ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

Student Name: ______________________ D.O.B.: _____ Grade: _____ Date of Meeting: ________

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 CELDT if appropriate)

Language Proficiency Assessment Take: ☐ CELDT or ☐ Alternate Assessment

If alternate assessment, name of assessment: __________________________

Current School Year Data                  Date: __________

☐ CELDT       Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

☐ Alternate Assessment (VCCALPS)       Overall Score: _____ Listening: _____ Speaking: _____

☐ Other Alternate Assessment: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Previous School Year Data (optional)       Date: __________

☐ CELDT       Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

☐ Alternate Assessment       Overall Score: _____ Listening: _____ Speaking: _____

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

Note: Overall proficiency level must be early advanced or higher, listening must be intermediate or higher, speaking must be intermediate or higher, reading must be intermediate or higher, and writing must be intermediate or higher.

If student’s overall proficiency level was in the upper end of the intermediate level, 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 [ ] District-wide assessments
[ ] IEP Goal Progress [ ] 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 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  [ ] 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 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