

**KAPAS EIS FANITEN MENI FOOS KA AIA NON IMWOM  
ren ekewe MWICHEN PRE-K-12 NON EWE SUKUN DISTRICT**



**AN CHON SUKUN AUCHEAN PORAS**

Iten Ewe Chon Sukun: \_\_\_\_\_ An Ewe Chon Sukun Nampan ID \_\_\_\_\_  
Saingonon                      Aewin                      Nepoputan Mesen Mak Ren Nukanapan

At ika Nengin: At \_\_\_\_\_ Nengin \_\_\_\_\_      Ranin Uputiw: \_\_\_\_\_      Imwen Sukun: \_\_\_\_\_

An Ewe Chon Sukun Newo (Cheki eu (feita) me nein ekkei):  
\_\_\_\_\_ African American/Black      \_\_\_\_\_ American Indian/Alaskan Native      \_\_\_\_\_ Asian      \_\_\_\_\_ Native  
Hawaiian/Pacific Islander      \_\_\_\_\_ Caucasian/White      \_\_\_\_\_ Pwan Eu/Ekkoch

Ewe chon sukun ii emon chon Hispanic ika Latino? Ewer \_\_\_\_ Apw: \_\_\_\_

1. Kapasen meni fonu noum ewe semirit **e fokun aia ika apasa** non imwemi? \_\_\_\_\_
2. Kapasen meni fonu ika **akaewin foos** ra aia ika apasa non imwen ewe chon sukun, ina mwo ika mei nono ngeni an ewe chon sukun foos? \_\_\_\_\_
3. Kapasen ian noum ewe semirit **e aewin** kaeo ika sinei? \_\_\_\_\_
4. Ewe inn/sam/chon tumwunu e mochen epwe angei aninisin **chiakku**? Ewer \_\_\_\_ Apw \_\_\_\_ Ika pwe "ewer", kapasen meni fonu? \_\_\_\_\_
5. Ewe inn/sam/chon tumwunu e mochen epwe angei ekkoch poraus mei piin **translatini** non foosun fonuan? Ewer \_\_\_\_ Apw \_\_\_\_ Ika pwe "ewer", kapasen meni fonu? \_\_\_\_\_
6. Inet fansoun (**meni maram me ier**) an noumw ewe semirit akkaewin fiti ew sukun non Merika (United States)? \_\_\_\_\_

Sainnen Iten ewe Sam/Inn ika Chon Tumwunu

Pwinin Maram

**SCHOOL USE ONLY**

*Please have test score documentation available for the Regional Accreditation Officer to review.*

- Other language than English indicated TWO OR MORE times on questions 1 – 3 above.** The student is classified as "more often" and automatically qualifies as **bilingual** on the accreditation report.
- Other language than English indicated ONLY ONCE on questions 1 – 3 above.** The student is classified as "less often" and only qualifies as **bilingual** on the accreditation report **if he or she meets one of the following** (any selection below REQUIRES appropriate documentation):
  - 1. Designated English Learner on one of the Oklahoma English language proficiency assessments: ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, WIDA Screener, WIDA MODEL, K-WAPT, W-APT or Oklahoma Pre-K Language Screening Tool.
  - 2. Scored unsatisfactory or limited knowledge in Reading on the Oklahoma State Testing Program (OSTP).
  - 3. Scored at or below the 35<sup>th</sup> percentile (or equivalent) composite reading score from spring of the previous school year on a state approved norm-referenced test (NRT).

**DOCUMENTATION OF A TEST RESULT FOR STUDENTS MARKED LESS OFTEN**

Date(s) of Kindergarten ACCESS, ACCESS for ELLs 2.0, or Alternate ACCESS Test	Score(s) on Kindergarten ACCESS, ACCESS for ELLs 2.0, or Alternate ACCESS		Date(s) of WIDA Screener or K-WAPT/WAPT or WIDA MODEL	Score(s) on WIDA Screener or K-WAPT/WAPT or WIDA MODEL	
	Composite Score	Literacy Score		Composite Score	Literacy Score
	1.	2.		1.	2.
	1.	2.			

Date(s) of Reading OSTP	Score(s) on Reading OSTP			
	Unsatisfactory	Limited Knowledge	Satisfactory	Advanced

Date of the Oklahoma Pre-K Language Screening Tool	Score on Pre-K Language Screening Tool
	%

Date(s) Norm Reference Test (NRT)	Name of the NRT	Reading Total Composite Score(s) %

**From Above:**

- Question 1: Reference WAVE code 1036**
- Question 2: Reference WAVE code 1037**
- Question 3: Reference WAVE code 103**