

**RUBRIC FOR EXIT FROM ESL LANGUAGE SERVICES PROGRAM
AS DEVELOPED IN THE ESSA STATE PLAN**



Name of Student: _____

Student ID: _____

School: _____

Date: _____

PURPOSE: When a student achieves a Level 5 on the WIDA composite, the student is recognized as English proficient on the annual English language proficiency test.

However, to exit the Language Services Program the student must also have a school team meeting with the student and the family to determine whether the student can achieve academic growth in English language arts, mathematics, and science without the established Language Services Program.

Based on samples of student work, please assess the student's capacity on the rubric below.

INDICATOR	(3) Competent	(2) Skillful	(1) Approaching	NA
Maintain progress when assignments use academic language & vocabulary in specific content areas.				
Accomplish learning tasks appropriate to grade level content standards, through both productive and receptive language functions, that is, speaking and writing; listening and reading.				
Show skills of self-regulation and prosocial behaviors.				
Perform well in a range of early college courses and/or challenging classes.				

Please check one of the following:

_____ The student **will not be exited** from the Language Services Program until the student achieves sufficient gains on the annual English language proficiency assessment, specifically in reading and writing.

_____ The student **will be exited** from the Language Services Program and be monitored for the next four years to ensure continued progress in achieving academic success in the content areas of mathematics, English language arts, and science.

Parent/Family signature: _____

School Team Designee signature: _____

Position: _____

The following documented conversation guide will be included in the EL folder and reviewed each year to ensure sufficient support for increased student success in the regular education program.

The expectation is that the team, on the behalf of and with the student, will ensure that these guide questions are directly answered and documented with written recommendations.

1. For the parents/guardian/family:

- What supports will be available to my student to maintain progress?

- What supports will be available to my student to accomplish learning tasks appropriate to grade-level content standards?

2. For the teacher/school team/parent and student:

- Goal setting together to ensure continued progress toward grade level content standards

- What follow-up is necessary to support the student in meeting these goals?

3. For teacher/school team/parent and student (equitable access):

(after explaining the range of educational opportunities available at the school/district)

- In what opportunities has your student already participated? (for student and family)

- How will the school ensure that your student can access these opportunities? (for school representative to student and family)