

ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

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

Current School Year Data Date: _____

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

Alternate Assessment (ALPI) Overall Score: _____ Listening: _____ Speaking: _____

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

Previous School Year Data Date: _____

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

Alternate Assessment (ALPI) Overall Score: _____ Listening: _____ Speaking: _____

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

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:

Does the reclassification team feel the student's disability impacts the ability to manifest English proficiency? Yes No

If so, in what areas: Listening Speaking Reading Writing

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? 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: _____

Comments: _____

Does the Reclassification Team feel teacher input/evaluation warrants possible reclassification?

Yes No

3. Parent Opinion and Consultations was solicited through: Letter to Parent Parent Conference

Other _____

Does the Reclassification Team feel parent input warrants possible reclassification at this time?

Yes No

Comments: _____

4. Comparison of Performance in Basic Skills

Note: "Assessment of language proficiency using an objective assessment instrument; CST or CMA score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic - 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 CMS or CST, the team may use other empirical data to determine if the student has acquired English based on their ability level.

Assessment taken: CST CMA CAPA Other Date: _____

English/Language Arts Score/results of assessment _____

Student met the Performance of scoring at the beginning to mid point of basic? Yes No

If performance in basic skills LEA/district criteria based on CST/CMA/CAPA or other assessment was not met, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA" (CDE CELDT: Understanding and Using 2009-10 Individual Results?)

Student's Basic Skills assessment scores 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 particular disability versus a peers with language differences and student has manifests language proficiency in all other areas

Does the Reclassification Team feel analysis of Performance in Basic Skills (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