



Meet your ML teacher

Lake Washington High School

Wednesday, September 18th

Who are the teachers?



Jackie Merchant



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Methodology – How do we teach?

Beginning classes are independent with an ML teacher

If a student is not at the beginning levels, they are in general education classes and ML teachers collaborate with the other teachers to support ML students.

ML teachers often consult with other teachers to support ML needs

WIDA – English Language Proficiency Test

What is it?

Language Screener and annual
Test

When will it be given?

WIDA ACCESS given

January 25-March 19th 2027

What does it assess?

- *Reading comprehension
- *Listening comprehension
- *Speaking
- *Writing

WIDA Exit Criteria

OSPI has established
the following criteria for
students exiting the
English language
development (ELD)
program

In grades 2-12; students
need an overall score of
4.7 to test out.

Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



ACCESS for ELLs®
English Language Proficiency Test

Patel, Maria

Birth Date: | Grade: 06

Tier: A

District ID: WS99999 | State ID: 12123127

School: WIDA Use Only - Sample School

District: WIDA Use Only - Sample District

State: WS

Individual Student Report 2022

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	1.0						132					
Speaking 	1.2						173					
Reading 	1.1						200					
Writing 	3.0						301					
Oral Language 50% Listening + 50% Speaking	1.1						153					
Literacy 50% Reading + 50% Writing	1.6						251					
Comprehension 70% Reading + 30% Listening	1.1						180					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	1.4						221					

*Overall score is calculated only when all four domains have been scored. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	1	understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example: - Recognize familiar words and phrases in conversations - Match information from oral descriptions to objects, figures, or illustrations - Follow one-step oral directions - Show agreement or disagreement with oral statements
Speaking	1	communicate orally in English using gestures and language that may contain a few words, for example: - Ask and answer simple questions about what, when, or where something happened - Name familiar objects, people, and pictures - Show how to solve problems using words and gestures - Express personal preferences
Reading	1	understand written texts that include visuals and may contain a few words or phrases in English, for example: - Interpret information from graphs, charts, and other visual information - Comprehend short text with illustrations and simple and familiar language - Identify steps in processes presented in graphs or short texts with illustrations - Identify words and phrases that express opinions and claims
Writing	3	communicate in writing in English using language related to common topics in school, for example: - Describe familiar issues and events - Create stories or short narratives - Describe processes and procedures with some details - Give opinions with reasons in a few short sentences



Exited Support

After “testing out” an ML student is supported up to 3 years.

The student meets with an “Exited Student Facilitator”.

This teacher works with teachers and or students during Roo time to support them in their assignments..

How can you help them at home?

- Read in any language every night
- Let kids see you reading, read together.
- Encourage student to join clubs or sports, participate!
- Ask your child what they did in each class.
- Encourage your kids to unplug early at night.





World Language Competency Credits

Students required two years of World Language to graduate.

For students who speak another language at home there is another option.

Students can receive up to four World Language credits for proficiency

This option is free and will allow students to try other classes.

How to find the World Language Competency Test

Look under “Academics” on lwhs.lwsd.org

Scroll down to “World Language Competency Testing”

World Language Credit by Proficiency

- High school students can earn up to a maximum of four credits and the Seal of Biliteracy through this program. Students are assessed in reading, writing, speaking and listening.

ABOUT US	<u>ACADEMICS</u>	ACTIVITIES	AT
Course Planning and Selection	Library		
Course Catalog (2026-2027)	National Honor Society		
Academic Resources for Students and Parents	Peer Tutor Sign Up		
AP - Summer Assignments	Running Start		
Advanced Placement (AP)	Summer Programs		
AVID	Tutorial - Canvas		
Curriculum & Instruction	Tutorial - RooTime (FlexiSched)		
Enrollment / Withdrawal	World Language Competency Testing		
Grad Pathway/Testing	XELLO - High School & Beyond Plan		

Explore the webpage to find information about the test, practice tests, and information about accommodations and modifications.

GENERAL INFORMATION

Students who demonstrate real-world proficiency in reading, writing, listening and speaking in languages besides English are eligible to take a World Language Proficiency Test to earn competency-based high school credits. Based on the number of credits earned, students may also qualify for the Washington State Seal of Biliteracy.

Two types of World Language Proficiency Tests are available: *Avant STAMP* (referred to as “STAMP”) and *ALTA*. The test type depends on the language tested and is listed with the language on the registration form.

Sign the student up online.

Test Dates: Test at LWHS March 24th after school

2026-27 TEST DATES

Registration for each test closes one week before the test date or when the 200-student capacity is met.

July 9, 2026	9 a.m.	LWSD Resource Center
July 14, 2026	1 p.m.	LWSD Resource Center
November 18, 2026	2 p.m.	Redmond High School
February 3, 2027	2 p.m.	Eastlake High School
February 24, 2027	2 p.m.	Juanita High School
March 24, 2027	2 p.m.	Lake Washington High School



World Language test contact

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Thank you for joining us!

We are excited to teach your child!

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