

LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES TK-6

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 in literacy. Beginning at Grade 1, an Intervention Plan must be developed and implemented for each student who is Below and Far Below Grade Level Expectations 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.

Retention Considerations

Grade 1 and Grade 3 students who are Far Below Expectations **at the end of the school year** may be retained. Except in specific circumstances, retention for English learners in first grade is not recommended - see notes below. Even though Intervention Plans are not required for at-risk Transitional Kindergarten or Kindergarten students, teachers should discuss student progress in relation to grade level expectations during parent conferences. Retention is strongly discouraged.

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 preceding charts 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 and an Intervention Plan must be developed. 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 interventions 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 instruction and interventions.
- Progress in English Language Development (ELD) is a key consideration in determining adequate gains and eligibility for retention:
 - Grade 1 ELs who entered school (in TK, K, or 1st) at the Beginning or Early Intermediate level of English should not be retained as they have not had adequate time to develop English language proficiency.
 - 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 child.

Please note the following information for the chart on page 2:

The Developmental Reading Assessment (DRA2) is designed to assess and document students’ growth as readers over time. Using this individually-administered assessment, teachers observe, record, and analyze individual student’s reading strategies, fluency, comprehension, and accuracy rate using specific leveled texts.

Sites are encouraged to use the DRA2 (as appropriate) and/or **similar assessments** to monitor reading levels. These data will be used to monitor student progress and ensure timely and appropriate supports for students who are experiencing difficulty.

The primary purpose of any assessment tool is to inform instruction. The DRA2 or **similar assessments** provides data that can clarify what readers do well and where they need support. Other assessments, including running records on texts other than the DRA2 books, should be used regularly throughout the academic year to monitor student progress and determine students’ instructional needs.

Measures of Academic Progress (MAP)

Grade Level	Time of Year	Grade-Level Expectation (RIT)	Close to, At, or Above Grade Level Expectations	Below Expectation	Far Below Expectation
3	Beginning of Year	191.6	179.7 +	160.2-179.6	Less than 160.2
4	Beginning of Year	200.1	191.6 +	179.7-191.5	Less than 179.7
5	Beginning of Year	206.7	200.1 +	191.6-200.0	Less than 191.6
6	Beginning of Year	211.6	206.7 +	200.1-206.6	Less than 200.1

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 (Overall Proficiency Level): 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