

WLPT-II Placement Test Frequently Asked Questions

- Q. What is the name of this test?
A. This test is called the Washington Language Proficiency Test II Placement Test or WLPT-II Placement Test.
- Q. What are the proficiency level numbers on the WLPT-II Placement Test?
A. 1=Beginning/Adv. Beginning; 2= Intermediate; 3=Advanced; 4=Transitional.
- Q. Does the test proctor have to be trained?
A. Yes, they must be trained by a certified trainer before administering and scoring a test.
- Q. Can volunteers proctor the test?
A. Yes, but only if they are trained by a certified Placement Test trainer prior to administering and scoring the test.
- Q. What if four different people give the test, do they all have to sign the demographic page?
A. Yes, all must sign. Additional signatures can go in the notes section of the page.
- Q. Do districts report the names of certified trainers and test proctors?
A. Yes, the certified trainer will submit names of those they trained to Kimberly Hayes. OSPI will maintain a database of WLPT-II Placement Test certified trainers and test proctors.
- Q. Is the Placement Test to be used only for new students?
A. Yes. The Placement Test is to be given only to establish a student's eligibility for English Language Learning (ELL) services or for identifying Native American students in Title III.
- Q. Do we test students that transfer from out-of-state?
A. Yes, all students that transfer from out-of-state must be tested on the WLPT-II Placement Test.
- Q. If a student was tested in previous years on the LAS-O and did not qualify for TBIP services, may the student be re-tested on the WLPT-II Placement Test?
A. No, students who did not qualify for program services on the LAS-O cannot be tested for eligibility on the new assessment.
- Q. If a student was tested in Washington State and qualified for program, left the State, and then returned, will they need to be re-tested for program eligibility?
A. If the Placement Test was administered within a span covering one school-year, then testing is not required. If the absence exceeds that period, then the student must be re-assessed. For example, the student leaves in March 2005 and returns in April 2006; they would be re-tested with the Placement Test.
- Q. What happens if you test a student for placement in two different districts?

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- A. The first test given is used for the placement decision and the second is invalidated.
- Q. Will there be a charge for the tests?
A. Yes. There is a cost for the Placement Test. Pricing is available on the OSPI website.
- Q. If a child takes the Placement Test, do they need to take the spring assessment?
A. Yes, students who qualify for program must also take the annual WLPT-II assessment given in the spring. The Placement Test is used to qualify students for the ELL services. The annual WLPT-II is used to measure student gains in acquiring English language skills and for exiting students from the TBIP.
- Q. Do we have to administer different sections of the test on different days?
A. No. It is up to the district to determine a testing schedule that works best for them. Each sub-test needs to be completed within one day, however.
- Q. Can we schedule the speaking portion of the test before the writing?
A. Yes. The administration of the subtests can be arranged in whatever order you prefer.
- Q. Can directions be paraphrased?
A. No. It would invalidate the test results.
- Q. For students who do not speak English, are we required to administer the entire test?
A. Yes, the entire test must be given to all students. However, a proctor can use a natural progression of five seconds and then move on through the remaining items.
- Q. Can you ask a student to repeat a response?
A. Only in the speaking subtest, if you do not hear the response.
- Q. Can you repeat an item?
A. Yes, but only for unforeseen distractions such as a fire alarm.
- Q. Can we give directions in the student's native language?
A. No, it would invalidate the test.
- Q. Can a student respond to the writing prompt in Spanish?
A. Student's English language proficiency is being evaluated and a response written in Spanish (or any other foreign language) would be a score of 0 according to the writing rubric.
- Q. How much time do we give a student in kindergarten to answer a question?
A. A natural progression of five seconds and then move on through the remaining items.
- Q. Can a student write more than the space allowed in the test booklet?
A. Yes, you can give them additional paper.
- Q. Are the sample questions the same in the Placement Test as in the annual WLPT-II?

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A. Yes.

Q. Will there be a different form of the Placement Test each year?

A. No, the Placement Test will remain the same.

Q. Is this like the WASL?

A. No, this is not an achievement test. It is a test of English language proficiency.

Q. What sort of notes are you looking for in the notes section?

A. The notes section would be used to document special education accommodations or other special circumstances.

Q. What do we do with a student who has an active IEP?

A. Before testing, review the student's accommodations for testing (per their IEP) and implement the accommodations during testing. Ask the special education teacher for assistance if necessary.

Q. What do we do with students entering from out-of-state that have an IEP?

A. Give the WLPT-II Placement Test and implement the accommodations stated in the IEP.

Q. Is the Placement Test offered in Braille?

A. Not at this time. Contact at the Assessment Office at OSPI for assistance (360) 725-6348 or email: assessment@k12.wa.us

WLPT-II Placement Test Scoring

Q. What part of English language are we assessing?

A. We are assessing English language skills in all modalities.

Q. Does scoring take into account grade level?

A. The test is given within grade spans and proficiency levels are determined per individual grade level.

Q. How do you score a "No Response"?

A. If a student does not respond, it is scored as a "0" for that item.

Q. In the writing subtest, are we looking for their writing skills or are we looking for their response to the prompt?

A. We are looking at the English language proficiency writing skills through the student's response to the prompt. The writing skills evaluated with the rubric include:

- Accuracy and variety of sentence structure
- Appropriate and precise word choice
- Organization of sentences and degree of fluency

Q. Are students marked down for using slang?

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- A. No, the assessment determines the level of English language proficiency and considers language use and appropriateness.
- Q. Are students marked down for not using contractions?
- A. No. If a student responds with the appropriate parts of speech (even with a contraction) they receive full credit.
- Q. What about guessing?
- A. Guessing, most likely, will not impact the student's over-all proficiency level.
- Q. The writing rubric does not mention anything about grade level?
- A. The rubric is designed to demonstrate a progression of English language competencies from beginning to proficient and is applicable to responses given by students K-12.
- Q. Why does the high school prompt appear easier than the middle school prompt?
- A. It is not easier, the prompts are written to link to the ELDs and to solicit the most appropriate response from middle and high school students.
- Q. What if a student responds with a short answer?
- A. Refer to the speaking subtest rubrics and training DVD.
- Q. Why are listening and speaking weighted more than reading and writing?
- A. The listening and speaking subtests are not weighted more.

Assessing for Program Eligibility

- Q. If a student exited the Transitional Bilingual Instructional Program and is still experiencing difficulties in the classroom, can they be re-qualified for program?
- A. No. Students cannot re-qualify for TBIP services.
- Q. Why do we have to test students on the first day?
- A. Students do not need to be tested on the first day, but must be tested within ten days of attendance. For entering kindergarten students, the WLPT-II Placement Test is to be administered after May 1st of the spring prior to enrollment, or within ten days of attendance. All other students in grades 1-12 should be assessed within ten school days of attendance.
- Q. What if a district is unable to test all students within the first ten days of attendance?
- A. RCW requires assessment of potential English language learners within 10 days of attendance. Districts not meeting the 10 day requirement would not meet set requirements for qualifying ELL and would not be in compliance with State law.
- Q. Is the initial placement date, the date of enrollment or date tested and qualified?

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- A. The initial placement date is the date the student met the qualifications for program placement.
- Q. How do you handle the transfer student from within Washington State?
- A. You use the Placement Test results from the transferring district and the student would not be re-tested.
- Q. What are the requirements for notifying parents about placement, continuing or exiting services?
- A.
- Districts must inform parents of a child identified for participation in a language instruction educational program no later than 30 days after the beginning of the school year.
 - For a student who enters school after the beginning of the school year, the district must inform parents within two weeks of the child's placement in such a program.
 - Parents must be notified annually of their child's placement in an ELL / Bilingual program, as well as for continuing or exiting services.
 - Maintain a copy of the parent notification letter in the student's cum file.
- Q. Do foreign exchange students need to be tested?
- A. Foreign exchange students do not qualify for services.
- Q. How will ELL/Bilingual services benefit our Native American students?
- A. Under Title III of NCLB, Native Americans and Alaska Natives are considered Potential ELL and may benefit by providing language development instruction that promotes English language and academic content proficiency.

Home Language Survey

- Q. What was the reason for revising the Home Language Survey?
- A.
- To provide clarity as to who meets the requirements for placement testing.
 - To provide greater teacher scrutiny before testing students that may indicate "No" on question number two of the survey.
 - To adjust the accuracy of the new Placement Test.
- Q. What about Native Americans?

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- A. Native Americans must be addressed individually and cannot be identified through a generic home language survey.
- Q. How do we identify and qualify Native American students for program participation under Title III?
- A. Native Americans can be identified and qualify for Title III services through the following process:
1. Identify Native American students through the school district's registration form.
 2. Review assessment data to determine if the student is academically at risk:
 - Below grade level on district assessments.
 - Not meeting the state standards in reading and writing on the Washington Assessment Student Learning (WASL).
 - For K – 2 students: reading below grade level as determined by classroom-based assessments such as the Dibbles, curriculum-based reading assessments, or teacher recommendation.
 3. Assess students with the WLPT-II Placement Test as per guidelines established for the State's Transitional Bilingual Instructional Program.
- Q. Do we have to use the Home Language Survey developed by the State?
- A. You are not required to use the Home Language Survey provided on the OSPI website, but you must ask the same two questions and apply the same requirements for testing.