

## English Language Reclassification Sheet

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

Birthdate: \_\_\_\_\_

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

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

Primary Disability: \_\_\_\_\_

Secondary Disability: \_\_\_\_\_

### Summary of English language development services received:

#### 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)

**Language Proficiency Assessment Take:**  ELPAC or  Alternate Assessment

**If alternate assessment, name of assessment:**

**Current School Year Data      Date:**

**ELPAC**

Overall Score:    Overall Performance Level:    Oral Language Score/Level:

Written Language Score/Level:

Listening: \_\_\_\_\_

Speaking: \_\_\_\_\_

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

**Alternate Assessment**

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

Overall Score/Level: \_\_\_\_\_

Listening: \_\_\_\_\_

Speaking: \_\_\_\_\_

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

**Previous School Year Data or Other Test Scores (optional)      Date:**

**CELDT**

Overall Score: \_\_\_\_\_

Listening: \_\_\_\_\_

Speaking: \_\_\_\_\_

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

**ELPAC**

Overall Score:    Overall Performance Level:    Oral Language Score/Level:

Written Language Score/Level:

Listening: \_\_\_\_\_

Speaking: \_\_\_\_\_

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

**Alternate Assessment**

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

Overall Score/Level: \_\_\_\_\_

Listening: \_\_\_\_\_

Speaking: \_\_\_\_\_

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

**Student met language proficiency level criteria as assessed by CELDT?**  Yes  No

**If student's overall proficiency level was below level 4, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English?**  Yes  No

**If student took alternate assessment(s), answer the following questions:**

**If 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

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

**Comments:**

**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

#### 2. Teacher Evaluation

*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  
 IEP Goal Progress

- District-wide assessments  
 Other

**Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?**

Yes  No

**Comments:**

**3. Parent Opinion and Consultations** was solicited through:  Letter to Parent  Parent Conference  Other:

**Does the Reclassification Team feel that based on parent input student is proficient in English?**  Yes  No

**Comments:**

#### 4. Comparison of Performance in Basic Skills

Note: Assessment of language proficiency using an objective assessment instrument (statewide assessment or other alternate assessment) score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic or low average to average range - each district may select exact cut point; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take statewide assessment, the team may use other empirical data to determine if the student has acquired English based on their ability level.

**Assessment Data Utilized:**  SBAC ELA (Optional)  Statewide Alternate Assessment

Other (name): **Date:**

#### English Language Arts (ELA) assessment results:

Do objective assessment measures ELA indicate the student is performing in a range that enables them to compete effectively with English-speaking peers in a mainstream class (note that a "mainstream class" may not be applicable to a student with disabilities if they do not attend a mainstream class or function at a level lower than same age peers)?  Yes  No

If performance in basic skills in ELA on objective assessment measures was not at a range that allows student to compete with English-speaking peers, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA"?

Student's basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

Error patterns noted mirror the patterns of errors made by students with a similar disability versus a peers with language differences and student manifests language proficiency in all other areas.

**Does the Reclassification Team feel the student's performance in ELA warrants reclassification?**  Yes  No

**Does the reclassification team (this may be the IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above?**  Yes  No