

BUSD Reclassification Criteria- DRAFT December 2019

Assessment of English Language Proficiency	Assessment of Performance in Basic Skills	Teacher Evaluation	Parent Consultation
<p>A score of 4 overall on Summative ELPAC</p>	<p>K-3 A score of 3 on writing benchmark</p> <p>-----</p> <p>A score of 3 on CAASPP ELA OR, a score of 2 with a GPA 2.50 or higher</p> <p>8th grade scores used for grades 9-10-11 + a score of 3 on writing rubric</p> <p>11th grade scores used for grade 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-3 scores of 3 in ELA 4-12 grades A, B, 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 through 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? You may attach supporting documentation.

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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? You may attach supporting documentation.

The section below is required when documenting 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.
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: _____