

Provisional Identification and Placement Procedures for Missouri English Learners – Grades K-12

Information last updated 7/31/20

Under normal circumstances, districts have 30 days to complete screening. If administering the WIDA Online Screener (K-WAPT for Kindergarten and first semester first graders) is not feasible at this time due to the uncertainty revolving around COVID-19, districts may choose to provisionally identify students.

The procedure described in this document provides a means of provisionally identifying English Learners (ELs) during the time students are unable to be screened using standard procedures due to COVID-19. This method should not replace the formal identification process when face-to-face screening is possible.

All students that are subject to this procedure, regardless of provisional EL qualification status, are required to go through a formal administration of the screening process once it is feasible to do so. Enrollment of students should not be postponed due to any delays in screening for EL services, to the extent consistent with health and welfare directives from the relevant governmental entities.

Districts that are subject to settlement agreements or consent decrees relating to English Learners must seek guidance from the district's legal counsel as to whether the provisional procedures would be consistent with the terms of the applicable agreement/decrees.

Step 1: Administer the Language Use Survey (LUS) to all newly enrolling students

The primary purpose of the Language Use Survey (LUS) is to find out if the student should be assessed for English language proficiency, based on the student's first language, and if there are languages other than English spoken at home. The LUS also presents an opportunity to collect other useful information that will help district personnel understand the student's personal and educational history in order to plan an appropriate educational program. **If needed, district-trained personnel can complete the LUS remotely via phone, Skype, Zoom, etc. if it is accessible to both districts and families. Parents can also complete the LUS and mail it to the district.**

If the answer to any of the questions on the LUS is a language other than English, move onto step 2 (with the following exceptions):

- Students who were previously classified as ELs and were then reclassified as English proficient in their former districts
- Students who transferred from another district within Missouri or another WIDA state and do not qualify as ELs on the English proficiency screening test administered in their former district or state
- Students who transferred from another district within Missouri or another WIDA state with ACCESS or Screener results from the last calendar year
- Students who are true newcomers defined as recently arrived immigrants, migrants or refugees in first grade (second semester) through 12th grade, who have been in the country for less than four months, and who demonstrate compelling evidence that they have never been exposed to English, may be formally identified as an EL using the EL Newcomer Kit.

Step 2: If the answer to any of the questions on the LUS is a language other than English, administer the WIDA Remote Screener

WIDA has launched a Remote Screener to be used as a temporary solution to challenges that COVID-19 poses. The Remote Screener can be used to **provisionally qualify** a student as an English Learner. Students must be assessed on all

modalities to qualify, so the Online Screener (or K-WAPT for Kindergarten and first semester first graders) must be used as soon as possible.

The Remote Screener is broken down by grade clusters: K-1, 2-3, 4-5, 6-8, 9-12. The materials include a script for the test administrator, scoresheet and a student packet. The Remote Screener is paper-based to uphold equality for all students, regardless of their access to technology. Prior to administration, read the Test Administrator Manual, and watch the associated Training Video. There is also a webinar available.

Test materials will need to be provided to the student in advance. The test should take about 30 minutes (depending on the English proficiency of the student) and be administered individually. The K-1 version tests only Listening and Speaking, while the 2-12 versions also assess Reading.

Both versions can be accessed from the WIDA site – wida.wisc.edu – by logging into the WIDA Secure Portal. Choose the WIDA Remote Screener button and follow the instructions. Accounts with access to the Online Screener will also have access to the Remote Screener materials. If your account does not have that permission, talk with your District Test Coordinator or EL Coordinator. DTC's should contact the WIDA Help Desk for assistance with their accounts at 866-276-7735.

NOTE: If a student is unable to complete the interview process (e.g., because of a disability or refusal), then the determination of EL status must be made based upon the remaining available evidence gathered from the LUS, parent interview and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources and any incomplete screener results, then the student should be provisionally identified as an EL until screening can be completed.

Step 3. Determine whether the student might be an EL using the scoring rubric and scoring sheet

Using the scoring rubric, found in the Test Administrators Manual, and the scoring sheet, districts can make a provisional determination as to EL status.

Districts make a provisional determination about the most appropriate academic placement and supports based on:

- The student's English language proficiency information
- The district's chosen method of instructional delivery to address students' limited English proficiency
- Giving students the opportunity to participate meaningfully and equitably in the district's educational program

Consistent with federal and state civil rights laws, school districts must continue to provide services to English learners, in conjunction with the need to protect the health and safety of students and staff.

Records of provisional qualification need to be kept at the district level until the full screener can be administered.

The district must ensure that students assigned a provisional status assignment (identified as EL or non-EL) are tracked by some means (e.g. a special code in the local management system) so that once school resumes, they are screened according to the full procedure.

Students should NOT be coded as ELs in your SIS/MOSIS before they are screened according to the full procedure described in the Identifying and Reclassifying English Learners: [Guidance on Missouri's Entry and Exit Criteria document](#).

Step 4: Notify parents and/or legal guardians of screening test results and provisional placement decisions

Districts must provide the parent/guardian with a description of the **provisional** placement and EL services made available to their children.

Once schools have reopened for normal operations, districts will communicate to parents the results of the administration of an English Language Proficiency Screener. Detailed information regarding the nature of this communication is provided in the Identifying and Reclassifying English Learners at <https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf>.