

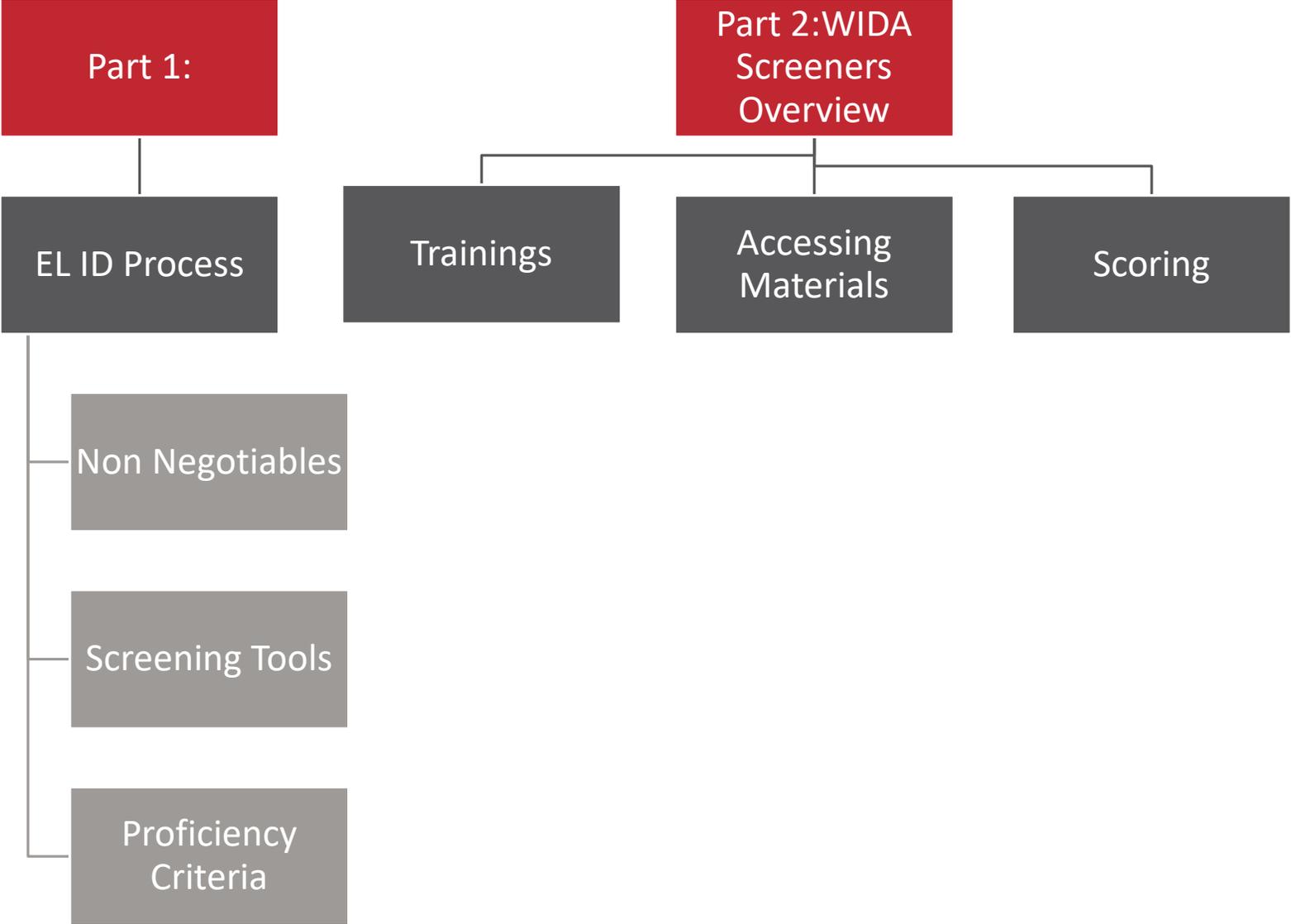


IDENTIFICATION OF ELS

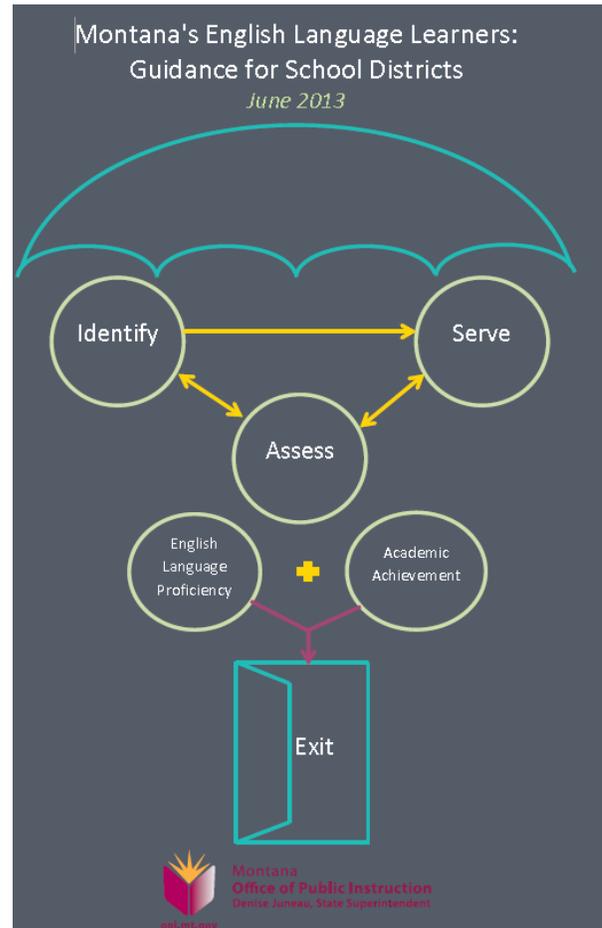
Fall 2018

Putting Montana Students First **A+**

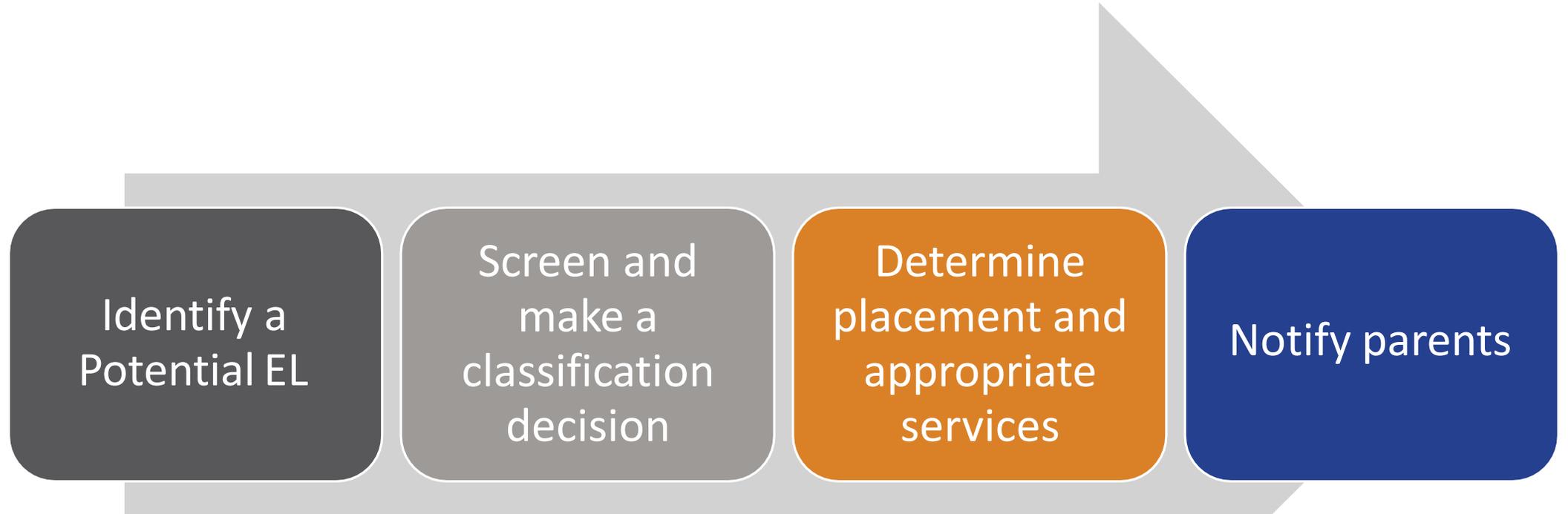
OBJECTIVES



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

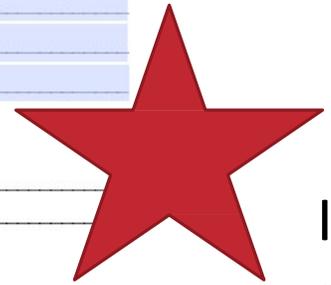
MT Office of Public Instruction
HOME LANGUAGE SURVEY

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?](#)



Teacher Observation Checklist

This form should be completed by the teacher(s) in collaboration with program staff familiar with the student.

Student Name: _____ State Student ID # _____
(Last Name, First Name)

School: _____ Grade: _____ Language: _____
(Home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

CHARACTERISTICS	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

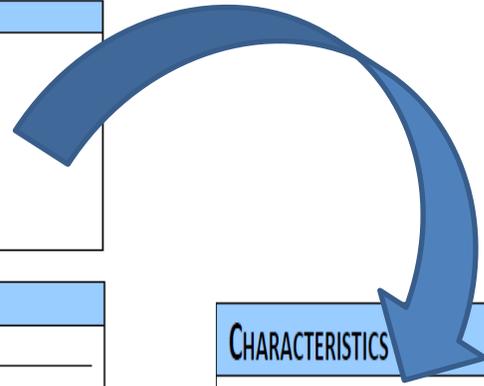
READING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-reader (not reading) <input type="checkbox"/> Developing reader (reading below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>
WRITING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-writer (not writing) <input type="checkbox"/> Developing writer (writing below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>
ORAL – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-speaker (non-English speaker) <input type="checkbox"/> Developing speaker (speaks below grade level) <input type="checkbox"/> Fluent (at or above grade level)	<hr/> <hr/> <hr/>

 Date (Month/Day/Year) Printed Name Signature Position

 Printed Name Signature Position

If there are 5 or more "no" answers, then the student is recommended to be screened on the WIDA W-APT language screener.

Teacher Observation Checklist



CHARACTERISTICS	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OFFICE

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 406-444-4940

PARENT NOTIFICATION LETTER

APPENDIX I: SAMPLE PARENT NOTIFICATION LETTER

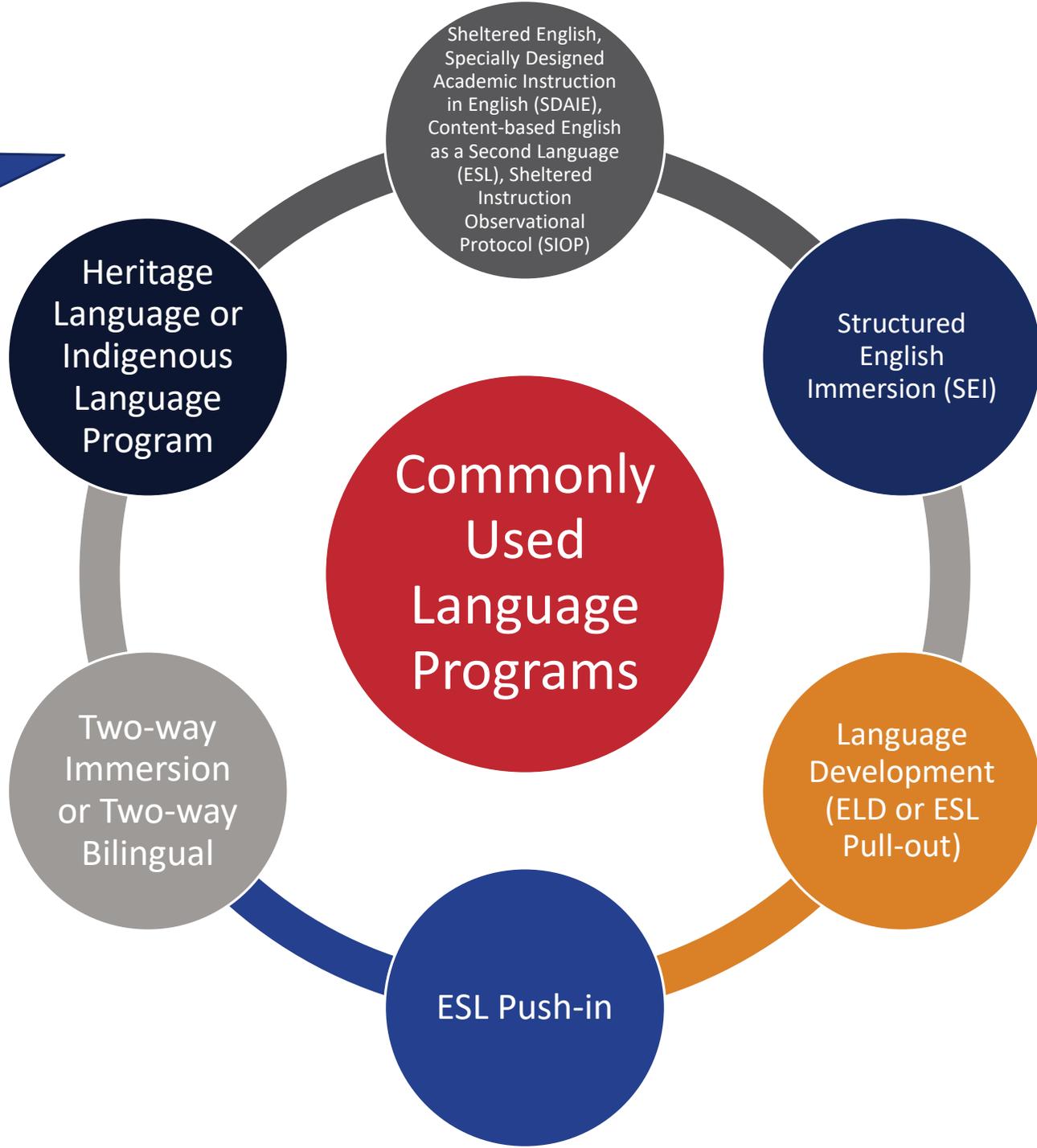
Dear _____,

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	

What about students served under IDEA?



In Your Context:

Take a minute to use the checklist handout to do a check in about your district practices in regards to ELs.

ACCESSING THE WIDA SCREENERS, TRAINING, MATERIALS, SCORING



Website Tours



➤ WIDA

➤ Resources (standards, instruction, assessments, research)

➤ Secure Portal

➤ Screener Materials

➤ Screener Trainings

➤ WIDA AMS

➤ Online assessment management system

➤ Sample items and Tutorials

➤ Student set up

➤ Scoring

➤ Reporting