

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 literacy if they are not meeting grade-level expectations. An Intervention Plan must be developed and implemented for each student who is performing Below or Far Below Expectations (Standards Not Met) to define:

1. The intervention recommendations
2. Which interventions the student will receive
3. When progress monitoring will take place
4. 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 subtests 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. For schools that use Reading Inventory (RI) or Measures of Academic Progress (MAP) guidelines for student performance are provided.

Reading Inventory (RI)

Grade Level	Time of Year	Grade Level Lexile Range	Below Expectations	Far Below Expectations
6	Beginning of Year	925-1185	700-770	Less than 700
7	Beginning of Year		770-840	Less than 770
8	Beginning of Year		850-920	Less than 850
9	Beginning of Year	1050-1335	940-975	Less than 940
10	Beginning of Year		980-1035	Less than 980

Measures of Academic Progress (MAP)

Grade Level	Time of Year	Grade Level Expectation (RIT)	Close to, At or Above Grade Level Expectations	Below Expectations	Far Below Expectations
6	Beginning of Year	211.6	206.7+	200.1-206.6	Less than 200.1
7	Beginning of Year	215.4	211.6 +	206.7-211.5	Less than 206.7
8	Beginning of Year	219.0	215.4 +	211.6-215.3	Less than 211.6
9	Beginning of Year	220.9	219.0 +	215.4-218.9	Less than 215.4
10	Beginning of Year	223.9	220.9 +	219.0-220.8	Less than 219.0

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, reading Above/At/Close to Expectations based on the English literacy performance expectations in the charts above 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.
- English Learners, in any instructional program, reading Below or Far Below Expectations are at risk of not meeting grade-level expectations in English Language Arts. An Intervention Plan must be developed for them. 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 performing Below or Far Below Expectations, 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 ¹ or Year 1 Enrolled ²	Year 2 Enrolled			Year 3 Enrolled			Year 4 Enrolled			Year 5 Enrolled			Year 6+ Enrolled		
	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below	eOPL ³	Below	Far Below
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

¹ OPL: B = Beginning; EI = Early Intermediate; I = Intermediate; EA = Early Advanced; A = Advanced; RFEP = Reclassified Fluent English Proficient

² For students not initially assessed with CELDT, expectations are based on years enrolled.

³ eOPL = Expected OPL