## 2019–2020 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English Learner (EL) as English proficient for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.1

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance standard for program exit is the student meeting any of the following:
- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level

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<th>11th/12th</th>
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<tr>
<td>Texas English Language Proficiency Assessment System (TELPAS) <strong>Advanced High</strong> in Listening, Speaking, Reading and Writing</td>
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<td>State Standardized Reading Assessment</td>
<td>TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above2</td>
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<tr>
<td>STAAR English I EOC 3</td>
<td>STAAR English II EOC 3</td>
<td>TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40th percentile or above2</td>
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**Subjective Teacher Evaluation**

- Form: [English Learner Reclassification Rubric](#)
- Training Video: English Learner Reclassification Rubric Training Video Presentation (35 minutes)
- Training PowerPoint: English Learner Reclassification Rubric Introduction and Training PowerPoint

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1 19 TAC §89.1226(i)(3)

2 Effective in school year 2019-2020, students in grades 1-2 and in grades 11-12 shall be assessed using the state’s single TEA Approved Norm-Referenced Standardized Achievement Test: [http://tea.texas.gov/bilingual/esl/education/](http://tea.texas.gov/bilingual/esl/education/)

3 For STAAR, English reading and English writing refer to the grade-level tests in grades 3-8 and to the applicable end-of-course English 1 for grade 9, and English II for grade 10.

Note: ELs may be exited no earlier than at the end of first grade based on 19 TAC §89.1226(j).

Note: Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

Note: English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Process for Considering Reclassification of English Learners who also have Identified Special Needs](#).