**English Learner Reclassification Form**

I. Student Information

II. Criteria

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| Student Name | Date       Student I.D. |
| School | D.O.B.       Age |
| Teacher | Grade |
| Primary Language | CELDT Test Date |

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| --- |
| 1. Language Assessment: Must score Early Advanced or Advanced in Overall on the CELDT (or alternate assessment), and Intermediate or higher in each domain of Listening, Speaking, Reading, and Writing.   Overall Proficiency (Early Adv. or Adv)  Listening (Int. or Higher) Speaking (Int. or Higher)  Reading (Int. or Higher) Writing (Int. or Higher)   1. ELA Assessment: Must score Basic or Higher on District assessment in English Language Arts.        STAR Reading 360/SRI (use rubric for cut-off)   1. Classroom Performance: Must meet the minimum proficiency required as determined by the teacher.        GPA (2.0 or higher in content areas)  \_\_\_\_\_\_\_\_\_\_ Teacher approves   1. Parent Consultation: Must explain process to parent or guardian and gather input on reclassification.   \_\_\_\_\_\_\_\_\_\_ Parental or Guardian has been consulted |

Additional Criteria for Students on an IEP (IEP Team)

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| Please answer the following questions:  1. Was there an alternate assessment given, and if so what was the name of the assessment?      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. If the student took an alternate assessment, and there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student’s disability versus language difference? yes no  3. Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? yes no  Evaluation was based on: Teacher Input Progress on District Wide Assessments Classroom Performance  IEP Goals being met Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

III. Signatures

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| Student has met the Reclassification Criteria  Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Teacher/Counselor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Translator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

IV. Follow Up

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 1 | Satisfactory | Unsatisfactory | Teacher Signature | Year 2 | Satisfactory | Unsatisfactory | Teacher Signature |
| Semester 1 |  |  |  | Semester 1 |  |  |  |
| Semester 2 |  |  |  | Semester 2 |  |  |  |

\*if UNSATISFACTORY is marked, please notify Coordinator of English Learner Services for procedures.

**RUSD Interim English Learner Reclassification Criteria 2014-15**

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| Grade | Language Assessment | ELA Assessment | Classroom Performance | Parent Consultation |
| 1 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | Aimswebb  19 words correct or higher | Students meet minimum proficiency required as determined by the teacher. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 2 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | Aimswebb  64 words correct or higher | Students meet minimum proficiency required as determined by the teacher. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 3 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR Reading  424 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 4 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR Reading  639 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 5 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR Reading  724 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 6 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR Reading  827 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 7 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR Reading  869 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 8 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR Reading  899 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 9 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR/SRI  949 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 10 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR/SRI  984 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 11 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR/SRI  1084 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |
| 12 | Must score Intermediate or Higher in each sub-skill area **and** Overall Proficiency is Early Advanced or Advanced | STAR/SRI  1084 Lexile | Students will successfully meet the minimum proficiency requirements, in addition to maintaining a 2.0 GPA in core content areas. | Explain reclassification process to parent or guardian and obtain signature in order to reclassify. |

**\*do not consider for reclassification until 1st grade. \*as of the 2013-2014 school year, AB (Assembly Bill) 484 suspended CST and CMA assessments, due to the adoption of Common Core State Standards. This required the use of a district assessment. \*Lexile: a measurement of reading comprehension**