



EL FAQ Changelog: September 2024 Update Substantial Edits or

Additions:

Throughout: WIDA MODEL has been removed as a screener for identification and as an assessment for exiting EL services. OELP acknowledges the MODEL as a progress monitoring tool and as a predictor of student performance on the ACCESS for ELLs assessment. WIDA MODEL must continue to be purchased at local expense.

Throughout: The automatic exit score for the Alternate ACCESS is a Composite/Overall score of 4.0 or higher. Cook, H. G. (2014). Examining relationships between Alternate ACCESS and state alternate assessments: Exploring notions of English proficiency (WIDA Research Report). WIDA. p. 14.

Throughout: OELP will discontinue the use of the No Measurable Academic Response (NMAR) form per recommendation of the U.S. Department of Education.

Throughout: The definition of a Noticeable Language Barrier has been provided in the glossary as well as in relevant sections.

Throughout: Replaced previous definition of English Learner with (ESEA Section 8101(20)) definition and added that the allocation of Title III funds will be made on the basis of counts of only students who meet the definition of an EL in ESEA section 8101(20). Added ***The allocation of Title III funds will be made on the basis of counts of only students who meet the definition of an EL in 3 ESEA section 8101(20).**

Throughout: An ELAP must be distributed annually to both the teacher(s) and the parent(s) or guardian(s) of an identified EL student along with a Parental Notification Letter and a Parent's Right-to-Know Letter.

Page 17:

[Can American Sign Language \(ASL\), or other forms of sign, qualify a student as EL and/or Bilingual?](#)

ASL may be used to qualify a student for Bilingual status but should not be used to identify a student as an EL. If a language other than English is submitted on the student HLS for any one or more of the three primary language questions (home language, dominant language, and first language learned) in addition to ASL (e.g., ASL/Spanish/Spanish), the student should be assessed with the grade-appropriate EL screening assessment, and the LEA would follow state protocol for annually assessing an EL student until the demonstration of proficiency. If ASL is the only language other than English submitted on the HLS (e.g., ASL/English/English), the student is not to

be assessed with the WIDA Screener. However, if the HLS response is another form of sign used by speakers of non-English sign language, the student should be screened for English language proficiency.

Page 41:

What is the placement test for a potential EL student served on an IEP?

In the event that a potential EL student is served on an IEP and does not have significant cognitive disabilities, the student should be administered the grade- appropriate placement assessment (Kindergarten Screener or WIDA Screener) with accommodations deemed by the student’s learning team to be appropriate, allowable, and in alignment with the student’s IEP and the [WIDA Accessibility and Accommodations Supplement](#).

Previously, the FAQ said: “A student both determined to have a severe cognitive disability and responding with one or more languages other than English on their Home Language Survey may be assigned EL status in the following ways:

- *At the request of the parent(s) or guardian(s) (This has been removed as all qualifying students must be screened for English Language Proficiency.)*
- *At teacher recommendation (This is addressed by completing the EL All-English Identification or Reidentification Form)*
- *Through administration of a WIDA placement assessment with appropriate accommodations*

Page 42, 49, & 50:

What placement test scores qualify a student as needing EL services if they have a disability and an IEP that precludes participation in one or more test domains?

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains must achieve a score of 5.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains. For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains will qualify as an English Learner if achieving a score of 4.5 or below in any of the test domains completed. An identified EL student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status in the local student information system, be provided appropriate supplemental EL services and supports, and participate in the annual ACCESS for ELLs assessment until demonstrating English language proficiency.

What if a student cannot complete any domains of the screener due to a disability?

The identification decision must be based on the available evidence gathered from the home language survey, a family interview, and the records review. If the HLS indicates a language other

than English, the family interview confirms that the presence of a language other than English is significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

Page 47, 48, 64, and 64:

[What is the ELP Band Exit for the ACCESS for ELLs?](#)

The ELP Band Exit window occurs in August. For ELP Band Exit for ACCESS for ELLs, the following must be met:

Grade 3-8 Auto ELP Band Exit- ALL grades 3-8 students scoring between the 4.3-4.7 range on the ACCESS for ELLs and scoring Proficient or above on the OSTP ELA will be automatically band exited. Nothing will be required from the LEA.

Grade 9-12 ELP Band Exit- For ALL qualifying students in grades 9-12 scoring between the 4.3-4.7 range on the ACCESS for ELLs and at or above the 35th percentile on state approved assessments, ALL LEAs will be required to upload qualifying score sheets indicating reading percentiles into DVRs in Accountability Reporting.

ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner. LEAs must maintain documentation at the local level justifying why any 9-12 grade students who participated in the ACCESS for ELLs and who achieved a score of 4.3-4.7 are ineligible for ELP Band Exit for monitoring purposes.

[What is the ELP Band Exit for Alternate ACCESS?](#)

The ELP Band Exit window occurs in August. For ELP Band Exit for Alternate ACCESS, the following must be met:

Grade 3-8 & 11 Auto ELP Band Exit- ALL 3-8 and 11 grade students scoring a 3.0 on the Alternate ACCESS and scoring Basic or above on the OAAP ELA will be automatically band exited. Nothing will be required from the LEA.

Grade 9, 10, & 12 ELP Band Exit- For ALL qualifying students in grades 9, 10, and 12 scoring a 3.0 on the Alternate ACCESS, ALL LEAs will be required to complete an **Alternate ACCESS ELP Band Exit Recommendation Form** because there is no state assessment to qualify students in grades 9, 10, and 12.

The LEA only needs to submit the **Alternate ACCESS ELP Band Exit Recommendation Form** into a Student Assessment ELP Band Exit Request DVR in Accountability Reporting on Single Sign On if the student has been recommended to band exit. If the student is not recommended to band exit, the form is to be kept at the local level.

ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner.

Page 51-52:

Determining EL Status of Students Entering from Other States

What should be done when a student enrolls from out-of-state?

Please note that Oklahoma now requires that students transferring into Oklahoma schools from both WIDA states and non-WIDA states be considered for screening using the guidelines listed below:

- If students are transferring from a WIDA state, were previously identified as EL, indicate a language other than English on the Home Language Survey, and have not achieved Oklahoma's proficiency score on Kindergarten ACCESS for ELLs, ACCESS for ELLs, and/or WIDA Alternate ACCESS, they must be screened.
- If students are transferring from a WIDA state, were previously identified as EL, indicated a language other than English on the Home Language Survey, and have achieved Oklahoma's proficiency score on Kindergarten ACCESS for ELLs, ACCESS for ELLs, and/or WIDA Alternate ACCESS, they do not need to be screened, but should be coded as 1636 Redesignated English Proficient and monitored according to Oklahoma's monitoring guidelines if they are still within the state monitoring period.
- If students are transferring from a non-WIDA state, were previously identified as EL, and indicate a language other than English on the Home Language Survey, they must be screened.

Oklahoma Exit Criteria for Incoming Out-of-State Students:

All Grades: Achieve a Composite/Overall score of 4.8 or higher on the Kindergarten ACCESS for ELLs or ACCESS for ELLs assessments or a 4.0 or higher on the Alternate ACCESS.

Page 60:

Strong Readers ACT

What is the Strong Readers ACT and are there exemptions for English Learners?

The purpose of the Strong Readers Act is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading, that school district board of education policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student's reading progress.

Exemptions to the screening requirements may be provided to students who have documented evidence that they meet at least one of the following criteria as related to the provision of classroom instruction: the student's primary expressive or receptive language is not English, the

student is identified as an English Learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program*.

*Oklahoma English Learner Programs:

IS1 – Transitional Bilingual.

IS2 – Dual Language or Two-way Immersion.

IS3 – English as a Second Language (ESL) or English Language Development (ELD).

IS4 – Content Classes with Integrated ESL Support.

IS5 – Newcomer Programs.

A public school that grants an exemption for an English Learner that meets the above criteria shall provide ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments.

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