

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:

[Office of Student Assessment](#)

Indiana Department of Education

INassessments@doe.in.gov

317-232-9050

[Office of Title Grants and Support](#)

IDOE: [English Learning and Migrant Education](#)

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	<p>The key steps corporations/schools must take for identifying a student as an English learner (EL) and placement in an EL program include:</p> <ul style="list-style-type: none"> • Home Language Survey (HLS): Administration of an initial HLS or acquisition of the original HLS to determine Language Minority (LM) status. • WIDA Placement Assessment: Administration of the appropriate WIDA placement assessment (Kindergarten W-APT or WIDA Screener) for newly identified Language Minority (LM) students. • Prior WIDA Assessment Data: Acquisition of prior WIDA assessment results (placement or ACCESS) if the student transferred from another Indiana school or WIDA Consortium Member State. Results must be less than one year old to be utilized for identification and placement purposes. • Entrance Criteria: If the student meets Indiana entrance criteria, the student is identified as an EL and placed in the EL program. An Individual Learning Plan (ILP) must be created, and the student must be provided with English language development instruction. • Notification of Parents: Parents or guardians must be notified of program placement within 30 calendar days of the beginning of the school year or within two weeks if the student enrolls later in the school year.

Initial Assessment and Identification

Timelines	<p>The EL identification and placement process begins upon a student’s enrollment in the school. Upon enrollment, the school must determine a student’s LM status by:</p> <ul style="list-style-type: none"> • Administering an initial HLS if the student is enrolling in an Indiana school for the first time, or • Obtaining the original HLS if the student is transferring from another Indiana school or returning to Indiana after a lapse in enrollment. <p>Within 30 calendar days of the beginning of the school year or within two weeks of enrollment, if the student enrolls later in the school year:</p> <ul style="list-style-type: none"> • Newly identified LM students must be administered the appropriate WIDA placement assessment; or • Schools must obtain previous WIDA assessment data if the student transferred from another WIDA Consortium Member State.
Home Language Survey	<p>Indiana offers an HLS form, but use of the state-created form is not mandated. However, only the following three questions can be used to determine the home language:</p> <ul style="list-style-type: none"> • What is the native language of the student? • What language(s) is spoken most often by the student? • What language (s) is spoken by the student in the home? <p>If a language other than English is indicated for any of the three HLS questions, the student is classified as an LM student and must be administered the appropriate WIDA placement assessment. The language indicated is reported to the state for that student via the DOE-STN data submission. The student must also be reported to the state via the DOE-LM data submission for as long as he or she is enrolled in Indiana, regardless of EL status. Data layouts and templates can be accessed from IDOE’s Data Reporting Help webpage.</p> <p>IDOE HLS forms (English and Spanish) and the HLS FAQ document can be found under Compliance Documents at English Learner Policy and Guidance.</p>

Initial Assessment and Identification

<p>State Approved Assessments</p>	<p>The following WIDA placement assessments are approved as options for traditional public schools, public charter schools, and accredited nonpublic schools, including those participating in the Choice Scholarship Program, in Indiana:</p> <ul style="list-style-type: none"> • Kindergarten W-APT: Kindergarten and Grade 1 (1st Semester) • WIDA Screener (Online or Paper*): Grade 1 (2nd Semester) through Grade 12 • Note: No EL screener is given to students in preschool or pre-kindergarten. <p>*WIDA Screener Paper is permitted for students with a paper testing accommodation formally documented in an Individual Education Program (IEP), nonpublic Service Plan (SP), Choice Special Education Plan (CSEP), or Section 504 Plan. WIDA Screener Paper is also permitted for students whose religious beliefs object to the use of technology, as well as for students with little to no formal education (i.e., refugee students) for whom computer-based testing is deemed inappropriate.</p>
<p>Paper Based Screener Costs</p>	<p>WIDA Screener Paper includes some materials that can be downloaded and printed from the Secure Portal and some that must be ordered/purchased from the WIDA Store. IDOE will pay for WIDA Screener Paper materials. However, corporations and schools must submit a Non-Standard Assessment Accommodation Request if WIDA Screener Paper is needed for any student, in order to receive all necessary materials at no cost, if approved.</p>

Initial Assessment and Identification

Identification/Placement Criteria	<p>Entrance Criteria</p> <p>Kindergarten W-APT:</p> <ul style="list-style-type: none"> • Kindergarten (1st Semester): Raw Score for Speaking & Listening combined is Below 29. • Kindergarten (2nd Semester) and Grade 1 (1st Semester): Raw Score for Speaking & Listening combined is Below 29 and/or Reading Raw Score is below 14 and/or Writing Raw Score is below 17. <p>WIDA Screener: Grade 1 (2nd Semester) through Grade 12: Overall Composite Proficiency Level is less than 5.0.</p> <p>Prior WIDA Assessment Data: If the student transferred from a WIDA Consortium Member State, the receiving school has up to 30 calendar days at the beginning of the school year, or two weeks if the student enrolls later in the school year, to obtain Kindergarten W-APT, WIDA Screener, or ACCESS test scores from the sending state. Scores less than one year old can be used for making decisions regarding identification and placement. If scores are more than a year old, or if results are not obtained in the specified time frame, the student must be assessed with Kindergarten W-APT or WIDA Screener to determine EL identification and to notify parents of eligibility for EL services.</p> <ul style="list-style-type: none"> • For previous Kindergarten W-APT and WIDA Screener, refer to the Entrance Criteria above. • For previous ACCESS results, an Overall Composite Proficiency Level below 5.0 qualifies the student for placement in the EL program. <p>Exit Criteria</p> <p>WIDA ACCESS and Kindergarten ACCESS: An Overall Composite Proficiency Level of ≥ 5.0 is required for the student to be classified as fluent.</p> <p>Alternate ACCESS: Currently, students cannot exit EL services based on Alternate ACCESS results.</p>
Other Useful Resources or Information	<ul style="list-style-type: none"> • ELs are reported to the state through the DOE-LM (Language Minority). The DOE-LM data submission window is October 1 to December 16, 2020. Schools must report all LM students enrolled on October 1, 2020, including those who are classified as fluent, with the appropriate English Language Proficiency Level code. • ELs are reported for participation in the annual WIDA ACCESS test window through the DOE-TL (Testing Layout). The DOE-TL data submission window is July 6 to November 6. Late submissions cannot be accepted. This required data submission populates student and test session information in WIDA AMS and generates initial materials orders, including paper test materials, Pre-ID Labels, District/School Labels, and return shipping materials. English learners not reported via the DOE-TL must be manually added to the "IN ACCESS for ELLs - 2020-2021" Administration in WIDA AMS and an Additional Materials Order placed, if needed.

Initial Assessment and Identification

- Newcomer students: Indiana does not have a formal newcomer status, but does participate in Federal Flexibility. To review recent changes to Federal Flexibility, see the [Recently Arrived English Learner memo](#). Please contact IDOE for more information.
- IDOE does have a process for reassessment of former ELs. For more information, please see Chapter 5 of IDOE's *English Learner Guidebook*, available at [English Learner Policy and Guidance](#).
- EL students with disabilities are required to participate in *ACCESS for ELLs* or *Alternate ACCESS* (if determined most appropriate by the Case Conference Committee, including special education and EL staff). They should receive all appropriate testing accommodations as determined by the Case Conference Committee.
- Please see the [Indiana member page](#) on the WIDA website and IDOE's [English Learning 101](#) for more information about identification and placement of ELs.

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	<p>WIDA assessments must be administered only by personnel who hold an instructional, administrative, or school services license granted by IDOE, as outlined in Section 4 of the 2020-2021 Indiana Assessments Policy Manual. Non-certified personnel may only serve as Proctors, not as Test Administrators. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a Test Administrator. Proctors may, however, assist the Test Administrator before, during, and after test administration.</p> <p>All personnel administering the WIDA English language proficiency assessments (placement and annual) must be paid through state and local funds (i.e., not funded fully from Title I or Title III).</p>
Test Administrator Training Requirements	<p>WIDA Test Administrators are required to be certified through WIDA for any assessments they will administer by successfully completing the corresponding training courses and quizzes. Test Administrators must have completed training within two years (24 months) of the date they are administering the test or when significant revisions to training materials occur. All training courses, materials, and certification quizzes are located in the WIDA Secure Portal.</p> <ul style="list-style-type: none"> • Kindergarten W-APT: Complete all of the steps on the <i>Quick Start Guide for Administering Kindergarten W-APT</i>. There is no certification quiz. • WIDA Screener (Online and Paper): Complete the training course and relevant Speaking and Writing certification quizzes with passing scores of 80% or higher. • ACCESS Assessments: Complete the applicable training courses and quizzes (Kindergarten Quiz, Alternate ACCESS Quiz, ACCESS Online Administration Quiz, and/or ACCESS Paper Administration Quiz) with passing scores of 80% or higher.
Website Permissions	<p>New CTCs should contact INAssessments@doe.in.gov to obtain WIDA Secure Portal and WIDA AMS account access.</p> <p>The CTC or designee is responsible for creating additional corporation and school-level WIDA Secure Portal and WIDA AMS user accounts, as applicable:</p> <ul style="list-style-type: none"> • School Test Coordinators • Technology Coordinators • Test Administrators • Title III/EL coordinators and educators

ELL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
ELL Services or Program Requirements	There are no set state requirements for service time based on proficiency level, as our schools use a wide array of program models (including dual language, push-in, pull-out, co-teaching, etc.). Schools must provide <i>Lau</i> -required English Language Development instruction for any eligible student.
Declining Services	Parent/Guardian approval is not required prior to the start of EL services. Identified ELs are opted in by default. Refusal of EL services by a parent/guardian must be documented, signed, and stored locally. Parents/Guardians have the right to opt the EL student back into services at any time. While parents/guardians may decline EL services, the student must still be assessed annually with the appropriate WIDA ACCESS assessment until meeting state exit criteria. Schools must still meet parent notification requirements. Additionally, schools continue to have a responsibility to meet the EL's academic and language needs through an Individual Learning Plan (ILP) and accommodations, as needed.