



## EL FAQ Changelog

### June 2025 Update Substantial Edits or Additions:

#### Page 16:

Is an ELAP required for monitored students?

English learners who have tested as proficient in English and entered their monitoring period may continue to be eligible for state testing accommodations for ELs during their first two years of monitoring if they meet certain criteria. For this reason, first and second year monitored students need an ELAP to indicate their state testing accommodations.

Eligibility for testing accommodations is dependent upon OSTP ELA test performance, first in the same year that the student demonstrates proficiency in English, and then in their initial monitor year. Please see [OSTP ACCOMMODATIONS for ENGLISH LEARNER \(EL\) STUDENTS with an ENGLISH LANGUAGE ACADEMIC PLAN \(ELAP\)](#) for more information.

#### Page 30:

Under what Wave code should an English Learner appear?

Locate the program module in your SIS for the EL Program. Check with your vendor if you are not sure where this is located. The student must have the following program data:

**ProgramTypeCode** = 04928 (coded by your SIS)

**ProgramType\_OtherCode** = 1100 (coded by your SIS)

**ProgramPlacementDate** = the date on which the student began EL program participation in the current district.

**ProgramPlacementReason** = EL1637 or EL2349

**TransitionPlanning**= of IS1, IS2, IS3, IS4, IS5

EL is no longer a check box at the student level beginning with SY2025. The student must have a program record (student participation).

The fields in the SIS Program Module may have different names than what OSDE uses. Work with the SIS vendor if needed. They have provided the correct codes to select.

#### Page 30:

Under what Wave code should a Student Qualifying for Bilingual appear?

**Not EL Bilingual/Exited EL Only**

Multi-year program enrollment, continuous program enrollment in the same school that includes exited EL students and their proficiency level and Bilingual only students.

**StudentParticipationAsOfDate=**

**ProgramTypeCode** = 04926

**ProgramType\_OtherCode** = 1000

**ProgramPlacementDate** = the date on which the student began

**ProgramPlacementReason** = v4.3 Bilingual program participation in the current school.

**ProgramExitDate** =

**ProgramExitReason** = (Optional)

Code	Definition
BI1633	Native English speaker (SDE only expects to see this code in student participation when the student was screened and did not qualify for EL).
BI1634	Fluent English Speaker
BI1636_01	Former EL-1st Year Proficient/Bilingual
BI1636_02	Former EL-2nd Year Proficient/Bilingual
BI1636_03	Former EL-1st Year Proficient/Not Bilingual
BI1636_04	Former EL-2nd Year Proficient/Not Bilingual
BI1636_05	Former EL-3 or More Years Proficient/Bilingual
BI1636_06	Former EL-3 or More Years Proficient/Not Bilingual

**Page 35:**

[What is Oklahoma's history with WIDA and ACCESS English language proficiency scores?](#)

**2006-2007:** Oklahoma adopts the WIDA ACCESS assessment as the state's standardized English Language Proficiency Assessment (ELPA) and establishes a 4.8 Composite/Overall score as the indicator of English language proficiency.

**2010-2011:** The state elects to change English language proficiency criteria from the previous 4.8 Composite/Overall to a combined proficiency score requirement of 4.5 Literacy and 5.0 Composite/Overall.

**2016-2017:** WIDA implements a "re-standardized" ACCESS assessment, and the consortium at-large experiences a decrease in the overall number of students able to meet state-level proficiency targets.

**2017-2018:** The state returns to a 4.8 Composite/Overall score required to demonstrate English language proficiency.

**2018-2024:** WIDA releases Alternate ACCESS, and Oklahoma sets an auto exit score at P2 Composite/Overall for two years.

The state implements the ELP Band Exit for grades 2-12, an alternate exit path for students scoring in the 4.3-4.7 range on the WIDA ACCESS, scoring Basic or above on the OSTP ELA or at

or above the 35<sup>th</sup> percentile on the CCRA or a norm-referenced approved reading assessment, and meeting an additional criterion.

ELP Band Exit for Alternate ACCESS requires students to score in A3-P1 range for two years and meet additional criteria. Additionally, students scoring A1-A2 for three years and meeting additional criteria could exit as 1633 Native English Speaker.

**2024-2025:** WIDA conducted a standard setting for the Alternate ACCESS. A proficient score on the Alternate ACCESS changes from a P2 Composite/Overall for two years to a 4.0 Composite/Overall one year.

The state changes ELP Band Exit, an alternate exit path for students, in efforts to standardize. Only grades 3-12 are eligible. Students scoring in the 4.3-4.7 range on the WIDA ACCESS, Proficient or above on the OSTP ELA or at or above the 35<sup>th</sup> percentile on the CCRA or a norm-referenced approved reading assessment are eligible for ELP Band Exit. If students in grades 3-8 meet criteria, they will be automatically band exited in Accountability Reporting. 9-12 grade ELP Band Exit will require a DVR submission of documentation of scores in Accountability Reporting.

ELP Band Exit for Alternate ACCESS eligibility changes to a 3.0 and Basic or above on the OAAP or the completion of the Alternate ACCESS ELP Band Exit Recommendation Form. Students in 3-8 and 11 meeting criteria will be automatically band exited in Accountability Reporting. Grades 9, 10, and 12 will require a DVR submission of the Alternate ACCESS ELP Band Exit Recommendation Form and academic progress documentation in Accountability Reporting.

**Page 37:**

[How often does a WIDA certification need to be updated?](#)

WIDA certifications need to be updated every two years unless there are significant changes to a training. The OELP will notify LEAs of such changes and that recertification is required.

**Page 37:**

[How many times should a student be screened for EL status?](#)

Generally, a potential EL student enrolled in kindergarten through 12th grade should be administered a WIDA screener in Oklahoma **only one time** over their career in public education.

As a pre-K student does 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 Kindergarten Screener at the outset of their kindergarten year, regardless of the PKST score achieved.

Additionally, students who have left Oklahoma public and charter schools for more than a school year should be rescreened. This also includes private schools in Oklahoma who do not work with Title III districts

If a student scores fluent on the screener, the student should be coded 1634/1633 per bilingual guidance, which will generate a conflict in Accountability Reporting since the student was previously identified. The district can create a DVR under the conflict, upload screener scores (which will get imported monthly), and leave the comment: Student left OK public schools for more than a school year and was rescreened.

## Page 42

What is the screener for potential EL students with the most significant cognitive disabilities?

WIDA Alternate Screener is an assessment designed to provide an initial measure of English language proficiency for students identified with the most significant cognitive disabilities. It is given to incoming students in grades K-12 to help determine whether they qualify for English language support services. Typically, it is appropriate for potential ELs who participate, or who would likely participate, in alternate state content assessments. Students can use their preferred writing instrument and communication tools (e.g., AAC). It will be available July 1, 2025.

## Page 42:

What are the eligibility criteria for WIDA Alternate Screener?

The student must have a language other than English response listed on at least one of the Home Language Survey questions. If there is evidence indicating that the student may have a significant cognitive disability, a Group of Qualified Professionals (see definition on p. 97-99 of [OSDE's Special Education Policies and Procedures](#)) is responsible for determining if WIDA Alternate Screener is appropriate for the student; it is a separate decision from WIDA Alternate ACCESS participation. The screener does not determine which summative ELP assessment (WIDA Kindergarten ACCESS, WIDA ACCESS, WIDA Alternate ACCESS) should be given to students. The Group of Qualified Professionals can determine screener and summative assessments independent of each other.

Students with existing IEPs or 504 Plans that indicate the student will or will most likely participate in alternate assessment are eligible for the WIDA Alternate Screener. For students who do not have an IEP or 504 Plan, the screener determination should be conducted simultaneously with the Review of Existing Data (RED).

In addition to an existing IEP, 504 Plan, or Review of Existing Data (RED) to determine the appropriate screener to administer, the following resources may assist the Group of Qualified Professionals:

- [Tell Us about Your Child Survey](#)
- [Alternate Proficiency Level Descriptors](#) and [WIDA Alternate Can Do Descriptors](#)
- WIDA Alternate Screener Participation Decision Tree in the [Accessibility and Accommodations Manual](#)

**Page 43:**

[What is the required training to administer WIDA Alternate Screener?](#)

A WIDA Alternate Screener may be administered by any local staff who successfully completes the Alternate Screener training course with a score of 80% or higher. Both certified staff (i.e., teachers) and paraprofessionals may administer the WIDA Alternate Screener, but only certified staff may administer the WIDA ACCESS or Alternate ACCESS assessments.

**Page 43:**

[What are the entry and exit criteria for the WIDA Alternate Screener?](#)

If a student scores a 4.0 or higher on the WIDA Alternate Screener, they are considered fluent and should be coded 1634 Fluent English Speaker or 1633 Native English Speaker in the student information system dependent upon bilingual guidance.

If a student scores a 3.0 or lower, the student qualifies as an English Learner and should be coded 2349 English Learner or 1637 Declined Services in the student information system.

If a returning student has already participated in the WIDA ACCESS or Alternate ACCESS in Oklahoma, there is no need to rescreen them unless they have a gap in enrollment of a school year or more in Oklahoma public schools.

**Page 44:**

[What domains of the WIDA Alternate Screener should be administered to Kindergartners?](#)

If the IEP team has determined a kindergarten student will participate in the WIDA Alternate Screener, a student entering the first semester of kindergarten should be administered only the speaking and listening domains (oral domains). A student achieving a 4.0 or above on the oral composite will not qualify for English Learner services. A student scoring 3.0 or lower will qualify as an English Learner.

Students in the second semester of kindergarten or the first semester of first grade will be administered all four domains of the assessment. A student achieving a 4.0 or above on the overall composite will not qualify as an English Learner. A student scoring a 3.0 or below on the overall composite will qualify for English Learner services.

As the WIDA Alternate Screener is administered to students with extremely limited literacy skills and exposure to formal assessment, LEA staff should note the following points:

- As with other WIDA assessments, the WIDA Alternate Screener allows the test administrator to pause and potentially discontinue a domain if the student is unable or unwilling to continue.
- The capacity of the WIDA Alternate Screener to accurately determine the English language proficiency of a kindergarten-aged student may be influenced by interpersonal and environmental factors unrelated to the assessment's design. A

student in this age group may have extremely limited or no experience with formal assessment and may exhibit reservation and situational anxiety if placed in an unknown environment and/or with an unfamiliar adult administering the assessment. As such, LEAs are strongly encouraged to implement the following best practices prior to screener administration:

- Introduce and allow the student to explore the testing environment,
- Ensure the student has experienced one or more positive interactions with the test administrator(s),
- Provide one or more structured classroom activities that align to the assessment's administrative format and process.

**Page 44:**

**Can a previously identified English Learner student be rescreened with the WIDA Alternate Screener?**

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines, and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after a student was screened with the WIDA Kindergarten Screener or WIDA Screener and is placed in an LIEP, the student is determined to have a significant cognitive disability that may have affected the validity of the screening, the IEP specifies alternate assessment, and the student has not participated in the WIDA Alternate Screener, ACCESS, or Alternate ACCESS, then the student can be re-screened with the WIDA Alternate Screener. Likewise, if a student participated in the WIDA Alternate Screener but not the WIDA ACCESS or Alternate ACCESS, and it is later determined that they should have participated in the WIDA Screener then the student can be re-screened with the WIDA Screener.

If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact the OELP to remove the EL identifier, and the student should be removed from the LIEP.

**Page 44:**

**How do I document fluent WIDA Alternate Screener scores in Accountability Reporting if there is a conflict when the student is rescreened after receiving an IEP?**

If a student meets criteria to be rescreened and scores fluent (4.0 or higher) on the WIDA Alternate Screener and generates a conflict in the Accountability Reporting application, the LEA should create a Student School ELL Flag DVR and upload the student's fluent scores (4.0 or higher) and IEP or 504 Plan indicating participation in alternate assessment.

It is not necessary to upload qualifying EL scores (3.0 or lower) as these students should be coded as 2349 English Learner or 1637 Declined Services in the student information system.

**Page 44:**

What screener scores qualify a student as needing EL services if they have a disability and an IEP that precludes participation in one or more test domains?

**WIDA Kindergarten Screener and WIDA Screener**

A student with a documented disability whose IEP precludes participation in one or more of the WIDA screeners' domains must achieve a score of 5.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains.

For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA screeners' domains will qualify as an English Learner if achieving a score of 4.5 or below in any of the test domains completed.

If a student is exempted from a domain on the screener, it is strongly recommended to order and administer the paper screener as Listening and Reading determines the tier or path students will receive on the Speaking and Writing Domains. OELP recommends reviewing student records and local data to determine what route the student should be administered if the student is exempted from determining domains.

**Alternate Screener**

A student with a documented disability whose IEP precludes participation in one or more of the Alternate Screener domains must achieve a score of 4.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains.

For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 4.0 or above in both reading and writing to exclude them from identification as an EL.

A student with a documented disability whose IEP precludes participation in one or more of the Alternate Screener domains will qualify as an English Learner if achieving a score of 3.0 or below in any of the test domains completed.

**Page 45:**

What if a student cannot complete any domains of the screener due to a disability?

The identification decision must be based on the available evidence gathered from the home language survey, a family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that the presence of a

language other than English is significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

**Page 45:**

What if a student is suspected of having a disability, but a determination cannot be made prior to completing the ELP Screener?

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary.

This procedure must be completed in accordance with the outlined guidelines, and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the validity of the screening, and the IEP requires a testing accommodation that was not offered and/or a domain(s) was exempted, then the student must be re-screened using the appropriate accommodations and exemptions assuming they have yet to participate in the WIDA ACCESS or Alternate ACCESS.

If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact the OELP to remove the EL identifier, and the student should be removed from the LIEP.

**Page 46:**

Can an English Learner be rescreened if they have left Oklahoma public schools for more than a school year?

Students who have left Oklahoma public and charter schools for more than a school year should be rescreened. This also includes private schools in Oklahoma who do not work with Title III districts.

If a student scores fluent on the screener, the student should be coded 1634/1633 per bilingual guidance, which will generate a conflict in Accountability Reporting since the student was previously identified. The district can create a DVR under the conflict, upload screener scores (which will get imported monthly), and leave the comment: Student left OK public schools for more than a school year and was rescreened.

**Page 49:**

How does an LEA request approval for a domain exemption(s) for an EL student with disabilities that preclude participation in WIDA Kindergarten ACCESS, ACCESS, or Alternate ACCESS domains?

State and federal laws require all ELs to participate in the annual ELP assessment including students with IEPs and 504 Plans. No disability exempts a student from this

requirement. However, when all appropriate universal tools and design and accommodations have been offered and the student's disability remains a barrier to assessing a particular language domain, the student may be exempted from that individual domain test.

A completed ELP Assessment Domain Exemption Form and documentation should be submitted in a Student Assessment ELP DVR prior to testing and are dependent upon the OELP's approval.

Please have the Special Education Teacher of Record and the EL District Coordinator complete the ELP Assessment Domain Exemption Form and attach the student's IEP or 504 Plan **highlighting** domain exemption(s). Upload these documents into a **Student Assessment ELP DVR** in the Accountability Reporting application on Single Sign On. Once submitted, please see the comments in the DVR to verify the OELP's approval or denial.

In cases where an EL student has a disability that precludes participation in one or more domains of the WIDA Kindergarten ACCESS, ACCESS, or Alternate ACCESS assessment and the OELP has approved the domain exemption prior to testing, OSDE's Office of Accountability will use a WIDA-provided method for factoring a Composite/Overall score for the purpose of exiting students from EL status and measuring growth within the site ELPA indicator.

An EL student with a calculated score must still achieve 4.8 Composite/Overall or higher on the ACCESS or a 4.0 Composite/Overall or higher on the Alternate ACCESS in order to be considered English language proficient and exit EL status

Please refer questions or concerns regarding the methodology and/or calculation of WIDA Composite/Overall scores to the OSDE Office of English Language Proficiency at (405) 522-5073 or by email at [oelp@sde.ok.gov](mailto:oelp@sde.ok.gov).

#### Page 58:

What is the No Longer Enrolled period for Do Not Score codes?

No Longer Enrolled (NLE) refers to a student who exited prior to the scheduled testing date. The NLE period is approximately one month after the ELP testing window opens. For example, if the testing window opens on January 6<sup>th</sup>, the No Longer Enrolled end date is February 6<sup>th</sup>. FAY students with baselines enrolled after this date will count toward ELPA Indicator calculations. The NLE month long period is inclusive of weekends, holidays, inclement weather, and all other closures.

#### Page 64:

Are students with an Alternate Diploma and in an Extended Transition Program eligible for EL services and ELP assessment?

Students with an Alternate Diploma and in an Extended Transition Program are entitled to free appropriate public education (FAPE). Therefore, these students are eligible to receive EL services and ELP assessment if appropriate are required.

**Page 64:**

**Are Adult High School Completion students eligible for EL services and assessment?**

EL services and ELP assessment ARE NOT required by the state as these students are over the age of 21 and do not meet ESEA's definition of English Learner (an individual who is aged 3 through 21).

Adult High School Completion students should be placed in grade AE (Adult Education) to be excluded from OSDE's accountability system.

If districts are seeking state bilingual funding based on qualifying Home Language Surveys (an HLS with a language other than English submitted to the current district), they must purchase and administer paper WIDA Screeners at local expense or have students who were previously identified as English Learners in an Oklahoma public school and/or scored proficient on Oklahoma's ELP assessment.

These students should be placed in the Bilingual Program, not the EL Program, under Student Participation using the following codes and criteria:

**1634:**

- More Often HLS and scored fluent on paper WIDA Screener
- Less Often HLS, scored fluent on paper WIDA Screener, and answered 32 or less questions correctly on the Grade 8 Alternative Reading Assessment (assessment may be downloaded from the Wave and administered at no local cost) or another Approved "Less Often" Norm-Referenced Tests
- Did not score fluent on the paper WIDA Screener
- More Often HLS, previously identified EL in an Oklahoma public school and/or scored proficient on Oklahoma's ELP assessment
- Less Often HLS, previously identified EL in an Oklahoma public school who did not exit EL services
- Less Often, previously scored proficient on Oklahoma's ELP assessment, and answered 32 or less questions correctly on the Grade 8 Alternative Reading Assessment or another Approved "Less Often" Norm-Referenced Test

**1633:**

- HLS with ASL or ASL/English responses

**Page 67:**

**Appendices**

**TABLE #1: Screener Scoring Information**

<b>Alternate Screener</b>	<b>1st semester Kindergarten</b>	<p><b>4.0 or higher Oral Composite/Overall score:</b> Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p><b>3.0 or lower Oral Composite/Overall score:</b> 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.</p>
<b>Alternate Screener</b>	<b>2nd semester Kindergarten and 1st semester 1st Grade</b>	<p><b>4.0 or higher Composite/Overall score on all 4 domains:</b> Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p><b>3.0 or lower Composite/Overall score on all 4 domains:</b> 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.</p>
<b>Alternate Screener</b>	<b>Second semester 1st grade-12th grade</b>	<p><b>4.0 or higher Composite/Overall score:</b> Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p><b>3.0 or lower Composite/Overall score:</b> 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.</p> <p>If student has a disability that precludes participation in one or more test domains:</p> <p><b>4.0 or higher on all domains completed:</b> Student is not EL, does not require supplemental support services, and will not participate in the ACCESS spring proficiency test.</p> <p><b>3.0 or lower on any domain completed:</b> 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.</p>

#### **September 2024 Update Substantial Edits or Additions:**

**Throughout:** WIDA MODEL has been removed as a screener for identification and as an assessment for exiting EL services. OELP acknowledges the MODEL as a progress monitoring tool and as a predictor of student performance on the ACCESS for ELLs assessment. WIDA MODEL must continue to be purchased at local expense.

**Throughout:** The automatic exit score for the Alternate ACCESS is a Composite/Overall score of 4.0 or higher. Cook, H. G. (2014). Examining relationships between Alternate ACCESS and state alternate assessments: Exploring notions of English proficiency (WIDA Research Report). WIDA. p. 14.

**Throughout:** OELP will discontinue the use of the No Measurable Academic Response (NMAR) form per recommendation of the U.S. Department of Education.

**Throughout:** The definition of a Noticeable Language Barrier has been provided in the glossary as well as in relevant sections.

**Throughout:** Replaced previous definition of English Learner with (ESEA Section 8101(20)) definition and added that 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). Added **\*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 3 ESEA section 8101(20).**

**Throughout:** An ELAP must be distributed annually to both the teacher(s) and the parent(s) or guardian(s) of an identified EL student along with a Parental Notification Letter and a Parent's Right-to-Know Letter.

**Page 17:**

[Can American Sign Language \(ASL\), or other forms of sign, qualify a student as EL and/or Bilingual?](#)

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.

**Page 41:**

[What is the placement test for a potential EL student served on an IEP?](#)

In the event that a potential EL student is served on an IEP and does not have significant cognitive disabilities, the student should be administered the grade- appropriate placement assessment (Kindergarten Screener or WIDA Screener) with accommodations deemed by the student's learning team to be appropriate, allowable, and in alignment with the student's IEP and the [WIDA Accessibility and Accommodations Supplement](#).

*Previously, the FAQ said: "A student both determined to have a severe cognitive disability and responding with one or more languages other than English on their Home Language Survey may be assigned EL status in the following ways:*

- *At the request of the parent(s) or guardian(s) (This has been removed as all qualifying students must be screened for English Language Proficiency.)*
- *At teacher recommendation (This is addressed by completing the*

*EL All-English Identification or Reidentification Form)*

- *Through administration of a WIDA placement assessment with appropriate accommodations*

**Page 42, 49, & 50:**

What placement test scores qualify a student as needing EL services if they have a disability and an IEP that precludes participation in one or more test domains?

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains must achieve a score of 5.0 or above on all test domains completed in order to demonstrate English language proficiency as an Overall Composite Score cannot be generated for a screener with less than four domains. For example, if a 4<sup>th</sup> grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

A student with a documented disability whose IEP precludes participation in one or more of the WIDA Kindergarten Screener or Screener placement test domains will qualify as an English Learner if achieving a score of 4.5 or below in any of the test domains completed. An identified EL student should be assigned **2349/EL/Limited English Proficient** or **1637/LEP/ELL Declined LEA EL Services** status in the local student information system, be provided appropriate supplemental EL services and supports, and participate in the annual ACCESS for ELLs assessment until demonstrating English language proficiency.

What if a student cannot complete any domains of the screener due to a disability?

The identification decision must be based on the available evidence gathered from the home language survey, a family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that the presence of a language other than English is significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

**Page 47, 48, 64, and 64:**

What is the ELP Band Exit for the ACCESS for ELLs?

The ELP Band Exit window occurs in August. For ELP Band Exit for ACCESS for ELLs, the following must be met:

**Grade 3-8 Auto ELP Band Exit-** ALL grades 3-8 students scoring between the 4.3-4.7 range on the ACCESS for ELLs 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.

### What is the ELP Band Exit for Alternate ACCESS?

The ELP Band Exit window occurs in August. For ELP Band Exit for Alternate ACCESS, the following must be met:

**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.

### Page 51-52:

#### Determining EL Status of Students Entering from Other States

#### What should be done when a student enrolls from out-of-state?

Please note that Oklahoma now requires that students transferring into Oklahoma schools from both WIDA states and non-WIDA states be considered for screening using the guidelines listed below:

- If students are transferring from a WIDA state, were previously identified as EL, indicate a language other than English on the Home Language Survey, and have not achieved Oklahoma's proficiency score on Kindergarten ACCESS for ELLs, ACCESS for ELLs, and/or WIDA Alternate ACCESS, they must be screened.
- If students are transferring from a WIDA state, were previously identified as EL, indicated a language other than English on the Home Language Survey, and have achieved Oklahoma's proficiency score on Kindergarten ACCESS for ELLs, ACCESS for ELLs, and/or WIDA Alternate ACCESS, they do not need to be screened, but should be coded as 1636 Redesignated English Proficient and monitored according to Oklahoma's monitoring guidelines if they are still within the state monitoring period.

- If students are transferring from a non-WIDA state, were previously identified as EL, and indicate a language other than English on the Home Language Survey, they must be screened.

### **Oklahoma Exit Criteria for Incoming Out-of-State Students:**

All Grades: Achieve a Composite/Overall score of 4.8 or higher on the Kindergarten ACCESS for ELLs or ACCESS for ELLs assessments or a 4.0 or higher on the Alternate ACCESS.

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#### **Strong Readers ACT**

#### **What is the Strong Readers ACT and are there exemptions for English Learners?**

The purpose of the Strong Readers Act is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading, that school district board of education policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student's reading progress.

Exemptions to the screening requirements may be provided to students who have documented evidence that they meet at least one of the following criteria as related to the provision of classroom instruction: the student's primary expressive or receptive language is not English, the student is identified as an English Learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program\*.

\*Oklahoma English Learner Programs:

IS1 – Transitional Bilingual.

IS2 – Dual Language or Two-way Immersion.

IS3 – English as a Second Language (ESL) or English Language Development (ELD).

IS4 – Content Classes with Integrated ESL Support.

IS5 – Newcomer Programs.

A public school that grants an exemption for an English Learner that meets the above criteria shall provide ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments.

**Updated July 2025**