

EMERGENT BILINGUAL STUDENT RECLASSIFICATION CRITERIA CHART

At the end of the school year, a district may reclassify an emergent bilingual (EB) student as English proficient if the student has demonstrated content mastery for the grade level and receives satisfactory performance in the assessment areas below and on the subjective teacher evaluation using the state’s form. An EB student may not be reclassified as English proficient in prekindergarten or Kindergarten as per Texas Administrative Code (TAC) §89.1226(j). The language proficiency assessment committee (LPAC) will recommend that reclassified students exit bilingual or English as a second language (ESL) program services or continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in the program beyond reclassification must be obtained.

Important:

- All emergent bilingual students that receive designated supports for English reading language arts, English I, or English II assessments recommended by the LPAC or other committees will be eligible for reclassification at the end of the school year if the data demonstrates that the student continues linguistic and academic progress and will be able to participate in an all English instruction with no linguistic supports per [TAC, §89.1226\(i\)](#).
- For an EB student who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student’s disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student with most significant cognitive disabilities, the LPAC and ARD committee in collaboration may determine that the state’s English language proficiency assessment for reclassification is not appropriate because of the nature of the student’s disabling condition.
- The LPAC shall monitor the academic progress of each student, including any student who previously had a parental denial of program participation, who has met reclassification criteria in accordance with [TEC, §29.056\(g\)](#), during the first two years after reclassification per [TAC, §89.1220\(k\)](#).

Grade(s)	1st/2nd	3rd through 8th	9th	10th	11th	12th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) A Composite Score of Advanced High					
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language 40th percentile or above on each	STAAR Reading (English)* <i>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</i>	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Written Expression 40th percentile or above on each	
Subjective Teacher Evaluation	Form: Subjective Teacher(s) Evaluation / ALTERNATIVE Subjective Teacher(s) Evaluation					

Resources:

- [State Assessments for Emergent Bilingual Students](#)
- [LPAC Guidance: EOY Procedures](#)
- [LPAC Guidance for Deaf or Hard of Hearing Emergent Bilingual Students/English Learners](#)
- [Guidance on Identification and Reclassification of Dually-Identified Students](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)