



# English Learner Reclassification Rubric

Introduction and Training

## ***Terminology***

- English learner / English Proficient
- Reclassification / Exit
- Student Exit Rubric / English Learner Reclassification Rubric

## ***Subjective Teacher Evaluation***

- Previous practices
- Updates for 2018-2019 per Texas ESSA State Plan, Title III, Part A

## ***English Learner Reclassification Rubric Development***

- Purpose
- Process
- Key Guiding Principles

## ***English Learner Reclassification Rubric Usage***

- Teacher Criteria
- Student Criteria
- Documentation
- Decision-Making

## **English learner (EL):**

A student who is in the process of acquiring English and has another language as the primary language; synonymous with English language learner (ELL) and limited English proficient (LEP)

## **Reclassification:**

The process by which the language proficiency assessment committee (LPAC) determines that an English learner has met the appropriate criteria to be classified as English proficient

## **English Learner Reclassification Rubric:**

Evaluation tool to be used for documentation of the subjective teacher evaluation portion of the reclassification criteria; synonymous with Student Exit Rubric in the Texas ESSA State Plan

## **English proficient (EP):**

A student who has met reclassification criteria and is no longer identified as an English learner; synonymous with non-EL, non-ELL, and non-LEP

## **Exit:**

The point at which an English learner has met reclassification criteria and no longer requires bilingual or English as a second language (ESL) program services; student exits with parent approval



## Entrance and Exit Procedures (ESEA section 3113(b)(2)):

Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, **standardized, statewide entrance and exit procedures**, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.





## The proposed Texas ESSA State Plan, Title III, Part A Section states:

“Determination of English proficiency and recommendation for program exit are based upon the following standardized exit criteria in accordance with TEC 29.056 (g):

**Results of a subjective teacher evaluation, using the TEA-approved Student Exit Rubric.”**

## Subjective Teacher Evaluation

- Texas currently allows for teachers to utilize a variety of data sources (student portfolio, anecdotal notes, etc.) to inform the subjective teacher evaluation portion of the reclassification criteria.
- Beginning in school year 2018-2019, teachers will need to use a single, TEA-approved instrument (English Learner Reclassification Rubric) to inform the subjective teacher evaluation portion of the reclassification criteria and ensure that Texas has a standardized, statewide exit procedure.

# English Learner Reclassification Chart 2018-2019

**2018–2019 English Learner Reclassification Criteria Chart**

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.<sup>1</sup>

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is the student meeting the passing standard.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 <sup>th</sup> /12 <sup>th</sup>
<b>Current School Year Oral = Listening &amp; Speaking</b>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>	Scored Fluent on English OLPT <sup>2</sup>
<b>English Reading<sup>3</sup></b>	Norm-Referenced Standardized Achievement Test <sup>2</sup> (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test <sup>2</sup> (Rdg./Lang.) 40th percentile or above	STAAR <sup>3</sup>	STAAR <sup>3</sup>	STAAR <sup>3</sup>	STAAR <sup>3</sup>	STAAR <sup>3</sup>	STAAR <sup>3</sup>	STAAR <sup>3</sup>	STAAR <sup>3</sup>	Norm-Referenced Standardized Achievement Test <sup>2</sup> (Rdg./Lang.) 40th percentile or above
<b>English Writing<sup>3</sup></b>	Agency-Approved Writing Test <sup>2</sup>	Agency-Approved Writing Test <sup>2</sup>	Agency-Approved Writing Test <sup>2</sup>	STAAR <sup>3</sup>	Agency-Approved Writing Test <sup>2</sup>	Agency-Approved Writing Test <sup>2</sup>	STAAR <sup>3</sup>	Agency-Approved Writing Test <sup>2</sup>			Agency-Approved Writing Test <sup>2</sup>
<b>Subjective Teacher Evaluation</b>	Form: English Learner Reclassification Rubric (Coming Soon)										

<sup>1</sup> 19 TAC §89.1225(i)(3)

<sup>2</sup> In the 2018–2019 *List of Approved Tests for Assessment of English Learners* available on the following web page: <http://tea.texas.gov/bilingual/esl/education/>

<sup>3</sup> For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1225(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

# English Learner Reclassification Chart 2019-2020

2019-2020 English Learner Reclassification Criteria											
	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> /12 <sup>th</sup>	
<b>English Language Proficiency Assessment</b>	TELPAS Advanced High in Listening, Speaking, Reading, and Writing										
<b>State Standardized Reading Assessment</b>	TEA-approved Norm-Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above	STAAR Reading (English) meets the passing standard					STAAR English I EOC meets the passing standard	STAAR English II EOC meets the passing standard	TEA-approved Norm-Referenced Standardized Achievement Test (Rdg./Lang.) 40th percentile or above		
<b>Subjective Teacher Evaluation</b>	Use of the standardized English Learner Reclassification Rubric										



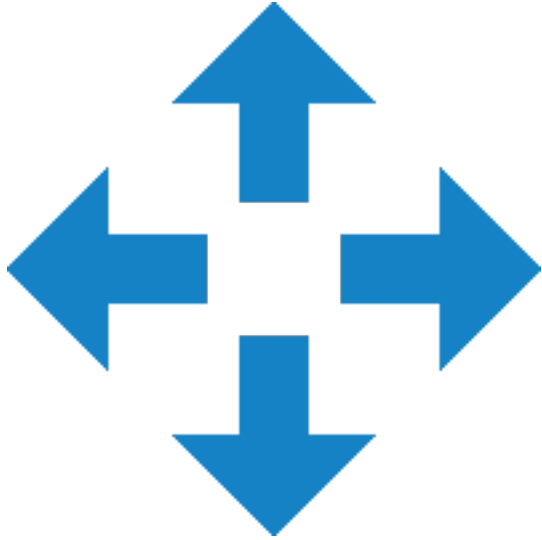
# English Learner Reclassification Rubric Development





## Purpose

- Comply with requirements of ESSA, Title III, Part A
- Increase statewide consistency in reclassification decision-making
- Develop a rubric to be used statewide for providing “subjective teacher evaluation” portion of reclassification criteria



## Process

- TEA English Learner Support Division developed four draft versions of rubric
- Stakeholders provided input at various conference sessions in March, April, and July of 2018
- Rubric is finalized based on stakeholder input; Year 1 implementation begins 2018-2019
- TEA English Learner Support Division provides training on the English Learner Reclassification Rubric
- Rubric will be revised based on Year 1 implementation; updated training to be provided in summer of 2019



## Key Guiding Principles

- Observation- and evidence-based perspectives on English learner's readiness for reclassification as English proficient
- User-friendly and minimally burdensome
- Distinct from other instruments used in reclassification criteria (TELPAS, STAAR, norm-referenced achievement test)
- Focused on English language proficiency with or without second language support; not focused on level of content knowledge
- Classroom-based evidence, such as student's ability to interact meaningfully in classroom discussions, groupwork activities, and independent work that involves the reading, writing, listening, and speaking of academic English



# English Learner Reclassification Rubric Usage





## Teacher

Certified bilingual and/or ESL teacher serving the EL and has a clear understanding of the student's ability to participate and succeed in classroom instruction

- If on a bilingual education exception or ESL waiver, the teacher who receives targeted professional development in accordance with district's requirements for an exception/waiver to serve the EL

## Student

Selected English learners, who:

- The teacher and/or the LPAC considers ready for reclassification and potential program exit
- Achieved TELPAS scores in the Advanced and Advanced High levels in the previous school year



## Documentation

- The LPAC will include in the child's permanent record a copy of the *English Learner Reclassification Rubric* for each student that is being considered for reclassification
- In cases where the teacher indicates on the *English Learner Reclassification Rubric* that an individual student is not yet ready for reclassification,
  - the teacher will document their reasoning in the space provided on the *English Learner Reclassification Rubric*
  - the teacher may also share with the LPAC anecdotal records, student work samples, etc. to support their recommendation



## Decision-Making

- The subjective teacher evaluation, as documented on the *English Learner Reclassification Rubric*, is one of four reclassification criteria considered by the LPAC and may prevent a student from exiting the program

*This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for English learners, providing teacher documentation of the student's academic English language proficiency and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as English Proficient with potential placement in a general education classroom setting.*

Academic Language	
Description of Receptive Skills: Listening and Reading <small>(Select one descriptor from the choices below)</small>	Description of Expressive Skills: Speaking and Writing <small>(Select one descriptor from the choices below)</small>
<input type="checkbox"/> <b>Grade appropriate with no second language acquisition support needed to be successful:</b> Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.	<input type="checkbox"/> <b>Grade appropriate with no second language acquisition support needed to be successful:</b> Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.
<input type="checkbox"/> <b>Grade appropriate with some second language acquisition support needed to be successful:</b> Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.	<input type="checkbox"/> <b>Grade appropriate with some second language acquisition support needed to be successful:</b> Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.
Comments:	

This student **routinely demonstrates the readiness for reclassification as English proficient** and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports.     Yes     No

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

Teacher Name: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_ Date of Completion: \_\_\_\_\_



The ***English Learner Reclassification Rubric***  
can be found on the TEA Bilingual and ESL  
Programs webpage.

For Questions, contact TEA English Learner Support Division  
at [EnglishLearnerSupport@tea.texas.gov](mailto:EnglishLearnerSupport@tea.texas.gov).