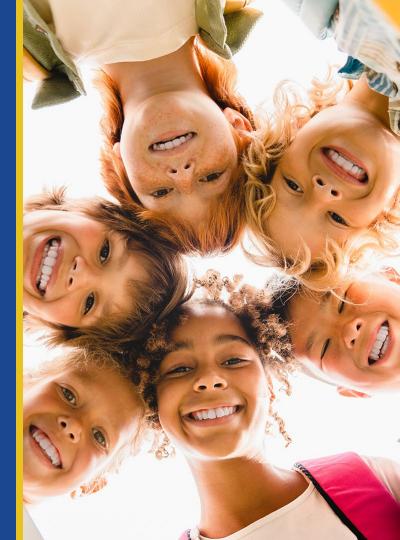


English Learner Identification Process

ELPA Webinar Series 2025-2026

August 28, 2025





Webinar Objectives

Participants will be able to:

- Explain the EL Identification Process.
- Describe the purpose of the EL Identification Process.
- Describe the necessary portals District Test Coordinators must access to prepare, deliver, score, and record student performance scores.
- Identify state and consortium support resources to aid in the identification process.



EL Identification Process Purpose

Compliance

 States must establish and implement standardized entrance and exit procedures for ELs (ESEA Section 3113(b)(2))

Assess English Language Proficiency

• Identify language strengths and areas to target

Ensure Equal & Equitable Access

- Title VI of the Civil Rights Act (42 U.S.C. § 2000d)
- Equal Education Opportunités Act (20 U.S. Code § 1703)





EL Identification Process



EL Identification Process Training & Certification

Annual training & certification is required to administer WIDA Screener / WIDA Screener for Kindergarten

- Completed within the WIDA Secure Portal
- Annual training and certification is specific to the ELP screener
- Certification quizzes must be completed with a score of 80% or higher to attain certification
- District TA's certification records are required to be kept on-site and should be available upon request
 WIDA Screener Training Course Name Certification Quiz Nation

| WIDA Screener | Training Course Name | Certification Quiz Name |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WIDA Screener for Kindergarten | WIDA Screener for Kindergarten: Administration and Scoring | WIDA Screener for Kindergarten: Oral Language Certification Quiz WIDA Screener for Kindergarten: Literacy Certification Quiz |
| WIDA Screener Online | WIDA Screener Online: Administration | WIDA Screener Online: Administration |
| WIDA Screener Paper* | WIDA Screener Paper: Administration* Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Speaking for Grades 6-12: Scoring ACCESS Paper and WIDA Screener Writing for Grades 1-5: Scoring WIDA Screener Writing for Grades 6-12: Scoring WIDA Screener | Certification Quiz WIDA Screener Paper: Administration Certification Quiz* Speaking for Grades 1-5: Scoring ACCESS Paper and WIDA Screener Certification Quiz Speaking for Grades 6-12: Scoring MIDA Screener Certification Quiz Writing for Grades 6-12: Scoring WIDA Screener Certification Quiz |



EL Identification Process Overview

Complete process within 30 calendar days of enrollment (ESEA Section 3113(b)(2))

Approach every child with an asset-based lens

Parent enrolls child District/School staff Review Decision to Ensure test into Idaho school and review HLS and verify Identify appropriate Assess Matrix and administrator is completes Home EL Status in English other data streams trained and certified WIDA Screener and Language Survey make a determination to administer WIDA grade-level form Learners (HLS) Management System to screen child Screener Place child into Communicate WIDA Input WIDA district language Complete ACCESS Administer WIDA Screener results and Screener results instruction for ELLs annually program services to into ELMS educational parent program



EL Identification Process Home Language Survey - Step One

The Home Language Survey (HLS) assists LEAs in identifying potential ELs who may be eligible to enroll in English language support programing.

- 1. What language(s) are spoken in the home?
- 2. What language(s) does your student speak most often?
- 3. What language(s) did your student first learn?
- 4. Which language does your child use when speaking to/with you?
- 5. What language do you use when speaking to/with your child?
- 6. Which language do you want phone calls and letters?
- 7. What is your relationship to the child?
- 8. Is there any additional information you would like the school to know about your child?

The first HLS completed in the State holds precedence.

At enrollment review the student's cumulative file / enrollment paperwork / ELMS
 record
 ELPA Webinar Series: EL Identification Process – August 2025



EL Identification Process English Learner Management System - Step Two

Review the <u>Idaho English Learner Management System</u> to determine whether the child already has an EL status.

- Current EL Student: L1, LE, EW
- Exited EL: X1, X2, X3, X4, FL
- Erroneously Identified as EL: N
- Screened-Out: SO

Students with an L1, LE, or EW EL Status may immediately be placed into EL services.

| 🕑 IDAHC | 2 | | | | | | | | | © Log Of & absorvetiged |
|-----------------------------------------|------------|--------------------------------------------------------|---------|------------------|--------------------|----------|---------|------------------------------------|------------------------------------|-------------------------|
| links | Search Res | ult | | | | | | | | |
| fome Juer Guide | EL History | Assessments | | | | | | | | |
| 2022-2023 DOB change Year Add to WP | | 80 | | | Eduld: · Gender | | | Current EL Status: LE Language: | EL Entry: EL Exit: | |
| | Year | EL Status | EL Code | EL Entry Date | EL Exit Date | Language | IEP/504 | Enrolled District | Enrolled School | |
| Admin Actions | 2021-2022 | Continuing LEP Student | LE | | | | N | BOISE INDEPENDENT DISTRICT (001) | HILLOREST ELEMENTARY SCHOOL (0307) | |
| Park in Progress (6) Ielect District | 2020-2021 | Continuing LEP Student | LE | | | | N | BOISE INDEPENDENT DISTRICT (001) | HILLOREST ELEMENTARY SCHOOL (0307) | |
| rind child | 2019-2020 | First year identified - set baseline and target growth | L1 | | | | N | BOISE INDEPENDENT DISTRICT (001) | HILLCREST ELEMENTARY SCHOOL (0307) | |



EL Identification Process Decide Whether to Administer an ELP Screener – Step 3

Review/Interpret parent HLS responses

• Use the **Decision to Assess Matrix** to determine whether to administer an English language proficiency (ELP) screener



• Err on the side of caution if there is a question whether to administer an ELP screener

Decide whether to administer an ELP screener

- YES: Potential EL completes WIDA Screener / WIDA Screener for KG → Enter scores and HLS in ELMS
- NO: Record [No Screener Administered] in ELMS



EL Identification Process WIDA Screener Administration – Step 4

WIDA Screener Grade-Level Test Form

- Students in the first semester of the first year in a grade-level cluster (K, 1, 2-3, 4-5, 6-8, 9-12), are administered the lower grade cluster screener form
- Grade-Level Cluster Test Form Grades 1 -12

| Grade | 1 | 1 | 2 | | : | 3 | | 4 | ! | 5 | | 6 | ī | 7 | 1 | 8 | 1 | 9 | 1 | 0 | 1 | 1 | 1 | 2 |
|-----------------------|---|---|---------------|---|---|--------------|---|-----|------|-------|------|---|-----|------|-------|------|---|---|---|-------|-------|------|----|---|
| Semester | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| Grade-Cluster Form | к | | ade 1 Test | | | es 2- est | 3 | Gra | ades | 4-5 1 | Test | | Gra | ades | 6-8 - | Test | | | G | Grade | s 9-1 | 2 Te | st | |

 Example: A potential EL student entering grade 4 during the first semester would complete WIDA Screener Online Grade 2-3 test screener form



EL Identification Process WIDA Screener Administration – Step 4 Administer English language proficiency screener • WIDA Screener for Kindergarten (KG – first semester grade 1)

- First semester KG potential ELs complete Listening and Speaking domains only
- Second semester KG and grade one first semester potential ELs complete all domains
- WIDA Screener Online (second semester grades 1 12)
 - Second semester grade two potential ELs complete all domains
- WIDA Screener Paper (second semester grades 1 − 12)*
 - *WIDA Screener Paper may be used as an administrative consideration and should be an option for students who have limited exposure to computer use



EL Identification Process WIDA Screener Scoring – Step 5

Score WIDA Screener for Kindergarten / WIDA Screener • WIDA Screener for Kindergarten

- Hand scored by Test Administrator
- Raw score input into <u>WIDA Screener for KG Score Calculator</u>

WIDA Screener Online

- Listening and Reading domains scored by DRC INSIGHT (WIDA AMS)
- Speaking and Writing scored by Test Administrator in WIDA AMS
- Score Report downloaded from WIDA AMS > Screener Scoring

WIDA Screener Paper

- Hand scored by Test Administrator
 - Refer to <u>WIDA Screener Paper TAM</u> Appendix C

| Sudard Information Frank Rene: Andre | | ant Name | former 1 | | |
|-----------------------------------------|-------------------------|--------------------|------------|----------------|--|
| Benade S7.5 | | Serveril Brade | | | |
| 900 D. D | | (ten) | Cee Prop 1 | the particular | |
| Carry Carl | | 50X | | | |
| Labourg | | | | | |
| | | | | | |
| Speaking . | | | | | |
| winting | | | | | |
| warring . | | | | | |
| Manadarge Composalite Scicence | unerina - 10% Beneficia | i Insteancy (| | | |
| Manadarge Composalite Scicence | | i Profesiones S | | | |
| | | | | - | |

| Si | ore Report |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| or low: 04/14/0622 | Test Administrative/Scenar: |
| udent beformation | |
| | Led None |
| rthdate. | Carriert Grade OI |
| we lo | School: AMPROFES ELEMENTARY SCHO |
| KINKT AMPORIUM DISTRICT | 3304.00 |
| toole a straphot of an inglish long age Learner' | In points on the WISA Sciences' the WHS Sciences Lides general 6 splits impropriations . This test is based at an own Orbital to Betweening a Codent's aligned to fair |
| In your provide information about the strength of the specific of internet thereing south and arguing encoded. The strength is the specific south and the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the spec | spreid fight-ingage politicity. This field is a to now choice is a blockine's cubert of updates for along means along a subject of update politicity. Performance along a subject of update politicity and an analysis of the subject of updates and an analysis of the subject of updates and the subject of updates Professional Street 4.0 |
| m sport provide information about the information topics completed of an information applies access? impage another the sport of the sport of the information reveal. | spend type/ hap-go priferon y first at basis the pro-charter behavior a value's patient for any second the behavior a value of the spend to hap second the behavior and the spend to halo second the spend to the spend to halo second the spend to the spend halo second to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend to the spend |
| In your provide information about the strength of the specific of internet thereing south and arguing encoded. The strength is the specific south and the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the specific of the spec | sprend hydro hang-og untilsens, in the other bands and a second series of bandson's standard regarding for any sprend series and a standard's regarding the for- any sprend series and the standard's mean formation of the standard's any method series and the standard's any method series any method series and the standard's any method series any |
| In sport devices information about the shadow have a sequence of the impact incomparison of the sport of the state in the state in the state of the sport of the state in the state in the state state. The state is the state is the state in the sport of the state is the state in the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is the state is | r privat folge inspection participant, in the set based of the set |
| In sport process i Mondon albud for school more a registre bound of the final school of the Repara Proceedings School with the energiest methods in the School was also a more an exercise the School was also be the school was also be Reparation of the Reparation School School was also be School was also be Reparating School was Reparating School was Reparating School was Reparating School was Reparating School was School was Sc | a provid reflection galaxy particles y five to share it does not been to accord and the second secon |
| In our of names is shown on the scheme mode as any of a single program (any of the stranger) behaviour of the single program version. The stranger is a stranger of the stranger of the stranger of the stranger of the stranger stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of the stranger of t | agenet hydrogen priferior, flyr fer handr ar en offener a benef far far far far far far hydrogen af far far far far far far far far far hydrogen af far far far far far far far far far far far far far far far far far far far far far far far far far far far |
| In sport process i Mondon albud for school more a registre bound of the final school of the Repara Proceedings School with the energiest methods in the School was also a more an exercise the School was also be the school was also be Reparation of the Reparation School School was also be School was also be Reparating School was Reparating School was Reparating School was Reparating School was Reparating School was School was Sc | a provid reflection galaxy particles y five to share it does not been to accord and the second secon |



EL Identification Process WIDA Screener: Screen-Out Criteria

• WIDA Screener for Kindergarten (KG – first semester grade 1)

| First Semester Kindergarten | Second Semester Kindergarten | First Semester Grade 1 |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| ≥ 5.0 Oral Language Proficiency Level ≥ 4.0 Listening Proficiency Level | ≥ 5.0 Oral Language Proficiency Level ≥ 4.0 Listening Proficiency Level | ≥ 5.0 Oral Language Proficiency Level ≥ 4.0 Listening Proficiency Level |
| ≥ 4.0 Speaking Proficiency Level | ● ≥ 4.0 Speaking Proficiency Level | • ≥ 4.0 Speaking Proficiency Level |
| | • ≥ 2.0 Literacy Score | • ≥ 4.0 Literacy Score |

• WIDA Screener Online & Paper (second semester grade 1 – 12)

| | Second Semester Grade 1 – 12 |
|---|------------------------------------------|
| | WIDA Screener Online & Paper |
| • | ≥ 5.0 Overall Language Proficiency Level |
| • | ≥ 4.0 Listening Proficiency Level |
| • | ≥ 4.0 Speaking Proficiency Level |
| • | ≥ 4.0 Reading Proficiency Level |
| • | ≥ 4.0 Writing Proficiency Level |

 *ELMS automatically assigns a student an EL Status based on the WIDA Screener scores entered
 ELPA Webinar Series: EL Identification Process – August 2025

EL Identification Process Record Screener Results in ELMS – Step 6

Enter WIDA Screener results into ELMS

- HLS is required to be uploaded into ELMS at the time the screener scores are entered
- Ensure the child has an EL status assigned within ELMS

Place a copy of the child's WIDA Screener Score Report in the student's cumulative file



EL Identification Process Record Screener Results in ELMS – Step 6

| CONTROL OF CONTRO | Under "Admin Actions", select "Find Child" Enter child's first and last name and date of birth Under the "Actions" column. select "Screener" |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Einds Find Child Inus Read Der Color Charg The C | |
| Adder Dinner Ander Friedda Ander Friedda Bearch Damp Gener Damp Gener Da | Current Work In Progress In our warfung wir by Prove Carried Gree News Facily Name Birb Date Entry Est Date Correct E. State Actions Entry Exercise Language wire and the action of t |

ELPA Webinar Series: EL Identification Process – August 2025

PEPARANE NT-N

EL Identification Process Record Screener Results in ELMS – Step 6

- 4. Select "**Test Type**" dropdown and select the WIDA Screener administered
 - WIDA Screener for Kindergarten = WIDA KG
 - WIDA Screener Online = WIDA Online
 - WIDA Screener Paper = WIDA Paper
- 5. Input screener "Test Date"
- 6. Input screener "**Test Administrator**" name
- 7. Input "**State**" ELP screener was administered in (default Idaho)
- 8. Input "District" name
- 9. Input "School" name
- 10. Input "Home Language" of the child

- 11. Input "Grade Level at time of assessment" field
- 12. Input "Date of first enrollment in a US school" field
- 13. Select "Save"

| (IDAH | O | | | Log Off L |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Links | Add new screener scores | | | |
| Home User Guide | Screener Info | | | |
| Test download | Print Preview Note: Tabs must be activated before being printed. Name: | Eduld: 1 | Current EL Status: | EL Entry: |
| 2022-2023 Change Year | DDB: 6 13 | Educ: 1 Gender: | Current EL Sattus: Language: | EL ENY: EL EN: |
| Admin Actions Work in Progress (co) Balest Diritic Find child Proding Appeal: Admin Find child Manage Calendar Diritici Sammary State Reports | All fields are required except Test Administrator. Auto-complete: start 100 Test Type 100 Test Type 100 Test Date 100 Test Date 100 Test Administrator: canve 100 Test Administrator: canve | byper and sole of 77 Base. 8 Date: 9 State: 9 | 100 Home Language: Journanee 111 Grade Level at time of assessment: 122 Date of first enrolment in a US school | |



EL Identification Process Record Screener Results in ELMS – Step 6

| DEPARTMENTS COMM | UNICATIONS | | | | | |
|-------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------|------------------------------|-------------------------------------------------|---------------------------------|
| (IDAHC | 2 | | | | | |
| Links | Existing screener scores | | | | | |
| Kotte The Guide | | e Language Survey | | | | |
| 2022-2023 charge that | Prot Preview Note: Labor mult be actualize before: | hering provided. | Eduld Gender: M | | | Current EL Status: Language: |
| WILDER DISTRICT(133) | Area | 14 Proficiency Level | | | | |
| anap-atory EL Student Summary | Listening | | est lerit Jahren 12 and 52 | | | |
| anso-area; KL Data anso-area; LIEP Upleed | Speaking On Dedalars | | est lerit selseen 12 and 52 | | | |
| anzo-acus EL Plan Deveload District Reports | Oral Proficiency | 15 TH 148 | en ant sesser 12 and 52 | | | |
| Pending Appeals | | | | | | |
| DEPARTMENTS COMMUNICATION | 5 | | | | | |
| (IDAHO | | | | | | 100 |
| | g screener scores | | | | | |
| | ener Infe WD110 Home Language Turkey | | | | | |
| 2022-2023 None of | 101.77 | Estate 555073152 Gender: 17 | | Current EL Balva Language | | 63, 600yr 63, 660 |
| Change Ther | 18 | | | | | |
| | ise attach a copy of the student's Home i uned for acreaners with text date after #-01-2022 | Language Survey * | | | | |
| ator and \$1.04bst Databaty ator and \$1.04b | | | | | | |
| tirest Agers 16 Add | names and a second 17 | | | | | |
| Pending Agreeds | | | | | | |
| DEPARTMENTS COMDUNIT | TATIONS | | | | | |
| (IDAHO | | | | | | |
| Links | xisting screener scores | | | | | |
| Rome Uner Guide | Somerar Into WID4.KD Abme Language | Sunay | | | | |
| Text decaled | Note Preview . Note: Table must be activated before being protect. | | Easte | | Current EL S | at a |
| 2019-2020 | COB | | Gender: VI | | Language | |
| | 19 | | | | | |
| Admin Actions | All fields are required except Test Adversarator, Auto-so | impleter start typing and select from the | | | | |
| Visik is Progress (us) telest District | Test Type WCA RD Y | | Bale (carro(0) | | Home Language: automotes Spanish | |
| Find Child Find Child Feeding Appeals | Text Date: 8/8-2022 | | Datritt, name a serie auto-series ABERDEEN DISTRICT(058) | | Grade Level at time of assessment | |
| Admin Find Child Manage Calendar | Set Administrator: unive | | Scheel, Frank & Land And Groups ABERDEEN ELEMENTARY SCHOOL (2006) | | Cate of frat enrolment in a US sole 6/9/2022 | HRR . |
| District Summary Data Reports | EL Erroy date form another state (Fappicable): | | | | | |
| IntArcologi | E. Erry data for and a state (r approach) | | | | | |

- 15. After entering ELP screener scores, select "Save"
- 16. Upload child's HLS select "Add File"
- 17. "Choose File" to upload to ELMS
- 18. Select "Save"
- 19. Select "Submit" under the "Screener Info" tab
 - ELMS automatically calculates whether a child qualifies for EL services
 - SO = Screen out of Services
 - L1 = First Year Identified

ELPA Webinar Series: EL Identification Process – August 2025

^{14.} Enter child's WIDA Screener scores under the appropriate Proficiency Level field

EL Identification Process Parent Notification of Services – Step 7

ESEA Section 1112(e)(3)

- Reason for EL identification
- Child's current level of English language proficiency (ELP screener results)
- Overview of district Language Instruction Educational Program (LIEP)
- How the LIEP will support the child's language needs
- LIEP reclassification (exit) requirements
- Information on how to withdrawal from language services
 - Children must complete summative ELPA annually

ESEA Section 1112(e)(4)

• Must be in a language understandable to parents





EL Identification Process Placement into District LIEP – Step 8

District provides ELs with a language instruction educational program (LIEP) which complies with Title VI of the Civil Right Act, the Equal Education Opportunities Act, Every Student Succeeds Act (2015) and the outcomes of Castañeda v. Pickard

Language Instruction Educational Program Criteria

- Educationally sound
 - Program based on research & educational theory
- Proven successful
 - Program must be effective in overcoming the language needs of ELs population
- Implemented with fidelity
 - Program is iimplemented with adequate resources and personnel



WIDA Screener

Test Security

PEPARAMENT. NO DUCATION

WIDA Screener Test Security

IDAPA Rule 08.03.02.111.11

- To ensure integrity of secure test items and protect validity and reliability of test outcomes, test security must be maintained
- LEAs and schools will employ security measures in protecting statewide assessment materials from compromise
- Each individual who has any opportunity to see test items must sign a state-provided <u>confidentiality agreement</u>, which the district must keep on file in the district for at least two (2) years



WIDA Screener Test Security

Screener materials including electronic and print materials are considered secure

- Store materials in a secure area
- Inventory the materials before and after a screener session
- Only use screener(s) materials to identify a student for services
- Do not share test items with others
- Report any test incidents within 24 hours
 - Idaho SDE Test Incident Log
- Securely store or destroy student response booklets after use



EL Identification Resources



English Language Proficiency Assessment EL Identification Resources

ELPA: Navigating WIDA Screener & ACCESS for ELLs Guidance Document

• Section IV: English Learner Identification (pp. 14-23)

Idaho EL Identification & Placement Guidance 2025-26

 Provides an outline of policies, procedures, screener options, test administrator training & certification requirements, and criteria for placement in EL services

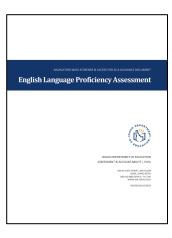
Idaho Department of Education – ELPA Webpage

WIDA Secure Portal

- Learn, train, and certify to administer WIDA Screeners
- Download WIDA Screener test materials

English Learner Program Manual

• EL Identification & Screening Section (pp. 24-44)





Upcoming Events & Opportunities

Test Coordinator Training Canvas Course

Course Outline: Equips ELPA District Test Coordinators with information need to successfully prepare, administer, and conclude both WIDA Screener and ACCESS for ELLs.

Course Learning Objectives:

- Identify federal and state regulations, policies, and guidelines.
- Define Idaho ELPA's measurement and reporting of English language proficiency.
- Understand planning, preparation, and organization of ELPA.
- Coordinate ELPA administration effectively.
- Define data collection, validation, and reporting process.

How to Enroll & Access the Course:



- Complete Enrollment Form: Link
- Upon registration, receive email from "notifications@instructure.com"
 - Click "Get Started"
 - Course auto-populates within the user's Canvas Dashboard (user already has an account).
 - If not, create a Canvas account.

Canvas Log-in: Idaho Department of Education's Login portal: Link



Special Populations Boot Camp 2025

This boot camp is designed to equip district leaders with the knowledge, skills, and understanding of federal and state requirements necessary to ensure equitable access and strong systems of support for students in special populations.

Vallivue School District Jefferson County School District 12:15PM MT) Twin Falls School District

- 8/15/2025 (8:15AM 12:15PM MT)
 - 8/20/2025 (8:15AM –
- 8/21/2025 (8:15AM 12:15PM MT)

https://forms.office.com/r/gudGPrLz9D





ELPA Scheduled Training 2025-2026 Virtual WIDA Workshops

Scaffolding Instruction for Multilingual Learners Oct. 8, 2025 & October 15, 2025 Two Virtual Workshops

• **Overview:** The two-part webinar series provides educators with a fresh look at how to engage multilingual learners in rigorous content area learning with a balance of challenge and support. The purpose of the workshop is to encourage educators to consider a dynamic set of classroom practices that support multilingual learners as they move toward increasing independence and expertise in grade-level content. Participants will explore how rigorous, well-sequenced curriculum within the content of meaningful experiences contributes to rich classroom interactions that mediate learning.

Expanding Reading Instruction With Multilingual Learners Nov. 3, 2025 & Nov. 10, 2025 Two Live Virtual Workshops + Self-Paced Module



• **Overview:** This series of two webinars (one week apart) and online resources provides ideas for expanding reading instruction to make it more effective for multilingual learners. Participants will learn ways to build on and expand current approaches to teaching reading and to engage multilingual learners in the interactions that support reading development.

https://forms.office.com/r/edSyZ0E2FN



English Language Proficiency Assessment 2025-2026 Webinar Series

- ELPA: WIDA Screener Online / Paper Overview
 - August 19, 2025 / 12:00-1:00PM MT
- ELPA: New WIDA District Test Coordinator Training
 - August 26, 2025 / 12:00-1:00PM MT
- <u>ELPA: EL Identification Process</u>
 - August 28, 2025 /12:00-1:00PM MT
- ELPA: 2025-26 Test Cycle Overview & Updates
 - September 2, 2025 / 12:00-1:00PM MT
- ELPA: Assessment Supports & Resources
 - September 16, 2025 / 12:00PM MT
- ELPA: WIDA AMS Student Import File
 - October 21, 2025 / 12:00-1:00PM MT
- <u>ELPA: Technology Readiness, Test Security & Scheduling</u>
 - December 9, 2025 / 12:00-1:00PM MT



WIDA Workshops

Free WIDA Self-Paced Workshops

- The WIDA ELD Standards Framework: A Collaborative Approach
- Newcomers: Promoting Success through Strengthening Practice
- Making Language Visible in the Classroom
- Reframing Education for Long-term English Learners
- Developing Language for Learning in Mathematics
- Engaging Multilingual Learners in Science: Making Sense of Phenomena
- Desarollando el español: las expectativas del lenguaje (NEW!)
- Reading Comprehension Across Content Areas with Multilingual Learners (NEW!)
- Teaching Multilingual Learners Social Studies through Multiple Perspectives (Updated)
- Let's Play! Multilingual Children's Joyful Learning in PreK-3 (NEW!)
- Exploring the WIDA PreK-3 Essential Actions
- WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón -Classroom assessment for language development (Available spring 2025)



Questions & Open Discussion



Next ELPA Webinar Series Webinar

2025-2026 Test Cycle Overview & Updates

September 2, 2025: 12:00PM – 1:00PM MT

https://idahosde.zoom.us/meeting/register/S_6wu9USR7ekASq3z-KPOQ



ELPA Webinar: 2025-26 Test Cycle Overview & Updates

Tue Sep 2nd 12:00pm - 1:00pm (MDT)

The webinar gives an overview of the ELPA testing cycle for the 2025-2026 ACCESS for ELLs administration. The webinar presents an updates and practical resources practitioners can utilize throughout t ...

Questions & Open Discussion



https://forms.office.com/r/MzK1Zte8Tx

Questions & Open Discussion Reminder:

- Do not discuss student personal identifiable information (PII)
- Be respectful
- Use the "Chat" function or microphone to speak



Presentation Feedback







Andrew Bennett | ELPA Coordinator

Idaho Department of Education

650 W State Street, Boise, ID 83702

208.332.6909

abennett@sde.idaho.gov

www.sde.idaho.gov/assessment/elpa/

www.sde.idaho.gov

https://forms.office.com/r/MzK1Zte8Tx



Presentation Feedback