



English Learner Screening and Placement

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Objectives

This webinar will cover measures to prepare English learner (EL) programs for a smooth start of the school year. These measures, including programming, instruction, and assessment considerations for the entire year, are found in OSSE's [*Delivering Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia*](#). Specifically, participants will learn about:

- Statewide EL identification procedures
- OSSE-approved English language proficiency (ELP) screeners
- Placement guidelines for identified ELs, including transfer and parental waiver students
- Where to locate policy information and guidance on screening and placement within [*Delivering Services to English Learners*](#)



Screening



English Learner Identification

Step 2, page 7, of [Delivering Services to English Learners](#) provides information on the EL identification process.

English language proficiency screening helps LEAs determine whether a student is eligible for placement in its EL program.

If the OSSE Home Language Survey indicates that a language other than English is spoken in the home to or by the student **and** no information about the student being an EL appears in Qlik, **then**:

- the student **MUST** be screened for possible identification as an English learner using the appropriate screener, and
- identification must happen within 30 school days of stage 5 enrollment if the student is enrolled at the beginning of the year and within two weeks if enrolled during the school year.



A student should only be administered a screener **one time, unless** the following **pre-K or kindergarten exception** applies:

- the student is exceptional in oral language proficiency (both Listening and Speaking),
- but has not demonstrated proficiency in all four language domains (Listening, Speaking, Reading, and Writing).

If a student demonstrates oral language proficiency on pre-K or first semester kindergarten screeners, but is too young to demonstrate proficiency on all four domains, **then** the student should be re-screened on all four domains using an age-appropriate OSSE-approved valid and reliable screener.



Clarity on Pre-K and Kindergarten Screening

- **Scenario 1**: Student in pre-K3, pre-K4 or early kindergarten screened and is proficient in the two domains assessed
 - Student **not** identified as an EL
 - Student should be re-screened at the end of kindergarten on all four domains using an OSSE-approved screener (not ACCESS)
- **Scenario 2**: Student in pre-K3, pre-K4, or early kindergarten screened and identified as an EL
 - Student identified as an EL
 - Students must participate in ACCESS and receive a composite 5.0 to exit services (a screener cannot exit a student)



OSSE-Approved Screeners

Step 2, page 8, of [Delivering Services to English Learners](#) provides information on English language proficiency screeners.

ELP Screener	Grade Levels	Considered Proficient (does not qualify)
Preschool IDEA Oral Language Proficiency Test (Pre-IPT Oral) English)	pre-K-3 to pre-K-4 (ages 3-5)	Fluent*
Kindergarten WIDA ACCESS Placement Test (K W-APT)	K, first semester (listening and speaking only)	Combined listening and speaking score of 29 or higher*
	K, second semester (all four domains)	Combined listening and speaking score of 29 or higher, AND reading score of 11 or higher, AND writing score of 12 or higher
WIDA Measure of Developing English Language (MODEL)	K	Composite Score of 5.0
WIDA Screener (Primary OSSE Screener for 1-12)	1-12	Composite Score of 5.0
CASAS**	Adult	Reading/listening/math test scale score above 235 and writing test scale score greater than 260
LEA-Selected Adult Screener***	Adult	Adult LEAs that do not provide a pathway to earn a regular high school diploma are afforded flexibility in choosing a screener.

*Note: The WIDA *paper* screener is available to students with disabilities who are eligible for a paper accommodation.



OSSE-Approved Screeners

Additional considerations when choosing a screener:

- The primary screener for *grades 1-12* is the WIDA Online Screener, which is aligned to the ACCESS for ELLs 2.0 Assessment.
- *Adult-serving* schools that offer non-traditional pathways that do not culminate in a regular high school diploma have the flexibility to use a screener designated by the local education agency (LEA).



OSSE-Approved Screeners

Reminders:

- Screeners can only be administered **one time** to identify students as an EL.
- The primary screener for grades 1-12 is the WIDA Online Screener.
- If an LEA chooses to assess students from year to year to get gather English language proficiency development data by using a screener as the assessment tool, then the LEA **must not** report this data to OSSE.
- Screeners are not used to exit a student from EL status.



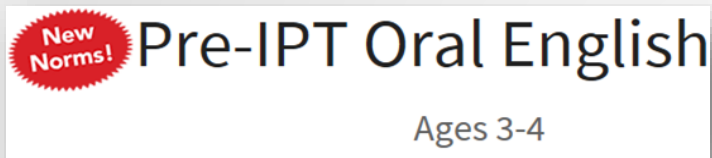
Preparing to Administer English Language Proficiency Screeners



Administering Pre-K 3 & 4 Pre-IPT

Before administering the Pre-IPT Oral English Screener, Test Administrators will need to complete the following steps within 30 days of student enrollment:

- Order the screener (listening & speaking only) at www.ballard-tighe.com



- View and complete the web-based Pre-IPT Oral English training course at www.ballard-tighe.com/iptinservice (create your own login)



This screener can be administered at any time during the school year, depending on the need of the district, school, teacher, or student.



Kindergarten Screeners

Two screeners are approved by OSSE for use with kindergarteners.

- 1) WIDA's Kindergarten W-APT (K W-APT)
- 2) WIDA's MODEL

*Note: While LEAs can select either kindergarten screener, OSSE recommends all LEAs utilize the K W-APT as the primary kindergarten screener.



Administering Kindergarten W-APT

Before administering WIDA’s K W-APT, Test Administrators will need to complete the following:

- View the K W-APT webinar on the WIDA website: <https://wida.wisc.edu/>
- Download all screener materials (all downloadable materials are free to use for LEAs)

A screenshot of the WIDA website's Kindergarten W-APT page. The page features the WIDA logo at the top left and navigation links for 'Assess', 'Teach', 'Grow', 'About', and 'Memberships and Programs'. The main heading is 'Kindergarten W-APT', with a breadcrumb trail 'Assess < Kindergarten W-APT'. A paragraph explains that the Kindergarten WIDA-ACCESS Placement Test (W-APT) is an English language proficiency screener for incoming Kindergarteners to identify English language learners (ELLs), available at no cost to WIDA Consortium and WIDA International School Consortium members. Below this text are four red icons: a checklist for 'Identification', a person icon for 'U.S. International Kindergarten', a pencil and paper for 'Paper', and a bar chart for 'Raw Score'. A white box on the right titled 'Test Administration Time' states: 'Time does not include convening students, material distribution or directions. 30 minutes total test time'.

This screener can be administered at any time during the school year, depending on the need of the district, school, teacher, or student.



Kindergarten W-APT Training

All Test Administrators (TAs) must view the online training modules and complete the appropriate screener quizzes on the WIDA website.

<https://wida.wisc.edu/>

- TAs can contact their LEA Test Coordinator for an account
- TAs must do the following prior to testing:
 - ✓ Complete the Kindergarten W-APT Webinar
 - ✓ Review the Test Administrator Manual

WIDA

Menu Transcript

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Administering Kindergarten MODEL

Before administering WIDA’s Kindergarten Measure of Developing English Language (MODEL), TAs will need to know the following information:

- Remains a paper-based assessment;
- Can be administered at any time during the school year, depending on the need of the district, school, teacher, or student; and
- Is available at a cost to LEAs (purchase of kits is available at <https://wida.wisc.edu/>).

WIDA MODEL for Kindergarten

[Assess](#) < [WIDA MODEL](#) < WIDA MODEL for Kindergarten

WIDA MODEL for Kindergarten is an academic English language proficiency assessment. As a flexible, on-demand language proficiency assessment, this test can be administered at any time during the school year, depending on the needs of the district, school, teacher or student.

Test Administration Time

Time does not include convening students, material distribution, directions or embedded test practice.

30 minutes total test time

Identification Placement Progress	U.S. International Kindergarten Grade 1	Paper	Proficiency Level



Kindergarten MODEL Training

All TAs must review the Training CD-ROM or Training DVD provided in the test kit.





Grades 1-12 Screeners

Two screeners are approved by OSSE for use with students in grades 1 - 12.

- 1) WIDA Screener Online
- 2) WIDA Screener Paper

*Note: While LEAs can select either screener for use with students in grades 1 - 12, OSSE recommends all LEAs utilize the WIDA Online Screener as the primary grades 1 – 12 screener.

The WIDA paper screener is available for eligible students with a disability that impacts their ability to take the online screener or for schools that do not possess the required technology. Criteria used to determine eligibility for the PARCC paper-based accommodation applies to WIDA paper-based screener accommodations.



Administering WIDA Screener Online

Before administering the WIDA Screener Online, TAs will need to know the following information:

- Uses an online test management and administration system;
- Can be administered at any time during the school year, depending on the need of the district, school, teacher, or student; and
- Is available at no cost to LEAs.

WIDA Screener Online

[Assess](#) < [WIDA Screener](#) < WIDA Screener Online

WIDA Screener Online is an English language proficiency assessment given to new students in Grades 1-12 to help educators identify them as English language learners (ELLs). It is available for free to WIDA Consortium member states.



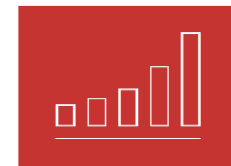
Identification



U.S.
Grades 1-12



Online



Proficiency Level



Grades 1-12 WIDA Screener Online Training

All Test Administrators must view the online training modules and complete the appropriate screener quizzes on the WIDA website. <https://wida.wisc.edu/>

- TAs can contact their LEA Test Coordinator for an account
- TAs must complete modules prior to testing
- TAs must score at least 80 percent on each module's final quiz

WIDA Online Screener



Welcome to the WIDA Screener Training Course!

I will guide you through the different parts of this training course. To begin, please read the information below, and then click Next.

After administering WIDA Screener Online, [take the survey](#) to provide feedback on the testing experience.

TAKE THE
SURVEY



Administering WIDA Screener Paper

Before administering the WIDA Screener Paper, Test Administrators will need to know the following information:

- Is scored locally by the Test Administrator
- Can be administered at any time during the school year, depending on the need of the district, school, teacher, or student
- Is available at a cost to LEAs (purchase of kits is available at <https://wida.wisc.edu/>)

WIDA Screener Paper

[Assess](#) < [WIDA Screener](#) < WIDA Screener Paper

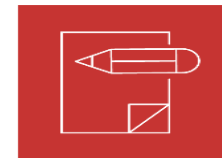
WIDA Screener Paper is an English language proficiency assessment given to new students in Grades 1-12 to assist educators in identifying English language learners (ELLs). It is available to WIDA Consortium and WIDA International School Consortium members for purchase in the WIDA Store.



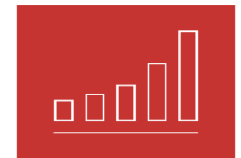
Identification



U.S.
International
Grades 1-12



Paper



Proficiency Level



Administering WIDA Screener Paper

WIDA Screener Paper

- All Test Administrators must take and pass the WIDA Screener Paper Training Course in the secure online portal (<https://portal.wida.us/client/screener/paper/index.aspx>).
- Paper screeners may only be administered if the student's disability prevents her/him from taking the online screener. Criteria used to determine eligibility for PARCC paper-based administration applies to WIDA paper screener administration.

WIDA Screener Paper

This page is your one-stop-shop for administering WIDA Screener Paper. If you are a first-time Test Administrator, or simply need a refresher, please begin with the QuickStart Guide below.

If your school/state requires annual recertification, please enter the training course and take the appropriate quizzes.

The list of key resources includes supplementary documentation as well as links to video tutorials and training webinars.



Other Key Resources

- [Accessibility and Accommodations Supplement for WIDA Screener](#)
- [Considerations for Scoring Oral Language](#)
- [Sentence Complexity Guidelines](#)
- [Test Administration Manual](#)
- [WIDA Screener Paper Webinar](#)
- [WIDA Screener Speaking Scoring Scale](#)
- [WIDA Screener Writing Scoring Scale](#)



EL Program Placement



Overview of EL Program Placement

Step 2, page 13, of [*Delivering Services to English Learners*](#) provides information on the following:

- Parental Notification Requirements
- EL Program Eligibility
- Parental Waiver of Services



Post-Screening: Parent Notification Requirements

After screening students, LEAs are required to notify parents/guardians via letter of the results within **30 days** of identification at the start of the school year or within **two weeks** for students starting after this time period. Letters **must** include:

- the reason for identification of their child as an EL and needing language services;
- the student’s level of English proficiency, how it was assessed, and the student’s academic achievement;
- the method of instruction to be used in the language instruction educational program (LIEP);
- how the program will meet the student’s individual needs;
- specific exit requirements and expected rate of transition from the LIEP **and** high school graduation rate (for high schools);
- for students with a disability, how the program will meet the objectives of the student’s IEP; and
- parental rights to (a) remove student from the language program at any point and (b) decline to enroll students in services or choose another program or method of instruction, if available.

ESSA, Title I Parental Notification Requirements -Section 1112(e)(3)(A)&(B)



EL Program Eligibility

Who is eligible for placement in the LEA's EL Program?

- A student who scores below the minimum proficiency score on the screener
- A student who scores below the exit criteria on ACCESS for ELLs, DC's annual assessment of English language proficiency

Base placement decisions on data collected during the identification process.

Note:

- The minimum proficiency score is established by the screener
- Students may be placed in the EL Program upon identification
- Students may be placed in the EL Program if parental consent cannot be obtained after reasonable attempts to notify parents of their child's eligibility
- The exit criteria on ACCESS for ELLs is 5.0 or higher



Scores for EL Program Eligibility

Below are the minimum screener scores for EL program eligibility:

ELP Screener	Grade Levels	Considered Proficient (does not qualify)
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Kindergarten WIDA ACCESS Placement Test (K W-APT)	K, first semester (listening and speaking only)	Combined listening and speaking score of 29 or higher*
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CASAS**	Adult	Reading/listening/math test scale score above 235 and writing test scale score greater than 260
LEA-Selected Adult Screener***	Adult	Adult LEAs that do not provide a pathway to earn a regular high school diploma are afforded flexibility in choosing a screener.

Students who took ACCESS for ELLs and scored 4.9 or lower are also eligible for placement in an EL program.



Transfer Students

If a transfer student has an ACCESS for ELLs 2.0 score from their previous state and:

- the score is less than four years old **and**
- the score is 4.9 or lower

then, the student is eligible for placement in the LEA's EL Program.

Parental Waiver of Services

If a student is found eligible for placement in the LEA's EL Program **and**

the parent has been notified of the eligibility **and**

the parent waives EL services,

then do not place the student in the LEA's EL Program.

But, administer ACCESS for ELLs annually until the student meets the state's current exit criteria.



OSSE's EL Policies and Procedures

OSSE provides school leaders and teachers guidance around maintaining a language instruction educational program for ELs that is rooted in federal and local regulations. This guidance, including administrative procedures and instruction, is available in the form of publications, professional development, and in-person technical assistance and programmatic support. Visit <https://osse.dc.gov/page/english-learners-els> for more information.

OSSE's [Delivering Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#) document informs LEAs about measures to prepare English learner (EL) programs for a smooth start of the school year. Additionally, the document provides programming, instruction, and assessment considerations for the entire year.



OSSE EL Contacts

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