May 9, 2024 Office Hour Topics: Redesignation Guidance and Score Resource Guide

Office Hour Topic: SY24-25 Redesignation Guidance Presented by the CLDE Office

Redesignation for ACCESS for ELLs: Kindergarten ACCESS and ACCESS for ELLs cut points for 2024-25 redesignation remain the same. Considering students for redesignation eligibility using Pathway 1 still requires 4.0 Overall **+** 4.0 Literacy **+** district determined Body of Evidence (BOE) with data points in Reading and Writing. SY24-25 Redesignation Guidance will be released through the CLDE list serv and posted online by mid-June.

Alternate Access Standard Setting: Standard Setting for the new Alternate ACCESS will be completed over the summer and results are expected to be available in WIDA AMS in mid-September. Review the WIDA article, [Conversations with Candoo: WIDA Alternate ACCESS standard setting](#), to learn about the upcoming standard setting study event. The article covers what a standard setting event is and how standard setting affects scores and reports. As a reminder, considering students for redesignation eligibility using Pathway 2 is *on hold* until the 23-24 Alternate ACCESS score reports are released to Colorado districts in fall 2024.

- If standard setting is not available until after 2024 Student October Count deadline, seek coding change for students who are eligible for redesignation by submitting an EL Exception request with [Data Services](#).

- [Request to join](#) the CLDE List Serv database to receive updates and important information about the 2024-2025 Redesignation Guidance this summer.

Suggested Annual Redesignation Timeline

Month	Procedures and Processes
January-February	WIDA ACCESS administration
March-June	District begins collecting a body of evidence
May	Districts receive WIDA ACCESS scores
May-July	Districts determine redesignation eligibility
August	Districts adjust student's schedule to reflect redesignation
October	Districts update coding during [Student October Count](#)

Office Hour Topic: WIDA ACCESS Presented by the Assessment Office

WIDA is part of the University of Wisconsin–Madison and is housed in the [Wisconsin Center for Education Research](#) (WCER), one of the first, largest, and most productive education research centers in the world. It provides a research-based system of language standards, assessments, professional learning and educator assistance. WIDA members consist of 41 domestic states and territories and approximately 500 international schools throughout the world.

Data Recognition Corporation (DRC)

- DRC is a long-standing WIDA partner responsible for the administration, scoring, and reporting for the ACCESS, Alternate ACCESS, and online WIDA Screener assessments

- WIDA and DRC administer the ACCESS assessments to 2.5 million students each year

All Multilingual Learners (NEP and LEP), including students with disabilities, participate in the state English language proficiency assessment system (WIDA ACCESS). An English language proficiency assessment is required by federal and state law and is guaranteed to students under Civil Rights law of 1964 and The Office for Civil Rights Memorandum of 1970.

The educational team (ML and IEP or 504 as applicable), which must include the family, determined whether the student took: ACCESS for ELLs and Kindergarten ACCESS, with or without accommodations.

Participating in Alternate ACCESS is determined by the IEP. When a student's IEP is written to the Extended Evidence Outcomes (alternate standards) the student participates in the Alternate assessments (ELP and content). According to federal requirements, there must be evidence of alignment between a student's educational plan, instruction, and the accommodations provided on any of the state assessments, as well as any determinations for a student to participate in Alternate ACCESS.

Three WIDA ACCESS participation options available:

1. The student participated in ACCESS for ELLs or Kindergarten ACCESS without an accommodation.

2. The student participated in ACCESS for ELLs or Kindergarten ACCESS with accommodation(s)*.

3. The student participated in Alternate ACCESS as determined in the IEP for students with the most significant cognitive disabilities.

Note: It is not appropriate or ethical to give the Alternate ACCESS to students who do not qualify to take the assessment.

*Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need. To use accommodations on ACCESS for ELLs accommodations must be determined by the student's educational team and documented in the student's IEP or 504. Accommodations are designed to promote the student's independent access to curriculum and assessment. Accommodations should not create an unnecessary dependence on the accommodation or create a barrier to the curriculum or assessment.

Reports in WIDA Assessment Management System (AMS)

- District Frequency Reports: Number and percentage of tested students in a single grade within the district that achieved each proficiency level for each language domain and composite area.

- School Frequency Reports: Number and percentage of tested students in a single grade within a school that achieved each proficiency level for each language domain and composite area.

- School Roster Reports: Scale scores and proficiency levels for each language domain and composite area for a group of students within a single school and grade level.

- Individual Student Reports: Individual student's scale scores and language proficiency levels for each language domain and composite area.

- Student Response Files - District (.csv): Contains all student testing data and reported demographic information for the district.

Individual Student Reports (ISRs): are to be shared with parents/guardians as soon as practicable. Please also note that the reports are confidential, and distribution of both electronic and/or hard copy reports must be in accordance with state and federal privacy laws, and local school board policy. The default settings in WIDA AMS allow individuals with the School and District-level roles to have access to student Personally Identifiable Information (PII).

For parents who cannot access standard English print, report shells are available in nearly 50 additional languages. Access ISRs in a variety of languages in WIDA AMS through On-Demand Reports. Select Report Delivery from the My Applications menu, then click On-Demand Reports. Select the Administration, District, School, and language to generate reports. Click Find Students to populate the students tested at that school. On-Demand Reports can be opened individually under the Action column, or a user can check the select box for each student requiring the language and click either Open Selected or Save Selected.

Resources for Supporting Families: WIDA offers several online resources to support communication with students and their families. The following resources are available in the WIDA Resource Library and can be found using the filters for Topic and Type.

ACCESS for ELLs Resources:

- *What is ACCESS for ELLs?* a two-page flyer that provides parents with answers to several basic questions about ACCESS for ELLs. This resource is available in multiple languages.
- *ACCESS for ELLs: Understanding your Child's Scores* a two-page document that summarizes key information for parents, taken from the full ACCESS for ELLs Interpretive Guide for Score Reports. This resource is available in multiple languages.
- *Parent Letters* for ACCESS for ELL
- *ACCESS for ELLs Interpretive Guide for Score Reports* a comprehensive document providing information on understanding the scores

Assessment Development:

If you would like to contribute to WIDA test development work, please visit the [Building a WIDA Assessment](#) page to learn more and apply.

Educator participation is critical to Colorado's state assessment development and validation process. Colorado educators may serve on committees related to CMAS, CoAlt, and CSLA.

- [State Assessment Development Flyer](#)
- [Register for assessment development committee selection](#)

English Learner Professional Development and ELD Teacher Requirements

To support students in Colorado who are English language learners, the State Board of Education adopted new rules in June 2018 requiring educators with elementary, math, science social studies and English language arts (and any middle-level) endorsements to complete Culturally and Linguistically Diverse (CLD) Education training or Professional Development (PD). Educators holding these endorsements on a professional **license that expires on or after Sept. 1, 2025, must meet this requirement at the time of renewal.**

Navigate the English Learner Educator Licensure Requirements to find more information about:
- 45 hours ([Quality Standards & Elements](#))
- To view [video](#) to complete Educator Matrix

For more information about 45 Hour EL PD Requirements visit:
   [Educator Talent Website](#) (www.cde.state.co.us/educatortalent/elpdeducators)

Or send inquires and questions to:
   For district leaders with general questions about PD or districts interested in creating their own PD pathway: [Questions from District Leaders](#) (educator_development@cde.state.co.us)

   For individual teachers with questions about this requirement: [Questions from Teachers](#) (CDElicensing@cde.state.co.us)

CDE Contacts and Offices:

ACCESS for ELLs and CMAS ML accommodations: Heather Villalobos Pavia, villalobospavia_h@cde.state.co.us

ACCESS Growth Accountability and Continuous Improvement Unit Supports, accountability@cde.state.co.us

ML Identification (Screening)/Redesignation: Doris Nguyen, brock-nguyen_d@cde.state.co.us

ML Programing/Instruction Support/Redesignation: Lindsay Swanton, Swanton_l@cde.state.co.us

ML Coding and October Count: Brooke Wenzel, wenzel_b@cde.state.co.us

MLs with Educational Disabilities: Hunter Smith, Smith_h@cde.state.co.us