

This document contains guidance on the identification and placement process for newly arrived English 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 EL services. This document is updated each spring and throughout the year per SEA request.

For questions related to state policy, please contact:

[ND EL Program Office](#)

701-328-1876

ND Office of Assessment

701-328-1838

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
<p>Process Overview</p>	<p>North Dakota EL Identification Procedures and Criteria:</p> <ol style="list-style-type: none"> 1. The statewide ND Home Language Survey (HLS) or ND comprehensive Student Information Form must be completed by all parents as part of the initial enrollment/registration in the district. 2. EL Teacher/Coordinator or designee reviews the HLS to detect a heritage language(s) other than English. 3. If a language other than English is listed, the EL Coordinator/Teacher further inquires to determine if the student: <ul style="list-style-type: none"> ○ Was not born in the U.S., native language is not English, is Native American/Alaska Native (and comes from an environment where another language has significantly impacted the student’s English language proficiency (ELP)), OR is migrant (whose native language is not English) and ○ Has difficulties in speaking, reading, writing, or understanding the English language sufficient to deny academic proficiency, success in the classroom or full participation in society. If there is significant evidence the student is successful in the classroom, he/she does not qualify for the English language development (ELD) program and a screener assessment is not necessary. 4. If a student meets the identification criteria above, the student’s ELP is assessed using the WIDA Screener. <ul style="list-style-type: none"> ○ In the first semester of a school year, test administrators should administer the student’s previous year grade level screener since the student has not been provided current year content instruction. Refer to the table below:

Initial Assessment and Identification

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							

- Test administrators should administer only the listening and speaking portions of the WIDA Screener for Kindergarten to second semester pre-K students and first semester kindergarten students.
 - Districts are encouraged to monitor kindergarten students who do not qualify using this method and re-evaluate in early January prior to ACCESS testing.
 - Be sure students with disabilities are provided appropriate accommodations for the screener assessments.
5. If a student scores below a 3.5 ELP level in any one domain or 5.0 composite proficiency level, the student is eligible for ELD services and identified as an EL in PowerSchool and STARS. Report the composite proficiency level (for K students, report the oral language score) in the STARS.
 6. Upon identification of an eligible student, the EL Teacher/Coordinator disseminates the [Parent Notification of Program Eligibility](#) (available on the NDDPI website or in the EL Coordinator Office 365 Team) within the timeline requirements listed in the next section.
 7. The EL Teacher/Coordinator collaborates with the language support team (classroom/content teacher, administrator, parent, and SPED teacher as applicable) to complete an Individualized Language Plan (ILP) for the identified student and shares the plan with parents/family and teachers.

Initial Assessment and Identification

Timelines	Students must be identified for the English learner (EL) program within 30 days of enrollment in a ND school. For <i>any</i> student who participates in the screener assessment, the district must also provide the parent notification within 30 days of the first day of school. For students who enroll after the beginning of the school year, the district must identify the students within 30 days of enrollment and send the required parent notification within two weeks of the student’s identification as an English learner (EL).
Home Language Survey	<p>All districts in North Dakota must have on file a North Dakota Home Language Survey (HLS) or ND comprehensive Student Information Form completed by a parent/guardian for each student enrolled in the district. If a district uses their own form or an online process, they must ensure all information is included.</p> <p>Upon receipt of the HLS, the district reviews the document for a native language other than English and follows the identification procedures listed above. If another language is listed, the HLS is referred to the EL Coordinator/Teacher for further inquiry to determine if the student should be given the WIDA Screener. The student is screened if:</p> <ul style="list-style-type: none"> • The student was not born in the U.S., and • The native language is not English OR is Native American/Alaska Native and comes from an environment where another language has significantly impacted ELP OR is migrant (whose native language is not English) and • The student has difficulties in speaking, reading, writing, or understanding the English language sufficient to deny academic proficiency, success in the classroom or full participation in society. There must be significant evidence the student is successful in the classroom.
State Approved Assessments	North Dakota has adopted the WIDA Screener assessments as the ND ELP Screener Assessments for students in grades K-12.

Initial Assessment and Identification

<p>Paper Based Screener Costs</p>	<p>The NDDPI purchased WIDA Screener for Kindergarten kits for schools in 2021. The NDDPI will purchase WIDA Screener for Kindergarten kits one time for each school in the state as needed. Contact the ND EL Program Office to order if your school is in need of a kit and has not previously received one.</p> <p>The NDDPI will no longer purchase or encourage WIDA MODEL kits for screening purposes. However, districts may consider the MODEL assessments as a formative assessment option at the district's expense.</p> <p>WIDA Screener Online is available in the WIDA AMS system at no cost to districts. If a district wishes to use WIDA Screener Paper, the district is responsible for the cost. For information on ordering, visit the WIDA Store.</p> <p>In order to administer the WIDA Screener assessments educators must be certified to do so. See the Test Administrator Qualifications & Training Requirements section for more information.</p>
<p>Identification/Placement Criteria</p>	<p>Placement decision: To determine the optimal placement in EL services the district must consider:</p> <ul style="list-style-type: none"> • Previous educational experience – has the student consistently been attending school? • Previous EL services – has the student participated in an EL program in the other schools? • Screener ELP scores • Student's age-appropriate grade level <p>Qualifying screener scores:</p> <p>Students qualify for ELD services if ONE of the proficiency level scores is below:</p> <ul style="list-style-type: none"> • 5.0 Overall Composite Proficiency Level (Oral Language Proficiency Level for 1st semester Kindergarten and 2nd semester Pre-K) OR • 3.5 on any of the four domains: Listening, Speaking, Reading, or Writing (only listening/speaking for 1st semester Kindergarten and 2nd semester Pre-K) <p>The identification criteria is the same for students with disabilities. Be sure the students are provided appropriate and necessary accommodations during the screener.</p>

Initial Assessment and Identification

**Other Useful Resources
or Information**

- Students identified by the screener as English Learners are marked with a “✓” in PowerSchool and STARS.
- The screener scores for identified ELs are recorded in PowerSchool and STARS.
- ND has a new status, Students with limited or interrupted formal education (SLIFE) which is marked in PowerSchool with a ✓. This will help in determining additional flexibility needed to better support students.
- Students who have been EL in the past can be re-entered into the program with a teacher referral, qualifying screener score and academic documentation of difficulty due to language.

Additional guidance, resources, and sample documents are available in the EL Coordinator Office 365 Team or on the [NDDPI Website](#).

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications & Training Requirements	<p>Anyone who “comes into contact” with the ELP assessments, must participate in the training modules and become certified annually by WIDA for each test in which they come into contact.</p> <p>In North Dakota, test administrators must be a certified teacher. In addition, to administer the Screener assessments, Kindergarten ACCESS, ALT ACCESS, or ACCESS for grades 1-3, and any paper form assessments, teachers must have an EL endorsement.</p>
Website Permissions	<p>District Test Coordinators (DTCs) are appointed each year by the district through the MIS01 Fall Report in STARS. Based on this information, the NDDPI provides the new list of DTCs to DRC, updates accounts for the WIDA Secure Portal and creates a distribution list for all state communication related to English learners. If you are the DTC and your account is not correct, please contact the ND EL Program Office.</p> <p>DTCs are required to maintain the accuracy of the educator accounts in WIDA AMS and the WIDA Secure Portal. DTCs have the option of appointing school level coordinators but ultimately are still held accountable for all staff accounts.</p> <p>District staff who need an account in the WIDA Secure Portal for assessment training or eLearning or in WIDA AMS for testing, please contact your District Test Coordinator. District Test Coordinators who need assistance with accounts may contact the ND EL Program Office.</p>

EL Program Requirements – Services & Support

Question/Topic	State-specific Guidance																
<p>EL Services or Program Requirements</p>	<p>Schools must implement a research-based effective language instruction educational program (LIEP) for all English learners. Districts in North Dakota may select the LIEP model that is most effective for their English learners.</p> <p>Districts MUST be sure effective teachers provide instruction for English learners regardless of the model. In North Dakota effective teachers of English learners have an EL Endorsement or documented extensive training in high-quality content-based EL instruction.</p> <p>The amount of service time suggested for ELs varies depending on many factors such as native language proficiency, previous educational experience and English language proficiency. The ND EL Program Advisory Committee has developed the following guidelines for recommended daily service time for ELs with an EL Endorsed teacher.</p> <table border="1" data-bbox="590 621 1969 1144"> <thead> <tr> <th data-bbox="590 621 1060 678">English Language Proficiency Level</th> <th data-bbox="1060 621 1969 678">Recommended LIEP Service Time</th> </tr> </thead> <tbody> <tr> <td data-bbox="590 678 1060 727">Newcomer</td> <td data-bbox="1060 678 1969 727">4-6 units of English language development instructional services</td> </tr> <tr> <td data-bbox="590 727 1060 776">Level 1 – Entering</td> <td data-bbox="1060 727 1969 776">3-4 units of English language development instructional services</td> </tr> <tr> <td data-bbox="590 776 1060 824">Level 2 – Emerging</td> <td data-bbox="1060 776 1969 824">2-3 units of English language development instructional services</td> </tr> <tr> <td data-bbox="590 824 1060 873">Level 3 – Developing</td> <td data-bbox="1060 824 1969 873">1-2 units of English language development instructional services</td> </tr> <tr> <td data-bbox="590 873 1060 979">Level 4 – Expanding</td> <td data-bbox="1060 873 1969 979">1 unit of English language development instructional services, especially in lower proficiency domain(s)</td> </tr> <tr> <td data-bbox="590 979 1060 1060">Level 5 – Bridging</td> <td data-bbox="1060 979 1969 1060">up to 1 unit of English language development instructional services, especially in lower proficiency domain(s)</td> </tr> <tr> <td data-bbox="590 1060 1060 1144">Level 6 – Reaching</td> <td data-bbox="1060 1060 1969 1144">up to 1 unit of English language development instructional services, especially in lower proficiency domain(s)</td> </tr> </tbody> </table>	English Language Proficiency Level	Recommended LIEP Service Time	Newcomer	4-6 units of English language development instructional services	Level 1 – Entering	3-4 units of English language development instructional services	Level 2 – Emerging	2-3 units of English language development instructional services	Level 3 – Developing	1-2 units of English language development instructional services	Level 4 – Expanding	1 unit of English language development instructional services, especially in lower proficiency domain(s)	Level 5 – Bridging	up to 1 unit of English language development instructional services, especially in lower proficiency domain(s)	Level 6 – Reaching	up to 1 unit of English language development instructional services, especially in lower proficiency domain(s)
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EL Program Requirements – Services & Support

Declining Services

Since access to the curriculum is a student's civil right, parent **approval** is not obtained prior to screening a student for eligibility of ELD support. Parents are informed through the Notification of Program Eligibility of the student's screener results and other information regarding the ELD program. The notice includes an option to opt out of programming and the annual ELP assessment. Districts **MUST** be sure parents have a full understanding of students' rights and the services in which they are entitled, prior to approving the opt out request.

For students whose parents opt out of services, the district is still required to provide English language development in the general education/content classroom and annually assess the student's ELP through the state's annual ELP assessment (ACCESS for ELLs). The annual ELP assessment is required by law. Schools with parents who opt-out of the assessment cannot document the student growth or ELP attainment and are therefore recorded in accountability under ESSA as not meeting annual goals. ACCESS for ELLs helps parents see the ELD growth and holds districts/schools accountable for student ELD growth.

The district is responsible for monitoring the progress of students whose parents have opted them out of service and/or testing.