

## Considerations for Transitioning and Exiting In Second Grade Bilingual

Criteria for selecting students to transition into English reading during guided reading:

TESTS	SCORES
<b>OLPT</b> Oral Language Proficiency Test	Spanish E/FSS or F/FSS English D/LES or E/LES
<b>Tejas LEE</b>	Above 50% developed in most of the tasks
<b>TPRI</b>	Still Developing
<b>DRA/EDL Benchmark Running Record</b>	Reading at level 24 or above in the Spanish EDL and scored at or above a 20 on the DRA Comprehension Rubric Reads 90 WCPM in Spanish
<b>PLI Primary Literacy Inventory</b>	Most areas are Developed with few Still Developing.

### Oral Language Proficiency Test IPT I (Idea Proficiency Test I)

<b>NSS-</b>	Non-Spanish Speaker	Score Level A-B
<b>LSS-</b>	Limited Spanish Speaker	Score Level C-E
<b>FSS-</b>	Fluent Spanish Speaker	Score Level F
<b>NES-</b>	Non-English Speaker	Score Level A-C
<b>LES-</b>	Limited English Speaker	Score Level D-E
<b>FES-</b>	Fluent English Speaker	Score Level F

A student who has been enrolled in the Bilingual Program since the primary grades should be receiving native language instruction especially during the Language Arts block for at least 3 years before transitioning into English. When a student has met the criteria (*the above areas must be evident*) and is ready to begin transitioning into English, then the English instruction should occur during guided reading.

### Criteria for Exiting Students From a Second Grade Bilingual Program

The student must have scored at the **40 percentile or above** in Total Reading/ Total Language on a standardized test (ITBS) **and** scored **fluent** in English on a recent language proficiency test (IPT).

*Note: As of November 2002, ITBS will no longer be used for exit purposes. It is to the student's advantage to remain in the Bilingual Program thru 3<sup>rd</sup> grade based on current research.*