

EL SCREENING GUIDE

2020-2021



Version 1

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Version History

Version	Changes
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CONTACT INFORMATION

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<ul style="list-style-type: none"> • Assessment Administration • WIDA Screener • WIDA.US DTC Logins • DESE Website 	<ul style="list-style-type: none"> • Curriculum • Instruction • Programming • Entrance and Exit Criteria 	<ul style="list-style-type: none"> • Title III • Migrant • MELL • EL Accountability 	
<ul style="list-style-type: none"> • DESE EL Listserv: http://lists.mo.gov/mailman/listinfo/english-language-learner • EL Assessment: https://dese.mo.gov/college-career-readiness/assessment/access-ells • English Language Development: https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld • EL Requirements: https://dese.mo.gov/quality-schools/migrant-education/english-language-learners • WIDA Site: https://wida.wisc.edu • WIDA AMS: https://www.wida-ams.us 			

ABOUT SCREENING

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As a part of federal requirements, districts are required to identify incoming students who qualify as English learners (ELs). Since the 2010-2011 academic year, Missouri districts have used the screening assessment provided by WIDA. LEAs have **30 calendar days from the start of the academic year / upon enrollment** to administer the screening assessment.

NEW: *For 2020-2021 there is an option for provisional screening when it is not feasible to administer the WIDA Screener. Identifying a student provisionally does not take the place of formal identification. Information on provisional screening can be found on page 5 of this guide.*

Screening Exceptions

If a district receives a new student from another Missouri district or state that is part of the consortium AND the student has a WIDA Screener or ACCESS for ELLs score report, the student will not need to be re-screened. Simply add their previous score report to the student cumulative folder.

In rare instances, the screening assessment may place an undue hardship on students that have no English abilities or whose disabilities prevent them from meaningfully participating in the assessment. In response to these rare instances, districts may forego English language proficiency screening in very specific circumstances. Use the flow chart found on page 4 to determine if the student meets one of the exceptions.

LANGUAGE USE SURVEY

Upon enrollment, Missouri LEAs are required to give a language usage survey (LUS) or questions on an enrollment form. The questions are:

What was the student's first language?

Which language(s) does the student use (speak) at home and with others?

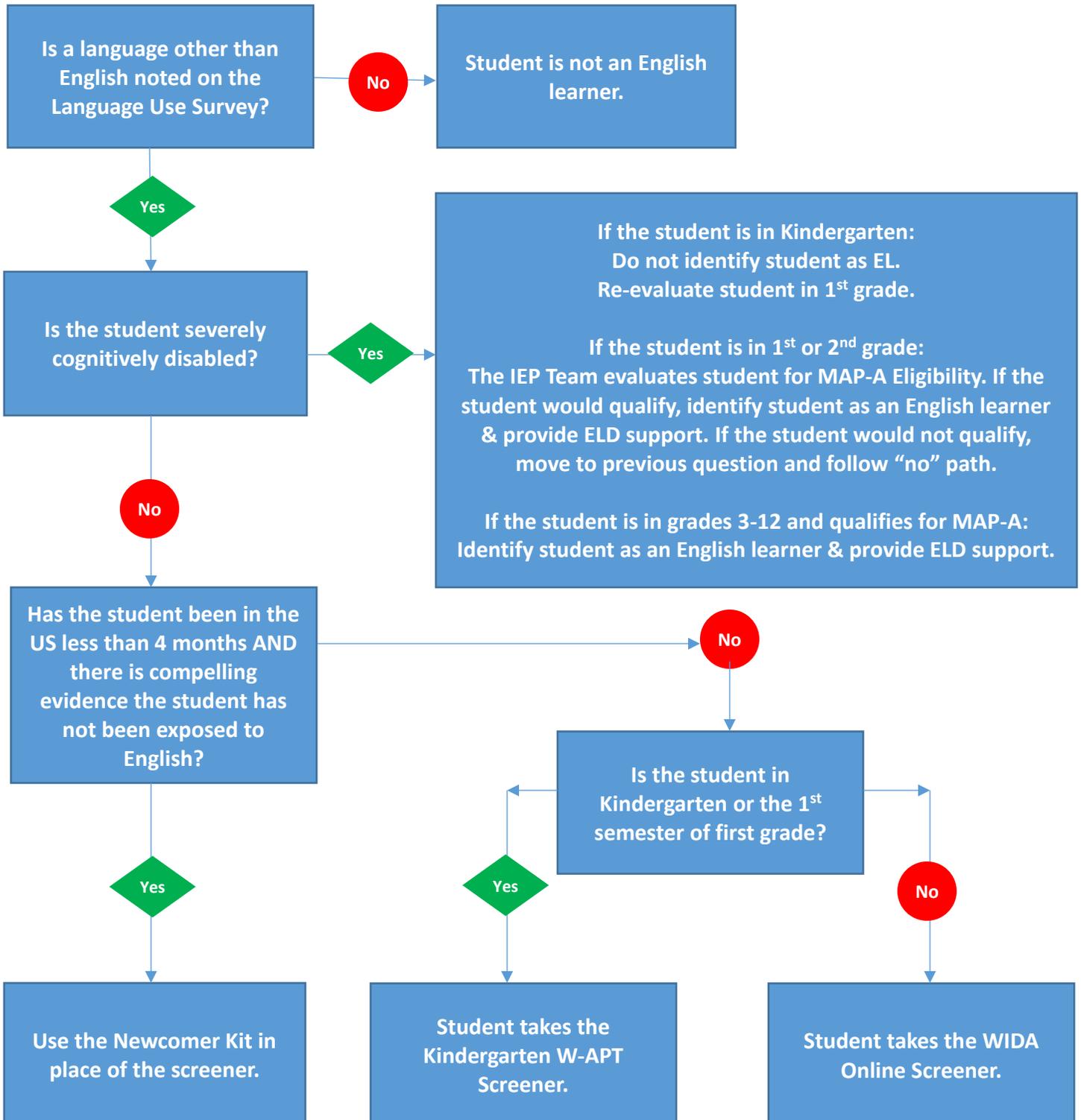
Which language(s) does the student hear at home and understand?

If the answers indicate that the student's first/primary language is not English, or if a Local Education Agency (LEA) feels that a child might have an English learning need due to unreported exposure to another language, the student is potentially an EL and the district must take active steps to determine if the student qualifies for language instruction educational program (LIEP).

Potential ELs identified by the LUS should go through the approved screening process as outlined in this guide.

SCREENER DECISION TREE

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APPROPRIATE SCREENER

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Use the following chart to determine which Screener should be used. For first semester students, WIDA recommends that students should NOT be screened at a grade level where they have yet to receive instruction.

First Semester Student	Second Semester Student	Take This Assessment
Kindergarten and Grade 1	Kindergarten	Kindergarten W-APT
Grade 1 and Grade 2	Grade 1	Online Screener Grade 1
Grade 3 and Grade 4	Grades 2 and 3	Online Screener Grades 2-3
Grade 5 and Grade 6	Grades 4 and 5	Online Screener Grades 4-5
Grades 7 through 9	Grades 6 through 8	Online Screener Grades 6-8
Grades 10 through 12	Grades 9 through 12	Online Screener Grades 9-12

WIDA Remote Screener

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.

A guidance document has been created - <https://dese.mo.gov/sites/default/files/asmt-el-provisional-id-and-placement-procedures-for-els.pdf>. The procedures described in this document provide a means of **provisionally identifying** ELs during the time students are unable to be screened using standard procedures.

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.

WIDA has launched a Remote Screener to be used as a temporary solution to challenges that COVID-19 poses. The test, administered individually, should take about 30 minutes, depending on the English proficiency of the student. The K-1 version tests only Listening and Speaking, while the 2-12 versions also assess Reading. Both versions can be access 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.

NEWCOMER KIT

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True newcomer students, 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 without taking the WIDA Online Screener.**

The newcomer kit can be downloaded from the DESE site: <https://dese.mo.gov/college-career-readiness/assessment/access-ells> in the EL Identification section.

In order to ensure timely identification, **the Newcomer Kit must be submitted no later than 15 days from the beginning of the year or five school days after enrollment during the school year.**

Instructions on submitting can be found on the form. When emailing the form, **do not include any Student Personally identifiable information (PII) in the email.**

Once reviewed by DESE staff, the coordinator listed on the form will receive an email with one of two outcomes:

- A) The request to bypass the screening assessment is approved. The student (identified by the student ID on the form) should be coded as LEP_RCV in Core Data and be placed into the district's Language Instruction Educational Program (LEIP).
- B) The request to bypass the screening assessment has not been approved. The email shall include the rationale for the decision to deny. The student will be directed to take the WIDA Online Screener. There will be no appeal process for this policy.

Steps To Identify True Newcomers

Step 1 - Verify that the student has recently immigrated to the United States – the student has been in the US for less than 4 months. As a reminder, districts cannot ask for immigration status at any time; however, the length of time in the United States is a legitimate, education-related question that may be asked during enrollment.

Step 2 - Review of transcripts (if available) demonstrates no prior experience with English. Attempt to verify if the student has attended a school in the US or if they have taken English courses in the home country.

If an initial review of student records combined with an informal assessment of the family's abilities to communicate in English suggest the student is a newcomer, the district may opt to continue with the Parent/Guardian Interview and the Student Pre-Screener to determine if the WIDA Online Screener is appropriate.

Step 3 - Complete the DESE Parent/Guardian Interview in the newcomer kit. If the student meets the requirements, move on to Step 4.

Step 4 - Complete the Student Pre-Screener in the newcomer kit. If the student scores four or less points, they may be identified without the use of the DESE Online Screener.

KINDERGARTEN SCREENER

K W-APT

The [Kindergarten W-APT](#) is organized as a single, individually-administered, adaptive test. It is used to identify students who may be candidates for EL services.

Because most 1st semester Kindergarten students cannot read or write LEAs will screen them on the listening and speaking modalities only, using the Kindergarten W-APT. They will then be tested on all four modalities using the ACCESS for ELLs assessment. Second semester Kindergarten and first semester 1st Grade students will take all four modalities of the Kindergarten Screener.

However, first semester Kindergarteners may take the reading and writing portion of the W-APT prior to the ACCESS window if the test administrator feels the student can be successful. If the student meets the criteria to not be eligible for services when they take the other two modalities in October, November or December, they can be classified as NLP in Core Data (not an EL) and they will NOT have to take the ACCESS test.

The Kindergarten W-APT is not able to assign scores across the full range of WIDA ELP levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency. Scoring details can be found in the W-APT Test Administration Manual and on the scoring sheets. Kindergarten W-APT scores do not directly convert to a proficiency level (1-6). The assessment is diagnostic, and the scores inform teachers what skills the students have in English.

Grade Level	The Student IS ELIGIBLE for ELD services:	The Student is NOT ELIGIBLE for Services:
1 st Semester Kindergarten	Combined score of 28 or lower on listening and speaking. Student should be identified as LEP_RCV in MOSIS and will take the ACCESS assessment.	Have a combined score of 29 or higher on listening and speaking. Student should be identified as LEP_RCV in MOSIS and will take the ACCESS assessment so that a determination based on all four modalities can be made. Note: All first semester kindergarten students identified as potential ELs can receive support until earning a passing score in all four language domains.
2 nd Semester Kindergarten and 1 st Semester First Grade	Has a combined score of 28 or lower on listening or speaking OR Has a score of 10 or lower on reading OR Has a score of 11 or lower on writing. Student should be identified as LEP_RCV in MOSIS and will take the ACCESS assessment.	Has a combined score of 29 or higher on listening and speaking AND Has a score of 11 or higher on reading AND Has a score of 12 or higher on writing. Student should be identified as NLP in MOSIS.

WIDA ONLINE SCREENER

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WIDA Online Screener

The [WIDA Online Screener](#) serves as an on-demand tool that provides highly reliable EL identification information within a relatively short test administration. Students may be tested and scores reported within 24 hours in most cases.

As with ACCESS for ELLs summative assessment, the WIDA Online Screener is available through the DRC INSIGHT test platform and test sessions will be set up in WIDA AMS. Users will need relevant permissions within WIDA AMS to set up and administer test sessions and to score students' responses.

The WIDA Screener uses the [WIDA English Language Development \(ELD\) Standards](#) to assess students' academic English.



WIDA Online Screener Training

Individual test administrators must be trained in its administration and have agreed to maintain the security of test questions. Test administrators are required to go through training if they have not previously done so. Your district testing coordinator or EL coordinator will be tracking electronically who has completed the screener training. Districts then set their own rules on how often test examiners should go through training again. DESE recommends that examiners look through the training each year as a refresher, even if they are not required to re-train.

To participate in training, log into the WIDA website (wida.wisc.edu), go to your My Account & Secure Portal page, look under "Screener Test Materials & Training" and click on the button that says WIDA Screener Online and complete the training modules.



Beyond training, the only requirement to give the WIDA Online Screener is that the test administrator must be a district employee that, at a minimum, meets the [requirements of a paraprofessional](#). **Only those under contract with the district may give the Screener.**

ABOUT ONLINE SCREENER

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About Test Administration

Prior to administration, it is recommended that the student is allowed to practice with the test. The DRC website hosts [Practice Items and Interactive Sample Items for the Public](#) which allow test administrators, educators, students, and their families to review and familiarize themselves with online test items.

With the Online Screener, all test domains may be done in group administration. **The test is not timed**, so students may take as much time as needed. The screener is designed to be completed in a single sitting.

The Online Screener should be administered in the following order: Listening, Reading, Speaking, and Writing. The system will automatically score the listening and reading sections and determine which questions the student receives on the speaking and writing portion.

The [Test Administration Manual](#) provides important information for Test Administrators who will administer WIDA Screener Online. It includes instructions on how to schedule test sessions, print the paper-based test materials, and instructions on how to administer all four domains of WIDA Screener Online (which includes the paper-based Writing test for Grades 1–3).

Technology

The WIDA Online Screener is delivered through the DRC INSIGHT platform. The latest version of the INSIGHT platform will need to be installed on the machine being used for testing. INSIGHT works in conjunction with the COS service device (see right).

Additionally, the student will need headphones with a microphone in order to participate in the assessment. Do not use speakers to administer the test.

Central Office Services (COS)

The testing vendor, Data Recognition Corporation (DRC) uses site management software called Central Office Services (COS) Service Device.

COS is a software tool that allows you to install, configure, and manage your online testing environment from a central location.

This application provides content hosting and a software toolbox to help districts plan, configure, and manage the online testing environment.

COS helps manage network traffic, maintain connectivity and handle bandwidth issues.

LEAs should be directed to use [COS-SD Technology User Guide](#) for technical documentation on setting up and configuring the COS Service Device.

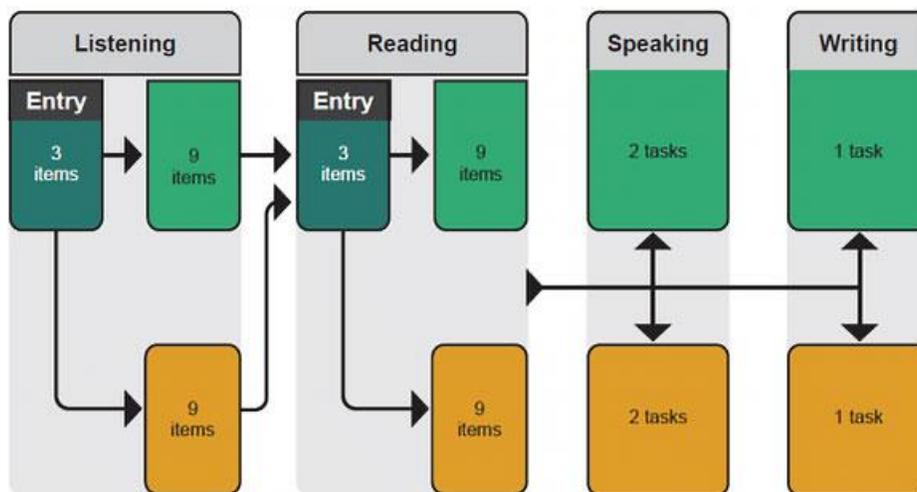
TESTING ONLINE SCREENER

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Testing

The student will take 3 entry questions, which will determine if they receive an easier set or tougher set of questions for the rest of that modality. Scores in Listening and Reading will determine which set of items the student receives in speaking and writing.

WIDA Screener Online



Local Scoring

The system will automatically score the Listening and Reading items of the student. Student responses for Speaking and Writing will be available through WIDA-AMS approximately two hours (no later than 24 hours) after the completion of testing. The Speaking and Writing responses will be scored locally. The local rater can listen to an audio file of the student's speaking response and read an image file of the student's writing response. After Speaking and Writing responses are scored, the scores are entered into the WIDA Screener Score Calculator on the WIDA-AMS site.

Scoring guides, sample prompts and consideration documents can be found in the Online Screener training course under the [Materials & Resources](#) heading.

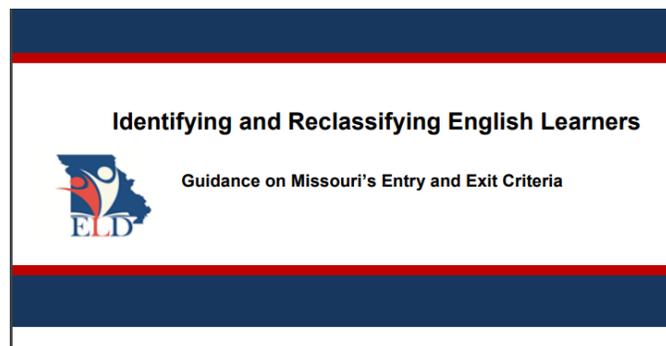
The individual domain Proficiency Level scores are reported as integer scores, so no decimals will be reported. The overall score will be reported as integers and also with .5 interval scores (for example, scores of 1, 1.5, 2, 2.5, etc.). Scale scores are not reported.

The Student IS ELIGIBLE for ELD services if:	The Student is NOT ELIGIBLE for Services if:
Has an overall composite proficiency level 4.5 or below. Student should be identified as LEP_RCV in MOSIS.	Has an overall composite proficiency level of a 5.0 or higher. Student should be identified as NLP in MOSIS.

DESE also provides a guidance document on Identifying and Reclassifying English Learners.

Topics include enrollment, initial screening, guidelines for reclassification and more.

The guide *Identifying and Reclassifying English Learners: Guidance on Missouri's Entry and Exit Criteria* is available on the DESE website.



Parent/Guardian Notification

Notifications shall be provided in English and in a language that the parents can understand.

Notifications must include:

- Eligibility for ELD services
- Student's level of proficiency and how it was assessed
- Method of delivery of instruction for ELD
- How program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing:
- The right that parents have to have the child immediately removed from Title III supplemental programs upon their request
- Assisting parents in selecting among various programs or methods of instruction, if more than one program or method is offered
- Notification of services must be sent to parents on an annual basis

Note that this is a notification of the students' ELP level and how the district will meet the student's ELD needs, not a consent for the child to receive services. Parents have the right to choose whether or not their child receives Title III Supplemental ELD services.

Sample Notification forms can be found in English and Spanish in the *Identifying and Reclassifying English Learners: Guidance on Missouri's Entry and Exit Criteria* guide.