ACCESS FOR ELLS
SCREENERS AND REMOTE SUPPORT

Jacob Barto
EL Assessment Specialist
September 2020
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)
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

- Identify a Potential EL
- Screen and make a classification decision
- Determine placement and appropriate services
- Assess with the ACCESS for ELLs on an annual basis to make exit determinations
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.
ELP Guidance
Appendix B: Language Observation Checklist

Student Name: ____________________________________ State Student ID: ____________
(Last Name, First Name) (Nine Digits)
School: Grade: ________________________________ 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?

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Oral</th>
<th>Yes</th>
<th>No</th>
<th>Written</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses pronouns, genders correctly.</td>
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<td>b. Uses tenses correctly.</td>
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<td>c. Uses singular &amp; plural forms correctly.</td>
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<td>d. Uses prepositions correctly.</td>
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<td>e. Understands teacher directions.</td>
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<tr>
<td>f. Uses appropriate sentence structure.</td>
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<tr>
<td>g. Uses developmentally appropriate vocabulary</td>
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</tr>
</tbody>
</table>

**READING – PLEASE CHECK ONE:**

- [ ] Non-reader (not reading)
- [ ] Developing reader (reading below grade level)
- [ ] Fluent (at or above grade level)

**WRITING – PLEASE CHECK ONE:**

- [ ] Non-writer (not writing)
- [ ] Developing writer (writing below grade level)
- [ ] Fluent (at or above grade level)

**ORAL – PLEASE CHECK ONE:**

- [ ] Non-speaker (non-English speaker)
- [ ] Developing speaker (speaks below grade level)
- [ ] Fluent (at or above grade level)
Screen new students w/in 14 days

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

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

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.
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
“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

“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

“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)
- WIDA Screener Online
- Kindergarten W-APT
- WIDA Remote Screener

Other Approved Options (Cost to District)
- WIDA Paper Screener
- (Kindergarten) MODEL
Approved Screening Tools:

Resources Provided by OPI
(No Cost to District)

- WIDA Screener Online
- Kindergarten W-APT
- WIDA Remote Screener

Other Approved Options
(Cost to District)

- WIDA Paper Screener
- (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*

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Up to 15 minutes</td>
</tr>
<tr>
<td>Listening</td>
<td>Up to 15 minutes</td>
</tr>
<tr>
<td>Speaking</td>
<td>Up to 25 minutes</td>
</tr>
<tr>
<td>Writing</td>
<td>Up to 25 minutes</td>
</tr>
</tbody>
</table>

80 minutes total test time

*Times will vary based on a student’s proficiency level.
WIDA SCREENER ONLINE

Best Practices

- Check tech!
- 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:

Resources Provided by OPI (No Cost to District)
- WIDA Screener Online
- Kindergarten W-APT
- WIDA Remote Screener

Other Approved Options (Cost to District)
- 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
**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)
- WIDA Screener Online
- Kindergarten W-APT
- WIDA Remote Screener

Other Approved Options (Cost to District)
- 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 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
# Alternate Access Eligibility Criteria

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Do the student’s demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>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?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Does the student require direct and extensive instructions to acquire, maintain, generalize and transfer new skills?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Does the student participate in statewide alternate assessments based on alternate achievement standards?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

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

Click to download
DEFINING PROFICIENCY

Overall Composite Score 4.7
KEY DATES AND DEADLINES

Timely Tasks

- **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

- **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.**
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
Yvonne Field, Assessment and Accountability Specialist, Student Support Services
yfield@mt.gov

Training Website and Test Administration Resources
www.wida.us

WIDA/DRC Help Desk
WIDA@datarecognitioncorp.com or 1-855-787-9615

OPI Assessment Help Desk
opiassementhelpdesk@mt.gov or 844-867-2569