

ALTERNATIVE Subjective Teacher(s) Evaluation

Student Name: _____

Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria for emergent bilingual (EB) students who meet the [definition of a student with most significant cognitive disabilities](#). This rubric provides teacher documentation as part of the [individualized reclassification process](#) in accordance with TAC 89.1226(h), (k) and (l) and informs the Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review, and Dismissal (ARD) Committee of the student's readiness for reclassification as English proficient and ability to successfully participate in content instruction with no second language supports. LPAC/ARD collaboration is critical for decision making particularly in the use of the individualized reclassification process.

Academic Language Proficiency**Description of Receptive Skills: Listening and Reading**(Select **one** descriptor from the choices below)

- ☐ Student **routinely** demonstrates listening and reading comprehension skills during Individualized Education Program (IEP)-aligned instruction that **meet** the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.

Data shows that student appears to **no longer benefit** from second language acquisition supports in the areas of listening and reading.

- ☐ Student appears to **still benefit** from second language acquisition supports in the areas of listening and reading.

Student's **routine** demonstration of listening and reading comprehension skills may **meet or fall below** the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.

Description of Expressive Skills: Speaking and Writing(Select **one** descriptor from the choices below)

- ☐ Student **routinely** demonstrates speaking and writing comprehension skills during Individualized Education Program (IEP)-aligned instruction that **meet** the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.

Data shows that student appears to **no longer benefit** from second language acquisition supports in the areas of speaking and writing.

- ☐ Student appears to **still benefit** from second language acquisition supports in the areas of speaking and writing.

Student's **routine** demonstration of speaking and writing comprehension skills may **meet or fall below** the expectations described in the TELPAS Alternate Proficiency Level Descriptors identified by the LPAC/ARD committee.

Additional Notes:

Provide an explanation in the additional notes and attach additional supporting documentation, as needed.

- ☐ **Yes** This student **routinely demonstrates** that he/she no longer appears to benefit from second language acquisition support and is **eligible for reclassification**.
- ☐ **No**

Teacher Name: _____

Teacher Signature: _____

Date of Completion: _____