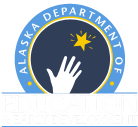
Guidance for English Learner Identification, Assessment, & Data Reporting

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Note: Significant updates throughout this document are ***noted in green.***

# Identification

## Requirement

All students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State[[1]](#footnote-2).

## English Learner Definition

The term “English learner” means an individual –

1. who is between 3 and 21 years old;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who falls into one or more of the following categories of individuals:
4. an individual not born in the United States or whose native language is a language other than English;

(ii) a Native American, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, mathematics, and science under 4 AAC 06.737;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society.

Before a student is screened for English language proficiency, the district must determine if the student is included in one of the categories of students eligible to be identified as an EL in parts A-C of the definition in 4 AAC 34.090(2) above.

## Home Language Survey

The Alaska Department of Education and Early Development (DEED) requires that districts pre-screen with, at a minimum, the [Home Language Survey](https://education.alaska.gov/ESEA/TitleIII-A/docs/HomeLanguageSurvey.docx)[[2]](#footnote-3) (HLS) as posted on the DEED website (or a similar form). The [US Department of Education](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf)[[3]](#footnote-4) and the [Office of Civil Rights](https://www2.ed.gov/about/offices/list/ocr/ellresources.html)[[4]](#footnote-5) have provided guidance on what questions should be asked, what questions are inappropriate, and how to use a HLS to ensure the civil rights of students and parents. If the answers to any questions on the HLSindicate that a language other than English is either spoken by the student or by the parents/guardians to the student, the district must then verify that the student meets the definition of an English learner, as detailed above. Districts are encouraged to follow up with families if a language other than English is indicated on the HLS before advancing to screening.

Parents may need assistance in understanding the Home Language Survey and answering the questions in the appropriate way to identify students who have a home language or language of influence other than English. District staff may talk with parents, including using interpreters as appropriate, to clarify a parent’s understanding of the questions and their answers prior to assessing the student with an ELP screening assessment.

If the student meets the definition, then the student would move to the approved screening assessment to determine the student’s English language proficiency. The prescreening forms can be found in [Appendix F](#AppendixF) of this document, and on the [DEED Title III-A English Learner webpage](https://education.alaska.gov/ESEA/TitleIII-A/)[[5]](#footnote-6).

## Language Observation Checklists

If the Home Language Survey indicates that English is spoken in the home, but a teacher has an indication that a language barrier may exist, the teacher may administer the Language Observation Checklist, Part A (LOC-A). This form may also be used to help determine if screening is needed for students whose HLS indicates a language other than English is used in the home. If the LOC-A, as filled out by the student’s teacher, indicates five or more “No” answers in Part A or that a student is not fluent (compared to English-speaking students of the same age or grade level) in reading, writing, or oral language, based on the teacher’s knowledge, then the student should be referred for a formal identification assessment. If the HLS as completed by the parent already indicates a need for formal identification assessment, then use of the LOC-A is at the discretion of the district. Copies of the Language Observation Checklist forms are found in [Appendix F](#AppendixF) of this document. The optional Language Observation Checklist Form B (LOC-B) is useful for students who are enrolled in a dual language (immersion) or transitional program in the student’s home language.

## Screeners

Incoming kindergartners and older students new to the district from another state or country who are potentially ELs must be screened and identified as soon as possible after enrolling in school, and within 30 days.

A district must administer one of the state-approved ELP screening assessments as detailed below to determine if part D of the definition of an English learner is met (see [page 3](#_English_Learner_Definition) for the definition of an English learner).

A student who has already been identified as an EL who transfers into the district from another Alaska district should not be re-screened. Instead, within 14 days, the school district shall request directly from the child’s previous district/school a certified copy of the child’s record which includes information about the identification of the student, including a completed HLS, results from the screening assessment, and the annual ELP assessment results. See Requirements for Student Records Transfer in the [Appendix A](#AppendixA).

The results of the screener assessment indicate the level of the student’s proficiency in each domain and will guide the appropriate program placement. Students who fall below the minimum score in the charts on [page 7](#_For_EL_identification) are identified as ELs, are eligible for services, and must take the appropriate annual ELP assessment (Kindergarten ACCESS for ELLs, ACCESS for ELLs, or Alternate ACCESS) during the current school year. Students entering school March 1 or later who have not yet been identified as ELs may be identified using the screener assessment but are not required to take the ACCESS for ELLs until the following spring. Students who score at or above the minimum score for English language proficiency are not identified as ELs and are *not* required to be assessed further.

For potential ELs who are either in the special education identification process or have been identified as a student with a disability through an IEP or 504 plan, it is important to ensure that school staff providing English language support and those providing special education support collaborate in the EL identification process. For identified ELs with disabilities, staff from both programs should collaborate on decisions about the provision of appropriate services.

### **Approved Screeners**

Only the approved screeners listed below can be used for English learner identification purposes. The ACCESS for ELLs assessment **may not be used** as a screener assessment. See [Screener Selection](#_Screener_selection_(MAJOR) below and/or the FAQ in [Appendix E](#AppendixE) for more details.

#### WIDA Screener for Kindergarten

The WIDA Screener for Kindergarten is a paper-based screener available for purchase in the [WIDA Store](https://www.wceps.org/store/wida/), or downloadable for free from the WIDA Secure Portal. The training course is also available in the [WIDA Secure Portal](https://wida.wisc.edu/login). Test administrators must read the Test Administrator Manual, complete the WIDA Screener for Kindergarten training course, and pass the appropriate quizzes. After testing, scores are entered in the score calculator to generate a score report for the student. Score reports include the same kinds of proficiency level scores as those reported for WIDA Screener Online and WIDA Screener Paper (Grades 1-12).

#### WIDA Screener - Paper (Grades 1-12)

The WIDA Paper Screener can be purchased online at the [WIDA Store](https://www.wceps.org/store/wida/)[[6]](#footnote-7). The training course is available online through the [WIDA Secure Portal](https://wida.wisc.edu/login).

#### WIDA Screener - Online (Grades 1-12)

The WIDA **Online** Screener can be downloaded for free through the [WIDA Assessment Management System (AMS)](https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA)[[7]](#footnote-8). The training course is available through the [WIDA secure portal](https://www.wida.us/client/screener/online/index.aspx). Test Administrators must have an account to access the WIDA Secure Portal. The technology required to administer the online screener is the same as that for ACCESS for ELLs. For more information, visit the [WIDA Screener webpage](https://wida.wisc.edu/assess/screener)[[8]](#footnote-9).

#### WIDA MODEL (Grades K-12):

WIDA MODEL™ kits can be ordered online at the [WIDA Store](https://www.wceps.org/store/wida/). The Test Administration Manual, Training CD-ROM, and DVD are provided in all kits. The Test Administration Manual contains all information needed to administer and score the test. The CD-ROM includes PowerPoint presentations about administering and scoring the test which may be used by local trainers to train other test administrators on MODEL. The DVD provides test administration training guidance as well as footage of administering the tests to students.

Please note that all individuals administering screeners must ***annually*** complete the relevant screener training(s), ***prior*** to screening***.***

See the charts on [page 7](#_For_EL_identification) for timing of administration of the screener assessments, cut-off scores used to determine whether a student is identified as an EL student. The flowcharts in [Appendix D](#AppendixD) of this Guidance provide a visual representation of the identification process.

### Screener Selection (MAJOR CHANGES)

Beginning in school year 2023-2024, Alaska is adopting WIDA’s recommendations for selecting which approved screener to administer to a potential EL. Previously, districts/schools were required to administer the screener at the student’s current grade level. Starting in SY 23/24, however, screener selection will be based on the semester during which a student is screened. The approved screeners are divided into various grade-level cluster forms (KG, 1,2-3, 4-5, 6-8, and 9-12). For potential ELs in the first semester of the first year in a grade-level cluster, the previous grade-level cluster form should be used. For potential ELs screened during the second semester, the current grade-level cluster form should be used. Example: Students in the first semester of sixth grade should take the 4–5 grade-level cluster form. Students in the second semester of grade 6 should be administered the grade-level cluster form 6-8. See the table below for guidance on which grade-level cluster screener form to administer.

For potential ELs in the first semester of the first year in a grade-level cluster, the previous grade-level cluster form should be used.
This means that during the first semester of the follow grades, students should be given the previous grade-level cluster screener form:
 Grade 1, Grade 2, Grade 4, Grade 6, Grade 9.
Students in the second semester should be given the grade-level cluster form that matches their current grade.

Students in kindergarten should be administered the WIDA Screener for Kindergarten or the WIDA MODEL for Kindergarten according to the guidance in the Identification – Kindergarten section.

### A Note on Preschool

Currently, Alaska does not have a process to identify ELs in preschool. Due to the lack of an approved screener for younger children, the earliest a child may be identified as an EL is when they enter kindergarten. Districts are encouraged to administer the HLS to incoming preschoolers to help determine *potential* ELs who may need screening upon entering kindergarten and additional English language support prior to KG. Though none are approved by DEED for formal EL identification, there are pre-K English language proficiency screeners available that districts may use to help determine if English language acquisition services are needed for potential ELs in preschool. If a district decides to use one of these, DEED does not recognize the results of any pre-K screeners and students should not be reported as English learners. Use of these tools are for internal district use only and districts would be required to re-screen potential pre-K ELs upon entering kindergarten to be formally identified as ELs. As Alaska is a member of the WIDA Consortium, Alaska educators have access to WIDA’s [Teaching in PreK-3 webpage](https://wida.wisc.edu/teach/early)[[9]](#footnote-10), which contains a variety of resources related to teaching potential English learners younger than kindergarten.

## Identification – Kindergarten

Entering kindergarten students would not yet be expected to be proficient on the reading and writing domains of the screener assessments. If the student is clearly not proficient on the listening and speaking domains of the WIDA Screener for Kindergarten, or MODEL, then that student is immediately identified as an EL, is eligible for services, and will take the Kindergarten ACCESS for ELLs in the spring. If the student is proficient on listening and speaking in the fall, then the student is not identified as an EL *at that time*. Subsequently, after March 31, the district must choose one of the following options for each of these students:

a) rescreen the student **with all four domains** of either the WIDA Screener for Kindergarten, or the WIDA MODEL, or

b) the teacher completes a Language Observation Checklist (LOC-A) in all four domains that is then kept in the student’s file. If there are five or more “No” answers at this time, the student should be formally rescreened with all four domains on either the WIDA Screener for Kindergarten, or the WIDA MODEL.

If the student is proficient on all four domains, that student is not identified as an EL. If the student is not proficient on the WIDA Screener for Kindergarten or WIDA MODEL, then the student is identified as an EL and is eligible for language support services (see chart below). The student is coded as L1 for the kindergarten year, and as LP in 1st grade. The student will take ACCESS for ELLs for the first time in the spring of 1st grade.

### For EL identification of entering *kindergarten* students (MAJOR CHANGES):

\*L = Listening, S = Speaking, R = Reading, W = Writing

| **Time of Entry in School Year** | **Domains Given\***  **(L, S, R, W)** | **MODEL or WIDA Screener Score** | **Identified as EL?** | **Administer ACCESS for ELLs in current school year?** |
| --- | --- | --- | --- | --- |
| Before March 1 | L & S (at time of entry) | Oral Composite < 5 | YES | YES |
| Before March 1 | L & S (at time of entry) | Oral Composite >= 5 | NO (not at this time) | NO |
| Before March 1 | All domains (given after March 31) | Overall Composite < 5 | YES | NO (wait until next school year) |
| Before March 1 | All domains (given after March 31) | Overall Composite >= 5 | NO | NO |
| March 1 or after | All domains | Overall Composite < 5 | YES | NO (wait until next school year) |
| March 1 or after | All domains | Overall Composite >= 5 | NO | NO |

## Identification – Grades 1-12

### For EL identification of entering students in *grades 1-12*:

\*L = Listening, S = Speaking, R = Reading, W = Writing

| **Time of Entry in School Year** | **Screener** | **Domains Given\***  **(L, S, R, W)** | **Score** | **Identified as EL?** | **Administer ACCESS for ELLs in current school year?** |
| --- | --- | --- | --- | --- | --- |
| Before March 1 | WIDA Screener, or MODEL | All domains | Overall Composite < 5 | YES | YES |
| Before March 1 | WIDA Screener, or MODEL | All domains | Overall Composite ≥ 5 | NO | NO |
| March 1 or after | WIDA Screener, or MODEL | All domains | Overall Composite < 5 | YES | NO  (wait until next school year) |
| March 1 or after | WIDA Screener, or MODEL | All domains | Overall Composite ≥ 5 | NO | NO |

## Parental Notification

Title Irequires that every district that uses funds under either Title I or Title III for services to ELs must provide a parent with notification that outlines their child’s identification as an EL and placement in a Language Instruction Educational Program (LIEP).

**Templates:**

[Initial Parent Notification Template](https://education.alaska.gov/ESEA/TitleIII-A/docs/Initial-Parent-Notification.docx)[[10]](#footnote-11)

[Continuing Parent Notification Template](https://education.alaska.gov/ESEA/TitleIII-A/docs/Continuing-Parent-Notification.docx)[[11]](#footnote-12)

Templates are available, but districts may create their own letters so long as they meet all of the requirements detailed below.

Districts are required to provide the following notifications to parents of ELs[[12]](#footnote-13)*.* Parents must be *annually* notified within 30 days of the start of the school year that their student has been identified as an EL. If a student enrolls after the start of the school year, the notification must be within two weeks after placement in an EL program. The notification must include:

* the reasons for identification;
  + the level of English proficiency, how it was assessed, and the status of the child’s academic achievement;
  + the methods of instruction to be used in the English language acquisition program;
  + how the program will meet the educational strengths and needs of the child;
  + how the program will help their child learn English and meet academic achievement standards for grade promotion and graduation;
  + the exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners, and the expected rate of graduation from secondary school;
  + in the case of a child with a disability, how the program meets the objectives of the IEP of the child;
  + information about their parental rights to withdraw their child from the program, to decline to have their child enrolled in the program or to choose another program or method if available, and information to assist parents in selecting among various programs if more than one is available.

The U.S. Department of Education has published an [English Learner Family Toolkit](https://ncela.ed.gov/sites/default/files/legacy/files/family_toolkit/EL-Family-Tool-Kit-All.pdf)[[13]](#footnote-14) to provide families of ELs information about their rights. This resource may be helpful for EL families in your district, and may also be helpful to district and school staff as well.

## Serving Identified ELs

Districts with identified ELs have a variety of civil rights and legal obligations related to ensuring that EL students have meaningful participation in educational programs. The following sections are based on the U.S. Department of Justice and the U.S. Department of Education’s joint [English Learner Factsheet](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf)[[14]](#footnote-15), which is a summary of their more detailed [English Learner Dear Colleague Letter](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf)[[15]](#footnote-16). For more information, districts and schools are encouraged to consult those sources directly. The U.S. Dept. of Education has also published an [English Learner Toolkit](https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf)[[16]](#footnote-17) that provides an in-depth look at the various legal requirements around ELs.

### Providing an English Learner Program

Districts are required to provide language assistance services to ELs to help them become proficient in English and to participate meaningfully and equally in the standard instructional program. These English learner programs are called Language Instruction Educational Programs (LIEPs). There are a variety of LIEPs that districts may choose from. While DEED does not dictate which program(s)/model(s) a district uses, the LIEP must be educationally sound in theory and effective in practice. Descriptions of acceptable program models can be found in [Appendix B](#AppendixB).

Part of providing ELs with an effective LIEP is ensuring adequate resources and personnel to implement that program. Districts are required to provide sufficient resources/materials and qualified staff and administrators to implement their chosen EL program(s). While Alaska does not require specific credentials for teachers of ELs, any staff implementing the district’s EL program(s) must be provided with adequate training to effectively implement that program(s). ELs are also entitled to an equal opportunity to participate in all district programs, such as preschool, CTE, arts, athletics, clubs, etc.

When implementing its EL program(s), districts must ensure that ELs are not unnecessarily segregated. Even though a selected LIEP may require that ELs receive separate instruction for portions of the school day or school year, districts must carry out their EL program in the least segregative manner possible.

EL students with disabilities are entitled to both language assistance and disability-/special education-related services. When designing IEPs for EL students with disabilities, it is important that individuals/staff knowledgeable about their language needs are included. Districts must ensure that steps are taken to prevent ELs from being mistakenly identified as students with disabilities because of their limited English proficiency, such as evaluating ELs for special education services based on the student’s needs and language needs.

Since effective parent and family engagement is crucial to students’ education, districts must also ensure that they are providing meaningful communication to parents of ELs and parents with limited English proficiency (LEP). These parents must be provided adequate notice of information about any program, service, or activity provided to non-LEP parents in a language they can understand. This may involve providing translated materials and/or language interpretation. More information about the rights of LEP parents can be found in this [LEP Parent Factsheet](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf)[[17]](#footnote-18).

To ensure that a given LIEP is enabling ELs to attain English proficiency and meaningful participation in the district’s standard educational program, EL programs need to be regularly monitored and evaluated for effectiveness using accurate data in a comprehensive, reliable way. Evaluations must compare the academic performance of current and former ELs with their never-EL peers. If the evaluation of an EL program reveals that it is not meeting the needs of EL students, that program must be modified in a timely manner.

## Parental Refusal of EL Services

Although parents have the right to remove their child from all, or specific EL programs, under Title VI and the Equal Educational Opportunities Act (EEOA), a parent’s decision to opt out of a program for ELs must be knowing and voluntary, and an LEA may not recommend that parents decline all or some services within a program for ELs for any reason[[18]](#footnote-19).

Note, however, that if an EL is not participating in the LIEP, the LEA still has the obligation under Title VI and EEOA to take “affirmative steps” and “appropriate action” to provide the student with access to its educational programs. The English language and other academic needs of such an English learner must still be met.

In addition, the ESEA requires that the LEA still must assess all identified ELs using the annual English language proficiency assessment, including those students whose parents have declined to enroll them in, or had them removed from, LIEPs. All ELs enrolled in schools served by the State must be assessed annually using the State’s English language proficiency assessment. (ESEA Section 1111(b)(2)(G)). State or district assessment policies, if they include a right to opt a child out of assessments, do not override or diminish the LEA’s obligation to assess 100 percent of ELs using the annual English language proficiency assessment. Parental refusal of annual ELP assessment must be documented on the Summer OASIS data collection and ***does not*** absolve a district of the responsibility to test an English learner.

## ELD Standards

Alaska has adopted the [2020 Edition of the WIDA English Language Development (ELD) Standards](https://wida.wisc.edu/resources/wida-english-language-development-standards-framework-2020-edition), whose purpose is to guide teachers in instruction that will assist ELs in gaining proficiency in English. As districts implement their EL programs and provide services to their EL students, they should do so with a focus on ensuring alignment to these standards. Educators should be aligning their lessons to target these standards during instruction, so that EL students can attain high levels of English proficiency and academic achievement.

The following resources can help districts, schools, and educators implement these ELD standards:

* + [WIDA’s ELD Standards Framework Implementation Guide](https://wida.wisc.edu/sites/default/files/resource/Implementation-Guide-WIDA-ELD-Standards-Framework.pdf) -wida.wisc.edu/sites/default/files/resource/Implementation-Guide-WIDA-ELD-Standards-Framework.pdf
    1. This guide was designed specifically for classroom teachers, instructional leaders, and others working with ELs to support them in implementing WIDA’s ELD standards.
    2. WIDA has also developed an accompanying [Administrator Supplement](https://wida.wisc.edu/sites/default/files/resource/Administrator-Supplement-WIDA-ELD-Standards-Framework-Implementation-Guide.pdf) designed to support school/district administrators.
    3. Accessing these resources may require a WIDA Secure Portal account. Accounts are available for free to **all** Alaska’s educators (teachers, paraprofessionals, administrators, etc.). Contact [help@wida.us](mailto:help@wida.us) to set up an account.
  + [WIDA’s Standards in Action webpage](https://wida.wisc.edu/teach/standards/in-action) - wida.wisc.edu/teach/standards/in-action
  + [WIDA’s ELD Standards Framework webpage](https://wida.wisc.edu/teach/standards/eld) - wida.wisc.edu/teach/standards/eld
  + [WIDA’s Resource Library](https://wida.wisc.edu/resources?keys=&field_category%5B2%5D=2&page=0) (select Topic Filter: Standards and Instructional Practices) - wida.wisc.edu/resources?keys=&field\_category%5B2%5D=2&page=0
  + [WIDA’s ELD Standards Framework Professional Development webpage](https://wida.wisc.edu/grow/standards) - wida.wisc.edu/grow/standards
    1. The [eLearning workshops](https://portal.wida.us/course/detail/WIDA-ELD-Standards-Framework?_gl=1*1uznh3h*_ga*MjQyMDE3OTMxLjE2NDU3NDU1MjM.*_ga_7L7GD9N0RW*MTY4NzM4NzIzNi4xMjguMS4xNjg3MzkyNzgzLjAuMC4w) and [Webinars](https://wida.wisc.edu/resources?keys=&field_category%5B10%5D=10&field_type_target_id%5B274%5D=274) here require a WIDA Secure Portal account. Accounts are available for free to **all** Alaska’s educators (teachers, paraprofessionals, administrators, etc.). Contact [help@wida.us](mailto:help@wida.us) to set up an account.
  + [DEED’s English Language Proficiency Standards webpage](https://education.alaska.gov/standards/english-language-proficiency) - education.alaska.gov/standards/english-language-proficiency.

# Assessment

**WIDA**

Alaska is a member of the WIDA Consortium. The WIDA Consortium is a non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of the Every Student Succeeds Act (ESSA) and promote educational equity for multilingual learners. WIDA formerly stood for “World-Class Instructional Design and Assessment”. WIDA stopped using its acronym definition because it no longer adequately described its mission. WIDA Client Services can be reached by phone at (866)-276-7735, or by email at [help@wida.us](mailto:help@wida.us).

## ACCESS for ELLs®

Once a student is identified as an EL, that student is required to be assessed on the ELP assessment, ACCESS for ELLs, in all four domains of listening, speaking, reading, and writing, each year until the student meets the exit criteria. Students whose parents have refused language support services for the student must also assess. English learners in grades 1-12 take ACCESS for ELLs. ACCESS for ELLs can be administered in a paper or online format. English learners in kindergarten take the Kindergarten ACCESS for ELLs. More information about the ACCESS suite of assessments can be obtained through the [WIDA website](http://www.wida.wisc.edu/)[[19]](#footnote-20).

### Test Window

ACCESS for ELLs must be administered to all identified ELs at any point within the **test administration window of February 1 – March 31[[20]](#footnote-21)** of each year. Districts may choose the most appropriate time for test administration but should plan to administer the test early enough during the test window to test all ELs and to return any paper tests for scoring in a timely fashion. Scheduling should also consider make-up dates for students absent during portions of the testing and EL students entering the district during March. All ELs who are already identified as such and transfer into a district from another district in Alaska during the test window must be given ACCESS for ELLs unless the district has confirmation that the sending district has already administered all domains of the assessment.  
  
All potential ELs entering school before March 1 must be assessed with the screening tool for identification and placement and, if identified as EL, must take ACCESS for ELLs during the test window. Potential ELs who enter school on March 1 or after must be assessed with a screening tool for identification within 30 days of entering school but are not required to take ACCESS for ELLs during the current school year. *ACCESS for ELLs may NOT be used as a screening tool for identification*.

### How to Order

District Test Coordinators or designated staff should order materials through [WIDA AMS](https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA)[[21]](#footnote-22), which is Data Recognition Corporation’s (DRC) online administrative interface. DRC creates WIDA AMS accounts for Test Coordinators based on information provided by each member state. Test Coordinators then create WIDA AMS accounts for Technology Coordinators (if applicable) and Test Administrators and designate permissions for those roles. For more information about User Management within WIDA AMS and how to add users, please refer to the [WIDA AMS User Guide](https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=c58135f0-1722-40db-b1db-ee7685e9ac5e)[[22]](#footnote-23). In the fall, DEED submits a file to DRC of all identified ELs in Alaska based on district designation in the Fall OASIS data collection. Any student identified as an EL in Fall OASIS will be included in the district’s pre-ID labels. Material orders must be based on the number and grade level of ELs submitted to the state in the Fall OASIS file. Students identified as EL in the Fall OASIS file will have a Pre-ID label sent to the district. Districts may also order additional test materials in WIDA AMS, if needed.

Training  
Test Administrators are required to re-certify annually for each assessment that the Test Administrator will administer: ACCESS Paper, ACCESS Online, ACCESS Kindergarten, and Alternate ACCESS. All Test Administrators must complete certification training *prior* to administering the assessment by completing the appropriate modules and passing all corresponding quizzes with a score of at least 80%. For Test Administrators who will be administering ACCESS Paper, successful completion of the Speaking portion of the ACCESS for ELLs Paper-Based training module is required. Test Administrators must pass the appropriate grade band (1-5 OR 6-12) Speaking quiz with an 80% or higher. Training for district personnel is available through the [WIDA Secure Portal](https://wida.wisc.edu/login). Test Administrators must have a WIDA account to complete the training. Contact your district ELP test coordinator or District Test Coordinator to set up an account. Districts can also choose to administer training to all Test Administrators in their district at once. Resources for facilitator-led training can be found on the [WIDA website](http://www.wida.wisc.edu/).

### Scores

District Test Coordinators and other designated staff will use [WIDA AMS](https://www.drcedirect.com/all/eca-portal-ui/welcome/WIDA), provided by DRC, to perform several pre- and post-test functions. Designated staff use the online portal to access student, school, and district-level score reports when they become available each year. For information on how to access these reports, please refer to the [WIDA AMS User Guide](https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=c58135f0-1722-40db-b1db-ee7685e9ac5e). Hard copies of individual student reports are also shipped to district offices.

Alternate ACCESS[[23]](#footnote-24)Alternate ACCESS is an assessment of English language proficiency (ELP) that is available for students in grades 1-12 who are classified as ELs and have significant cognitive disabilities[[24]](#footnote-25) that prevent their meaningful participation in the ACCESS for ELLs assessment. The ESEA, as amended by ESSA, requires that all students identified as an EL be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). WIDA created the Alternate ACCESS to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. WIDA released an updated version of this assessment for the SY23/24 school year.

For Alaska-specific requirements for participation in the Alternate ACCESS, use the *Alternate ACCESS Participation Criteria Checklist* in [Appendix F](#AppendixF) of this document. For more information and training on test administration, visit the [WIDA Alternate ACCESS for ELLs webpage](https://wida.wisc.edu/assess/alt-access)[[25]](#footnote-26).

To qualify to participate in the Alternate ACCESS, a student in grades 3-9 must be participating in the Alternate Assessment (DLM). An English learner will not qualify to exit EL status when taking the Alternate ACCESS as it does not address the performance at levels to reach proficiency.

## State Assessments[[26]](#footnote-27)

All students identified as English learners must participate in all applicable assessments included in the Alaska Statewide Student Assessment System. The Statewide Student Assessment System consists of the following assessments:

* Content assessments in English language arts (ELA) and math (grades 3-9), and science (grades 5, 8, and 10);
* Dynamic Learning Maps (**DLM**) Alternate Assessment for students with significant cognitive disabilities – ELA and math (grades 3-9), and science (grades 5, 8, and 10);
* English Language Proficiency Assessment (**ELP**) – ACCESS for ELLs for English Learners in grades 1-12, Kindergarten ACCESS for kindergarten, and Alternate ACCESS for ELLs for students in grades 1-12 with significant cognitive disabilities;
* Alaska Developmental Profile (**ADP**) - kindergarten students;
* National Assessment of Education Progress (**NAEP**) - grades 4 and 8 and sometimes 12 (biennial assessment, select schools only).

The state content assessment for ELA may not be used in place of the annual English language proficiency test. See [Appendix A](#AppendixA) for Participation Regulation 4 AAC 06.820 (f) regarding recently arrived ELs (RAELs). Assessing RAELs is addressed below, with more detail in the [*Test Coordinator Manual*](https://education.alaska.gov/assessments/akstar/AK_STAR_Test_Coordinator_Manual_Spring_2022.pdf)*[[27]](#footnote-28)*. The most recent edition of this manual can be found on DEED’s [Test Administration webpage](https://education.alaska.gov/assessments/akstar/test-administration)[[28]](#footnote-29).

## State Assessments - Accommodations

Per Alaska State regulation[[29]](#footnote-30), ELs must be provided reasonable EL accommodations on state academic assessments, to the extent practicable. EL accommodations are allowed for ELs when testing for academic content knowledge and skills**, but not when testing for English language proficiency.**

* For guidance regarding state-approved accommodations, refer to the most recent edition of the [Participation Guidelines for Inclusion of Alaska Students in State Assessments](https://education.alaska.gov/TLS/Assessments/accommodations/ParticipationGuidelines.pdf)[[30]](#footnote-31).
* For detailed instructions on the selection, administration, and evaluation of EL accommodations, refer to the [Handbook for the Participation Guidelines](https://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx)[[31]](#footnote-32).

ELs with disabilities may receive some accommodations on the ACCESS for ELLs assessment. Accommodations are appropriate when the standard test presentation, timing, or response format prevents a student from accessing or responding to the test items because of a physical, emotional, cognitive, or learning disability, thus denying the student the ability to demonstrate what he or she can do in English as measured by the ELP assessment. Accommodation decisions should be made by the student’s IEP and/or 504 team and documented within the student-specific plans.

## State Assessments – Recently Arrived English Learners (RAELs)

RAELs are defined as students who qualify as English learners, and who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months (cumulative months, including summer months). It is important to note that, per Alaska regulation 4 AAC 06.820(f), RAELs ***must*** be excluded from one administration of the state English language arts standards-based assessment. RAELs are still required to take the state approved ELP assessment (ACCESS for ELLs). Districts should have procedures in place to track RAELs to ensure assessments are administered appropriately.

Exit Requirements

To be considered proficient and be exited (removed) from EL status, an EL must have met the following

criteria:

As a result of testing on ACCESS for ELLs (on Tier B or Tier C for a student in grades 1-12; no tier

designation for kindergarten) a student has:

* + - 1. an overall composite proficiency score of 4.5 or higher.

A district shall monitor the academic progress of each student who had been identified as an EL for four years after the pupil is no longer identified as an English Learner. *Students in monitoring status do not take ACCESS for ELLs.*

### Alternate Scoring

Alaska established alternate scoring procedures to calculate an overall composite proficiency level (CPL) for ELs with a disability that precludes their assessment in one or more domain on ACCESS forELLs. In determining which student situation might be eligible for alternate scoring, administrators and teachers must determine that:

The student has a documented disability or impairment (IEP or 504 plan) applicable to the domain(s);

Even with available accommodations, the student cannot engage with (access) the domain; and

The 504 plan or IEP team, in consultation with the educator(s) supporting student’s English language development, have established a need for a domain exemption.

It is essential that the team include participants who have the requisite knowledge of the child’s English language development needs. The determination to exempt a domain must be documented and approval for alternate scoring must be obtained from DEED. For more information on Alternate Scoring, see the [Alternate Scoring Process Guide](https://education.alaska.gov/assessments/elp/Alternate%20Scoring%20Process%20Guide.pdf)[[32]](#footnote-33).

Monitoring Former ELs

Former ELs (codes M1, M2, M3 and M4) are those who have met the exit requirements. Former ELs should

no longer take the annual ELP assessment. The academic progress of former ELs should be monitored for four years using the state content assessments in ELA and math (for students in grades 3-9), science (for students in grades 5, 8, and 10), as well as district–determined local criteria. Students in grades K, 1, 2, 10, 11, and 12 should be monitored for academic progress in reading/language arts and math according to local criteria as determined by the district. ELs shall be coded as LT in the Summer OASIS data collection during the school year in which the student met exit criteria. They shall be coded as M1, a former EL, on each the Fall OASIS Data Collection, the Participation Rate Data Collection, and the Summer OASIS Data Collection of the next school year.

## Re-Identification

If a former EL exhibits academic difficulties attributed to a “persistent language barrier”, the first step is to ensure the student is receiving any instructional supports the student is legally entitled to. A decision to reclassify could entail providing evidence[[33]](#footnote-34) that the student’s difficulties in English reading, writing, speaking, and comprehension may deny the student the:

* + Ability to meet State’s challenging academic standards;
  + Ability to successfully achieve in classrooms where the language of instruction is English; and
  + Opportunity to participate fully in society (as defined in federal law[[34]](#footnote-35)).

Re-identification should be determined through a comprehensive evaluation of all data available after a minimum of one semester of exit from EL status. The school-based team working with a struggling former EL should review academic performance on classroom assignments, state academic achievement assessment results, as well as written observations and recommendations documented by the student’s classroom teachers. If the school-based team determines the student requires language support due to a lack of English language proficiency, the district EL coordinator must provide parental notification. The district then administers the WIDA MODEL (preferred for reclassification information) or the WIDA Screener, to determine the student’s current English language proficiency and necessity for re-identification. Eligibility score requirements are consistent with initial identification noted in [the Identification section](#_Identification) of this guide. The parental notification must give the parent(s) the option to decline EL program services.

# Data Reporting

## OASIS Data Collection Fields

### English Learner Status

Districts must report the EL status (L1, LP, LT, M1, M2, M3 or M4) of each current or former EL student on the Participation Rate file (LT cannot be used) and in the Fall OASIS (LT cannot be used) and Summer OASIS Student Level Data Collections.

### English Learner Language Type

Districts must report the native language of identified EL students in the Fall and Summer OASIS Data Collections. Native language may also be referred to as the primary, first, or home language of a student whose native language is not English or whose language of influence is not English. Note that languages are different than ethnicities; for instance, “Hispanic” is not a valid language.

### ELP Not Assessed Reason

Districts must report the ‘not assessed’ reason on the Summer OASIS Data Collection, for each student who did not attempt the annual ELP assessment during the test window of February 1 through March 31. Entering a value in this field does not absolve a district of the responsibility to test an English learner.

### Recently Arrived English Learner (RAEL)

Districts must report whether or not ELs in grades 3-10 are also considered to be a RAEL (Y or N) in the Participation Rate file. ELs in other grades must have this data element left blank. To qualify as a RAEL, a student must qualify as an English learner under 4 AAC 34.090(2) and have been enrolled in a school in the United States or the District of Columbia for less than 12 months. (cumulative months, including the summer months).

Immigrant Children and Youth

The term “immigrant children and youth”[[35]](#footnote-36) means individuals who:

1. are aged 3 through 21;

2. were not born in any state (including the District of Columbia or Puerto Rico); and,

3. have not been attending one or more schools in any one or more states for more than three full academic years.

#### Immigrant Student

Districts must report a student’s immigrant status in the Summer OASIS Data Collection. **An immigrant student may or may not be an English learner**. It is important to note that a student is no longer considered an immigrant student after attending schools in the US for three full academic years.

#### Immigrant Student – First U.S. School Entry Date

If known, districts must report the first US school entry date for immigrant students in the Summer OASIS Data Collection. If student records indicate that the student was enrolled in a school in another state (including the District of Columbia or Puerto Rico) or in another school district in Alaska, the district must report the month and year of initial entry into that school. Otherwise, report the first date of entry into a school in the current district.

See [Appendix C](#AppendixC) for EL student data codes. More detailed information about these data elements can be found in each data collection’s handbook, which are available via DEED’s [Forms page](https://education.alaska.gov/forms).

Foreign Exchange StudentsMost foreign exchange students are present in the school for up to one school year and many already have enough command of the English language to benefit from regular classroom instruction. **Districts must treat foreign exchange students as they would any other student regarding English learner identification.** A Home Language Survey should be administered to determine if screening is necessary. If a foreign exchange student is identified as an EL, then he or she would be required to participate in the annual ELP assessment. Generally, if a district reports a foreign exchange student, that student is eligible for all the rights and privileges as other students and must meet all the requirements.

## Plan of Service

Each school district that enrolls ELs is responsible under federal law for providing a language assistance program to develop the students' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each district with a school that is attended by at least eight (8) ELs shall file a *Plan of Service for English Learners[[36]](#footnote-37)*. The [*Plan of Service for English Learners*](https://education.alaska.gov/ESEA/TitleI-A/docs/EL_Plan_of_Service_GMS.docx)*[[37]](#footnote-38)* can be found on the [DEED English Learner Education and Title III-A page](https://education.alaska.gov/esea/TitleIII-A)[[38]](#footnote-39). The *Plan of Service for English Learners* is considered as part of the ESEA Consolidated Federal Programs Application.

## English Learner District Procedures

Each school district that enrolls ELs is responsible under federal law for providing a language assistance program to develop the students' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. DEED has created an [English Learner District Procedures template](https://education.alaska.gov/ESEA/TitleI-A/docs/FINAL%20Procedure%20template.docx)[[39]](#footnote-40) that districts may use to demonstrate compliance with this requirement as well as to document the district’s policies regarding English learners. This document should contain enough detail so that someone with no knowledge of the district’s EL procedures would be able to gain a competent understanding of them by reading it. Even districts without identified ELs currently enrolled should have written procedures in place, as these detail the district’s identification process and ensure the district is prepared in the event that they do enroll an EL. Written procedures are considered as part of DEED’s ESEA monitoring process.

Resources  
Additional websites and resources that may be helpful are listed below:

* + [DEED, English Language Proficiency webpage](https://education.alaska.gov/assessments/elp) – education.alaska.gov/assessments/elp
  + [DEED, ESEA Title III, Part A](https://education.alaska.gov/ESEA/TitleIII-A/)  - education.alaska.gov/ESEA/TitleIII-A
  + [US Department of Education, Office of English Language Acquisition (OELA)](https://www2.ed.gov/about/offices/list/oela/index.html) - ed.gov/about/offices/list/oela/index.html
  + [National Clearinghouse for English Language Acquisition (NCELA)](http://www.ncela.ed.gov) - ncela.ed.gov
  + [WIDA](http://wida.wisc.edu/) - wida.wisc.edu
  + [Council of Chief State School Officers](http://ccsso.org/) - ccsso.org
  + [English Learner Fact Sheet (US DOJ and US ED)](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf) - ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf
  + [English Learner Dear Colleague Letter (US DOJ and US ED)](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf) - ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf
  + [English Learner Toolkit (US ED)](https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf) - ncela.ed.gov/sites/default/files/legacy/files/english\_learner\_toolkit/OELA\_2017\_ELsToolkit\_508C.pdf
  + [Limited English Proficient Parents Fact Sheet (US DOJ and US ED)](https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf) -ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf
  + [Title III-A Non-Regulatory Guidance](https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf) - ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf
  + [Newcomer Toolkit](https://ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508_OELA.pdf) - ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508\_OELA.pdf
  + [English Learner Family Toolkit](https://ncela.ed.gov/educator-support/toolkits/family-toolkit) - ncela.ed.gov/educator-support/toolkits/family-toolkit

APPENDIX A - Statutes and Regulations relating to English Learners

**Definition of English Learner   
[Alaska Regulation 4 AAC 34.090(a)(2)]**

"English learner" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) a Native American, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficiently enough to deny the individual the

(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, mathematics, and science under 4 AAC 06.737;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

**Identification Assessment Required for English Learners   
[Alaska regulation 4 AAC 34.055(a)]**

Each school district that enrolls English learners shall administer a state-approved assessment for identification of English language proficiency to all students who may be English learners but have not been identified as English learners. The district is responsible for taking appropriate steps to develop English learners' English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards.

**Recently Arrived English Learners (RAELs) Excluded from State Content Assessments**

**[Alaska regulation 4 AAC 06.820(f)]**

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as an English learner under 4 AAC 34.090(2), and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months, the district shall exclude

(1) the English learner who is recently arrived under this subsection from one administration of the state standards-based assessment in English language arts; and

(2) the English learner’s results on any state standards-based assessment under 4 AAC 06.737 or an English language proficiency assessment under 4 AAC 34.055(c) for the first year of the English learner’s enrollment in the school for the purposes of the school and district accountability system under 4 AAC 06.800 - 4 AAC 06.899

**Transfer of Student Records   
[Excerpt from the** [**Student Data Reporting Manual[[40]](#footnote-41)**](http://education.alaska.gov/schoolfinance/docs/studentdatareportingmanual.docx)**, adopted by reference in regulation 4 AAC 06.120(a)(4)]**

Within 14 days after enrolling a child as a transfer student in an elementary or secondary school, the school or school district shall request directly from the child's previous school a certified copy of the child's record. An Alaska elementary or secondary school or a school district in this state requested to forward a copy of a transferring child's record to another school shall comply with the request within 10 days after receiving the request unless the record has been flagged by the Department of Public Safety due to a child’s disappearance.

**Student Records   
[Alaska Regulation 4 AAC 07.060]**

1. Each district shall maintain for each student a cumulative record consisting, at a minimum, of the following:
   * + 1. subjects student has taken;
       2. grades earned and an explanation of the grading system used;
       3. units of credit earned;
       4. attendance records;
       5. scores student has recorded on standard tests taken;
       6. records of required immunizations and physical examinations and other health-related matters required by state law or district policy or bylaws; and

(7) beginning August 31, 2002, a unique 10-digit individual student identification number issued by the department; the student identification number must appear in each electronic record containing student-level information that is reported to the department; the student identification number must appear on each student examination booklet administered under 4 AAC 06.712, 4 AAC 06.737 and 4 AAC 06.755.

1. All district policies and practices with respect to student records must conform to current and appropriate state and federal laws and regulations.

APPENDIX B – Language Instruction Education Program (LIEP) Types

The definitions below are from the [National Clearinghouse of English Language Acquisition website](http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf) at ncela.gwu.edu/files/uploads/5/Language\_Instruction\_Educational\_Programs.pdf.L1 represents the student’s home or primary language of influence. L2 represents the language the student is trying to learn, or English. If your district uses a program other than one listed below, in your written procedures provide a description of the program and include information indicating how research shows that it is proven to be effective for English learners.

## **Sheltered English Instruction**

The goal is increasing proficiency in English while learning content in an all-English classroom instructional setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students’ proficiency in English, and is supported by visual aids and L1 support as available.

## **Sheltered Instruction Observational Protocol (SIOP)**

is a fully developed prototype of this program. Sheltered English instruction is not in itself a complete language acquisition program, and should be used in conjunction with specific language acquisition support for English learners.

**Structured English immersion (SEI)**

The goal is fluency in English, usually serving only English language learners in the classroom. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers should have some receptive skills in the students’ home language(s) and generally use sheltered instructional techniques.

**Specially Designed Academic Instruction in English (SDAIE)**

A specific prototype of Sheltered English Instruction (see above).

**Content-Based English as a Second Language (ESL) Program (or Push-in ESL)**

The goal is fluency in English. Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

**Pull-Out English as a Second Language (ESL) or English Language Development (ELD)**

The goal is to develop fluency in English. ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There typically is no support for students’ home languages.

**Two-Way Immersion Program or Two-Way Bilingual Program**

The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called **dual language program**. Includes students from L2 background and students with L1 background. Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language. Students typically stay in the program throughout elementary school.

**Heritage Language Program or Indigenous Language Program**

The goal is literacy in two languages. Content taught in both languages, by teachers fluent in both languages. Typically targets non-English speakers with weak literacy skills in L1 Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.

## **Developmental Bilingual Program**

This program is also known as Late exit transitional program, or Maintenance bilingual education program. The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called dual language programs. Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers. The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.

**Transitional Bilingual Program**

This program is also known as Early exit bilingual program or Early exit transitional program.The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in L1, but rapidly moves to English (L2). Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

APPENDIX C - OASIS Student Data Codes

# English Learner Status

|  |  |
| --- | --- |
| Code | Description |
| L1 | First year of identification as an English Learner. Student meets definition of an English Learner and has scored at some point below the proficient level on a state-approved identification assessment of English language proficiency. |
| LP | Student is a continuing English learner who has been identified as English learner in a previous school year and has not yet scored proficient on the state-approved assessment of English language proficiency. |
| LT\* | English Learner who has scored at the proficient level and met exit criteria based on the annual state-approved assessment of English language proficiency during the reported school year. |
| M1 | First year of monitoring for former English Learner. The student should have had a code of LT at the end of the previous school year in the Summer OASIS data submission. |
| M2 | Second year of monitoring for a former English Learner. Student should have had a code of M1 at the end of the previous school year in the Summer OASIS data submission. |
| M3 | Third year of monitoring for a former English Learner. Student should have had a code of M2 at the end of the previous school year in the Summer OASIS data submission. |
| M4 | Fourth year of monitoring for a former English Learner. Student should have had a code of M3 at the end of the previous school year in the Summer OASIS data submission. |
| X | Not identified or considered to be an English Learner (includes former English Learners who have completed monitoring status). |

\*NOTE: Districts must use the ELP assessment results to determine which students met the exit criteria before submitting Summer OASIS. To meet the exit criteria and be marked as LT, the English Learner must obtain an overall composite proficiency score of 4.5 or higher on Tier B or Tier C of the ACCESS for ELLs. There is no tier designation for kindergarten students.

# English Learner Language Type

|  |  |
| --- | --- |
| Code | Description |
| 31 | Albanian |
| 2 | Aleut (includes Alutiiq, Sugcestun, and Unangan) |
| 4 | Arabic |
| 5 | Athabascan (includes Ahtna, Deg Xinag, Dena’ina, Gwich’in, Han, Holikachuk, Koyukon, Upper Kuskokwim, Tanacross, and Tanana) |
| 7 | Cambodian (includes Central Khmer) |
| 8 | Chinese (includes Cantonese) |
| 41 | French |
| 11 | Filipino (includes Tagalog) |
| 32 | German |
| 33 | Haida |
| 34 | Hawaiian |
| 13 | Hmong |
| 15 | Inupiaq |
| 16 | Japanese |
| 17 | Korean |
| 19 | Laotian |
| 35 | Mein (includes Sino-Tibetan) |
| 20 | Native American (includes indigenous languages of North, South, and Central America except for Alaskan Native languages) |
| 45 | Nilo-Saharan (includes Nuer) |
| 42 | Palauan |
| 43 | Polish |
| 44 | Portuguese |
| 22 | Russian |
| 24 | Samoan |
| 47 | Somali |
| 25 | Spanish |
| 36 | Thai |
| 27 | Tlingit |
| 37 | Tongan |
| 28 | Tsimshian |
| 38 | Ukrainian |
| 46 | Urdu |
| 29 | Vietnamese |
| 6 | Yup’ik (includes Central Yup’ik, Cup’ik, and Siberian Yup’ik) |
| 30 | Other (specify the language type in the Notes field) |
| 99 | Not an English Learner |

# ELP Not Assessed Reason

|  |  |
| --- | --- |
| Code | Description |
| 1 | Transferred to a different school within the district during the test window and missed the dates that the tests were given within the schools of enrollment. |
| 2 | Exited or entered district during the test window and missed the dates that the tests were given in the district. |
| 3 | Absent during the test period and during periods of opportunity for makeup tests. |
| 4 | Parent and/or student refusal to participate. |
| 5 | District did not receive English Learner identification and ELP assessment information from the previous district as part of the student records and was unaware that the student was identified as an English Learner. |
| 6 | Student was misidentified or miscoded as an English Learner, *and the district has conferred with the department about the cause(s) of the misidentification.* |
| 7 | District oversight. |
| 8 | Student enrollment occurred on or after March 1, 2022 and initial English Learner identification occurred after March 1, 2022. |
| 9 | Other reason (a reason must be listed in the notes field). |
| 10 | Kindergarten student was proficient on listening and speaking domains of the screener in the fall but was not proficient when taking all four domains in the spring. Not expected to assess in current year. |

# Recently arrived english learner (RAEL)

|  |  |
| --- | --- |
| Code | Description |
| Y | Yes, this EL student qualifies as a RAEL (grades 3-10). |
| N | No, this EL student does not qualify as a RAEL (grades 3-10). |
| Blank | Leave blank for EL students not in grades 3-10. |

# 

# Immigrant Student

|  |  |
| --- | --- |
| Code | Description |
| Y | Yes, this student was identified as an immigrant student at some time during the current school year. |
| N | No, this student was not identified as an immigrant student at any time during the current school year. |

# Immigrant Student – First U.S. School Entry Date

|  |  |
| --- | --- |
| Format | Description |
| MM/YY or MM/YYYY | Enter the first date of entry into a U.S. school, including the District of Columbia or Puerto Rico. |

APPENDIX D - Flow Charts

**Pre-Screening for Identification of Potential EL (all grades)**

Potential EL   
enrolls

Meet criteria in definition?

Continue with screening for identification & placement to determine if EL

**NOT Identified as EL**

No further assessment is needed.

**Yes**

**Yes**

**No**

**No**

Home Language Survey indicates other language influence?

Upon enrollment, districts follow Alaska’s pre-screening process to identify potential ELs by requesting that all parents complete a Home Language Survey and perhaps having teachers complete the optional Language Observation Checklist (LOC A). These forms are available on the [DEED Title III-A English Learner webpage](https://education.alaska.gov/ESEA/TitleIII-A/). Those who meet the definition stated in 4 AAC 34.090(2) should continue with screening for formal identification and placement. Districts are encouraged to follow up with families if a language other than English is indicated on the HLS before advancing to screening.

Only students who have been found in the pre-screening process to have a language influence that limits their English language proficiency **and** who meet the other criteria in the definition of an EL must take the WIDA Screener for Kindergarten, WIDA Screener, or MODEL to formally determine if their ability to speak, listen, read and write English is not sufficient to achieve in English speaking classrooms. See specific grade level and screener flow charts for a visual representation of the minimum criteria to be considered proficient in English or to be identified as EL.

Alaska’s Flowchart for Kindergarten EL Identification

**Students entering Kindergarten before March 1**

Student is not proficient in L & S -

**IDENTIFIED AS EL**

**Yes**

Provide EL support services

Administer ACCESS for ELLs in spring

**Fall - February**

Administer Listening (L) & Speaking (S) domains using WIDA Screener for Kindergarten or MODEL

**MODEL/Screener:** Is oral composite score < 5?

Student is proficient in L & S

**Not identified as EL at this time**

**No**

Do NOT administer ACCESS for ELLs in spring

**After March 31st**

Administer L/S/R/W domains using Screener, or MODEL

**No**

Student is not proficient in L & S and/or R & W -

**IDENTIFIED AS EL**

Student is proficient in R/W/L/S

**NOT identified as EL**

No further assessment is necessary. Do not administer ACCESS

Provide ELL support services

Administer ACCESS for ELLs the following spring, NOT in current school year

**Yes**

**MODEL/Screener:** Is Overall Composite score < 5?

Alaska’s Flowchart for Kindergarten EL Identification

**Students entering Kindergarten March 1st and later**

**MODEL/Screener:** Is Overall Composite score < 5?

**March 1st – End of School Year**

Administer Listening (L), Speaking (S), Reading (R), and Writing (W) using WIDA Screener for Kindergarten or MODEL

**Yes**

**No**

Student is not proficient

**IDENTIFIED AS EL**

Provide EL support services

Administer ACCESS for ELLs the following spring, NOT in current school year

Student is proficient in

R/W/L/S

**Not identified as EL**

No further assessment is necessary. Do not administer ACCESS

Alaska’s Flowchart for Grades 1 - 12 EL Identification

**Students entering school before March 1st**

Is the student’s Overall Composite score < 5?

**Fall - February**

Administer Listening (L), Speaking (S), Reading (R), Writing (W) domains using the WIDA Screener or WIDA MODEL

Student is not proficient

**IDENTIFIED AS EL**

**Yes**

**No**

Provide EL support services

Administer ACCESS for ELLs in spring of current school year

Student is proficient in

R/W/L/S

**Not identified as EL**

No further assessment is necessary. Do not administer ACCESS

Alaska’s Flowchart for Grades 1 - 12 EL Identification

**Students entering school March 1st and later**

Is the student’s Overall Composite score < 5?

**March 1st – End of School Year**

Administer Listening (L), Speaking (S), Reading (R), Writing (W) domains using the WIDA Screener or WIDA MODEL

**Yes**

**No**

Student is not proficient

**IDENTIFIED AS EL**

Provide EL support services

Administer ACCESS for ELLs the following spring, NOT in current school year

No further assessment is necessary. Do not administer ACCESS

Student is proficient in

R/W/L/S

**Not identified as EL**

APPENDIX E – FAQ

1. **Should my district/school give out a Home Language Survey (HLS) to every new student who enrolls?**

No. The HLS is a document that should only be filled out oncein a student’s educational career. If the student is enrolling in an Alaska district/school for the first time ever, then a HLS should be given to complete. Alaska does not accept a HLS from outside of Alaska. If the student is enrolling in your district/school from another district within Alaska, then the original HLSmust be obtained. If an EL transfers from another Alaskan school district, then the student’s EL status, ELP assessment results and other records related to their EL status should follow the student to the new district. If you are unsure whether the student was identified as an EL elsewhere in Alaska and are unable to get that information from the sending district, you may contact the Federal Programs Education Associate at 907-465-2884.

1. **Our district/school has administered the HLS to a student enrolling in school for the first time. The parents have indicated a language other than English. What happens next?**

If a language other than English has been indicated on the HLS, the district should first verify the student meets the first part of the definition (A-C) of an English learner. Then the WIDA Screener for Kindergarten, WIDA Screener, or WIDA MODEL should be administered to determine the student’s language proficiency. More information on screening can be found on pages 4-8, including eligibility scores for English language development programs.

1. **A parent marked both English AND another language for one or more of the responses- What should we do?**

If the parent marked multiple languages for one or more of the responses, it is important first to ensure that the HLS was explained properly to the parent. If the parent was aware of the purpose of the HLS, and the student meets the definition of an English learner, then proceed with screening as though a language other than English was indicated on the form. See question 2 above for more information.

1. **A parent marked a language other than English on the HLS, but now would like to re-complete the survey so that it indicates all “English”. Can the HLS be re-completed?**

No. The HLS is a document that should only ever be filled out once. Parents cannot “go back” and change their original answers that they indicated. It is important that a district/school properly explain the purpose of the HLS to ensure that parents are aware of what occurs when a language other than English is marked.

1. **After administering the HLS and approved screener assessment, a student was identified as an English learner. The parent is upset about the designation and would like the designation removed. What do we do?**

To avoid this situation, it is important that the HLS be explained thoroughly prior to completion. However, districts have an obligation to identify students who may need language assistance programs. In this circumstance, parents have a right to remove their child from English language development programs and may also refuse ACCESS testing (although district/school staff should never encourage a parent to do so). The designation cannot be removed unless it is determined by DEED, on a case-by-case basis, that appropriate steps to identification were not followed and the student does not meet the definition or requirements of an English learner.

1. **I gave the student the screener assessment and they scored as fluent. Is there anything further that I need to do?**

Yes. If the student scored at or above the minimum score for English language proficiency on the screener assessment, they are not identified as EL and are not required to be assessed further. However, a record of the student’s screener scores, and HLS should be kept on file. If a student in KG is screened prior to March 1 and is proficient in the Oral Composite score, they are not identified as an EL at time. However, after March 31, they must be given the full screener OR the LOC-A. If they score proficient again, they are not identified as an EL and are not required to be assessed further. However, screener scores and completed LOC-A should be kept on file.

1. **A parent marked only English on the HLS, but we suspect that another language may have had a significant impact on the student’s English proficiency. What do we do?**

In addition to further discussions with the parent(s), the Language Observation Checklist (LOC-A, Appendix E) may be utilized in this circumstance to determine if a screener assessment is appropriate for this child. If a LOC-A is used, it should be kept in the student’s cumulative file for future reference. Refer to page 4 for guidelines on administering the LOC-A.

1. **Our district/school received a student from outside of Alaska who was an English learner in their prior state. Should we retain their previous English learner status?**

No. Each state sets their own entrance and exit procedures for English learners, therefore, a student’s prior EL status in a state other than Alaska should not be considered. A new HLS should be administered and the identification process for new students should be followed. However, if a student was identified as an EL in another district/school within Alaska, their EL status must be retained. This includes students who began school in Alaska, moved out of state, and returned to Alaska.

1. **If we have documentation of a student’s WIDA ACCESS scores from the previous Alaska school, should we still give the student a screener assessment?**

No. If you have documentation from the previous school year indicating the student’s WIDA ACCESS scores, you do not have to administer the screener assessment. Instead, the district/school should use the results of the student’s WIDA ACCESS to appropriately place the student into an English language development program.

1. **Our HLS is currently in our registration packet. Should it be there?**

Although this is at the discretion of the district, it is recommended that the HLS be thoroughly explained in purpose to the parents. Additionally, the HLS should only ever be administered once so it should not be available in a packet that a parent fills out each year.

1. **What is the school’s responsibility when an English learner leaves our school?**

When an English learner transfers, it is your district/school’s responsibility to ensure that the documents listed on page 19 of this document are included in the student’s cumulative folder. In addition to those items listed, the following documents should also be included for all identified English learners:

* Home Language Survey,
* Language Observation Checklists (if applicable),
* Screener results,
* Copies of the initial and continuing Parent Notification Letters,
* A copy of the student’s WIDA ACCESS student proficiency report,
* Exiting/Monitoring documents for students in the four-year monitoring period (if applicable), and
* Copy of a parent’s refusal of services (if applicable).

1. **Should the HLS be kept in a student’s cumulative folder if the parent answered English to all questions?**

Yes. The HLS should be kept in every student’s cumulative folder. Section 1111 (b)(2)(F)(i) of the ESEA states: “Each State plan shall identify the languages other than English that are present to a significant extent in the participating student population of the State…” The HLS has been adopted by the State of Alaska as part of our statewide entrance procedures for determining those students who speak a language(s) other than English. It is important that this document is retained as proof that a district/school has identified any student who speaks a language other than English. Additionally, if a student transfers from one school to another within Alaska, the receiving school is required to use the original HLS to determine placement in an English language development program.

1. **How long should an HLS, and other EL-related documents, be kept in a student’s cumulative folder?**

Refer to your district-specific records retention policies and schedules. It is strongly recommended by DEED that these documents be maintained in student cumulative folders until the student completes their K-12 academic career in the event the student transfers out of district or there are EL identification issues that arise. However, at a minimum, districts should follow their own policies and schedules.

1. **What are the reporting requirements for ACCESS score reports?**

Following Alaska regulation 4 AAC 06.738, districts must distribute score reports on/before a day determined by the commissioner each year. Note: Annual parent notifications are required to include the student’s current level of English proficiency and may need to be sent out prior to the commissioner-determined assessment reporting day. *See* [*Parental Notification*](#_Parental_Notification) *for more information.*

1. **We have a recently arrived immigrant student. How do we proceed?**

An immigrant student may or may not be an English learner. Districts should follow the same procedures for recently arrived immigrants as they would any student enrolling for the first time to determine if the student may be an English learner: have the parents complete a HLS, and advance to screening if the HLS indicates a need. Immigrant students, regardless of EL status, should be coded in the OASIS data collections as such for three years after the student’s arrival in the US. The U.S. Department of Education has produced a [Newcomer Toolkit](https://ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508_OELA.pdf)[[41]](#footnote-42) that may be helpful to districts/schools as they serve newcomer students (whether they are ELs or not). For information regarding state content assessments and Recently Arrived English Learners, see [Appendix A](#AppendixA) and State Assessments – Recently Arrived English Learners (RAELs).

1. **We have a student who exited EL status but has since been re-identified. How do we code the student in OASIS data collections?**

If a former EL is re-identified during a school year, enter a code of LP in the Summer OASIS data collection and ensure that a comment is entered in the ‘Notes’ field that the student has been re-identified as an EL through use of the screener assessment.

APPENDIX F - Forms

Language Observation Checklist – Part A

Language Observation Checklist – Part B

Alternate ACCESS for ELLs Participation Criteria Checklist

Home Language Survey

** Language Observation Checklist – Part A**

**This form must be completed by English speaking teacher(s) in collaboration with program staff familiar with the student.**

**Student Name:**      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Alaska Student ID #**

(Last Name, First Name)

**School:**       **Grade:**        **Language:**

(home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading, or writing?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Characteristics** | **Oral** | **Oral** | **Written** | **Written** |
| 1. Uses pronouns, genders correctly. | Yes | No | Yes | No |
| 1. Uses tenses correctly. | Yes | No | Yes | No |
| 1. Uses singular & plural forms correctly. | Yes | No | Yes | No |
| 1. Uses prepositions correctly. | Yes | No | Yes | No |
| 1. Understands teacher directions. | Yes | No | Yes | No |
| 1. Uses appropriate sentence structure. | Yes | No | Yes | No |
| 1. Uses developmentally appropriate vocabulary. | Yes | No | Yes | No |

**Reading – Please check one:**

Non-Reader (not reading)  Developing Reader (reading below grade level)  Fluent (at or above grade level)

Comments:

**Writing – Please check one:**

Non-Writer (not writing)  Developing writer (writing below grade level)  Fluent (at or above grade level)

Comments:

**Oral – Please check one:**

Non-Speaker (non-English speaker)  Developing speaker (speaks below grade level)  Fluent (at or above grade level)

Comments:

Printed Name:       Position:

Signature:       Date (Month/Day/Year):

Printed Name:       Position:

Signature:       Date (Month/Day/Year):

** Language Observation Checklist – Part B**

**This form is only required of schools that provide dual language (immersion) or transitional programs   
in the student’s home language.**

**Use this form to identify the student’s listening, speaking, reading & writing skills in the home language.**

Form should be completed and signed by one of the following (check one):

a. School staff member who is proficient in the student’s home language

b. Speaker/Parent of the student’s home language

**Student Name:**        **Alaska Student I.D. #**

**School:**       **Grade:**

**Language (other than English):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Language Characteristics | Non-English | Mostly Non-English, Some English | Both Equally | Mostly English, Some Non-English | English Only |
| Language used by student | 4 | 3 | 2 | 1 | 0 |
| Language used by the adults in the home | 4 | 3 | 2 | 1 | 0 |
| 1. Student prefers to use this language with friends | 4 | 3 | 2 | 1 | 0 |
| 1. Student follows simple directions in this language | 4 | 3 | 2 | 1 | 0 |
| 1. Student understands most things in this language | 4 | 3 | 2 | 1 | 0 |
| 1. Student speaks in this language | 4 | 3 | 2 | 1 | 0 |
| 1. Student prefers to use this language in classroom activities | 4 | 3 | 2 | 1 | 0 |

4. Reading in the home language. Please check one:

Non-Reader  Developing Reader  Fluent Reader

5. Writing in the home language. Please check one:

Non-Writer  Developing Writer  Fluent Writer

Signature of Interviewer:

Printed Name of Interviewer:       Date:

DEED logo

**Alternate ACCESS Participation Criteria Checklist**

The alternate ELP assessment is an assessment of English Learners (EL) for students in grades 1-12 who are formally identified as English learners (ELs) and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. An alternate ELP assessment is not available for kindergarten. The checklist below provides criteria for student participation in Alternate ACCESS for ELLs assessment. If any response to the criteria below is No, the student must participate in ACCESS for ELLs.

|  |  |
| --- | --- |
| **Yes/No** | **Participation Criteria Checklist** |
| **Yes**  **No** | The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities. |
| **Yes**  **No** | The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student. |
| **Yes**  **No** | The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize, and demonstrate performance of skills, including English language skills. |
| **Yes**  **No** | The accommodations or modifications needed by the student to participate in the regular ELP Assessment would compromise the validity of the test. |
| **Yes**  **No** | For students in tested grades 3 – 8 and high school, the student is identified in the student’s IEP as eligible to take the Alaska Alternate Assessment. |
| **Yes**  **No** | The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences, or excessive or extended absences. |
| **Yes**  **No** | The decision to place the student on the Alternate ELP Assessment is notbeing made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing. |

This criteria checklist is located in the [Handbook for the Participation Guidelines](https://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

**Alaska Policy for Administration of the Alternate ACCESS for ELLs**

It is recommended that districts designate a contact person to oversee the alternate ELP assessment and to work closely with special education staff to meet the testing needs of these students. It is recommended that certified teachers administer the alternate ELP assessment. Test administrators must be certified online annually to administer this assessment. Online training is available on the [WIDA Alternate ACCESS webpage](https://wida.wisc.edu/assess/alt-access).

The Alternate ELP Assessment is designed only for current ELs with significant cognitive disabilities. The IEP team will determine if the student will take the Alternate or Regular ELP assessment. For students in grades 3-9, the students must also be taking the State Alternate Assessment (DLM) instead of AK STAR. When making this determination, the following must be considered:

* For students in grades 3-8, student must also be taking the alternate assessment (DLM) instead of AK STAR.
* For students in grades 1, 2, 11, & 12 who do not take AK STAR, the IEP team makes the decision about the Alternate ELP Assessment using the checklist above.
* The Alternate ELP Assessment does not address proficiency levels 4, 5, or 6; therefore, a student cannot exit EL status as “proficient” on this assessment.

**Home Language Survey**

School District

Dear Parents/Guardians:

To make sure that all students receive the education services they need, the law requires us to ask questions about students’ language backgrounds. The answers to Section A below will tell us if a student’s proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them. The answer to Section B below will help us communicate with you regarding the student and all school matters in the language you prefer.

**Student Information:**

**Student Name:**       **Sex:**  Female  Male **Alaska Student #:**

**Date of Birth:**       **/**      **/**      **School:**       **Grade:**      

Month Day Year

**Place of Birth:**       **Participating in a student exchange program?**  Yes  No

**Has the student received formal education outside of the US?**   Yes  No

If yes, circle grades completed outside of the US: K 1 2 3 4 5 6 7 8 9 10 11 12

If yes, what was the Language of Instruction?

**Section A: Language Background**

1. What is the primary language used in the home (*regardless* of the language spoken by the student)?

English  Other

1. What is the language most often spoken by this student?

English  Other

1. What is the first language this student learned to speak?

English  Other

**Section B: Communication Preferences**

1. In which language do you prefer to receive school communication?

English  Other

**Parent/Guardian Signature**

Parent/Guardian Signature:       Phone:

Printed Name:       Date:

Information about schools’ civil rights obligations to English learner students and limited English proficient parents can be found on [USED’s Office for Civil Rights webpage](https://www2.ed.gov/about/offices/list/ocr/ellresources.html) (www2.ed.gov/about/offices/list/ocr/ellresources.html). If you have questions about this form or about services available to your child, please contact your district or school at:

1. 20 U.S.C. § 6823(b)(2) and 4 AAC 34.055(b)(2) [↑](#footnote-ref-2)
2. education.alaska.gov/ESEA/TitleIII-A/docs/HomeLanguageSurvey.docx [↑](#footnote-ref-3)
3. www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf [↑](#footnote-ref-4)
4. www2.ed.gov/about/offices/list/ocr/ellresources.html [↑](#footnote-ref-5)
5. education.alaska.gov/ESEA/TitleIII-A [↑](#footnote-ref-6)
6. wceps.org/store/wida/ [↑](#footnote-ref-7)
7. drcedirect.com/all/eca-portal-ui/welcome/WIDA [↑](#footnote-ref-8)
8. wida.wisc.edu/assess/screener [↑](#footnote-ref-9)
9. wida.wisc.edu/teach/early [↑](#footnote-ref-10)
10. education.alaska.gov/ESEA/TitleIII-A/docs/Initial-Parent-Notification.docx [↑](#footnote-ref-11)
11. education.alaska.gov/ESEA/TitleIII-A/docs/Continuing-Parent-Notification.docx [↑](#footnote-ref-12)
12. ESEA Section 1112(e)(3) [↑](#footnote-ref-13)
13. ncela.ed.gov/sites/default/files/legacy/files/family\_toolkit/EL-Family-Tool-Kit-All.pdf [↑](#footnote-ref-14)
14. ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf [↑](#footnote-ref-15)
15. ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf [↑](#footnote-ref-16)
16. ncela.ed.gov/sites/default/files/legacy/files/english\_learner\_toolkit/OELA\_2017\_ELsToolkit\_508C.pdf [↑](#footnote-ref-17)
17. ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf [↑](#footnote-ref-18)
18. For additional information about LEAs’ Title VI and EEOA obligations to EL students, including EL students who opt out of an LEA’s program for ELs, see the [Dear Colleague Letter](https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf) “Meeting the Needs of EL Students Who Opt Out of EL Programs or Particular EL Services,” pp. 29-32. [↑](#footnote-ref-19)
19. wida.wisc.edu [↑](#footnote-ref-20)
20. 4 AAC 34.055(c) [↑](#footnote-ref-21)
21. drcedirect.com/all/eca-portal-ui/welcome/WIDA [↑](#footnote-ref-22)
22. wida-ams.us/Documents/Unsecure/Doc.aspx?id=c58135f0-1722-40db-b1db-ee7685e9ac5e [↑](#footnote-ref-23)
23. Inclusion of ELs with Disabilities in English Language Proficiency Assessments [Q&A](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf) and [addendum](https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/addendum-q-and-a-on-elp-swd.pdf). [↑](#footnote-ref-24)
24. As defined in section 602 of the Individual with Disabilities Education Act. [↑](#footnote-ref-25)
25. wida.wisc.edu/assess/alt-access [↑](#footnote-ref-26)
26. 4 AAC 06.710 Statewide Student Assessment System [↑](#footnote-ref-27)
27. education.alaska.gov/assessments/akstar/AK\_STAR\_Test\_Coordinator\_Manual\_Spring\_2022.pdf [↑](#footnote-ref-28)
28. education.alaska.gov/assessments/akstar/test-administration [↑](#footnote-ref-29)
29. 4 AAC 06.775 Statewide Assessment program for students with disabilities [↑](#footnote-ref-30)
30. education.alaska.gov/TLS/Assessments/accommodations/ParticipationGuidelines.pdf [↑](#footnote-ref-31)
31. education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx [↑](#footnote-ref-32)
32. education.alaska.gov/assessments/elp/Alternate%20Scoring%20Process%20Guide.pdf [↑](#footnote-ref-33)
33. Defined in ESEA section 8101(21) [↑](#footnote-ref-34)
34. ESEA section 8101(20) [↑](#footnote-ref-35)
35. Defined in ESEA section3201(5). [↑](#footnote-ref-36)
36. 4 AAC 34.055 Plan of Service [↑](#footnote-ref-37)
37. education.alaska.gov/ESEA/TitleI-A/docs/EL\_Plan\_of\_Service\_GMS.docx [↑](#footnote-ref-38)
38. education.alaska.gov/esea/TitleIII-A [↑](#footnote-ref-39)
39. education.alaska.gov/ESEA/TitleI-A/docs/FINAL%20Procedure%20template.docx [↑](#footnote-ref-40)
40. education.alaska.gov/schoolfinance/docs/studentdatareportingmanual.docx [↑](#footnote-ref-41)
41. ncela.ed.gov/sites/default/files/2023-06/NewcomerToolkit-06222023-508\_OELA.pdf [↑](#footnote-ref-42)