

Subject: Revised Update re: Screening Kindergarten Students for ESOL Eligibility

May 6, 2009

Dear Colleagues,

Please make careful note of the updated information about the **screening of Kindergarten students**:

- During the fall of 2008 WIDA introduced their new kindergarten screener, *Measure of Developing English Language* (MODEL) and announced plans to develop additional grade cluster MODEL screeners over the next several years.
- The original W-APT screener for kindergarteners is still available, offering LEAs a **choice** of screeners.
- GaDOE Title III ESOL has determined that at this time it is in the best interest of LEAs to allow individual LEAs to make their own decisions as to which version they wish to implement for screening K students.
- The W-APT will remain as a free downloadable screener, available to LEAs via one district-wide password. As you are aware, the LEA must factor in the costs of printing the W-APT and its impact on the LEA budget.
- If the W-APT is utilized, the eligibility criteria chart currently found in the ESOL Resource Guide will remain in effect.
- If LEAs determine that they wish to utilize the MODEL for eligibility screening purposes, they should visit the WIDA Consortium website (www.wida.us) to order the materials.
- The MODEL kit contains manipulatives and the associated booklets are pre-printed and may be ordered through WIDA; however, there will be ongoing costs associated with its use, especially with the need to order additional Response booklets and Score sheets.
- LEAs also will need to consider the initial costs required to make the MODEL kits available to all elementary schools as well as time and cost for the training of teachers to utilize the new screener.
- If the MODEL is utilized, the criteria for eligibility will follow the same guidelines as that for grades 1-12 with one caveat:

It is important to note that no matter how literate K students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either the domains of reading or writing, and will benefit greatly from the support of language assistance services. Therefore, the LEA has the flexibility to consider additional factors when determining eligibility of K students for language assistance services.
- An Overall Composite Proficiency Level score of less than 5.0 will be considered eligible for language assistance services.
- **If all 4 domains of the MODEL are administered**, follow the directions above the Overall Composite Proficiency Level Chart on page 1 and calculate the CPL.
- **If the decision is made to administer only the Listening and Speaking sections of the MODEL, follow the steps below:**

1. Transfer the Speaking and Listening PL scores to the Overall Composite Proficiency Level Chart on page 1 of the Summary Score Sheet and determine the Lowest Oral Proficiency PL as outlined in the instructions above the chart and record the information.
 2. Multiply the Oral Proficiency PL by 3.
 3. If Reading and Writing were **not** administered, consult the PL chart in the R & W sections on page 3 of the Summary Score Sheet.
 4. A score of 0-14 for Reading is a PL 1. Transfer the PL 1 to the Reading section of the Overall Composite Proficiency Level Chart on page 1.
 5. A score of 0-4 for Writing is PL 1. Transfer this score to the Overall CPL Chart on page 1.
 6. Determine the lowest Literacy Score (1) and record.
 7. Multiply the Lowest Literacy Score by 7 and record.
 8. Total the 2 scores and divide by 10.
 9. This will provide the appropriate CPL for students who were not administered the Reading and Writing sections of the Model.
- If a student scores very high in the domains of Listening and Speaking during a first semester administration, it is recommended that the Reading and Writing domains be screened as well as this will provide valuable data for evaluation of eligibility.

Reminder:

- A. If **K W-APT** is used for eligibility screening, follow the K flowchart provided in the ESOL Resource Guide (http://www.gadoe.org/ci_iap_esol.aspx)
- B. If **K MODEL** is used for eligibility, any CPL score less than 5.0 qualifies student for services; however, LEA has flexibility to consider additional factors to support eligibility.

If all four domains are assessed using the MODEL, follow the instructions provided on the Overall CPL Chart on page 1 of the Summary score Sheet to determine the CPL.

If the Reading and Writing sections are not administered, complete the top half of the CPL Chart on page 1, multiplying by 3 as directed. Assign Reading and Writing each a PL of 1; follow the instructions for the Lowest Literacy Score; and multiply by 7. Add the 2 scores and divide by 10. This will provide the Overall Composite Proficiency Level for the screening. For any student who scores very high levels in the Listening and Speaking domains, the LEA will find it valuable to administer the R and W sections for further data and evaluation, even during first semester administrations.

Eligibility Criteria for English Language Assistance using the WIDA Kindergarten MODEL Screener

Note: If the W-APT is administered for Kindergarten screening please refer to separate Kindergarten Eligibility Chart for use with the W-APT

