



OKLAHOMA
Education

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Office of English Language Proficiency

Office of Federal Programs

Office of Accreditation

EL AND NON-EL BILINGUAL IDENTIFICATION PROCESS GUIDANCE

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Glossary

ACCESS for ELLs: A summative English language proficiency assessment developed and supported by WIDA. The ACCESS assessment is administered annually to all 1st through 12th grade English Learner students.

Accountability Reporting Application (AR Application): Application available on the state Single Sign On system that contains longitudinal enrollment, demographic, assessment, and accountability data for all students in the state.

Alternate ACCESS: A large-print, paper-based English language proficiency assessment administered to students in grades K-12 who are identified as English Learners with the most significant cognitive disabilities. Alternate ACCESS is intended for ELs who participate, or who would be likely to participate, in the state's alternate content assessment(s) (OAAP).

Bilingual: For the purposes of Oklahoma English Learner policy, a student assigned Bilingual status will generate an additional 25% of their base allocation through the State Aid equalization formula (a.k.a. the “Bilingual Weight”). The term is in no way meant to imply or infer that a student assigned Bilingual status currently is, or required to be, fluent in two or more languages.

English Language Proficiency Assessment (ELPA): The ESSA-mandated assessment of English language proficiency that must be annually administered to all identified English Learners. Federal law requires the assessment measure English proficiency across the four domains of language- Reading, Writing, Speaking, and Listening. Oklahoma’s adopted ELPA is the WIDA ACCESS or the Alternate ACCESS for ELLs assessment.

English Learner (EL): Per (ESEA Section 8101(20)), the term “English learner,” when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
- (C)
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

***The allocation of Title III funds will be made on the basis of counts of only students who meet the definition of an EL in**

ESEA section 8101(20).

Former English Learner (FEL): A student who has met state English language proficiency requirements and has been exited from EL services.

Home Language Survey (HLS): Federally mandated language questionnaire meant to assist in the identification of students who are potential or current English Learners. An HLS is required to be completed by parents or guardians upon student enrollment.

Kindergarten Screener: WIDA-developed initial assessment of English language proficiency administered to students in kindergarten and the first semester of first grade. The Composite/Overall score achieved on the initially administered Screener dictates the EL status of the student.

Less Often: Term used to describe a Home Language Survey submitted with a language other than English reported for ONE of the three primary language questions (home language, dominant language, and first language learned).

Local Educational Agency (LEA): Often referred to as a “district,” an LEA is a public board of education, or other public authority, legally constituted within a state for either administrative control or direction of public elementary and/or secondary schools in a city, county, township, or school district.

MODEL (Measure of Developing English Language): A suite of WIDA-developed English language proficiency assessments for grades K-12. The MODEL may be administered at any time during the school year, dependent on local needs, and MODEL scores may be used as a progress monitoring tool and as a predictor of student performance on the ACCESS for ELLs assessment. Note that use of the MODEL is not required and that an LEA electing to implement the assessment must do so at local expense.

More Often: Term used to describe a Home Language Survey submitted with a language other than English reported for ANY TWO OR MORE of the three primary language questions (home language, dominant language, and first language learned).

Non-EL Bilingual: A student determined to be initially English language proficient through participation in the WIDA K Screener or Screener or subsequently through participation in the ACCESS or Alternate ACCESS assessments, but who meets the criteria necessary to generate Bilingual funding through the State Aid equalization formula.

Norm Referenced Test (NRT): A locally-administered test that measures a student’s performance against the state and/or nationally-normed performance of their peers. Local administration of an NRT is not required and must be supported at local expense.

Oklahoma School Testing Program (OSTP): Oklahoma’s ESSA-mandated, standards-based content area assessments administered in grades 3-8 and 11 for Mathematics and English Language Arts, grades 5, 8, and 11 for Science, and grade 11 for U.S. History.

Screener: WIDA-developed initial assessment of English language proficiency administered to students in second semester of first grade through twelfth grade. The Composite/Overall score achieved on the initially administered Screener dictates the EL status of the student.

Student Information System (SIS): The LEA-level student data management system that reports student

information to the Wave.

WIDA: Organization that develops and supports the ESSA-mandated, standards-based English language proficiency assessments adopted by Oklahoma for all grade K-12 EL students. Additionally, WIDA manages the WIDA Consortium, the member group of states, territories, and federal agencies dedicated to the design and implementation of high standards and equitable educational opportunities for English Learners.

WIDA Alternate Screener: a brand-new, paper-based English language proficiency assessment given to new students with the most significant cognitive disabilities in grades K–12. It helps educators identify if students are English learners. WIDA Alternate Screener will be available to the WIDA Consortium in summer 2025. WIDA Alternate Screener assesses each of the four language domains (Listening, Speaking, Reading, Writing)

Introduction

The purpose of this document is to provide clear guidance to when a student may be assigned Non-English Learner Bilingual (Non-EL Bilingual) status. A student qualifying for Non-EL Bilingual status generates Bilingual funding through the State Aid funding formula but is not considered to be an English Learner (EL). A Non-EL Bilingual student **MUST** meet the following criteria:

1. Have a current Home Language Survey (HLS) that indicates 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).
2. Have demonstrated English language proficiency when first administered a state or WIDA screening tool (PKST, WIDA Kindergarten Screener, or Screener), or have demonstrated English language proficiency when administered the annual English Language Proficiency Assessment (WIDA ACCESS or Alternate ACCESS).

AND, if qualifying for Non-EL Bilingual status with a “less often” HLS (defined in the Glossary above):

3. Have a valid, qualifying assessment score.

A student meeting the criteria above is not considered to be an English Learner (EL), but like an EL student, a student assigned Non-EL Bilingual status will generate the same additional 25% of the base student allocation through the State Aid equalization formula (a.k.a. the “Bilingual Weight”). In the context of State Aid and state EL policy, qualifying for Bilingual status in no way requires that a student be fluent in two or more languages.

Note that the intent and purpose of Non-EL Bilingual status and funding is to identify and support those students who have demonstrated English Language Proficiency through the state’s EL identification or summative ELP assessment process, but who may remain influenced by the presence of a language other than English in their home environment. As such, a student cannot qualify for Non-EL Bilingual status unless they have first participated in and demonstrated English language proficiency through:

1. An approved state EL screening assessment (e.g., WIDA Kindergarten Screener or

WIDA Screener)

OR

- 2. An approved state summative English Language Proficiency Assessment (ELPA) (e.g., the WIDA ACCESS or Alternate ACCESS)**

[The Home Language Survey](#)

The Home Language Survey (HLS) is the federally mandated language questionnaire designed to assist in the identification of a student who is a potential or current English Learner (EL). Please note the following points regarding the HLS:

- A new HLS is required when **ANY** student enrolls in an LEA for the first time or returns to an LEA after an absence of more than one year.
- Upon request, an LEA must be able to provide a valid, completed HLS for **ANY** currently enrolled student or any formerly enrolled student that attended the LEA in the past seven years.
- An HLS completed upon initial enrollment in an LEA may “follow” the student for the duration of their enrollment in that LEA.
- If a parent or guardian does not return or declines to complete the HLS, LEA personnel must attach a brief written description of the situation on an HLS form and place it in the student’s cumulative folder.
- **“All-English” HLS responses submitted after a student has been identified as an English Learner have no impact on that student’s EL status.**
- For Non-EL Bilingual qualification purposes, an HLS with a language other than English for **ANY TWO OR MORE** of the three primary language questions (home language, dominant language, and first language learned) is considered to be **“more often.”**
- For Non-EL Bilingual qualification purposes, an HLS with a language other than English reported for **ONE** of the three primary language questions (home language, dominant language, and first language learned) is considered to be **“less often.”**
- HLS responses do not determine a student’s EL status. Only an approved state or WIDA screening assessment (PKST, K Screener, or Screener) may be used to assign EL status and only the summative WIDA assessment (ACCESS or Alternate ACCESS) may be used to move a student out of EL status.
- At local discretion and with appropriate documentation, a student may be administered a state or WIDA screening tool (PKST, K Screener, or Screener) regardless of HLS responses if LEA staff observe a noticeable language barrier (see definition below) that limits the student’s access to classroom instruction and a [EL All-English Identification or Reidentification Form](#) must be completed.

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.

The baseline year for a valid student Home Language Survey is 2016-2017*. A survey completed before the 2016-2017 year is not considered valid and must be updated with a new HLS as soon as possible. A survey completed for the 2016-2017 year or beyond is considered valid for the duration of a student's continuous enrollment in the LEA to which the survey was submitted.

**Please note that a 2015-2016 version of the survey may be considered valid if the following criteria are met:*

1. *The survey was completed in the 2015-2016 school year for 2016-2017 school year enrollment purposes.*
2. *The student associated with the 2015-2016 survey has remained enrolled in the same LEA to which the HLS was submitted.*
3. *The student associated with the 2015-2016 survey has not had a lapse in enrollment greater than one academic year since the survey was submitted.*

Overview of the State English Learner Identification Process

Per (ESEA Section 8101(20)), the term "English learner," when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
- (C)
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

***The allocation of Title III funds will be made on the basis of counts of only students who meet the definition of an EL in ESEA section 8101(20).**

OSDE requires state LEAs to implement a formal EL identification process that is compliant with federal statute. This process may be reviewed in the Oklahoma EDGE state ESSA plan or in the OELP EL FAQ guidance document. In general:

- All students must complete a Home Language Survey upon initial enrollment in an LEA, or upon re-enrollment in a former LEA if returning after an absence of more than one year.
- Any student with a submitted HLS that includes a language other than English for any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned) should be administered the grade appropriate EL screening tool and assigned EL status if not yet able to demonstrate English language proficiency*.
- A student not demonstrating English language proficiency upon initial screening must be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status and will participate annually in the state ELPA (i.e., the WIDA ACCESS) until English language proficient.
- A student demonstrating English language proficiency upon initial screening may be assigned either **1633/Native English Speaker** (not qualified as non-EL Bilingual) or **1634/Fluent English Proficient** (qualified as non-EL Bilingual) status dependent on additional factors outlined below.

*American Sign Language (ASL) may be used to qualify a student for Bilingual status but should not be used to identify a student as an EL. If a language other than English is submitted on the student HLS for any one or more of the three primary language questions (home language, dominant language, and first language learned) in addition to ASL (e.g., ASL/Spanish/Spanish), the student should be assessed with the grade- appropriate EL screening assessment, and the LEA would follow state protocol for annually assessing an EL student until the demonstration of proficiency. If ASL is the only language other than English submitted on the HLS (e.g., ASL/English/English), the student is not to be assessed with the WIDA Screener. However, if the HLS response is another form of sign used by speakers of non-English sign language, the student should be screened for English language proficiency.

When to Assign Non-EL Bilingual Status to a Kindergarten through 12th Grade Student with a “More Often” HLS

A student reporting a language other than English for any two or more of the three primary language questions (home language, dominant language, and first language learned) on their current HLS is considered to be influenced by a language other than English “more often.” A “more often” student will always qualify for Bilingual status, regardless of whether they demonstrated English language proficiency upon initial administration of the WIDA Kindergarten Screener or Screener or

demonstrated proficiency on the ACCESS or Alternate ACCESS assessment.

If a “more often” student has no previous EL identification or assessment history and demonstrates initial English language proficiency when administered the WIDA Kindergarten Screener or Screener:

- The student is considered a Non-EL Bilingual and should be assigned **1634/Fluent English Speaker** status.

If a “more often” student assigned EL status has demonstrated English language proficiency on the ACCESS or Alternate ACCESS assessment:

- The student is considered a Non-EL Bilingual and should be assigned **1636/Re-designated as Fluent English Proficient** status. Note that 1636 status requires the use of an “other” code that indicates both the student’s number of years beyond proficiency and their qualification as a Non-EL Bilingual. The “other” codes appropriate to a student meeting “more often” criteria are as follows:
 - **Other Code 01: Former EL, First Year Proficient and Non-EL Bilingual Qualified**
 - Student demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment in spring of the prior school year and is now considered “first-year monitored”
 - **Other Code 02: Former EL, Second Year Proficient and Non-EL Bilingual Qualified**
 - Student demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment in spring of the school year two-years prior to the current school year and is now considered a “second-year monitored” student
 - **Other Code 05: Former EL, Three or More Years Proficient and Non-EL Bilingual Qualified**
 - Student demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment in spring of the school year three or more years prior to the current school year and is now considered a “three or more-year monitored” student

When to Assign Non-EL Bilingual Status to a Kindergarten through 12th Grade Student with a “Less Often” HLS

A student reporting a language other than English on one of the three primary language questions (home language, dominant language, and first language learned) on their current HLS is considered to be influenced by a language other than English “less often.” A “less often” student will only be assigned Non-EL Bilingual status if:

- The student has demonstrated proficiency upon initial administration of the WIDA Kindergarten Screener or Screener or demonstrated proficiency on the ACCESS or Alternate ACCESS assessment.

AND:

1. The student’s previous year state OSTP ELA test score was Basic or Below Basic or their CCRA (ACT or SAT) Reading subtest score was at or below the 35th percentile.

OR (if no previous year OSTP ELA or CCRA score is available):

2. The student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and may not be used if obtained from an assessment administered prior to spring of the previous school year.

Current approved assessments are those noted on the **Norm-Referenced Tests Approved for "Less Often" Non-EL Bilingual Qualification** guidance document. Note that a "less often" student meeting the criteria noted above will not qualify as Non-EL Bilingual if their previous year state ELA test score was either Proficient or Advanced. **Qualifying NRT scores are only allowable in situations where a previous year OSTP or CCRA score is unavailable.**

If a "less often" student had no previous EL identification or assessment history and demonstrated initial English language proficiency when administered the WIDA Kindergarten Screener or Screener:

- If the student meets the assessment criteria detailed in #1 or #2 above, the student is considered a Non-EL Bilingual and should be assigned **1634/Fluent English Speaker** status.
- If the student does not meet the qualifying assessment criteria detailed in #1 or #2 above, the student may not be considered Non-EL Bilingual and should be assigned **1633/Native English Speaker** status.

If a "less often" student has demonstrated English language proficiency on the ACCESS or Alternate ACCESS assessment:

The student should be assigned **1636/Re-designated as Fluent English Proficient** status. Note that 1636 status requires the use of an "other" code that indicates both the student's number of years beyond proficiency and their qualification as a Non-EL Bilingual.

- A "less often" student who meets the additional Non-EL Bilingual qualifying assessment criteria detailed in #1 or #2 above should have their "other" code assigned in the same manner to a "more often" student assigned **1636/Re-designated as Fluent English Proficient** status.
- A "less often" student who does not meet the additional Non-EL Bilingual qualifying assessment criteria detailed in #1 or #2 above should have an "other" code assigned as follows:
 - **Other code 03: Former EL, First Year Proficient and Not Non-EL Bilingual Qualified**
 - Student demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment in spring of the prior school year, is considered "first-year monitored" student, and does not have a Non-EL Bilingual qualifying assessment score.
 - **Other code 04: Former EL, Second Year Proficient and Not Non-EL Bilingual Qualified**
 - Student demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment in spring of the school year two years prior to the current school year, is now considered a "second-year monitored" student of the prior school year and does not have a Non-EL Bilingual qualifying assessment

score.

- **Other code 06: Former EL, Three or More Years Proficient and Not Non-EL Bilingual Qualified**
 - Student demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment in spring of the school year three years prior to the current school year, is now considered a “three or more-year monitored” student, and does not have a Non-EL Bilingual qualifying assessment score.

Pre-Kindergarten EL/Non-EL Bilingual Qualification Process

If a student is being served prior to kindergarten, the parent or guardian is required to submit a completed a Home Language Survey (HLS). The student should be administered the Oklahoma Pre-K Screening Tool (PKST) if a language other than English is submitted on any one of the three primary language questions (home language, dominant language, and first language learned). Similar to a student enrolled in kindergarten through 12th grade, the submission of a language other than English for any one of these questions means the student is considered “less often,” and the submission of a language other than English for two or more of the questions above means the student is considered “more often.”

Based on the student’s submitted HLS responses and subsequent PKST score, the LEA should proceed as follows:

- If a pre-K student meeting either “less often” or “more often” status does not demonstrate English language proficiency (six or fewer correct responses) when administered the PKST, the student should be assigned **2349/EL/Limited English Proficient** status.
- If a pre-K student with “more often” status demonstrates proficiency (seven or more correct responses) when assessing with the PKST, the student should be assigned **1634/Fluent English Speaker** status.
- If a pre-K student with “less often” status demonstrates proficiency (seven or more correct responses) when assessing with the PKST, the LEA may either:
 1. Assign the student **1633/Native English Speaker** status.
 2. Assign the student **1634/Fluent English Speaker** if the student achieves a fall semester score that meets the qualifying criteria on one of the approved pre-K assessments below:
 - A. Acadience Reading Pre-K (PELI): A score at or below the 115 composite level
 - B. Istation: A score in either the Tier 2 or Tier 3 level
 - C. NWEA MAP Reading Fluency assessment: A Level 0 score on the Foundational Skills component

A student should only be administered the PKST one time prior to enrollment in kindergarten. If the LEA elects to serve a student in a second or third year at the pre-K level, the student’s initial status will carry forward through the additional year(s) the student is served at the pre-K level prior to enrollment in kindergarten.

A student administered the PKST at the pre-K level, regardless of the level of proficiency demonstrated on the assessment, must be re-assessed with the WIDA Kindergarten Screener at the

outset of their kindergarten year.

Kindergarten through 12th Grade Enrollment Scenarios

In general, an LEA will observe the following scenarios when enrolling new students:

1. The student enrolls with an HLS that includes a language other than English for any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned) and a review of the student EL identification and assessment history in the Accountability Reporting application indicates the student has no previous EL identification or assessment history.
 - The student should be administered the appropriate EL screening assessment and either:
 - Assigned **2349/EL/Limited English Proficient** status if not yet able to demonstrate English language proficiency.
 - OR**
 - Assigned **1634/Fluent English Speaker** status if able to demonstrate English Language Proficiency and qualifies for Bilingual status through either “more often” or “less often” criteria (note that a student meeting “less often” criteria and assigned 1634/Fluent English Speaker status must meet additional criteria for Non-EL Bilingual qualification).
 - OR**
 - Assigned **1633/Native English Speaker** status if considered “less often” and not meeting the additional criteria necessary to qualify for Non-EL Bilingual status.
2. The student enrolls with an “all-English” HLS that does not include a language other than English for any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned), but a review of the student EL identification and assessment history in the Accountability Reporting application indicates that the student has previously been identified as an EL and has yet to demonstrate English language proficiency.
 - The student should be assigned **2349/EL/Limited English Proficient** status in the local student information system (or **1637/LEP/ELL Declined LEA EL Services** if the parent declines EL-specific services and supports), should not be administered a screening assessment, and should participate in the spring ACCESS assessment until able to demonstrate English language proficiency.
3. The student enrolls with an HLS that includes a language other than English for any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned), but a review of the student’s EL identification and assessment history in the Accountability Reporting application indicates the student has previously demonstrated English language proficiency on either the WIDA Screener or ACCESS assessment.
 - The student should be assigned **1634/Fluent English Speaker** status (if previously demonstrating proficiency on the WIDA Screener).
 - OR**
 - The student should be assigned **1636/Re-designated as Fluent English Proficient** (if

previously demonstrating proficiency on the WIDA ACCESS assessment).

4. The student enrolls with an “all-English” HLS that does not include a language other than English for any or all of the three primary language questions (language most often spoken, language routinely spoken in the home, and first language learned) and a review of the student EL identification and assessment history in the Accountability Reporting application indicates that the student has never been administered an EL screening assessment, been assigned EL status, or participated in the WIDA ACCESS assessment.
 - The student should be assigned **1633/Native English Speaker** status.

Regardless of the scenario, it is critical that LEA staff understand how to determine the appropriate course of action given the student’s individual circumstances. For assistance in this process, please contact the Office of English Language Proficiency at (405) 522-5073 or by email at oelep@sde.ok.gov.

Note that the Wave language codes noted above (i.e., 1633, 1634, 2349, 1637, and 1636) may or may not be readily apparent in the local Student Information System (SIS). Although they may not be evident, every code referenced is accessible to a local SIS. If questions arise in how to assign a student a specific code, please contact the LEA SIS vendor for assistance prior to contacting the OSDE for technical support.

The Bilingual Audit

The purpose of the Bilingual Audit is to ensure that an LEA has correctly implemented the guidance detailed in this document and appropriately assigned Non-EL Bilingual status. To complete the audit, an LEA must provide qualifying documentation for any student assigned one of the following language codes per the LEA’s certified October 1 report:

- 1634/Fluent English Speaker
- 1636/Re-designated as Fluent English Proficient: Other Code 01
- 1636/Re-designated as Fluent English Proficient: Other Code 02
- 1636/Re-designated as Fluent English Proficient: Other Code 05

For “more often” students, the required qualifying documentation includes:

1. An original, copy, or digital version of a current, valid student HLS that indicates “more often” status.
2. Proof that the student has appropriately demonstrated English language proficiency on a WIDA assessment.

For “less often” students, the required qualifying documentation includes:

1. An original, copy, or digital version of a current, valid student HLS that indicates “less often” status.
2. Proof that the student has appropriately demonstrated English language proficiency on a WIDA assessment.
3. A completed “Less Often” Bilingual Qualification Form documenting that:
 - a. The student’s previous year state OSTP ELA test score was Basic or Below Basic or their

CCRA (ACT or SAT) Reading/English subtest score was at or below the 35th percentile.

OR, if no previous year OSTP ELA or CCRA score is available:

- b. Proof that the student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and may not be used if obtained from an assessment administered prior to spring of the previous school year.

Instructions relating to how the required documentation should be organized for review will be provided by an LEA's assigned Regional Accreditation Officer (RAO).

Wave Language Code Definitions

1633/Native English speaker

This student has never been assigned 2349/Limited English Proficient/English Language Learner, 1637/Limited English Proficient/English Language Learner Declined District EL Services, 1634/Fluent English Speaker, or 1636/Re-designated as Fluent English Proficient status. One of the following conditions must apply:

1. The submitted Home Language Survey (HLS) indicates English responses to the three primary language questions (home language, dominant language, and first language learned) and the student has never been assigned one of the language codes noted directly above.

OR

2. The student HLS is considered “less often” due to a language other than English reported on one of the three primary language questions (home language, dominant language, and first language learned).

AND

The student does not possess the supplemental assessment score necessary to qualify as Non-EL Bilingual.

1634/Fluent English Speaker

This student is considered Non-EL Bilingual and must not have been previously identified as an English Learner (2349 or 1637) or Former English Learner (1636). This student has been administered the Oklahoma Pre-K Screening Tool (PKST)*, WIDA Kindergarten Screener or WIDA Screener and determined to be English language proficient in addition to one of the following conditions:

1. The student Home Language Survey (HLS) is considered “more often” due to a language other than English reported for any two or more of the three primary language questions (home language, dominant language, and first language learned).

OR

2. The student HLS is considered “less often” due to a language other than English reported on one of the three primary language questions (home language, dominant language, and first language learned).

AND

- The student’s previous year state OSTP ELA test score was Basic or Below Basic or their CCRA (ACT or SAT) Reading subtest score was at or below the 35th percentile (determined yearly).
OR, if no previous year OSTP ELA or CCRA score is available:
- The student has a recent, qualifying ELA/Reading score as measured by an approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and may not be used if obtained from an assessment administered prior to spring of the previous school year.

* Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten.

2349/Limited English Proficient/English Language Learner

This student is considered both Bilingual and an English Learner. The student has been administered the Oklahoma Pre-K Screening Tool (PKST), WIDA Kindergarten Screener or WIDA Screener and determined not to be English language proficient.

Note that current Home Language Survey responses reporting a language other than English for any or all of the three primary language questions (home language, dominant language, and first language learned) are not required when assigning a student this status.

1637/Limited English Proficient/English Language Learner Declined District EL Services

This student is considered both Bilingual and an English Learner. The student has been administered the Oklahoma Pre-K Screening Tool (PKST), WIDA Kindergarten Screener or WIDA Screener and has yet to reach English language proficiency, but the parent(s) or guardian(s) has indicated the student is not to receive EL-specific services, supports, or instructional interventions from the LEA.

The student will participate in the OSTP and WIDA assessment and exit EL status in the same manner as a student assigned 2349/Limited English Proficient/English Language Learner status.

1636/Re-designated as Fluent English Proficient

This student was previously identified as an English Learner (EL), either 2349 and/or 1637, and has demonstrated English language proficiency on the WIDA ACCESS or Alternate ACCESS assessment. A student assigned this status must also be assigned the appropriate “other” code (01, 02, 03, 04, 05, or 06) to indicate both their qualification for Non-EL Bilingual status and the number of years passed since their demonstration of English language proficiency. Qualification for Non-EL Bilingual status is determined based on the student’s current Home Language Survey status (e.g., “less often” or “more often”) and whether supplemental scores are both required and available.

Note that “other” codes are further defined earlier in this document.

State and WIDA Assessment Proficiency Scores

TABLE #1: Placement Test Scoring Information

Test Name	Grade Level	Exit Criteria
Oklahoma Pre- K Screening Tool (PKST)	Pre-kindergarten	7 or higher questions correct: Student is not considered EL for their pre-K year. 6 or fewer questions correct: Student is considered EL for their pre-K year. Note that any pre-K student assessed with the PKST must be rescreened in kindergarten, regardless of PKST score achieved.

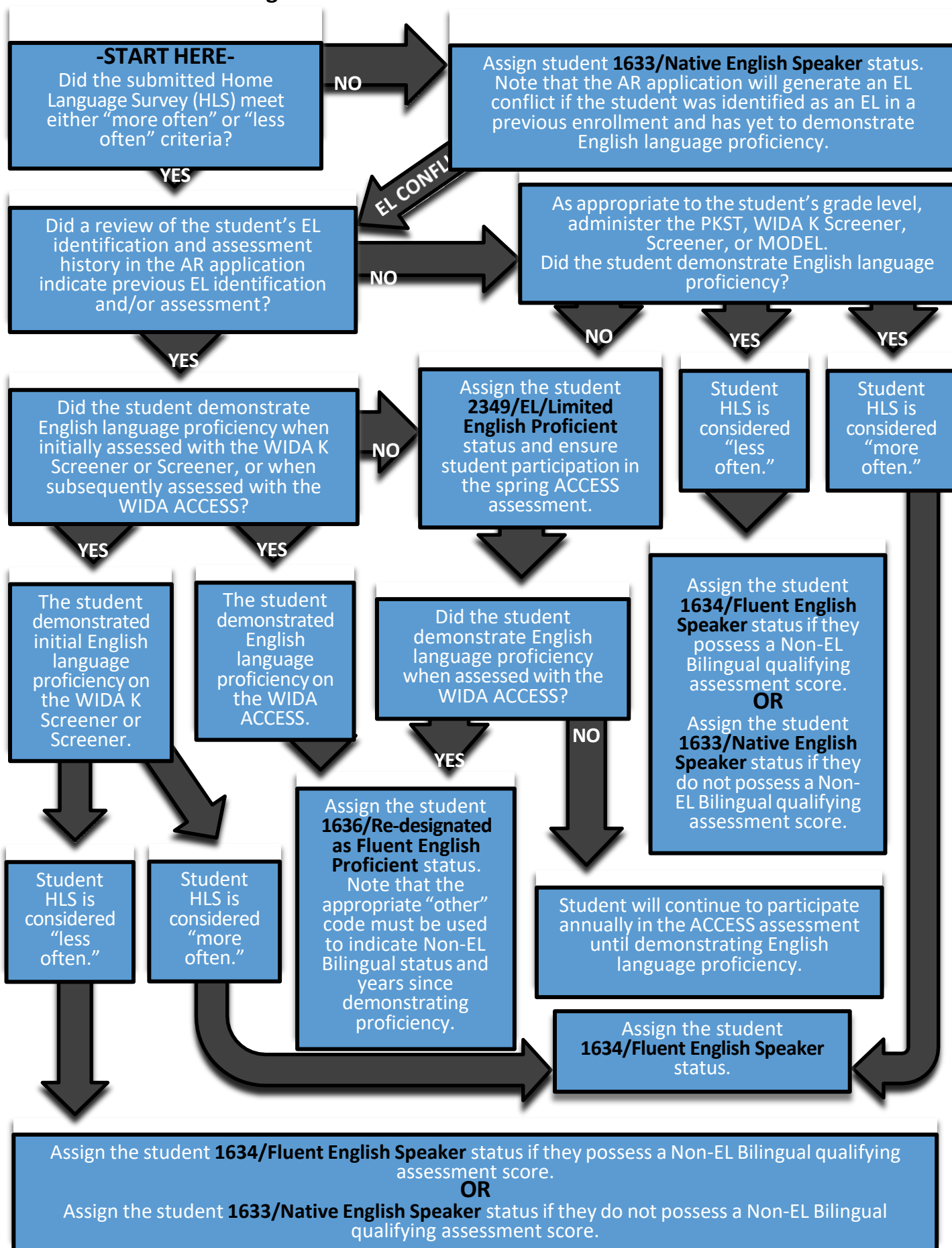
Kindergarten Screener	1st semester Kindergarten	5.0 or higher Oral Composite/Overall score: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. 4.5 or lower Oral Composite/Overall score: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.
	2nd semester Kindergarten and 1st semester 1st Grade	5.0 or higher Composite/Overall score on all 4 domains: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. 4.5 or lower Composite/Overall score on all 4 domains: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency.
WIDA Screener (Paper or Online)	Second semester 1st grade-12th grade	5.0 or higher Composite/Overall score: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. 4.5 or lower Composite/Overall score: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English proficiency. If student has a disability that precludes participation in one or more test domains: 5.0 or higher on all domains completed: Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test. 4.5 or lower on any domain completed: Student is EL, must be provided appropriate language supports and services, and will participate annually in the ACCESS spring proficiency assessment until demonstrating English language proficiency.

TABLE #2: Proficiency Test Scoring Information

Test Name	Grade Level	Exit Criteria
Kindergarten ACCESS for ELLs	Kindergarten	4.8 or higher Composite score: Student is considered English language proficient and may exit EL status. 4.7 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.
ACCESS for ELLs	1 st grade- 12 th grade	4.8 or higher Composite score: Student is considered English language proficient and may exit EL status. 4.7 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency.
ELP Band Exit for ACCESS for ELLs	3rd grade- 12th grade	Grade 3-8 Auto ELP Band Exit- ALL grades 3-8 students scoring between the 4.3-4.7 range on the ACCESS and scoring Proficient or above on the OSTP ELA will be automatically band exited. Nothing will be required from the LEA. Grade 9-12 ELP Band Exit- For ALL qualifying students in grades 9-12 scoring between the 4.3-4.7 range on the ACCESS for ELLs and at or above the 35th percentile on state approved assessments, ALL LEAs will be required to upload qualifying score sheets indicating reading percentiles into DVRs in Accountability Reporting. ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner. LEAs must maintain documentation at the local level justifying why any 9-12 grade students who participated in the ACCESS for ELLs and who achieved a score of 4.3-4.7 are ineligible for ELP Band Exit for monitoring purposes.

Alternate ACCESS	Kindergarten-12th grade	4.0 or higher Composite/Overall score: Student is considered English language proficient and may exit EL status. 3.0 or lower Composite score: Student remains an EL and must be provided continued language supports and services. Student will participate annually in the ACCESS spring proficiency assessment each year until demonstrating English language proficiency. Note that the Alternate ACCESS assessment should only be administered in cases where a dually identified student has a determined severe cognitive disability and would also participate in alternate state content area assessment (OAAP). The vast majority of dually-identified EL students served on an IEP or 504 plan should be administered either the Kindergarten ACCESS for ELLs assessment or ACCESS for ELLs assessment with appropriate accommodations.
ELP Band Exit for Alternate ACCESS	3rd grade- 12th grade	Grade 3-8 & 11 Auto ELP Band Exit- ALL 3-8 and 11 grade students scoring a 3.0 on the Alternate ACCESS and scoring Basic or above on the OAAP ELA will be automatically band exited. Nothing will be required from the LEA. Grade 9, 10, & 12 ELP Band Exit- For ALL qualifying students in grades 9, 10, and 12 scoring a 3.0 on the Alternate ACCESS, ALL LEAs will be required to complete an Alternate ACCESS ELP Band Exit Recommendation Form because there is no state assessment to qualify students in grades 9, 10, and 12. The LEA only needs to submit the Alternate ACCESS ELP Band Exit Recommendation Form into a Student Assessment ELP Band Exit Request DVR in Accountability Reporting on Single Sign On if the student has been recommended to band exit. If the student is not recommended to band exit, the form is to be kept at the local level. ELP Band Exit will be subject to monitoring and corrective action if not implemented in a standardized manner.

English Learner Identification Flow Chart



SCHOOL YEAR:

HOME LANGUAGE SURVEY



STUDENT INFORMATION

Student Name: _____ Grade: _____
Last Name First Name Middle NameDate of Birth: _____ School: _____ Student ID#: _____ Gender: Male ☐ Female ☐
MM/DD/YYYYIs the student of Hispanic or Latino culture or origin? YES ☐ NO ☐

Please select one or more of the following races:

- ☐
- African American/Black
- ☐
- American Indian/Alaskan Native
- ☐
- Asian
-
- ☐
- Native Hawaiian/Pacific Islander
- ☐
- Caucasian/White

The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.

- What is the dominant language most often spoken by the student? _____
- What is the language routinely spoken in the home, regardless of the language spoken by the student? _____
- What language was first learned by the student? _____
- Does the parent/guardian need interpretation services? YES ☐ NO ☐ If YES, in what language? _____
- Does the parent/guardian need translated materials? YES ☐ NO ☐ If YES, in what language? _____
- What was the date the student first enrolled in a school in the United States? _____
MM/YYYY

Date (MM/DD/YYYY)_____
Parent or Guardian Signature

SCHOOL USE ONLY

The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.

If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:

- ☐
- A language other than English is indicated
- TWO OR MORE TIMES**
- in questions #1, #2, and #3 above. The student is considered "
- more often**
- " and has previously demonstrated English language proficiency on the PKST* or WIDA assessment:

Assessment Name: Year Assessed: Score:

- ☐
- A language other than English is indicated
- ONE TIME**
- in questions #1, #2, and #3 above. The student is considered "
- less often**
- " and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.

*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

STUDENT'S
CURRENT GRADE:

HOME LANGUAGE SURVEY SUPPLEMENT



"LESS OFTEN" NON-EL BILINGUAL QUALIFICATION FORM

Student:

Last Name

First Name

Middle Name

Please indicate the language code currently assigned to the student:

☐

1634/Fluent English Speaker

☐

1636/Re-designated as Fluent English Proficient:
Other Code 01 (First Year Proficient)

☐

1636/Re-designated as Fluent English Proficient:
Other Code 02 (Second Year Proficient)

☐

1636/Re-designated as Fluent English Proficient:
Other Code 05 (Three or More Years Proficient)

1. A student assigned one of the four codes above must have successfully demonstrated English language proficiency on the PKST¹ (if currently enrolled at the pre-K level) or on a WIDA assessment:

Current School Year	Qualifying Assessment				
	☐ PKST ¹	☐ K Screener / Screener	☐ ACCESS / Alt. ACCESS		
☐	Student has demonstrated English language proficiency in another state (documentation attached). For assistance in determining the applicability of out-of-state scores in the EL identification process, please contact the OSDE Office of Language Proficiency at (405) 522-5073 or by email at uelp@sde.ok.gov .				

AND

2. The student has achieved a previous-year OSTP ELA score of Basic or Below Basic or a CCRA (SAT/ACT) Reading subscore at or below the 35th percentile²:

Assessment	Current School Year	Year Assessed	ELA / Reading Score			
☐ OSTP			☐ Below Basic	☐ Basic	☐ Proficient	☐ Advanced
☐ CCRA			☐ ACT	☐ SAT	Subscore ² :	

Note that a previous year OSTP ELA score of Proficient or Advanced or a proficient SAT/ACT Reading subscore disqualifies a student for current-year Bilingual qualification per the criteria detailed in #3 below.

OR

3. The student has successfully demonstrated English language proficiency (score must be indicated in question #1 above), was not enrolled in an OSTP or ACT/SAT assessed grade or did not participate in OSTP ELA or SAT/ACT assessment in the previous school year, and has scored at or below the 35th percentile (or equivalent) composite reading score on the most recently administered state approved, norm-referenced test (NRT)².

Current School Year	Name of Assessment	Date Administered	Score

Note that a qualifying NRT score must not pre-date spring semester of the previous school year.

1. A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

2. Qualifying assessment scores:

- **SAT:** Evidence-Based Reading and Writing score at or below the 35th percentile in the Nationally Representative Sample
- **ACT:** Current year qualifying Reading scale score will be determined annually in collaboration with ACT
- **Pre-kindergarten NRT:**
 - **Acadience Reading Pre-K (PELI):** A score at or below the 115 composite level
 - **Istation:** A score in either the Tier 2 or Tier 3 level
 - **NWEA MAP Reading Fluency assessment:** A Level 0 score on the Foundational Skills component
- **Grades K-12 NRT:** A score at or below the 35th percentile (or equivalent) on any assessment or reading subtest noted on the **Norm-Referenced Tests Approved for "Less Often" Non-EL Bilingual Qualification** guidance document.