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:
Office of English Language Proficiency
oelp@sde.ok.gov
(405) 522-5073

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.

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Questions/Topic	State-specific Guidance
Process Overview	A completed Home Language Survey (HLS) is required for any student enrolled in a public school in the State of Oklahoma. For more information, please refer to the **EL & Bilingual Identification Guidance** located on the OSDE website English Learners . 1) **Home Language Survey** Submission of a language other than English on any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned) requires the LEA to determine the EL status of student. The first step in this process is always to review the student's EL-specific identification and assessment history in the Accountability Reporting application in Single Sign On. Generally, a student should only be administered an EL identification assessment if no prior EL-specific assessment has been administered and/or identification has been made.* *Please note that Oklahoma conditionally honors the EL status of students transferring into Oklahoma from both WIDA and non-WIDA states. Please refer to the **EL Process and Practice FAQ** guidance document located on the OSDE website English Language Proficiency page for additional information.* 2) **EL Identification Assessment** - **Administered ONE TIME**

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Approved identification assessments include the Oklahoma Pre-K Screening Tool (PKST) (available on the OSDE website English Language Proficiency page), WIDA Screener for Kindergarten, WIDA Screener (Online or Paper), and WIDA MODEL.

3) **Determination of Status:**
Pre-K: A PKST score of 7 or more questions answered correctly is considered English Language Proficient/Not EL. A PKST score 6 or below questions answered correctly is considered Not English Language Proficient/EL. **Any student administered the PKST in their pre-K year must be administered the WIDA Screener for Kindergarten or Kindergarten MODEL at the outset of their kindergarten year regardless of PKST score achieved.**

Kindergarten 1st semester: Potential EL students are administered **only the oral language domain (Speaking and Listening) section** of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Kindergarten 2nd semester through 1st semester 1st grade: Potential EL students are administered **all four domains (Listening, Speaking, Reading, and Writing)** of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

2nd semester 1st grade-12th grade: Potential EL students are administered all four domains of the grade-appropriate WIDA Screener* (Online or Paper) or WIDA MODEL. A Composite/Overall score of 5.0 or better is considered English Language Proficient/Non-EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

Note that there are currently no approved methods to calculate a Composite/Overall score for a student with a disability (or disabilities) that preclude participation in one or more WIDA Screener for Kindergarten or WIDA Screener assessment domains. As such, any student administered the WIDA Screener for Kindergarten or WIDA Screener assessment will have their Composite/Overall score calculated inclusive of all four domains and English language proficiency determined per state policy.

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Timelines	If a potential EL student enrolls within **30 calendar days** from the start date of school, the LEA has **30 days** from that enrollment date to determine the student's EL status. If a potential EL student enrolls after the first 30 calendar days from the start date of school, the LEA has **14 calendar days** to determine the student's EL status. EL status may be verified through review of the student's EL-specific identification and assessment history in the Accountability Reporting application or through administration of the grade-appropriate EL identification assessment. Programmatic and instructional decisions for identified EL students should be made as early as possible and make use of all pertinent information at hand including (but not limited to) HLS responses, placement test scores, parental input, grade history, classroom performance reports, and state content area assessment scores.
Home Language Survey	A current, valid Home Language Survey (HLS) is required for every student enrolled in a public school in the State of Oklahoma. The primary purpose of the HLS is to identify those students who may qualify as English Learners and be eligible to receive supplemental EL services and accommodations. **A student should not to be provided with, or denied access to, supplemental EL services or accommodations based solely on responses provided on a submitted Home Language Survey.** Guidelines • Regardless of EL status, an LEA must have a current a Home Language Survey (HLS) on file in either digital or paper format for every student. • A survey completed for the 2016-2017 year or after may move forward with the student as long as the student is continually served by the LEA to which the survey was initially submitted. • If the student leaves and then returns to an LEA after more than one year, a new survey must be completed. • A survey **cannot** follow a student to a new LEA; a new survey must be completed. IMPORTANT NOTE: For the 2021-2022 school year, the HLS was updated and re-formatted to ensure greater accuracy in the Bilingual Audit process. As such, LEAs are required to use the current version of the HLS for all new enrollments beginning in the 2021-2022 school year. For more information and/or for a copy of the current HLS, please refer to the **EL & Bilingual Identification Guidance** located on the OSDE website English Language Proficiency page.

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State Approved Assessments	**State-approved EL identification assessments are as follows:** • **Pre-K:** Oklahoma Pre-K Screening Tool (PKST) (available on the OSDE website English Language Proficiency page.) • **Kindergarten:** WIDA Screener for Kindergarten, Kindergarten MODEL • **1st semester 1st grade:** WIDA Screener for Kindergarten, Kindergarten MODEL • **2nd semester 1st grade-12th grade:** WIDA Screener Online, WIDA Screener Paper, WIDA MODEL **Students with disabilities:** A potential EL student with one or more determined disabilities may be administered the grade-appropriate WIDA EL identification assessment with the assistance of any WIDA-approved accommodations deemed applicable and appropriate by the student's special education team. The PKST may be administered with those accommodations noted on the student's IEP or 504 plan and at the discretion of the student's special education team. The WIDA Screener for Kindergarten has replaced the K W-APT. Oklahoma requires the use of the WIDA Screener for Kindergarten for students: • If you are administering the test to students preceding their initial enrollment in kindergarten, the earliest recommended testing window is from mid-April to June. • as they enter first grade, until the end of the first semester of the school year
Paper Based Screener Costs	• The full version of the paper-based WIDA Screener for Kindergarten may be downloaded from the WIDA Secure Portal under Resources at no cost. Professional printed versions can be purchased at local expense directly from the WIDA Store. • LEAs wishing to assess all four domains with the paper-based WIDA Screener (grades 1-12) or WIDA MODEL (grades K-12) must purchase the assessment at local expense directly from the WIDA Store.

Identification/Placement Criteria	**Identification Criteria:**
	Note that an EL identification assessment should not be administered until the student's EL-specific assessment and/or identification history has been reviewed in the Accountability Reporting application in Single Sign On. Assuming the student has no such history and has submitted a language other than English on any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned), the LEA must administer the appropriate EL identification assessment and assign EL status per the following scoring criteria:
	• **Pre-K**: A PKST score of 7 or more questions answered correctly is considered English Language Proficient/Not EL. A PKST score 6 or below questions answered correctly is considered Not English Language Proficient/EL. **Any student administered the PKST in their pre-K year must be administered the WIDA Screener for Kindergarten or Kindergarten MODEL at the outset of their kindergarten year regardless of PKST score achieved.**
	• **Kindergarten 1st semester:** Potential EL students are administered **only the oral language domain (Speaking and Listening) section** of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.
	• **Kindergarten 2nd semester through 1st semester 1st grade:** Potential EL students are administered **all four domains (Listening, Speaking, Reading, and Writing)** of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.
	• **2nd semester 1st grade-12th grade:** Potential EL students are administered all four domains of the grade-appropriate WIDA Screener* (Online or Paper) or WIDA MODEL. A Composite/Overall score of 5.0 or better is considered English Language Proficient/Non-EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.
	Exit Criteria:
	All Grades:
	• Achieve a Composite/Overall score of 4.8 or higher on the Kindergarten ACCESS for ELLs or ACCESS for ELLs assessments; Achieve a P2 or above on the two most recent Alternate ACCESS administrations in the past three years on Alternate ACCESS

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	OR
	Grades 3-12:
	• ACCESS: Achieve a prior-year Composite/Overall score within the 4.3 to 4.7 Band Exit range on ACCESS for ELLs assessment and meet the additional requirements detailed on ELP Band Committee Rubric.
	• Alternate ACCESS: Achieved scores within the A3-P1 range on the two most recent Alternate ACCESS administrations in the past three years and meet the additional requirements detailed on Alternate ACCESS for ELLs ELP Band Committee Rubric.
	• Additional information regarding the ELP Band Exit Process is located on the OSDE website English Language Proficiency page.
	Note that there are currently no approved methods to calculate a Composite/Overall score for a student with a disability (or disabilities) that precludes participation in one or more WIDA Screener for Kindergarten or WIDA Screener assessment domains. As such, any student administered the WIDA Screener for Kindergarten or WIDA Screener assessment will have their Composite/Overall score calculated inclusive of all four domains and English language proficiency determined per state policy.
Other Useful Resources or Information	Once a student has been administered an EL identification assessment and identified as an EL, or has been identified as an EL through a review of EL-specific assessment and identification history in the Accountability Reporting application, an LEA has the remainder of the 30 day window (or 14 day widow, depending on the student enrollment date) to complete the student's English Language Academic Plan (ELAP)* and provide a copy to the student's parents in addition to the required parental notification letter. This process ensures that the LEA is providing the federally mandated parental notifications related to EL identification and the supports, services and accommodations that the LEA will utilize in assisting the student achieve English language proficiency.
	To the greatest extent possible, it is critical that all students be correctly identified and assigned the appropriate language code prior to an LEA certifying its October 1 report.
	At LEA discretion, a former English Learner (FEL) may be evaluated for potential EL re-identification. The decision to re-screen and potentially re-identify an exited EL with the WIDA Screener or WIDA MODEL should be carefully considered and done only in cases where the student's learning team is in agreement that the student is unlikely to demonstrate success without the provision of those supports and services limited to formally identified English Learners. This is

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	considered the most extreme intervention and should not be entertained until other Tier 1 and Tier 2 interventions have been implemented and determined to be unsuccessful. Those seeking guidance regarding the assessment of students with known disabilities should contact OSDE's Special Education Services department at (405) 521-3351. *An English Language Academic Plan (ELAP) template may be downloaded from the OSDE website English Language Proficiency page.

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	While OSDE strongly recommends that only certified personnel (e.g., teachers or counselors) administer EL identification assessments (e.g., the WIDA Screener for Kindergarten, WIDA Screener, or WIDA MODEL), properly trained support personnel (e.g., paraprofessionals or similar LEA staff) may also administer **identification assessments** if there are time constraints, a high volume of students to be assessed, or similar circumstances render it unavoidable. Any personnel administering a WIDA identification assessment, either certified or support, must successfully complete the associated WIDA training module and pass all certification quizzes. OSDE strongly recommends the use of proctors during placement testing and that personnel who have not administered a WIDA placement or proficiency test for more than one full academic year recertify on the assessment prior to administration in order to review specific testing processes and requirements. Spring proficiency testing (e.g., WIDA ACCESS or Alternate ACCESS) **must** be administered by a certified staff member who has completed the required WIDA training and passed all certification quizzes.
Test Administrator Training Requirements	Test administrators must complete all applicable WIDA training courses and quizzes for any placement or proficiency test prior to test administration. While annual recertification is not required, OSDE strongly recommends annual review of all applicable training courses for any staff administering a WIDA assessment. In particular, review of the Speaking and Writing components is strongly recommended for any personnel responsible for scoring student responses. Similarly, annual participation in state and WIDA trainings, as well as review of state and WIDA produced webinars regarding testing, is strongly recommended. District staff administering the WIDA Screener for Kindergarten assessment must successfully complete the WIDA Screener for Kindergarten training course and pass the two certification quizzes: "WIDA Screener for Kindergarten: Oral Language" and "WIDA Screener for Kindergarten: Literacy".
Website Permissions	**WIDA Secure Portal** (portal.wida.us) To access assessment training courses and materials, contact the LEA EL Test Coordinator for login information. If the local EL Test Coordinator is not available, please contact the OSDE Office of English Language Proficiency at (405) 522-5073. **WIDA AMS (DRC)** (wida-ams.us) To access Educator Scoring permissions for the WIDA Screener Online, contact the LEA EL Test Coordinator for login information. If the local EL Test Coordinator is not available, please contact the OSDE Office of English Language Proficiency at (405) 522-5073.

EL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
EL Services or Program Requirements	While an LEA may exercise local discretion in their chosen intervention model and level of support provided to EL students, the OSDE does require that local EL programming requirements meet the expected standard articulated in the Castaneda v. Pickard (1981) Supreme Court ruling. As such, a locally designed and implemented EL program must: (1) Be based on sound educational theory; (2) Be implemented with adequate personnel and resources and appropriate instructional practices; (3) Demonstrate that language barriers are being overcome within a reasonable period of time so that ELs can attain parity with their English-speaking classmates. Additionally, OSDE expects LEAs to meet the standards outlined in the Lau v. Nichols (1974) ruling that found LEAs cannot implement policies that create a disparate impact on certain group(s) of students, and the ruling in Plyler v. Doe (1982) which found that student immigration status is not applicable to the provision of public education.
Declining Services	Parents may decline supplemental EL services and supports, but students who have been identified as EL are still required to participate annually in both the WIDA ACCESS and grade-specific state content-area assessments. [Public Law 114-95, Section 1111(b)(2)(G) & 1111(b)(2)(F)]. In order to decline EL services and supports, a parent or guardian must review and sign a completed English Language Academic Plan (ELAP)*. It is the responsibility of the LEA to meet with parents and communicate the nature and scope of the supplemental services and accommodations being waived. It is **strongly recommended** that the LEA specifically communicate to parents that the waiving of supplemental EL services and accommodations does not exempt their student from either WIDA or state content-area assessment and that their student will continue to participate annually in the WIDA ACCESS assessment until proficient in English. Note that parents or guardians must decline supplemental EL services and supports annually. In the event that a parent or guardian has declined EL services for their student(s), an LEA must still monitor the performance of such students until they demonstrate English language proficiency on the WIDA ACCESS assessment. Federal law mandates that a student exiting EL status by reaching proficiency on the ACCESS assessment be actively monitored for the following two-years to safeguard academic success. *An English Language Academic Plan (ELAP) template may be downloaded from the OSDE website English Language Proficiency page.