Professional Judgment Rubric/Exit Criteria Guidance

Effective Spring 2018

Determining whether or not a Language Minority Student (LMS) is ready to be identified as a Former English Learner is a process that students undergo when they attain established criteria that demonstrate they are fluent English proficient (FEP) and can transition successfully to classrooms with minimal English Language Development support. In order to exit a student from English Learner status, a Language Proficiency and Assessment Committee (LPAC) must verify that there are three pieces of evidence supporting the decision. This is triangulation of data to support an educational decision. **Once three pieces of supporting evidence are available, including a proficient score on ELPA21, the LPAC must exit the student and begin the monitoring process.** The goal is to determine when LMS students are ready to be identified as Former English Learners in a timely and appropriate manner.

Exit Criteria

ELPA21 Assessment Data	Proficiency Profile = Proficient
Professional Judgment Rubric/Supporting Evidence	Sufficient Evidence exists providing two pieces of local data that demonstrate success in Literacy through English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers

Supporting Evidence

Districts must develop a standardized process for further investigation and confirmation of a student's ability to meet grade-level performance expectations. Each piece of evidence must align to the English Language Proficiency (ELP) standards and Arkansas Academic Standards. A body of evidence should represent local data that is used to define academic growth/success/grade-level proficiency as well as growth to English language proficiency. See Examples of Evidence.

Examples of Evidence in Addition to ELPA21

This list is not necessarily exhaustive. Districts wishing to use data not listed may contact Tricia Kerr for approval. Scores/performance levels that are comparable to grade level non-EL peers qualify as acceptable evidence. **It is the LPAC's responsibility to consider all available evidence for a given student. Once a student has at least two pieces of data indicating performance comparable to grade level non-EL peers, in addition to scoring Proficient on ELPA21, it is the responsibility of the LPAC to exit the student from English Learner status and begin monitoring the student for continued success.**

- ACT Aspire-Reading (Scoring Ready or Exceeding or at the 50th percentile definitely at level comparable to non-EL peer)

- ACT Aspire-Writing (Scoring Ready or Exceeding or at the 50th percentile definitely at level comparable to non-EL peer)
- ACT Aspire-English (Scoring Ready or Exceeding or at the 50th percentile definitely at level comparable to non-EL peer)
- ACT Aspire ELA Readiness = Yes
- ACT Aspire Math Readiness = Yes
- ACT English (Cut for the academic challenge scholarship)
- ACT Reading (Cut for the academic challenge scholarship)
- ACT Math (Cut for the academic challenge scholarship)
- ACT Science (Cut for the academic challenge scholarship)
- NWEA Map--Grade Level OR the predicted proficiency alignment report
- District Formative Assessments
- STAR Reading scores
- Reading Inventory
- Writing Samples scored with rubric aligned to Arkansas English Language Arts Standards
- K-2 Data points
  - iStation
  - Renaissance
  - NWEA MAP
  - AIMS Webb

How to obtain literacy (reading/writing) pieces of evidence upon initial screening (in addition to any items above that may be completed within the first 30 days of school/two weeks of enrollment):
      Triand Results
      Former School Records
      Kindergarten Screeners
      Diagnostic assessments

Professional Judgment Rubric

No Evidence/Not Proficient	Insufficient Evidence/Approaching Proficiency	Sufficient Evidence/Proficient	Abundant Evidence/ Proficient
No pieces of strong data	**One piece** of strong data	**Two pieces** of strong data	**Three pieces** of strong data

Examples of Strong Data:

- ACT Aspire=Ready/Exceeding **OR** 50th percentile or above
- ACT Aspire ELA or Math Readiness=Yes
- ISIP (Istation) Instructional Tier 1 score (40th percentile or above)
- At/above grade level performance on items listed above
- Writing portfolio with consistent ratings as Ready/Exceeding or Proficient/Advanced (as aligned to ELA standards)

Former English Learners Monitored Years 1-4

Former EL Monitored Year 1 – Year 4 students must continue to receive appropriate academic supports, as needed. Upon completion of four consecutive years of monitoring, students are eligible to be released from monitoring if they continue to demonstrate English language proficiency and academic growth/success/grade-level proficiency in reading, writing, and other content areas. However, a district/school may determine that students who no longer demonstrate language and grade level proficiency should be transitioned back to an English Language Development program as an English Learner.