

# WIDA Screener for Kindergarten Administration

Office of English Language Proficiency



**OKLAHOMA**  
Education



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# Topics Addressed in this Webinar

- English Learner Identification
- Initial WIDA Kindergarten Screener Administration
- Early Administration Recommendations
- Best Practices in Kindergarten Screener Administration
- Potential Conflicts for Fluent Kindergartners
- Concerns for Students Fluent on Oral Domains: Fall Administration
- Additional Considerations

# English Learner Identification

- **English Learner:** a student identified through the state's federally-mandated EL identification process. In Oklahoma, this process requires that a student be administered the appropriate state EL screening assessment if a language other than English is submitted on the student's Home Language Survey for any one or more of the three primary language questions (home language, dominant language, and first language learned).
- In Oklahoma, the EL screening assessment is the Pre-K Screening Tool (PKST) for pre-kindergarten, the WIDA Screener for Kindergarten, or the WIDA Screener for grades 1-12.
- A student (K-12) identified as an EL must participate annually in the WIDA ACCESS assessment until demonstrating English language proficiency.

# PKST Administration

- As a Pre-K student may not yet have literacy skills to assess, they are given a “placeholder” oral language screener known as the Pre-K Screening Tool (PKST). **While a student may or may not be considered EL during their Pre-K year based on their PKST results, a kindergarten student previously administered the PKST must be administered the K Screener at the beginning of their kindergarten year, regardless of the PKST score achieved.**

# Initial WIDA Screener for Kindergarten Administration

- **Kindergarten 1st semester:** Potential EL students are administered only the **oral language domains (Speaking and Listening)** of the WIDA Screener for Kindergarten. An Oral Composite score of **5.0** for WIDA Screener for Kindergarten or higher is considered Fluent. 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. A Composite/Overall score of **5.0** for WIDA Screener for Kindergarten or higher is considered Fluent. A Composite/Overall score of **4.5** or below is considered Not English Language Proficient/EL.

# Initial WIDA Screener for Kindergarten Administration

- First semester of kindergarten is considered from initial enrollment through **December 31st** of the student's kindergarten year.
- Second semester is from **January 1st onward** of the student's kindergarten year.
- Oral or Overall Composite scores are calculated using the WIDA Screener for [Kindergarten Score Calculator](#).

# Early Administration Recommendations

- 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**. Administration of the test earlier than mid-April may not support accurate decision-making about English language development.
- Test in a place familiar to the student.
- The student should be familiar with the test administrator.
- Allow for additional breaks as needed.
- Allow for testing over multiple days, if needed.
- Encourage rescheduling if student does not engage or becomes upset.

# Best Practices in K Screener Administration

- Note that the performance of a kindergarten-aged student may be heavily influenced by interpersonal factors unrelated to the assessment.
- A student in this age group may have extremely limited or no experience with formal assessment.
- Introduce and allow the student to explore the testing environment.
- Ensure student has one or more positive interactions with the test administrator prior to the administration of the assessment.
- Provide one or more structured classroom activities that align to the assessment's administrative format and procedure prior to the assessment.

# Coding in Student Information System

- Students who score Fluent on the WIDA K Screener (5.0 or above) should be coded as **1633/Native English Speaker** (not qualified as Non-EL Bilingual) or **1634/Fluent English Speaker** (qualified as Non-EL Bilingual), depending on additional factors outlined in the [EL and Non-EL Bilingual Identification Process Guidance](#).
- Students who do not score Fluent (4.5 or below) should be coded **2349/English Learner** or **1637/Declined EL Services**.

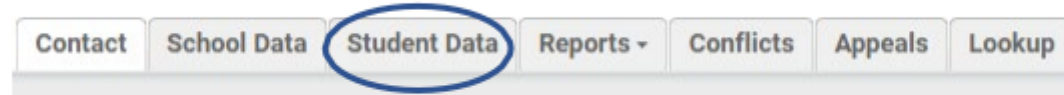
# EL Conflicts for Fluent Kindergarteners

- Due to the paper-only format of the WIDA Screener for Kindergarten assessment, a participating student demonstrating English language fluency (**5.0 or above**) may generate an EL conflict in the Accountability Reporting application, particularly if identified as EL in Pre-K.
- In these cases, the LEA will need to utilize the process detailed in [Documenting Fluent WIDA Kindergarten Screeners in Accountability Reporting](#) to document the fluent screener scores in Accountability Reporting and resolve the conflict.

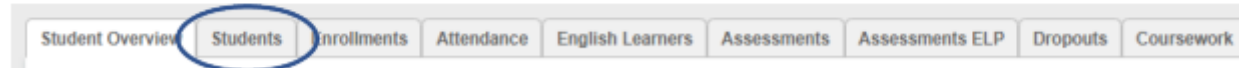
# EL Conflicts for Fluent Kindergarteners

1. Go to the **LEA site in Accountability Reporting** on Single Sign On. Please note this must be completed through the site, not the district.

2. Click on the **Student Data** tab.



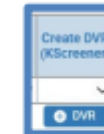
3. Then click on the **Students** tab. Ensure the correct **School Year** is selected.



4. Use the **Grade Level** column to filter **KG** or filter by STN or name.

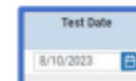


5. Click on the blue **DVR** button in **Create DVR (KScreeener)** column.



6. Upload [WIDA Screener for Kindergarten Score Calculator](#) Sheet.

7. At the top, enter the screener **test date**.



# EL Conflicts for Fluent Kindergarteners

8. Also at the top, enter screener scores dependent upon the semester the screener was administered.

**For 1<sup>st</sup> Semester** (initial enrollment - December 31<sup>st</sup>): Enter the **Oral Language** score in **Composite Perf Level**. Then enter **Listening** and **Speaking** scores.

Composite Perf Level	Listening Perf Level	Speaking Perf Level
<input type="text"/>	<input type="text"/>	<input type="text"/>

**For 2<sup>nd</sup> Semester** (January 1<sup>st</sup> - end of SY): Enter **Overall** score in **Composite Perf Level**. Then enter **Listening**, **Speaking**, **Reading**, and **Writing** scores.

Composite Perf Level	Listening Perf Level	Speaking Perf Level	Reading Perf Level	Writing Perf Level
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Ensure that information entered is accurate and click **Submit**.

<input type="button" value="Submit"/>
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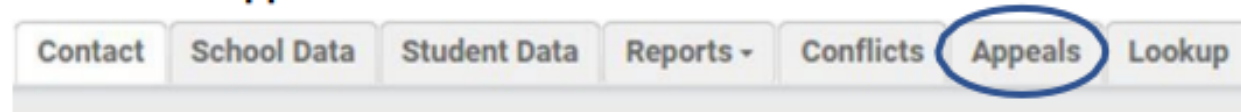
# EL Conflicts for Fluent Kindergarteners

- The conflict will remain until OELP staff reviews and approves the K Screener DVR.

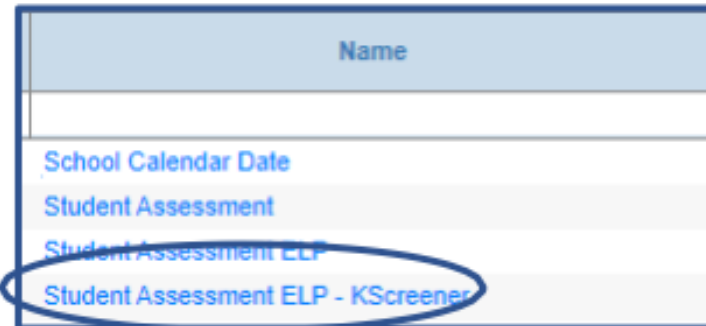
# Checking the Status of the K Screener DVR

1. Go to the **LEA site in Accountability Reporting** on Single Sign On. Please note this must be completed through the site, not the district.

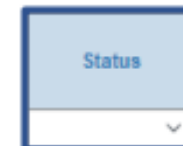
2. Click on the **Appeals** tab.



3. Click on **Student Assessment ELP-KScreener**.



4. Please see **Status** column for the status of the DVR.



# 2nd Semester Concerns for Students

LEAs with concerns about kindergarten students who:

- scored proficient on the initial K Screener administration,
- have received a semester of formal instruction, and
- are showing evidence of a language barrier


Thus, impeding access to grade-level instruction and standards may consider rescreening potential EL students in the second semester of kindergarten in **all four domains**.

# 2nd Semester Concerns for Students

An LEA wishing to rescreen a student who previously scored fluent on the oral domains of the K Screener must complete the following:

- [Kindergarten Reidentification Form](#) with relevant student data as justification for rescreening.
- Have relevant LEA staff review the student data including an EL representative, classroom teacher, site administrator, special education representative (if applicable), and other relevant staff as appropriate and sign.
- Rescreen the student with all four domains of the WIDA Screener.
- Attach the Kindergarten Reidentification Form and new [score calculation sheet](#) to the student's HLS and keep a copy in the student's cumulative folder.

# Kindergarten Reidentification Form



## Kindergarten Reidentification Form

▲ An LEA wishing to reidentify a kindergarten student that has previously scored fluent on the oral language composite of the WIDA Kindergarten Screener administered in the 1st semester must complete this form, attach it to the student's HLS, and keep a copy in the student's cumulative folder.

A kindergarten student who scored fluent on the oral language composite may struggle in a mainstream classroom due to a noticeable language barrier.

**Noticeable Language Barrier Definition**  
In education, a language barrier refers to the challenges and obstacles that arise when students and teachers do not share a common language, which can impede effective teaching and learning. This barrier can manifest in several ways, including:

- **Difficulty Understanding Instruction:** Students may struggle to comprehend lectures, instructions, and educational materials if they are not proficient in the language of instruction.
- **Limited Participation:** Students might find it hard to engage in classroom discussions, ask questions, or participate in group activities due to language limitations.
- **Access to Resources:** Language barriers can limit students' access to textbooks, online resources, and other educational materials that are available only in the dominant language.
- **Social Integration:** Language barriers can hinder students' ability to integrate socially with their peers, leading to feelings of isolation or exclusion.

In such instances, best practice dictates that educators:

- Analyze existing student assessment data
- Implement and document various forms of classroom interventions and the results of those interventions.

Based on the outcomes of these practices, it is at district discretion to recommend a kindergarten student for English language proficiency screening 2nd semester in all four domains regardless of proficient scores on the oral language composite 1st semester.

Student Name:	State Testing Number:	Current Student Grade:
Teacher Name:	District:	School:

1. RSA Universal Screeners

NRT ELA Percentile Ranking:		NRT Date:	
NRT ELA Percentile Ranking:		NRT Date:	
NRT ELA Percentile Ranking:		NRT Date:	

2. Student ELA Grades (Spelling, Vocabulary, Reading, Writing, and English)  
Attach current report card.

3. Teacher Recommendation (Reasons for recommending ELP screening and a description of interventions provided)

Special Education Representative Recommendation (if applicable) (Reasons for recommending ELP screening and a description of interventions)

Name of SpEd Representative:

LEA Staff Signatures

Date:	
EL Representative:	
Special Education Representative (if applicable)	
Classroom Teacher:	
Site Administrator:	
Other Participating Staff:	

WIDA Kindergarten Screener - All four domains

Listening Score:		Reading Score:	
Speaking Score:		Composite Score:	
Writing Score:		Date Assessed:	

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Oklahoma State Department of Education: Kindergarten Reidentification Form  
Updated May 2026

# Rescreening Considerations

- If a district determines that a student needs to be re-screened during the WIDA test administration window, the student is determined 2349/English Learner or 1637/LEP Declined Services, and the rescreening takes place 10 days before the end of the WIDA testing window, the student will need to be manually uploaded into WIDA AMS, additional materials will need to be ordered during the additional materials order window if needed, and the student will need to be ACCESS tested.
- Rescreening documentation is to be kept at the local level.

# Rescreening Considerations

- If a student is rescreened after the WIDA administration window and determined to be an English Learner, the student will be coded 2349/English Learner and assessed with the WIDA ACCESS the following school year. Rescreening documentation is to be kept at the local level.
- If the student scores Fluent, ensure that the student is coded either 1633/Native English Speaker (not qualified as non-EL Bilingual) or 1634/Fluent English Speaker (qualified as non-EL Bilingual) depending on additional factors outlined in the [EL and Non-EL Bilingual Identification Process Guidance](#).

# Thank you for supporting Oklahoma's English Learners!

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