

English Learner Reclassification Criteria: 2018-2019



| GRADE | 1. PROFICIENCY ON LANGUAGE ASSESSMENT | 2. DEMONSTRATION OF "BASIC SKILLS" | | | 3. TEACHER EVALUATION & EL COORDINATOR RECOMMENDATION | 4. PARENT OPINION & CONSULTATION |
|--------|--|------------------------------------|--------------------------------|-----------------------------------|--|----------------------------------|
| | | OTHER MEASURES | REQUIRED SCORE FALL (Sept-Nov) | REQUIRED SCORE WINTER (Dec – Mar) | | |
| Kinder | ELPAC: Overall/Oral Language/Written Language Performance Level 4; Listening/Speaking/Reading/Writing Performance "Well Developed" | DIBELS Composite | 26 | 122 | A. Students will qualify on the teacher evaluation criterion based on grades: ELA Report card grades of mostly 3s or 4s, with some 2s (and no 1s). ¹ B. If grades are lower than above, teacher may complete a "Teacher Evaluation" form to determine if the student's grade is not due to language acquisition issues in order to satisfy this requirement. | ✓ |
| 1 | Same as Above | DIBELS Composite | 113 | 130 | Same as Above | ✓ |
| 2 | Same as Above | STAR IRL <u>or</u> | 1.0 | 1.6 | Same as Above | ✓ |
| | | DIBELS Composite | 141 | 190 | | |
| 3 | Same as Above | STAR IRL <u>or</u> | 2.9 | 3.5 | Same as Above | ✓ |
| | | DIBELS Composite | 220 | 285 | | |
| 4 | Same as Above | CAASPP ELA <u>or</u> | 3 or 4 | | Same as Above | ✓ |
| | | STAR IRL <u>or</u> | 3.8 | 4.4 | | |
| | | DIBELS Composite | 290 | 330 | | |
| 5 | Same as Above | CAASPP ELA <u>or</u> | 3 or 4 | | Same as Above | ✓ |
| | | STAR IRL/Scale Score <u>or</u> | 4.4 | 4.9 | | |
| | | DIBELS Composite | 357 | 372 | | |
| 6 | Same as Above | CAASPP ELA <u>or</u> | 3 or 4 | | Same as Above | ✓ |
| | | STAR IRL <u>or</u> | 4.9 | 5.5 | | |
| | | DIBELS Composite | 344 | 358 | | |

1. Elementary: Please use professional judgment about the appropriate combination of mostly 3s with some 2s (and no 1s) until more standardized grade level analysis by trimester can occur.

2. 8th grade CAASPP scores for grades 10 and 11 are the most recent test scores available.

3. Updated criteria and the reclassification process for English Learner students with Special Education Services were presented to the Board of Education in Summer 2018 in order to meet compliance requirements.

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| GRADE | 1. PROFICIENCY ON LANGUAGE ASSESSMENT | 2. DEMONSTRATION OF "BASIC SKILLS" | | 3. TEACHER EVALUATION & EL COORDINATOR RECOMMENDATION | 4. PARENT NOTIFICATION/CONSULTATION |
|-------|--|---|----------------------------|---|-------------------------------------|
| | | OTHER MEASURES | REQUIRED SCORE FALL/WINTER | | |
| 7 | ELPAC: Overall/Oral Language/Written Language Performance Level 4; Listening/Speaking/Reading/Writing Performance "Well Developed" | CAASPP ELA <u>or</u> | 3 or 4 | A. Students will qualify on the teacher evaluation criterion based on report card grades grade of C or better in ELD or ELA. B. If grades are lower than above, teacher may complete a "Teacher Evaluation" form to determine if the student's grade is not due to language acquisition issues in order to satisfy this requirement. | ✓ |
| | | STAR IRL | 5.8 | | |
| 8 | Same as Above | CAASPP ELA <u>or</u> | 3 or 4 | Same as Above | ✓ |
| | | STAR IRL | 6.2 | | |
| 9 | Same as Above | 8 th grade CAASPP ELA ² <u>or</u> | 3 or 4 | Same as Above | ✓ |
| | | STAR IRL | 6.6 | | |
| 10 | Same as Above | STAR IRL <u>or</u> | 7.1 | Same as Above | ✓ |
| | | 8th grade CAASPP ² | 3 or 4 | | |
| 11 | Same as Above | STAR IRL <u>or</u> | 8.2 | Same as Above | ✓ |
| | | 8th grade CAASPP | 3 or 4 | | |
| 12 | Same as Above | 11 th grade CAASPP ELA <u>or</u> | 3 or 4 | Same as Above | ✓ |
| | | STAR IRL | 8.8 | | |

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2. Comparison of Performance in Basic Skills

ELA Assessment Results:

| | | |
|-------------|-------|------------------------------|
| Assessment: | Date: | Scores/Performance Level(s): |
| Assessment: | Date: | Scores/Performance Level(s): |

Yes **No** **Did the student meet performance criteria? If yes, skip to section 3.** *If no, answer the following questions to help determine if factors other than English language proficiency are responsible for limited achievement in ELA.*

Yes No Student's Basic Skills assessment scores appear to be commensurate with his/her intellectual ability.

Yes No Error patterns mirror the patterns of students with the same disability and not the error patterns of second language acquisition.

The team has determined the student has demonstrated a level of performance in ELA Basic Skills commensurate with English Only peers with a like disability.

Yes **No** (if Yes, proceed to section 3)

3. Teacher Evaluation

Yes **No** **Is student meeting classroom/district expectations for academic performance at this time.**

Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.

Evaluation was based on:

Classroom Performance District-wide Assessments Progress towards IEP Goals Observations Multidisciplinary Report

Yes No The team has determined that classroom performance deficits are due to the student's disability and not English language acquisition.

Evidence: (required) _____

Comments: _____

The team has determined the student has demonstrated a level of academic performance commensurate with English Only peers with a like disability.

Yes **No** (if Yes, proceed to section 4)

4. Parent Opinion & Consultation

Provided by: Written Correspondence Phone Call Conference Other: _____

Parent Comments: _____



Parent Signature: _____ Date: _____

Based on the above four criteria, the team recommends:

- Student is RECLASSIFIED as Fluent English Proficient and no longer requires ELD Services.
- Student maintains classification as an English learner.

Date: _____

Teacher: _____

District Special Education Representative: _____

English Learner Programs Representative: _____

Additional Team Members: _____