



Students must meet the minimum requirements for demonstration of English language proficiency.

GRADES	1. DEMONSTRATION OF ENGLISH LANGUAGE PROFICIENCY – on an objective assessment instrument, including, but not limited to, the state test of ELPAC	PERFORMANCE LEVEL Minimum Requirement	ELP HISTORY Provide Results for Multiple Years
K-12	<b>Student Summative ELPAC results must include:</b> A. Overall Performance Level of 4 (Well Developed); B. Performance Level of 4 (Well Developed) in Oral Language skill area with Level 3 in both Listening and Speaking; C. Performance level of 4 (Well Developed) in Written Language skill area with Level 3 in both Reading and Writing. (Some consideration available to student performance Level 2 in Reading or Writing if other multiple measures are available to substantiate proficiency in the area).	<b>Overall - Level 4</b>  <b>Oral Language – Level 4</b>  <b>Written Language – Level 4</b>	<b>Yes</b>  (Student Performance Data from previous ELP can be used to substantiate maintenance and/or growth in proficiency)
GRADES	2. DEMONSTRATION OF “BASIC SKILLS” in English Language Arts - Standardized and District/Site Based Assessments	PERFORMANCE LEVEL Minimum Requirement	Provide Results for Multiple Years
3 – 8, 11	<b>CAASPP – Smarter Balanced Assessments in ELA</b> Alternate assessments where applicable for Dually Identified students	<b>Standard Met – 3</b> (consider scale scores)	<b>Yes</b>
8 - 12	<b>PSAT – 8/9 Grade Benchmark – Evidence Based Reading and Writing</b> Students who have performance levels of 390 or above can be considered if other assessment results demonstrate English Language Proficiency comparable to age-appropriate English speaking peers.	<b>Proficient</b> <b>Grade 8 - 390</b> <b>Grade 9 – 410</b>	<b>Yes</b> <b>(All attempts can be recorded)</b>
K-6	<b>Literacy Performance Assessment (LPA)</b> District Assessment – All students participate (BPST, OTR)	<b>Must meet grade level benchmarks</b>	<b>Yes</b> <b>3x’s /year if available</b>
3-8	<b>STAR Renaissance</b> District Assessment – All students participate	<b>&gt; 40<sup>th</sup> Percentile</b> <b>At grade level or above</b>	<b>Yes</b>

**Please note:** Those students in grades K-3 who attain and maintain consistency at the required performance levels on the ELP, have met grade level benchmarks, and have demonstrated sufficient language proficiency on assigned classroom tasks, can be considered for reclassification on a case-by-case basis. IUSD provides English learners who are receiving special education services opportunities to progress toward reclassification to Fluent English Proficient through the standard process. Multiple criteria and measures are used to determine eligibility based on reasonable fluency and basic skill performance equivalent to an English proficient peer with similar disabilities.



GRADES	2. DEMONSTRATION OF “BASIC SKILLS” in Other Content Areas - Standardized and District/Site Based Assessments used to substantiate that academic achievement is not impacted by language proficiency level	PERFORMANCE LEVEL Additional Data	Provide Results for Multiple Years
3 – 8, 11	<p align="center"><b>CAASPP – Smarter Balanced Assessments in Math California Content Standards Test (Science)</b></p> <p align="center">Alternate assessments where applicable for Dually Identified students</p>	<p align="center"><b>Standard Met – 3</b> (consider scale scores)</p>	<p align="center"><b>Yes</b></p>
8 - 12	<p align="center"><b>PSAT – 8/9 Grade Benchmark – Math</b></p> <p>Students who have performance levels of 430 or above can be considered if other assessment results demonstrate English Language Proficiency comparable to age-appropriate English speaking peers.</p>	<p align="center"><b>Proficient Grade 8 - 430 Grade 9 – 450</b></p>	<p align="center"><b>Yes</b> (All attempts can be recorded)</p>

GRADES	3. TEACHER EVALUATION OF STUDENT PROFICIENCY AND CURRICULUM MASTERY	PERFORMANCE LEVEL Minimum Requirement	Provide Results for Multiple Years
K - 12	<ul style="list-style-type: none"> <li>• Demonstration of grade level reading fluency comparable to native English speaking peers as measured by <b>objective</b> classroom and other local assessments beyond STAR</li> <li>• Demonstration of grade level writing proficiency comparable to native English speaking peers as measured by <b>objective</b>, unassisted, on-demand writing assignments and rubrics</li> <li>• Demonstration of knowledge, comprehension, and appropriate use of language without difficulty (conversational and academic English) as measured by <b>objective</b> classroom and other local assessments</li> </ul> <p>Objective Assessments include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Summative Assessments – Program 2 ELA/ELD curricular program - Listening, Speaking, Reading, and Writing</li> <li>2. Formative Assessments – Essential Standards and Learning Targets</li> <li>3. Supplemental Skill based Assessments – e.g. Funtas/Pinnel, SRI</li> </ol>	<p align="center"><b>Scale Score and/or Rubric Score = Meeting or Exceeding Grade Level Expectations</b></p> <p align="center">(students must be participating in mainstream or CP classes)</p>	<p align="center"><b>If applicable</b></p>

K -12	4. PARENT NOTIFICATION/OPINION/CONSULTATION	PARENT SIGNATURE REQUIRED
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