

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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IEP Team Recommendation Process for Reclassification for English learners with Special Education Services

In the event that a student with an IEP does not meet regular district reclassification criteria, the reclassification team should consider the potential impact the student's disability may have on their ability to meet these criteria. The reclassification process for students with IEPs may be done at the time of an IEP meeting, but does not become part of the IEP document itself. The Reclassification Team must include the student's teacher, District Special Education representative, as well as input from a representative of the District English Learner Programs.

Please use the following worksheet for Consideration of reclassification of English learners with IEPs who do not meet district reclassification criteria.

Reclassification Worksheet for English Learners with IEPs

THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC313(D)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.

1. Assessment Results of Language Proficiency (Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to ELPAC if appropriate)

English Language Proficiency Assessment Results: ☐ ELPAC ☐ Alternate Assessment(s): _____

Current Test Date:	Overall:	Listening:	Speaking:	Reading:	Writing:
Previous Test Date:	Overall:	Listening:	Speaking:	Reading:	Writing:

☐ Yes ☐ No Did the student meet proficiency level criteria as assessed by ELPAC? If yes, skip to section 2.

Primary Language Proficiency Assessment Results:

Assessment Name: _____

Current Test Date:	Overall:	Listening:	Speaking:	Reading:	Writing:
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☐ Yes ☐ No The team reviewed other informal measures of proficiency and determined it is likely the student is proficient in English.

☐ Yes ☐ No The team feels the student's low performance on formal testing in the area(s) of reading, writing, listening, and/or speaking was a reflection of the student's disability and not a language difference.

(Note: Possible indicators include evidence that a student has similar academic deficits and error patterns in English as well as in primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.)

Comments: _____

The team has determined the student has demonstrated English Language Proficiency commensurate with English Only peers with a like disability.

☐ Yes ☐ No (if Yes, proceed to section 2)

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: _____