

**Name of District Public Schools**  
**School Year 2000-2000**  
**English Language Education Program Reclassification Form**

Name: \_\_\_\_\_ SASID# \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Reclassification Date: \_\_\_\_\_

- Students performing at Levels 1-3 require significant support to access content area instruction delivered in English. Such students should remain classified as ELL.
- Students designated as ELL in pre-school and kindergarten continue to be designated as ELL until they complete grade 1 (at minimum).
- Students should meet all the criteria for Level 4 proficiency level or all the criteria for Level 5 proficiency level in order to be considered as Former Limited English Proficient (FLEP).
- Students in Level 6 have achieved English proficiency and should no longer be classified as ELL.

<b>RECLASSIFICATION CRITERIA FOR ELLS WITH AN OVERALL ACCESS SCORE OF LEVEL 4 (EXPANDING)</b>		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Scored at least Proficient or above on the MCAS or PARCC ELA test		
Demonstrate the ability to perform ordinary class work in English, as indicated by one or more of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

<b>RECLASSIFICATION CRITERIA FOR ELLS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)</b>		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned an Overall Composite score of at least 5, and Reading and Writing scores of at least 4 on ACCESS for ELLs		
Demonstrate the ability to perform ordinary class work in English, as indicated by one or more of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

## Other Relevant Data

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers;
- the *WIDA Performance Definitions* (Appendix E) which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors* (Appendix F), which provide examples of realistic expectations of ELLs for each of the four language domains and five levels of English language proficiency; and
- the student's performance on MCAS content area tests.