



OSSE Approved English Language Proficiency Assessments (*Pre-k-Grade 12*)

Potential English Language learners must be identified at the point of enrollment. Local Education Agencies have the legal responsibility of assessing the English language proficiency of all English language learners (ELLs). Below is a list of approved English Language Proficiency Assessments for English Language Learners in the District of Columbia.

Students in Head Start and Pre-K Only

The Pre-IPT Oral English Test is designed for preschool children who are not used to taking test. It is designed to assist in the initial designation of 3, 4, and 5 year olds as Non, Limited, or Fluent English Speaking, it also provides information to help place students in the most appropriate instructional programs.

IPT Oral Designation	NES (Non-English Speaking)	LES (Limited English Speaking)			FES (Fluent English Speaking)
IPT Oral Proficiency Level	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
3 year olds	A	B*	B*	C	D, E
4 and 5 year olds	A	B	C	D	E

** For further differentiation of proficiency levels, please see the table below.*

AGE	SCORE LEVEL	RULE	Proficiency Level
3	B	Student made two or fewer errors in test level B	Intermediate
		Student made three or more errors in test level B	Early Intermediate

**Note: If the Pre-IPT is to be used for initial identification at the kindergarten level, students should be identified using the 5-year-old band. All second semester kindergarten students should be tested using the IPT I-Oral.*

The Pre-IDEA Oral Language Proficiency Test (Pre-IPT), published by Ballard and Tighe (www.ballard-tighe.com, 1-800-321-4332).

Students in Grades Pre-K through 12 Only

OSSE has adopted the World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT), the Kindergarten W-APT (K-WAPT), and the WIDA Measure of Developing English Language (MODEL) to help determine eligibility for placement in the LEA's English language development program. Each test assesses student's abilities in all four language domains (Listening, Speaking, Writing, and Reading) to ensure that students' language needs are properly identified and addressed through the LEA's educational program.

Kindergarten W-APT (K-WAPT)- The Kindergarten W-APT is a placement test that is meant to be administered to second semester preK, K, and first semester 1st grade students.

- The kindergarten W-APT (**K-WAPT**) is not able to assign scores across the full range of WIDA ELP levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency.
- Any student scoring low, mid, and high must be identified as limited-English proficient and will require placement in an English language instruction educational program.
- An exceptional proficiency level indicates oral English language proficiency. The K-WAPT does not measure Reading and Writing. In first grade students should be re-assessed for English language proficiency in Reading, Writing, Listening, and Speaking using ACCESS for ELLs.





WIDA ACCESS Placement Test (W-APT)- The WIDA ACCESS Placement Test is an English language proficiency screener test given to incoming students in grades 1 through 12 who may be designated as English language learners.

The **W-APT** yields an overall composite score based on the language domains tested in grades 1 through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program.

- Any student scoring an overall composite score of 4.9 or below on the W-APT must be identified as limited-English proficient and will require placement in an English language instruction educational program.

WIDA MODEL (Measure of Developing English Language) - MODEL is used as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

The WIDA **MODEL** yields an overall composite score based on the language domains tested in grades Kindergarten through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program.

- Any student scoring an overall composite score of 4.9 or below on the MODEL must be identified as limited-English proficient and will require placement in an English language instruction educational program.

ACCESS for ELLs is the annual English language proficiency assessment given to Kindergarten through 12th graders who have been identified as ELL.

ACCESS for ELLs yields an overall composite score based on the language domains tested in grades Kindergarten through grade 12. The following guidelines must be adhered to in determining eligibility for placement in an English language instruction educational program and exiting an English language instruction educational program.

- Any student scoring an overall composite score of 4.9 or below on ACCESS for ELLs must be identified as limited-English proficient and will require placement in an English language instruction education program.
- Any student scoring an overall composite score of 5.0 or above on ACCESS for ELLs is exited from an English language instruction educational program, and must be monitored for academic success for two consecutive years after scoring an exit-level score. Each LEA develops its own method for providing monitoring services to these students.

To access training and testing materials, visit www.wida.us

Many at-risk students lack proficiency in academic language. ELL programs are intended for students who come from an environment where language other than English is significantly impacting the student's level of English language proficiency. The W-APT, MODEL and ACCESS tests are not intended or designed to differentiate between students who are: LEP, native speakers of English, at-risk, language impaired or community dialect speakers. Rather, it is designed to measure English language proficiency for students who have significant influences of a language other than English in their environment. The W-APT and/or MODEL should not be used until the other parts of the LEP definition are met. Using the W-APT, Model or ACCESS for students who do not have a significant influence of a language other than English in their environment is likely to result in false positives and over-identification of LEPs.

