

2018-2019 English Learner/WIDA FAQ Change Log

Page 17: Two questions and answers added to FAQ:

- 29. **How can I transfer my WIDA account if I move to a new district?** New language indicates how district users may transfer their own WIDA accounts from their past district to a new district.
- 30. **How can I transfer my WIDA AMS account if I move to a new district?** New language indicates that district users are unable to transfer their WIDA AMS account from their past district to their new district. Instead, they will need to have their prior district account inactivated, and request that the WIDA DTC in their new district create an account for them. If they are the new WIDA DTC, and/or the prior DTC has left the district or is otherwise unavailable, district staff are instructed to contact the Office of Assessment to obtain an account.

Page 22: Clarifying language added to #49-**What is the placement test for ELs with significant cognitive disabilities?** This language is intended to provide clarity for districts seeking to EL screen students with significant cognitive disabilities, and for districts evaluating potential or existing EL students to see if they qualify for NMAR status in a given school year.

New language highlighted in red: “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 if the student is unable to meaningfully respond to the placement test questions. 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.**”

Pages 24-25: Clarifying language added to #55-**What is the protocol for finding a potential EL or current EL meets the No Measurable Academic Response (NMAR) criteria?** This language is intended to provide clarity regarding the process districts must use for evaluating potential or existing EL students to see if they qualify for NMAR status in a given school year.

New language highlighted in red: “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.”

Page 28: Additional language and one correction added to #66-**What is the ELP band for ACCESS for ELLs 2.0?**

- The additional language was added to reinforce the fact that a student must have both scored within the ELP band for ACCESS for ELLs 2.0 and scored *Basic* or above on their OSTP ELA test in the same test year as they scored within the ELP band.
- The correction was made to the following sentence: “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 2.0 ELP Band Committee Rubric in order for their committee of academic team members to declare them English proficient and exit them from EL services.” Formerly, the section in bold text read, “**at least three out of seven**”. This was incorrect.

One question and answer added to FAQ:

- **67. 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 2.0?** New language indicates that districts have two substitution options for the #2 requirement of a current OSTP ELA score of *Basic* or above on the ACCESS for ELLs 2.0 ELP Band Rubric. For students who were in a grade that does not OSTP test in the same year they scored within the ELP band on ACCESS 2.0, districts may use a Reading subtest score above the 35th percentile on any test within the ACT or SAT suite, or a *Proficient* (33 or above) score on the *Grade 8 Alternative Reading Test* that is available on Single Sign On. Emphasizes these substitutions may only be made if student was not in an OSTP-tested grade.

Page 33: One question and answer added to the FAQ:

- **85. 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?** New language indicates that districts are to contact us when this occurs so that determinations as to whether the students' scores qualify them as English proficient can be made on a case-by-case basis by OSDE staff.

Page 46: One addition made to **ACCESS for ELLs 2.0 ELP Band Rubric**. New language indicates that districts have two substitution options for the #2 requirement of a current OSTP ELA score of *Basic* or above on the ACCESS for ELLs 2.0 ELP Band Rubric. For students who were in a grade that does not OSTP test in the same year they scored within the ELP band on ACCESS 2.0, districts may use a Reading subtest score above the 35th percentile on any test within the ACT or SAT suite, or a *Proficient* (33 or above) score on the *Grade 8 Alternative Reading Test* that is available on Single Sign On. Emphasizes these substitutions may only be made if student was not in an OSTP-tested grade.

One correction was made to **ACCESS for ELLs 2.0 ELP Band Rubric**. Previously, there was a less than sign where there was supposed to be a greater than sign. The correction is highlighted in red: “**English subtest scores >35th percentile on English subtest** from assessment from ACT or SAT suite (e.g., PSAT/NMSQT, PSAT 8/9, PSAT 10, PreACT, ACT Aspire)