



COLORADO
Department of Education

Colorado Interim English Learner Identification Procedure

March - May 2020

Federal Requirements for EL Identification

Every Student Succeeds Act (ESSA), §§1112(e); 3116(b)

Requires recipients of Titles I and III to **identify ELs and notify parents** of the language instruction educational programs available to students.

Lau Remedies, 1975 (Case law, Civil Rights Act 1964)

Specifies approved approaches, methods, and procedures for:
Identifying and evaluating national origin minority students' English language skills.

State Requirements for EL Identification

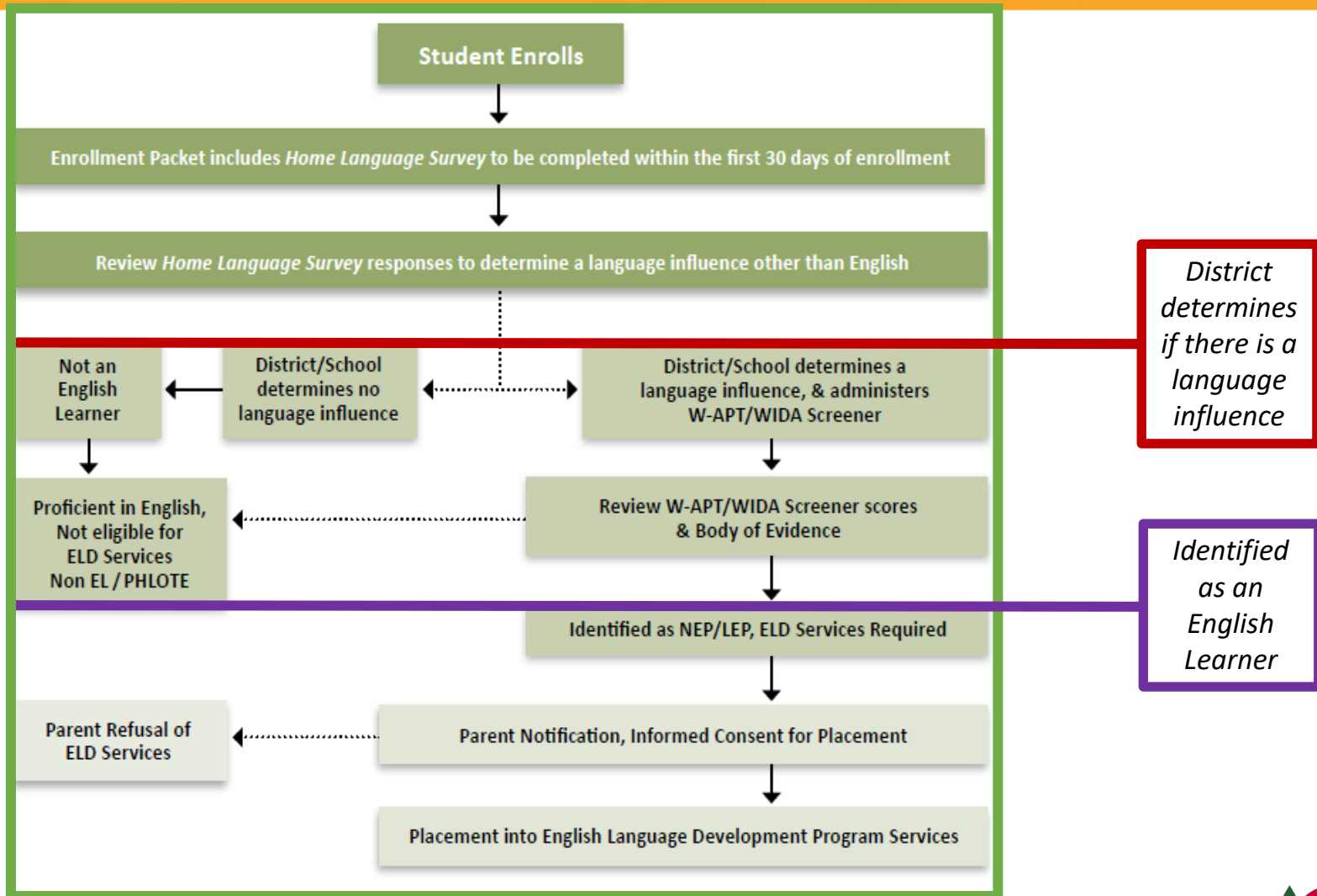
English Language Proficiency Act, CRS 22-24-105

Requires districts to **identify** and **report** the number of English Learners (ELs) in the district to the Colorado Department of Education.

Senate Bill 109, CRS 22-24-106

One common assessment to **identify** EL student: W-APT/WIDA Screener, the state mandated placement assessment must be used as one indicator to determine English Language Proficiency (ELP) and if student is an English Learner (EL).

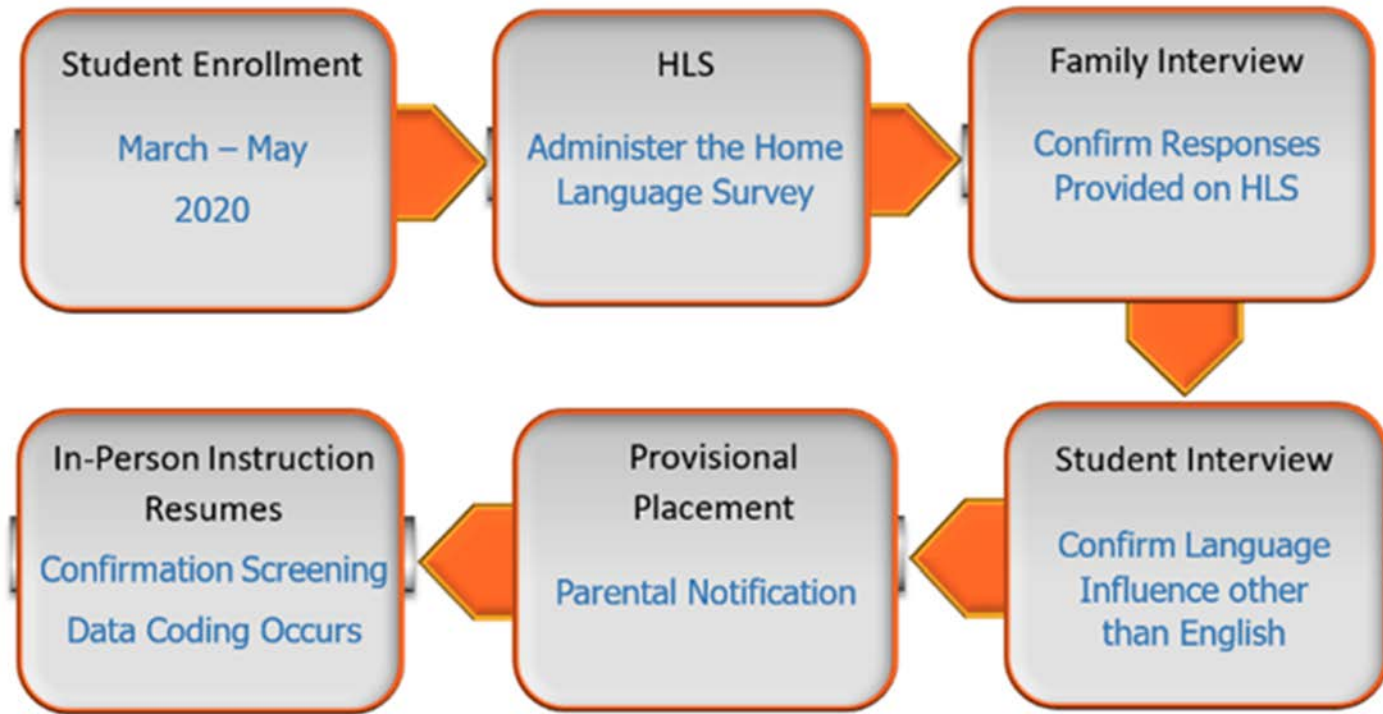
Standardized Identification Procedures



Colorado English Learner Identification can be found at www.cde.state.co.us/cde_english/identification-placement



2019-2020 Interim Identification Procedures document can be found at www.cde.state.co.us/cde_english/covid19andclde



Districts that are subject to settlement agreements or consent decrees relating to English learners must seek guidance from the district's legal counsel as to whether the provisional procedures would be consistent with the terms of the applicable agreement/decrees.

2019-2020 Interim EL Identification Procedures - Step 1

Home Language Survey and Family Interview

Step 1: A Home Language Survey (HLS) must be completed by all enrolling families as part of the district's registration process to identify students who have a language influence other than or in addition to English



During suspension of in-person learning due to COVID-19, the HLS must be completed remotely by district-trained enrollment personnel via online/phone, Skype, Zoom, etc. Parents can also complete the HLS and mail it to the district.

2019-2020 Interim EL Identification Procedures - Step 2

Student Interview

Step 2: Districts must conduct an interview with **all** students for whom there is a language influence other than or in addition to English. This interview is conducted remotely. During suspension of in-person learning due to COVID-19, the following limited exceptions apply to Student Interviews:

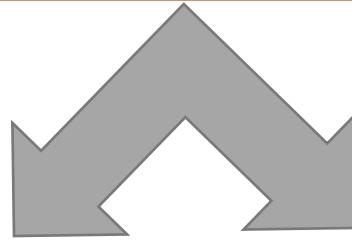


- Students who were previously classified as ELs and were then reclassified as FEP Monitor 1/Monitor 2, FEP Exit 1/Exit 2 in their former Colorado districts;
- Students who transferred from another district within Colorado in the 2019-2020 school year who did not qualify as ELs on the English language proficiency screening test administered in their former Colorado districts; and
- EL students who transferred from another district within Colorado or with ACCESS results from the last calendar year.

2019-2020 Interim EL Identification Procedures - Step 2

Student Interview Continued

Determining Listening, Speaking, and Interaction Ability



Option A: Follow district procedures to assess student's English language proficiency **OR**

Option B: Use CDE developed sample questions & rubrics in Appendix A to assess student's English language proficiency

2019-2020 Interim EL Identification Procedures – Step 2

Student Interview – Option B – Sample Questions

Additional Student Interview Option B Considerations:

- Stop at the level where the student has difficulty responding.
- If the student has difficulty responding at a particular level, ask a question or two from the previous level to end on a positive note.
- Generally, a student who easily communicates at a “High Level” is not likely to qualify for EL status. “Moderate and Low Levels” would likely qualify for EL status.

Student Interview Sample Questions			
Ask questions at low levels of difficulty and progress in difficulty			
Grade	Low Level	Moderate Level	High Level
K-1	What is your name? How old are you? What is your favorite color?	Tell me about someone in your family? What do you like to do with your friends? What shows do you like to watch on TV? What foods don't you like? Why?	How is a dog different from a cat? How is a dog the same as a cat? What is your favorite book/movie? Tell me why. What would you do if you fell down and hurt your knee?
2-5	What is your name? How old are you? When is your birthday?	What would you want to do on your next birthday? What is your favorite game? How do you play it? What do you like to do with friends/family? What foods don't you like? Tell me why. What kind of food do you like? Tell me why.	What is your favorite subject in school? Tell me why? How is a banana different from an orange? How is a banana the same as an orange? Describe your favorite book/movie? Can you tell me about a character in a book/movie? If you could have one wish, what would it be? Tell me why.
6-8	What is your name? Where do you live? Tell me about someone in your family. What do you like to do after school?	What do you like to do on the weekends? What shows do you like to watch on TV? What kind of music do you not like to listen to? Tell me about your favorite (sports team, video game, toy, or hobby)?	What is your favorite subject in school? Explain why. Convince me why I should like your favorite (sports team/video game.) How is a television different/same from a computer? Tell me about a special place you have been to. Explain why this place is special to you? Your best friend is crying. Describe what would you do?
9-12	What is your favorite color? Where do you live? Tell me about a special person in your life.	Tell me about your favorite family trip. What kind of books do you like to read? What is your favorite TV show? Tell me why.	What job would you never want to do? Tell me why. How is a car different/same from a motorcycle? Tell me something I might not know about the place you were born. What would you do if there was a fire in the house? Describe a job that you think is useful for society. Explain why. Describe your favorite teacher/friend/family member.

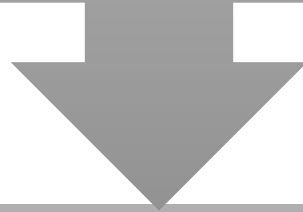
Student Interview Sample Questions adapted from the NY State Education Department



2019-2020 Interim EL Identification Procedures - Step 3

Provisional Placement

Step 3: Determine whether the student might be an English learner using student interview results and make a provisional English learner identification determination using:



School/District process to interview and evaluation of language **OR** CDE developed sample interview questions and associated rubrics to evaluate responses.

2019-2020 Interim EL Identification Procedures - Step 4

Parent Notification

Step 4: Notify parents and/or legal guardians in writing of screening test results and provisional placement



- Districts must provide parents with a description of the provisional placement and ELD services that will be made available for their children during interim identification.
- Include districts' plan to administer screening, either W-APT/WIDA Screener, assessments once normal school operations resumes; confirm identification status and notify parents of student's ELP level after in-person screening.

Interim Parent Notification Letter

Step 4 Continued

Provisional Placement for ELD Services



Outline of Interim Online ELD Services



Electronic Signature Required



Confirmation Screening Required



Parent & Family Communication Continues



2019-2020 Interim EL Identification Procedures - Step 5 Confirmation and Coding

Step 5: Students should not be coded as ELs in CDE Data Pipeline before they are screened following Colorado's standardized identification procedure



-Documentation in Student File is required. The district must ensure that students who are given a provisional status assignment (identified as EL or non-EL) are tracked by some means (e.g., a special code in the local student management system). Once school resumes, students are screened according to the standardized identification procedure.

-Regardless of whether a student is provisionally identified as an EL or not, Colorado's standardized identification process, including face-to-face screening, must be completed once school resumes.

CDE Instructional Guidance & Resources

[CDE policy/systems level instructional guidance during remote learning](http://www.cde.state.co.us/safeschools/covid19-instructionalguidance) at
www.cde.state.co.us/safeschools/covid19-instructionalguidance

[CDE instructional guidance and resources during remote learning](http://www.cde.state.co.us/learningathome) at
www.cde.state.co.us/learningathome

[CDE on-line instructional resources for English learners during remote learning](http://www.cde.state.co.us/learningathome/remoteteachingresources#ell) at
www.cde.state.co.us/learningathome/remoteteachingresources#ell



CLDE Instructional Guidance & Procedures

[Distance Learning Guidance for English Learners](#) at
www.cde.state.co.us/covid-19-and-clde

[Interim English Learner Identification Procedures](#) at
www.cde.state.co.us/covid-19-and-clde



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