



English Learner Reclassification Rubric - ALTERNATE
Teacher Documentation

Student Name: _____

Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners who meet the definition of a student with a significant cognitive disability. This rubric provides teacher documentation as part of the individualized reclassification process in accordance with TAC 89.1226(h), (i) and (m) and informs the Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) Committee when making reclassification decisions. Caution should be exercised when considering the reclassification of students using the individualized process.

Academic Language	
Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)
<input type="checkbox"/> Student routinely demonstrates listening and reading comprehension skills during Individualized Education Program (IEP)-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of listening and reading.	<input type="checkbox"/> Student routinely demonstrates speaking and writing comprehension skills during Individualized Education Program (IEP)-aligned instruction that meet the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee. Student appears to no longer benefit from second language acquisition supports in the areas of speaking and writing.
<input type="checkbox"/> Student appears to still benefit from second language acquisition supports in the areas of listening and reading. Student's routine demonstration of listening and reading comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.	<input type="checkbox"/> Student appears to still benefit from second language acquisition supports in the areas of speaking and writing. Student's routine demonstration of speaking and writing comprehension skills may meet or fall below the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.
Comments:	

This student **routinely demonstrates** that he/she no longer appears to benefit from second language acquisition support and is **eligible for reclassification**.

Yes No

Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____