

Notification of reclassification ELs with disabilities

Student Name: _____ PASID: _____

Date: _____ Grade: _____

School District: _____ School: _____

Dear parent/guardian,

Based on teacher observations, the annual English assessment (ACCESS for ELLs), a review of your child's academic and language support program, and the recommendation of a school-based team of which you were a member, your child will be reclassified as a former English learner and removed from the district's language instruction educational program. Your child will be monitored for the next two school years to ensure that he/she does not encounter any challenges resulting from English language acquisition. If it is determined that there are lingering English language acquisition needs, then he/she may be placed back into the language program. The scores from the English assessment and the criteria your child had to meet are listed below along with the reclassification recommendation. If you have any question, you may contact:

Name

Title

Phone

E-mail

Reclassification Cover Sheet (only for ELs with an IEP who take the ACCESS for ELLs)

Overall composite proficiency level: _____

Listening proficiency level: _____

Speaking proficiency level: _____

Reading proficiency level: _____

Writing proficiency level: _____

Team members present for recommendation discussion:

Required Criteria

The student is only eligible for reclassification if all the answers to the following four questions are YES.

1. Does the student have an IEP?

_____ **YES** / _____ **NO**

2. Has the student been continuously enrolled in an ESL/bilingual education program for at least four years?

_____ **YES** / _____ **NO**

3. Has the student's overall composite proficiency level score on the ACCESS for ELLs **NOT** increased by more than 10% at any point or total over the three most recent testing cycles?

_____ **YES** / _____ **NO**

4. List the three most recent ACCESS overall composite proficiency level scores:

1. _____

2. _____

3. _____

5. Is there documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP?

_____ **YES** / _____ **NO**

Evidence that was evaluated by the team in making the recommendation for reclassification:

If the answer to any of the following questions is “no”, then the notes must contain a description of compelling evidence that the student should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

- 1. Has the student received adequate ELD instruction commensurate with his/her ELP level for the most recent four years?
 YES / **NO**

- 2. Is this student able to effectively communicate in English?
 YES / **NO**

- 3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
 YES / **NO**

- 4. Are any ACCESS for ELLs domain scores that affect the student’s ability to reach an overall composite proficiency level of 4.5 directly related to the student’s disability?
 YES / **NO**

If yes, explain:

Based on the student’s ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended**/ **is not recommended** for reclassification as a former EL.

Notes:

ESL Teacher/Coordinator Signature: _____

ESL Teacher/Coordinator Printed Name: _____

Taarifa ya Uainishaji Upya Wanafunzi Walemavu wa Kiingereza

Jina la Mwanafunzi: _____ PASID: _____

Tarehe: _____ Gredi: _____

Wilaya ya Shule: _____ Shule: _____

Mzazi/mlezi mpendwa,

Kulingana na uchunguzi wa walimu, tathmini ya kila mwaka ya Kiingereza (ACCESS ya ELL), ukaguzi wa mpango wa usaidizi wa kielimu na lugha wa mtoto wako, na mapendekezo ya timu ya shuleni ambayo ulikuwa mwanachama, mtoto wako atainishwa tena kama mwanafunzi wa awali wa Kiingereza na kuondolewa kwenye mpango wa wilaya wa elimu ya lugha. Mtoto wako atafuatiliwa kwa miaka miwili ijayo ya masomo ili kuhakikisha kwamba hapati changamoto zozote zinazotokana na mafunzo ya lugha ya Kiingereza. Ikibainika kuwa kuna mahitaji yanayoendelea ya kufunzwa lugha ya Kiingereza, basi anaweza kurejeshwa kwenye mpango wa lugha. Alama kutoka kwa tathmini ya Kiingereza na vigezo ambavyo mtoto wako alipaswa kutimiza zimeorodheshwa hapa chini pamoja na pendekezo la uainishaji upya. Iwapo una maswali yeyote, unaweza kuwasiliana na:

Jina

Cheo

Simu

Barua-pepe

Karatasi ya Jalada ya Uanishaji Upya (Wanafunzi wa Kiingereza walio na IEP pekee wanaofanya ACCESS ya ELL)

Kiwango cha jumla cha ujuzi: _____

Kiwango cha ujuzi wa kusikiliza: _____

Kiwango cha ujuzi wa kuzungumza: _____

Kiwango cha ujuzi wa kusoma: _____

Kiwango cha ujuzi wa kuandika: _____

Wanachama wa timu ya waliopo kwa majadiliano ya mapendekezo:

Kigezo Kinachohitajika

Mwanafunzi anastahiki kuainishwa upya ikiwa tu majibu yote katika maswali manne yafuatayo ni NDIYO.

1. Mwanafunzi ana IEP?
_____ **NDIYO** / _____ **LA**

2. Je, mwanafunzi amejandikisha mfululizo katika mpango wa elimu wa ESL/lugha mbili kwa angalau miaka minne?
_____ **NDIYO** / _____ **LA**

3. Je, alama ya jumla ya kiwango cha ujuzi wa wanafunzi kwenye ACCESS ya ELL **HAIJAONGEZEKA** kwa zaidi ya asilimia 10 wakati wowote au jumla katika mizunguko mitatu ya majaribio ya hivi majuzi?
_____ **NDIYO** / _____ **LA**

4. Orodhesha alama tatu za hivi majuzi zaidi za kiwango cha ujuzi wa ACCESS:
 1. _____
 2. _____
 3. _____

5. Je, kuna ushahidi ulioandikwa kwamba mwanafunzi amepewa kiwango kinachofaa cha usaidizi wa lugha, ikiwemo mafundisho ya ELD, wakati wote wa uandikishaji wake katika LIEP?
_____ **NDIYO** / _____ **LA**

Ushahidi ambao ulitathminiwa na timu katika kutoa pendekezo la kuainisha upya:

Iwapo jibu la swali lolote kati ya yafuatayo ni “la”, basi lazima vidokezo viwe na maelezo ya ushahidi wa kutosha kwamba mwanafunzi anapaswa kuainishwa kama Mwanafunzi wa Kiingereza wa awali licha ya kwamba kuna ishara kwamba anaweza kufaidika kutokana na kuendelea kushiriki katika LIEP.

1. Je, mwanafunzi amepokea maelekezo ya kutosha ya ELD yanayolingana na kiwango chake cha ELP kwa miaka minne ya hivi karibuni?

_____ **NDIYO** / _____ **LA**

2. Je, mwanafunzi huyu ana uwezo wa kuwasiliana kwa Kiingereza vizuri?

_____ **NDIYO** / _____ **LA**

3. Je, Mwanafunzi wa Kiingereza anapiga hatua kuelekea kufikia Viwango Msingi vya PA katika kusikiliza, kuzungumza, kusoma, na kuandika katika kiwango sawa na Wanafunzi wa Kiingereza ambao wana wasifu sawia?

_____ **NDIYO** / _____ **LA**

4. Je, kuna alama zozote za kikoa za ACCESS ya ELL zinazoathiri uwezo wa mwanafunzi kufikia kiwango cha jumla cha ujuzi wa 4.5 unaohusiana moja kwa moja na ulemavu wa mwanafunzi?

_____ **NDIYO** / _____ **LA**

Kama ndiyo, fafaua:

Kulingana na alama ya kiwango cha ujuzi wa jumla wa ACCESS ya ELL® ya mwanafunzi na matumizi ya lugha kama inavyozingatiwa na walimu wake, mwanafunzi huyu _____ **anapendekezwa** / _____ **hapendekezwi** kuainishwa upya kama Mwanafunzi wa Kiingereza wa awali.

Vidokezo:

Saini ya Mwalimu/Mratibu wa ESL: _____

Jina Lililoandikwa la Mwalimu/Mratibu wa ESL: _____