

**BUSD Reclassification Criteria**

| <b>Assessment of English Language Proficiency</b>   | <b>Assessment of Performance in Basic Skills</b>  | <b>Teacher Evaluation</b>   | <b>Parent Consultation</b>   |
|---|---|---|--|
| <p>An overall score of 4 annual Summative ELPAC</p> | <p>Grades K-2<br/>                     A score of "At or Above Benchmark" or "Below Benchmark" or higher on the annual Acadience Composite Reading assessment.</p> <p>-----</p> <p>Grades 3-12<br/>                     A score of "One Grade Level Below" or higher on annual end of year iReady Reading assessment<br/> <b>OR</b><br/>                     A score of "Standard Nearly Met" or higher on annual CAASPP ELA assessment (grades 3-8 &amp; 11)<br/> <b>OR</b><br/>                     A score of "Basic" or higher on Benchmark District Writing Rubric (grades 9-12)</p> | <p>1) A score of 4 on the Observation protocol in all four domains (listening, speaking, reading, writing) <i>To be filled out by ELD and ELA teachers 6-12</i></p> <p>2) K-5 scores of 3 in ELA, 6-12 grades A, B, or C in ELA class</p> | <p>Conference with ELA/ELD teacher and a consenting signature on the Observation Protocol</p> <p>-----</p> <p>In grades 3-12 the student is also informed though student-teacher conference.</p> <p>Re-designated students are celebrated at school site award assemblies.</p> |

**TEACHER OBSERVATION PROTOCOL for English Learners**

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

IEP: \_\_\_ Yes \_\_\_ No      504 plan: \_\_\_ Yes \_\_\_ No

Grade Level: \_\_\_\_\_

ELPAC level: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Current ELA Score/Grade: \_\_\_\_\_

**Description of Receptive Skills: Listening and Reading Comprehension** (Select one descriptor from the choices below.)

\_\_\_\_\_ **Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student rarely exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade-appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.

\_\_\_\_\_ **Level 2 (Early-Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student sometimes exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussion with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.

\_\_\_\_\_ **Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed)** The student often exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade-level texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussion with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.

\_\_\_\_\_ **Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed)** The student consistently exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

**Evidence considered in selecting this level?** Attach supporting documentation.

**Description of Expressive Skills: Speaking and Writing** (Select one descriptor from the choices below.)

\_\_\_ **Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student rarely expresses thoughts and ideas in speaking and writing at a level of parity with English speaking grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.

\_\_\_ **Level 2 (Early-Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student sometimes expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar nearing, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary and relies on linguistic supports to express ideas effectively in oral and written English.

\_\_\_ **Level 3 (Late Expanding-Early Bridging: Grade appropriate with light linguistic support needed)** The student often expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.

\_\_\_ **Level 4 (Mid-Late Bridging: Grade appropriate with minimal linguistic support needed)** The student consistently expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with original grade-appropriate vocabulary and rarely relies on linguistic supports to express ideas effectively in oral and written English.

**Evidence considered in selecting this level?** Attach supporting documentation.

*The section below is required when documenting that parent consultation occurred regarding this student's reclassification from English Learner to Fluent English Proficient status.*

I, \_\_\_\_\_, \_\_\_agree/\_\_\_disagree (check one) the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.

Teacher Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

I was consulted, discussed and gave my opinion regarding the information provided to me about my child's English language proficiency status. I was provided the opportunity to participate in the decision to reclassify my child from English Learner to Fluent English Proficient.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Criterios de reclasificación de BUSD**

| Evaluación del dominio del idioma inglés                            | Evaluación del Desempeño en Competencias Básicas  | Evaluación del Maestro  | Consulta de padres   |
|---|---|---|--|
| <p>Un puntaje general de 4 en el examen ELPAC acumulativo anual</p> | <p>Grados K-2</p> <p>Una puntuación de "At or Above Benchmark" or "Below Benchmark" o superior en la evaluación anual de lectura compuesta de Acadience.</p> <p>-----</p> <p>Grados 3-12</p> <p>Una puntuación de "Un nivel de grado inferior" o superior en la evaluación anual de fin de año iReady Reading</p> <p><b>O</b></p> <p>Una puntuación de "Estándar casi cumplido" o superior en la evaluación anual CAASPP ELA (grados 3-8 y 11)</p> <p><b>O</b></p> <p>Una puntuación de "Básico" o superior en la rúbrica de escritura del distrito de referencia (grados 9-12)</p> | <p>1) Una puntuación de 4 en el protocolo de observación en los cuatro dominios (escuchar, hablar, leer, escribir) Para ser completado por los maestros de ELD y ELA 6-12</p> <p>2) Puntuaciones de K-5 de 3 en ELA, 6-12 grados A, B o C en clase de ELA</p> | <p>Conferencia con el maestro de ELA/ELD y una firma de consentimiento en el Protocolo de Observación</p> <p>-----</p> <p>En los grados 3-12, el estudiante también es informado a través de la conferencia estudiante-maestro.</p> <p>Los estudiantes redesignados se celebran en las asambleas de premios del plantel escolar.</p> |

Fui consultado, discutí y di mi opinión con respecto a la información que me proporcionaron sobre el estado de dominio del idioma inglés de mi hijo. Se me brindó la oportunidad de participar en la decisión de reclasificar a mi hijo de Aprendiz de inglés a Competente en inglés fluido.

Firma del padre/tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_