

## LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES 6-10

### Identification of At-Risk Students: Fluent English and English Learners

Students are considered in need of additional support in English if they are not meeting grade-level or course-level expectations in English. An intervention plan must be developed and implemented for each student who is performing at a “Standards Not Met” level on the English portion of the SBAC. The intervention plan will specify:

1. which interventions the student will receive.
2. when progress monitoring will take place.
3. the roles and responsibilities of each stakeholder in the learning process.

Teachers will continue to determine whether students are in need of additional support by analyzing the strands of the English Language Arts portion of the SBAC. Additional indicators of achievement should also be used, including performance on in-class assignments, diagnostic tests, classroom assessments, exit slips, writing samples, etc.

### Additional Considerations for English Learners

In most cases, English Learners are considered at risk of not meeting grade-level standards in English literacy until they are reclassified as Fluent English Proficient (FEP).

- English Learners, in any instructional program, who have performed at a “Standards Met/Standards Exceeded” level in grades 6, 7, 8 based on the reading strand of the SBAC should be considered for reclassification and should continue to receive appropriate grade-level instruction as the reclassification criteria are met. An intervention plan is not required. Criteria for assessing grade-level readiness for student in grades 10 and 11 may include the FASTBridge screening tool and-or any other site-determined assessment, including teacher recommendation.
- English Learners, in any instructional program, who have performed at a “Standards Not Met” level in grades 6, 7, 8 based on the reading strand of the SBAC are at risk of not meeting grade-level expectations in English Language Arts. An intervention plan must be developed for each. Include additional information such as timely progress in developing English and identify relevant supports and interventions. **The following chart may be used to identify whether students are making timely progress in developing English language proficiency.** For students performing at the expected level of proficiency, supports should focus on continued development of literacy and enriched English language skills. For students who have performed at a “Standards Nearly Met/Standards Not Met” level, additional supports should focus on accelerating literacy through English language development.
- For English Learners in Alternative Bilingual (Biliteracy) programs in need of an intervention plan, also consider the student’s reading level and skills in Spanish in order to pinpoint specific literacy strengths and needs and develop subsequent supports and interventions.
- Progress in English Language Development (ELD) is a key consideration in determining adequate gains and eligibility for retention.
  - ELs with fewer than three years of English instruction generally should **not** be retained as they have not had adequate time to develop English. They may be recommended for retention if:
    1. They are also not making adequate yearly progress in English Language Development (i.e., Far Below Performance Expectations for ELD), **and**
    2. Staff and parents jointly decide that it is in the best interest of the student.

### English Learner Performance Expectations for English Language Development (ELD)

Initial OPL <sup>1</sup> or	Year 2 Enrolled			Year 3 Enrolled			Year 4 Enrolled			Year 5 Enrolled			Year 6+ Enrolled		
	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below	eOPL <sup>3</sup>	Below	Far Below

Year 1 Enrolled <sup>2</sup>															
B	EI	B	—	I	EI	B	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below
EI	I	EI	B or below	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below
I	EA	I	EI or below	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below
EA	A	EA	I or below	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below
A	RFEP	A	EA or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below	RFEP	—	A or below

- <sup>1</sup> OPL: B = Beginning; EI = Early Intermediate; I = Intermediate; EA = Early Advanced; A = Advanced; RFEP = Reclassified Fluent English Proficient
- <sup>2</sup> For students not initially assessed with CELDT, expectations are based on years enrolled.
- <sup>3</sup> eOPL = Expected OPL