

# ACCESS FOR ELLS

## SCREENERS AND REMOTE SUPPORT

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September 2020



Putting Montana Students First **A+**

# AGENDA

- ❖ EL Identification
- ❖ WIDA Screeners and Best Practices
  - ❖ WIDA Screener Online
  - ❖ Kindergarten W-APT
  - ❖ Remote Screener
- ❖ Montana's new EL Guidance
- ❖ Key Dates and Deadlines
- ❖ Remote Resources and Supports
- ❖ Open Forum

# WHY IDENTIFY ELS?

Access to language education is a civil rights issue.

Educators prepare students for life beyond the classroom.

Students have a stake in their communities and society more broadly.

Language → Knowledge → Power

Properly identifying ELs is crucial for providing them with the best education possible – to prepare them for life as informed decision-makers in their communities.

# WHO ARE ENGLISH LEARNERS?

Students whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny them:

the ability to meet the challenging State academic standards,

the ability to successfully achieve in classrooms where the language of instruction is English, or

the opportunity to participate fully in society.

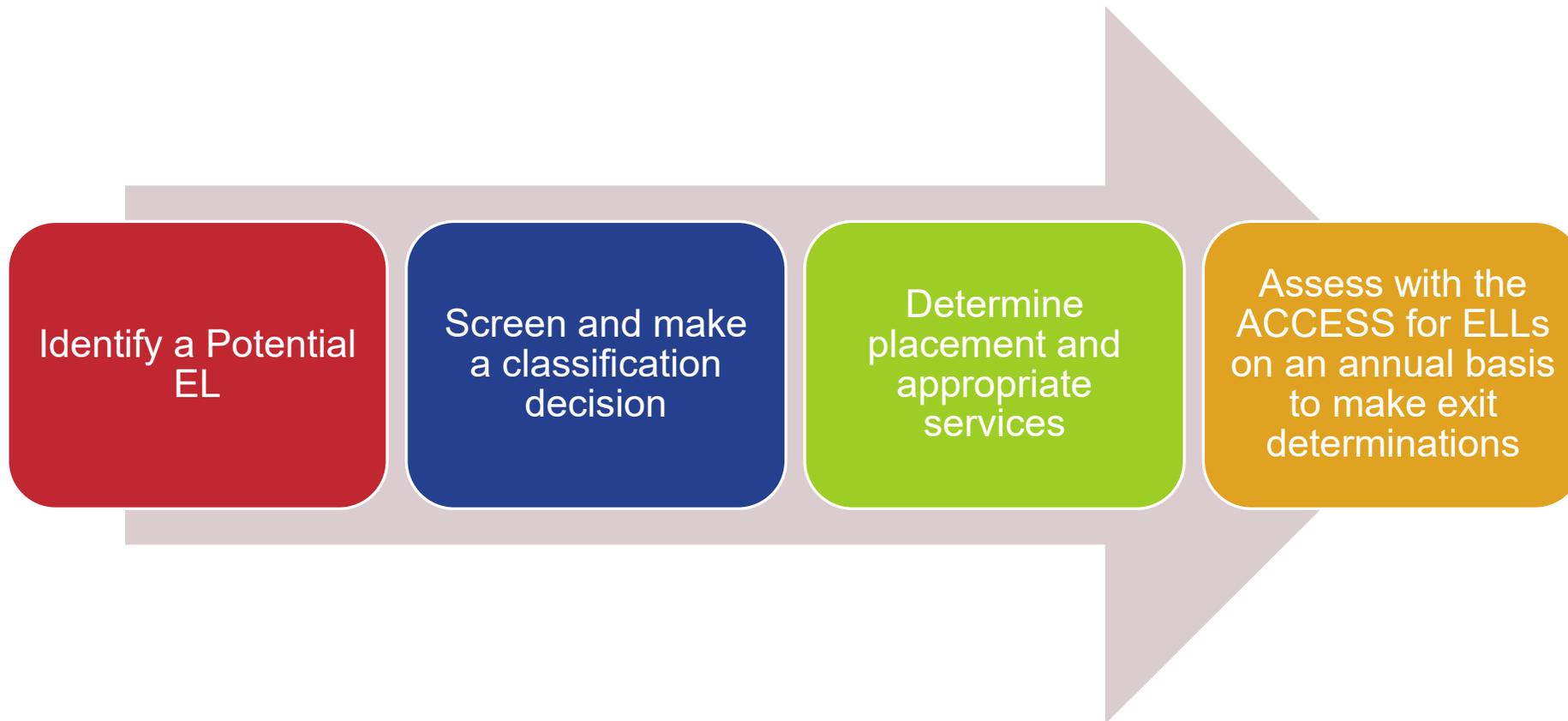
See ESSA Section 8101(20)

# AMERICAN INDIAN ENGLISH LEARNERS

How does the district determine if a student whose home language is English might need screening?

The syntax, rhetorical style and sociolinguistic patterns of the heritage language may have had a significant impact on the student's level of proficiency in Academic English.

# EL IDENTIFICATION PROCESS





MT Office of Public Instruction
HOME LANGUAGE SURVEY

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

1. Is your child's first-learned or home language anything other than English? Yes No

If you responded "Yes" to question number 1 above, please answer the following questions:

- 2a. What language did your child learn when he/she first began to talk?
2b. What language does your child most frequently speak at home?
2c. What language do you most frequently speak to your child? (Father) (Mother)
3. What language is spoken by you and your family most of the time at home?
4. If available, in what language would you prefer to receive communication from the school?
5. 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.

It is important that intake clerks, administrative assistants, and other school staff are familiar with this form and can interview parents/guardians with an interpreter if necessary.

Parent or Guardian's Signature

Date



# ELP Guidance

## Appendix B:

### Language

### Observation

### Checklist

Student Name: \_\_\_\_\_ State Student ID: \_\_\_\_\_  
(Last Name, First Name) (Nine Digits)

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"/>

<b>READING – PLEASE CHECK ONE:</b>	<b>COMMENTS:</b>
<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)	
<b>WRITING – PLEASE CHECK ONE:</b>	<b>COMMENTS:</b>
<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)	
<b>ORAL – PLEASE CHECK ONE:</b>	<b>COMMENTS:</b>
<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)	

# EL IDENTIFICATION REMINDERS

Screen new students  
w/in 14 days

Transfers: make sure  
they are marked  
correctly in AIM and  
receive a placement  
letter

Students who have  
already been identified  
in AIM as EL should  
receive an EL  
designation and  
placement letter within  
the first 30 days

ALL EL students should  
be marked in AIM  
(Infinite Campus) with  
primary home language  
or language of impact  
by October Count Date:  
**10/19/20**

# MARKING ELS IN AIM

## EL Tab

A.) Students who are identified as EL must have a **Program Status** of “EL” and an **Identified Date** entered in the EL tool.

**PATH: INDEX TAB>STUDENT INFORMATION>PROGRAM PARTICIPATION>ENGLISH LEARNERS (EL)**

1. Go to the **Index** tab.
2. Select **Student Information**.
3. Select **Program Participation**.
4. Select **English Learners (EL)**.
5. The **Home Primary Language** and **Language of Impact** must be entered in the Demographics tab for the student before proceeding.
6. Select **EL** from the **Program Status** field.
7. Enter the **Identified Date**.
8. Click **Save**.

The screenshot displays the AIM system interface for student Kent, Clark. The left sidebar shows the navigation menu with 'English Learners (EL)' selected. The main content area shows the 'Active EL Record' section with the following fields:

Active EL Record	
*Program Status	EL
Identified Date	03/13/2018
Program Exit Date	
Parent Notified	
Parent Declined	<input type="checkbox"/>
Parent Declined Date	
Comments	

The 'Census Information' section is also visible, showing the following data:

Census Information	
**To update read only fields, please go to Censu	
Home Primary Language:	eng: English
Language of Impact	24: Norwegian
First Entered US School:	No Data Available
Birth Country:	No Data Available

# NON-NEGOTIABLES

- ❖ **Home Language Survey (HLS)** is given to all students who enroll in the district.
- ❖ **MUST SCREEN** with an **APPROVED WIDA** English Language Proficiency Assessment.
- ❖ **Identification** must be **based on Montana's proficiency criteria.**

# NON-EXAMPLE 1

## Non-Example

“We did not use the screener because the parents don’t speak English at home.”

## 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

“The students enter speaking German; they’re easy to identify.”

## What to do instead

Students who 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

“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: ACCESS for ELLs.

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 testing in December.

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

Districts may opt to purchase the paper WIDA screener if they do not want to use the online screener.

# REMEMBER:

- ❖ The HLS must be part of the enrollment process.
- ❖ To identify a student as an EL, an approved WIDA Screener must be administered.
- ❖ Identification decisions must be based on Montana proficiency criteria.

# Approved Screening Tools:

Resources Provided by OPI  
(No Cost to District)

Other Approved  
Options  
(Cost to District)

WIDA  
Screener  
Online

Kindergarten  
W-APT

WIDA Remote  
Screener

WIDA Paper  
Screener

(Kindergarten)  
MODEL

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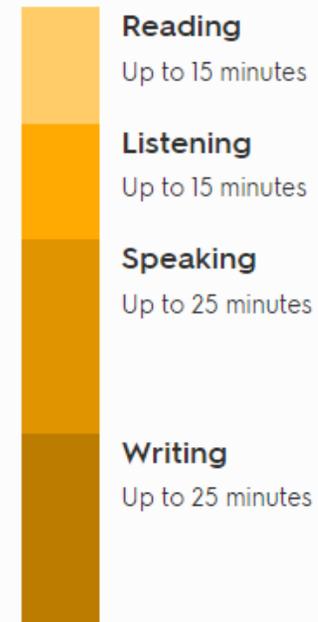
(Kindergarten)  
MODEL

# WIDA SCREENER ONLINE

- ❖ Screens four domains
- ❖ Can take up to 80 minutes total
- ❖ For students in grades 1-12
- ❖ Writing portion is done on paper for grades 1-3; may be done for select students in grades 4-12
- ❖ Speaking and writing portions are scored locally by a certified scorer

## Test Administration Times\*

Times do not include convening students, material distribution, directions or embedded test practice.



**80 minutes total test time**

\*Times will vary based on a student's proficiency level.

# WIDA SCREENER ONLINE

## Best Practices

- ❖ Check tech!
- ❖ Review Test Security Manual.
- ❖ Administer entire screener in one sitting.
- ❖ Testing Environment Logistics:
  - ❖ Students in certain grade clusters (4-5, 6-8, 9-12) may take the entire test together at once.
  - ❖ Students in grades 1-3 may take the listening, reading, and speaking portions together, but the writing portion must be done according to tier and cluster.
- ❖ Read and review the *Accessibility and Accommodations Supplement*.

# WIDA SCREENER ONLINE

## Resources in WIDA Secure Portal:

- ❖ WIDA Screener Online Webinar
- ❖ Online Test Administration Manual
- ❖ Speaking Scoring Scale
- ❖ Writing Scoring Scale
- ❖ Accessibility and Accommodations Supplement for WIDA Screener

# Approved Screening Tools:

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(No Cost to District)

Other Approved  
Options  
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Kindergarten  
W-APT

WIDA Remote  
Screener

WIDA Paper  
Screener

(Kindergarten)  
MODEL

# KINDERGARTEN W-APT

- ❖ Screens four domains
- ❖ Usually takes about 30 minutes
- ❖ For students in Kindergarten and first semester of first grade
  - ❖ Listening/Speaking only for Pre-K and first semester K
- ❖ Administered one-on-one
- ❖ Paper only

## Test Administration Time

Time does not include convening students, material distribution or directions.

**30 minutes total test time**

# KINDERGARTEN W-APT

## Best Practices

- ❖ Check materials.
- ❖ Ensure a quiet testing environment and maximize student comfort.
- ❖ Follow the Test Administrator script, but also be encouraging and supportive.
- ❖ Read and review the *Accessibility and Accommodations Supplement*.

# KINDERGARTEN W-APT

## Resources in WIDA Secure Portal:

- ❖ K W-APT Quick Start Guide
- ❖ Kindergarten W-APT Webinar
- ❖ Test Administration Manual
- ❖ Speaking Scoring Scale
- ❖ Writing Scoring Scale
- ❖ Accessibility and Accommodations Supplement for WIDA Screener

# Approved Screening Tools:

Resources Provided by OPI  
(No Cost to District)

Other Approved  
Options  
(Cost to District)

WIDA  
Screener  
Online

Kindergarten  
W-APT

WIDA Remote  
Screener

WIDA Paper  
Screener

(Kindergarten)  
MODEL

# WIDA REMOTE SCREENER

- ❖ Provisional
- ❖ Screens three domains: Listening, Reading, and Speaking
- ❖ Takes about 30 minutes
- ❖ Two versions: K-1 and 2-12
- ❖ Requires cooperation of a responsible adult



**WIDA**<sup>TM</sup>

**REMOTE SCREENER**

Provisional English Language Proficiency Assessment

# WIDA REMOTE SCREENER

## Quick How-To

1. Determine the grade level of the screener.
2. Consult with parents/guardians to decide how the screener will be administered.
3. Deliver the testing booklet.
4. Schedule a testing time.
5. Administer the screener.
6. Score screener and determine EL status.
7. Eventually: Screen again in person.

# WIDA REMOTE SCREENER

## Best Practices

- ❖ Let an experienced TA administer.
- ❖ Ensure home delivery of materials.
- ❖ Check tech with parents/guardians. Use video chat if possible.
- ❖ Create a comfortable testing environment as best you can.
- ❖ Remember keyword: **provisional!**

# WIDA REMOTE SCREENER

## Resources in WIDA Secure Portal:

- ❖ Remote Screener Webinar Videos
- ❖ Training Videos
- ❖ Test Administrator Manual
- ❖ TA Scripts and Student Packets
- ❖ Accessibility and Accommodations Supplement for WIDA Screener

# SCREENING STUDENTS WITH COGNITIVE DISABILITIES

- ❖ Consult with special education teachers and family.
- ❖ There is no designated WIDA screener, but a variety of WIDA-provided tools may be used.
- ❖ OPI is here to help:
  - Yvonne Field
  - Assessment and Accountability Specialist
  - Student Support Services
  - 406-444-4940
  - [yfield@mt.gov](mailto:yfield@mt.gov)

# ALTERNATE ACCESS ELIGIBILITY CRITERIA

## Alternate ACCESS Eligibility Checklist

**For each of the statements below, circle yes or no**

Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?	YES	NO
Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?	YES	NO
Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?	YES	NO
Does the student require direct and extensive instructions to acquire, maintain, generalize and transfer new skills?	YES	NO
Does the student participate in statewide alternate assessments based on alternate achievement standards?	YES	NO

If you answer "NO" to any of the above questions, the student must participate in the general assessment. If all answers are "YES", the student is eligible to take the alternate assessment and considered to be a student with a significant cognitive disability.

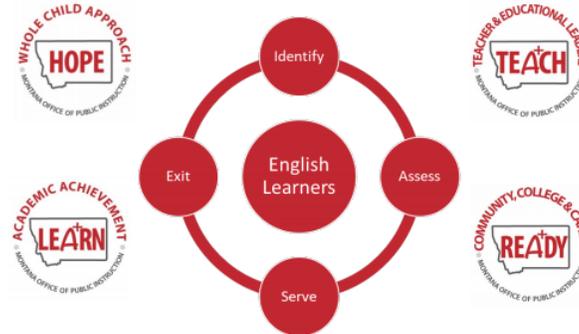
# MONTANA'S ENGLISH LEARNER GUIDANCE FOR SCHOOL DISTRICTS

**MONTANA**  
**OFFICE OF PUBLIC INSTRUCTION**

**2020–2021**

**ENGLISH LEARNER**  
**GUIDANCE FOR SCHOOL DISTRICTS**

**Effective August 1, 2020**

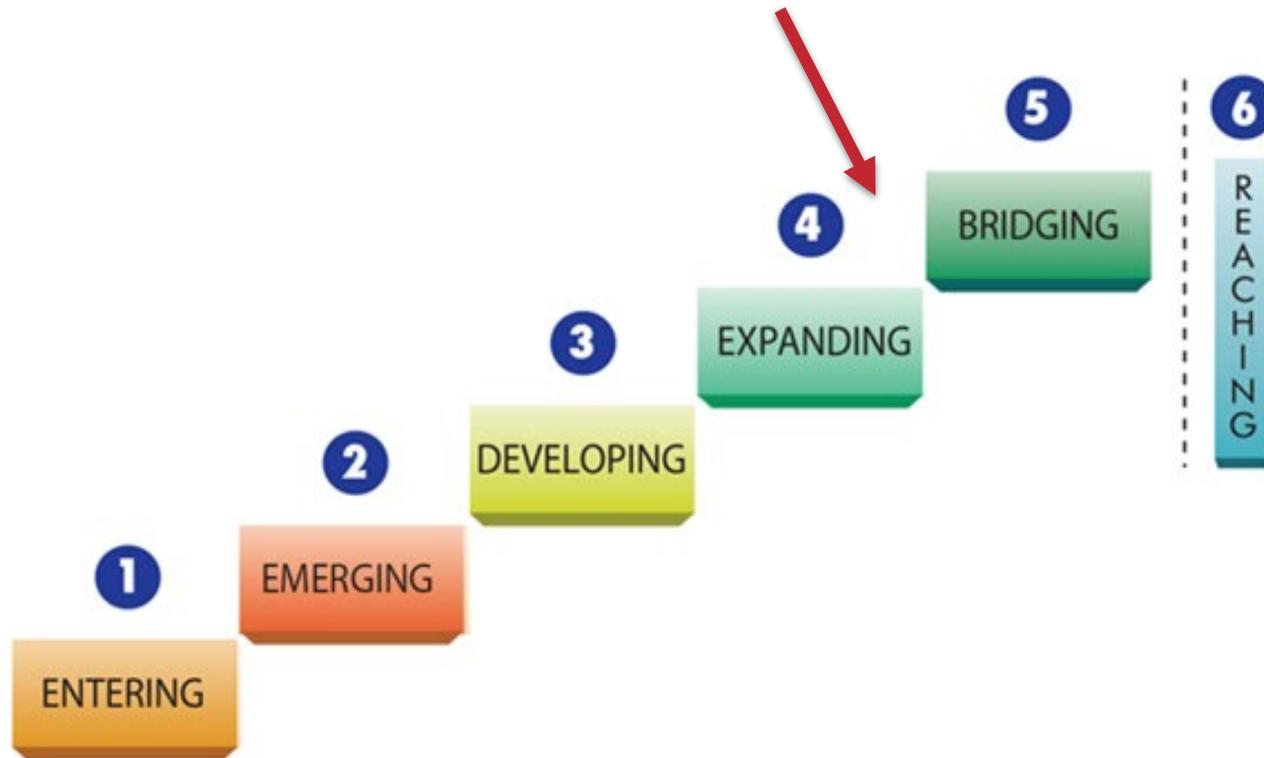


The "Montana English Learner Guidance for School Districts" describes the Office of Public Instruction's (OPI) policies and procedures required to serve English Learner (EL) students in the state of Montana. These requirements fall under the authority of both state and federal laws and regulations which are defined further throughout this manual.

[Click to download](#)

# DEFINING PROFICIENCY

Overall Composite Score 4.7



# KEY DATES AND DEADLINES

## Timely Tasks

- ❖ Home Language Survey (HLS) must be administered to all newly enrolled students.
- ❖ Screening should take place within 14 days of receipt of HLS or completion of Language Observation Checklist indicating possible EL status.
- ❖ Placement decisions should be made within first 30 days of school year or new enrollment.

## ❖ **October 19, 2020**

Verify that all active English Learners have an EL flag in AIM for the October WIDA materials ordering upload.

## ❖ **December 1, 2020**

Enter and verify demographic and enrollment data for all ELs in AIM.

## ❖ **December 2, 2020 – January 29, 2021**

ACCESS for ELLs Testing Window

# REMOTE RESOURCES AND SUPPORTS

WIDA eSummit  
(in Secure Portal)

October 12 – 30

- ❖ Week 1: WIDA EL Development Standards
- ❖ Week 2: Teaching Multilingual Learners
- ❖ Week 3: WIDA Assessments

Micro-PD Courses  
(available to the public)

30-minute mini-courses

- ❖ Tending to Multilingual Learners' Social-Emotional Well-Being
- ❖ Considerations for Evaluating Online Resources for Multilingual Learners
- ❖ Multilingual Learners and Distance Learning

<https://wida.wisc.edu/grow/us-based-pl/wida-esummit>

<https://grow.wida.us/courses/270>



# OPEN FORUM

Questions? Concerns? Ideas?

Please share!



# CONTACTS

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Crystal Andrews, Title III Coordinator/Title I Instructional Coordinator

[crystal.andrews@mt.gov](mailto:crystal.andrews@mt.gov)

Yvonne Field, Assessment and Accountability Specialist, Student Support Services

[yfield@mt.gov](mailto:yfield@mt.gov)

Training Website and Test Administration Resources

[www.wida.us](http://www.wida.us)

WIDA/DRC Help Desk

[WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com) or 1-855-787-9615

OPI Assessment Help Desk

[opiassessmenthelpdesk@mt.gov](mailto:opiassessmenthelpdesk@mt.gov) or 844-867-2569

