



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Updated List of State-Approved English Learner Identification Assessments

(July 30, 2020)

Background

Local education agencies (LEAs) are responsible for identifying all students who are eligible for English learner (EL) services in a timely manner according to the policies and procedure laid out in [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#). The Office of the State Superintendent of Education (OSSE) has updated its list of state-approved EL identification screener assessments to include the newly released [Pre-IPT Oral English test for remote administration](#).

Scope

This document contains guidance on LEA responsibilities under the Elementary and Secondary Education Act of 1965 (ESEA), other federal laws related to ELs, District of Columbia Municipal Regulations 5-E3101, and state EL policies and procedures¹. This document does not impose any additional requirements beyond those included in applicable federal and local laws and regulations.

Effective Date

This guidance was issued on July 30, 2020, and will remain in effect until further notice.

State-Approved EL Identification Screener Assessments

OSSE has added the [Pre-IPT Oral Remote](#) to its list of state-approved EL identification screener assessments for grades pre-K 3 and pre-K 4. This assessment can be administered remotely and can serve as the full identification assessment for grades pre-K 3 and pre-K 4. The addition of the Pre-IPT Oral Remote will enhance LEAs' ability to conduct full and timely EL identification for pre-K 3 and pre-K 4 students, even during distance learning.

The updated full list of state-approved EL identification screeners is provided on the following page. For more details on the formal process for identifying all students who are eligible for EL services, refer to [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#).

¹ [2015 US Department of Justice and US Department of Education Dear Colleague Letter](#); [District Municipal Regulations 5-E3101](#); [Delivering Education Services to English Learners Policies and Procedures for Administrators, Instructional Leaders and Teachers in the District of Columbia](#)

ELP Screener	Grade Levels	Considered Proficient (does not qualify)
Pre-IPT Oral English (Paper or remote version)	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: A 'fluent' score on the Pre-IPT or a score of 29 or higher on the K W-APT (listening and speaking only) indicates oral English language proficiency, but does not include reading and writing. In the second semester of kindergarten or first semester of first grade, students should be rescreened in listening, speaking, reading and writing with the K W-APT, Kindergarten MODEL, or WIDA Screener (1st).

**Grantees receiving the Adult and Family Education Grant are required to use the OSSE-approved CASAS as a screener tool.

***In addition to the CASAS, Adult Programs not receiving Adult and Family Education Grant funds, which do not culminate in a regular high school diploma, may choose LEA-selected adult English language proficiency screeners. Examples of LEA-selected adult screeners include but are not limited to: Tests of Adult Basic Education – Complete Language Assessment System – English (TABE CLAS-E), Best Literacy and Best Plus, Placement Test Scoring Sheet, and TEAAL. Adult Programs should refer to guidance from respective screener developers to determine appropriate cut scores for English Proficiency. For more information on OSSE Adult and Family Education programs and policies, or to contact OSSE staff, please visit <http://bit.ly/2x2TCLa>.

Questions? For questions, contact Jennifer Norton, manager of English learner supports, at Jennifer.Norton@dc.gov.