Name: ___________________ SASID#_____________ Date of Birth:________________

School:___________________ Grade: ______________ Reclassification Date:_________

- Students performing at Levels 1-3 require significant support to access content area instruction delivered in English. Such students should remain classified as ELL.
- Students designated as ELL in pre-school and kindergarten continue to be designated as ELL until they complete grade 1 (at minimum).
- Students should meet all the criteria for Level 4 proficiency level or all the criteria for Level 5 proficiency level in order to be considered as Former Limited English Proficient (FLEP).
- Students in Level 6 have achieved English proficiency and should no longer be classified as ELL.

### RECLASSIFICATION CRITERIA FOR ELLS WITH AN OVERALL ACCESS SCORE OF LEVEL 4 (EXPANDING)

<table>
<thead>
<tr>
<th>Additional Requirements</th>
<th>Meets Criteria</th>
<th>Does Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scored at least Proficient or above on the MCAS or PARCC ELA test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Demonstrate the ability to perform ordinary class work in English, as indicated by one or more of the measures listed on Other Relevant Data (described below)

Data used: ________________________

Comments:

### RECLASSIFICATION CRITERIA FOR ELLS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)

<table>
<thead>
<tr>
<th>Additional Requirements</th>
<th>Meets Criteria</th>
<th>Does Not Meet Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned an Overall Composite score of at least 5, and Reading and Writing scores of at least 4 on ACCESS for ELLs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Demonstrate the ability to perform ordinary class work in English, as indicated by one or more of the measures listed on Other Relevant Data (described below)

Data used: ________________________

Comments:
Other Relevant Data

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student’s academic grades;
- the written observations and recommendations documented by the student's classroom teachers;
- the *WIDA Performance Definitions* (Appendix E) which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors* (Appendix F), which provide examples of realistic expectations of ELLs for each of the four language domains and five levels of English language proficiency; and
- the student's performance on MCAS content area tests.