**English Learner Reclassification Team Review Form**

For Students Administered the Grades 1-12 WIDA ACCESS Assessment

**School Year:** Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| **Meeting Date:**  Click or tap here to enter text. | **School:**  Click or tap here to enter text. | **District:**  Click or tap here to enter text. |
| **Student Name:**  Click or tap here to enter text. | **Student GTID:**  Click or tap here to enter text. | **Student Grade Level:**  Choose an item. |
| **No. of Members Present:**  Click or tap here to enter text. | **ELA Teacher:**  Click or tap here to enter text. | **Social Studies Teacher:**  Click or tap here to enter text. |
| **Mathematics Teacher:**  Click or tap here to enter text. | **Science Teacher:**  Click or tap here to enter text. | **ESOL Teacher:**  Click or tap here to enter text. |
| **Administrator:**  Click or tap here to enter text. | **Other:**  Click or tap here to enter text. | **Other:**  Click or tap here to enter text. |

**Purpose**: Using the Grades 1-12 ACCESS *EL Reclassification Team Review Form* will ensure LEAs adhere to statewide standardized EL Exit Procedures, as required under the ESEA/ESSA, while allowing educators to provide input on the Grades 1-12 EL student reclassification decisions when student’s ACCESS for ELLs Overall Composite Proficiency Level (CPL) meets the LEA’s established minimum criteria within the state’s flexibility range: Overall CPL 4.3-4.9.

**STOP:** If the student was administered the *Alternate ACCESS* assessment **and** meets the Alternate ACCESS EL Exit Criteria, educators must use the *IEP/EL Reclassification Rubric* form to document the IEP team’s EL Reclassification Team Decision, instead of using this EL Reclassification form. The *IEP/EL Reclassification Rubric* can be found in the **Alternate ACCESS Exit Procedures** document on the [ESOL Language Program](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx) website.

**EL Reclassification Process:**

**Step 1:** ***Criteria Verification***

**Instructions:** Verify that the student’s ACCESS Overall CPL this year meets the LEA’s established criteria within the state’s flexibility range (Overall CPL 4.3-4.9) and complete the information below.

Student is in Grades 1-12

Student scored an Overall Composite Proficiency Level (CPL) \_\_\_\_\_, on the ACCESS assessment administered in 20\_\_\_\_\_\_

Student met additional LEA criteria, when applicable:

* + Click or tap here to enter text.
  + Click or tap here to enter text.

**Does student meet criteria to be considered for EL Reclassification Team review?**

**YES  NO**

**STOP:** When student does NOT meet criteria to be considered for exit, do not continue with EL Reclassification meeting.

**Step 2:** ***Student ELP and Academic Performance Review***

**Instructions**: School staff with knowledge of the student must meet to complete this form when the criteria verified in Step #1 is "**Yes**". This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL-endorsed staff must lead the meeting which must also include, at a minimum, the classroom teacher, and a school administrator. Additional staff or parents may also be included. Complete Step #2 only when Step #1 criteria verification decision is "**Yes**".

**A. Review of Classroom Listening and Speaking Skills**

Additional Comments/Notes:

Click or tap here to enter text.

**Listening** Skills observed in the classroom:

Listens and follows along

Responds to teacher questions

Interprets oral information to complete content-related tasks

Responds to unexpected/spontaneous questions appropriately

Asks for clarification, if necessary

Provides clarification, if necessary

Clears up misunderstandings (by backtracking, restating, etc.)

Other: Click or tap here to enter text.

**Speaking** *S*kills observed in the classroom:

Additional Comments/Notes:

Click or tap here to enter text.

*In general, teachers elicit student responses that are mostly*

Words/phrases A sentence Connected sentences

*Teachers observe that Non-ELs use mostly*

Words/phrases  A sentence Connected sentences

*This English learner student uses mostly*

Words/phrases A sentence Connected sentences

*To what extent does this student use language in the ways*

*expected for the task?*

All or most of the time Some of the time  Rarely

**Conclusion on Classroom Listening and Speaking Skills in English:**

*The EL’s overall* ***classroom performance*** *in English demonstrates that he/she can achieve in classrooms where English is the primary language of instruction:*

**All or most of the time  Some of the time  Rarely**

**B. Review of English, Literacy, and ELA Assessment Performances (e.g., local benchmark tests, Georgia Milestones assessments, or ELP assessments by domain or composites).**

Complete this section to include all additional data the review team considered to make the EL reclassification decision, as applicable. To meet the requirements of federal guidance, the team’s input must be valid, reliable, objective, applied, and weighted consistently, and the team may not use the results of the mathematics content assessment nor classroom grades to make EL reclassification decisions.

|  |  |
| --- | --- |
| Student Lexile Level, as applicable:  Click or tap here to enter text. | Other Literacy Levels:  Click or tap here to enter text. |
| ELA Achievement Measure/Score:  Click or tap here to enter text. | ELA Benchmark Measure/Score:  Click or tap here to enter text. |
| ELP Assessments for Reading or Writing or Literacy, as as applicable: (Measure and score)  Click or tap here to enter text. | Other, as applicable: (Measure and score)  Click or tap here to enter text. |

Was student previously considered for EL Reclassification?  **YES** Which year? \_\_\_\_\_\_\_\_  **NO**

**Conclusion on English, Literacy, and ELA Assessment Performances:**

*The EL student’s overall* ***assessment performance*** *in English demonstrates that he/she can achieve in classrooms where English is the primary language of instruction:*

**All or most of the time  Some of the time  Rarely**

***Step 3. EL RECLASSIFICATION DECISION***

Based on the above observations and data, has the student demonstrated the ability to participate successfully in classrooms where the language of instruction is English?

**YES  NO**

**Note:** Decision must consider the performance of non-ELs in similar settings who also have similar characteristics to the student being evaluated (e.g., disability, grade level, educational background, etc.).

**EL Reclassification Decision:**

Reclassify student from EL=YES to EL=1.

Do not reclassify student; continue student’s EL=YES Status.

Adapted from: [“*Discerning — and Fostering — What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions*,” August, 2016](https://ccsso.org/sites/default/files/2017-11/CCSSOELLUseGuidance20160829_0.pdf).