English Learner (EL) Entrance Procedures – Kindergarten and 1st Semester Grade 1

GaDOE EL Language Programs
ESOL Directors’ Munch & Learn
April 14, 2021
Lunch Menu
Today

• Appetizer – Federal & State Requirements
• Main Course –
  1. Potential ELs
  2. Screener and Timeline
  3. Training and Certification
  4. EL Eligibility Flowchart
  5. Accommodations
• Dessert
  • Q & A
Collaborating Today

• ESOL Program Manager, Dr. Meg Baker

• Title III, Part A Program Specialist Team – Monitor EL Entrance Procedures in LEAs that receive a Title III, Part A subgrant
  • Dr. Adria Griffin, Northeast GA & Metro East
  • Mr. David Tucker, Northwest GA & Metro West
  • Ms. Dely Roberts, Central GA
  • Ms. Tammie Smith, South GA

• Special Education Support & Services
  • Ms. Wina Low, Program Manager Senior

• Assessment
  • Dr. Mary Nesbit-McBride, Assessment Specialist for WIDA Suite of Assessments and Screeners
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEA’s ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

Meet the needs of EL students whose parents opt them out of ESOL.

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Avoid unnecessary segregation of EL students (i.e., Sheltered & Pull-out Models).

Provide prepared and trained ESOL teachers and staff.

Provide EL students with an educationally sound and successful ESOL Program.

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.

Ensure meaningful communication with EL parents.

Potential Timely Valid Reliable
ESEA/ESSA Sec. 31111 (b)(2)(A)

“Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.”
Information Sources

Federal Laws

• OCR/DOJ Dear Colleague Letter: English Learner Students and Limited English Proficient Parents (Jan 7, 2015)
• ESEA 1965, amended by the ESSA (2017)

State Guidance

• UPDATED October 1, 2020 SBOE 160-4-5-.02 Language Instruction Program for English Learners
• State ESSA Plan (Feb 2018)
• El Language Programs State Guidance
Website Resources

ESOL Language Program Website

IV. Registration/Enrollment Processes
- Parent School Communication Flowchart
- Translation/Interpretation Guidance (Please refer to Chapter 10.)
- Statewide Contract Info for Translation Services (2018-2020)
- ESOL Form Bank
- Home Language Survey Form Bank

V. EL Entrance Procedures
- NEW Kindergarten EL Eligibility Flowchart
- Grades 1-12 EL Eligibility Flowchart

EL Language Programs - State Guidance (Updated April 2021)
Process* to Identify English learners - Kindergarten through 1st Semester Grade 1

NEW TO U.S. Schools

1. Survey parents about child’s home language (registration)
2. Identify potential ELs: Primary language other than English
3. Screen potential ELs for English language proficiency (ELP)
4. Determine initial EL eligibility using state flowchart

*Within 30 days of enrollment

EL Language Programs – State Guidance, pp. 7-23
Step #1: Home Language Survey during registration

Home Language Survey Translations (updated April 2019)

- Generic SAMPLE HLS with Parent Communication Question
- Arabic
- Chinese
- French
- German
- Gujarati
- Haitian Creole
- Hmong
- Japanese
- Korean
- Lao
- Portuguese (Brazil)
- Russian
- Spanish
- Urdu
- Vietnamese

Sample State-required Home Language Survey Questions

Dear Parent or Guardian:

The state requires the District to collect a Home Language Survey for every new student. This information is used to identify students who may need English language instruction. Students whose primary or first language is not English must be screened to determine eligibility.

Please answer the questions below to help us identify if your child may need to be assessed for English Language proficiency. Thank You.

Student Name (required):

Home Language Survey Questions (required):

1. Which language does your child best understand and speak?

2. Which language does your child most frequently speak at home?

3. Which language do adults in your home most frequently use when speaking with your child?

Signature of Parent/Guardian/Other (required) Date (required)

In addition, the state requires the district to collect your family’s preferred language for school communication. Thank you for indicating this below.

Household Preferred Language for School Communication:

In which language would you prefer to receive school information?
Three State-Required Home Language Survey Questions

1. Which language does your child **best** understand and speak?

2. Which language does your child **most** frequently speak at home?

3. Which language do adults in your home **most** frequently use when speaking with your child?

*EL Language Programs – State Guidance, pg. 8*
Scenarios:

1. Parents report more than one primary home language?
2. Parents report that they provided incorrect information on the HLS?
3. Parents report English, but we hear the child speaking Spanish?
4. Parents report a language they want the school to teach their child?
5. Parents provide different responses to the HLS questions in subsequent years after PreK/K?
6. We can’t find the original HLS?

1. Is the family a candidate for the Multilingual HLS Amendment?
2. Is the family a candidate for the HLS-Incorrect Addendum?
3. You must only screen a child whose parents have reported that another language, not English, is the primary language.
4. Conduct an interview with the parents to ensure they understand the purpose of the HLS.
5. The original HLS, signed and dated, in a language and format the parents understand, triggers the initial ELP screening process.
6. Was the student tested on the ACCESS each year since the initial screening?
Purpose:

• WIDA Screeners are assessments designed to provide the initial or first measure of English Language Proficiency (ELP) used to determine initial eligibility for English learner (EL) status.

• For students new to U.S. schools, if the response to any of the three questions on the HLS indicates a home language other than English, the student is considered a potential English learner (EL). All local school systems and charter schools must administer the state required, grade-level specific, WIDA English language proficiency (ELP) screener to all potential ELs.
Kindergarten Screening Process & Timeline

SEA Guidance
LEA Flexibility
FAQs

EL Language Programs – State Guidance, pg. 14-18
Potential ELs MUST be screened for English language proficiency!

Which screener do we administer to the 2021-2022 Kindergarten students?

New WIDA Screener for Kindergarten

EL Language Programs – State Guidance, pg. 14-18
Why do we only administer the New WIDA Screener for Kindergarten?

- **Aligned** to the WIDA ACCESS for Kindergarten
- **Valid and reliable** screener
- **Standardized statewide** screener

**K-WAPT (July 2006 – June 2021)**

**K-MODEL (formative, benchmark)**
Screening window for 2021-2022 school year

• Officially Opens July 1

• Rationale for screening in July/August:

1. **DATE of ELP Screener** is reported to the state.
2. Used to monitor “within 30 days from enrollment”.
3. Date of **Parent Notification** - must occur within **two weeks** of EL identification and placement in ESOL.
4. WIDA has only validated the results of the screener with **Kindergarten** students, not PreK students, thus, at this time, the K Screener is not recommended for use with PreK students.
5. Screener administrators must be certified to administer the screener in the year of administration – 2021-2022.
6. Early screening may identify a young child as an English learner before he can develop enough English to demonstrate that he does not need the EL status in Kindergarten.
7. **WIDA’s 2021-2022 Accommodations Chart** is published in July.
Local Flexibility for Early Screening

If choosing to screen before July 2021…

• Make sure screener administrators are trained and certified to administer the new WIDA Screener for Kindergarten to the rising Kindergarten class.
  • **Note:** After July 1, K Screener administrators will need to recertify for the 2021-2022 school year.

• Determine how to report “**DATE of ELP Screener**” to demonstrate compliance with “30 days from enrollment in Kindergarten”

• Determine when to notify parents to comply with “within 2 weeks of EL identification and ESOL placement.”

• Use the **current WIDA Accommodation Chart (Paper)** for students with IEP or suspected disabilities when applicable.
FAQs from Survey – Which Screener do we use now?

Question:

• *Each spring we screen our Pre-K students who are potential ELs. We plan to begin screening on May 3, 2021. May we continue to use the K-WAPT for this screening or must we use the new screener?*

Answer:

• *You must use the new WIDA Screener for Kindergarten. You may not use the K-WAPT nor the K Model.*
FAQs from Survey – Remote Screener?

Question:
• For 2021-2022 digital learners, will there be a remote option for the new Kindergarten screener?

Answer:
• We do not anticipate USED approving the use of the remote screener.
FAQs from Survey – Private Schools?

**Question:**

- *If a private school is participating in a federally funded program under ESSA (or CARES), are private schools required to use the new WIDA Screener for Kindergarten?*

**Answer:**

- During ongoing consultation, officials from the private school and the LEA will determine which screening measure will be used in the private school. See resources for LEAs with participating private schools on the State Ombudsman website and the Title III, Part A Program website.
FAQs from Survey – Private Schools?

Question:

• If a private school is participating in a federally funded program under ESSA (or CARES) and plans to use the new WIDA Screener for Kindergarten, is the private school responsible for training staff and administering the new WIDA screener? Or is it the LEA staff who is responsible for training staff and administering the new WIDA screener for Kindergarten?

Answer:

• According to non-regulatory guidance, an LEA is responsible for ensuring that private school students are appropriately identified as ELs and cannot require a private school to administer an initial ELP screener and annual ELP assessment to those private school students. The LEA may provide training to private school officials and/or teachers so that they may administer the screeners and assessments themselves, if they desire. See 2015 Title IIIA Equitable Services NRG E-2 (pg. 8), the Title IIIA Resources on the State Ombudsman website, and information posted in the Title III, Part A Language Program Handbook, pp. 47-50.
Screener Materials, Test Administrator Training & Certification, EL Eligibility Flowchart
## WIDA Screener for Kindergarten

### Test Materials

<table>
<thead>
<tr>
<th>Material</th>
<th>Status</th>
<th>Instructions</th>
<th>Print Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administrator Script</td>
<td>Reusable</td>
<td>Staple along long edge to create a booklet</td>
<td>For oral language only administration, print pages 1–11</td>
</tr>
<tr>
<td>Storybook</td>
<td>Reusable</td>
<td>Staple along short edge to create a booklet</td>
<td>For oral language only administration, print pages 1–15</td>
</tr>
<tr>
<td>Cards</td>
<td>Reusable</td>
<td>Print on card stock or laminate to extend reuse</td>
<td>For oral language only administration, print pages 1–4 (12 cards)</td>
</tr>
<tr>
<td>Score Sheets</td>
<td>Print for each test administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response Booklet</td>
<td>Print for each test administration</td>
<td>For oral language only administration, do not print</td>
<td></td>
</tr>
</tbody>
</table>

Print all test materials double-sided. Color printing is recommended, but you may print the files below in black and white or grayscale.
Costs associated with purchasing the new WIDA Screener for Kindergarten test materials at the WIDA Store:

<table>
<thead>
<tr>
<th>SKU</th>
<th>Description</th>
<th>Member Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-0603</td>
<td>WIDA Screener for Kindergarten - Kit with Response Booklets and Score Sheets</td>
<td>$71</td>
</tr>
<tr>
<td>01-0604</td>
<td>WIDA Screener for Kindergarten - Kit without Response Booklets and Score Sheets</td>
<td>$41</td>
</tr>
<tr>
<td>01-0605</td>
<td>WIDA Screener for Kindergarten - Test Administrator Manual</td>
<td>$7</td>
</tr>
<tr>
<td>01-0606</td>
<td>WIDA Screener for Kindergarten - Test Administrator Script</td>
<td>$7</td>
</tr>
<tr>
<td>01-0607</td>
<td>WIDA Screener for Kindergarten - Storybook</td>
<td>$9</td>
</tr>
<tr>
<td>01-0608</td>
<td>WIDA Screener for Kindergarten - Card Pouch Booklet</td>
<td>$11</td>
</tr>
<tr>
<td>01-0609</td>
<td>WIDA Screener for Kindergarten - Set of Cards</td>
<td>$9</td>
</tr>
<tr>
<td>01-0610</td>
<td>WIDA Screener for Kindergarten - Response Booklets (Set of 30)</td>
<td>$17</td>
</tr>
<tr>
<td>01-0611</td>
<td>WIDA Screener for Kindergarten - Score Sheets (Set of 30)</td>
<td>$13</td>
</tr>
</tbody>
</table>
STC Questions about Training for the New WIDA Screener for Kindergarten

1. Who has access to the new K Screener training materials?
   System Test Coordinators, staff who had access to K-WAPT, and teachers who had permissions for the online WIDA Screener Grades 1-12.

2. Did educators who had access to ACCESS test training get access to the new Kindergarten Screener training material?
   Only System Test Coordinators and staff who had access to K-WAPT and WIDA Screener received updated permissions. Teachers who only administered ACCESS last year did not receive updated credentials.

3. Where are the training courses? What about certification?
   WIDA Screener Kindergarten is available via the WIDA Secure Portal. However, unlike other training courses, WIDA Screener for Kindergarten training courses are hosted on WIDA’s Canvas platform. You will be able to view certification status for educators as you have done in the past for the ACCESS test and the other WIDA screeners.
WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an individually administered paper-and-pencil test that helps educators identify students as English learners. It is typically given to students one time when they enter your school or district as they start kindergarten or first grade.

Actual testing time can vary from as little as 10 to as much as 40 minutes. To ensure enough time for each student:

- Schedule 30-minute test sessions if you will give an oral language test by administering the Listening & Speaking section only.
- Schedule 45-minute test sessions if you will give the full test by administering all sections (Listening & Speaking, Writing, and Reading).

Visit your member/state page for details on your screening policies and guidance on test administration.

Get Ready for Testing

Complete the training course and read the WIDA Screener for Kindergarten Test Administrator Manual before you pass the quizzes and administer the test. Visit your member/state page to determine how often you need to recertify and whether any additional training opportunities are available to you.
WIDA Screener for Kindergarten

Welcome to the WIDA Screener for Kindergarten training course. This course will help you learn how to administer and score the WIDA Screener for Kindergarten test.

Begin Training

Learning Outcomes

After completing this training you will be able to:

- Explain the purpose of WIDA Screener for Kindergarten and your role as a test administrator.
- Set up the testing area and test materials for each student.
- Smoothly and confidently administer the assessment by
  - Administering the correct sections of the assessment based on the student’s responses
  - Engaging appropriately with a wide variety of student responses and behavior
  - Evaluating student responses and scoring them accurately
- Generate, understand, and effectively communicate student scores.
- Explain the importance of storing test materials securely.
What is the New Screener for Kindergarten like?

- Individually administered, in-person, not remote or virtual
- 30 minutes (time varies)
- Test administrator reads student a story aloud and follows the provided script.
- Test administrator asks students a series of questions and activities to assess listening & speaking skills, and sometimes reading & writing skills.
- As student responds, test administrator records scores used to determine when to move on to the next section and when to end each part.
- **Follow state guidance in determining which sections of the screener to administer and which portions of this training course to complete.**
Which Screener Sections do we Administer?

*EL Language Programs – State Guidance, pg. 17-18*

<table>
<thead>
<tr>
<th>Test Sections to Administer</th>
<th>1st Semester Kindergarten</th>
<th>2nd Semester Kindergarten</th>
<th>1st Semester Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening &amp; Speaking <strong>only</strong></td>
<td>All 4 Sections: Listening, Speaking, Reading, and Writing</td>
<td>All 4 Sections: Listening, Speaking, Reading, and Writing</td>
</tr>
<tr>
<td>Score Results</td>
<td>Oral Language Proficiency</td>
<td>Overall Composite Proficiency Level</td>
<td>Overall Composite Proficiency Level</td>
</tr>
<tr>
<td>EL Eligibility</td>
<td>&lt; 5 Oral Language Proficiency</td>
<td>&lt; 5 Composite Proficiency Level (CPL)</td>
<td>&lt; 5 Composite Proficiency Level (CPL)</td>
</tr>
</tbody>
</table>

**Note:** After screening, test administrator enters student’s scores in the **WIDA Score Calculator** to generate a report of the ELP level indicated by a student’s responses.
The official **Score Report** must be maintained in the student’s cumulative/permanent folder. It is used as evidence for the following:

- Student’s EL status (EL=Yes? or EL=No?) as reported to the state,
- **Date of ELP Screener,**
- Information uploaded to the SLDS *EL Tab*, when applicable, and
- Information reported on the *EL Data Files* used during Title III, Part A monitoring processes, when applicable,
WIDA Screener for Kindergarten is a secure test, which means that test materials should be used only by certified test administrators and only for official screening purposes. You’re responsible for ensuring test materials are stored securely. Keep everything you print in your possession or stored in a locked room or drawer at all times. Never share your WIDA Secure Portal password.

Never discuss specific test items with students or families. **Don’t** share test materials with colleagues who are not involved in the testing process.

**Do** share student score reports with students, families, and other educators. Understanding a student’s current proficiency level and reviewing a student’s writing can help those who teach the student to plan instruction and classrooms supports.
Earning Certification to Administer the Screener

1. Read the WIDA Screener for Kindergarten **Test Administrator Manual**

2. Complete the WIDA **Training course** in the WIDA eLearning Canvas Platform

3. Pass the WIDA Screener for Kindergarten **quizzes** in the WIDA Secure Portal
   - **Required Passing Score – 80%**

**NOTE:** Although WIDA recommends that Kindergarten Screener proficiency level scores be considered as one of multiple data sources to inform EL identification, Georgia state procedures only use WIDA Screener scores for EL identification purposes. Since 2018, local school systems may not use other evidence sources.
English Learner Eligibility Flowchart

English Learner (EL) Entrance Procedures
WIDA Screener for Kindergarten and 1st Semester Grade 1

Note: Use this flowchart with students enrolling in a U.S. school for the first time. All transfer students’ original HSB and applicable ELP screener and/or ELP assessment scores should be reviewed to determine students’ English Learner status.

For students in 1st Semester Kindergarten, administer the Oral Language section (Listening and Speaking) ONLY of the WIDA Screener for Kindergarten.

If the student’s Composite Oral Proficiency Level (Listening & Speaking) is < 5.0, then the student is an English Learner and should be coded EL: Yes.

If the student’s Composite Oral Proficiency Level (Listening & Speaking) is ≥ 5.0, then the student is NOT an English Learner and should be coded EL: No.

For students in 2nd Semester Kindergarten through 1st Semester Grade 1, administer both the Oral Language and Literacy sections (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten.

If the student’s Overall Composite Proficiency Level (CPL) score is < 5.0, then the student is an English Learner and should be coded EL: Yes.

If the student’s Overall Composite Proficiency Level (CPL) score is ≥ 5.0, then the student is NOT an English Learner and should be coded EL: No.
New WIDA Screener for Kindergarten - Accommodations

...for students with identified or suspected disabilities
Students with Disabilities (SWD)

• If a SWD has a Home Language Survey indicating the need for screening for English language proficiency (ELP) to determine eligibility for EL status and ESOL services, the IEP should indicate any necessary instructional and/or assessment accommodations—including accommodations for the WIDA Screener.

• The WIDA Accessibility and Accommodations Supplement provides a list of accommodations that are or are not available for the IEP team to consider using.
Beginning in the 2020-2021 school year, all accommodations for English learners with disabilities were expected to be documented in the IEP, including screener accommodations for potential ELs.

Starting in October 2020, these changes were made in Go-IEP.

In October, the state messaged that local school systems that do not use Go-IEP should work with their vendor to include WIDA Screener and ACCESS test accommodations in the IEP platform.

In October 2020 – school systems were asked to include screener accommodation information in the IEP minutes or the accommodation pages as appropriate.

As with other accommodations for assessments, accommodations should only be utilized if also a part of the routine instructional practice.
Preschool Special Education

• Students with disabilities can begin services as early as the child’s 3rd birthday.

• The ESOL program in Georgia starts in Kindergarten, not Preschool
Other examples include:

• Students new to U.S. schools with an identified or suspected disability, or students new to your school with a suspected disability may need consideration of their disability area prior to screening for EL status and ESOL services.

• **Keeping Students First English Learners Suspected of Having a Disability**
Two Sources for Information on WIDA Screener Accommodations
Accessibility and Accommodations

The WIDA Accessibility and Accommodations Framework informs a test design that is intended to maximize accessibility of assessments for all ELLs, including those students with an Individualized Education Program (IEP) or 504 Plan. In addition, targeted accommodations can be used on WIDA assessments in accordance with students’ needs as allowed by state and district policies.

To support the validity of the assessment, refer to the Accessibility and Accommodations Supplement, available in the Resource Library on the WIDA website when selecting accommodations. In addition, always refer to your state’s page of the WIDA website for state-specific guidance on English language proficiency assessment accommodations policies. As you consult these resources and work with the student’s educational support team, keep the following guidance in mind.

The following modifications are not allowed, regardless of a student’s documented disability:

- Reading aloud the test items (anything other than what’s in the script) during the Reading test.
- Translating test content or reading any part of the test, including directions, aloud in a language other than English.
- Providing a bilingual picture or word-to-word dictionary.
- Scoring student responses to Speaking tasks in a language other than English as Meets.
- Scoring student responses to Writing tasks in a language other than English as Correct or above zero.

- **WIDA Screener for Kindergarten is not available in a braille format.**

The following accessibility supports are built-in features of WIDA Screener for Kindergarten, and they don’t need to be provided or documented as accommodations:

- **Extended time.** WIDA Screener for Kindergarten is designed to be administered in a single test session, but it is not a timed assessment. Students may take as much time as they need to respond throughout the test, including to Speaking tasks, and they may take as much time as they need to complete the test.

- **Human reader.** WIDA Screener for Kindergarten is a paper-format assessment delivered in a one-on-one setting without any recorded audio. Test administrators follow a script to provide a standard test administration, but they may repeat or clarify instructions as needed.

- **Large print.** WIDA Screener for Kindergarten is designed with font sizes appropriate for large print. Students in need of further enlargement may take the test using low-vision aids or magnification tools. If necessary, you may print any of the test materials to fit on 11x17 paper.
### WIDA Screener Accommodations Table

To be used with new WIDA Screener for Kindergarten (only when choosing to screen before July/August 2021)

#### WIDA Accessibility & Accommodations Supplement (2020-2021), pg. 44
FAQs from emails:

Q: Is a Kindergarten Screener Braille form available for SY21-22?
A: No, not at this time.

Q: Will WIDA be introducing a new table of accommodations specific to the new WIDA Screener for Kindergarten?
A: No. WIDA will not be providing a new table of accommodations specific to the new Screener for Kindergarten.
Potential English Learners with Disabilities (or Suspected Disabilities)

Students with disabilities established in an IEP or 504 Plan whose home or primary language is not English, must be administered the appropriate WIDA ELP Screener with the appropriate accommodations as established in the IEP. Please see the GaDOE 2020-2021 Student Assessment Handbook. These accommodations must be documented in the GO-IEP or other IEP platform the school system is using. Please contact the Special Education department to ensure the accommodations on the ELP Screener are appropriate to the disability. See also the WIDA Table of Allowable Accommodations in the GaDOE 2020-2021 Accessibility and Accommodations Manual and in WIDA’s 2020-2021 WIDA Accessibility and Accommodations Supplement.

A potential EL entering school with a suspected disability may require an evaluation for special education before administering the WIDA ELP Screener with accommodations, especially if the suspected disability would impact the results of the screener. Making an eligibility determination for EL status when there is a suspected disability that has not been addressed could impact the eligibility determination. Please contact the Special Education department prior to administration of the WIDA ELP Screener.
Students with Disabilities that Preclude Assessment of One or More Language Domains

WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. To determine whether the student qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing.

Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

The IEP Team decision must be maintained in the student's cumulative record along with evidence supporting the committee's decision. This decision may be revisited at any time.
Significant Cognitive Disabilities

WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students who have been identified as non-verbal or having a significant cognitive disability. To determine whether the student qualifies as an English Learner or not, a committee consisting of the parent, an ESOL teacher, the classroom teacher, a special educator, and a school administrator should be convened to discuss the best educational option for the student.

- If the IEP team determines that the administration of the WIDA ELP Screener with accommodations is not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision. A flag could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- If the IEP team determines that the student is not an English learner, then he/she would be coded EL=No.

The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee’s decision. A flag or note can be placed on the Home Language Survey in the student's permanent record to alert any reviewer to see the IEP minutes dated XXXX for decisions regarding language screening. This decision may be revisited at any time.
FAQs from emails:

Question:

• Based on the administrator’s script provided by WIDA in the secure portal, I don’t see any accommodations needed for students being screened on the Listening and Speaking sections only. It seems the screener’s built-in features should “accommodate” the needs of students with IEPs on the Listening and Speaking sections, right?

Answer:

• Accommodations should be determined by the IEP committee based on accommodations routinely used to allow the student access to the curriculum. Some accommodations may not be allowed based on State Assessment Handbook guidance or the WIDA Testing Accommodations Manual.
FAQs from emails:

Question:

• Our Special Education department told us that PreK transition meetings have already taken place. If accommodations aren’t needed on the Listening and Speaking sections of the Screener, then we don’t need to schedule special IEP meetings before July or August screening, right?

Answer:

• Accommodations should be determined by the IEP committee based on accommodations routinely used to allow the student access to the curriculum. Some accommodations may not be allowed based on State Assessment Handbook guidance or the WIDA Testing Accommodations Manual.
Dessert
Assessment, ESOL, & Special Education

Collaborating…

OPEN OFFICE HOURS

April 28 @ 3:00 PM
May 11 @ 3:00 PM
June 9 @ 2:00 PM
July 12 @ 1:00 PM