

English Learner Reclassification Review Form

School Year: Choose a year.

LEA Name: [Click or tap here to enter text.](#)

School Name: [Click or tap here to enter text.](#)

Purpose: To allow for district staff input on ESOL exit decisions when ACCESS score is below GADOE-established required exit criterion.

Step 1: Verify score falls within the GaDOE-established proficiency standard on ACCESS assessment.

- Grades 1-12 ACCESS for ELLs 2.0 composite (overall) proficiency score falls between 4.3 – 4.9.

Step 2: Reclassification Review (Complete only if Step 1 criterion is met.)

Directions: School staff with knowledge about the student must meet to complete this form when Step 1 scores are within the allowable range. This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL-endorsed staff must lead the meeting which must also include, at minimum, the classroom teacher and a school administrator. Additional staff or parents may also be included.

Meeting Date: [Click or tap here to enter text.](#)

Content teachers present (check all that apply): ELA Math Social Studies Science

Student Name: [Enter Student Name.](#)

GTID: [Enter GTID.](#) Grade: [Select Grade](#) DOB: [Month / Day / Year](#)

ACCESS Overall/CPL Score: [Enter ACCESS CPL/Overall Score](#)

Meeting Participants:

ESOL Staff: [Click or tap here to enter text.](#)

Administrator: [Click or tap here to enter text.](#)

Classroom Teacher(s): [Click or tap here to enter text.](#)

Other Participants: [Click or tap here to enter text.](#)

Listening: skills observed in the classroom (check all that apply):

- Listens and follows along
- Responds to teacher questions
- Interprets oral information to complete content-related tasks
- Responds to unexpected/spontaneous questions appropriately
- Asks for clarification if necessary
- Provides clarification if necessary
- Clears up misunderstandings (by backtracking, restating, etc.)
- Other: [Click or tap here to enter text.](#)

Notes (optional):

<p>Speaking: skills observed in the classroom (check all that apply):</p> <p>In general, teachers elicit student responses that are mostly</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> Connected sentences</p> <p>Teachers observe that non-ELs use mostly</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> Connected sentences</p> <p>This English learner mostly uses</p> <p><input type="checkbox"/> Words/phrases <input type="checkbox"/> A sentence <input type="checkbox"/> Connected sentences</p> <p>To what extent does this student use language in the ways expected for the task?</p> <p><input type="checkbox"/> All or most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Rarely</p>	<p>Notes (optional):</p>
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Review of English **literacy** level and achievement test performance (e.g. local benchmark assessments, Georgia Milestones assessments, ELP assessments/domains).

Measures reviewed:

The EL’s overall **classroom performance** in English demonstrates that he/she is likely to achieve in classrooms where English is the primary language of instruction:

- All of the time Some of the time Rarely

The EL’s overall **assessment performance** in English demonstrates that he/she has the requisite skills to achieve in classrooms where English is the primary language of instruction:

- All of the time Some of the time Rarely

Based on the above documentation & observations, has the student demonstrated the ability to participate successfully in the classroom where the language of instruction is English?

Note: Determination must consider the performance of non-ELs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.)

Step 3: Reclassification Review Determination

Exit from ESOL **Continue in ESOL**

Adapted from: “Discerning – and Fostering – What English Learners Can Do with Language: Guidance on Gathering and Interpreting Complementary Evidence of Classroom Language Uses for Reclassification Decisions,” Authors: Daniella Molle, Wisconsin Center for Education Research. Robert Linquanti, WestEd. August 2016