**Profile B**

Jose is currently in 4th grade. He enrolled at Excellent Elementary in Kindergarten. Jose scored Benchmark on all measures of DIBELS MOY in January. Recently, the new CELDT results came in and Jose got an overall score of 4 (Early Advanced) with no sub-score below a 3. Jose received all 3s in ELA during the first reporting period except for in the area of Listening in which he received a 2. Jose’s teacher has mentioned that Jose is very bright, but often doesn’t follow directions the first time they are given. What is Jose missing for reclassification, and what should be the school’s next steps?

**Profile C**

Edgar is a P-LTEL 5th grade student at Enthusiasm Elementary School. Edgar and his mother just finished meeting with the LTEL designee for a P-LTEL Meeting and Edgar is a little disappointed with some of the information that he received. Edgar was informed that his new CELDT results just came in and he has passed all the sections with an overall score of “4” with a score of “3” or “4” in every subsection. Edgar also reviewed his first progress report grades in ELA, and his mother was pleased to see that Edgar has all 3s in ELA. On DIBELS MOY, Edgar scored benchmark in all measures except for RTF on which he scored below benchmark. What can be done to support Edgar?

**Profile D**

Gabriela is a 5th grade student with special needs. She has an upcoming IEP and the Resource teacher has asked for your input. Her new CELDT results show proficiency with an overall score of 4. Her sub-scores were a 5 on Listening and Speaking, and a 3 on Reading and Writing. Unfortunately, Gabriela has struggled in meeting some of the criteria for reclassification. She has earned first reporting period ELA grades of 2 in listening, reading and writing and a 3 in speaking. She is WBB in DORF for DIBELS MOY. What are some recommendations that can be provided to the Resource teacher?

**Profile E**

Mark, The EL Designee at your school site, has been creating a game plan to help meet the school’s 22% reclassification goal. While reviewing the students and their data, Mark came across one 3rd grade student, Karine, who has been in the country for three years. Karine is excelling in ELA. She has scores of 3 and 4 in ELA. In addition, Karine took DIBELS MOY in January, and scored benchmark on all measures. When the new CELDT scores came out, Karine received an overall score of a 4 (Early Advanced) with a sub-score of 5 (Advanced) in Reading, 5 (Advanced) in Writing, 3 (Intermediate) in Listening and a 2 (Early Intermediate) in Speaking. What should Mark do to help support this student?

**Profile F**

Kim is a 6th grade student who loves reading. She finished the Harry Potter series in two weeks. Perhaps, this love for reading led to her successful score of 860 on the most recent RI. Unfortunately, her love for reading has also affected her course mark. Instead of focusing in class, and completing her assignments, Kim continues to read off and on during class, which is affecting her grade. For the first reporting period, Kim received 2s in listening, speaking, and writing for ELA and a 3 in reading. Also, during the LTEL parent-student meeting, Kim confessed that she just bubbled any answer on her CELDT because she wanted to finish quickly and get back to her book. What could be recommended to help Kim become successful and get on the path to reclassification?

**Profile G**

Jungmin is a 4th grade P-LTEL. On her first progress report card, she earned ELA grades of 3 in listening, speaking, and writing and a 4 in reading. In December, she scored benchmark on all measures of DIBELS MOY except for DAZE on which she scored below benchmark. Jungmin’s scored overall 3 (Intermediate) on the most recent CELDT scores with a 2 in writing and 3 in all other domains. What should be done to help Jungmin?

**Profile H**

Nellie is a 5th grade P-LTEL. Recently, the father, mother and Nellie attended a P-LTEL Meeting with the LTEL Designee to review data and set goals. She scored below benchmark on DORF Accuracy in DIBELS MOY and benchmark on all other measures. When the new CELDT results came in, Nellie received an overall score of a 3 (Intermediate) with a 4 (Early Advanced) in Listening and Speaking and a 3 (Intermediate) in Reading and Writing. Her most recent ELA grades were 3s in Listening and Speaking and 2s in Reading and Writing. Nellie has set the goal of reading 45 minutes a night at home. What can be done to support Nellie at school?