



ELP KICKOFF WEBINAR

September 7, 2018

Yvonne Field and Crystal Andrews

Putting Montana Students First **A+**

AGENDA

2018-2019 ELP Calendar & PD Schedule

EL Identification Process Review

WIDA Assessments Overview

What's New

Title III Information

IMPORTANT FALL TASKS:

1. Create User Accounts (immediately, deadline: November 1)
2. Identify new ELs (screen within 14 days, identify within 30 days)
3. Check that ELs that qualify to exit based on 2017-2018 ACCESS for ELLs are exited. (Deadline: October 15)
4. Update AIM EL program participation information. (Deadline: October 15)
5. Complete test security training with staff involved in testing. (by mid November)
6. Complete test administration training and check that all TAs have successfully completed appropriate trainings. (By last week November)

PD CALENDAR

Month		PD Opportunity
September	Sep. 21-Helena	EL Train the Trainer
October	Oct. 23-26- Detroit, MI Oct. 29-Dec. 12	WIDA Annual Conference-Schools and Communities Empowering One Another Teacher Hub- Teaching and Assessing EL's (Fall)
November	Oct. 29- Dec. 12	Teacher Hub- Teaching and Assessing EL's (Fall)
December	Oct. 29- Dec. 12	Teacher Hub- Teaching and Assessing EL's (Fall)
January	TBD	OPI Assessment Conference
February	Feb. 4- Mar. 20	Teacher Hub- Teaching and Assessing EL's (Winter)
March	Feb. 4- Mar. 20	Teacher Hub- Teaching and Assessing EL's (Winter)
April	Apr. 8-9- Helena Apr. 11-12- Billings Projected- mid Apr. launch	WIDA Workshop- Purposeful Lesson Planning for Language Learners Teacher Hub- ELP 201
June-August	Jun. 17- Jul. 31 Aug. 13- Great Falls	OPI Post Workshop Extension Teacher Hub- Teaching and Assessing EL's (Summer) Hutterite Workshop



UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

SEPTEMBER: Train the Trainer- Regional EL personnel are invited to the OPI to review screening, testing, and monitoring of EL's and updates from OPI. Contact Lisa Griffin at 444-0686 for more information.

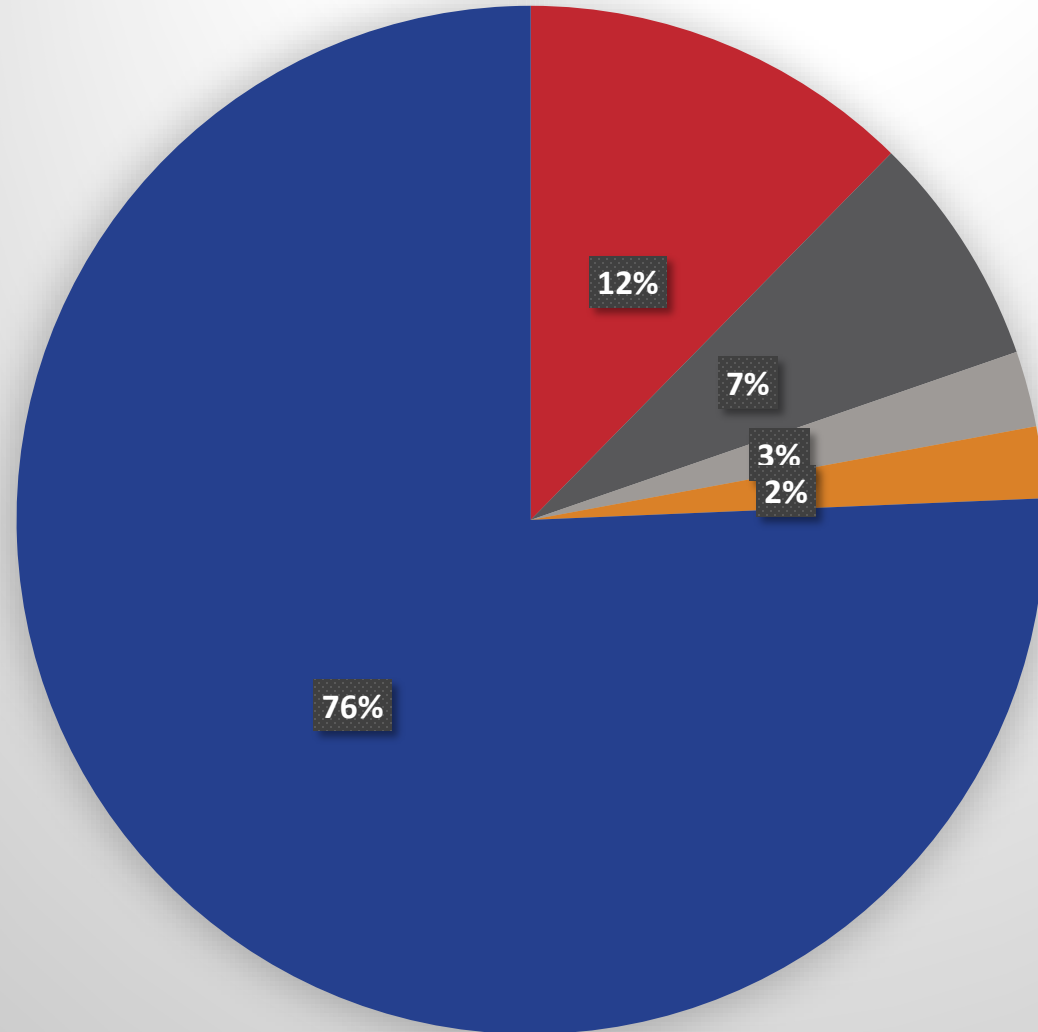
Register at:

<https://docs.google.com/forms/d/1FGWAaPBvVJ4JkfUJu9Ik5wvfINa5mF1ipg0DluOIBsg/edit>

OCTOBER-DECEMBER: Teaching and Assessing ELs- Teacher Hub course that is designed to provide content teachers with the skills needed to adapt standards-based lessons for EL's. ***Facilitated course- 35 renewal units***

ON-GOING- ELP 101- Teacher Hub course that is designed for participants to develop a deeper understanding of who Montana EL's are and what supports need to be in place to deliver the best instruction. ***Self-paced course- 5 renewal units***

MONTANA'S ELLS 2016-2017



- German
- Spanish
- Other
- Russian
- Indigenous Languages

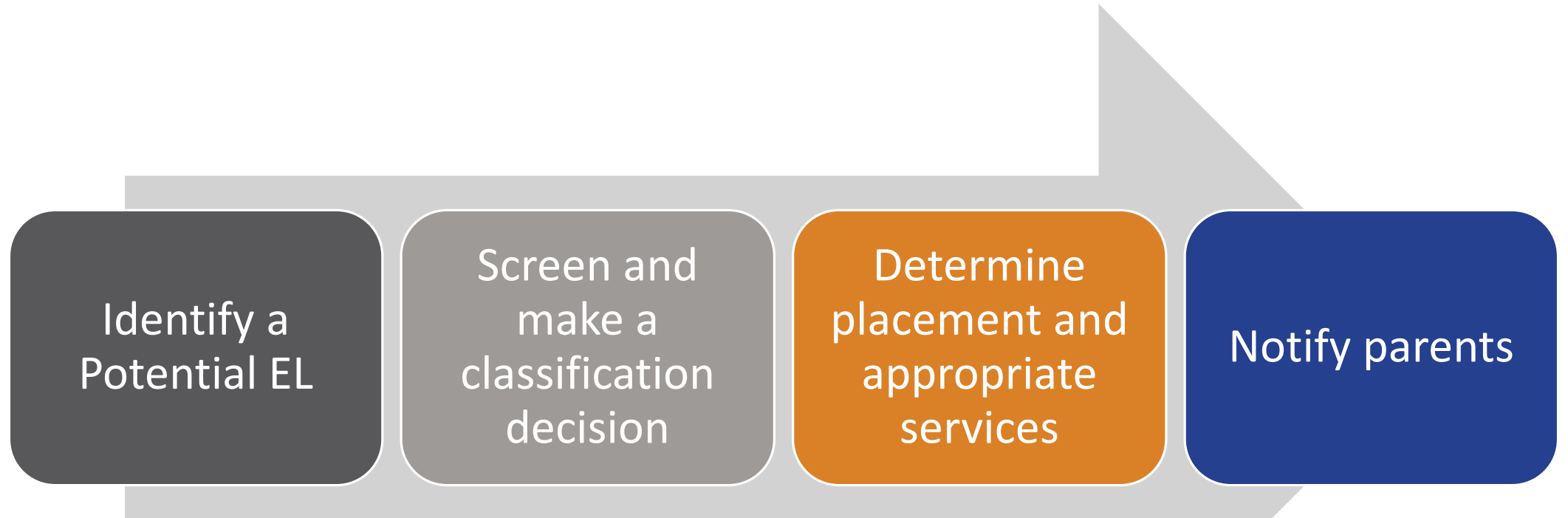


IDENTIFICATION OF ELS REVIEW

MONTANA'S ENGLISH LANGUAGE LEARNERS: GUIDANCE FOR SCHOOL DISTRICTS



EL IDENTIFICATION PROCESS



Non-Negotiables

HLS given to
all students at
time of
enrollment

Screen using
an approved
WIDA
screener

ID based on
MT
proficiency
criteria

MT Office of Public Instruction
HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: Male Female
Parent/Guardian Name: _____
Address: _____
Home Telephone: _____ Work Telephone: _____
School: _____ Grade: _____ Date: _____

- Was your child born in the United States? Yes No
If yes, in which state? _____
If no, in what other country? _____
 - Has your child attended any school in the United States for any three years during their lifetime? Yes No
If yes, please provide school name(s), state, and dates attended:
Name of School _____ State _____ Dates Attended _____
Name of School _____ State _____ Dates Attended _____
Name of School _____ State _____ Dates Attended _____
 - What language is spoken by you and your family most of the time at home? _____
 - If available, in what language would you prefer to receive communication from the school? _____
 - Please check if your child is:
A. Native American Indian C. Native Pacific Islander
B. Alaska Native D. Native U.S. Virgin Islander
 - Is your child's first-learned or home language anything other than English? Yes No
- If you responded "Yes" to question number 6 above, please answer the following questions:**
- What language did your child learn when he/she first began to talk? _____
 - What language does your child most frequently speak at home? _____
 - What language do you most frequently speak to your child? (Father) _____
(Mother) _____
 - Please describe the language understood by your child. (Check only one)
A. Understands only the home language and no English.
B. Understands mostly the home language and some English.
C. Understands the home language and English equally.
D. Understands mostly English and some of the home language.
E. Understands only English.

Parent or Guardian's Signature

Date



It is important that intake clerks, secretaries, etc are familiar with this form and can interview parents/guardians with an interpreter if necessary.

[Where is it?](#)



Approved Screening Tools:

Resources Provided by OPI
(No Cost to District)

Other Approved Options
(Cost to District)

WIDA
Screenener

Kindergarten
W-APT

WIDA Paper
Screenener

Kindergarten
MODEL

MONTANA PROFICIENCY CRITERIA- GRADES K-12 ACCESS FOR ELLS

Kindergarten First Semester	Kindergarten 2 nd Semester
<p>Test Name: Kindergarten W-APT</p> <p>Domains Administered: Speaking and Listening</p> <p>Proficiency Criteria: 29 or higher (total raw score of the 2 domains) is considered proficient</p>	<p>Test Name: Kindergarten W-APT</p> <p>Domains Administered: Speaking, Listening, Reading, Writing</p> <p>Proficiency Criteria: 29 or higher (total raw score of the listening and speaking domains) Reading domain 14 or higher Writing domain 17 or higher</p>
Grade 1 First Semester	Grade 1 Second Semester Grades 2-12
<p>Test Name: Kindergarten W-APT</p> <p>Domains Administered: Speaking, Listening, Reading, Writing</p> <p>Proficiency Criteria: 29 or higher (total raw score of the listening and speaking domains) Reading domain 14 or higher Writing domain 17 or higher</p>	<p>Test Administered: WIDA Screener</p> <p>Domains Administered: 5.0 proficiency level or higher on the overall composite score 4.0 proficiency level or higher on literacy composite score (reading, writing)</p>



NON EXAMPLE 1

Non Example

“We did not use the screener, the children come to us speaking no English.”

What to do instead

Districts are legally required to identify using an approved screener.

Identifying that a language other than English is spoken in the home is only the first step.

Now the student needs to be screened with one of the approved WIDA screeners.

NON EXAMPLE 2

Non Example

“All students enter speaking German, they are easy to identify.”

What to do instead.

Students that come from a setting where there is a community wide impact from a language other than English are not exempt from taking an approved screener as part of the identification process.

Screening is a legal requirement for all districts and all students who may be ELs.

NON EXAMPLE 3

Non Example

“We use MAPs and Smarter Balanced assessment data instead of the WIDA screeners.”

What to do instead

Potential ELs may only be identified using an approved screener that is specifically a measure of English Language Proficiency (ELP).

Content assessments are not a substitute for an approved WIDA screener.

The decision to identify must be based on Montana’s Proficiency Criteria, content assessment data does not align with the MT criteria.

NON EXAMPLE 4

Non Example

“We know that a child’s primary language spoken at home is not English so we mark them as EL.”

What to do instead

Districts are legally required to identify using an approved screener.

Identification of a student without data to support the decision is considered a violation of that student’s civil rights.

The student needs to be screened with one of the **approved WIDA screeners.**

NON EXAMPLE 5

Non Example

“The technology set-up is difficult for online testing.”

What to do instead

The online screener that is used for grades 1-12 uses the same testing platform as the annual assessment that is given to all identified ELs, The ACCESS for ELLs 2.0.

It is useful to set up the tech early and test it out prior to the ACCESS for ELLs window. This will ensure readiness for ACCESS for ELLs testing in December.

WIDA/DRC has a help desk with technology specialists to support districts.

Districts may opt to purchase the paper WIDA screener as that is an approved option in Montana.

SCREENING ELS WITH SIGNIFICANT COGNITIVE DISABILITIES

- Very small population
- Involved needs
- Still are required to serve needs as EL and Special Education services
- For identification guidance: contact Yvonne Field, yfield@mt.gov 406-444-0748

PARENT NOTIFICATION LETTER

APPENDIX I: SAMPLE PARENT NOTIFICATION LETTER

Dear _____,

In accordance with the Every Student Succeeds Act, _____ School District would like to provide the following information regarding your child's instructional program. Your child, _____, has been identified as an English Language Learner (ELL) through our district's screening process that includes _____

_____. This process has determined that your child's level of English proficiency and academic proficiency is as followed according to the WIDA screener.

Listening	
Reading	
Speaking	
Writing	



GETTING STARTED WITH WIDA ASSESSMENTS:

2018-2019 ACCESS FOR ELLS CALENDAR

Test Cycle	Testing Specifics	Start Date	End Date
Pretesting	OPI Loads Pre-ID File into AMS	Fri 10/26/18	Fri 10/26/18
	WIDA AMS Test Setup Available for Test Sessions	Fri 11/2/18	Wed 1/30/19
	Districts Receive Test Materials	Tue 11/27/18	Tue 11/27/18
During Testing	Test Window	Wed 12/5/18	Wed 1/30/19
	Additional Test Material Ordering Window in AMS	Tue 11/27/18	Wed 1/23/19
Post Testing	Deadline for Shipping Completed Test Materials to DRC		Tue 2/5/19
	Districts Receive Reports, Printed and Online	TBD	TBD



GETTING STARTED WITH THE NEW WIDA WEBSITE:

[WIDA Website Tour](#)

[Montana page](#)

[ACCESS for ELLs Checklist](#)

[Secure Portal User Guide](#)

WIDA SCREENER INFO PAGES

[WIDA Screener Online](#)



USER ACCOUNTS

[WIDA Accounts for Montana Document](#)



WHAT TO DO WITH EL ASSESSMENT DATA.



ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Assessments of English Language Proficiency

- Not Content Assessments

4 domains

- Speaking
- Listening
- Reading
- Writing

5 standards

- Social Instructional Language
- Languages of the content areas:
 - English language arts
 - Mathematics
 - Science
 - Social studies

Purposes:

- Screening and identifying potential English learners
- Monitoring progress of ELs annually
- Establish when ELs have reached English proficiency
- Inform classroom instruction
- Provide reliable data for accountability (ESSA)
- Evaluate effectiveness of programming and services fo ELs

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W-APT

Other Approved Options
(Cost to District)

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MODEL

HOW DO WE USE SCREENER DATA?



Annual Progress Monitoring

General Population

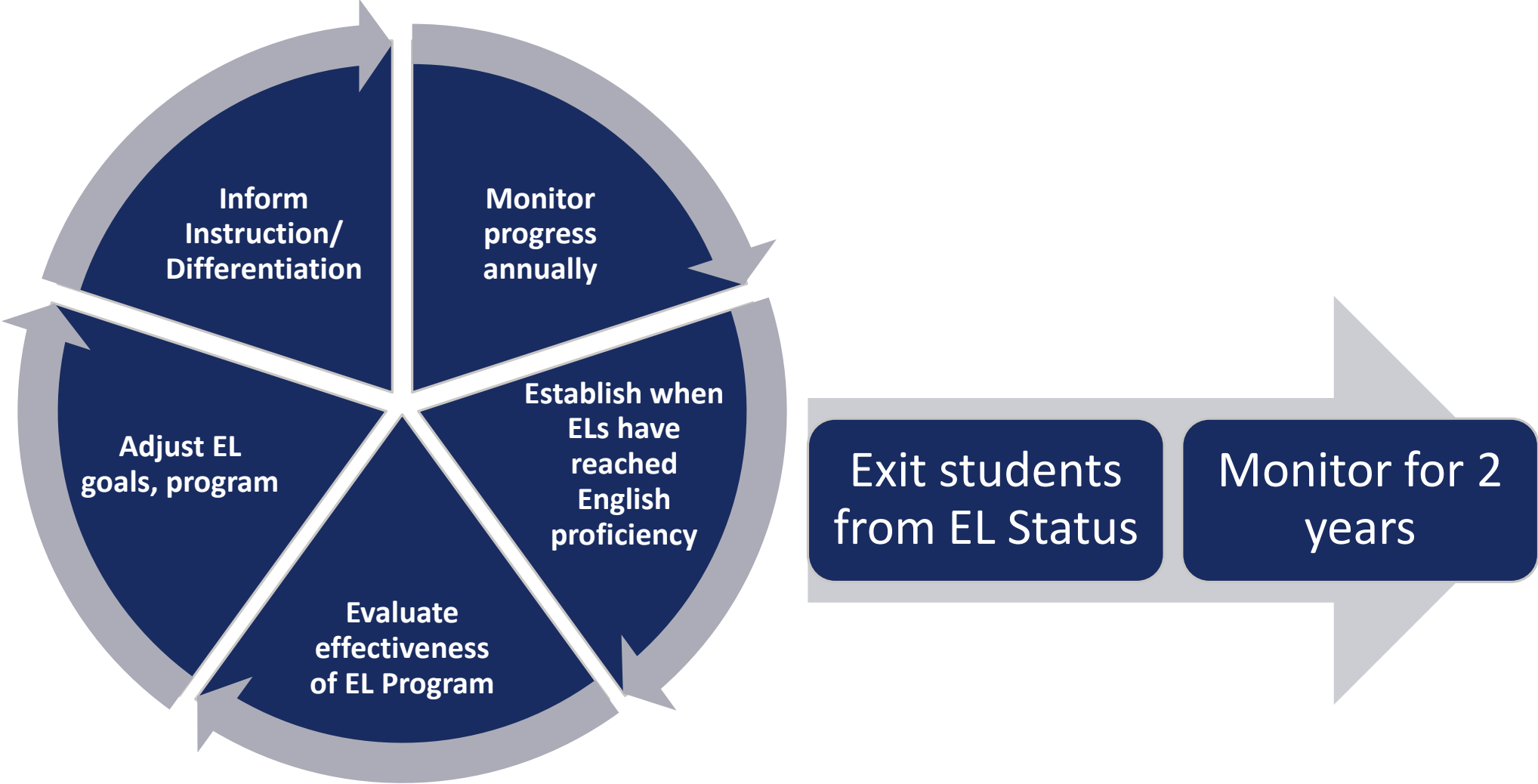
Students with
Significant Cognitive
Disabilities

Kindergarten
ACCESS for ELLs

Online ACCESS for
ELLs Grades 1-12

Alternate ACCESS
for ELLs Grades 1-12

HOW DO WE USE ACCESS FOR ELLS DATA?



WHAT'S NEW

WIDA Website

Account Clean Up

Proficiency Criteria Updates

CONTACT INFORMATION

EL Assessment and WIDA Questions:

Yvonne Field, Assessment Specialist

yfield@mt.gov 444-0748

Title III Funding and General Questions:

Crystal Andrews, Title III Coordinator

Crystal.Andrews@mt.gov 444-3482

