Clark County School District (CCSD) WIDA Screener Implementation Manual (SIM) 2019-2020

Grades K-12

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Purpose

Under the Every Student Succeeds Act (ESSA) of 2015, states (and districts) are required to assess the English proficiency of students within 30 calendar days of initial enrollment, or 14 calendar days if enrolled during the school year, when parents identify that there is another language, other than English, in the home on the Home Language Survey that is completed during initial registration.

The following laws, policies, and regulations apply to the WIDA Screener placement test:

- ESSA Section 1112 (e)(3) Language Instruction. (A) and (B).

- NAC 388.625 Assessment of pupil's proficiency in English.

- NRS 388.407 Board of trustees required to develop policy for instruction to teach English.

WIDA Screener Checklist

Prior to Test Administration

- Attend a face-to-face training session. Visit ELMS at learn.ccsd.net for session information.
- Complete the Screener Online and/or Paper certification modules and quizzes for your grade band(s) (e.g., kindergarten W-APT, 1-5, and/or 6-12) on the wida.wisc.edu Web site.

  o Navigate to wida.wisc.edu > Select login > Select WIDA Secure Portal. If you do not have an account, please contact Suraya Hurtado via Gmail to obtain an account.
  o Select WIDA Screener Online or Paper > Select the WIDA Screener Training Course > Complete the quizzes and modules.
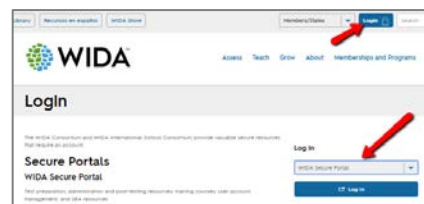
  o Grades 1-5 and 6-12: A score of 80 percent or better on both the speaking and writing quizzes is a requirement for certification. Kindergarten: View the webinar; there is no quiz.
- E-mail a screenshot of the certification to Suraya Hurtado via Gmail. Go to My Account and Secure Portal > Click on My Training Certificate.
- Prepare test materials:

	Kindergarten W-APT	Paper (1-12)	Online (1-12)
Download and print from wida.wisc.edu	- Test Administrator Manual (TAM) - Picture Cue Booklets for Writing, Reading, and Listening/Speaking - Summary Score Sheet - Score Sheet for Listening/Speaking and Reading/Writing - Script for Listening/Speaking and Reading/Writing	- Paper Test Administration Manual (TAM) - Test Administrator's Script - Test Booklets	- Online Test Administration Manual (TAM)
Order from wceps.org/Store		- Student Response Booklet - USB Drive with Speaking/Listening audio	

Download and print from www.wida-ams.us			- Test Tickets - Student Test Rosters
Other			- Student Headsets

- Pull the Pending Assessment report to identify eligible students. This should be done regularly throughout the school year. If a student appears on the Pending Assessment report, but has English marked for all three areas, contact Christine Mamaradlo-Rodriguez or Heath Horvat in Assessment at (702) 799-1041, Ext. 5362 or 5280, or via Gmail.

Pulling the Pending Assessment Report

- Log in to Infinite Campus > Select Index tab > Click on Data Export.
- Open the folder containing the queries for principals, assistant principals, or counselors.
- Select the ad hoc filter student SPECPRO-Pending Assessment Students.
- Click the radio button for Delimited values (CSV).
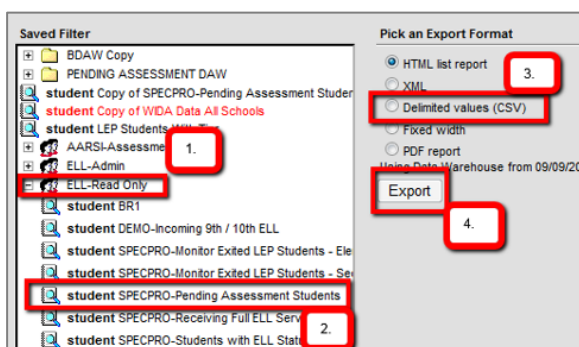
- Click Export to save the report.
- Check each student's start date and schedule testing within the appropriate timelines.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Student ID	Last Name	First Nam	Gender	Birthday	Grade Lev	Track	Teacher	Start Date	Specia	Location C	School Na	LEP Status
2					########	5		COSEY, JA	9/26/2017		272	Adams, Ki	Pending
3					########	OK		Staff, A	10/10/2017		272	Adams, Ki	Pending
4													

- Verify student eligibility by printing the Home Language Survey in Infinite Campus. Parents answer three questions on the Demographics page during enrollment:
  - What is the student's first language?
  - What is the language spoken at home?
  - What language does the student speak with his/her friends?
- If the answer to any of the above questions is *a language other than English*, the student qualifies for testing.

Confirming Home Languages in Infinite Campus

- From the index tab, select Census > select People.
- Enter the student's name in the search field and click Go.
- Verify the student has a language other than English in at least **one of the three Home Language Survey fields**.
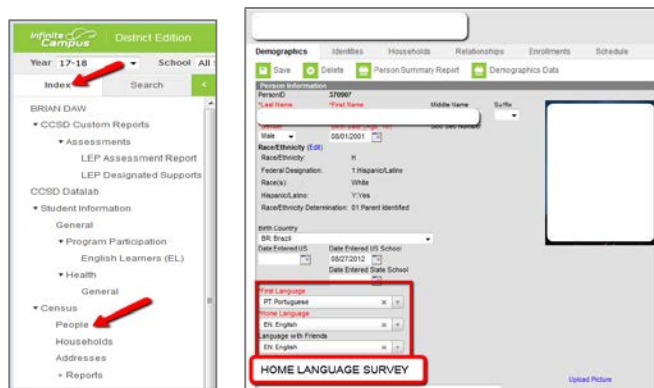
During Test Administration

- Contact the Assessment Department at (702) 799-1041, option 2, to schedule an Itinerant Tester to mentor and assist in giving the first few tests.
- Administer the online, or paper screener, to the eligible students throughout the school year.
  - Students identified as Pending Assessment must be tested and parents must be notified of initial placement within the first 30 calendar days of school.
  - Students who enroll after the first 30 days of school must be tested within 14 days of enrollment.
- Consult the *Test Administration Manual* as needed to ensure you are following the testing protocols for online or paper administration.

After Test Administration

- Score the assessment using online Educator Scoring or paper student booklets, to identify students who qualify for English learner (EL) services.

WIDA Screener, Grades 1-12	
Overall score of 4.5 or higher (not EL)	Overall score of 1 to 4.4 (identified as EL)

W-APT Kindergarten Placement Test	
First semester: listening and speaking only Level 3= raw score of 29-30 (not EL) Level 2= raw score of 14-28 (identified as EL) Level 1= raw score of 1-13 (identified as EL)	Second semester: listening, speaking, reading and writing Level 3= raw score of 59-63 (not EL) Level 2= raw score of 29-58 (identified as EL) Level 1= raw score of 1-28 (identified as EL)

- Generate and print a student score report to be filed in the student cumulative folder:
  - Paper administration: Go to wida.wisc.edu > Speaking training module > WIDA Online Scoring Calculator.
  - Online administration: Go to WIDA-AMS > Report Delivery > On-Demand Reports.
- Enter all students' test results into the WIDA Screener Data Form via Google Forms at bit.ly/ScreenerData. Contact the Assessment Department at (702) 799-1041, option 2, to address any questions.

WIDA Screener Data Form

- Go to bit.ly/ScreenerData.
- Input the demographic and score information into the WIDA Screener Data Form. The

resulting data will be validated and uploaded into Infinite Campus.

- o W-APT scores: enter the same score for Proficiency Only, Literacy, and Overall.
- Send the parent initial identification letter home if the student qualifies for English learner (EL) services found at bit.ly/WIDAParentLetters. Letters should be sent home the same day the student was tested.
- File the documents in the student's cumulative folder:
  - o Student response booklet.
  - o Parent initial identification letter.
  - o Home language survey.
  - o Score report (from the score calculator).
  - o Student test protocol (the answer document).

Families with questions about WIDA Screener testing may be referred to Christine Mamaradlo-Rodriguez or Heath Horvat in Assessment at (702) 799-1041, Ext. 5362 or 5280.

Families with questions about ELL services should contact the ELL Department at (702) 799-2137.
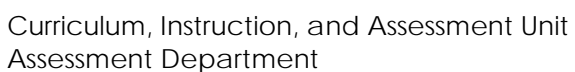
Testing Calendar

Screener testing begins on the first day of school and continues until the last day of that school year.

Appendix A - 2019-2020 Balanced Assessment System Framework

2019-2020 Clark County School District Balanced Assessment System Framework

To guide instruction and improve performance for every single student, schools must analyze and use multiple types of assessments and data sources on multiple occasions.

FORMATIVE – Assessment FOR Learning

Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' self-assessment, reflection, and attainment of curricular learning.

SUMMATIVE – Assessment OF Learning

Summative assessments are often "standardized tests of learning" instruments and "verify arrival at success" which take place after learning has occurred. This type of assessment is used at the District and classroom level.

	PURPOSE OF ASSESSMENT	USE OF ASSESSMENT DATA TO SUPPORT LEARNING	PERSON(S) RESPONSIBLE	APPROVED
Universal Screeners (Upon enrollment or 3x a year)	Determines basic skill information. Identifies students at risk for academic difficulties or in need of extension.	Identify school, grade level/department, or class wide challenges that need to be addressed. Identify at-risk or above-level students in order to align instruction appropriately. • Are there any core instructional concerns? • How can I quickly identify students who are at risk or need extension?	Classroom Teacher, Interventionist	aimswebPlus, BRIGANCE, i-Ready, MAP Reading Fluency, MAP Screening (K-1, 2-5, 6-8), STAR (Reading and Math), WIDA-ACCESS Placement Test (W-APT), WIDA Screener, and Historical Data
Diagnostic Assessments (As needed)	Determines area of specific skill deficits to guide instruction and/or intervention planning. • What specific skills are needed for the student's learning? • What is the severity of the deficit?	Differentiate and/or intervene based on the identified student's learning deficit to create a starting point for targeted instruction.	Classroom Teacher, Interventionist	CORE Phonics Survey, Developmental Reading Assessment (DRA), i-Ready Diagnostic, and Qualitative Spelling Inventory (QSI)
Progress Monitoring and Informal Classroom-Based Assessments (Based on student needs)	Provides non-graded assessments to inform teacher's instruction and intervention practices. • How is the student responding to instruction and/or intervention? • What learning comes next for the student? • How effective was my teaching?	Within an activity, adjust instruction and/or provide frequent and meaningful feedback to support mastery of the concept being taught. After instruction, teacher teams identify strengths/gaps and make changes as needed. Within intervention, track progress toward individualized student goals and make changes as needed.	Classroom Teacher, Teacher Teams, Interventionist	aimswebPlus, MAP Reading Fluency, MAP Skills, i-Ready Standards Mastery, Checklists, Discussions, Exit Tickets, Feedback, Observations, Open Questioning, Rubrics, Self and Peer Assessment, Ungraded Classwork, Quizzes, and other curriculum-based measures (CBM), etc.
District Interim/Benchmark Assessments (3x a year)	Determines whether students are making progress toward the mastery of standards. • How effective was the instruction and intervention given? • How are students progressing?	School leadership teams identify schoolwide trends to inform learning opportunities provided. Grade-level or content-based teacher teams identify strengths/gaps and make changes to instruction/intervention as needed.	Classroom Teacher, Teacher Teams, School Leadership Teams	Measures of Academic Progress (MAP) Growth (Grades K-8) and Smarter Balanced Interim Assessments (Grades 3-8)
Formal Classroom-Based Assessments (After a unit of instruction)	Provides scores and/or grades for the grade book. Pre-planned assessments to determine what students have learned. • Did students learn the material that was taught? • How effective was my instruction?	Student/teacher receives feedback on mastery of standard/performance. Teacher reflects on efficacy of instruction and makes changes as needed.	Administration, Classroom Teacher	End-of-Unit Assessments, Exams, Final Projects, Midterms, and Performance Tasks
District and State Cumulative Assessments (Follow District mandated calendar)	Monitors school/district/state progress and assists in determining whether curriculum, instructional strategies, and pacing were appropriate, as it pertains to student achievement. • What was the achievement made during the specific time period of student learning in the designated areas (student, class, grade level, school, and district)?	School or District teams develop strategic, long-term evaluation of curriculum and programming based on trends over time. Achievement results can be used to make important decisions about students, teachers, and schools.	All Stakeholders	Advanced Placement Exam (AP), ACT, Career and Technical Education Exam (CTE), Criterion-Referenced Test (English language arts, Mathematics, Science), End of Course (EOC) Exam, Nevada Alternate Assessment (NAA), Preliminary Scholastic Aptitude Test (PSAT), Semester Exam, WIDA ACCESS for ELLs 2.0, and WIDA Alternate ACCESS (WAA)

Clark County School District Balanced Assessment System System Cycle

Implementation of the CCSD Balanced Assessment System (BAS) Framework supports high-level learning for all students, regardless of the school they attend, gender, race, ethnicity, disability, or language status. School Teams can use the Framework as a guide to develop a site-based plan for CCSD BAS implementation that meets their specific needs. This plan will specify the formative and summative assessments given by each grade level/content area team as well as the schoolwide common decision points used for consistent and equitable data-based decision making across all classrooms. The CCSD BAS Framework serves as a connective thread between the Nevada School Performance Framework (NSPF), School Performance Plan (SPP), Nevada Educator Performance Framework (NEPF), Student Learning Goals (SLGs), and Response to Instruction and Intervention (RTI2).

FORMATIVE: Informal Classroom Practice – Quick Checks (As needed)

Purpose: Provide actionable data for teachers to adjust instruction.

SUMMATIVE: District and State Cumulative Assessments (Once a year)
- Criterion-Referenced Test (ELA, Math, Science; ES/MS)
- HS Science Assessment
- EOC (MS/HS)
- ACT (HS)

Purpose: State-sponsored end-of-year assessment used primarily for accountability.

SUMMATIVE: WIDA ACCESS for ELLs (Once a year)

Purpose: Measure language proficiency for identified ELL students.

SUMMATIVE: District Cumulative Assessments and Semester Exams (Twice a year)

Purpose: District semester exams provide evidence of student achievement (MS/HS).

FORMATIVE: District Kindergarten Screener, BRIGANCE (Beginning of the school year)

Purpose: Identify potential developmental delays and giftedness, and assesses school readiness.

FORMATIVE: Informal Classroom-Based Assessments (Daily/Continuous)

Purpose: Provide actionable data for teachers to adjust instruction and to monitor student understanding and learning.

FORMATIVE: Progress monitoring of at-risk students (Weekly/Bimonthly) with periodic analysis (e.g., 6-9 weeks) until students' requisite skills are on grade level

Purpose: Provide actionable data for teachers to adjust and differentiate instruction.

DISTRICT INTERIM ASSESSMENT: Measures of Academic Progress (MAP; K-8) Smarter Balanced Interim Assessments (3-8; Optional)

Smarter Balanced Interim window is open September through May for sites to administer as needed to inform instruction.

Purpose: Ensure consistency of content coverage across the District; provide actionable data for teachers to adjust instruction.

Appendix B - WIDA Screener Professional Learning Calendar

PROFESSIONAL LEARNING	DATE	TIME	LOCATION	KEYWORDS
SUMMATIVE ASSESSMENTS				
WIDA Screener and Kindergarten W-APT Webinar	August 1, 2019	On-demand	ELMS Digital Module	Screener Elementary
WIDA Screener and Kindergarten W-APT	September 19, 2019 October 8, 2019 November 13, 2019 December 18, 2019 January 7, 2020 March 17, 2020 May 13, 2020	8:00 a.m.-10:00 a.m.	Nedra Joyce Building	Screener Elementary
WIDA Screener for Secondary Schools	September 19, 2019 October 8, 2019 November 13, 2019 December 18, 2019 January 7, 2020 March 17, 2020 May 13, 2020	12:00 p.m.-2:00 p.m.	Nedra Joyce Building	Screener Secondary

*Please sign up for classes using ELMS.