**IEP/EL Reclassification Form**

For students administered the Grades 1-12 *WIDA Alternate ACCESS*

**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. | **LEA:**  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:**  Click or tap here to enter text. |

**IEP/EL Reclassification Members:**

|  |  |  |
| --- | --- | --- |
| **\*Administrator or LEA Representative:**  Click or tap here to enter text. | **\*Special Education Teacher:**  Click or tap here to enter text. | **\*General Education Teacher (or excusal):**  Click or tap here to enter text. |
| **\*ESOL Teacher:**  Click or tap here to enter text. | **Speech Pathologist, if applicable:**  Click or tap here to enter text. | **Parent(s):**  Click or tap here to enter text. |
| **Foreign Language Interpreter, as needed:**  Click or tap here to enter text. | **Other:**  Click or tap here to enter text. | **Other:**  Click or tap here to enter text. |

*\*Required for meeting to proceed*

**Purpose**:

The IEP/EL Reclassification Team Review Form documents IEP/EL Reclassification team decision making for English learners in Grades 1-12 whose most recent *WIDA Alternate* *ACCESS* Overall Composite Proficiency Level (CPL) or Designated Composite Proficiency Level (DCPL) meets the established minimum criterion for reclassification: **Overall CPL or DCPL = 4.** Using the Grades 1-12 *IEP/EL Reclassification Team Review Form* ensures LEAs adhere to statewide standardized EL exit procedures, as required under the ESEA/ESSA.

**Stop:** If the student was administered the *WIDA ACCESS* assessment, and not the *WIDA Alternate ACCESS* assessment, then the *Grades 1-12 EL Reclassification Form* must be used, not this *IEP/EL Reclassification Form*.

**IEP/EL Reclassification Process:**

**Step 1: Reclassification Criteria Verification**

**Instructions:** Verify that the student’s most recent *WIDA Alternate* *ACCESS* Overall CPL or DCPL meets the established reclassification criteria (**Overall CPL or DCPL = 4**). Complete the information below.

Student is in Grades 1-12.

Student scored an Overall Composite Proficiency Level (CPL or DCPL) \_\_\_\_ on the *WIDA Alternate ACCESS* assessment administered in 20\_\_\_.

(**Optional)** Student meets additional individualized English language proficiency (ELP) related data applied per student’s disability or disabilities (Specify below):

Click or tap here to enter text.

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

**YES  NO**

* *If Yes, proceed to Step 2.*
* *If No, student does NOT meet criteria to be considered for reclassification. Student continues EL = ‘Yes’ status.*

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

**Instructions**: School staff, with knowledge of the student, complete this form. In preparation for the IEP/EL Reclassification meeting, the IEP team can:

* Review *WIDA Alternate ACCESS* scores by language domains and discuss their meaning. Provide *WIDA Alternate ACCESS* test scores to the case manager to include in IEP *Present Levels of Academic Achievement and Functional Performance* (PLAAFP).
* Review anecdotal notes and observations, and data from benchmark or progress monitoring, adaptive behavior skills assessments, academic achievement, and functional performance to IEP/EL Reclassification team members.
* When possible, observe the student in the instructional setting to gather data on English development and language use. Consider how the student’s English language understanding and use compares to non-EL peers with similar characteristics (e.g., disability, grade level, educational background, etc.) in the student’s instructional setting.

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

1. Are the student’s listening skills primarily attributed to the student’s disability rather than to the student’s level of English language proficiency (ELP)? Yes  No

**Listening** Skills observed in the classroom, only as applicable:

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.

1. Are the student’s speaking skills primarily attributed to the student’s disability rather than to the student’s level of English language proficiency? Yes  No

**Speaking Skills** observed in the classroom, only as applicable:

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

Words/phrases  A sentence  Connected sentences

*This student mostly uses…*

Words/phrases  A sentence  Connected sentences

*Teachers observe that non-EL peers with similar disabilities mostly use…*

☐ Words/phrases ☐ A sentence ☐ Connected sentences

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

The EL student’s overall classroom performance in English demonstrates a level of English language proficiency necessary to achieve in Alternate Curriculum Special Education 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**

Complete this section to include additional data the IEP team considers when making the EL reclassification decision. If a data source was not discussed or relevant, leave that box blank. To meet the requirements of federal guidance, the team’s input must be based on objective reliable language-related assessments that are consistently applied and weighted across the school system. Subjective factors, such as classroom grades, attendance, behavior, opinions, feelings, and non-language related assessments, such as mathematics, are not valid for reclassification purposes.

|  |  |
| --- | --- |
| *WIDA Alternate ACCESS* Reading,  Writing or Literacy scores  (Measure and score):  Click or tap here to enter text. | *GA Alternate Assessment 2.0 (*Grades 3+)  (Measure and score):  Click or tap here to enter text. |
| Adaptive Behavior Measures, only as applicable (Measure and score):  Click or tap here to enter text. | Reading and ELA Benchmark or Measures  (Measure and score):  Click or tap here to enter text. |
| Reading Level, only as applicable  (Measure and score):  Click or tap here to enter text. | Curriculum Based Measures or Progress Monitoring Measures, only as applicable:  (Measure and score):  Click or tap here to enter text. |
| Communication Measures, only as  applicable (Measure and score):  Click or tap here to enter text. | Other:  Click or tap here to enter text. |

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

The student’s overall assessment performances in English demonstrate the ability to participate in Alternate Curriculum classrooms where English is the primary language of instruction:

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

The student’s rate of language acquisition is primarily attributed to the student’s disability rather than to English language proficiency (ELP):  Yes  No

The student’s level of ELP is no longer a barrier to full participation in the individualized program of instruction, as specified in IEP goals. Yes  No

Was the student previously considered for EL Reclassification?

**YES**  **NO** If so, which year? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 3. EL Reclassification Decision**

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

(**NOTE:** The 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.)

**YES  NO**

**EL Reclassification Decision\*:**

Reclassify student from EL = ‘YES’ to EL = ‘1’.

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

*\*The IEP team review decision must also be documented in the student’s IEP. Attach a copy of the IEP Signature Page to this form.*

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).