

Initial Assessment and Identification

Questions/Topic	State-specific Guidance
<p>Process overview</p> <ul style="list-style-type: none"> What are the key steps to identifying and placing a student in ELL program? 	<ol style="list-style-type: none"> The Minnesota Language Survey (MNLS) must be completed by a parent or guardian for all new students enrolling in a Minnesota public school. The MNLS and translations of the MNLS are available at transact.com. If any of the statements are “languages other than English” or “English and other languages other than English”, the age appropriate Minnesota screener (WIDA Screener) must be administered to the student. See the Minnesota Department of Education for additional information. Results of the screener assessment will indicate whether the student is identified as an English learner (EL). All ELs must be enrolled in a language instruction educational program (LIEP). The LEA identifies English Learners with limited interrupted formal education, defined as SLIFE who: <ol style="list-style-type: none"> Come from a home where the language usually spoken is other than English, or usually speaks a language other than English. Enter school in the United States after grade 6. Have at least two years less schooling than the English Learner's peers. Functions at least two years below expected grade level in reading and mathematics. And may be preliterate in the English Learner's native language. The LEA will also identify eligible- students for the immigrant grant.
<p>Timelines</p> <ul style="list-style-type: none"> Once students enroll in district, how much time can pass before schools must make placement decisions? 	<p>Initial identification of a student as an EL and parent notification must occur not later than 30 days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school year.</p>

<p>Home Language Survey</p> <ul style="list-style-type: none"> • Is there a state mandated home language survey or list of questions? • What is the process for administering a home language survey? 	<p>Minnesota has a statewide home language survey that should be used as part of the regular enrollment process with all families in all public schools and districts.</p> <p>A parent or guardian must complete the Minnesota Language Survey (MNLS) upon initial enrollment in public school. The MNLS is kept in the student’s cumulative file, to be transferred as part of a student’s records to another district, if necessary.</p> <p>Districts should follow the Minnesota Standardized English Learner Procedures- The Minnesota Language Survey for administration of the MNLS.</p> <p>If any of the statements are “languages other than English” or “English and other languages other than English”, the age appropriate Minnesota screener must be administered to the student. See the Minnesota Department of Education for additional information.</p> <p>The MNLS must remain in the student’s permanent record. Only one MNLS is to be on file for the student and it should be from initial enrollment.</p>
<p>State Approved Assessments</p> <ul style="list-style-type: none"> • What WIDA identification/placement assessments are approved options for your state? 	<p>The state approved assessments in Minnesota are:</p> <p>Early Learning Settings: Required in state funded Voluntary Pre-Kindergarten (VPK) and School Readiness Plus programs (strongly recommended in all other early learning programs):</p> <ul style="list-style-type: none"> • WIDA Kindergarten W-APT (<i>2nd semester age 4</i>)- Speaking and Listening sections only • WIDA Kindergarten MODEL (<i>2nd semester age 4</i>) • Pre-LAS Observational and Assessment System (DRC) • Pre-IPT Oral Test 3-5 (Ballard and Tighe) <p>Kindergarten and First Semester of Grade 1: Kindergarten MODEL and Kindergarten W-APT (reading and writing sections are only given to children in the second semester)</p> <p>Grades 1-12: WIDA Screener Online and Paper</p> <p>Students with Identified or Unidentified Disabilities: Consult with special education staff who are familiar with the child’s IEP to determine if accommodations should be used for the screener as appropriate.</p> <p>Non-WIDA assessments are not among the approved ELP screeners in MN for grades K-12.</p>

<p>Paper Based Screener Costs – <i>WIDA MODEL, WIDA Screener Paper</i></p> <ul style="list-style-type: none"> • Who is responsible for purchasing materials? • Who is responsible for paying for materials? • Through what methods can these materials be purchased? 	<p>LEAs are responsible for purchasing WIDA Screener Paper materials.</p> <p>For more information, go to the WIDA Store.</p>
<p>Identification/Placement Criteria</p> <ul style="list-style-type: none"> • What factors should be considered when making a placement decision? • What screener scores result in student placement in an ELL program? • Are there other criteria LEAs must take into account? 	<p>For a student to be considered <u>proficient</u>, a student must have...</p> <p><u>Kindergarten W-APT</u> First Semester: At least a 28 combined score on the listening and speaking section Second Semester (and Grade 1, Semester 1): At least a 28 combined score on the listening and speaking section. Reading score greater than or equal to 11. Writing score greater than or equal to 12.</p> <p><u>Kindergarten MODEL:</u> Composite score greater than or equal to 5.0. All domains greater than or equal to 4.0.</p> <p><u>Grades 1-12: WIDA Screener</u> Online: Composite score of 4.5 with no domains below a 4.0 Paper: Composite score of 4.5 with no domains below a 4.0</p>
<p>Other Information and Resources</p> <ul style="list-style-type: none"> • Do you have any other information to share with LEAs about identification and placement of ELLs? 	<p>Parent Notification: Local education agencies (LEAs) participating in the Title III program are required to notify parents of their student's participation in Title III programming...</p> <ul style="list-style-type: none"> • Annually • Within 30 days of the beginning of the school year. • Or within two weeks if the child enters the district during the course of the year. <p>Information required with this notification includes the most recent English language proficiency assessments.</p> <p>MARSS Data Elements: For all students who are identified as having a language other than English on the MNLS and after having been assessed with the age appropriate screener and are identified as an EL, districts must complete the required data elements: Home primary language and EI Indicator. Once an EL begins receiving EL services, the third data element: start date must be included.</p>

	<p>Recently Arrived English Learners: RAELs participate in state academic assessments (including the MCA Reading test) and the annual ACCESS test.</p> <p>RAEL identification: Recently Arrived English Learners</p> <p>RAEL reporting in SSDC: https://education.mn.gov/MDE/dse/datasub/StudentSupport/</p> <p>Minnesota Department of Education website contains specific information on the identification, entrance and exit of English Learners.</p>
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Test Administrator Training and Certification

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<p>Test Administrator Qualifications</p>	<p>Test administrators must have the following qualifications in addition to meeting training/recertification requirements:</p> <p><u>WIDA Screener Online</u> Preference is for licensed EL staff. Licensed teachers/administrators in the school are considered most qualified. The list below is in descending order of preferred qualifications:</p> <ul style="list-style-type: none"> • Licensed teachers or administrators who work in the School. • Licensed teachers or administrators who work in the district. • Paraprofessionals who work in the school. • School district personnel employed by the school district. • Licensed substitute teachers who are employed by the district for the purpose of administering the test. <p><u>WIDA Screener Paper</u></p> <ul style="list-style-type: none"> • Reading, Writing, Listening— same hierarchy as above. • Speaking—licensed teacher with training in Second Language Acquisition.

<p>Test Administrator Training Requirements</p>	<p>WIDA Screener: Test administrators must complete WIDA certification for the grade levels they will administer.</p> <ul style="list-style-type: none"> • TAs must View the “WIDA Screener Online Administering the Test” tutorial OR • View the “WIDA Screener Paper Administering the Test” tutorial. <p>If scoring, must annually pass the appropriate certification quizzes (speaking and writing).</p> <ul style="list-style-type: none"> • Pass the appropriate certification quizzes (speaking and writing). • It is strongly recommended that raters of the Speaking test have a second language acquisition background (licensed EL teachers). <p>Districts will decide if other staff, DACs and SACs, should view annually.</p> <p>To be certified to score WIDA Screener, TAs must score 80% or higher on:</p> <ul style="list-style-type: none"> •Speaking Quiz Grades 1-5 •Speaking Quiz Grades 6-12 •Screener Writing Quiz Grades 1-5 •Screener Writing Quiz Grades 6-12 <p>Kindergarten W-APT: Test Administrators should review the K W-APT Test Administrator Manual and Training Tutorial prior to administering the assessment.</p> <p>Kindergarten MODEL: Test Administrators should review the training materials and manuals included with the Kindergarten MODEL kit.</p>
<p>Website Permissions</p> <ul style="list-style-type: none"> • How do test administrators obtain WIDA website accounts to complete the training requirements? • How do educators obtain access to WIDA AMS to administer WIDA Screener? 	<p><u>WIDA Permissions (www.wida.us)</u> Test administrators should contact their District Assessment Coordinator for WIDA Screener and/or W-APT permissions.</p> <p><u>WIDA AMS (DRC) Permissions (wida-ams.us):</u> Test administrators should contact their District Assessment Coordinator for Educator Scoring permissions for WIDA Screener.</p>

ELL Program Requirements – Services & Support

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ELL Services or Program Requirements	<p>All English learners must be enrolled in a language instruction educational program (LIEP). Both federal and state requirements must be met. For further information about a district's written LIEP, see the program review page on the Minnesota Department of Education's website.</p> <p>All parents and guardians may refuse enrollment of their student in an LIEP. This written refusal must be collected annually. Once a child has been identified as an English learner, the student must be placed in an LIEP immediately. Parent and/or guardian's permission is not needed for placement.</p>
Declining Services	<p>Parent/guardians may decline to complete the Minnesota Language Survey. They can also decline to have their student screened for English proficiency. These refusals should be documented by the district and placed into the student's cumulative folder.</p> <p>Parent/guardians may decline to have their student enroll in a language instruction educational program. This written refusal must be collected annually and placed into the student's cumulative folder. Students whose parents decline EL enrollment should still take the annual ACCESS test. Content teachers should make content understandable for English learners (whether or not parents opt out of EL programming).</p>

Contact Information

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Who To Contact	<p>For more information regarding identification and placement, please contact:</p> <p>Barbara Al Nouri English Learner Education Specialist Barbara.alnouri@state.mn.us (651) 582-8579</p> <p>For more information regarding the screener, please contact:</p> <p>Michael Bowlus English Learner Education Specialist Micheal.bowlus@state.mn.us (651) 582-8579</p> <p>For more information about the ACCESS test, please contact:</p> <p>Sequoia Block Statewide Testing mde.testing@state.mn.us (651) 582-8674</p>