



EL / SPED RECLASSIFICATION CHECKLIST

NOTE: Reclassification of EL / SPED students may be an IEP team function; however staff members specialized in English language development should participate in the meeting and the student should meet the four criteria specified below.

√ Check each box below to indicate that the student has met each of the four criteria required to be considered for reclassification

Criteria 1: Assessment of Language Proficiency Using an *Objective Assessment Instrument

***CELDT** is used as the primary criterion for the *objective assessment instrument* in California (unless student takes an alternative assessment to CELDT as per their IEP). Students should be considered for reclassification whose overall proficiency level is early advanced or higher, listening is intermediate or higher, speaking is intermediate or higher, reading is intermediate or higher, and writing is intermediate or higher.

Note: Those students whose overall proficiency level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English (CDE CELDT: Understanding and Using 2009-10 Individual Results)

Reclassification teams may use the results of “alternative assessment” to inform criteria one if the student’s IEP designates that they take an alternative assessment to CELDT.

Criteria 2: Teacher Evaluation

Sample Teacher Criteria: Evidence of student’s academic performance (in class), completion of a *Solom* Checklist, and student progress towards IEP linguistically appropriate goals

Note: According to SBE State Board Adopted CELDT Guidelines Section III (2009-2010) incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification. A disability may be a factor that contributes to low academic achievement and is unrelated to “English language proficiency.”

Criteria 3: Parent Opinion and Consultation

Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process by inviting them to a face-to-face meeting

Criteria 4: Comparison of Performance in Basic Skills

“Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development (ELD) test pursuant to *EC* Section 60810 (i.e., the CELDT).”

1) 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. Note for the 2014-

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2015 school year LEAs/districts will need to determine the objective assessment instrument to be used.

(2) “Pupils with scores above the cut point selected by the school district should be considered for reclassification.”

(3) For pupils scoring below the cut point, school districts should attempt to determine whether “factors other than English language proficiency are responsible for low performance on the CST or CMA in English–language arts and whether it is reasonable to reclassify the student.” (CDE CELDT: Understanding and Using 2010-2011 Individual Results).

Note: The impact of a student’s disability may be a factor “other than English language proficiency” to consider. Reclassification teams may use CAPA results to inform whether or not students with moderate to severe disabilities have demonstrate basic performance skills in English at their functional level.

For students taking CAPA the LEA may use this data to determine if the student demonstrates basic skills (scoring at beginning to mid range of basic recommended) in English commensurate with their functional level.