EL Identification Process: WIDA Screener & WIDA Screener for Kindergarten

ELPA Webinar Series 2022-2023: Meeting Two

August 29, 2022

Supporting Schools and Students to Achieve

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC SCHOOLS

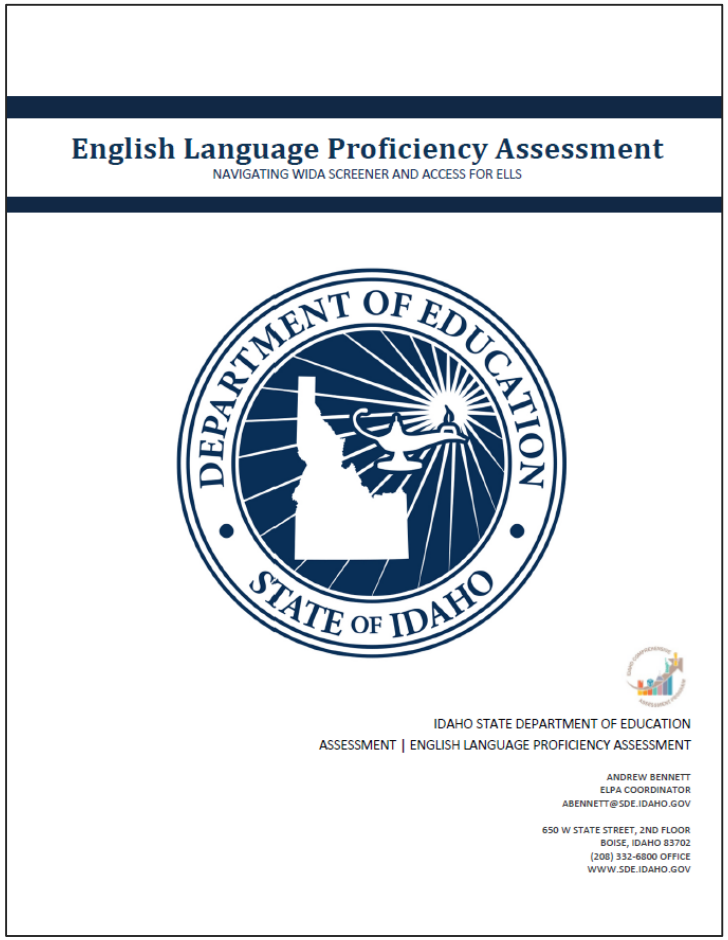
Agenda

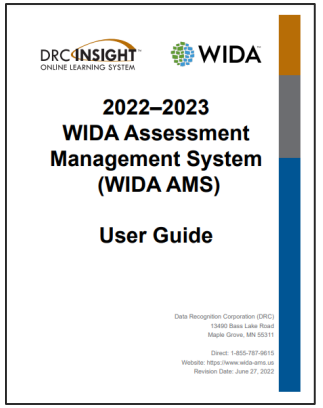
- Review WIDA Screener Training and Certification Requirements
- Explain the EL Identification Process Steps
- Review the Role of ELMS in the EL Identification Process
- Open Discussion

EL Identification & EL Support Services Purpose

ELPA: Navigating WIDA Screener and ACCESS for ELLS Guidance Document

- Quick Start Guide for District Test Coordinators & School Test Coordinators





WIDA Screener Training & Certification Requirements

WIDA Screener for Kindergarten

WIDA Screener Online

WIDA Screener Paper*

WIDA Suite of Assessments
Training & Certification Requirements

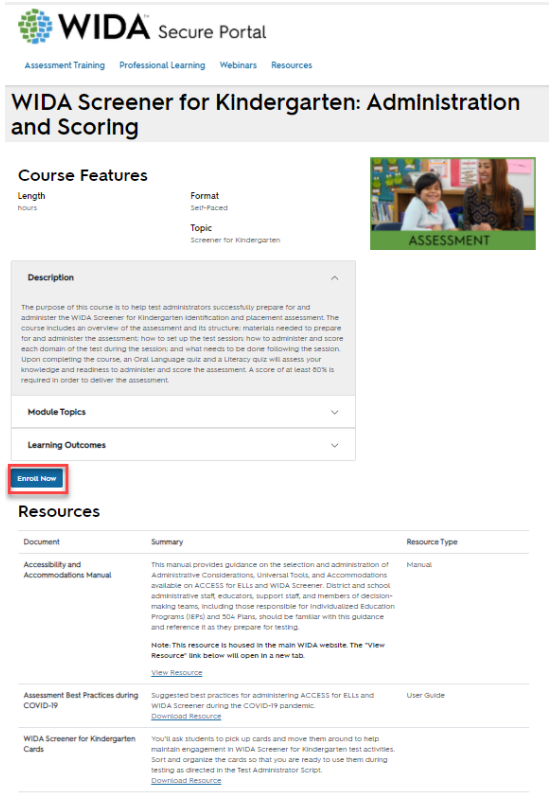
- **Yearly training and certification is required to administer all WIDA English language proficiency (ELP) screeners** Requirement is completed in the [WIDA Secure Portal]
  - Annual training and certification is specific to the ELP screener Test Administrators intend to proctor
  - Certification quizzes must be completed with a score of 80% or higher to attain certification
  - A record of a TAs certification should be printed and kept on site by the School Coordinator and Test Administrator

Training & Certification Requirements
WIDA Screener / WIDA Screener for Kindergarten

WIDA Screener	Training Course Name	Certification Quiz Name
WIDA Screener for Kindergarten	• WIDA Screener for Kindergarten: Administration and Scoring	• WIDA Screener for Kindergarten: Oral Language Certification Quiz • WIDA Screener for Kindergarten: Literacy Certification Quiz
WIDA Screener Online **WIDA Screener Paper***	• WIDA Screener Online: Administration • WIDA Screener Paper: Administration* • Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener • Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener • Writing for Grades 1-5: Scoring WIDA Screener • Writing for Grades 6-12: Scoring WIDA Screener	• WIDA Screener Online: Administration Certification Quiz • WIDA Screener Paper: Administration Certification Quiz* • Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz • Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Certification Quiz • Writing for Grades 1-5: Scoring WIDA Screener Certification Quiz • Writing for Grades 6-12: Scoring WIDA Screener Certification Quiz

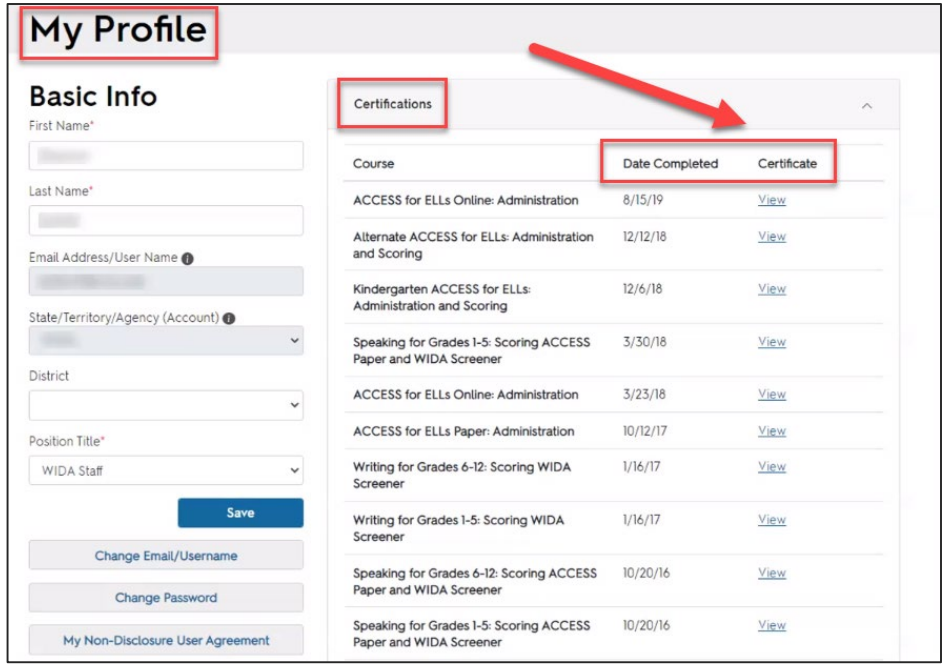
Training & Certification Requirements
WIDA Secure Portal

WIDA Secure Portal



Training & Certification Requirements
WIDA Secure Portal – Certificate of Completion

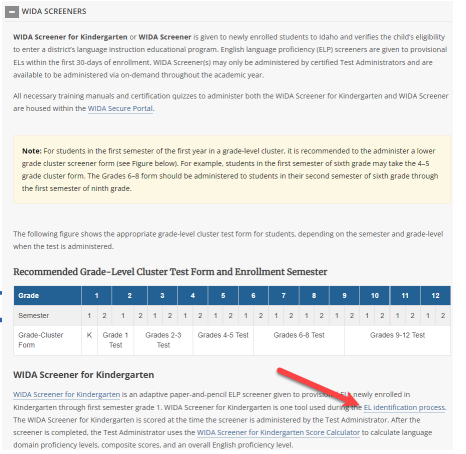
- District Test Coordinator should retain a physical copy of each TA certification on-site



The EL Identification Process Steps

Idaho EL Identification and Placement Overview

- Idaho English Language Learner Identification & Placement Guidance Document
  - https://wida.wisc.edu/sites/default/files/id-placement/ID-ID-Placement-Guidance.pdf
  - Quick Overview of Idaho's EL Identification Process



WIDA SCREENERS

WIDA Screener for Kindergarten or **WIDA Screener** is given to newly enrolled students to Idaho and verifies the child's eligibility to enter a district's language instruction educational program. English language proficiency (ELP) screeners are given to provisional ELs within the first 30-days of enrollment. WIDA Screener(s) may only be administered by certified Test Administrators and are available to be administered via on-demand throughout the academic year.

All necessary training manuals and certification quizzes to administer both the WIDA Screener for Kindergarten and WIDA Screener are housed within the WIDA Secure Portal.

Note: For students in the first semester of the first year in a grade-level cluster, it is recommended to the administer a lower grade cluster screener form (see Figure below). For example, students in the first semester of sixth grade may take the 4–5 grade cluster form. The Grades 6–8 form should be administered to students in their second semester of sixth grade through the first semester of ninth grade.

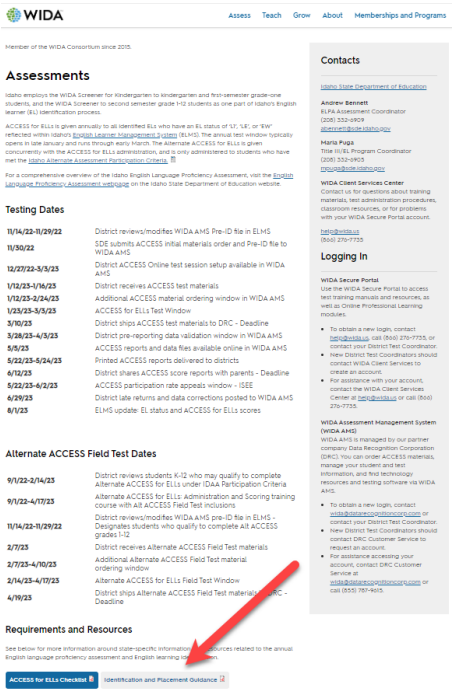
The following figure shows the appropriate grade-level cluster test form for students, depending on the semester and grade-level when the test is administered.

Recommended Grade–Level Cluster Test Form and Enrollment Semester

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Semester	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2	1 2
Grade-Cluster Form	K	Grade 1 Test	Grades 2-3 Test	Grades 4-5 Test		Grades 6-8 Test			Grades 9-12 Test			

WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is an adaptive paper-and-pencil ELP screener given to provisionally newly enrolled in Kindergarten through first semester grade 1. WIDA Screener for Kindergarten is one tool used during the EL identification process. The WIDA Screener for Kindergarten is scored at the time the screener is administered by the Test Administrator. After the screener is completed, the Test Administrator uses the WIDA Screener for Kindergarten Score Calculator to calculate language domain proficiency levels, composite scores, and an overall English proficiency level.



WIDA

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Member of the WIDA Consortium since 2015.

Assessments

Idaho employs the WIDA Screener for Kindergarten to kindergarten and first-semester grade-one students, and the WIDA Screener to second semester grade 1-12 students as one part of Idaho's English learner (EL) identification process.

ACCESS for ELLs is given annually to all identified ELs who have an EL status of 'LY', 'LE', or 'EW' reflected within Idaho's English Learner Management System (ELMS). The annual test window typically opens in late January and runs through early March. The Alternate ACCESS for ELLs is given concurrently with the ACCESS for ELLs administration, and is only administered to students who have met the Idaho Alternate Assessment Participation Criteria.

For a comprehensive overview of the Idaho English Language Proficiency Assessment, visit the English Language Proficiency Assessment webpage on the Idaho State Department of Education website.

Testing Dates

11/14/22-11/29/22	District reviews/modifies WIDA AMS Pre-ID file in ELMS
11/30/22	SDE submits ACCESS initial materials order and Pre-ID file to WIDA AMS
12/27/22-3/3/23	District ACCESS Online test session setup available in WIDA AMS
1/12/23-1/16/23	District receives ACCESS test materials
1/12/23-2/24/23	Additional ACCESS material ordering window in WIDA AMS
1/23/23-3/3/23	ACCESS for ELLs Test Window
3/1/23	District ships ACCESS test materials to DRC - Deadline
3/28/23-4/3/23	District pre-reporting data validation window in WIDA AMS
5/5/23	ACCESS reports and data files available online in WIDA AMS
5/22/23-5/24/23	Printed ACCESS reports delivered to districts
6/12/23	District shares ACCESS score reports with parents - Deadline
5/22/23-6/2/23	ACCESS participation rate appeals window - ISEE
6/29/23	District late returns and data corrections posted to WIDA AMS
8/1/23	ELMS update: EL status and ACCESS for ELLs scores

Alternate ACCESS Field Test Dates

9/1/22-2/14/23	District reviews students K-12 who may qualify to complete Alternate ACCESS for ELLs under IDAA Participation Criteria
9/1/22-4/17/23	Alternate ACCESS for ELLs: Administration and Scoring training course with Alt ACCESS Field Test inclusions
11/14/22-11/29/22	District reviews/modifies WIDA AMS pre-ID file in ELMS - Designates students who qualify to complete Alt ACCESS grades 1-12
2/7/23	District receives Alternate ACCESS Field Test materials
2/7/23-4/10/23	Additional Alternate ACCESS Field Test material ordering window
2/14/23-4/17/23	Alternate ACCESS for ELLs Field Test Window
4/19/23	District ships Alternate ACCESS Field Test materials to DRC - Deadline

Requirements and Resources

See below for more information around state-specific information and resources related to the annual English language proficiency assessment and English learning identification.

ACCESS for ELLs Checklist | Identification and Placement Guidance

Contacts

Idaho State Department of Education

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abennett@sde.idaho.gov

Maria Puga
Title III/EL Program Coordinator
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WIDA Client Services Center

Contact us for questions about training materials, test administration procedures, classroom resources, or for problems with your WIDA Secure Portal account.

help@wida.us
(866) 276-7735

Logging In

WIDA Secure Portal

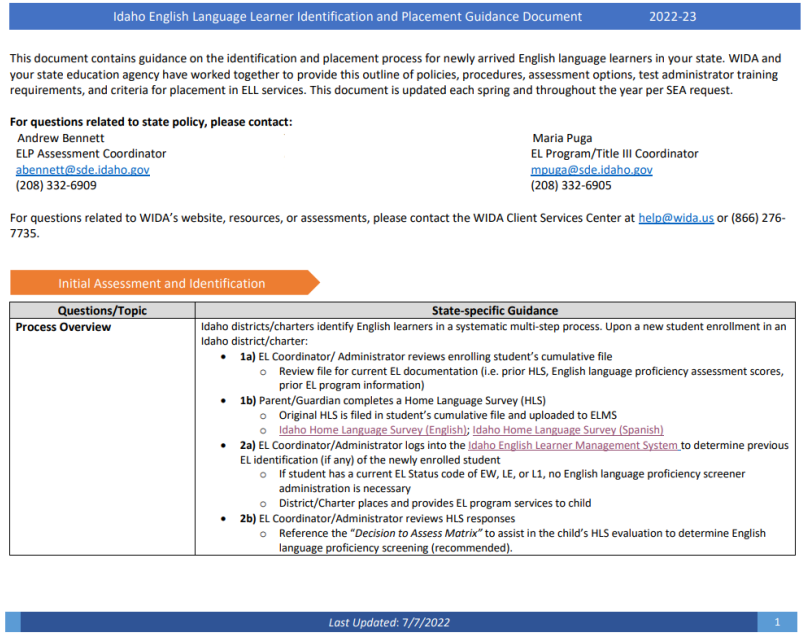
Use the WIDA Secure Portal to access test training manuals and resources, as well as Online Professional Learning modules.

- To obtain a new login, contact help@wida.us, call (866) 276-7735, or contact your District Test Coordinator.
- New District Test Coordinators should contact WIDA Client Services to create an account.
- For assistance with your account, contact the WIDA Client Services Center at help@wida.us or call (866) 276-7735.

WIDA Assessment Management System (WIDA AMS)

WIDA AMS is managed by our partner company Data Recognition Corporation (DRC). You can order ACCESS materials, manage your student and test information, and find technology resources and testing software via WIDA AMS.

- To obtain a new login, contact wida@datarecognitioncorp.com or contact your District Test Coordinator.
- New District Test Coordinators should contact DRC Customer Service to request an account.
- For assistance accessing your account, contact DRC Customer Service at wida@datarecognitioncorp.com or call (855) 787-8015.



Idaho English Language Learner Identification and Placement Guidance Document 2022-23

This document contains guidance on the identification and placement process for newly arrived English language learners in your state. WIDA and your state education agency have worked together to provide this outline of policies, procedures, assessment options, test administrator training requirements, and criteria for placement in ELL services. This document is updated each spring and throughout the year per SEA request.

For questions related to state policy, please contact:

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ELP Assessment Coordinator
abennett@sde.idaho.gov
(208) 332-6909

Maria Puga
EL Program/Title III Coordinator
mpuga@sde.idaho.gov
(208) 332-6905

For questions related to WIDA's website, resources, or assessments, please contact the WIDA Client Services Center at help@wida.us or (866) 276-7735.

Initial Assessment and Identification

Questions/Topic	State-specific Guidance

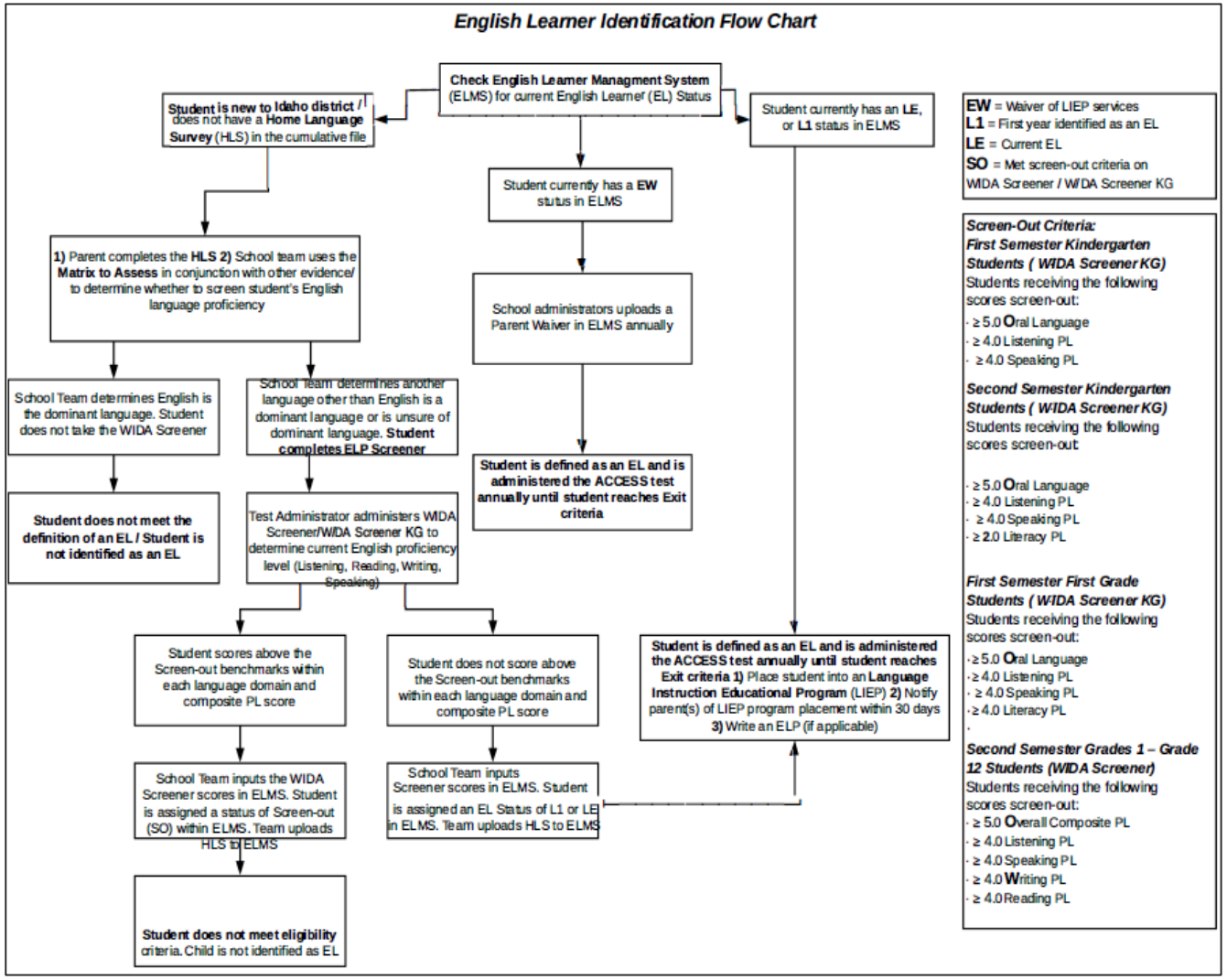
Process Overview	Idaho districts/charters identify English learners in a systematic multi-step process. Upon a new student enrollment in an Idaho district/charter:
	• **1a)** EL Coordinator/ Administrator reviews enrolling student's cumulative file
	  ○ Review file for current EL documentation (i.e. prior HLS, English language proficiency assessment scores, prior EL program information)
	• **1b)** Parent/Guardian completes a Home Language Survey (HLS)
	  ○ Original HLS is filed in student's cumulative file and uploaded to ELMS
	  ○ Idaho Home Language Survey (English); Idaho Home Language Survey (Spanish)
	• **2a)** EL Coordinator/Administrator logs into the Idaho English Learner Management System to determine previous EL identification (if any) of the newly enrolled student
	  ○ If student has a current EL Status code of EW, LE, or L1, no English language proficiency screener administration is necessary
	  ○ District/Charter places and provides EL program services to child
	• **2b)** EL Coordinator/Administrator reviews HLS responses
	  ○ Reference the "*Decision to Assess Matrix*" to assist in the child's HLS evaluation to determine English language proficiency screening (recommended).

Last Updated: 7/7/2022 1

Title VI of the Civil Rights Act and EEOA Legal Obligations

- Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services.
  - Identify and assess all potential EL students in a timely, valid, and reliable manner;
  - Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
  - Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
  - Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
  - Avoid unnecessary segregation of EL students;
  - Ensure that EL students who have or are suspected of having a disability under IDEA are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services are considered in evaluations and delivery of services;
  - Meet the needs of EL students who opt out of language assistance programs;
  - Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
  - Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated11 to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
  - Ensure meaningful communication with limited English proficient (LEP) parents.
- ESEA section 3113(b)(2)
  - Part A State formula grant must establish and implement standardized statewide entrance and exit procedures for ELs
  - All students who may be ELs be assessed for such status within 30 days of enrollment in a school in the State

The EL Identification Process Flow Chart



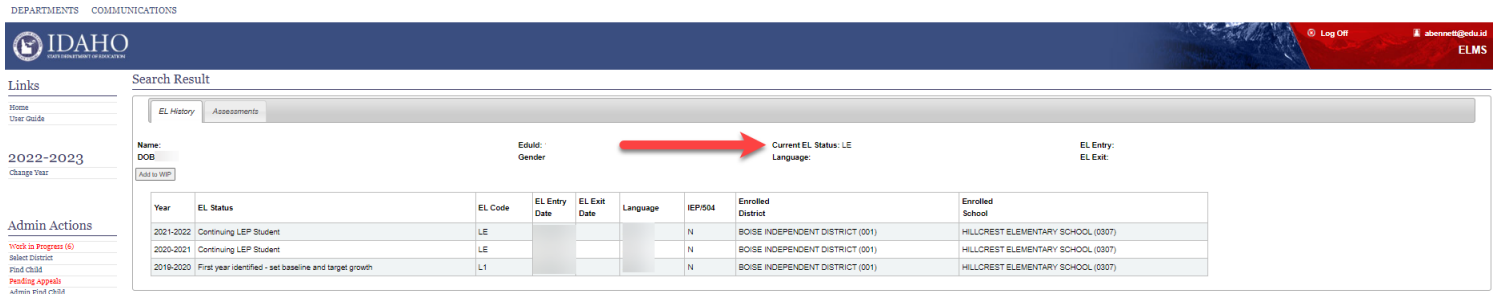
1. Review child's enrollment information / Review Home Language Survey parent responses
2. Review English Learner Management System
3. Determine whether to Administer an English language proficiency (ELP) screener
    - Decision to Assess Matrix
    - Collect more information
4. Administer ELP screener
5. Score and document ELP screener results
6. Record ELP screener results results
7. Communicate outcomes with parents
8. Provide LIEP services consistent with the *Castañeda v. Pickard* ruling

The EL Identification Process
Home Language Survey – Step 1

- The home language survey (HLS) is a questionnaire given to parents or guardians that helps schools and LEAs identify which students are potential ELs and who will require assessment of their English language proficiency (ELP) to determine whether they are eligible for language assistance services.
    1. What language(s) are spoken in the home?
    2. What language(s) does your student speak most often?
    3. What language(s) did your student first learn?
    4. Which language does your child use when speaking to/with you?
    5. What language do you use when speaking to/with your child?
    6. Which language do you want phone calls and letters?
    7. What is your relationship to the child?
    8. Is there any additional information you would like the school to know about your child?
- The first HLS completed in the State holds precedence over all others
    - Review a child's cumulative file and enrollment paperwork

The EL Identification Process
English Learner Management System – Step 2

- Review the Idaho English Learner Management System to determine whether the child has already has an EL status
  - Current EL Student: **L1, LE, EW**
  - Exited EL: **X1, X2, X3, X4, FL**
  - Erroneously Identified as EL: **N**
  - Screened-Out: **SO**
- Students who already have an EL Status may immediately be placed into EL services



The EL Identification Process
Determine whether to Administer an ELP Screener – Step 3

- Review/Interpret parent HLS responses
  - Use the **Decision to Assess Matrix** to determine whether to administer an English language proficiency (ELP) screener
  - If there is a question whether to administer a ELP screener, **err on the side of caution** and have the child complete the appropriate ELP screener form
  - Clarify parent responses by contacting the parent directly
- Make a determination to administer an ELP screener
  - Best practice is to document steps taken to arrive at a determination

Question	Answer								
1. What language(s) are spoken in the home?	Other than English	English	English	English	English	Other than English	Other than English	Other than English	Other than English
2. What language(s) does your student speak most often? (Always triggers a test if answered as a language other than English)	English	Other than English	English	English	English	English	Other than English	Other than English	Other than English
3. What language(s) did your student first learn?	English	English	Other than English	English	English	Other than English	Other than English	Other than English	Other than English
4. Which language does your student speak with you? (Always triggers a test if answered as a language other than English)	English	English	English	Other than English	English	English	English	Other than English	Other than English
5. Which language do you use when speaking with your student?	English	English	English	English	Other than English	English	English	English	Other than English
Action:	Call: What is the exposure to other language(s) in the home?	Test	Call	Test	Call	Test	Test	Test	Test

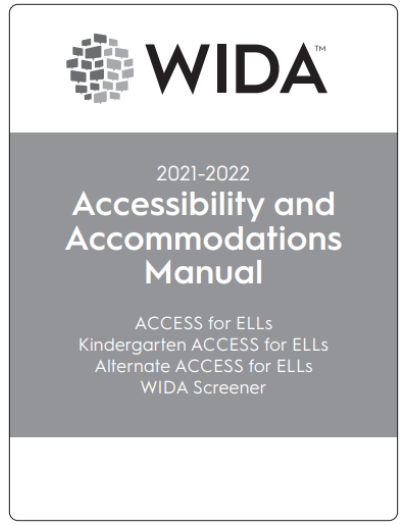
The EL Identification Process
Decision to Assess Matrix

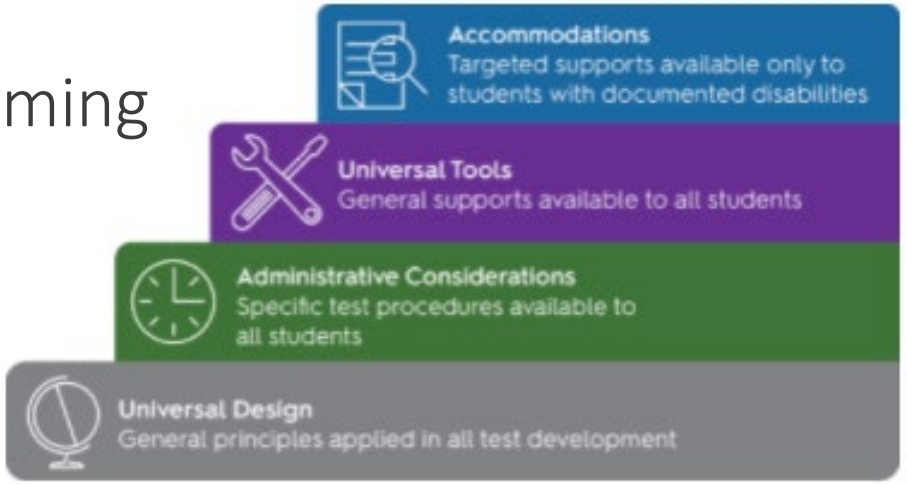
- The **Decision to Assess Matrix** is a tool to assist in the interpretation of parent HLS responses

Question	Answer								
1. What language(s) are spoken in the home?	Other than English	English	English	English	English	Other than English	Other than English	Other than English	Other than English
2. What language(s) does your student speak most often? (Always triggers a test if answered as a language other than English)	English	Other than English	English	English	English	English	Other than English	Other than English	Other than English
3. What language(s) did your student first learn?	English	English	Other than English	English	English	Other than English	Other than English	Other than English	Other than English
4. Which language does your student speak with you? (Always triggers a test if answered as a language other than English)	English	English	English	Other than English	English	English	English	Other than English	Other than English
5. Which language do you use when speaking with your student?	English	English	English	English	Other than English	English	English	English	Other than English
Action:	Call: What is the exposure to other language(s) in the home?	Test	Call	Test	Call	Test	Test	Test	Test

The EL Identification Process
Assessment Accessibility & Accommodations

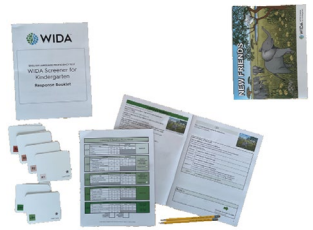
- Universal Tools
  - Available to all students
- Administrative Considerations
  - Team decision - available to all students
- Accommodations
  - Students with IEP or 504 plans
  - Changes to presentation, student response, timing of the test, or test environment
- Accessibility and Accommodations Manual
  - WIDA Secure Portal

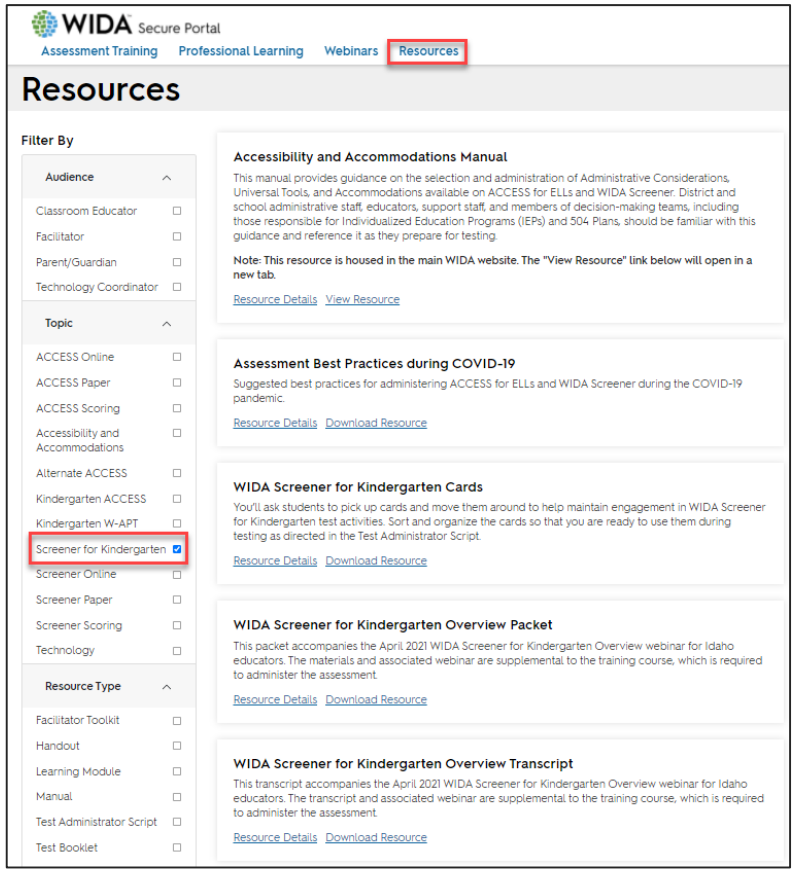




The EL Identification Process
ELP Screener Test Materials

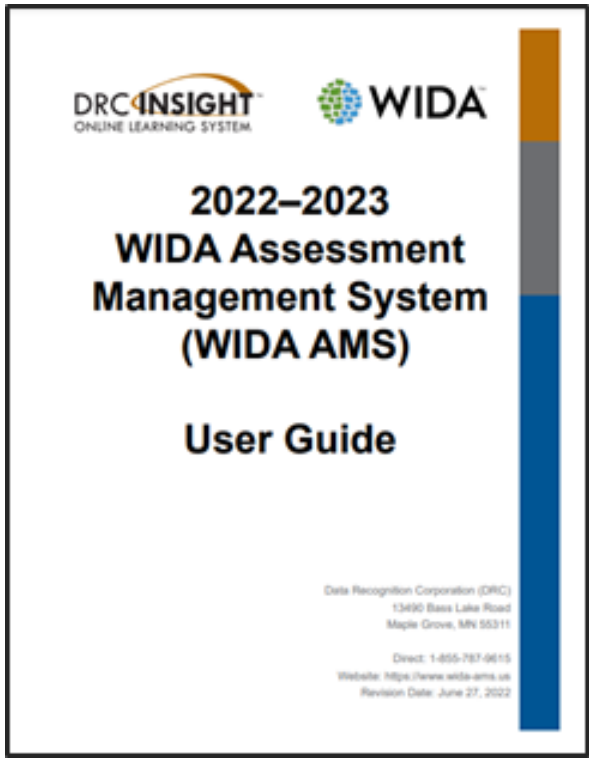
- Necessary WIDA Screener physical materials may be downloaded under the Resource tab in the WIDA Secure Portal
  - **WIDA Screener for Kindergarten**
    - WIDA Screener for Kindergarten Cards
    - WIDA Screener for Kindergarten Response Booklet
    - WIDA Screener for Kindergarten Score Sheets
    - WIDA Screener for Kindergarten Storybook
    - WIDA Screener for Kindergarten Test Administrator Script
    - WIDA Screener for Kindergarten Test Administrator Manual
  - **WIDA Screener Online**
    - Grades 1-3 complete Writing section on Paper
      - WIDA Screener Online – Grades 1 & 2-3 Writing Test Administration Script
      - WIDA Screener Online – Writing Test Booklet – Grade 1, 2-3 Tier A/ Tier B/C
    - WIDA Screener Online – Grades 1-12 Test Administrator's Script
- Supplemental materials to have on-hand
  - Accessibility & Accommodation Manual
  - WIDA Writing Rubric
  - WIDA Speaking Rubric





The EL Identification Process
WIDA Screener Setup

- WIDA Screener for Kindergarten
  - Paper-based test materials are downloaded from WIDA Secure Portal
- WIDA Screener Online
  - Session setup in WIDA AMS is required prior to administration
    - Create a Test Session - WIDA AMS User Guide pp. 86-88
    - Add additional students to a Test Session - WIDA AMS User Guide p. 89



The EL Identification Process
WIDA Screener Grade-Level Test Form

- Students in the first semester of the first year in a grade-level cluster (K, 1, 2-3, 4-5, 6-8, 9-12), are administered the lower grade cluster screener form
- Grade-Level Cluster Test Form Grades 1 -12
  -

Grade	1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K	Grade 1 Test			Grades 2-3 Test				Grades 4-5 Test				Grades 6-8 Test						Grades 9-12 Test					

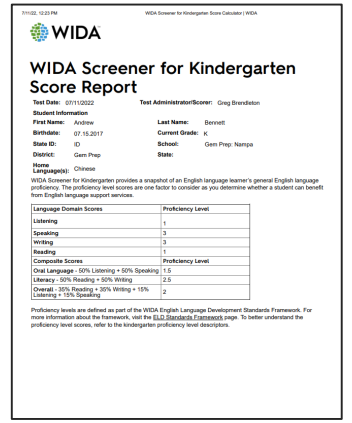
    - *Example: A potential EL student entering grade 4 during the first semester would complete WIDA Screener Online Grade 2-3 test screener form*

The EL Identification Process
WIDA Screener Administration – Step 4

- Administer English language proficiency screener
  - **WIDA Screener for Kindergarten** (KG – first semester grade 1)
    - *First semester KG potential ELs complete Listening and Speaking domains only*
    - *Second semester KG and grade one first semester potential ELs complete all domains*
  - **WIDA Screener Online** (second semester grades 1 – 12)
    - *Second semester grade two potential ELs complete all domains*
  - **WIDA Screener Paper** (second semester grades 1 – 12)*
    - *Second semester grade two potential ELs first complete an entry task. The entry task determines whether a potential EL will complete only listening and speaking or all domains.*
    - **WIDA Screener Paper may be used as an administrative consideration and should be an option for students who have limited exposure to computer use*

The EL Identification Process
ELP Screener Scoring – Step 5

- Score WIDA Screener for Kindergarten / WIDA Screener
  - WIDA Screener for Kindergarten
    - Hand scored by Test Administrator
    - Raw Score input into WIDA Screener for KG Score Calculator: https://wida.wisc.edu/assess/screener/kindergarten/calculator
  - WIDA Screener Online
    - Listening and Reading domains scored by DRC INSIGHT (WIDA AMS)
    - Speaking and Writing scored by Test Administrator in WIDA AMS
      - WIDA AMS User Guide pp. 116-127
    - Score Report downloaded from WIDA AMS
      - WIDA AMS User Guide p. 142-143
  - WIDA Screener Paper
    - Hand scored by Test Administrator
      - Refer to WIDA Screener Paper TAM Appendix C



WIDA

WIDA Screener for Kindergarten Score Report

Test Date: 07/11/2022 Test Administrator/Scorer: Greg Brendleton

Student Information

First Name: Andrew Last Name: Bennett

Birthdate: 07.15.2017 Current Grade: K

State ID: ID School: Gem Prep: Nampa

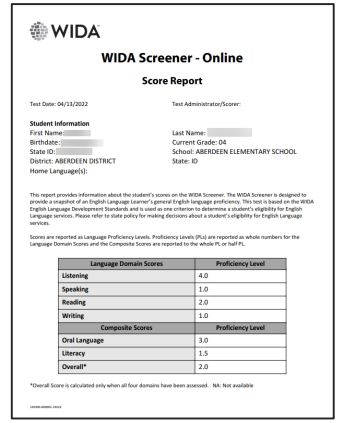
District: Gem Prep State:

Home Language(s): Chinese

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	1
Speaking	3
Writing	3
Reading	1
Composite Scores	**Proficiency Level**
Oral Language - 50% Listening + 50% Speaking	1.5
Literacy - 50% Reading + 50% Writing	2.5
Overall - 35% Reading + 35% Writing + 15% Listening + 15% Speaking	2

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

WIDA Screener - Online

Score Report

Test Date: 04/13/2022 Test Administrator/Scorer:

Student Information

First Name: Last Name:

Birthdate: Current Grade: 04

State ID: School: ABERDEEN ELEMENTARY SCHOOL

District: ABERDEEN DISTRICT State: ID

Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

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	1.0
Reading	2.0
Writing	1.0
Composite Scores	**Proficiency Level**
Oral Language	3.0
Literacy	1.5
Overall*	2.0

*Overall Score is calculated only when all four domains have been assessed. NA: Not available

The EL Identification Process
Idaho ELP Screener: Screen-Out Criteria

- Idaho ELP Screener: Screen-Out Criteria
  - WIDA Screener for Kindergarten (KG – first semester grade 1)

First Semester Kindergarten	Second Semester Kindergarten	First Semester Grade 1
• ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level	• ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 2.0 Literacy Score	• ≥ 5.0 Oral Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Literacy Score

  - WIDA Screener Online & Paper (second semester grade 1 – 12)

Second Semester Grade 1 – 12 WIDA Screener Online & Paper
• ≥ 5.0 Overall Language Proficiency Level • ≥ 4.0 Listening Proficiency Level • ≥ 4.0 Speaking Proficiency Level • ≥ 4.0 Reading Proficiency Level • ≥ 4.0 Writing Proficiency Level

  - ELMS automatically assigns a child an EL Status based on the ELP scores entered

The EL Identification Process
ELP Screener Scoring – Inter-Rater Reliability

- To increase ELP screener inter-rater reliability, it is recommended that a fewer number of district personnel be responsible for assigning scores to ELP screener responses
- LEA personnel administering WIDA Screener for Kindergarten are encouraged to practice with other certified TAs prior to administering the screener

The EL Identification Process
Test Incident Reporting – Test Incident Log

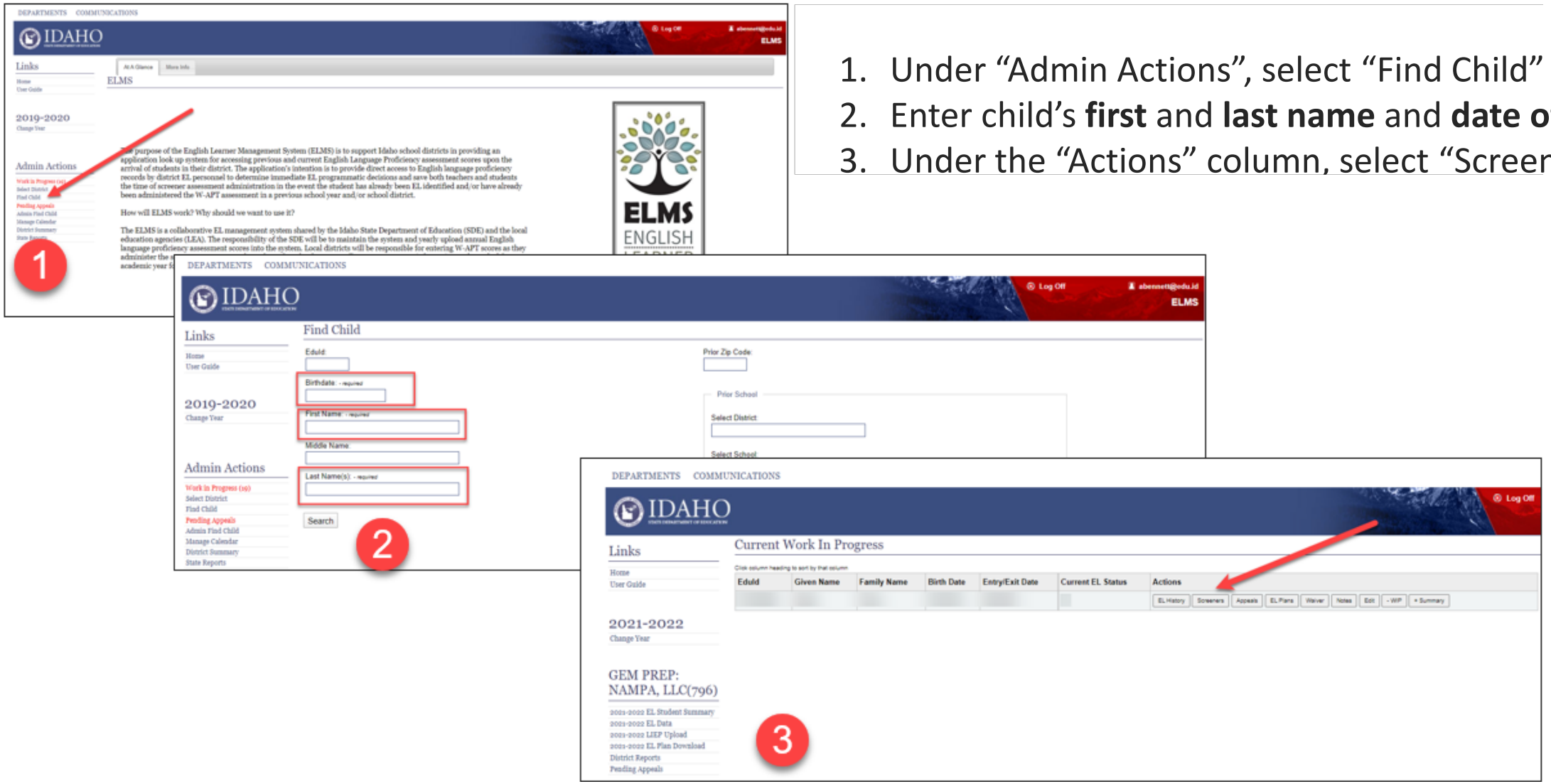
- Test incidents (interruptions, improprieties, irregularities, or test security violations) must be logged within the SDE's Test Incident Log
  - Reference the Assessment Integrity Guide for definitions of different test incidents and the process to address each
  - The Test Incident Log may be accessed via the ELPA webpage or by logging into the ISEE web application

The EL Identification Process
Record ELP Screener Results – Step 6

- Enter ELP screener results into ELMS
  - HLS is required to be uploaded into ELMS at the time the screener scores are entered
  - Ensure the child has an EL status assigned within ELMS
- Place a copy of the child's ELP screener results within the cumulative file

ELMS
ENGLISH
LEARNER
MANAGEMENT
SYSTEM

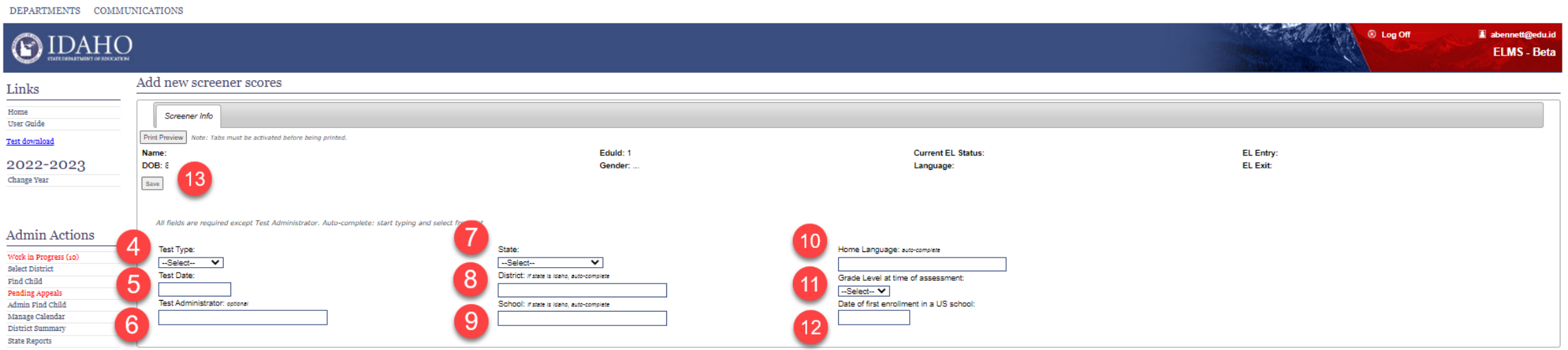
The EL Identification Process
Record ELP Screener Results in ELMS



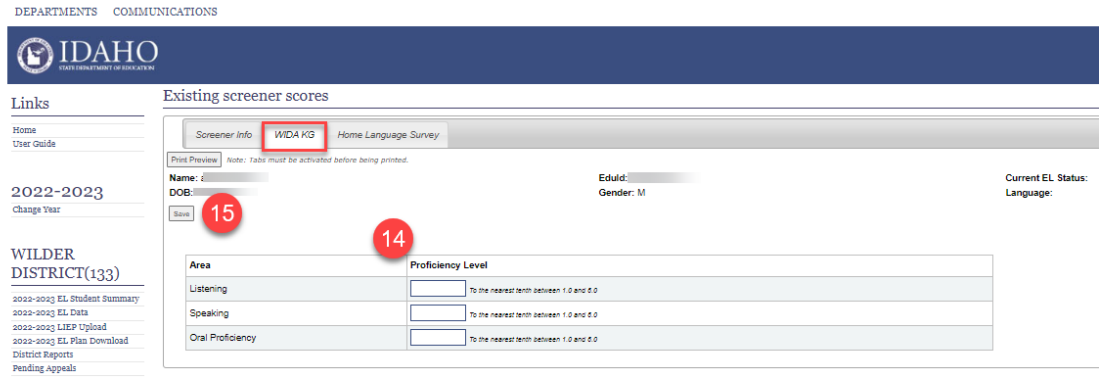
1. Under “Admin Actions”, select “Find Child”
2. Enter child’s **first** and **last name** and **date of birth**
3. Under the “Actions” column, select “Screener”

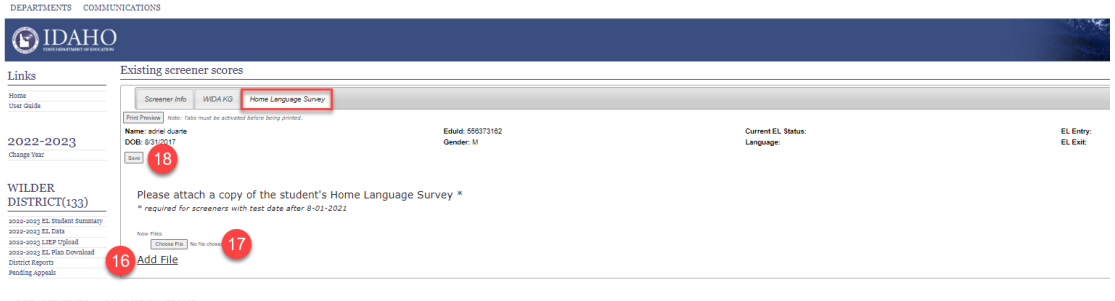
The EL Identification Process
Record ELP Screener Results in ELMS

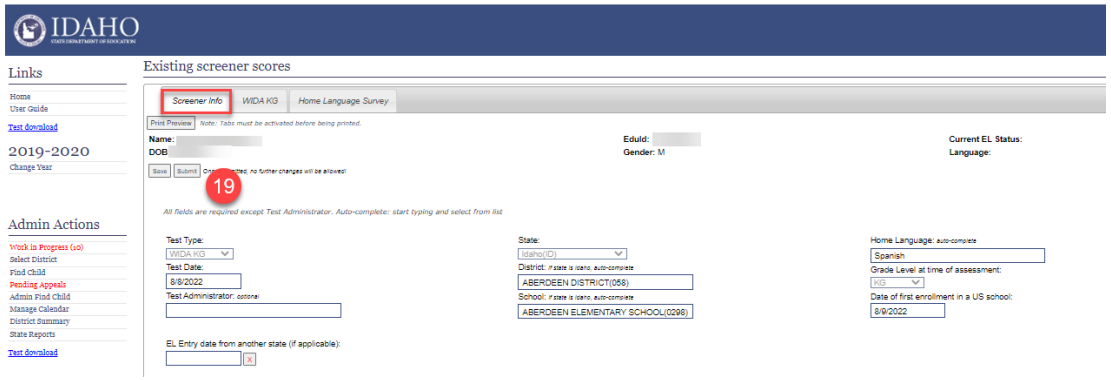
4. Select "**Test Type**" dropdown and select the WIDA Screener administered
   - WIDA Screener for Kindergarten = WIDA KG
   - WIDA Screener Online = WIDA Online
   - WIDA Screener Paper = WIDA Paper
5. Input screener "**Test Date**"
6. Input screener "**Test Administrator**" name
7. Input "**State**" ELP screener was administered in (default Idaho)
8. Input "**District**" name
9. Input "**School**" name
10. Input "**Home Language**" of the child
11. Input "**Grade Level at time of assessment**" field
12. Input "**Date of first enrollment in a US school**" field
13. Select "**Save**"



The EL Identification Process
Record ELP Screener Results in ELMS







14. Enter child's WIDA Screener scores under the appropriate Proficiency Level field
15. After entering ELP screener scores, select "**Save**"
16. Upload child's HLS – select "**Add File**"
17. "**Choose File**" to upload to ELMS
18. Select "**Save**"
19. Select "**Submit**" under the "Screener Info" tab
    - ELMS automatically calculates whether a child qualifies for EL services
        - SO = Screen out of Services
        - L1 = First Year Identified

The EL Identification Process
Parent Notification of Services – Step 7

ESEA Section 1112(e)(3)

- Reason for EL identification
- Child's current level of English language proficiency (ELP screener results)
- Overview of district Language Instruction Educational Program (LIEP)
- How the LIEP will support the child's language needs
- LIEP Exit requirements
- Information on how to withdrawal from languages
  - Children must complete summative ELPA annually

ESEA Section 1112(e)(4)

- Must be in a language understandable to parents

The EL Identification Process
Child Placement into District LIEP – Step 8

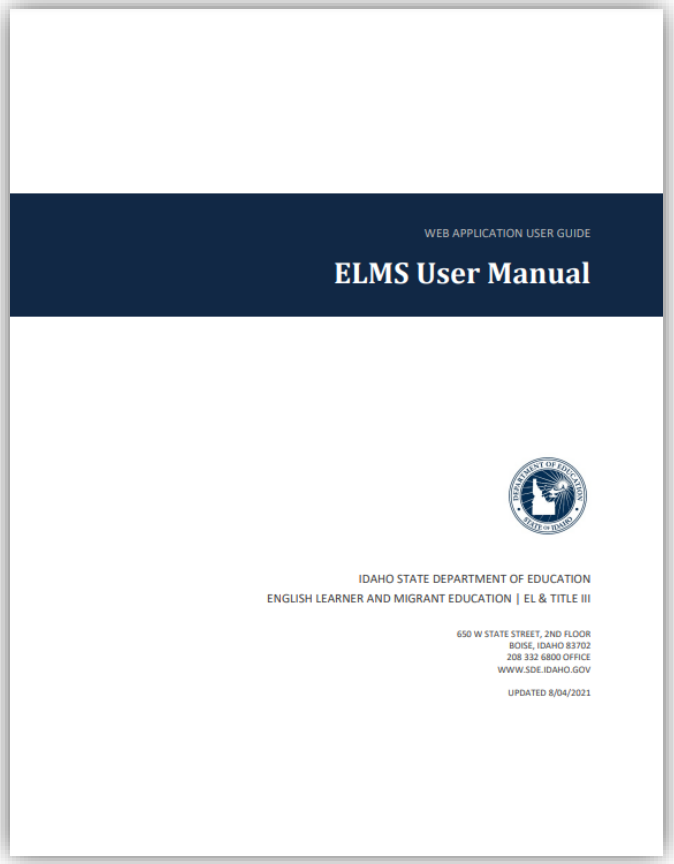
- Child placement into LIEP services
  - District provides the newly identified EL students with a language assistance program consistent with Title VI of the Civil Right Act, the Equal Education Opportunities Act and are consistent with the ruling and outcomes of *Castañeda v. Pickard*

  - *Language instruction educational program criteria*
    - **educationally sound**
      - Based on educational theory
    - **proven successful**
      - LIEP must effective in overcoming the language needs of a child
    - **implemented with fidelity**
      - Effectively implemented with adequate resources and personnel

The Role of ELMS in the EL Identification Process

The EL Identification Process & ELMS User Guide

- English Learner Management System User Manual
  - https://www.sde.idaho.gov/federal-programs/el/files/program/manual/English-Learner-Manual.pdf



The EL Identification Process & ELMS
ELMS Purpose & Value

- Administrative system used to record, monitor, and support English learners (ELs) in Idaho
  - Review a child's EL Status
  - Record ELP screener scores and assign a child an EL Status
  - Review summative English language proficiency assessment (ELPA) scores
  - Define the LEA's language instruction educational program (LIEP)
  - May define individual EL learning strategies and supports; Educational Learning Plans)
- Ensures ELs receive uninterrupted English language support services

ELMS
ENGLISH
LEARNER
MANAGEMENT
SYSTEM

The EL Identification Process & ELMS
ELMS Required Actions

- Review a child's current EL Status during district enrollment
- Record an administration of an ELP screener to a potential EL
  - Input meta data around an ELP screener administration
  - Input ELP screener scores
  - Upload HLS parent responses
  - Derive an EL Status (upon submission of information above)

Professional Development Opportunities

Professional Development Opportunities
WIDA Professional Learning

- Professional Learning eWorkshops available September 1, 2022
  - Classroom Teachers: Engaging Multilingual Newcomers
  - Developing Language for Learning in Mathematics
  - Engaging Multilingual Learners in Science: Making Sense of Phenomena
  - Home Languages in the Classroom
  - Making Language Visible in the Classroom
  - Reframing Education for Long-term English Learners
  - Social Studies: Engaging Multilingual Learners through Inquiry
  - **The WIDA ELD Standards Framework: A Collaborative Approach**

- Audience – School leaders, coaches, K-12 classroom teachers, ESL specialists, professional learning communities
- Available to all Idaho educators via the WIDA Secure Portal

Professional Development Opportunities
WIDA Professional Learning Hybrid Workshop

Teacher Leaders: Planning with the ELD Standards Framework Hybrid Workshop

Workshop is designed to support teacher leaders, coaches, and others who provide local professional development and support for using the WIDA English Language Development Standards Framework, 2020 edition, to plan instruction at the unit level.

Northwest Nazarene University PD Credit Available: Course EDEL57905

- **Cohort 1 (Idaho Falls) Hybrid PD Workshop Details**
  - Pre-Workshop Activity: Taken by participants prior to Pre-Workshop Webinar Date (1-2 hours)
  - Pre-Workshop Webinar Date: **September 21, 2022** – 4:00PM – 5:00PM MT
  - Face-to-Face Workshop Training: **October 5, 2022** – 9:00AM – 4:00PM MT (Idaho Falls)
- **Cohort 2 (Boise) Hybrid PD Workshop Details**
  - Pre-Workshop Activity: Taken by participants prior to Pre-Workshop Webinar Date (1-2 hours)
  - Pre-Workshop Webinar Date: **September 22, 2022** – 4:00PM – 5:00PM MT
  - Face-to-Face Workshop Training: **October 7, 2022** – 9:00AM – 4:00PM MT (Boise)

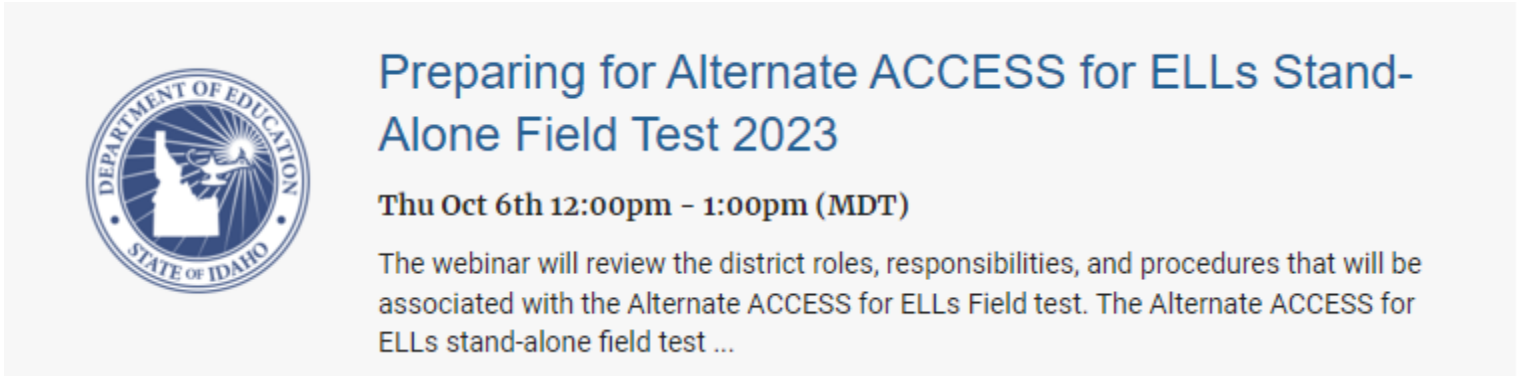
Register on the ELPA Webpage: https://www.sde.idaho.gov/assessment/elpa/

Next ELPA Monthly Meeting

Preparing for Alternate ACCESS for ELLs Stand-Alone Field Test 2023

October 6, 2022 – 12:00PM – 1:00PM MT

https://idahosde.zoom.us/meeting/register/tJApd-Gsrj8rHN0jK3ETobdWWncKWE6Wx8ly



Open Discussion

Open Discussion

Unmute yourself or write your questions/comments within the chat

Thank you!

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https://www.sde.idaho.gov/assessment/elpa/
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