**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).