior regarding assessments: breach of security, loss of testing materials, failure to account for test materials, or any other deviation from required security procedures shall immediately report that information to the principal and the District Testing Coordinator. |
| ☐ | Ensure that no students are reclassified for the sole purpose of exempting the student(s) from ELPA assessments. |

**Superintendent signature:** _____

Last modified: March 2022

## Principal Checklist

The School Principal will be trained in test security and certify that all staff have received training/information in test security, including appropriate use of accommodations. Additionally, prior to handling test materials or administering any portion of the WIDA ACCESS, all educators involved with these assessments will have been provided training and information to assist them in their professional responsibility as educators to maintain the security of the test and test materials.

### Principal responsibilities:

| Completed | Task |
|---|---|
| ☐ | Ensure that all English Learners are assessed. |
| ☐ | Ensure that all Test Administrators are certified. |
| ☐ | Ensure that all Test Administrators have completed required training before administering the ACCESS and/or Alt-ACCESS tests. |
| ☐ | Ensure that all Test Administrators receive and complete the Test Administrator Checklist. |
| ☐ | Provide a locked central storage area for assessment materials that only the School Testing Coordinator and Principal have access to. |
| ☐ | Ensure that test materials are never left unattended. |
| ☐ | Ensure that test materials are never removed from the school. |
| ☐ | Ensure that the school testing schedule as assigned by the District Testing Coordinator is followed precisely. |
| ☐ | Ensure that all students are tested in an appropriate testing environment. |
| ☐ | Ensure uniform test administration for all students. |
| ☐ | Ensure that no cell phones or other electronic devices are used during testing. |
| ☐ | Ensure that all instructional materials are removed from classroom walls and student desks prior to test administration. |
| ☐ | Review all assigned accommodations and ensure that proper accommodations are provided for eligible students. |
| ☐ | Conduct periodic walk-throughs in order to monitor Testing Administrators. |
| ☐ | Ensure that no students are reclassified for the sole purpose of exempting the student(s) from ELPA assessments. |

**Principal signature:** _____

Last modified: March 2022

## ***PROFESSIONAL DEVELOPMENT REGULATIONS***

The 1981 Fifth Circuit Court of Appeals case Castañeda v. Pickard established three criteria for determining whether an LEA met the requirements of the Equal Educational Opportunities Act of 1974 (EEOA). LEAs serving English learners must meet the following requirements: (1) have an English language program based on sound educational theory; (2) effectively implement the program with resources for personnel, instructional materials, and space; and (3) after a trial period, the program must be proven effective in overcoming language barriers.
Since the Castañeda v. Pickard decision requires LEAs to both choose a program and effectively implement it, any LEA serving one or more EL students is required to implement local professional development initiatives aligned with the chosen model of intervention.

The district boards of education of this state shall establish professional development programs for the certified teachers and administrators of the district. Programs shall be adopted by each board based upon recommendations of a professional development committee appointed by the board of education for the district. *[O.S. 70-6-194]*

Per *O.S. 70-6-194,* each professional development committee shall annually utilize a data-driven approach to analyze student data and determine district and school professional development needs. The professional development programs adopted **shall** be directed toward development of competencies and instructional strategies in the core curriculum areas for the following goals:
1. Increasing the academic performance data scores for the district and each school site;
2. Closing achievement gaps among student subgroups;
3. Increasing student achievement as demonstrated on state-mandated tests and the ACT;
4. Increasing high school graduation rates; and
5. Decreasing college remediation rates.
6. Each program may also include components on classroom management and student discipline strategies, outreach to parents, guardians or custodians of students, special education, and racial and ethnic education, which all personnel defined as teachers in Section 1-116 of this title shall be required to complete on a periodic basis.

### SAMPLE PROFESSIONAL DEVELOPMENT FORM

| **Funding Source** (State/Local Funds, Title I, TitleII, Title III, etc.) | **Date** | **Planned Professional Development Activity Description** | **Total Number of Staff to be Trained** | **Total Cost** |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | Add rows below as necessary. | | |

**Professional Development in Title III:**

LEAs must use Title III funds to provide effective professional development for teachers and principals of ELs that is:

- Designed to improve the instruction and assessment of ELs; Designed to enhance the ability of teachers and principals to understand and implement curricula, assessment measures and practices, and instructional strategies for ELs;
- Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. This does not include one-day or short-term events, unless as part of a teacher's comprehensive professional development plan that is based on a needs assessment. *[ESSA, Section 3115(c)(2)]*

**Professional Development Requirements in ESSA [Section 8101(42)]**

The term ''professional development'' means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (…) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers'—

(I) knowledge of the academic subjects the teachers teach;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(…)

(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

# ***PARENTS RIGHT-TO-KNOW LETTER***

**This letter should be sent to parents/guardians at the beginning of each school year*

*[LEA Letterhead]*

Date:

Dear Parents and Guardians,

In accordance with Parents Right-to-Know requirement under the *Every Student Succeeds Act - ESSA, Section1112 (e)(1)(A)* this is a notification from _____ Public Schools to every parent/guardian of a student in a Title I school that you **have the right** to request and receive in a timely manner:

a) information regarding the professional qualifications of your student's classroom teachers. The information regarding the professional qualifications of your student's classroom teachers shall include the following:
   - If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
   - If the teacher is teaching under emergency or temporary status in which the state qualifications and licensing criteria are waived;
   - The teacher's baccalaureate degree major, graduate certification, and field of discipline; and
   - Whether the student is provided services by paraprofessionals, and if so, their qualifications

b) information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

c) upon request, parents of an English learner may:
   - have the child immediately removed from an English Learner (EL) program;
   - decline the child's enrollment in an EL program, or choose another program or method of instruction, if available;
   - receive assistance in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

d) notification if your student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification for licensure requirements at the grade level and subject area in which the teacher has been assigned.

If you have questions or concerns, please feel free to contact the school principal at _____

Sincerely,

School Principal

## ***CARTA SOBRE EL DERECHO A LA INFORMACIÓN PARA LOS PADRES***

**Esta carta debe ser enviada a los padres/tutores al comienzo de cada año escolar*

Fecha:

Queridos Padres y Guardianes:

De acuerdo con Sobre El Derecho A La Información Para Los Padres y el requisito de Cada Estudiante Tiene Éxito - ESSA, Sección 1112 (e)(1)(A) esta notificación de _____ Escuelas Públicas a cada padre/tutor de un estudiante en una escuela de Título I que usted tiene el derecho de solicitar y recibir de manera oportuna:

a) Información sobre las cualificaciones profesionales de los maestros de su estudiante.
La información sobre las cualificaciones profesionales de los maestros de su estudiante incluirá lo siguiente:
   - Si el maestro ha cumplido con los criterios estatales de calificación y licencia para el nivel de grado y las áreas de enseñó;
   - Si el maestro está enseñando bajo estado de emergencia o temporal en el que se renuncian las cualificaciones estatales y los criterios de licencia;
   - El grado de bachillerato del maestro, la certificación de posgrado y la disciplina; y
   - Si el estudiante es proporcionado servicios por para profesionales, y si es así, sus calificaciones

b) Información sobre cualquier póliza de agencias educativas estatales o locales con respecto a la participación de los estudiantes en cualquier evaluación ordenada por la sección 1111(b)(2) y por la agencia educativa estatal o local, que incluirá una póliza, procedimiento, o el derecho de los padres a excluir al niño de dicha evaluación, cuando proceda.

c) a petición, los padres de un estudiante de inglés pueden:
   - Hacer que el estudiante sea inmediatamente removido de un programa de Estudiantes de Inglés (EL);
   - Rechazar la inscripción del niño en un programa EL, o elegir otro programa o método de instrucción, si está disponible;
   - Recibir asistencia en la selección entre varios programas y métodos de instrucción, si más de un programa o método es ofrecido por la entidad elegible.

d) Notificación si su estudiante ha sido enseñado durante cuatro o más semanas consecutivas por un maestro que no cumple con la certificación estatal aplicable para los requisitos de licencia a nivel de grado y área de asignatura en la que el maestro ha

Si tiene preguntas o inquietudes, no dude en ponerse en contacto con el director de la escuela en _____

Sinceramente,

Director de la escuela

## ***REGULATIONS REGARDING EVIDENCE-BASED RESEARCH AND INTERVENTIONS***

The term "Evidence-based" appears throughout the Every Student Succeeds Act where it's meaning in the context of education is defined. The Interim Final Requirements for the American Rescue Act (ESSER III) also mandate that ARP/ESSER III funds must be used on "Evidence-based interventions."

Original ESEA definition of "Evidence-Based Intervention"
*ESSA section 8101(21)(A)*

… the term "evidence-based," when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

i) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
   I) strong evidence from at least one well-designed and well-implemented experimental study;
   II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
   III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

ii)
   I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
   II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

A series of tables describing a number of evidence-based interventions, along with their assigned rankings (Tier 1 – strong evidence, Tier 2 – moderate evidence, etc.) and links to the literature and studies behind them can be found on the OSDE website: Evidence-Based Interventions | Oklahoma State Department of Education.

## *SAMPLE INTERVENTION/PROGRAM EVALUATION FORM*

This form is available for download at: https://sde.ok.gov/el-and-title-iii-state-monitoring-resources.

OKLAHOMA Education

# Language Instruction Education Program (LIEP) Evaluation Template

***LEA Name or Letterhead***

| | | | |
|---|---|---|---|
| **LEA Superintendent** | | | |
| **LEA EL Director:** | | | |
| **Phone:** | | **Email:** | |
| **Date of Evaluation:** | | | |

## Evaluation Team

| Team Member Name | Position |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Superintendent Certification | |
|---|---|
| Supt. Signature: | Date: |

## Annual Measurable Objectives

Examples of Measurable Objectives for evaluating the effectiveness of the Language Instruction Education Program include, but are not limited to:

- Improvement in WIDA ACCESS scores
- a set percentage of students meeting target growth expectations
- improvement in OSTP scores
- a set percentage of course completion (especially of core courses)
- meeting grade or grade point average goals
- reduction in disciplinary actions, meeting graduation rate targets (including years to graduation)
- limiting the dropout rate to an established percentage
- meeting participation targets for extended day/summer school
- number/percentage of students obtaining the Seal of Biliteracy
- meeting targeted college acceptance rates
- rates of involvement of ELs in extracurricular activities or Gifted and Talented programs
- number of teachers with ESL certification or endorsement.

| Objective | Met | Not met | Comments |
|---|---|---|---|
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |
| | ☐ | ☐ | |

## Action Steps

For each Measurable Objective that was not met, complete the following table with strategies and a timeline for improving performance.

| Area in need of improvement: | | |
|---|---|---|
| **Action Steps** | | |
| **Action Steps** | **Timeline for Implementation** | **Person(s) Responsible** |
| | | |
| | | |
| | | |
| **Supplemental Support for Specific Subgroups** | | |
| | | |

| Area in need of improvement: | | |
|---|---|---|
| **Action Steps** | | |
| **Action Steps** | **Timeline for Implementation** | **Person(s) Responsible** |
| | | |
| | | |
| | | |
| **Supplemental Support for Specific Subgroups** | | |
| | | |