

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:

Flavia Molea Baker

Multilingual Learners Program Coordinator

flavia.moleabaker@ride.ri.gov

(401) 222-8480

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	<ul style="list-style-type: none"> • Home and Language Survey • Parents' Interview • Review of transcripts and formal schooling • Screening for English Language Proficiency
Timelines	<p>Placement of Multilingual learner (MLL) students in a specialized instructional program for MLLs/ELs shall be made within twenty (20) school days of the completion of the Home Language Survey.¹</p> <p>The Rhode Island Multilingual Learners (MLLs) / English Learners (ELs) Screening, Identification, Placement, and Reclassification document outlines the state-recommended procedure for identifying English Language Learners in accordance with Title 16, Chapter 16-54, 3.3 and 3.4, 200-RICR-20-30-3.</p> <p>The Rhode Island Department of Education (RIDE) is collecting an additional indicator for students identifying them as having Interrupted Formal Education (SIFE).</p>

¹ Regulations Governing the Education of English Language Learners. Retrieved from https://risos-apa-production-public.s3.amazonaws.com/BOE/REG_10275_20181030154255.pdf

Initial Assessment and Identification

Home Language Survey

RIDE's Developed [Home and Language Survey \(HLS\)](#) includes the following questions:

Part I:

1. What is the primary language used in the home, regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language that the student first acquired?
4. What language(s) does your child understand?
5. What language(s) does your child speak?
6. What language(s) does your child read?
7. What language(s) does your child write?

Part II - HLS - Family Interview – Educational History:

1. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language?
2. How severe do you think these difficulties are?
 - 2a. Has your child ever been referred for a special education evaluation in the past? If referred for an evaluation, has your child been identified? If referred for an evaluation, and identified has your child ever received any special education services in the past?
 - 2b. Age at which services received (Please check all that apply): Birth to 3 years (Early Intervention) 3 to 5 years (Special Education) 6 years or older (Special Education)
 - 2c. Does your child have an Individualized Education Program (IEP), or 504 plan?
3. In which language do you prefer to receive oral communications from the school or district?
4. In which language do you prefer to receive written communications from the school or district?
5. Indicate date first enrolled in ANY U.S. school (mm/dd/yyyy)
6. Is there anything else you think is important for the school to know about your child? (e.g., special talents, health concerns, etc.)

The HLS is administered to all students upon registration at the LEA's intake offices.

The HLS is followed by a parent interview, further guidance is available at:

Initial Assessment and Identification

	<ul style="list-style-type: none"> - Rhode Island Multilingual Learners (MLLs) / English Learners (ELs) Screening, Identification, Placement, and Reclassification - RIDE MLL webpage - The HLS is available in Arabic, Chinese, Cape Verdean Creole, French, Haitian Creole, Khmer, Lao, Portuguese, Spanish, Swahili, Wolof, and Yoruba. (RIDE MLL webpage)
State Approved Assessments	<ul style="list-style-type: none"> • WIDA Screener Gr. 1-12. • K MODEL • WIDA Screener for Kindergarten <p>RIDE is transitioning to using one state-wide assessment (WIDA Screener for Kindergarten) for identification purposes at the kindergarten level. LEAs using the K MODEL for identification purposes will complete transition to the WIDA Screener for Kindergarten by July 2022.</p>
Paper Based Screener Costs	<p>Paper Based Screener costs are responsibility of the LEAs.</p> <p>For more information, go to the WIDA Store.</p>
Identification/Placement Criteria	<p>IDENTIFICATION CRITERIA</p> <p>WIDA Screener Gr. 1-12: Overall below 5.0</p> <p>WIDA Screener for Kindergarten:</p> <p>Listening and Speaking tests should be taken by students entering:</p> <ul style="list-style-type: none"> • Beginning in July prior to the start of the school year • 1st and 2nd semester in Kindergarten <p>Reading and Writing tests can be taken during:</p> <ul style="list-style-type: none"> • 1st and 2nd semester in Kindergarten

Initial Assessment and Identification

Oral Language composite: below 5.0**Reading and Writing tests will be taken by students entering:**

- 2nd semester Kindergarten year through mid-semester grade 1

Overall score: below 5.0**K MODEL²:****Listening and Speaking Tests should be taken by students entering:**

- 2nd semester Pre- Kindergarten
- 1st semester Kindergarten

Reading and Writing Tests can be taken during:

- 1st and 2nd semester in Kindergarten

Oral Language composite: below 5.0**Reading and Writing Tests will be taken by students entering:**

- 2nd semester Kindergarten year through mid-semester grade 1

Overall score: below 5.0

LEAs must be proactive in allowing universal accommodations when screening all students and specific accommodations when screening students with a documented IEP.

EXIT CRITERIA

There are two required criteria for exit from the ELIP:

1. Overall score of 4.8 or above *AND*
2. The student is in grades 1-12 (Kindergarteners are not eligible for exit)

Considerations for students with disabilities

² LEAs utilizing the WIDA K MODEL for identification purposes have time until July 2022 to transition to the new WIDA Screener for Kindergarten.

Initial Assessment and Identification

	<p>"Before any considerations for exiting EL status are made, the schools will have ensured that the EL with disabilities receives both special education and related services as well as EL services. The EL's special education and EL teachers will have collaborated to deliver those services in an integrated manner in the least restrictive environment. IEP goals will have been written to reflect the integration of language learning and academic content goals for the EL with disabilities."</p> <p>Group 1: ELs with disabilities who are able to access all domains (i.e., listening, speaking, reading, writing) of the state's English language proficiency assessment with or without appropriate accommodations.</p> <ul style="list-style-type: none"> • Overall score of 4.8 or above <p>Group 2: For ELs with the most significant cognitive disabilities who are assessed using an alternate English language proficiency assessment.</p> <ul style="list-style-type: none"> • Overall Score of P2 for two (2) consecutive years <p>Group 3: For ELs with disabilities for whom it is determined on an individual basis that their disabilities preclude assessment in one or more domains on the general or alternate English language proficiency assessment and there are no appropriate accommodations for the affected domain(s).</p> <ul style="list-style-type: none"> • Overall Score of 4.8 or above (obtained with the RIDE provided tool)
<p>Other Useful Resources or Information</p>	<ul style="list-style-type: none"> • All Students eligible for MLL/EL services are entered in the eRIDE MLL/EL Census. • The MLL/EL Census includes data from students with limited formal education (SIFE) • If a student does not qualify for MLL/EL services, the student is monitored for six months. • If a recently exited student needs further MLL/EL services, the student is screened and re-entered in services with parent notification. • EL Toolkit • Parents have the right to waive part or full ELP services, yet the LEA remains obligated to take the "affirmative steps" and the "appropriate action" to provide these EL students access to its educational programs. • Please see Planning Evaluations for Diverse Learners Resources for information and links to evaluate ELLs. • Information regarding RI policies for ELLs with disabilities can be found on the RIDE website. • See Providing Accommodations on WIDA Screening Tools for guidance on providing accommodations for WIDA Screeners.

Test Administrator Training and Certification

Question/Topic	State-specific Guidance
Test Administrator Qualifications	Language screening placement tests should be administered only by trained personnel who have completed the appropriate WIDA training course.
Test Administrator Training Requirements	<p>To support the administration of the WIDA Screener, and the WIDA Screener for Kindergarten, please refer to the WIDA Screener page on the WIDA website.</p> <p>To be certified to administer WIDA Screener, test administrators must complete the following courses for the tests they will be administering:</p> <ul style="list-style-type: none"> • WIDA Screener Online: Administration • WIDA Screener Paper: Administration <p>To be certified to score WIDA Screener, test administrators must complete the following courses for the grade level tests and domains they will be scoring:</p> <ul style="list-style-type: none"> • 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 <p>For WIDA Screener for Kindergarten Test Administrator Training:</p> <ul style="list-style-type: none"> • Complete the WIDA Screener for Kindergarten: Administration and Scoring training course • Review the Test Administrator Manual • Pass the following certification quizzes (located within the training course): <ul style="list-style-type: none"> ○ WIDA Screener for Kindergarten: Oral Language ○ WIDA Screener for Kindergarten: Literacy <p>Rhode Island requires test administrators to complete certification requirements every three (3) years or upon adoption of a new tool.</p>

Test Administrator Training and Certification

Website Permissions**WIDA Secure Portal** (portal.wida.us)

Contact the WIDA Client Services Center or your District Test Coordinator for access to training materials.

WIDA AMS (DRC) (wida-ams.us)

Educator Scoring: Contact your District Test Coordinator for permission

ELL Program Requirements – Services & Support

Question/Topic	State-specific Guidance
ELL Services or Program Requirements	<p>Rhode Island Regulations Governing the Education of English Language Learners Authorized by R.I.G.L. 16-54-2</p> <p>3.2 Definitions. 3.6 Student Placement Standards. (9) 3.7 Time requirements.</p> <p>RI allows WIDA MODEL to be used to reevaluate placement if a WIDA Screener is not possible to apply or on an interim basis.</p>
Declining Services	<p>Rhode Island Regulations Governing the Education of English Language Learners Authorized by R.I.G.L. 16-54-2</p> <p>3.6 Student Placement Standards. “9. Parents shall be informed of the date of their child’s placement and of their right to approve or waive the proposed placement. If the parents choose to waive the child’s ELL program placement, the district is responsible for assessing the English Language Proficiency of the student on the annual ELP assessment as well as for conducting a six month monitoring of the student’s academic progress without benefit of ELL services. Parents must be notified of the results of both the ELP assessment and monitoring so that the placement decision might be reviewed.”</p>