

Redesignation Guidance

Effective for the 2017-2018 School Year



Redesignation is a process that English learners undergo when they attain established criteria that demonstrate they are fluent English proficient (FEP) and can transition successfully to classrooms, with minimal ELD support. CDE has approved the following pathways to redesignation for 2017-2018.

ACCESS 2.0 Assessment Data to Initiate Redesignation Process

- 4.0 Literacy AND
- 4.0 Overall Composite

At least one piece of local data that demonstrates success in Reading through English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

AND

At least one piece of local data that demonstrates success in Writing through ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Optional Additional Evidence

Recommend using additional evidence to confirm fluent English proficiency in all language domains aligned with the CELP standards demonstrated through ELA, Science, Social Studies, and/or Math

ACCESS 2.0 Assessment Data to Initiate Redesignation Process

- 4.0 Literacy
- <4.0 Overall Composite or no Overall Composite score reported

Additional evidence aligned with the CELP Standards to confirm fluent English proficiency in missing domain or domain (speaking or listening) with a score that does not reflect typical performance

At least one piece of local data that demonstrates success in grade level reading through English Language Arts (ELA), Science, Social Studies, and/or Math as comparable to non-EL/native English speaking peers

AND

At least one piece of local data that demonstrates success in Writing through ELA, Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Optional Additional Evidence

Recommend using additional evidence to confirm fluent English proficiency in all language domains aligned with the CELP standards demonstrated through ELA, Science, Social Studies, and/or Math

Local Data to Initiate Alternate Redesignation Process

Evidence aligned to CAS to show:

- Grade level proficiency in reading AND
- Grade level proficiency in writing

A piece of evidence aligned to the 5 CELP Standards to confirm fluent English proficiency in **all** language domains

- Listening
- Speaking
- Reading
- Writing

Two additional pieces of evidence demonstrating success in English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers



BODY OF EVIDENCE

Districts must develop a standardized process and criteria for further investigation and confirmation of a student’s ability to meet grade-level performance expectations. Each piece of evidence must align to the Colorado English Language Proficiency (CELP) standards and Colorado Academic Standards (CAS). A body of evidence should represent local data that is used to define academic growth/success/grade-level proficiency as well as growth to English language proficiency. See examples of Body of Evidence.

MONITOR YEAR 1 & 2 AND REDESIGNATION TO EXIT

FEP Monitor Year 1 and Year 2 students must continue to receive appropriate language and academic supports, as needed. Upon completion of two consecutive years of monitoring, students may be eligible to be exited from the ELD program if they continue to demonstrate English language proficiency and academic growth/success/grade-level proficiency in reading, writing, and other content areas. However, a district/school may determine that students who no longer demonstrate language and grade level proficiency should be reclassified as NEP/LEP and transitioned back to an ELD program.

EXAMPLES OF BODY OF EVIDENCE

Language Proficiency	Grade Level Academic Content Proficiency
<ul style="list-style-type: none"> • District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics 	<ul style="list-style-type: none"> • District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics <p><i>* ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.</i></p>

OTHER USEFUL RESOURCES

- [Redesignation Website](#)
- [Colorado English Language Proficiency Standards Resources Website](#)
- [The EL Guidebook](#)
- [Assessment Instrument Descriptions](#)