Name: _____ **Date:_____**

Reclassification Criteria

All Multilingual Students must meet all 4 criteria below to complete the reclassification process.

Criteria 1: Performance on the ELPAC	**A Summative ELPAC score of 4* is the first criterion of the reclassification process for all multilingual learners, including multilingual learners with an IEP and/or 504 Plan.**

Below are pathways for reclassification of dually-identified students (i.e. multilingual learner students with an IEP). Please select the appropriate Pathway which lead to the dually-identified student's demonstration of English language proficiency:

☐ **Pathway 1**: Dually-identified students who are able to demonstrate English language proficiency in all four domains (listening, speaking, reading, writing) with or without accommodations.

☐ ***Pathway 2**: Dually-identified students with significant cognitive impairments with an IEP, who are assessed using the Alternate ELPAC rather than the Summative ELPAC, are able to be considered for reclassification with an overall score of 3. A score of 3 on the Alternate ELPAC equals 'Fluent English Proficient'. Please note: The IEP team may review and complete the Alternate Assessment Confirmation Determination Worksheet, confirming the appropriateness of an alternate assessment prior to administration of the Alternate ELPAC.

☐ **Pathway 3:** Dually-identified students who are not eligible to take the Alternate ELPAC, however, have disabilities which preclude assessment in one or more domains on the ELPAC assessments, and there are no appropriate accommodations for the affected domain(s). Therefore, the student earned a 4 by use of one or more domain exemptions. For an Overall score to be generated, only one domain from the Oral Language score (Listening or Speaking) and one from the Written Language score (Reading or Writing) may be exempted. Please note: The IEP team may review and complete the Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Criteria 2. Student Performance: Elementary Comparison of student performance in basic skills against an	**Criteria 2 is locally determined. Please refer to District EL Master Plan, to determine appropriate artifacts for use when considering reclassification of any multilingual learner. District specific artifacts can be listed in the Other column.**
	For dually-identified students with significant cognitive disabilities who take the California Alternate Assessment (CAA) ELA (grades 3-8 and 11) these scores are to be used in lieu of the SBAC.

	empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	For all dually-identified students, progress on IEP goals and objectives related to ELA may also be utilized to assist the team with measurement of progress towards English language proficiency, where district benchmark assessments may not be a true reflection of the student with a disability's skill set. Annual IEP data from standardized and non-standardized assessments may also be utilized to further demonstrate progress towards fluent English proficiency. For eligible dually-identified students: CAA ELA criteria is intended to be used in the Spring of the current grade level. Prior year CAA scores of Level 2 (Foundational Understanding) or greater may be used to meet Criteria 2 of the reclassification criterium during the Fall.		
		SBAC ELA criteria most recent	**Other**	**CAA ELA** dually-identified students
	Grade K			
	Grade 1			
	Grade 2			
	Grade 3	2400+		345+
	Grade 4	2445+		445+
	Grade 5	2470+		545+

	Criteria 2. Student Performance: <u>Secondary</u> Comparison of student performance in basic skills against an empirically established range of performance in basic skills	**Criteria 2 is locally determined. Please refer to District EL Master Plan, to determine appropriate artifacts for use when considering reclassification of any multilingual learner. District specific artifacts can be listed in the Other column.** For dually-identified students with significant cognitive disabilities who take the California Alternate Assessment (CAA) ELA (grades 3-8 and 11) these scores are to be used in lieu of the SBAC. For all dually-identified students, progress on IEP goals and objectives related to ELA may also be utilized to assist the team with measurement of progress towards English language proficiency, where district benchmark assessments may not be a true reflection of the student with a disability's skill set. Annual IEP data from standardized and non-standardized assessments may also be utilized to further demonstrate progress toward fluent English proficiency.

based on the performance of English proficient students of the same age.	For eligible dually-identified students: CAA ELA criteria is intended to be used in the Spring of the current grade level. Prior year CAA scores of Level 2 (Foundational Understanding) or greater may be used to meet Criteria 2 of the reclassification criterium during the Fall.		
	SBAC ELA criteria most recent	**Other**	**CAA ELA** dually-identified students
Grade 6	2457+		645+
Grade 7	2440+		745+
Grade 8	2445+		845+
Grade 9			
Grade 10			
Grade 11	SBAC ELA score of met or exceed		945+
Grade 12			

Criteria 3. Teacher Evaluation: To include, but not limited to, a review of the student's curriculum mastery.	**Criteria 3 is locally determined. Please refer to District EL Master Plan, to determine appropriate artifacts for use when considering reclassification of any multilingual learner.** **Criteria 3.** Teacher Consultation including, but not limited to, a review of the student's curriculum mastery. For dually-identified students Criteria 3 may include, but not limited to: progress monitoring data, present levels of academic and functional performance, progress on IEP goals & objectives, data from scientific research-based interventions, examples of curriculum, instructional objectives, and student work samples. Please note: The Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, per the requirements of California *Education Code* (*EC*) Section 313.3 (f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative purposes and ongoing consultation with parents/guardians.

Criteria 4. Parent Consultation: Meaningful parent involvement, parent opinion and consultation in the redesignation process.	**Criteria 4 is locally determined. Please refer to District EL Master Plan, to determine appropriate artifacts for use when considering reclassification of any multilingual learner.** Consultation with family, guardian or caregiver by phone call, video conference or in person.

Reclassification criteria, pursuant to California Education Code (EC) 313(f)