



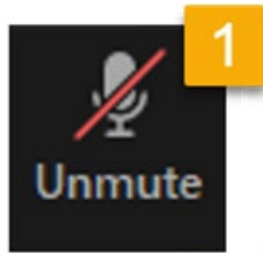
ENGLISH LEARNER IDENTIFICATION AND SUPPORT

MontCAS Webinar
September 2023

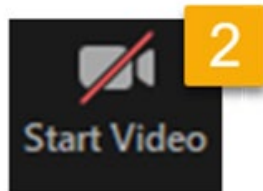


Putting Montana Students First **A+**

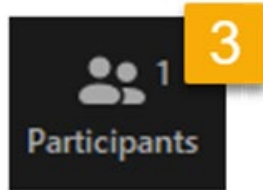
ZOOM MEETING FEATURES



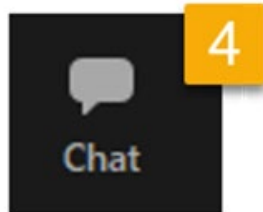
Mute your mic when it is not in use.



Share your video if possible.



Clearly name yourself as a participant.



Use the chat to introduce yourself and engage with your peers.

AGENDA

- Requirements for EL Identification
- Montana's EL Identification Process
- Best Practices for Exiting Students from EL Status
- ACCESS for ELLs Assessment basics
- Educator Resources
- Learning Lab: Setting Up Screening

LEGAL REQUIREMENTS

Under Title VI of the Civil Rights Act (1964) and the Equal Educational Opportunities Act (1974), public schools must ensure that English learner students can participate meaningfully and equally in educational programs.

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

-Supreme Court Ruling, *Lau v. Nichols* (1974)

LEGAL REQUIREMENTS

ESSA 1111(b)(2)(G)(i)

Each State plan shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency.

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)

MONTANA'S ENGLISH LEARNERS

- ❖ American Indian children who are impacted by the heritage language of their family and/or community, such as Apsáalooke (Crow), Piikani (Blackfeet), or Tséhésenéstsestótse (Cheyenne).
- ❖ Hutterite children who learn German as their first language.
- ❖ American-born children of immigrants who learn their native language in the home from their parents or guardians.
- ❖ Children who come to the United States with their parents or alone (e.g. as immigrants, exchange students, migrant workers, or refugees).
- ❖ Children who are adopted internationally by American parents.

WHY IDENTIFY ELS?

Access to language education is a civil rights issue.

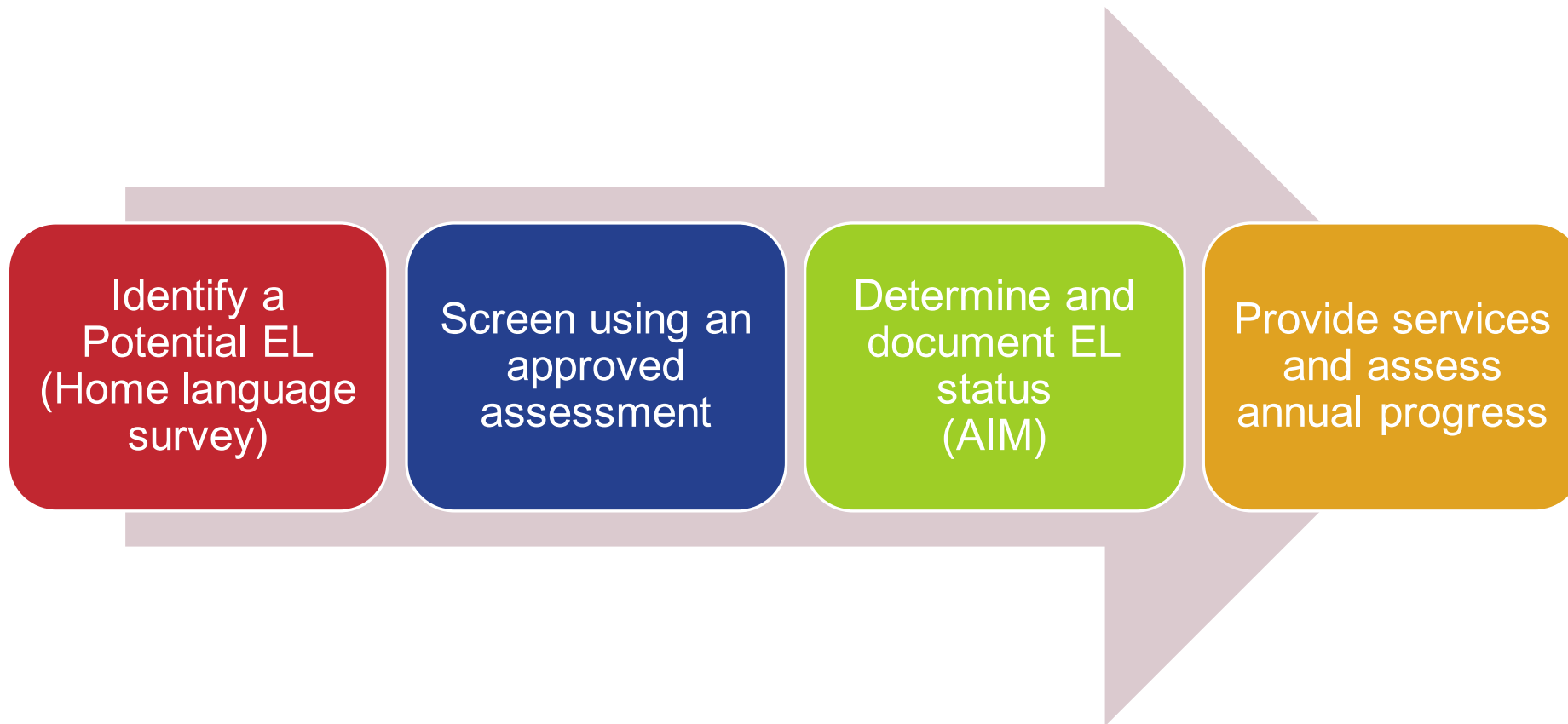
Educators prepare students for life beyond the classroom.

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.

EL IDENTIFICATION PROCESS



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.

Student Name: _____ Birth Date: _____ Sex: Male Female

Parent/Guardian Name: _____

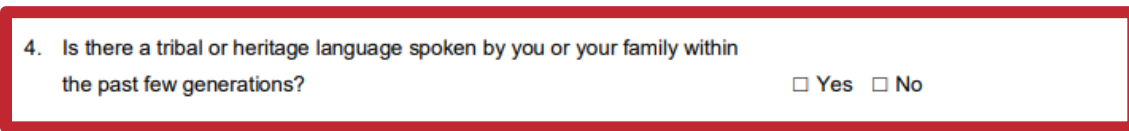
Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

Federal and state laws require the following information be collected about the primary and home language of every student upon enrollment in the school district.

1. What language did your child learn when he/she first began to talk? _____
2. What language does your child most frequently speak at home? _____
3. What language is spoken by you and your family most of the time at home? _____
4. Is there a tribal or heritage language spoken by you or your family within the past few generations? Yes No



If yes, what language or languages? _____

If a language other than English is indicated for any of the above questions, the school district will test your child's English language proficiency to determine eligibility for initial and continuing placement in an English language development program. You will be notified about the results of this testing.

5. If available, in what language would you prefer to receive information from the school? _____

Parent or Guardian's Signature

Date

TRANSACT ALL FORMS

<https://montana-opi.parentnotices.com/login>

- click on Create an acct
- if you aren't able to "create" an account, please call TransACT to set one up. It is super easy!
- Questions? Contact TransACT Customer Care at support@transact.com or (425) 977-2100, Option 3
- If you forget how to get to TransACT...OPI Title I page
- Once you are in TransACT, you will go to:
 - Parent Collections
 - ESEA
 - Forms are there. PFE (parent, family engagement), TPQ (teacher/paraprofessional qualifications), SW (Title I, Schoolwide), FC (Foster Care), HS (Homeless)
- MUST use TransACT forms for Monitoring



opi.mt.gov

Language of Impact: A language that plays a significant role in the family or community and which may influence a student's academic English development. ***This is not the same as Home Primary Language.***

This is the ONLY APPROVED Home Language Survey

Translated forms can be obtained through [TransACT](#).



TRANSACT ACCESS

<https://montana-opi.parentnotices.com/login>

click on Create an acct

If you aren't able to "create" an account, please call TransACT to set one up. It is super easy!

Questions? Contact TransACT

Customer Care at support@transact.com or (425) 977-2100, Option 3

If you forget how to get to TransACT...OPI Title I page

Once you are in TransACT, you will go to:

- State Notices
- Home Language Survey
- Download Fillable Form, you can print in several languages

This is the ONLY APPROVED Home Language Survey



Approved Screening Tools:

Resources Provided by OPI
(No Cost to District)

Other Approved Options
(Cost to District)

WIDA
Screener
Online

WIDA
Screener for
Kindergarten

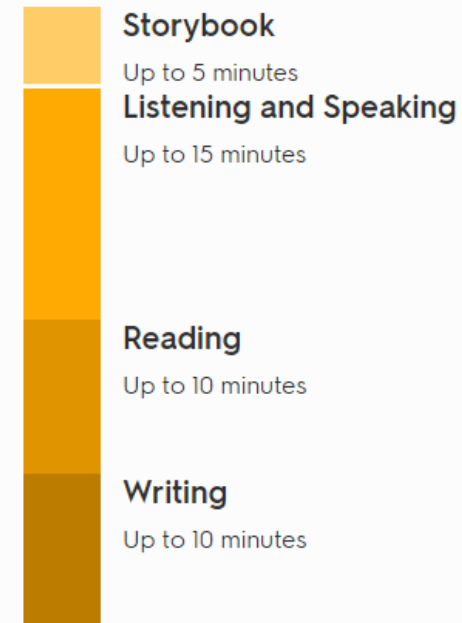
WIDA Paper
Screener

Kindergarten
MODEL

WIDA SCREENER FOR KINDERGARTEN

- ❖ Screens four domains
(Only two for new kindergartners)
- ❖ Can take up to 40 minutes total
- ❖ For students in K-1
- ❖ Administered one-on-one and
entirely on paper
- ❖ All responses must be scored
locally by a certified scorer

Test Administration Times



40 minutes total test time

Typically, only students who complete all items and tasks for each of the four language domains will take longer than 30 minutes to test.

WIDA SCREENER FOR KINDERGARTEN

Determine your students' English language proficiency levels

After you administer WIDA Screener for Kindergarten, enter the student's scores below to generate a report of the student's test performance. The score report will show performance in terms of English language proficiency levels. Details on understanding and using scores are available in [WIDA Screener Interpretive Guide for Score Reports](#).

Visit the [Family Engagement](#) page for resources to help you share information about language and test scores. Visit your [member/state](#) page for details on the identification criteria and placement guidance applicable to your students.

Student's Current Grade

1 Total Listening Correct

2 Total Speaking Meets

I administered Writing and Reading.

The screenshot shows a complex grid of score sheets. At the top, there is a 'Writing Score Sheet' and a 'Listening & Speaking Score Sheet'. Below these are several smaller sheets for 'Listening', 'Speaking', 'Reading', and 'Writing'. Each sheet contains columns for 'Correct' and 'Meets' scores, and a 'Total' score. The 'Total' scores for Listening and Speaking are highlighted with yellow boxes containing the numbers 1 and 2 respectively.

WIDA Screener for Kindergarten Score Report

Test Date: Test Administrator/Scorer:

Student Information

First Name: Last Name:

Birthdate: Current Grade:

State ID: School:

District: State:

Home Language(s):

WIDA Screener for Kindergarten provides a snapshot of an English language learner's general English language proficiency. The proficiency level scores are one factor to consider as you determine whether a student can benefit from English language support services.

Language Domain Scores	Proficiency Level
Listening	3
Speaking	4
Writing	Not Tested
Reading	Not Tested
Composite Scores	Proficiency Level
Oral Language - 50% Listening + 50% Speaking	4
Literacy - 50% Reading + 50% Writing	
Overall - 35% Reading + 35% Writing + 15% Listening + 15% Speaking	

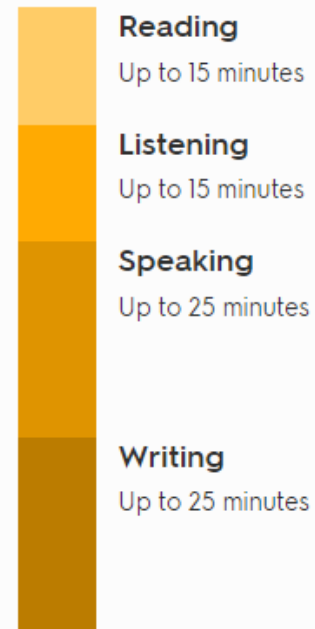
Proficiency levels are defined as part of the WIDA English Language Development Standards Framework. For more information about the framework, visit the [ELD Standards Framework](#) page. To better understand the proficiency level scores, refer to the kindergarten proficiency level descriptors.

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

Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

Language Domain Scores	Proficiency Level
Listening	4.0
Speaking	6.0
Reading	3.0
Writing	6.0
Composite Scores	Proficiency Level
Oral Language	5.0
Literacy	5.0
Overall*	5.0

TEST ADMINISTRATOR CERTIFICATION



[Assessment Training](#) [Professional Learning](#) [Webinars](#) [Resources](#)

Choose your path



Assessment Training

Get trained on WIDA Assessments



Professional Learning

High-quality professional learning, right where you are



Webinars

Live and recorded webinars on a variety of topics



Resources

Resources to help you make the most of your WIDA experience

TEST ADMINISTRATOR CERTIFICATION



WIDA Screener for Kindergarten: Administration and Scoring

The purpose of this course is to help test administrators successfully prepare for and administer the WIDA Screener for Kindergarten identification and placement assessment.

[Course Details](#) [Course Resources](#)



WIDA Screener Online: Administration

The purpose of this course is to help test administrators and coordinators successfully prepare for and administer the WIDA Screener Online identification and placement assessment.

[Course Details](#) [Course Resources](#)

TEST ADMINISTRATOR CERTIFICATION



Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener

The purpose of this course is to help test administrators successfully score the Speaking domain for ACCESS for ELLs Paper, WIDA Screener Online and WIDA Screener Paper for grades 1-5.

[Course Details](#) [Course Resources](#) [Enter Course](#)



Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener

The purpose of this course is to help test administrators successfully score the Speaking domain for ACCESS for ELLs Paper, WIDA Screener Online and WIDA Screener Paper for grades 6-12.

[Course Details](#) [Course Resources](#)



Writing for Grades 1-5: Scoring WIDA Screener

The purpose of this course is to help educators successfully score the Writing domain for WIDA Screener Online and WIDA Screener Paper for grades 1-5.

[Course Details](#) [Course Resources](#)



Writing for Grades 6-12: Scoring WIDA Screener

The purpose of this course is to help educators successfully score the Writing domain for WIDA Screener Online and WIDA Screener Paper for grades 6-12.

[Course Details](#) [Course Resources](#)

MARKING ELS IN AIM

Jacob Barto

Request Demographic Update

Student Information

Census

My Data

People

Behavior

Program Admin

Ad Hoc Reporting

Filter Designer

Data Export

Data Analysis

System Administration

FRAM

MT State Reporting

Data Integrity Tools

Account Settings

Person Information

Read Only (Create an update request to change data)

PersonID: 495339

*Last Name: Barto *First Name: Jacob Middle Name:

*Gender: M: Male Birth Date:

Race/Ethnicity (Edit)

Federal Designation: No Data

Race(s):

Hispanic/Latino: No Data

Race/Ethnicity Determination:

Date Entered State School:

Home Primary Language:

Language of Impact:

Nickname:

Index Search

Kent, Clark

Grade: 08 #928 DOB: 02/23/2004 Gender: M

EL EL Assessments EL Services EL Accommodations

Save Delete

Emily Davidson

Student Information

General

Counseling

Academic Planning

Program Participation

English Learners (EL)

Foster Care

Programs

Custom Programs

Health

Active EL Record

*Program Status: EL

Identified Date: 03/13/2018

Program Exit Date:

Parent Notified:

Parent Declined:

Parent Declined Date:

Comments:

Census Information

**To update read only fields, please go to Census

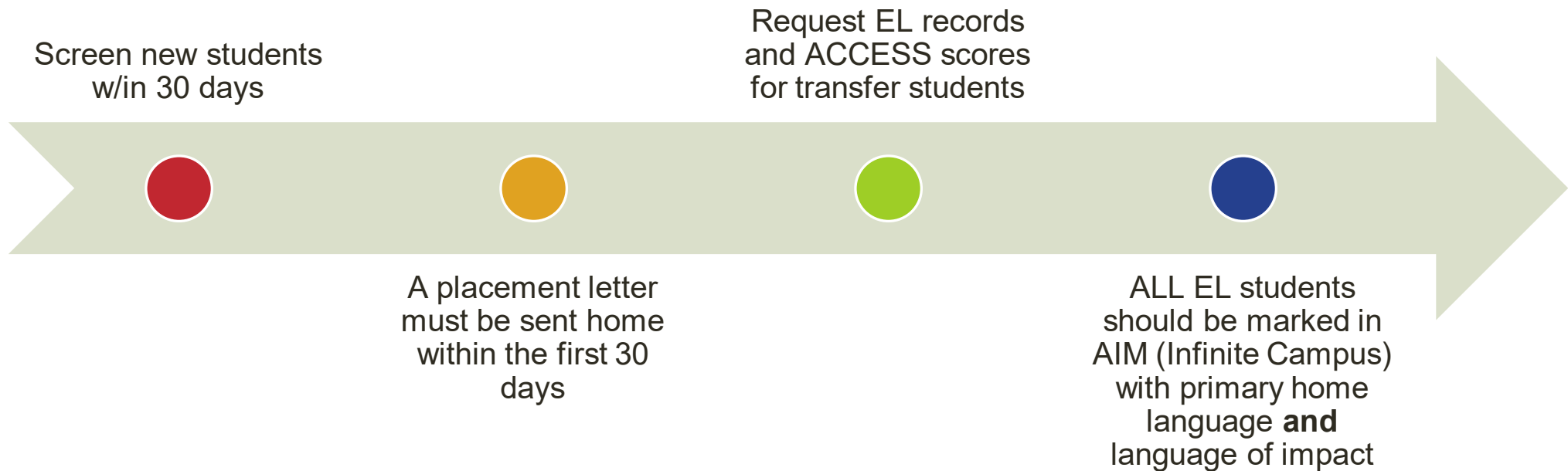
Home Primary Language: eng: English

Language of Impact: 24: Norwegian

First Entered US School: No Data Available

Birth Country: No Data Available

EL IDENTIFICATION REMINDERS



ACCESS for ELLs: The Basics



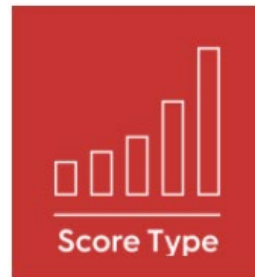
Achievement



U.S.
Grades 1-12



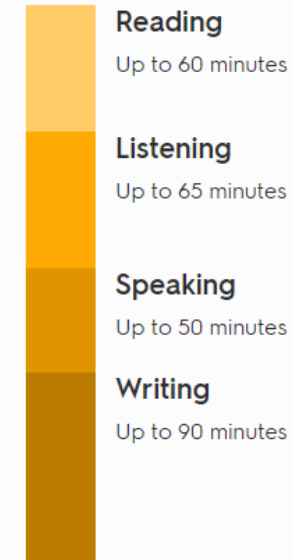
Online



Scale,
Proficiency Level

Test Administration Times*

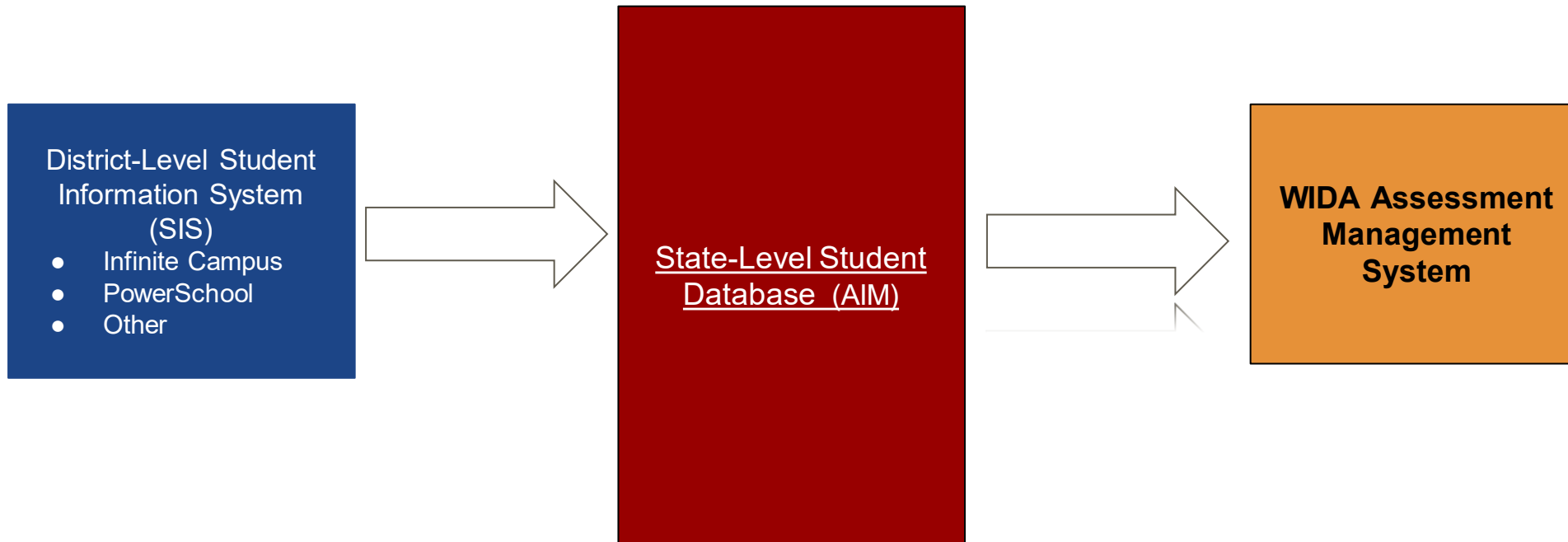
Times include convening students, material distribution, directions or embedded test practice. These are estimates provided for scheduling and planning purposes.



265 minutes total test time

*Times will vary based on tier.

ACCESS for ELLs Assessment



KEY DATES AND DEADLINES

❖ **October 13, 2023**

Verify that all active English Learners are marked in AIM/Infinite Campus for the initial student upload.

- ❖ Students in this upload will automatically receive needed testing materials.

❖ **December 4, 2023**

Ensure that late enrollments (e.g., new students) and EL placements are entered in AIM/Infinite Campus.

❖ **December 4, 2023 – February 23, 2024**

ACCESS for ELLs Testing Window

- ❖ Review rosters in WIDA AMS and place additional material orders.
- ❖ Review TA certifications in the WIDA Secure Portal.

QUESTIONS?

LEARNING LAB

Setting up the WIDA Screener