

English Learner Process and Practice Frequently Asked Questions

Updated September 2024



OKLAHOMA
Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Office of English Language Proficiency

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Glossary

ACCESS for ELLs: 1st-12th grade summative English language proficiency assessments developed and supported by WIDA that is administered annually to English Learner students.

Accountability Reporting Application (AR Application): Application available on the state Single Sign On system that contains longitudinal enrollment, demographic, assessment, and accountability data for all students in the state.

Alternate ACCESS: A large-print, paper-based English language proficiency assessment administered to students in grades 1-12 who are identified as English Learners (ELs) with the most significant cognitive disabilities. Alternate ACCESS is intended for ELs who participate, or who would be likely to participate, in the state's alternate content assessment(s) (OAAP).

Bilingual: For the purposes of Oklahoma EL policy, the term is used only to indicate that a student is assigned a language code that will generate an additional 25% of their base allocation through the State Aid equalization formula (a.k.a. the “Bilingual Weight”). A student is not required to be fluent in two or more languages to be assigned Bilingual status.

Composite/Overall Score: The measure of an EL student’s overall level of English language proficiency derived from their WIDA ACCESS domain test sub- scores. The ACCESS Composite/Overall score is reported as a whole number followed by a decimal, with the whole number reflecting the student’s proficiency level (1-6) and the number after the decimal reflecting how far the student has progressed within that level. Alternate ACCESS’s Composite/Overall score is reported as a whole number (1-5) reflecting the student’s proficiency level.

DRC (Data Recognition Corporation): The WIDA vendor currently managing the administration and scoring of the WIDA suite of online and paper assessments.

DRC INSIGHT: Web-based platform managed by DRC that hosts the Screener Online and ACCESS for ELLs Online assessments.

Dually identified: A student who has been identified as an English Learner and has been formally determined to have a special learning need.

English Language Proficiency Assessment Indicator (a.k.a. the ELPA Indicator): The ESSA-mandated, site-level Accountability indicator focused on English Learner progress towards achieving English language proficiency. The indicator awards points proportionately based on the number of English Learners served by a site that either meet or exceed their expected ELP growth target or achieve English language proficiency in a given academic year.

English Language Intervention Strategy (ELIS): Comprehensive, LEA-level plan detailing the supplemental services and supports provided to English Learner students intended to ensure progress towards English language proficiency. An LEA must complete the ELIS/LIEP component of their Consolidated Application for Federal Funds when serving one or more EL students.

English Language Academic Plan (ELAP): The state-mandated document required for all identified English Learners that includes a student's screener assessment information and/or proficiency test information, accommodations, and language learning goals.

English Language Proficiency Assessment (ELPA): The ESSA-mandated assessment of English language proficiency that must be administered annually to all identified English Learners. Federal law requires the assessment measure English proficiency across the four domains of language- Reading, Writing, Speaking, and Listening. Oklahoma's adopted ELPA is the WIDA ACCESS and the Alternate ACCESS assessments. The ELAP must be sent to parents along with a parent notification and parent's right-to-know letters.

English Learner (EL): Per (ESEA Section 8101(20)), the term "English learner," when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
- (C)
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

***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).

Every Student Succeed Act (ESSA): Passed in 2015, ESSA is the current iteration of the federal Elementary and Secondary Education Act (ESEA), originally passed in 1965. The law governs the allocation of supplemental federal educational funding and related performance requirements for students served in pre-K through 12th grade.

Former English Learner (FEL): A student who has met state English language proficiency requirements and has been exited from EL services.

Gifted and Talented English Learner (GTEL): A student identified as an English Learner who is also identified as Gifted and Talented through either a category 1 or category 2 identification.

Home Language Survey (HLS): The federally mandated language questionnaire meant to assist in identifying students who are potential or current English Learners. A new survey must be completed by the parent or guardian upon student enrollment in a new LEA or if returning to a former LEA after an absence of more than one year.

Immigrant: For funding and reporting purposes, the term refers to a student who is aged 3-21, was not born in any State, and has attended less than three full academic years (cumulative) of school in the United States.

Kindergarten ACCESS for ELLs: a paper-based test individually administered to kindergarten students in a game-like, interactive format. This assessment is given annually. Kindergarten ACCESS for ELLs meets U.S. federal requirements under the Every Student Succeeds Act (ESSA) for reporting ELs' progress toward English language proficiency and establishing a baseline to monitor students' future growth. The test measures English language proficiency in the four domains: Listening, Reading, Speaking, Writing.

Language Code: Four-digit code that indicates a student's current language status. An LEA must assign a language code to every student. Language code descriptions are available in the appendix of this document.

Language Instruction Education Program (LIEP): Comprehensive, LEA-level plan detailing the supplemental services and supports provided to English Learner students intended to ensure progress towards English language proficiency. An LEA must complete the LIEP/ELIS component of their Consolidated Application for Federal Funds when serving one or more EL students.

Less Often: Term used to describe a Home Language Survey submitted with a language other than English reported for ONE of the three primary language questions (home language, dominant language, and first language learned).

Local Educational Agency (LEA): Often referred to as a "district," an LEA is a public board of education, or other public authority, legally constituted within a state for either administrative control or direction of public elementary and/or secondary schools in a city, county, township, or school district.

Long Term English Learner (LTEL): While the term is not specifically defined in federal or state statute, for federal reporting purposes the term applies to a student who has yet to demonstrate English language proficiency on either the WIDA ACCESS or Alternate ACCESS

assessments five or more years after their initial identification as an English Learner.

Monitored Student (a.k.a. Monitor-Year Student): A Former English Learner (FEL) who is currently enrolled in any one of the four years of education following their demonstration of English language proficiency on the WIDA ACCESS assessment and subsequent exit from EL services and supports. First and second year monitored students must be actively monitored to ensure ongoing academic success.

MODEL (Measure of Developing English Language): A suite of WIDA-developed English language proficiency assessments for grades K-12. The MODEL may be administered at any time during the school year, dependent on local needs, and MODEL scores may be used as a progress monitoring tool and as a predictor of student performance on the ACCESS for ELLs assessment. Note that use of the MODEL is not required and that an LEA electing to implement the assessment must do so at local expense.

More Often: Term used to describe a Home Language Survey submitted with a language other than English reported for ANY TWO OR MORE of the three primary language questions (home language, dominant language, and first language learned).

Newcomer: General term for a foreign-born student who has recently arrived in the United States and enrolled in U.S. schools.

Non-EL Bilingual: A student determined to be English language proficient through participation in the WIDA Kindergarten Screener or Screener and (potentially) subsequent participation in the ACCESS or Alternate ACCESS assessments, but who meets the criteria necessary to generate Bilingual funding through the State Aid equalization formula.

Norm Referenced Test (NRT): A locally administered test that measures a student's performance against the state and/or nationally normed performance of their peers. Local administration of an NRT is not required and must be supported at local expense.

Noticeable Language Barrier: In education, a language barrier refers to the challenges and obstacles that arise when students and teachers do not share a common language, which can impede effective teaching and learning. This barrier can manifest in several ways, including:

- **Difficulty Understanding Instruction:** Students may struggle to comprehend lectures, instructions, and educational materials if they are not proficient in the language of instruction.
- **Limited Participation:** Students might find it hard to engage in classroom discussions, ask questions, or participate in group activities due to language limitations.
- **Access to Resources:** Language barriers can limit students' access to textbooks, online resources, and other educational materials that are available only in the dominant language.
- **Social Integration:** Language barriers can hinder students' ability to integrate socially with their peers, leading to feelings of isolation or exclusion.

Oklahoma Alternate Assessment Program (OAAP): Component of the Oklahoma School testing Program (OSTP) designed to ensure that students with the most significant cognitive disabilities participate in ESSA- mandated state content area assessment.

Oklahoma School Testing Program (OSTP): Oklahoma's ESSA-mandated, standards-based

content area assessments administered in grades 3-8 and 11 for Mathematics and English Language Arts, grades 5, 8, and 11 for Science, and grade 11 for U.S. History.

Pre-K Screening Tool (PKST): A ten question, oral language screening tool developed by OSDE for the purpose of EL identification at the pre-K level. There is currently no WIDA-developed screening or summative assessment for pre-K students.

Recently Arrived English Learner (RAEL): A student from a foreign country enrolling in a U.S. school for the first time.

Scale Score (WIDA ACCESS): Scores ranging from 100 to 600 that correlate with a student's ACCESS for ELLs Composite/Overall score and domain-specific sub-scores. A student's ACCESS for ELLs Composite/Overall scale score is used to calculate their growth target within the ELPA Indicator.

Single Sign On: Web-based portal that houses the state-specific applications necessary for an LEA to submit and certify required reports, apply for federal funds, manage teacher certification, monitor site accountability measures, access student data, etc.

Strong Readers Act: 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.

Student Information System (SIS): The LEA-level student data management system that reports student information to the Wave.

Wave: Oklahoma's state-level student data management and reporting system.

WIDA: Organization that develops and supports the ESSA-mandated, standards-based English language proficiency assessments adopted by Oklahoma for all kindergarten through 12th grade EL students. Additionally, WIDA manages the WIDA Consortium, the member group of states, territories, and federal agencies dedicated to the design and implementation of high standards and equitable educational opportunities for English Learners.

WIDA Alternate Screener: a brand-new, paper-based English language proficiency assessment given to new students with the most significant cognitive disabilities in grades K–12. It helps educators identify if students are English learners. WIDA Alternate Screener will be available to the WIDA Consortium in summer 2025. WIDA Alternate Screener assesses each of the four language domains (Listening, Speaking, Reading, Writing)

WIDA AMS (WIDA Assessment Management System): Online platform allowing access to the administrative functions of the DRC INSIGHT online learning system. All Screener and ACCESS for ELLs online assessments are managed through the WIDA AMS system.

WIDA Screener: WIDA-developed initial assessment of English language proficiency administered to students in 1st through 12th grade. The Composite/Overall score achieved on the initially administered Screener determines the EL status of the student.

WIDA Screener for Kindergarten: WIDA-developed initial assessment of English language

proficiency administered to students in kindergarten and the first semester of first grade. The Oral Composite/Overall score achieved on the initially administered Screener dictates the EL status of the student.

WIDA Secure Portal: WIDA-supported user portal containing professional learning modules, test administrator resources, and certification materials related to the WIDA suite of assessments.

Legal Obligations for Serving English Learners (ELs)

What are the laws related to serving English Learners?

In 1974, a unanimous Supreme Court decision in the case of [Lau v. Nichols](#) laid the groundwork in defining federal expectations for serving English Learners in public schools. The Court ruled that a lack of supplemental language instruction for students with limited English proficiency violated the Civil Rights Act of 1964 and mandated that students with language barriers be provided “appropriate relief” that would allow access to a meaningful education.

Later in 1974, passage of the Equal Educational Opportunities Act (EEOA) clearly prohibited discrimination against faculty, staff, and students and required LEAs to take action in overcoming barriers to equal participation in public education.

In 1981, the Fifth Circuit Court of Appeals case [Castañeda v. Pickard](#) defined the actions a public LEA must take to ensure that language programs designed for English Learners are sufficient in assisting students to overcome linguistic barriers that limit access to a meaningful education. In *Castañeda*, the Fifth Circuit established a three- part “test” for determining how local EL language education programs would be held responsible for meeting the requirements of the Equal Educational Opportunities Act of 1974 (EEOA):

- The program must be based on sound educational theory
- The program must be implemented effectively with resources for personnel, instructional materials, and space
- After a trial period, the program must be proven effective in overcoming language barrier

The *Castañeda* decision determined that an EL student’s access to content instruction and the language supports necessary to meaningfully participate in a public education is a civil right. As such, the U.S. Department of Justice Civil Rights Division and the U.S. Department of Education Office for Civil Rights provide oversight of SEA and LEA- level activities and will take an enforcement role if state or local policies determine that such a course of action is necessary. To be clear, an LEA not providing the EL-specific services and supports necessary to ensure the academic success of an EL student would be violating the civil rights protections guaranteed under the EEOA and the fourteenth amendment to the U.S. Constitution.

In 1982, the Supreme Court of the United States rendered a decision in the case of [Plyler v. Doe](#) that struck down a Texas state statute denying funding for education to undocumented immigrant children. The court ruled that immigrant children could not be barred from enrollment in public schools based on their immigration status. The USDE Office of Civil Rights and the U.S. Department of Justice Civil Rights Division provided additional guidance regarding this decision in a [joint letter](#) released on May 8, 2014.

Finally, on January 7, 2015, the USDE Office of Civil Rights and U.S. Department of Justice

Civil Rights Division released a [lengthy joint letter](#) clearly outlining all legal obligations to which states and LEAs must abide when serving English Learners in public schools. This letter is a valuable resource for LEAs seeking to learn more about their legal obligations in serving ELs.

Please note that providing an EL student with supplemental services and supports is not dependent upon an LEA receiving federal Title III funding. Regardless of a LEA's Title III status, all services, supports, and assessment requirements detailed in this guidance document are legally required to be present unless otherwise indicated. These services must be supported with both state and local funds and found to meet all applicable compliance standards.

What are the legal requirements for LEAs in the identification and service of English Learner students?

An LEA has a legal obligation to:

- Have a completed (HLS), either in hard copy format or digitally accessible, for all students, regardless of EL status.
- Administer the PKST, Kindergarten Screener, or Screener to any student responding with a language other than English on any one of the three primary home language survey questions (language most often spoken, routinely spoken in the home, and first language learned).
- Based on PKST, Kindergarten Screener, and Screener assessment results, assign the student the appropriate language status in the local student information system (SIS).
- Complete or update annually an [English Language Academic Plan \(ELAP\)](#) for any identified EL student. The new or updated 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.
- Have a formal Language Instruction Education Program (LIEP) in place at the site and LEA level. LIEP narratives describing an LEA's program are articulated in the LIEP template available on the [English Language Proficiency](#) website. The completed template is to be completed and uploaded in the Title I section of the LEA's Consolidated Application. An LEA's LIEP should be formally reviewed and updated on an annual basis.
- Ensure all English Learner students are correctly assigned EL status in the local SIS. Assigning EL status to a student automatically qualifies the student to receive supplemental Bilingual funding through the State Aid equalization formula. A student will continue to qualify as Bilingual for as long as they qualify as an English Learner.
- Provide any identified EL student the supplemental services and supports necessary to obtain English language proficiency. An EL student will be served as such until demonstrating proficiency in English, as measured by the WIDA ACCESS assessment. While EL services may take different forms, an LEA bears the legal obligation to implement a program based on sound educational theory (*Castaneda v. Pickard*) and to provide English Learners with any and all accommodations and language supports

needed to ensure equal access to appropriate grade level content and curriculum and the equal opportunity to be academically successful. For additional information regarding the different types of EL programming an LEA may offer, please refer to [Oklahoma's Language Instruction Education Programs](#), and/or consult the program descriptions listed on the student [English Language Academic Plan \(ELAP\)](#).

- Offer allowable and appropriate state testing accommodations to any EL student, and to any Former English Learner (FEL) student in the first two years of their four-year monitoring period, who meets the requirements for extended state testing accommodations. Allowable state testing accommodations for an EL or FEL student must be listed on the student's ELAP and may be reviewed in the current-year OSTP EL Accommodations Guidance Document available [here](#).
- Provide an EL student equal access to extracurricular activities and school-sponsored events.
- Make every reasonable effort to support effective communication with the parent(s) or guardian(s) of an EL student, in the language they best understand, with a focus on facilitating meaningful participation in their student's education.

Does USDE offer any guidance or resources to LEAs serving EL students?

The U.S. Department of Education (USDE) has developed both the [English Learner Tool Kit](#) and [Newcomer Tool Kit](#). These guidance documents detail LEA requirements in serving EL students and provide example resources designed to help LEAs ensure the use of best practices in meeting the learning needs of EL students.

Additionally, USDE supports the [English Learners Data Story website](#). This resource allows users to access information relating to the specific characteristics of English Learners in the U.S. public school system.

What is a Language Instruction Educational Program (LIEP) or an English Language Intervention Strategy (ELIS)?

A Language Instruction Educational Program (LIEP) or English Language Intervention Strategy (ELIS) is an LEA-level plan for supporting any student identified as an English Learner. In completing the plan, an LEA must identify their primary EL intervention and support strategy (or strategies) intended to address the learning needs of the EL student(s) it serves. An LEA serving one or more English Learners must complete and submit an LIEP through the Title I section of the LEA Consolidated Application for federal funds.

Oklahoma recognizes five general programs or models that may be used to address EL learning needs at the local level. The descriptions below provide a brief overview of each and their correlates for WIDA demographic reporting.

- **IS1 Transitional Bilingual:** Students are taught core content and language fluency in their native language for varying periods of the day with the remainder of time focused on English language acquisition. The goal of the program is to transition students to native English instruction within two to five years with no loss of content instruction.

Classes may be self-contained or combined. (WIDA correlate: Mixed Bilingual / MBL)

- **IS2 Dual Language or Two-way Immersion:** Students are taught both content and language fluency in two languages with the goal of the program being fluency in those two languages. Programs can last the duration of a student's enrollment. (WIDA correlate: Either EL Bilingual / EBL or Mixed Bilingual / MBL depending on local program design)
- **IS3 English as a Second Language (ESL) or English Language Development (ELD):** Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g., "pull-out" or ESL classes) with no native language support in either setting. Supplemental instruction can target both English language fluency and core content instruction. The goal of the program is to increase EL student success in mainstream, non-ESL supported general education classes. (WIDA correlate: EL-specific English-only Instruction / EEO)
- **IS4 Content Classes with Integrated ESL Support:** Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (e.g., teachers trained in EL methods and best practices, use of EL paraprofessionals, etc.). The goal of the program is to provide EL supports in the general education classroom at the level necessary to ensure EL student success. (WIDA correlate: Mixed Classes with English-Only Support / MEO or Mixed classes with Native Language Support / MNL depending on local program design)
- **IS5 Newcomer Programs:** Students new to U.S. schools are placed in classes that primarily emphasize English language acquisition. Instruction may be in English or can utilize a student's native language. The goal of the program is to move an EL student toward English language proficiency as quickly as possible. (WIDA correlate: EL-specific Transitional Instruction / ETI or EL-specific, English-only instruction/EEO)

Starting the 2023-2024 SY, English Learner students must be assigned a WAVE code for the type of LIEP or ELIS program they have been assigned to. Including the coding in the WAVE will lead to the automation of the end-of-year performance reporting. Please be sure to complete this in the Student Information System. If LEAs have questions about how to do this in the SIS, they should reach out to their vendor.

Note that an LEA is not limited to any single strategy identified above. An LEA serving a larger, more diverse EL student population may implement multiple strategies and levels of intervention to address a wider range of student needs. An LEA may consider the [USDE LIEP guidance document](#) a helpful resource when designing or reviewing their local LIEP. For additional questions regarding LIEPs, please contact the Office of English Language Proficiency at (405) 522-5073 or inquire by email at oeip@sde.ok.gov.

What is an English Language Academic Plan (ELAP), and why does an EL student need one?

Every identified EL student must have a completed ELAP provided to their parent(s) or guardian(s) and accessible to the primary instructional personnel responsible for the student's education. An ELAP is a formal document designed to help an EL student receive the services and supports required to help them become academically successful and proficient in English.

In essence, the ELAP is for English Learners what an IEP is for students with disabilities and should be treated with equal care, consideration, and security.

The ELAP documents an EL student's screener scores and/or proficiency test information, information on needed classroom accommodations and state testing accommodations, student language learning goals (selected from [WIDA's Can Do Descriptors](#)) and other relevant information. A student's ELAP should be sent home to parents or guardians along with a Parent Notification and Parent's Right-to-Know Letters and should be accessible to each educator working with the student, and a copy should also be placed in the student's cumulative folder.

An ELAP must be updated annually to reflect the student's current proficiency levels and subsequent domain-specific learning targets. While an LEA is welcome to add additional information to an ELAP, the final document must, at minimum, contain the information provided on the ELAP developed by OSDE. For any questions regarding the ELAP, please contact the Office of English Language Proficiency at (405) 522-5073.

A brief [webinar](#) detailing the ELAP process and related requirements is available for LEA reference.

How do I use WIDA's Can Do Descriptors to create ELAP language goals?

WIDA has developed multiple tools to assist educators in interpreting placement and proficiency test scores and using those scores to guide instruction and lesson planning for English Learners. The Can Do Descriptors are one such tool, and they can be referenced on the [WIDA Can Do Descriptors Page](#).

In [WIDA's](#) own words, "The K-12 Can Do Descriptors, Key Uses edition, highlights what language learners can do at various stages of language development as they meaningfully participate in the college and career readiness standards." WIDA also notes that this edition of the Can Do Descriptors "is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss."

The Can Do Descriptors, Key Uses Edition, are charts grouped by grade level cluster. The charts are organized into the four domains of Listening, Speaking, Reading, and Writing, and by proficiency levels of 1 through 6. Teachers can use a student's placement and/or proficiency scores in the four domains to determine what tasks a student at a given proficiency level might reasonably be able to complete when recounting, explaining, arguing, or discussing instructional content in English. Teachers may use these insights both to guide their lesson planning and to select language goals in each domain that are at or above the student's current proficiency levels.

Teachers should strive to choose goals that will allow the student to reflect gains made after one complete school year of instruction. It is important to select individual goals for each domain, as students make progress in Listening, Speaking, Reading, and Writing at different rates. Teachers should also bear in mind these language goals when planning lessons for classes that will include English Learners.

Please note that teachers who are familiar with language acquisition may also create their own unique language goals for their EL students. In addition, if a student will participate in the Alternate ACCESS, the Alternate ACCESS Proficiency Level Descriptors (PLDs) can be used to

formulate goals.

How often should a student's ELAP goals change?

An EL student's ELAP language goals may change as often as an LEA deems necessary, but they must be reviewed and updated at least once annually. OSDE strongly recommends reviewing and potentially changing goals at least once per grading period for elementary students, and once per semester for secondary students.

What if my LEA does not have an EL teacher or EL classes?

An LEA's responsibilities to an EL student, required under state and federal statute, are detailed in above. The lack of EL staff and/or EL-specific classes does not exempt an LEA from finding ways to meet the language and learning needs of an EL student, working to scaffolded support, and making content-area information accessible for every learner. There are many supports an LEA can offer to an EL student in the regular classroom. These include comprehensible input, visual aids, hands-on experiences, and other accommodations designed to help an EL student acquire English while simultaneously engaging in content area instruction. A more detailed discussion of EL-specific services, supports, and best practices is available in the [OSDE English Learner Guidebook](#).

Please note that, to the extent practicable, instruction for an EL student must address the same grade level standards as those offered to the student's non-EL peers, though the format, length, complexity, or goals of a lesson may be altered as necessary to allow for various levels of English language proficiency. The goal of differentiating lessons for an EL student is to adjust the language level of the lesson or activity to ensure access to learning, not to dilute the instructional content. That said, it is understood that an EL student, like any student, may sometimes have gaps in their content knowledge that must be remediated for the student to fully access instruction and demonstrate success.

What are the different types of EL programming recognized by Oklahoma?

Please refer to LIEP/ELIS section above for a detailed description of EL student intervention and support models formally recognized by the state. Note that this is not an exhaustive list of all types of EL programming available or allowed but does encompass the research-based models most often utilized by LEAs in serving EL students.

Can foreign exchange students qualify as EL and/or Bilingual?

Foreign exchange students should be treated as any other potential EL or Bilingual student. If the Home Language Survey (HLS) submitted on behalf of the student reports a language other than English on any one or more of the three primary language questions (home language, dominant language, and first language learned), the student should be administered the WIDA Screener. A foreign exchange student scoring below the 5.0 Composite/Overall level is considered an English Learner and should be served accordingly. A foreign exchange student scoring at or above the 5.0 Composite/Overall level is not considered EL, but the student may still qualify for Non-EL Bilingual status if meeting the criteria detailed in the [EL and Non-EL Bilingual Identification Process Guidance](#) document. Foreign exchange student HLS responses should be completed by the host family and be representative of the language(s) currently spoken in the host home.

Please note that due to the high degree in variability in how English proficiency is both defined and measured among various student exchange programs, OSDE does not consider English

proficiency assessment scores provided by an exchange student placement program or agency to be relevant in the state EL identification process.

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.

Regarding Bilingual* status:

An LEA should adhere to the same Bilingual qualification process applicable to non- hearing-impaired students but omitting the administration of the WIDA Screener. If a student's HLS reports ASL (or another form of sign) for one of the three primary language questions (home language, dominant language, and first language learned) (e.g., "ASL/English/English") the student would be considered "less often" and would qualify for Bilingual status if they have:

- A qualifying OSTP ELA score of Basic or Below Basic

OR

- A qualifying NRT score (with the same rule applying that a qualifying NRT score does not override a non-qualifying Proficient or Advanced OSTP ELA score).

Dependent on qualifying assessment scores, a student meeting the above criteria would be assigned either*

1633/Native English Speaker or 1634/Fluent English Proficient status.

If a student's HLS reports ASL (or another form of sign) for two or more of the three primary language questions (home language, dominant language, and first language learned) (e.g., "ASL/ASL/ASL" or "ASL/ASL/English"), the student may be considered "more often" for the purposes of Bilingual qualification and be assigned 1634/Fluent English Proficient status.

Regarding formerly assessed/identified EL students:

If an LEA has previously identified a student as EL that would not have met the criteria detailed above necessary to justify administration of a state or WIDA screening tool, the LEA should change the status of the student to align with the process described above. **To reiterate, a student whose only language other than English is ASL should not be identified as an English Learner.**

Note that changing a student's **2349/EL/Limited English Proficient** status to **1633/Native English Speaker** or **1634/Fluent English Proficient** may generate a conflict in the Accountability Reporting system. In such cases, please review section on EL Misidentification Appeals and refer questions or concerns to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oeip@sde.ok.gov.

**Please refer to [EL and Non-EL Bilingual Identification Process Guidance](#) for additional information regarding the Bilingual qualification process.*

How should an LEA interpret foreign transcripts in the awarding of credit?

In order to award course credit based on a foreign transcript, an LEA must adhere to the following requirements:

- The transcript must be translated into English. Translation may be completed by the LEA if local staff possess the appropriate mastery of the transcript language.
- An LEA may award credit based solely on course description and grade achieved by the student if they are confident the course content was similar in scope to a course taught in alignment with the Oklahoma Academic Standards.

That said, best practice would include student participation in a formal content- area assessment to gauge content knowledge prior to awarding course credit.

- An LEA may use a locally created content-area assessment, or a standardized norm-referenced test, to award course credit.

[Foreign Transcript Guidance](#) document provides a methodology and common best practices in the awarding of secondary core content class credit based on out-of-country transcripts.

What should be done if an EL student is believed to need special education services?

Students with lower levels of English language proficiency, particularly newcomers to English, may sometimes present in ways that mimic special education needs. As this is the case, it is important to ensure that linguistically appropriate and culturally sensitive processes are used in determining whether an English Learner would also qualify for a special education determination. In the event that an LEA has questions regarding an EL student that may qualify for special education services, please contact the OSDE's Special Education Services department at (405) 521-3351. OSDE Special Education staff can provide additional information regarding nondiscriminatory assessments and practices most appropriate for use with EL students.

Please also see [Serving and Supporting Oklahoma's Dually Identified English Learners](#) guidance intended to provide Local Education Agencies (LEAs) a common framework to accurately identify and serve English Learners (ELs) who qualify for special education and related services.

Title III, Part A

What is Title III, and does my LEA qualify to receive a grant?

The state Title III grant is a federal pass-through grant authorized and funded through Title III of the Elementary and Secondary Education Act (ESEA), as reauthorized in 2016 as the Every Student Succeeds Act (ESSA). The grant is awarded annually to OSDE, who in turn allocates funds to qualifying LEAs for the purposes of targeted, supplemental language services and supports for limited English proficient and immigrant students. A state administering Title III grant funds is required to demonstrate that students are assessed for content knowledge relating to state content and achievement standards in mathematics, reading or language arts, and science and that English Learners are progressing in their growth towards English language proficiency.

Title III, Part A- English Learner subrecipient grants are formula-based and distributed on a statewide, per- student allocation that requires a \$10,000 minimum award at the LEA level. Given the nature of the grant formula, the number of EL students necessary to generate the minimum award will fluctuate from year to year. That said, an LEA will generally receive an annual, stand-alone Title III, Part A English Learner grant when consistently serving 125 or more EL students, year-over-year. **An LEA qualifying for a Title III, Part A English Learner grant will be automatically awarded the allocation on a formula basis through their Consolidated Application for federal funds; no stand-alone grant application is required.**

Title III, Part A also includes provisions allowing OSDE to allocate subrecipient grants based on current-year new enrollments of immigrant students. A Title III, Part A- Immigrant grant may be awarded when an LEA experiences a significant increase in current-year immigrant student enrollment relative to their new immigrant enrollment average of the preceding two years. LEAs demonstrating the highest relative growth of newly enrolled immigrant students may be automatically awarded a Title III- Immigrant allocation through their Consolidated Application for federal funds. Like the Title III Part A- English Learner grants described above, these funds are awarded on a formula basis; no stand-alone grant application is required.

For additional information regarding Title III, Part A funds, please contact the OSDE Office of English Language Proficiency at (405) 522-5073.

What is a Title III consortium?

In order to qualify for a Title III, Part A- English Learner grant, an LEA must serve an EL population large enough to meet the minimum \$10,000 award threshold. However, an LEA not meeting the minimum EL enrollment threshold necessary to qualify for a stand- alone Title III award may join with other LEAs to create a Title III consortium. A Title III consortium pools the total number of EL students enrolled across member LEAs to meet the minimum allocation amount. A consortium meeting the annual enrollment threshold will be awarded a Title III, Part A- English Learner grant as a group. Note that one LEA in each Title III consortium must serve as the Lead Fiscal Agent, completing and submitting any required documentation and managing the distribution of Title III funding to other member LEAs.

For additional information regarding the formation of a Title III consortium, please contact the OSDE Office of English Language Proficiency at (405) 522-5073.

Can a private school participate in Title III?

Yes. A private school located within the boundaries of an LEA receiving a Title III English Learner and/or Immigrant allocation may elect to participate in Title III- supported supplemental services and supports. To do so, the private school must indicate a desire to participate when completing their annual Nonpublic Equitable Services packet (a current version of which is available [here](#)) and must both identify students as English Learners and proficiency test those students annually using the appropriate WIDA assessments. The LEA District Test Coordinator (DTC) may contact the state WIDA coordinator for additional guidance in organizing and administering WIDA assessments in private schools. The state will assist in assuring private school personnel have appropriate WIDA AMS access and an overall understanding of the WIDA assessment process.

Please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov for additional assistance.

Where can I find more information about Title III?

Please refer to the [Title III tab](#) of the Office of English Language Proficiency website or contact the Office of English Language Proficiency at (405) 522- 5073 for additional information relating to Title III funds.

Home Language Surveys and Bilingual Status v. English Learner Status: Definitions and Guidance

What is the difference between Bilingual status and English Learner (EL) status?

Bilingual: Within the context of state policy and related guidance, the term Bilingual is defined by statute and not by common understanding and usage. A student assigned Bilingual status means only that the LEA serving the student will receive an additional 25% “weight” of the student’s base allocation as appropriated through the State Aid equalization formula. In this usage, the term does not require or imply that a student be fluent in two or more languages.

English Learner: Per (ESEA Section 8101(20)), the term “English learner,” when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
 - (iii) who is migratory, whose native language is a language other than English,

and who comes from an environment where a language other than English is dominant; and

- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

*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).

It is important to note that not every student qualified to receive supplemental Bilingual funds is EL, though every student who qualifies as EL will also qualify to receive supplemental Bilingual funding. In other words, all ELs are Bilingual, but not all Bilinguals are EL.

When does a student qualify as “Bilingual?”

“Bilingual” means only that the student is assigned a language code that will prompt their inclusion in the State Aid Bilingual count and subsequent allocation of Bilingual funds. The following six codes will indicate that a student is Bilingual:

- 2349/EL/Limited English Proficient
- 1637/LEP/ELL Declined LEA EL Services
- 1634/Fluent English Proficient
- 1636/Re-designated as Fluent English Proficient: Other Code 01
- 1636/Re-designated as Fluent English Proficient: Other Code 02
- 1636/Re-designated as Fluent English Proficient: Other Code 05

Codes **2349/EL/Limited English Proficient** and **1637/LEP/ELL Declined LEA EL Services** indicate the student has been formally identified as an English Learner per the state approved EL identification process and will participate annually in the ACCESS assessment until able to demonstrate English language proficiency.

Code **1634/Fluent English Proficient** indicates that the student HLS qualifies as either “more often” or “less often” and that the student demonstrated initial English language proficiency when administered the grade- appropriate EL screening assessment.

Code **1636/Re-designated as Fluent English Proficient** indicates that the student HLS qualifies as either “more often” or “less often”, the student did not demonstrate initial English language proficiency when administered the grade appropriate EL screening assessment, and subsequently demonstrated English language proficiency when administered the WIDA ACCESS for ELLs or Alternate ACCESS assessment after one or more years of formal EL identification. For additional guidance related to 1636 “other” codes, please refer [EL and Non-EL Bilingual Identification Process Guidance](#).

Note that the term “Bilingual” may refer to both EL and non-EL students. As this is the case, the

state uses the term “EL” when referring to any student assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** and the term “Non-EL Bilingual” when referring to any student assigned **1634/Fluent English Proficient** or **1636/Re-designated as Fluent English Proficient** (with a qualifying “other” code).

Please refer to the [EL and Non-EL Bilingual Identification Process Guidance](#) document for a comprehensive review of the policy and processes surrounding EL and Non-EL Bilingual identification.

How does EL status relate to Bilingual status?

Bilingual status and EL status are separate from one another. A student qualifying as EL will always qualify to receive supplemental Bilingual funding, but a non-EL or Former English Learner (FEL) student may or may not qualify to receive supplemental Bilingual funding.

A student meeting Non-EL Bilingual criteria through either **1634/Fluent English Proficient** or **1636/Re- designated as Fluent English Proficient** status will qualify as Bilingual if their current HLS responses are considered “more often,” whereas a student with “less often” HLS responses may qualify as only Bilingual if they meet certain supplemental criteria.

What is “more often” Bilingual status?

A student reporting a language other than English for any two or more of the three primary language questions (home language, dominant language, and first language learned) on their current HLS is considered to be influenced by a language other than English “more often.” A “more often” student does not require a supplemental qualifying assessment score to be considered Non-EL Bilingual, regardless of whether they meet Non-EL Bilingual criteria through **1634/Fluent English Proficient** or **1636/Re- designated as Fluent English Proficient** status.

Note that any student assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status automatically qualifies as Bilingual, even if all- English responses are submitted on an HLS after formal EL identification.

What is “less often” Bilingual status?

A student reporting a language other than English on one of the three primary language questions (home language, dominant language, and first language learned) on their current HLS is considered to be influenced by a language other than English “less often.” A “less often” student will only qualify for Non-EL Bilingual status if they demonstrated English language proficiency upon initial administration of the WIDA Kindergarten Screener, Screener, or subsequently demonstrated proficiency on the ACCESS assessment **AND**:

- The student’s previous year state OSTP ELA test score was Basic or Below Basic, or their CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.

OR (if no previous year OSTP ELA or CCRA score is available):

- The student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and may not be used if generated from an assessment administered prior to spring of the previous school year.

Current approved authorized assessments are detailed on the [Approved “Less Often” Norm-Referenced Tests](#) guidance document. Note that students who are “less often” may not qualify as Non-EL Bilingual if their previous year OSTP ELA test score was Proficient or Advanced or their previous year CCRA (ACT or SAT) Reading/English subtest score was above the 35th percentile. Qualifying NRT scores are only allowable in situations where a previous year OSTP or CCRA score is unavailable. Please refer to the [EL and Non-EL Bilingual Identification Process Guidance](#) document for additional information regarding qualifying NRT scores.

Note that any student identified as an EL automatically qualifies as Bilingual, even if “all-English” HLS responses are submitted on behalf of the student after they have been identified as an English Learner.

What if a student has a hyphenated Home Language Survey (HLS) response on one or more of the language responses?

While it is strongly suggested that parents respond to the Home Language Survey with one language listed for each of the three language questions, this does not always occur, particularly in instances when a paper copy of the Home Language Survey is completed. OELP encourages districts to utilize the [PDF version of the Home Language Survey](#) to ensure hyphenated languages do not arise. However, if a parent lists a hyphenated language response, best practice would be to contact parents to gather further information. The LEA should also review the student’s history in the Accountability Reporting application to determine if the student has already been assigned EL status.

If the student has no previous EL identification or assessment history, then, based on information ascertained from parents, it is at district discretion whether to assess the student for English language proficiency using the appropriate screener.

Where can I find additional information regarding the HLS, EL identification, and the Bilingual verification process?

For additional information and reference flow charts outlining the identification of EL students and the associated coding for EL and Bilingual students, please consult the [EL and Non-EL Bilingual Identification Process Guidance](#) document.

Additionally, the following [webinar](#) outlines the role of the HLS and subsequent Non-EL Bilingual identification process.

What should an LEA do when HLS responses change?

OSDE recommends that any time there is a change in HLS responses that LEA staff discuss with the family the reason for the change. The intent of the parent(s) or guardian(s) in changing HLS responses, as well as the EL status of the student, dictate specific course of action an LEA should pursue.

In situations where the parent(s) or guardian(s) wishes to waive EL-specific supplemental services and supports:

If the parent(s) or guardian(s) changes HLS responses because they do not wish for their student to receive EL services, LEA staff should convey that while EL-specific supplemental services and supports for their student may be waived, the student's EL designation and participation in annual English language proficiency testing (i.e., the WIDA ACCESS for ELLs assessment) will continue until the student demonstrates English language proficiency. If the parent(s) or guardian(s) still wishes to waive supplemental services for their student, staff should:

- Review with them the completed student ELAP, explain the specific services and supports that will be waived and request the parent or guardian sign the document in the appropriate section on the final page. A copy of the signed ELAP must be placed in the student's cumulative folder and EL folder (if utilized by the LEA).
- Assign the student **1637/LEP/ELL Declined LEA EL Services** status in the local student information system.
- Note that the continuation of 1637 status in subsequent years requires that the parent(s) or guardian(s) annually waive supplemental services and supports by completing Step #1 above.
- Ensure annual participation in the WIDA ACCESS assessment until such time as the student demonstrates English language proficiency.

In situations where the parent(s) or guardian(s) change HLS responses and indicate that the household is now English only:

If the student is an identified English Learner:

In the event that the student is an EL and has current qualifying WIDA placement and/or proficiency test scores, the scores qualifying the student as an English Learner override the updated HLS responses. A copy of the student's most current qualifying placement or proficiency test score report should be attached to the back of the new HLS in addition to the former HLS indicating a language other than English. The local student information system should then be updated with the most recently submitted HLS information. **Please note that a Wave Data Validation "error" will be generated whenever an English Learner student (a student assigned 2349/EL/Limited English Proficient or 1637/LEP/ELL Declined LEA EL Services status) is combined with "English-only" HLS responses. This error is considered a flag to prompt users to verify student coding is correct; its presence will not inhibit the transfer of data between the local student information system and the Wave or any certification of Wave reporting. There is currently no process available to address or clear this error in the Wave.**

If the student is Non-EL Bilingual:

If the student has been assigned Non-EL Bilingual status through either an initial demonstration of English Language proficiency (**1634/Fluent English Speaker**) or by demonstrating English language proficiency through the ACCESS assessment (**1636/Re-designated as Fluent**

English Proficient), the LEA may take the previous HLS (from 2016-2017 or later) that indicates a language other than English and attach it to the current English-only HLS. The prior HLS may be used for continued Non-EL Bilingual qualification for up to three years beyond the school year in which it was initially submitted. If once that three-year period elapses and the family or guardian is still indicating that the household is English-only, the student can no longer be qualified as Non-EL Bilingual. Please note that guidance applying to “more often” and “less often” Bilingual qualification also applies in this situation.

In situations where the parent(s) or guardian(s) change HLS responses and indicate that the household is now multilingual:

If HLS responses change from English-only to indicating a language other than English, OSDE recommends that the LEA discuss with the parent(s) or guardian(s) the circumstances that led to a language other than English now being present in the home. It is important to determine to what extent, if any, the student is influenced by a language other than English. While it remains at the discretion of the parent(s) or guardian(s) to complete the HLS as they see fit, certain scenarios should encourage LEA staff to advise that the HLS not be changed from “all-English” to one indicating a language other than English. Some such scenarios include, but may not be limited to, the following:

- The family is native English speaking, but the family or guardian is teaching their native English-speaking child another language or the native English-speaking child is learning a new language at school.
- The child is a foster child who has been temporarily placed with guardians who speak another language in addition to English.
- The family has an individual move into the home who speaks a language other than English, but the child is native English speaking, is not learning another language, nor is the child regularly communicated with in a language other than English.
- The child was adopted prior to his or her 3rd birthday, is not in an environment where a language other than English is being used and has a demonstrated record of classroom success at or above the level of their peers.

In the event that one of the four situations detailed above is found to be the reason that the HLS indicated a language other than English, and the student’s parent(s) or guardian(s) declines to revert to the original “all- English” HLS responses, the LEA should inform them of the following:

- The student will be placement tested with the appropriate state or WIDA screening assessment to determine if the student qualifies for English Learner status and the accompanying supplemental services and supports.
- If the student is unable to demonstrate English language proficiency, they will be designated as an English Learner and coded, served, and assessed annually in accordance with state and federal law and the LEA’s LIEP.
- In the case that the student is identified as an EL, the parent(s) or guardian(s) may opt to waive student participation in EL-specific services and supports, but the student will retain their EL status and will participate in annual English language proficiency

assessment until meeting the appropriate exit criteria and determined to be English language proficient.

Please refer questions or concerns regarding changes to HLS responses to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oeelp@sde.ok.gov.

What should be done when a student has been misidentified as an English Learner?

The LEA course of action will vary depending on the circumstances surrounding the identification.

If the incorrect identification meets the following three criteria:

- a. The student was first assigned EL status (2349/EL/Limited English Proficient or 1637/LEP/ELL Declined LEA EL Services) within the current school year.
- b. The student has no previous EL identification and/or WIDA Screener Online or ACCESS assessment record.
- c. The EL identification was made locally with a paper assessment tool (PKST, Screener for Kindergarten, or Screener Paper).

OR

The EL identification was a clerical error, and the student was not administered a state or WIDA EL screening assessment.

The LEA should draft a narrative on LEA letterhead that contains the following items, as appropriate and pertinent to the unique circumstances of the misidentification:

- A parent or guardian attestation that the student is a native English speaker.
- A brief explanation as to why the incorrect language code (1637 or 2349) was assigned in the local student information system.
- A brief explanation as to why the HLS was filled out indicating a language other than English.
- Why the scenario that led to a language other than English being recorded on the HLS was a temporary situation and/or was otherwise inappropriate for use in accurately identifying potential English Learners for placement testing.
- What the LEA team feels led to the student's identification (e.g., the student is a native English speaker, but is a low-level reader).
- Why the student is being removed from EL status and the date on which they are being exited from associated services and supports.
- What literacy and/or linguistic supports the LEA will offer or already offers the student to address those disparities that led to the student's identification as an English Learner.

When completed, this narrative must be signed and dated by appropriate LEA staff and the parent(s) or guardian(s) of the student (if appropriate). Any pertinent documentation the LEA may have (e.g., a former “English-only” HLS, local assessment results documenting low-level literacy, etc.) should then be attached, and the final document placed in the student’s cumulative file. The student should then be assigned **1634/Fluent English Speaker** status in the LEA’s student information system (SIS).

If the error in EL identification meets the three criteria above but occurred during an enrollment at a previous LEA, the current LEA is asked to please reach out to OELP staff for additional assistance at (405) 522-5073 or by email at oelp@sde.ok.gov.

If the EL misidentification occurred within a previous school year:

Please refer to the process outlined in the English Learner Misidentification Appeals Process guidance document to verify eligibility for appeal. Please refer any additional questions or concerns regarding English Learner misidentification to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

What should be done if all-English responses are submitted on the student HLS, but a language barrier becomes evident during instruction?

It is important to note that HLS responses do not determine EL status; they only act as a flag for who should participate in EL screening. A student may be administered a WIDA or state screening tool at LEA discretion, regardless of HLS responses, if and when LEA staff observe a noticeable language barrier that limits the student’s access to classroom instruction.

Noticeable Language Barrier Definition

In education, a language barrier refers to the challenges and obstacles that arise when students and teachers do not share a common language, which can impede effective teaching and learning. This barrier can manifest in several ways, including:

- **Difficulty Understanding Instruction:** Students may struggle to comprehend lectures, instructions, and educational materials if they are not proficient in the language of instruction.
- **Limited Participation:** Students might find it hard to engage in classroom discussions, ask questions, or participate in group activities due to language limitations.
- **Access to Resources:** Language barriers can limit students' access to textbooks, online resources, and other educational materials that are available only in the dominant language.
- **Social Integration:** Language barriers can hinder students' ability to integrate socially with their peers, leading to feelings of isolation or exclusion.

As in the case of a traditionally identified EL student, such a student would be considered an English Learner if unable to demonstrate proficiency when screened and would be expected to participate annually in the ACCESS assessment until meeting state English proficiency criteria.

Can a student with all-English HLS responses or a former EL be reidentified as an English Learner?

It is possible for a student with an all-English Home Language Survey (HLS) or a former English Learner to struggle in a mainstream classroom due to a noticeable language barrier.

Noticeable Language Barrier Definition

In education, a language barrier refers to the challenges and obstacles that arise when students and teachers do not share a common language, which can impede effective teaching and learning. This barrier can manifest in several ways, including:

- **Difficulty Understanding Instruction:** Students may struggle to comprehend lectures, instructions, and educational materials if they are not proficient in the language of instruction.
- **Limited Participation:** Students might find it hard to engage in classroom discussions, ask questions, or participate in group activities due to language limitations.
- **Access to Resources:** Language barriers can limit students' access to textbooks, online resources, and other educational materials that are available only in the dominant language.
- **Social Integration:** Language barriers can hinder students' ability to integrate socially with their peers, leading to feelings of isolation or exclusion.

In such instances, best practice dictates that educators analyze existing student assessment data, have documented conversations with students and parents regarding language proficiency, and implement and document various forms of classroom interventions from [Multi-Tiered System of Supports \(MTSS\)](#), including results of those interventions. Based on the outcomes of these practices, it may be necessary at district discretion to recommend a student for English language proficiency screening regardless of all-English HLS responses, proficient scores on the WIDA ACCESS or Screener, or ELP Band Exit request. The [EL All-English Identification or Reidentification Form](#) should be consulted to verify that a student meets criteria to be identified or reidentified as an English Learner, and if so, the form should be completed and kept in the student's cumulative folder and attached to the student's HLS.

Are former versions of the HLS still considered valid for the purposes of Bilingual funding?

The baseline year for a valid student Home Language Survey is 2016-2017*. A survey completed before the 2016-2017 year is not considered valid and must be updated with a new HLS as soon as possible. A survey completed for the 2016-2017 academic year or beyond is considered valid for the duration of a student's continuous enrollment in the LEA to which the survey was submitted.

For the 2021-2022 year, the HLS was updated and re-formatted to better consistency in the Bilingual Audit process and the provision of an applicable WIDA assessment score in the determination of Non-EL Bilingual status.

*Please note that a 2015-2016 version of the survey may be considered valid if the following criteria are met:

- The survey was completed in the 2015-2016 school year for 2016-2017 school year enrollment purposes.
- The student associated with the 2015-2016 survey has remained enrolled in the same LEA to which the HLS was submitted.
- The student associated with the 2015-2016 survey has not had a lapse in enrollment greater than one academic year since the survey was submitted.

Wave Coding for English Learners and Bilingual Students

Where do I find EL-specific Wave codes in our local student information system (SIS)?

Wave codes specific to EL and/or Bilingual students (e.g., 1633, 1634, 1636, 1637, 2349) may or may not be readily apparent in a local SIS. Although they may not be clearly indicated, all state-approved student information systems have the ability to assign a student one of these codes. If questions arise as to which SIS functions equate to specific Wave codes, the LEA is encouraged to contact their SIS vendor for technical assistance prior to contacting OSDE for assistance.

Under what Wave code should an English Learner appear?

A properly coded English Learner should report in the Wave as **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services**. As noted above, an LEA should consult with their student information system (SIS) vendor technical support to ensure full understanding in how the local SIS assigns specific codes to individual students.

Under what Wave code should Former English Learners (FELs) appear?

A Former English learner (FEL) is any student who has met state English language proficiency requirements, as measured by the WIDA ACCESS assessment, and exited EL status. A FEL student should appear as **1636/Re-designated as Fluent English Proficient** in the local student information system (SIS). The Wave will also require a two-digit “other” code for any student identified as FEL and assigned the 1636 coding. There are six possible codes (01, 02, 03, 04, 05, and 06), and their descriptions are as follows:

Other Code 01: Former EL, First Year Proficient and Non-EL Bilingual

This code applied to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the prior school year,
- Is considered a first year monitored student,
- Qualifies as Non-EL Bilingual for the purposes of State Aid (see qualifications below).

Other Code 02: Former EL, Second Year Proficient and Non-EL Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year two years prior to the current school year,
- Is considered a second-year monitored student,
- Qualifies as Non-EL Bilingual for the purposes of State Aid (see qualifications below).

Other Code 05: Former EL, Three or More Years Proficient and Non-EL Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year three or more years prior to the current school year,
- Is considered a three or more-year monitored student,
- Qualifies as Non-EL Bilingual for the purposes of State Aid (see qualifications below).

For Other codes 01, 02, and 05, a student will qualify as Non-EL Bilingual if:

The student is considered “more often” by reporting a language other than English for any two or more of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.

OR

The student is considered “less often” when reporting a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on their most recently submitted HLS and:

- The student’s previous year OSTP ELA test score was Basic or Below Basic or their previous year CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.

OR, if no previous year OSTP ELA or CCRA score is available:

- The student has a qualifying score on an approved, locally administered norm-referenced test (NRT).

Other code 03: Former EL, First Year Proficient and Not Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the prior school year

- Is considered a first year monitored student
- Does not qualify as Bilingual for the purposes of State Aid (see qualifications below)

Other code 04: Former EL, Second Year Proficient and Not Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year two-years prior to the current school year
- Is considered a second-year monitored student
- Does not qualify as Bilingual for the purposes of State Aid (see qualifications below)

Other code 06: Former EL, Three or More Years Proficient and Not Bilingual

This code applies to a FEL student who:

- Demonstrated English language proficiency on the WIDA ACCESS assessment in spring of the school year three or more years prior to the current school year
- Is considered a three or more-year monitored student
- Does not qualify as Bilingual for the purposes of State Aid (see qualifications below)

For Other codes 03, 04, and 06, a student will not qualify as Bilingual if:

The student is considered “less often” by reporting a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on their most recently submitted HLS and:

- The student’s previous year state OSTP ELA test score was Proficient or Advanced or their previous year CCRA (ACT or SAT) Reading/English subtest score was above the 35th percentile

OR, if no previous year OSTP ELA or CCRA score is available:

- The student does not have a qualifying score on an approved, locally administered norm-referenced test (NRT).

Please note that the Non-EL Bilingual qualification of a FEL student meeting “less often” criteria may change from one year to the next, dependent upon performance on OSTP, CCRA, and/or locally administered approved NRT assessments.

[Under which WAVE language codes should a Non-EL Bilingual student appear?](#)

Four language codes indicate that a student has been assigned Non-EL Bilingual status:

1634/Fluent English Speaker

1636/Re-designated as Fluent English Proficient: Other Code 01

1636/Re-designated as Fluent English Proficient: Other Code 02

1636/Re-designated as Fluent English Proficient: Other Code 05

A “more often” student meeting the following criteria should be assigned **1634/Fluent English Speaker** status:

- Reported a language other than English for any two or more of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.
- Demonstrated proficiency when initially assessed with the WIDA Kindergarten Screener or Screener.
- Is not and has never been identified as an English Learner (i.e., has never been assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status).

A “less often” student meeting the following criteria should be assigned **1634/Fluent English Speaker** status:

- Reported a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.
- Demonstrated proficiency when initially assessed with the WIDA Kindergarten Screener or Screener.
- Has a qualifying assessment score:
- The student’s prior year OSTP ELA test score was Basic or Below Basic or their previous year CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.

OR, if no previous year OSTP ELA or CCRA score is available:

- Has a qualifying score on an approved, locally administered norm-referenced test (NRT) administered no earlier than spring semester of the previous school year.

Are there situations where a student’s HLS responses include a language other than English, but the student does not qualify as EL or Non-EL Bilingual?

Yes. A “less often” student meeting the following criteria should be assigned **1633/Native English Speaker** status:

- Reported a language other than English for any one of the three primary language questions (home, dominant, and first language learned) on the HLS most recently submitted to the LEA in which they are currently enrolled.
- Demonstrated proficiency when initially assessed with the WIDA Kindergarten Screener

or Screener.

- Achieved a prior year OSTP ELA assessment score of Proficient or Advanced or prior year CCRA (ACT or SAT) Reading/English subtest score was above the 35th percentile

OR, if no previous year OSTP ELA or CCRA score is available:

- Achieved a score above the 35th percentile from a qualifying norm-referenced test (NRT) administered no earlier than spring semester of the previous school year.

Note that a “less often” student who demonstrates initial English language proficiency when administered the WIDA Kindergarten Screener or Screener may move between **1633/Native English Speaker** and **1634/Fluent English Speaker** status from one school year to the next based on current qualifying assessment scores.

Are students coded differently in the Wave if their parents or guardians have declined EL services?

Yes. A student identified as EL but whose parents or guardians have declined services should be assigned **1637/LEP/ELL Declined LEA EL Services** in the local student information system. An LEA must verify the following two points prior to assigning an EL student 1637 status:

- The student has been placement tested with the appropriate WIDA assessment and found to qualify for EL services.
- The student’s parent(s) or guardian(s) has waived supplemental EL services and supports by signing a complete and updated ELAP.

Note that parents or guardians may only opt their student out of EL-specific supplemental services and supports and not EL status itself. The student is still considered to be an English Learner and is expected to participate annually in the WIDA ACCESS assessment until able to demonstrate English language proficiency.

Is there a WAVE code for the LIEP intervention strategy EL students participate in?

Yes. Beginning with the 2022-2023 school year, students will also be assigned a WAVE code for the type of LIEP program they have been assigned to:

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.

WIDA and WIDA AMS Accounts

How do I obtain a WIDA account and WIDA AMS account?

An LEA administering one or more WIDA assessments must designate a WIDA District Testing

Coordinator (DTC). This position is empowered to create WIDA and WIDA AMS accounts for any LEA staff involved in the administration of WIDA assessments. The WIDA DTC may also assign and manage the necessary permissions for local accounts.

In the event that the local DTC is not available and you are in immediate need of a WIDA and/or WIDA AMS login, or if you have been assigned the role of WIDA DTC and are in need of initial account creation, please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oejp@sde.ok.gov.

Who needs a WIDA and WIDA AMS account?

WIDA LEA Testing Coordinators, Site-level WIDA Testing Coordinators, and WIDA Test Administrators all require WIDA and WIDA AMS accounts. Generally speaking, an LEA should choose one individual to serve as WIDA DTC, while other local staff should be designated as Site-level Testing Coordinators and Test Administrators.

WIDA accounts have two levels of permissions, “LEA Testing Coordinators” (a.k.a. the “DTC”) and “All Other Roles.” DTCs have the highest level of locally available permissions, where “All Other Roles” may be granted access to, or excluded from, available trainings and levels of access at the discretion of the local DTC. The DTC may use their WIDA Secure Portal account to complete their own test trainings and certifications as well as to monitor and document the test trainings and certifications of LEA staff. All WIDA account holders may use their Secure Portal to access test trainings, complete necessary testing certifications, and download and/or print resource documents such as the LEA and School Testing Coordinator Manual, Test Administrator Manual, and WIDA AMS User Guide.

WIDA AMS accounts have four distinct roles:

LEA Testing Coordinator: Role includes full access to the student and testing information for all LEA sites, responsibility for ordering all necessary WIDA testing materials for the LEA, and the management and assigning of permissions for all LEA AMS users.

LEA Technology Coordinator: Role includes full access to all sites within the LEA and the responsibility for ensuring the local network and available hardware is sufficient to administer the WIDA Screener Online and ACCESS for ELLs Online assessments.

School Testing Coordinator: Role includes access to both view and manage all assessment related functions at a specific site.

Test Administrator: Role includes access necessary to administer WIDA assessments at a specific site.

The number of EL students expected to participate in WIDA assessment and the number of staff tasked with managing and administering those assessments generally dictate how the roles and permissions noted above are allocated within an LEA. For additional assistance with WIDA and WIDA AMS account creation, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oejp@sde.ok.gov.

How can I transfer my WIDA account if I move to a new LEA?

A current user may transfer their WIDA account, along with the records of their past assessment trainings and certifications, by first logging into their My Account and Secure Portal page using their past LEA email address and then editing their account information to reflect their new LEA email address in the grey My Account Info box or [contacting WIDA directly](#).

How can I transfer my WIDA AMS account if I move to a new LEA?

As an existing WIDA AMS account does not allow for information to be edited once created, users are unable to transfer an account from one LEA to another. If a current account holder has moved to a new LEA, their prior LEA's DTC will need to inactivate their WIDA AMS account. The DTC in the new LEA may create a new account at their discretion.

If a user will be assuming DTC responsibilities in the new LEA and the prior DTC is no longer available, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oeelp@sde.ok.gov.

Where can I find Oklahoma's state specific WIDA testing information?

To find the most up-to-date information on Oklahoma's state-specific WIDA testing policies and procedures, please visit the [Oklahoma member page](#) on the [WIDA website](#).

Where can I find Oklahoma's state specific WIDA webinars?

Every year, the Office of English Language Proficiency supports a limited number of live WIDA webinars hosted by WIDA Professional Development Specialists. These webinars are recorded and made available thereafter, along with any accompanying supporting documentation, on WIDA's Download Library. Oklahoma's state-specific webinars may be accessed in a user's Secure Portal listed under the **State/LEA Webinars** menu in the Download Library.

What is Oklahoma's history with WIDA and ACCESS English language proficiency scores?

2006-2007: Oklahoma adopts the WIDA ACCESS assessment as the state's standardized English Language Proficiency Assessment (ELPA) and establishes a 4.8 Composite/Overall score as the indicator of English language proficiency.

2010-2011: The state elects to change English language proficiency criteria from the previous 4.8 Composite/Overall to a combined proficiency score requirement of 4.5 Literacy and 5.0 Composite/Overall.

2016-2017: WIDA implements a "re-standardized" ACCESS assessment, and the consortium at-large experiences a decrease in the overall number of students able to meet state-level proficiency targets.

2017-2018: The state returns to a 4.8 Composite/Overall score required to demonstrate English language proficiency and implements the ELP Band Exit Process.

Placement Testing to Establish English Learner Status

Who should be placement tested for EL status/services?

Any student responding with a language other than English to any of the three primary HLS language questions (dominant, home, and first language learned by the student) is considered a potential EL student and should be placement tested for English language proficiency with the appropriate state-approved screening assessment.

What is the timeframe for assessing potential EL students?

A potential EL student enrolled within the first thirty calendar days from the start date of school must be placement tested within those first thirty calendar days. A potential EL student enrolling after the first thirty calendar days of school must be placement tested within fourteen calendar days of their enrollment.

Who can administer WIDA placement assessments (e.g., Kindergarten Screener, Screener)?

A WIDA placement assessment may be administered by any local staff who 1) successfully complete the WIDA training modules associated with the assessment they will conduct and 2) pass the Speaking and Writing quizzes with a score of 80% or better. Both certified staff (i.e., teachers) and paraprofessionals may administer WIDA placement assessments, but only certified staff may administer the WIDA ACCESS or Alternate ACCESS assessments.

How do I become certified to administer a WIDA placement test?

A WIDA test administrator must successfully complete all applicable trainings for any assessment they will administer every two years. Please note that there are separate trainings for the WIDA Kindergarten Screener and Screener assessments. All training modules are located on the WIDA website and require a WIDA login.

While the training modules for the WIDA Screener Online and WIDA Screener Paper assessments are different, the Speaking and Writing quizzes are the same for both versions. As such, a test administrator giving both the WIDA Screener Online and WIDA Screener Paper need only take and pass the Speaking and Writing quizzes for one version of the assessment. Furthermore, WIDA test administrators need only complete the training for the version of the WIDA Screener they will administer and must only pass the Speaking and Writing quizzes for the grade levels of testing they will give. Speaking and Writing quizzes for both the paper and online Screener assessments are available in 1st-5th grade and 6th-12th grade versions.

A test administrator is considered qualified to administer the WIDA Screener placement assessment when they have completed the applicable training modules and scored 80% or higher on the applicable Speaking and Writing quizzes.

How does a new test administrator access WIDA placement test trainings?

Staff new to administering WIDA placement and/or proficiency assessments require two accounts, one for the WIDA Secure Portal, which allows access to resources and training related to WIDA assessments, and one for WIDA AMS, which is the assessment management system for WIDA's digitally administered assessments.

How many times should a student be placement tested for EL status?

Generally, a potential EL student enrolled in kindergarten through 12th grade should be administered a WIDA placement test in Oklahoma **only one time** over their career in public education.

As a pre-K student does not yet have literacy skills to assess, they are given a "placeholder" oral language screener known as the Pre-K Screening Tool (PKST). While a student may or may not be considered EL during their pre-K year based on their PKST results, a kindergarten student previously administered the PKST must be administered the Kindergarten Screener at the outset of their kindergarten year, regardless of the PKST score achieved.

What is the process for identifying, screening, and assigning EL status to pre-K students?

If a student is being served prior to kindergarten, the parent or guardian is required to submit a completed a Home Language Survey (HLS). The student should be administered the Oklahoma Pre-K Screening Tool (PKST) if a language other than English is submitted for any one of the three primary HLS language questions (home language, dominant language, and first language learned). Like a student enrolled in kindergarten through 12th grade, the submission of a language other than English for any one of these questions means the student is considered "less often," and the submission of a language other than English for two or more of the questions above means the student is considered "more often."

Based on the student's submitted HLS responses and subsequent PKST score, the LEA should proceed as follows:

- If a pre-K student meeting either "less often" or "more often" status does not demonstrate proficiency (six or fewer correct responses) when assessing with the PKST, the student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status.
- If a pre-K student with "more often" status demonstrates proficiency (seven or more correct responses) when assessing with the PKST, the student should be assigned **1634/Fluent English Speaker** status.
- If a pre-K student with "less often" status demonstrates proficiency (seven or more correct responses) when assessing with the PKST, the LEA may either:
 - Assign the student **1633/Native English Speaker** status.
 - Assess the student with a state approved NRT appropriate to their pre-K

enrollment. If the student achieves a **fall semester score** meeting the qualifying criteria on one of the approved pre-K assessments below, the student should be assigned **1634/Fluent English Speaker** status, would qualify for State Aid Bilingual funds, and would be included in the LEA Bilingual Audit process.

- a.) Acadience Reading Pre-K (PELI): A score at or below the 115 composite level
- b) Istation: A score in either the Tier 2 or Tier 3 level
- c) NWEA MAP Reading Fluency assessment: A Level 0 score on the Foundational Skills component

A student should only be administered the PKST **one time** prior to enrollment in kindergarten. If the LEA elects to serve a student in a second or third year at the pre-K level, the student's initial status will carry forward through however many additional year(s) the student is served at that level prior to enrollment in kindergarten.

A student administered PKST at the pre-K level, regardless of the level of proficiency demonstrated on the assessment, must be re-assessed with the WIDA Kindergarten Screener (Kindergarten Screener) at the outset of their kindergarten year.

[How do I become certified to placement test a pre-K student?](#)

There is no certification process associated with the PKST. Instructions for administration are provided on the assessment.

[How do I placement test a kindergartener?](#)

A student being placement tested in their kindergarten year or the first semester of first grade should be administered the WIDA Screener for Kindergarten. Students entering the first semester of kindergarten should be administered only the speaking and listening domains. Students in the second semester of kindergarten or the first semester of first grade will be administered all four domains of the assessment. As the WIDA Screener for Kindergarten is administered to students with extremely limited literacy skills and exposure to formal assessment, LEA staff should note the following points:

- As with other WIDA assessments, the Screener for Kindergarten allows the test administrator to pause and potentially discontinue a domain if the student is unable or unwilling to continue.
- The capacity of the WIDA Screener for Kindergarten to accurately determine the English language proficiency of a kindergarten-aged student may be influenced by interpersonal and environmental factors unrelated to the assessment's design. A student in this age group may have extremely limited or no experience with formal assessment and may exhibit reservation and situational anxiety if placed in an unknown environment and/or with an unfamiliar adult administering the assessment. As such, LEAs are strongly encouraged to implement the following best practices prior to screener administration:

- Introduce and allow the student to explore the testing environment,
- Ensure the student has experienced one or more positive interactions with the test administrator(s),
- Provide one or more structured classroom activities that align to the assessment's administrative format and process.

How do I get certified to placement test kindergarteners?

Using your WIDA login, access your My Account and Secure Portal page. Locate the Screener Test Materials and Training menu and click the following button:



Follow the instructions to complete the Kindergarten Screener training module. The training consists of downloading and printing the instructions, reviewing the Kindergarten Screener Test Administrator's Manual and Kindergarten Scored Student Writing Samples, and viewing the Kindergarten Screener webinar. Once these steps have been completed, staff are considered certified to administer the assessment.

How do I placement test students in 1st-12th grades?

Students in second semester first-grade through twelfth grade should be administered the appropriate grade level cluster of the WIDA Screener. The WIDA Screener Online and WIDA Screener Paper grade level clusters are Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12.

Note that students in the first semester of the first grade of a grade level cluster should be administered the prior grade level cluster's placement assessment. For example, first semester 4th graders should be administered the Grades 2-3 cluster of the WIDA Screener, and a first semester 1st grader should be administered the Kindergarten Screener. This is done to address the fact that a student at the outset of a grade level cluster has not yet had the opportunity to acquire the language skills associated with that grade cluster. As such, it is more appropriate to assess these students with the prior grade level cluster to determine the level of language learned to that point.

For questions regarding administration of the WIDA Screener, please refer to Oklahoma's Identification and Placement document on the WIDA website or contact the Office of English Language Proficiency at (405) 522- 5073 or by email at oelp@sde.ok.gov.

Does Oklahoma use the paper or online version of WIDA Screener?

Oklahoma allows the use of both the paper and online versions of WIDA Screener. However, due to a history of limited LEA participation in live trainings for paper based WIDA assessments, OSDE only offers face-to-face trainings for WIDA Screener Online. However, in addition to the training and certification course and other resource documents, supports for LEAs opting to use the WIDA Screener Paper are available in the form of both live and recorded WIDA Screener Paper webinars available in the user's WIDA Secure Portal.

What is the difference between WIDA Screener Online and WIDA Screener Paper?

WIDA Screener Online and WIDA Screener Paper are different formats of the same placement test. While it is at LEA discretion as to which version of the Screener to use, OSDE strongly encourages the use of the WIDA Screener Online.

There are several reasons for this recommendation, the first and foremost being that the WIDA Screener Online may be administered at no cost to the LEA. Secondly, the WIDA Screener Online is administered via DRC INSIGHT and the WIDA AMS system, the same testing platform used for ACCESS for ELLs Online administration. As such, LEA staff and students experienced with the WIDA Screener Online will be better prepared to complete the ACCESS for ELLs Online assessment. Note also that OSDE considers the ACCESS for ELLs an online-only assessment and allows use of the ACCESS for ELLs paper version only under specific circumstances. Lastly, use of the WIDA Screener Online creates a digital record of EL student placement scores. These scoring data can be extremely useful when addressing continuity issues related to student EL status across multiple years and various LEA enrollments.

An LEA electing to use the WIDA Screener Paper may purchase the assessment for a nominal, one-time cost. Note that the assessment is sold in two versions, one for grades 1-5 and one for grades 6-12, and may be purchased at local expense directly from the [WIDA Store](#).

How do I get certified to administer the WIDA Screener?

Using your WIDA login, access your My Account and Secure Portal page. Locate the Screener Test Materials and Training menu and click the button pictured below corresponding to the version of the Screener you will administer:



Complete the training module(s) for the Screener version your LEA has elected to use and the grade level cluster(s) you will administer. Staff administering both the online and paper versions will need to complete both trainings and all applicable quizzes for each grade level cluster(s) to be administered.

For both the online and paper versions of the WIDA Screener, staff scoring 80% or better on all grade level cluster quizzes are considered certified to administer the assessment. Test administrators are required to recertify every two years unless significant changes occur to the assessments or trainings.

What placement test scores qualify a student as needing EL services?

A kindergarten through 12th grade student achieving a Composite/Overall score of 5.0 or above* derived from all four assessed domains of the Kindergarten Screener, Screener Paper, or Screener Online is considered English language proficient, not eligible for supplemental EL services and supports, and should be assigned **1634/Fluent English Speaker** or **1633 Native English Speaker** status in the local student information system dependent upon HLS responses and NRTs referenced in the bilingual funding guidance.

A kindergarten through 12th grade student achieving a Composite/Overall score of 4.5 or below derived from all four assessed domains of the Kindergarten Screener, Screener Paper, or Screener Online qualifies as an English Learner and should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status in the local student information system, provided appropriate supplemental EL services and supports, and should participate in the annual ACCESS for ELLs assessment until demonstrating English language proficiency.

**This assumes no prior EL identification has occurred. A student who has been previously identified as an English Learner may only leave EL status by demonstrating English language proficiency on the ACCESS for ELLs or Alternate ACCESS assessment. A screener score obtained after initial EL identification has no bearing on a student's EL status.*

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](#).

What is the placement test for an EL student with significant cognitive disabilities?

Currently, there is no WIDA placement test specifically for potential EL students with significant cognitive disabilities. However, the WIDA Alternate Screener will be available in the summer of 2026. 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 through administration of a WIDA placement assessment with appropriate accommodations.

Please note that an LEA is responsible for providing appropriate EL services and supports for any identified EL student, regardless of student special needs.

An LEA administering a WIDA placement assessment (Kindergarten Screener or WIDA

Screener) to a student with a determined severe cognitive disability must do so 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](#). In such cases, the test administrator may opt to discontinue placement testing in any specific domain if the student is unable to meaningfully respond to the assessment questions.

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.

Is there a minimum number of placement test domains that must be taken by a potential EL student with disabilities?

No. The number of placement test domains administered to a potential EL with documented disabilities precluding participation in one or more test domains is at the discretion of the student's learning team and must be documented in the IEP. This is true regardless of the placement assessment used or accommodations allowed. That said, a potential EL student should be administered any/all domains their learning team deems them capable of completing.

What are the next steps after a student has been placement tested?

Federal law requires that the parent(s) or guardian(s) must be informed of their student's determination of EL status within 30 days of enrollment (if the student was enrolled within the first thirty calendar days of school) or within fourteen calendar days if the student was enrolled after the first thirty days of school. The parent or guardian must be formally notified of their student's EL status and informed that their student will be proficiency tested each spring until

they successfully demonstrate English language proficiency. The parent(s) or guardian(s) must also be provided a completed copy of their student's ELAP, a Parent Notification Letter, and a Parent's Right-to-Know Letter.

If a kindergarten through 12th grade student demonstrates English proficiency on the WIDA Kindergarten Screener or Screener, the parents or guardians must be informed of the test scores, the fact that these scores indicate that the student is proficient in English and that their student will not be provided supplemental EL services and supports.

A student identified as an English Learner should immediately begin receiving any and all supplemental services and supports necessary to ensure academic success.

Parental Opt-Out of EL Services

What if parents or guardians do not want their student to receive supplemental EL services?

If the parent(s) or guardian(s) does not wish for their student to receive supplemental EL services, LEA staff should convey that while EL-specific services and supports may be waived, they cannot waive their student's EL status or participation in annual English language proficiency testing (i.e., WIDA ACCESS for ELLs or Alternate ACCESS assessment). If the parents or guardians still wish to waive EL services for their student, LEA staff should:

- Review with them the completed student ELAP, explain the specific services and supports that will be waived, and request the parent or guardian sign the document in the appropriate section on the final page. A copy of the signed ELAP must be placed in the student's cumulative folder and EL folder (if utilized by the LEA).
- Reclassify the student to **1637/LEP/ELL Declined LEA EL Services** in the local student information system.
- Note that continuation of 1637 status requires that parent(s) or guardian(s) to annually waive supplemental services and supports by completing step 1 above.
- Ensure annual participation in the WIDA ACCESS for ELLs or Alternate ACCESS assessment until the student demonstrates English language proficiency.

Administration of the Annual English Language Proficiency Assessment

What is the spring English language proficiency assessment for an EL pre-K student?

There is currently no spring proficiency test for a pre-K EL student. As such, there is no way for a student identified as an English Learner through participation in the PKST to demonstrate English language proficiency and exit EL status in their pre-K year.

What is the spring proficiency assessment for an EL kindergarten student?

An EL kindergarten student should participate in all four domains of the spring Kindergarten ACCESS for ELLs assessment.

How do I get certified to administer the Kindergarten ACCESS for ELLs test?

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. Locate the ACCESS for ELLs Training Course menu and click on the button pictured below:



Follow the instructions to complete the Kindergarten ACCESS for ELLs training course. Once the training course has been completed, and all associated quizzes passed with a score of 80% or better, staff are considered certified to administer the Kindergarten ACCESS for ELLs assessment.

What is the spring proficiency test for EL students in 1st-12th grade?

The vast majority of EL students enrolled in grades 1-12 will participate in the ACCESS for ELLs assessment. This includes the majority of dually-identified EL students served on IEPs and 504 plans, though these students may be eligible to use appropriate and allowable accommodations in order to complete the assessment.

A dually-identified EL student with significant cognitive disabilities who participates in the alternate state assessment (OAAP) and who meets the criteria outlined in [WIDA's Accessibility and Accommodations Supplement](#) will participate in the Alternate ACCESS for ELLs assessment.

Does Oklahoma use the paper or online version of ACCESS for ELLs assessment?

As of 2018-2019, Oklahoma is an ACCESS for ELLs Online-only state and does not support the use of ACCESS for ELLs Paper, except in special circumstances. * Please note that Kindergarten ACCESS for ELLs, Alternate ACCESS, and the Writing tests for 1st through 3rd grade students participating in ACCESS for ELLs Online will all remain paper based. Additionally, and at local discretion, an LEA may opt for paper-based, 4th and 5th grade ACCESS for ELLs Writing tests.

An LEA may also request a paper-based Writing test on an individual basis for secondary students entering during the testing window and possessing keyboarding skills insufficient to allow online completion of Writing test responses. In the event that such a test is needed, LEA staff will need to contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

*In accordance with Oklahoma state statute, an LEA believing that they are unable to support

online ACCESS testing due to a lack of adequate network connection, bandwidth, technology, or other such considerations may petition the Oklahoma State Board of Education for an exemption allowing the LEA to implement paper-based ACCESS testing for a given school year. Please note that this is a formal process and that the OSDE Office of English Language Proficiency may not authorize LEA-wide administration of paper-based ACCESS testing without the State Board of Education first granting its use.

[How do I get certified to give the ACCESS for ELLs Online assessment?](#)

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. Locate the ACCESS for ELLs Training Course menu and click the button pictured below:



The full ACCESS for ELLs Online training course must be completed, but staff only need to pass the quizzes associated with the grade level cluster(s) they will administer. Once the training course has been completed, and all associated quizzes passed with a score of 80% or better, staff are considered certified to administer the ACCESS for ELLs Online assessment. Staff must recertify every two years unless there are significant changes to the tests and trainings.

[What is the spring proficiency test for an EL student with significant cognitive disabilities?](#)

An EL student with significant cognitive disabilities, who also participates (or would be expected to participate) in alternate state content area assessments (OAAP), is eligible to participate in the Alternate ACCESS. The Alternate ACCESS is a paper-based English language proficiency assessment designed to assess the English language skills of a student with significant cognitive disabilities.

[How do I become certified to administer Alternate ACCESS for ELLs assessment?](#)

Using your WIDA login, access your My Account and Secure Portal page on the WIDA website. Locate the ACCESS for ELLs Training Courses section and click the button pictured below:



Follow the instructions to complete the training course. Staff successfully completing a grade level cluster quiz with a score of 80% or better are considered certified to administer that grade level cluster for the Alternate ACCESS for ELLs Online assessment. Staff must recertify every two years unless there are significant changes to the tests and trainings.

English Learner Exit Criteria

What is the automatic exit score for Kindergarten ACCESS and ACCESS for ELLs?

For an EL student completing all four domains of the Kindergarten ACCESS for ELLs or an EL student participating in ACCESS for ELLs, with or without accommodations, a score of 4.8 or higher on the Composite/Overall must be achieved in order to automatically exit EL services.

What are the automatic exit scores for an EL student with disabilities that preclude participation in all Kindergarten ACCESS for ELLs or ACCESS for ELLs domains?

In cases where an EL student has a disability that precludes participation in one or more domains of the Kindergarten ACCESS for ELLs or ACCESS for ELLs assessment, OSDE's Office of Accountability will use a WIDA-provided method for factoring a Composite/Overall score for the purpose of exiting students from EL status and measuring growth within the site ELPA indicator.

An LEA may use this same method to calculate Composite/Overall scores for EL students with disabilities who cannot participate in all domains and should make exit decisions for these students based on their calculated Composite/Overall scores. An EL student with a calculated score must still achieve 4.8 Composite/Overall or higher in order to be considered English language proficient and exit EL status.

Please refer questions or concerns regarding the methodology and/or calculation of WIDA Composite/Overall scores to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

What is the Alternate ACCESS automatic exit score?

For an EL student completing all four domains of the Alternate ACCESS, with or without accommodations, a score of 4.0 or higher on the Composite/Overall must be achieved in order to automatically exit EL services.

What are the automatic exit scores for ELs with disabilities that preclude participation in one or more Alternate ACCESS domains?

In cases where an EL student has disabilities that preclude participation in one or more domains of the Alternate ACCESS assessment, the OSDE Office of Accountability will use a WIDA-provided method to calculate a Composite/Overall score for the purposes of exiting students from EL status and measuring growth within the site ELPA indicator. An LEA may use this same method to calculate a student's Composite/Overall scores for the provision of EL services and/or decisions to exit the student from EL status. A score of 4.0 or higher on the Composite/Overall must be achieved in order to automatically exit EL services.

Please refer questions or concerns regarding the methodology and/or calculation of WIDA Composite/Overall scores to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

Is there a minimum number of ACCESS for ELLs test domains an EL student with disabilities must complete?

No. The number of proficiency test domains administered to an EL student with disabilities is at the discretion of the student's local academic team. This applies to all WIDA assessments (e.g., Kindergarten ACCESS for ELLs, ACCESS for ELLs, or Alternate ACCESS) completed with or without accommodations. An EL student should participate in all domains their academic team deems them capable of completing.

How should an LEA indicate that an EL student with a disability cannot participate in one or more test domains?

An LEA may use one of two possible methods to indicate that one or more domains should not be scored because a student has a disability preventing participation in that domain or domains, even with the use of allowable accommodations. The disability or disabilities must be clearly documented in the student's IEP/504 in order for the student to be eligible to have a domain or domains deferred. Methods are as follows:

- **For paper domain tests:** For each domain not taken, bubble in the "SPD- Deferred Special Education/504" code on the student's paper test booklet. Alternately, follow the instructions provided in the District and School Test Coordinator Manual (available in the WIDA Secure Portal) to view or edit the student's Do Not Score indicator from the Manage Students page in WIDA AMS.
- **For online domain tests:** For each domain not taken, follow the instructions provided in the WIDA AMS User Guide (available in the WIDA Secure Portal) to view or edit the student's Do Not Score indicator from the Manage Students page in WIDA AMS.

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.

Accessibility and Accommodations: Guidance and Considerations

What if an EL student needs large print or Braille WIDA paper testing materials?

Kindergarten ACCESS for ELLs and ACCESS for ELLs:

Kindergarten ACCESS for ELLs and ACCESS for ELLs are both available in Large Print versions, while the ACCESS for ELLs is also available in a Braille version.

These assessments are available for order on WIDA AMS during the Additional Materials Ordering Window associated with the WIDA ACCESS spring testing window.

Please refer to [Oklahoma's WIDA member page](#) for additional information regarding window dates.

WIDA Screener:

If a potential EL student requires larger print to complete the WIDA Screener, LEA staff may:

- Use the computer settings to enlarge the print for WIDA Screener Online, or
- Print copies of the WIDA Screener Paper with the print enlarged. Note that such copies are to be treated like all other secure testing materials.

Alternate ACCESS:

An LEA may scan and print enlarged text versions of Alternate ACCESS assessment when

necessary, but these copies should be treated like all other secure testing materials, may not be kept by the LEA, and should be included in the materials returned to DRC upon the completion of the ACCESS assessment.

What if an EL student or potential EL student is blind?

The following guidance is applicable only in situations where an EL or potential EL student is blind, not in cases where a visual impairment may be corrected and/or accommodated to a level that allows a student to visually navigate the WIDA Screener and ACCESS assessments.

Initial Screening

At this time, WIDA has yet to develop a screening tool that allows a student who is blind to demonstrate initial English language proficiency. Regardless of visual disability, a student indicating a language other than English on one or more of the three primary language questions (home language, dominant language, and first language learned) on their submitted Home Language Survey (HLS) must be administered the grade- appropriate state or WIDA screening tool to determine their EL status. The LEA staff should ensure the assessment is administered with all appropriate accommodations and make certain that the “early-outs” built into the assessment are utilized whenever necessary. If the student has an IEP that exempts them from participating in a domain(s), please follow the guidance below:

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.

If identified as an English Learner, the student will participate annually in the ACCESS for ELLs assessment using the Braille test form until demonstrating English language proficiency.

Kindergarten ACCESS for ELLs Assessment

At this time, WIDA has yet to develop a Braille version of the Kindergarten ACCESS for ELLs assessment. If the EL student who is blind is expected to participate in the Kindergarten ACCESS for ELLs, all four domains should be assigned the “SPD-Deferred Special Education/504” code, either in WIDA AMS or by bubbling in the “SPD” code on a paper test booklet for each domain.

ACCESS for ELLs Assessment

A grade 1-12 EL student who is blind should complete the ACCESS for ELLs assessment using the Braille test form. If the student is not proficient in Braille or is otherwise unable to use the Braille test form, the LEA should use the SPD-Deferred Special Education/504 code, either in WIDA AMS or by bubbling in the SPD code on the paper test booklet for each domain or domains not taken. An EL student meeting this description should still participate in all ACCESS for ELLs domains their academic team determines to be accessible, either with or without accommodations.

Alternate ACCESS Assessment

At this time, WIDA has yet to develop a Braille version of the Alternate ACCESS assessment. If the EL student who is blind is expected to participate in the Alternate ACCESS, all four domains should be assigned the “SPD-Deferred Special Education/504” code, either in WIDA AMS or by bubbling in the “SPD” code on a paper test booklet for each domain.

[What if an EL student is deaf and communicates exclusively via American Sign Language \(ASL\)?](#)

Initial Screening

Regardless of visual disability, a student indicating a language other than English on one or more of the three primary language questions (home language, dominant language, and first language learned) on their submitted Home Language Survey (HLS) must be administered the grade-appropriate state or WIDA screening tool to determine their EL status. The LEA staff should ensure the assessment is administered with all appropriate accommodations and make certain that the “early-outs” built into the assessment are utilized whenever necessary. If the student has an IEP that exempts them from participating in a domain(s), please follow the guidance below:

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.

ACCESS or Alternate ACCESS

If an EL student is hard-of-hearing, does not lip-read, and communicates exclusively using ASL

or another form of sign, the LEA should use the “SPD-Deferred Special Education/504” code, either in WIDA AMS or by bubbling in the “SPD” code on a paper test booklet for each domain or domains not taken. An EL student meeting this description should still participate in all domains their academic team deems accessible, with or without accommodations.

Additional Testing Considerations

What if a student in grade 4-12 does not have the keyboarding skills necessary to complete ACCESS for ELLs testing online?

While the default mode of response in the grade 4-12 ACCESS for ELLs Online Writing domain requires a student to keyboard their responses, an LEA may request a paper Writing test for a student in these grades who needs to handwrite their responses due to a lack of necessary computer skills. The LEA will need to create a separate handwriting Writing test session in WIDA AMS for any student being offered this flexibility. Please note that this flexibility only applies to the ACCESS for ELLs Online assessment; there are no handwriting Writing test supports applicable to the WIDA Screener Online.

Special Instructions:

- The LEA must order a paper Writing test during the Additional Materials Ordering Window.
- A student in grade 4-12 who will handwrite their Writing responses must be placed into a handwriting response (HW) session. Instructions for viewing and editing a test session in this manner may be reviewed in the WIDA AMS User Guide available in the WIDA Secure Portal.

Regarding ACCESS for ELLs Online, how do I know which Writing test tier to administer to a student in grade 1-3, and/or any grade 4-12 student participating in the ACCESS for ELLs Online but taking a paper Writing test?

Local test administrators should follow the instructions located in the WIDA AMS User Guide or the Test Administrator Manual (both located in the WIDA Secure Portal) for running a **Tier Placement Report**. The report will indicate whether a student should complete the Tier A or Tier B/C Writing test. Please note that the Tier Placement Report must be run **after** students have completed the Listening and Reading test domains and **before** students take the Speaking and Writing domains.

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.

Students Entering and Exiting During the ELP Assessment Test Window

Note that the following four questions assume that a student is moving among in-state LEAs.

What should be done if a new potential EL student enrolls during the ACCESS testing window?

If a new student enrolls:

- Within but prior to the final ten instructional days of the WIDA ACCESS assessment window,
- With Home Language Survey responses indicating the student is a potential EL,

The student should be administered an appropriate WIDA placement test (e.g., Kindergarten Screener or Screener). If the student does not demonstrate English language proficiency, they should be assigned EL status in the local student information system and be administered the appropriate WIDA assessment prior to the close of the ELP testing window.

If the new student enrolls:

- Within the final ten instructional days of the WIDA ACCESS assessment window,
- With Home Language Survey responses indicating the student is a potential EL,

The LEA is responsible only for administering an appropriate WIDA placement test

(Kindergarten Screener or Screener) and assigning the determined language status in the local student information system. Ensuring participation in the ELP assessment is not required in the current school year but will be expected in the following year(s).

What should be done if a new EL student arrives during the ACCESS testing window?

If a new EL student enrolls within the ELP testing window and the transfer records indicate that the student has been previously identified as EL and/or has already participated in WIDA testing for the current year, the receiving LEA should contact the sending LEA and request all pertinent documentation relating to the current- year administration of the ACCESS assessment. If ACCESS documentation is received, the LEA should assign the student EL status in the local student information system and administer any ACCESS assessment domains not previously completed. If all domains have been completed, the LEA is only responsible to alert the state WIDA coordinator to ensure that all applicable scores are correctly placed in the student record. If sufficient testing documentation is not received from the sending LEA, the enrolling LEA must make every reasonable effort to administer the WIDA ACCESS assessment prior to the close of the testing window.

What should be done if an EL student moves away prior to ACCESS testing?

Most importantly, the LEA needs to ensure the proper exit coding for the student is recorded in the local student information system. Additionally, if the state upload of LEA EL data to WIDA AMS has already occurred*, the LEA will need to ensure the following:

For ACCESS Online:

- Verify the student has been removed from any sessions automatically created by WIDA AMS, as well as any sessions created by local staff.

For Kindergarten ACCESS for ELLs/Alternate ACCESS/Paper ACCESS for ELLs Writing tests:

- Return any unused test booklets and Pre-ID labels to DRC when returning the site's secure testing materials.
- Verify the student has been removed from any sessions automatically created by WIDA AMS, as well as any sessions created by local staff.

If the upload of EL data to WIDA AMS has not yet occurred, and the student has already been assigned the appropriate exit coding in the local student information system, no further action is required.

Please note that once a student has been entered into WIDA AMS, they cannot be removed. Removing a student from the WIDA AMS system is not necessary to indicate that a student has unenrolled and did not test in a specific LEA. Removing the student from all ACCESS Online test sessions will ensure the student is not associated with the LEA in final state score reporting.

*The upload of state EL data to WIDA AMS is usually completed between November 25 and December 1. To verify if the current-year upload has already occurred, please contact the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at

oeip@sde.ok.gov.

What should be done if an EL student moves during ACCESS testing?

The circumstances of the move dictate what should be done when an EL student leaves an LEA during ACCESS testing:

Student moves within the state from one LEA to another LEA:

If an EL student has completed one, two, or three ACCESS assessment domains, the transferring LEA should:

- Provide the information requested under the Student Transfer Form tab in the LEA WIDA AMS account page.
- Make every reasonable effort to inform the receiving LEA that the student has not completed their ACCESS assessment.

If an EL student has not completed any ACCESS assessment domains, the transferring LEA should:

- Ensure the student has been removed from any test sessions automatically created by WIDA AMS, as well as any sessions created by local staff.
- Make every reasonable effort to inform the receiving LEA that the student was scheduled to participate in the ACCESS assessment.

Student moves within an LEA from one site to another site:

If an EL student has completed one, two, or three ACCESS assessment domains, the LEA should ensure the following steps are completed in WIDA AMS:

- Add the student to the new enrollment site as they would for a new student.
- Add the student to a test session for any domain not yet completed.

If an EL student has not completed any ACCESS assessment domains, the LEA should ensure the following steps are completed in WIDA AMS:

- Remove the student from any test sessions at their former site.
- Add the student to the new enrollment site as they would for a new student.
- Add the student to all test sessions at their new site.

Student leaves the LEA for another state or country:

If an EL student has completed any test domains and then leaves the state or country, the transferring LEA should leave the student in all remaining test sessions in WIDA AMS. No other

WIDA-specific reporting is required.

If an EL student has not completed any test domains and then leaves the state or country, the LEA should ensure the student has been removed from any sessions automatically created by WIDA AMS, as well as any sessions created by local staff. No other WIDA-specific reporting is required.

Student leaves the LEA and has completed all domains:

A completed ACCESS assessment (all four domains) is non-transferrable. In this case, the sending LEA should make every reasonable effort to inform the receiving LEA that the student has completed their ACCESS assessment. No other WIDA-specific reporting is required.

WIDA and WIDA AMS Resources

As the WIDA DTC for my LEA, where can I find information and resources?

First and foremost, a WIDA DTC must ensure that they are subscribed to OSDE's WIDA/EL listserv. This is the Office of English Language Proficiency's primary means of communication with LEA staff regarding WIDA and English Learner policy updates. To request that LEA staff be added to the WIDA/EL listserv, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oeelp@sde.ok.gov.

For state-created guidance and resources, refer to the [English Language Proficiency page](#) of the OSDE website. For WIDA- created guidance and resources, refer to the Download Library located in the WIDA Secure Portal.

What are Oklahoma's English Language Development (ELD) Standards?

Oklahoma is a member of the WIDA consortium and has adopted the consortium's English Language Development (ELD) Standards. For additional information, please refer to WIDA's 2020 update of the [ELD Standards Framework](#).

What are WIDA's Can Do Descriptors?

WIDA has created multiple tools to help educators interpret placement and proficiency test scores and use those scores to guide instruction and lesson planning for English Learners. The [Can Do Descriptors](#) are one such tool.

In WIDA's own words, "The K-12 Can Do Descriptors, Key Uses edition, highlight what language learners can do at various stages of language development as they meaningfully participate in the college and career readiness standards." WIDA also notes that the current edition of the Can Do Descriptors "is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss."

Please note that the Can Do Descriptors are a required component of the student ELAP.

Accommodations for OSTP, ACT, and SAT Testing

Is an English Learner student allowed accommodations when OSTP testing?

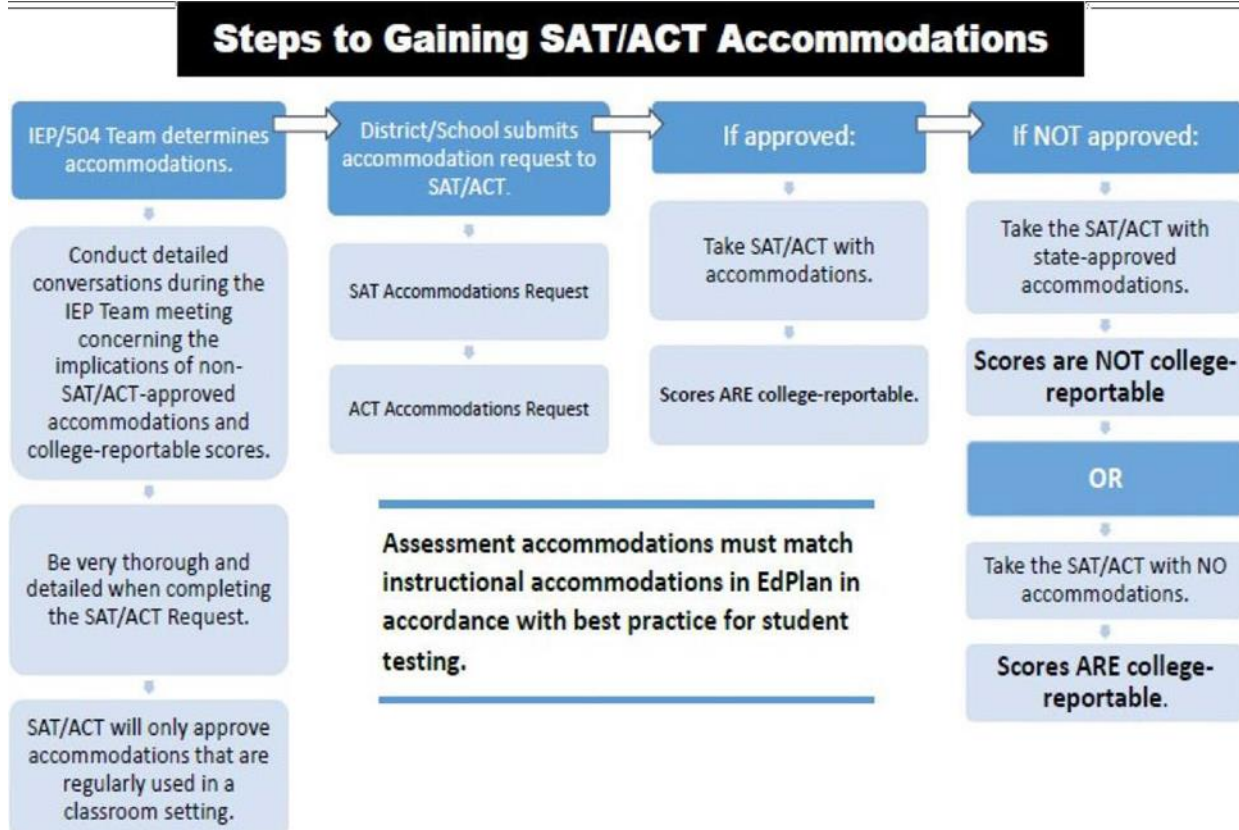
Generally, yes. The EL OSTP Accommodations Manuals for both regular education and special needs students, as well as supporting reference documentation, are available [here](#).

Is an English Learner student allowed accommodations when ACT or SAT testing?

ACT and SAT English Learner test accommodations are unique to each test and separate from the EL-specific accommodations available to EL students participating in OSTP assessment. Both ACT and SAT allow accommodations on an individual basis, but only after appropriate supporting documentation, such as a student's ELAP, is submitted through the respective test provider's formal appeals process. An LEA wishing to ensure an EL student be afforded all allowable EL-specific accommodations when participating in either the ACT or SAT assessment must ensure that this process is successfully completed. To ensure that an EL student is awarded a college-reportable score, only those accommodations formally approved for the individual student by ACT or SAT will be allowed. LEA use of any testing accommodation not formally approved for the individual student by ACT or SAT will result in the student receiving no ACT or SAT assessment scores, college-reportable or otherwise.

The links and flowchart below provide additional information regarding the process for requesting ACT and SAT EL accommodations.

[ACT Accommodations Information](#) [SAT Accommodations Information](#)



Please contact ACT or SAT directly for more information regarding EL-specific assessment accommodations or for additional assistance with each provider's appeals process.

Is a Former English Learner (FEL) student eligible for testing accommodations when OSTP testing?

Please refer to the descriptions and table located on pages 3 and 4 of the [OSTP Accommodations for English Learner Students](#) guidance document to verify the accommodation eligibility for a specific student.

English Learners and Accountability

How do an EL student's OSTP and WIDA ACCESS assessment scores factor into site accountability?

EL-specific assessment scores can factor into LEA accountability in multiple ways.

Academic Achievement Indicator/ EL Priority Student Group (PSG): The Academic Achievement Indicator is a measure of grade level performance, as measured by OSTP content assessments, year-to-year.

For this indicator, a student is assigned to a specific "Priority Student Group" (PSG) based on their unique characteristics, and no student can be counted in more than one group. Each PSG has specific score targets that must be met, and if a student meets or exceeds the expected score target of their PSG, they earn points for the site toward the overall indicator score.

An EL student in their first year of schooling in the U.S. is still required to participate in all OSTP tests applicable for their grade level; however, their scores are not included as a component of the Academic Achievement Indicator until their third year of OSTP assessment. If a site has a minimum number of ten EL students that meet Full Academic Year (FAY) criteria, that have reportable scores and have been enrolled in U.S. schools for at least two years, the site will have reportable data for the EL PSG. In cases where the site does not meet the minimum ten student requirement, EL student OSTP scores will still be factored into the Academic Achievement Indicator but will not be publicly reported as a standalone group.

Additional information regarding the Academic Achievement Indicator is available in the OSDE [Academic Achievement spotlight document](#).

- *Please note that due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, an EL who is also part of the Special Education and/or Economically Disadvantaged student groups will be included in one of those subgroups, rather than the EL subgroup, for the purposes of the Priority Student Group placement.*
- *FAY criteria are met by enrollment within the first 20 days of school and having no enrollment lapse of more than ten consecutive instructional days between initial enrollment and the first day of the OSTP spring testing window.*

Academic Growth Indicator: The Academic Growth Indicator is a measure of individual student growth across OSTP content assessments over consecutive years. EL student OSTP

scores will not be factored into the Academic Growth indicator until at least their second year of assessment as this indicator requires two consecutive years of assessments. Points are earned towards the Academic Growth Indicator by students showing growth within or across OSTP content assessment performance bands over consecutive years.

Additional information regarding the Academic Growth Indicator is available in the OSDE [Academic Growth Spotlight document](#).

ELPA Indicator: The ELPA Indicator is a measurement of EL student success in meeting individual growth targets toward English language proficiency, as measured annually by the WIDA ACCESS assessment. All EL students are placed on a growth track towards proficiency based on the score achieved in their initial year of ACCESS testing. An EL student who meets their yearly individual growth target on their path to proficiency will count as “on track” and positively contribute toward the site ELPA indicator*. An EL student demonstrating English proficiency and automatically exiting EL status or who exits EL status via the ELP Band Exit Process will have their proficient scores count towards the number of students counted as “on track” for the site ELPA indicator for the year they tested proficient as well as the for the four consecutive years after reaching English language proficiency (assuming the student also meets yearly FAY criteria).

Additional information regarding the ELPA Indicator is available in the OSDE [ELPA spotlight document](#).

**While distinct growth tracks and targets are established for every EL student, only those sites with a minimum of ten EL students that meet FAY criteria (enrollment within the first 20 days of school and having no enrollment lapse of more than ten consecutive instructional days between initial enrollment and the first day of the WIDA spring testing window) will see the ELPA indicator as a component of their site report card.*

What happens when an EL student does not meet the ELPA proficiency target established in their growth track?

For the LEA, if the site at which the student is enrolled serves the minimum number of students necessary for site report card inclusion of the ELPA Indicator, an EL student not meeting their growth target will be included only in the calculation denominator and will not contribute to the overall points the site may earn within the indicator.

For the student, the Accountability Reporting application will:

- Determine the difference between the student’s most recent ACCESS Composite/Overall scale score and the 4.8 Composite/Overall scale score equivalent the student is expected to achieve in the final year of their growth track.
- Divide the total number of scale score points determined in step #1 by the number of years remaining in the student’s growth track (any remainder(s) will be rounded down and added to the final year of the growth track).
- Assign a new growth target based on the proportional amount of scale score points determined above.

To be considered “on track,” the student would need to meet or exceed this updated growth target on their subsequent year’s ACCESS assessment.

Note that an EL student who has exceeded the number of years initially allocated in their growth track will always have a growth target equivalent to the 4.8 Composite/Overall scale score aligned to their current grade level. Additionally, a student exiting EL status through the Band Exit Process will always count in the numerator of their site ELPA Indicator calculation, even if the student did not meet the 4.8 Composite/Overall scale score target.

[How do the assessment scores of Former English Learners \(FELs\) factor into site accountability?](#)

Academic Achievement Indicator / EL Priority Student Group (PSG): A FEL student remains part of the EL PSG for four years after the year in which the student demonstrated proficiency in English. For example, an EL student that achieved a score allowing for exit from EL status on the 2019 ACCESS assessment administration could have their OSTP Math and ELA scores remain part of the EL PSG* until the 2022-2023 reporting year.

*Please note that due to the hierarchical nature of the priority student groups for the Academic Achievement Indicator, a FEL student who is also part of the Special Education and/or Economically Disadvantaged student groups will be included in one of those subgroups, rather than the EL subgroup, for the purposes of the Priority Student Group placement.

ELPA Indicator: An EL student demonstrating English proficiency and automatically exiting EL status or who exits EL status via the ELP Band Exit Process will have their proficient scores count towards the number of students considered “on track” for the site ELPA indicator for the year they tested proficient and in the four consecutive years after reaching English language proficiency (assuming the student annually meets the FAY criteria detailed above).

[How do I properly code Recently Arrived English Learners \(RAELs\) for LEA accountability?](#)

There are three Wave entry codes (1838, 1839, & 1840) that indicate original entry to a U.S. school, and the use of any of the three would identify a student as a Recently Arrived English Learner (RAEL). The difference between the codes relates to the student’s level of prior education and historical interruption of educational services.

1838: Assigned when a student has, to the best of LEA knowledge, never received formal educational services. This code is generally used for young students (pre-K to Grade 1) but may be appropriate for older students who have never attended school.

1839: Assigned when a student attended school in another country and has initially entered a U.S. school without a significant lapse in enrollment.

1840: Assigned when a student attended school in another country and experienced a significant lapse in enrollment prior to initial entry to a U.S. school.

If a student from a foreign country enters an Oklahoma LEA as their initial enrollment in U.S. schools, their enrollment date should be considered the student’s “original entry date.” If it is known that the student was previously educated in U.S. schools, the correct entry code is 1830. RAEL codes may be assigned at LEA discretion with the expectation that the LEA use the code most appropriate to the student’s educational history and available documentation.

Please note that these codes may or may not be readily apparent in the local student information system (SIS). Although they may not be easily identified, every code referenced is accessible to the LEA's local SIS. If questions arise as to where a specific code is located or how to code a particular student a certain way, please reference the code descriptions in the [Wave Requirements Airtable](#) available on the OSDE website and/or contact the LEA SIS vendor for assistance prior to contacting the OSDE for technical support.

For more assistance on RAEL status in relation to the state accountability model, please reference the [RAEL FAQ](#) guidance document or contact the Office of Accountability at (405) 522-5169.

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.

Additional Issues

How may an EL student obtain a driver's license?

As of April 26, 2021, and the immediate institution of House Bill 1715, Oklahoma students are no longer required to prove 8th grade reading proficiency when applying for a learner's permit or driver's license.

Please refer questions or concerns regarding the repeal of Driven to Read requirements to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at oelp@sde.ok.gov.

Are English Learners required to participate in the citizenship assessment in order to graduate from high school?

House Bill 2030, signed into law on April 26, 2021, requires high school students to pass a version of the civics assessment administered in the federal naturalization process. While any student with a significant cognitive determination is exempted from this process, there exists no such exemption for English Learner students.

Are English Learners allowed any testing accommodations when participating in the citizenship assessment?

Yes. A Spanish language version of the assessment is available through the Oklahoma State Department of Education Office of Curriculum and Instruction. LEAs will be expected to provide any oral translation services necessary to ensure speakers of all other languages may equitably participate in the assessment.

Gifted and Talented English Learners

Can an English Learner be considered for gifted and talented services?

Yes. English Learners (ELs) must be considered for Gifted and Talented (GT) services per the [Title VI of the Civil Rights Act of 1964 \(Title VI\) and the Equal Educational Opportunities Act of 1974 \(EEOA\)](#) and [Oklahoma State Statute 70 § 1210.301](#). It is the legal obligation of a public school to ensure that all students, including English Learners, be afforded the opportunity to participate meaningfully and equally in all available educational programs. Language and cultural differences can guise an exceptional English Learner, but the student's level of English language acquisition should not impact placement into GT programming. Additionally, Gifted and Talented identification does not necessarily need to equate with a student's academic achievement. As an English Learner is developing proficiency in English, demonstrating accelerated academic achievement in an English-only learning environment should be based on other observable characteristics. Instructional staff are encouraged to review the Characteristics of Potential Gifted and Talented English Learners guidance document and recognize that an exceptional EL student may present differently than an exceptional native English-speaking peer.

What is the best way to identify and assess a gifted and talented English Learner?

An EL student should be considered for Gifted and Talented (GT) services based on equitable and accessible identification and assessment procedures. Adhering to the following best practices will ensure EL students are more equitably represented in local GT programs:

- **Implement universal screening procedures:** Ensure the local GT screening process allows every student the opportunity to be identified as exceptional.

- **Use non-verbal assessments:** Allow EL students to demonstrate their gifts and talents without the need for demonstrating English language proficiency.
- **Locally norm student data:** Basing GT assessment data on local site or LEA norms, rather than national norms, will likely increase equity for EL students.
- **Adopt a multi-criteria approach:** An approach to GT identification that is both quantitative (e.g., assessment scores, grades, etc.) and qualitative (e.g., parent or teacher referrals, student portfolios, observational data, etc.) opens additional entry points into GT programming based on multiple avenues of exceptionality.
- **Shift to an asset mindset:** An equitable GT screening system is one that approaches all students with a focus on what the student can do and the assets they already possess, rather than a deficit perspective that primarily serves to identify the skills a student has yet to learn.

How can teachers serve and support gifted and talented English Learners?

While not an exhaustive list, the following best practices will ensure gifted and talented ELs have additional opportunities to develop their gifts:

Know the student: Understand how to effectively use a student ELAP and available assessment scores to understand domain-specific and overall proficiency levels and adapt instruction accordingly. Implement practices (e.g., appropriate translation and modification of assessments) to ensure ongoing assessment is measuring the intended content knowledge and not language proficiency.

Establish a process for instructional design: Develop all instructional activities within a framework that ensures the content is clearly conveyed to the student and provides the resources to engage in the material. Creating language objectives to supplement instructional goals, explicitly targeting the vocabulary necessary for comprehension, scaffolding lessons with tiered levels of cognitive complexity, and integrating comprehensible input into instruction will serve to increase student comprehension and engagement.

Plan for the exceptional mind: In creating instructional activities, structure the content around larger themes or ideas. Additionally, develop supplemental tasks that allow the student to use existing knowledge, require interaction with all four domains of speech, are collaborative and cross curricular (as appropriate), and allow an appropriate level of student agency in how and when they will ultimately demonstrate mastery of the learning objectives.

For additional GTEL strategies and resources, refer to the Inclusive Approaches for Identifying and Supporting Gifted and Talented English Learners guidance document.

Appendices

TABLE #1: Placement Test Scoring Information

Test Name	Grade Level	Exit Criteria
Oklahoma Pre- K Screening Tool (PKST)	Pre-kindergarten	<p>7 or higher questions correct: Student is not considered EL for their pre-K year.</p> <p>6 or fewer questions correct: Student is considered EL for their pre-K year.</p> <p>Note that any pre-K student assessed with the PKST must be rescreened in kindergarten, regardless of PKST score achieved.</p>
Kindergarten Screener	1 st semester Kindergarten	<p>5.0 or higher Oral Composite/Overall score: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower Oral Composite/Overall score: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.</p>
	2 nd semester Kindergarten and 1 st semester 1 st Grade	<p>5.0 or higher Composite/Overall score on all 4 domains: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower Composite/Overall score on all 4 domains: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.</p>
WIDA Screener (Paper or Online)	Second semester 1st grade-12th grade	<p>5.0 or higher Composite/Overall score: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower Composite/Overall score: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.</p> <p>If student has a disability that precludes participation in one or more test domains:</p> <p>5.0 or higher on all domains completed: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p>4.5 or lower on any domain completed: Student is EL, must be</p>

		provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English language proficiency.
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TABLE #2: Proficiency Test Scoring Information

Test Name	Grade Level	Exit Criteria
Kindergarten ACCESS for ELLs	Kindergarten	<p>4.8 or higher Composite score: Student is considered English language proficient and may exit EL status.</p> <p>4.7 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p>
ACCESS for ELLs	1 st grade- 12th grade	<p>4.8 or higher Composite score: Student is considered English language proficient and may exit EL status.</p> <p>4.7 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p>
ELP Band Exit for ACCESS for ELLs	3rd grade- 12th grade	<p>Grade 3-8 Auto ELP Band Exit- ALL grades 3-8 students scoring between the 4.3-4.7 range on the ACCESS and scoring Proficient or above on the OSTP ELA will be automatically band exited. Nothing will be required from the LEA.</p> <p>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.</p> <p>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.</p>

<p>Alternate ACCESS</p>	<p>Kindergarten-12th grade</p>	<p>4.0 or higher Composite/Overall score: Student is considered English language proficient and may exit EL status.</p> <p>3.0 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.</p> <p>Note that the Alternate ACCESS assessment should only be administered in cases where a dually identified student has a determined severe cognitive disability and would also participate in alternate state content area assessment (OAAP). The vast majority of dually-identified EL students served on an IEP or 504 plan should be administered either the Kindergarten ACCESS for ELLs assessment or ACCESS for ELLs assessment with appropriate accommodations.</p>
<p>ELP Band Exit for Alternate ACCESS</p>	<p>3rd grade- 12th grade</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner.</p>

Language Code Descriptions

1633/Native English Speaker

This student has never been assigned **2349/Limited English Proficient/English Language Learner, 1637/Limited English Proficient/English Language Learner Declined District EL Services, 1634/Fluent English Speaker, or 1636/Re-designated as Fluent English Proficient** status. One of the following conditions must apply:

- The submitted Home Language Survey (HLS) indicates English responses to the three primary language questions (home language, dominant language, and first language learned), and the student has never been assigned one of the language codes noted directly above.

OR

- The student HLS is considered “less often” due to a language other than English reported on one of the three primary language questions (home language, dominant language, and first language learned), demonstrated English language proficiency when initially administered the grade appropriate EL screening assessment, and does not possess the supplemental assessment score necessary to qualify as Non- EL Bilingual.

1634/Fluent English Speaker

This student is considered Non-EL Bilingual and must not have been previously assigned **2349/Limited English Proficient/English Language Learner, 1637/Limited English Proficient/English Language Learner Declined District EL Services, or 1636/Re-designated as Fluent English Proficient** status. This student has been administered the Oklahoma Pre-K Screening Tool (PKST)*, WIDA Kindergarten Screener, or WIDA Screener and determined to be English language proficient in addition to one of the following conditions:

- The student Home Language Survey (HLS) is considered “more often” due to a language other than English reported for any two or more of the three primary language questions (home language, dominant language, and first language learned).

OR

- The student HLS is considered “less often” due to a language other than English reported on one of the three primary language questions (home language, dominant language, and first language learned).

AND

The student’s previous year state OSTP ELA test score was Basic or Below Basic or their CCRA (ACT or SAT) Reading subtest score was at or below the 35th percentile (determined yearly).

OR, if no previous year OSTP ELA or CCRA score is available:

The student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and are not valid if obtained from an assessment administered prior to spring of the previous school year.

*Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA Kindergarten Screener (Kindergarten Screener) at the outset of their kindergarten year.

2349/Limited English Proficient/English Language Learner

This student is considered both Bilingual and an English Learner. The student has been administered the Oklahoma Pre-K Screening Tool (PKST), WIDA Kindergarten Screener or WIDA Screener and has yet to demonstrate English language proficiency. Note that current Home Language Survey responses reporting a language other than English for any or all of the three primary language questions (home language, dominant language, and first language

learned) are not required when assigning a student this status. This student will participate annually in the WIDA ACCESS assessment until demonstrating English language proficiency.

1637/Limited English Proficient/English Language Learner Declined District EL Services

This student is considered both Bilingual and an English Learner. The student has been administered the Oklahoma Pre-K Screening Tool (PKST), WIDA Kindergarten Screener or WIDA Screener and has yet to demonstrate English language proficiency, but the parent(s) or guardian(s) has indicated the student is not to receive EL- specific services, supports, or instructional interventions from the LEA. The student will participate.