

# **Bilingual TEXES**

## **Preparation Session #164**



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**Purpose:** This informative session is designed to help Texas educators become familiar and prepare for the Bilingual TExES #164

# Objectives

➤ Content Objective:

Today I will analyze processes of first- and second-language acquisition and history of bilingual education.

➤ Language Objective:

Today I will discuss theoretical frameworks regarding language acquisition and bilingual education.



# Time to Register

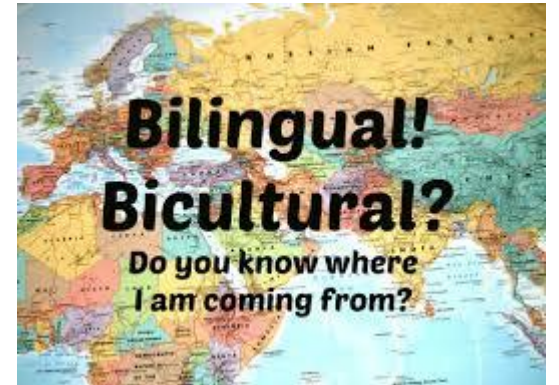
<http://www.tx.nesinc.com/>

The screenshot shows the homepage of the Texas Educator Certification Examination Program. At the top left is the Texas state logo with a green star and the text "Texas Educator Certification Examination Program". To the right are links for "View Cart", "My Account", and "Contact Us". Below this is a navigation menu with "Home", "Exams", "Prepare", "Register", "Scores", "Policies", and "EPPs". The main content area features a large image of a young woman playing an acoustic guitar in a classroom setting. Overlaid on this image is a text box that reads: "Texas educator candidates now use this site to register, schedule, and access their scores. Get started with our [step-by-step guide](#) or [learn more about the September 2018 transition](#)." Below the image is a "SIGN IN" button and a section titled "Find Exam Dates, Sites, and More:" with a dropdown menu labeled "Select an exam..." and a "Go" button.

The screenshot shows a portion of the ETS website. At the top left is the ETS logo. The page title is "Measuring the Power of Learning". Below the logo is a navigation menu with "Home", "About the Test", "Registration", "Test Centers", "On the Test", "Test Preparation", "College and Career", "Texas", "Test Scores", "Test Results", "Data", "Contact Us", "Blogs", and "Contact Us". A large red prohibition sign (a circle with a diagonal slash) is overlaid on the page, obscuring the content. The word "about" is visible in a large font, followed by "TEXES". Below this, there is text that reads: "See registration information, preparation materials and program services...". At the bottom of the page, there is a "Get the Register" button.



# Bilingual TExES



5 HOURS  
80 Multiple  
Choice  
Questions

May  
contain  
field test  
questions

Final Scale  
Score based  
ONLY on scored  
questions



# Tested Competencies

- **Competency I**
  - **Foundation** of Bilingual Education
  - **Concepts** of bilingualism and **biculturalism**
  - Creating an **effective learning environment**
- **Competency II**
  - Processes of first- and second-language acquisition and development
  - Promote students' **language proficiency in (L1) AND (L2)**
- **Competency III**
  - Comprehensive knowledge of the development and assessment of **literacy in L1**
  - Development and assessment of **biliteracy**
- **Competency IV**
  - Comprehensive knowledge of **content area instruction in L1 and L2**
  - Promote bilingual students' academic achievement



# Test Taking Tips and Strategies

- ❖ 5 HOURS: pace yourself!
- ❖ Identify and understand key words
- ❖ Analyze the scenario
- ❖ Reference terminology, to answer correctly.
- ❖ “Perfect educational context”
- ❖ Do not consider your own experiences.
- ❖ Consider ELLs with other language background
- ❖ Keep an eye for choices with definitive words

**Become familiar with the content!**



# Never Ever

- ⊘ Never Ever teacher-centered
- ⊘ Never Ever memorizing
- ⊘ Never Ever translating





# Question Formats

## › Multiple-choice

- › **Single:** direct questions or incomplete sentence.
- › **Clustered:** consists of stimulus and questions.
  - › MORE THAN ONE question
  - › Reading passage
  - › Description of an experiment
  - › Graphic / table

## › Unfamiliar question formats

- › May include audio or video stimulus
- › Interactive questions



# Important Acronyms

## Student

**ELL**= English Language Learner

**LEP** = Limited English Proficient

## Language

**L1**= native language

**L2**= second language

**PLD** = Proficiency Level Descriptor

**OLPT** = Oral Language Proficiency Test

## Teacher

**SI** = Sheltered instruction

**SIOP** = Sheltered Instruction  
Observation Protocol

**ESL**= English as a second language

**ESOL** = English Speakers of other languages

**ELPS** = English Language Proficiency Standards



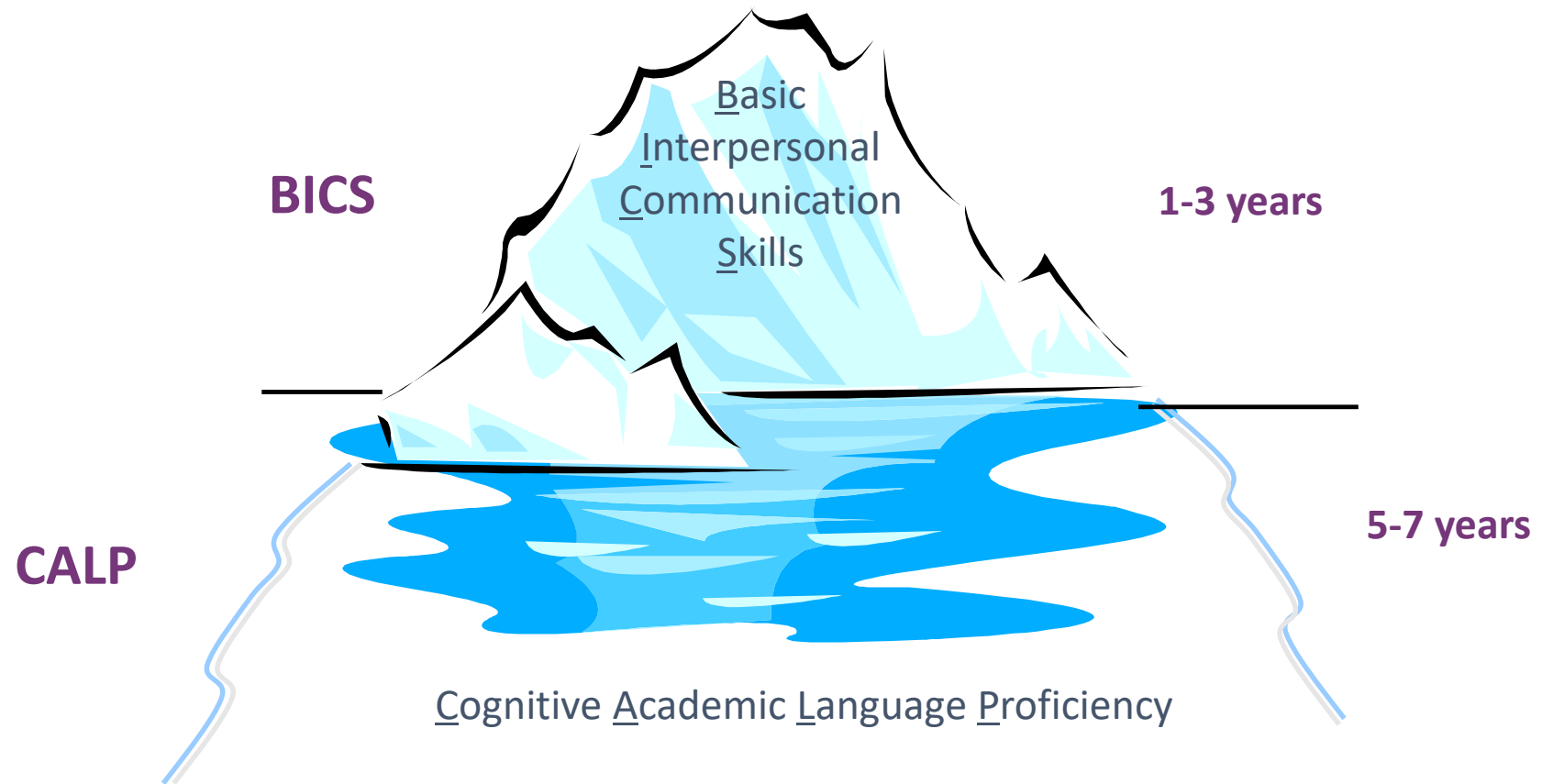
# Competency II

## Processes of First and Second Language Acquisition



# The Iceberg Theory

J. Cummins, 1981

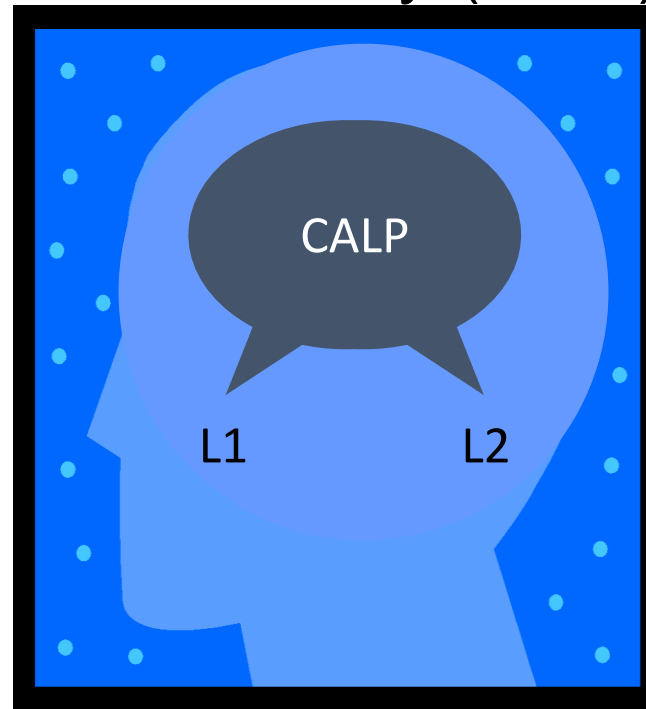


# Social Language vs. Academic Language

**Separate** Underlying Proficiency (SUP)



**Common** Underlying Proficiency (CUP)



*J. Cummins, 1981*

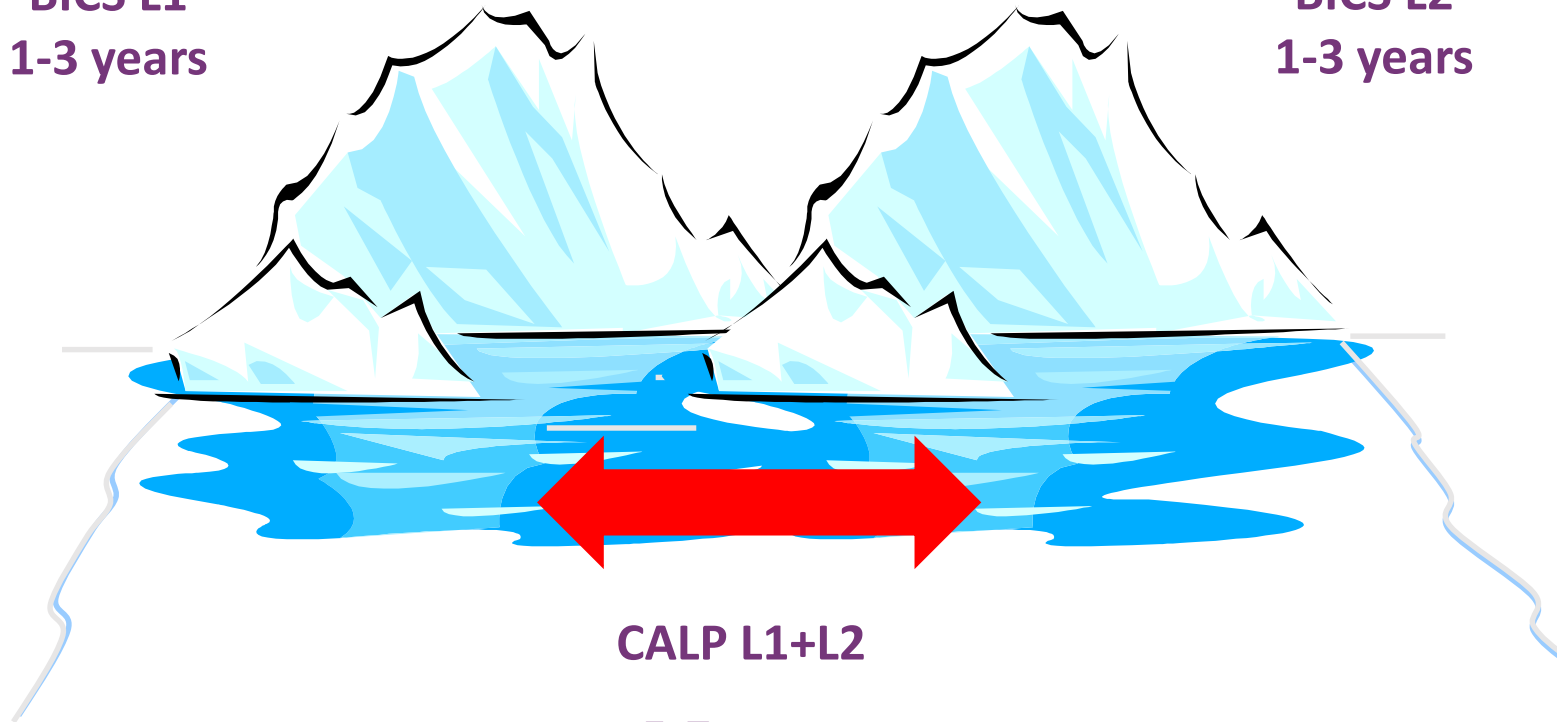


# The Iceberg Theory

J. Cummins, 1981

**BICS L1**  
1-3 years

**BICS L2**  
1-3 years

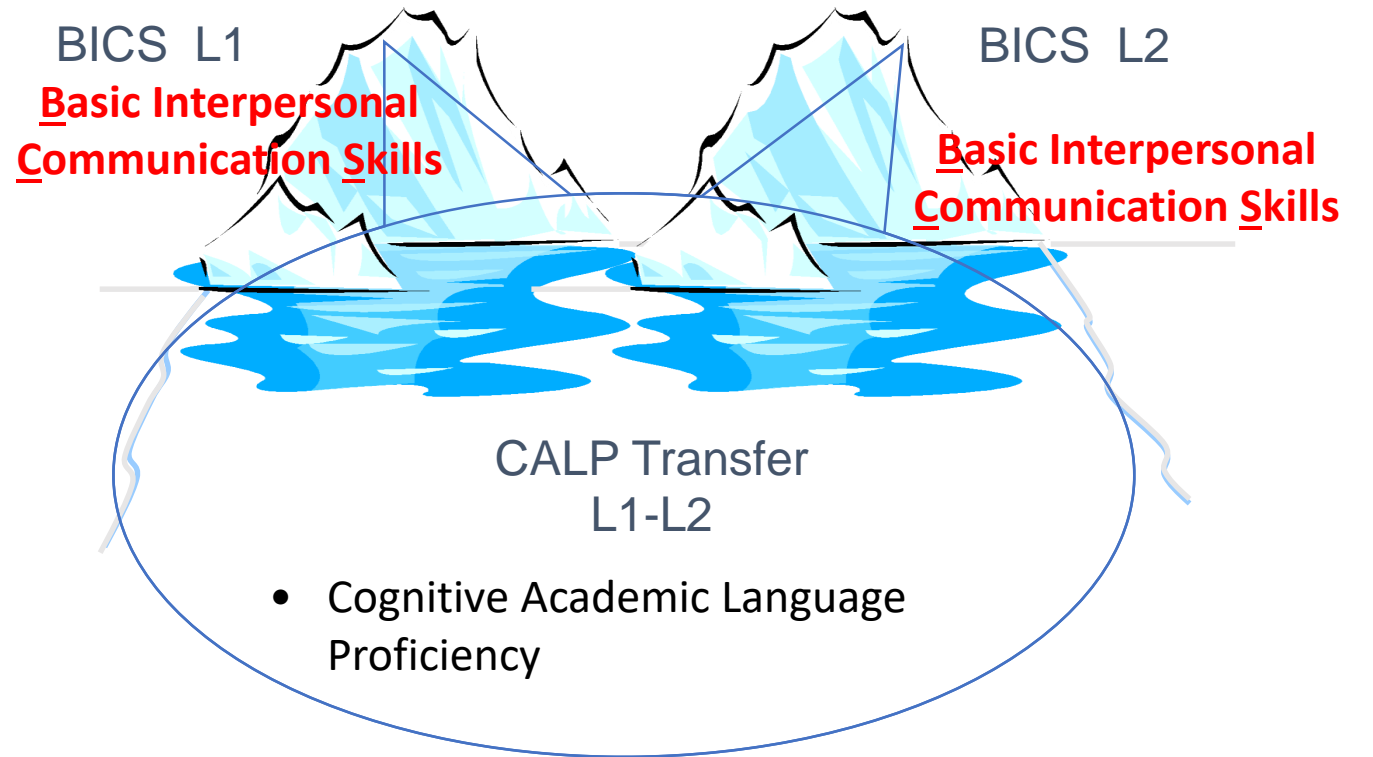


**CALP L1+L2**

5-7 years

# In other words...

- Cognitive Academic Language Proficiency



*J. Cummins, 1981*

# Cummins' Quadrants: The Dimensions of Language

Cognitively Undemanding Language

**BICS** Basic Interpersonal Communication Skills

Social conversation  
(with gestures)  
Storytelling with props

Social phone call  
Note left on the refrigerator

Math lesson (with manipulatives)  
Geography lesson with maps

Writing an Essay  
Any content lecture  
Multiple choice test

**CALP** Cognitive Academic Language Proficiency

Cognitively Demanding Language

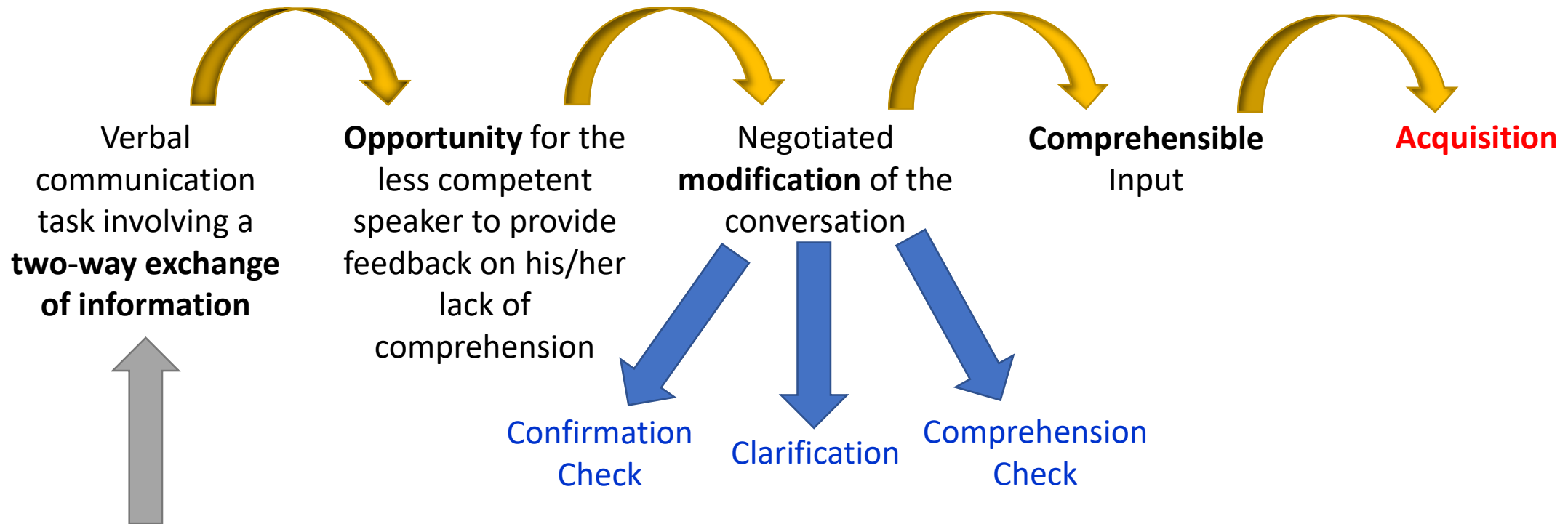
Context-embedded language

Context-reduced language





# Krashen's Input Hypothesis



Source of input contains no structure / too far beyond person's competence



# Krashen's Input Hypothesis

- Use more high frequency words
- Use gestures
- Simplify sentence structure
- Use visuals
- Low speed and repetition
- Showing your face (articulation)
- Inserting longer pauses
- Intonation / volume change
- Paraphrasing
- Using discourse markers (right, now, etc.)
- Fewer words per clause





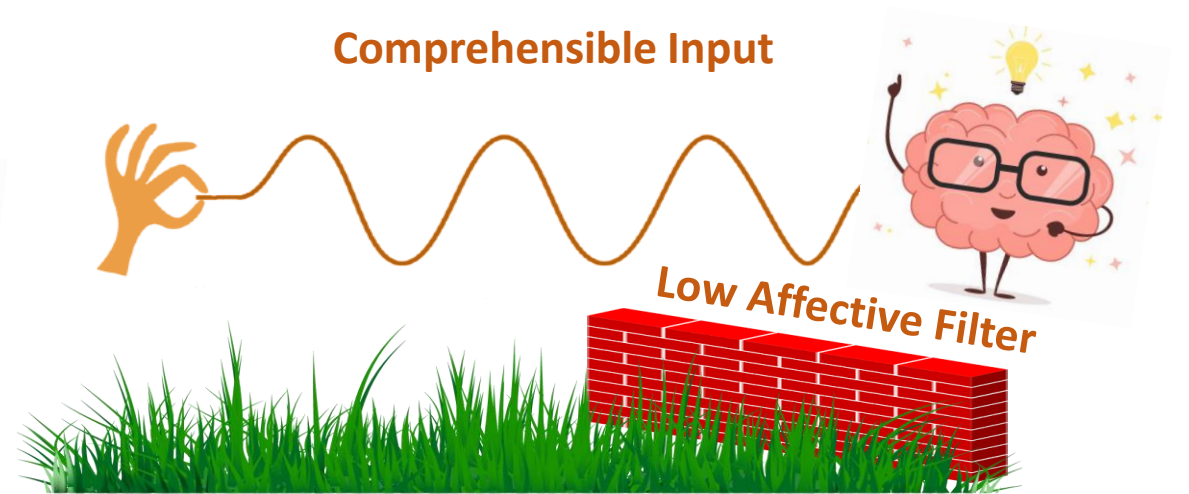
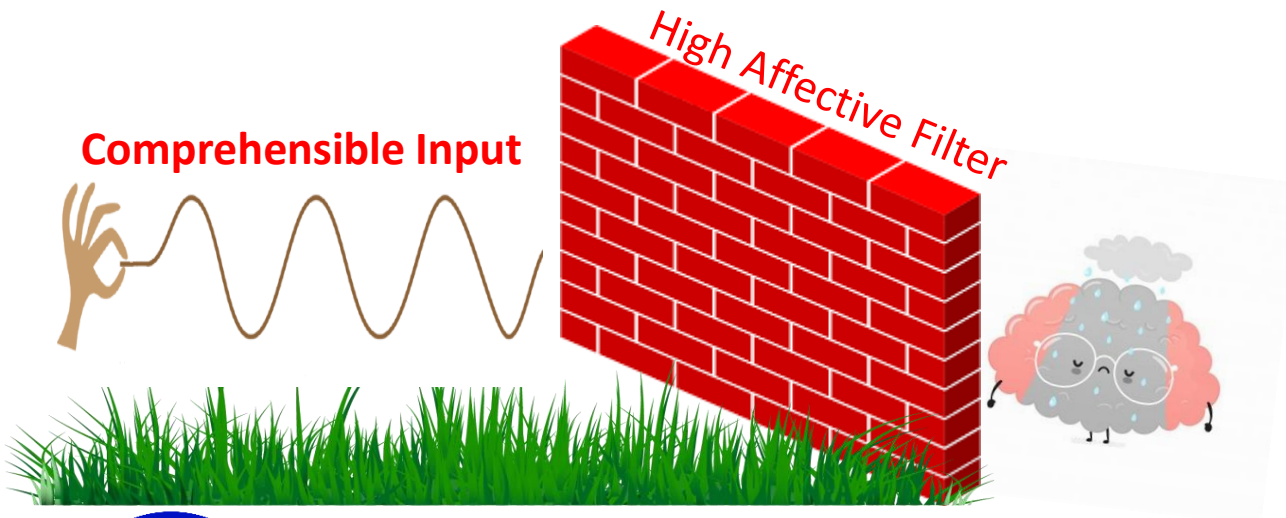
# Krashen's Input Hypothesis

- Today, I'm gonna be talking about the United States' southern neighbor – Mexico. We'll be looking briefly at three things: the geography, the political system and the economy. First, let's analyze the geography.
- Today, I'm going to talk about Mexico, the country south of the United States. I'll talk a little about three things: the geography of Mexico, the Mexican political system and the Mexican economy. First, we will learn about geography.



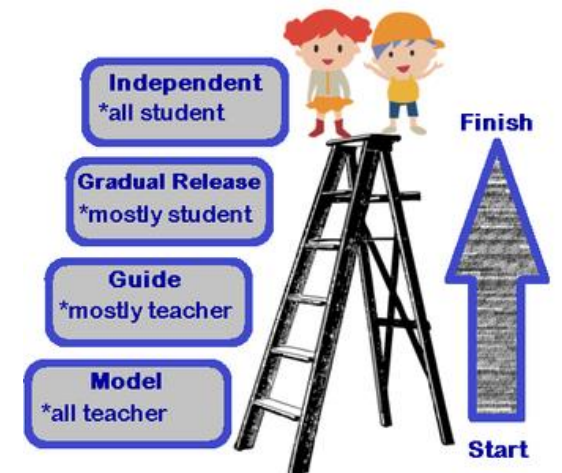
# Krashen's Affective Filter

- Learning is heavily **dependent on mood and or emotions**
- Learning is impaired if the learner is **under stress**



# Krashen's Natural Order Hypothesis

- Acquires parts of language in a predictable order
- Certain grammatical structures are acquired early on
- Others structures are acquired later in the process
- Natural order cannot be accelerated
- Scaffolding used to introduce more difficult language structures in order to accelerate language development.



# Krashen's Natural Order Hypothesis

## Pre-Production (0 to 6 months)

- Non-verbal
- Draws and points

## Early Pre-Production (6 months to 1 year)

- Limited comprehension
- One – two-word responses

## Speech Emergence (1 to 3 years)

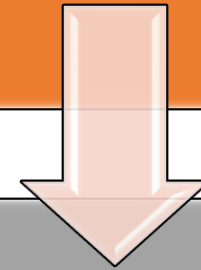
- Simple sentences
- Good comprehension
- Grammar errors



# Krashen's Natural Order Hypothesis

## Intermediate Fluency (3 to 5 years)

- Excellent comprehension
- Few grammatical errors

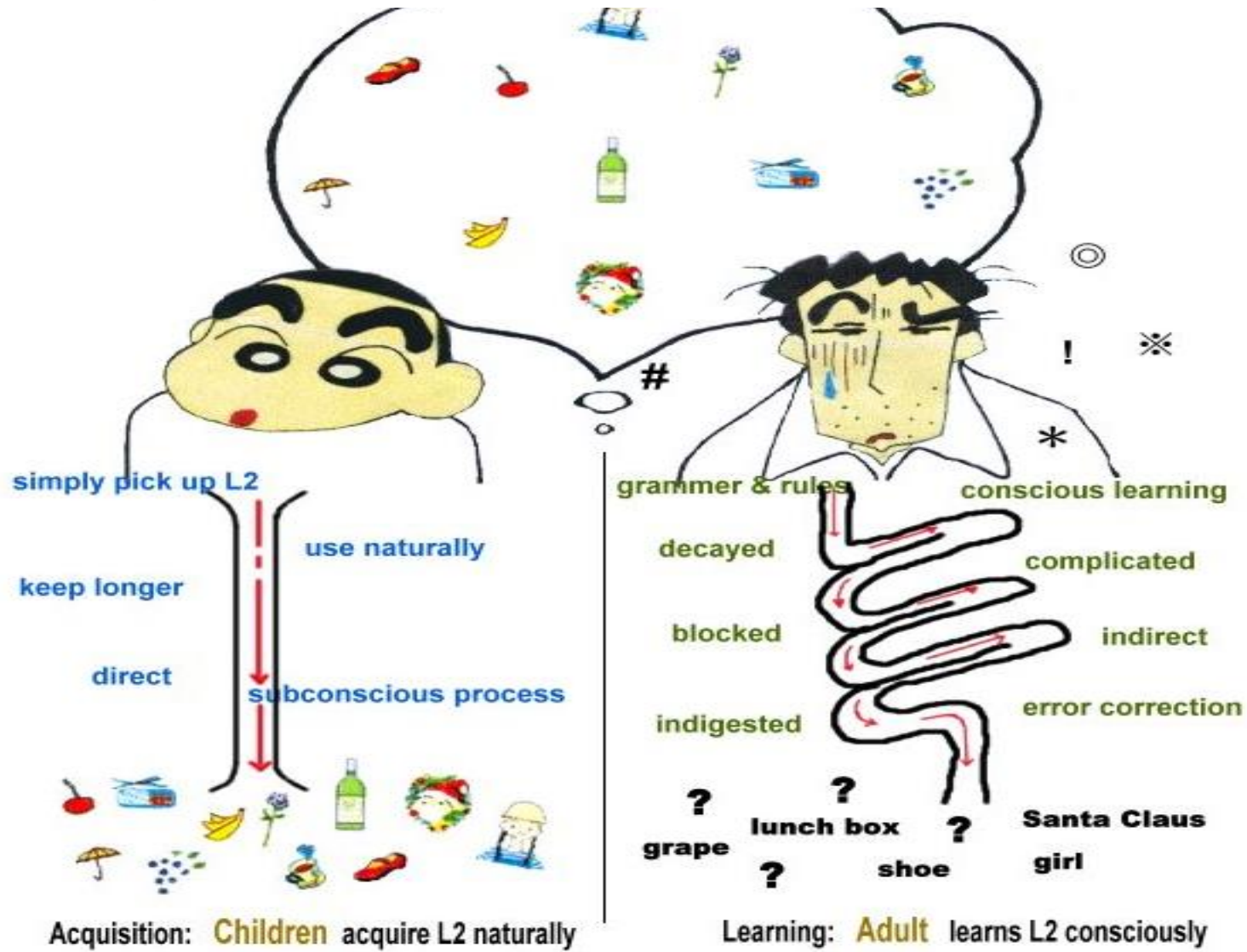


## Advanced Fluency (5 to 7 years)

- Native level of speaking
- Understanding figurative language



# The Acquisition ----- Learning Distinction



Children acquire L2 better and quicker than adult



# Piaget's Cognitivist Theory

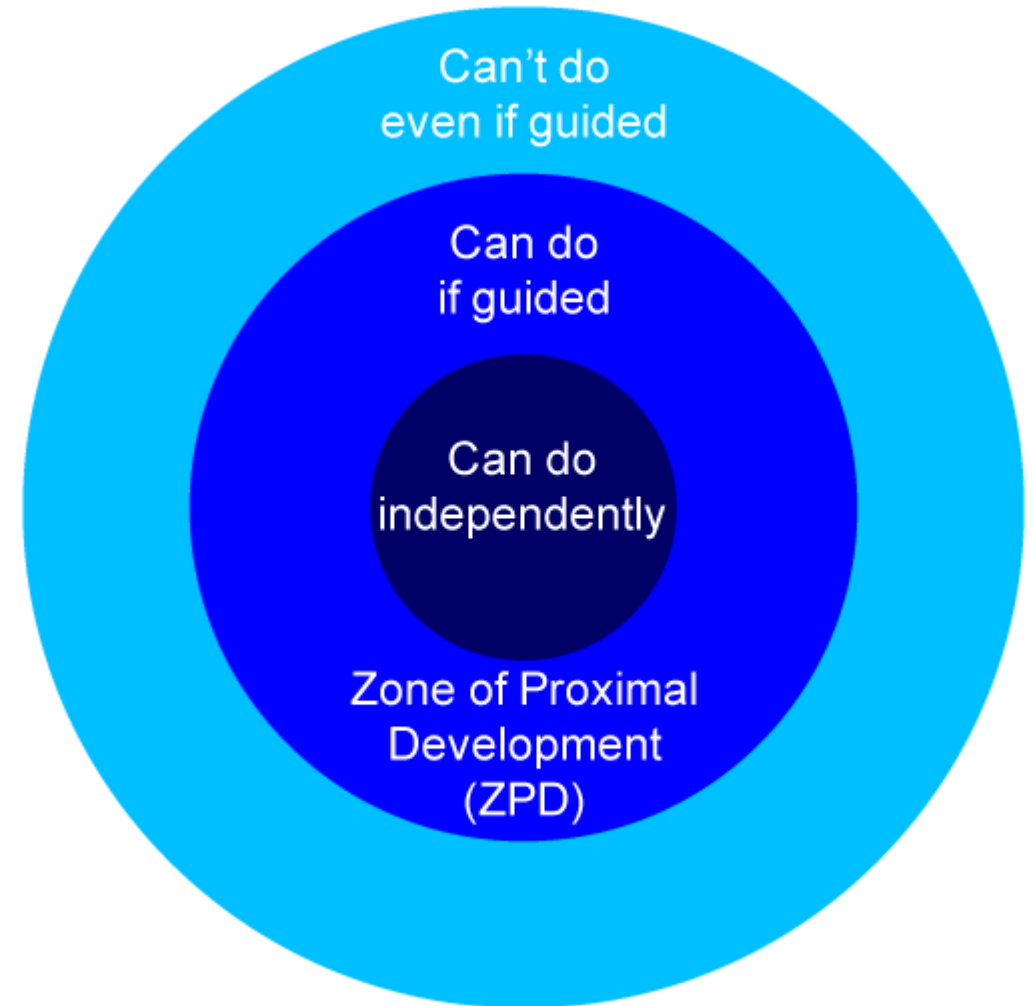
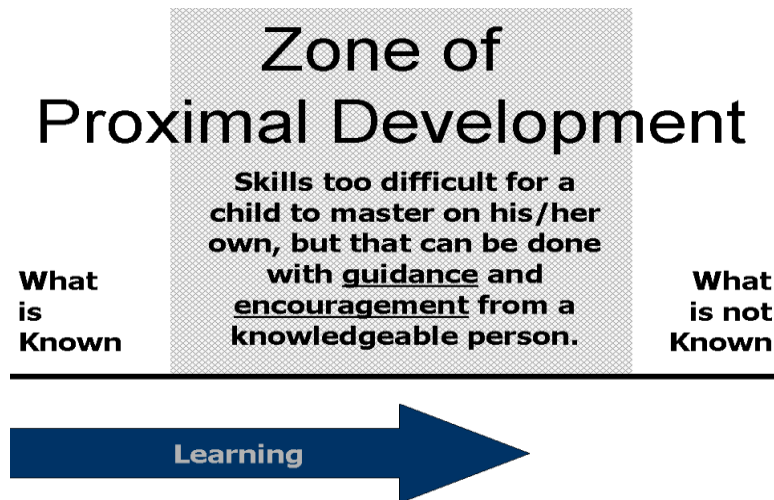
- **Relationship between cognitive development and language skills.**
- Schemas as the basic building blocks of cognitive models to enable us to
- Form a mental representation of the world
- Exposed primarily to input that can be handled without difficulty



Source: Thompson, S. (2015). Jean Piaget's theory on child language development.

# Lev Vygotsky's Social Interactionist Theory

- **Social interactions** play an important role in the construction of knowledge
- Developed concept of Zone of Proximal Development

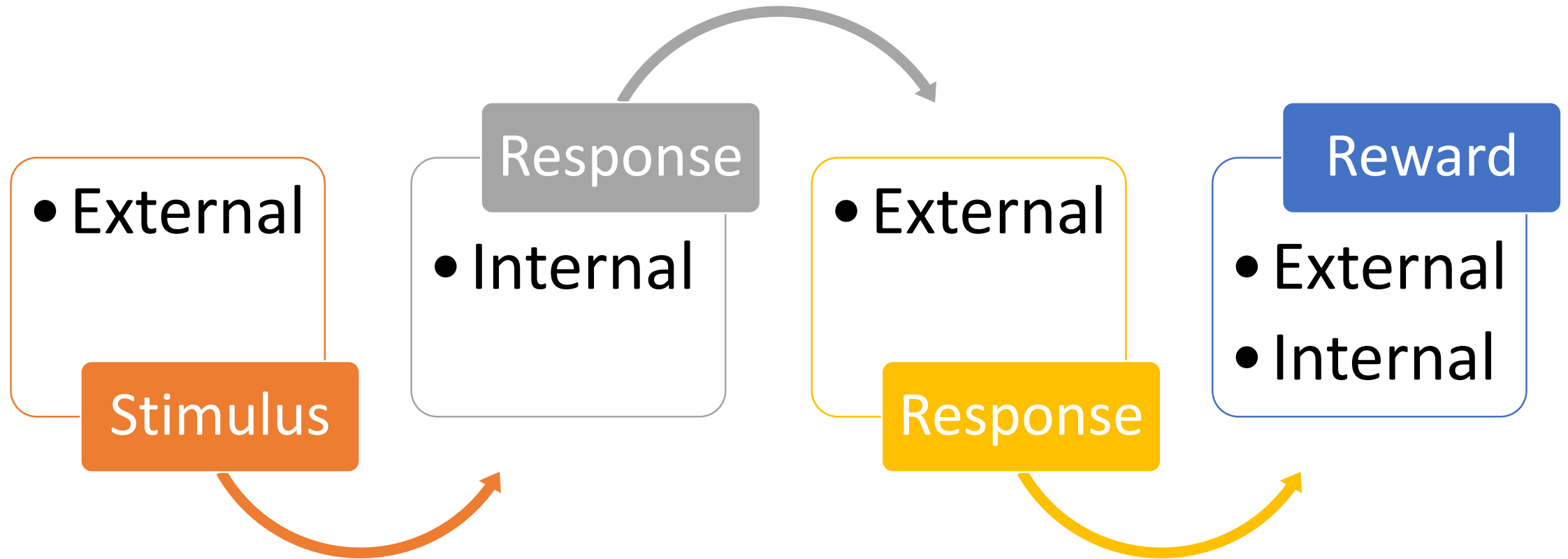


# Noam Chomsky's Nativist Theory

- Language acquisition and production is a natural process and an innate ability
- Biological brain mechanism called **Language Acquisition Device (LAD)**
- Easy to make sense of the words because of exposure
- Understand structure and rules before they know many words
- Developed theory of **Universal Grammar**



# Skinner's Behaviorist Theory





# Cummins

ICEBERG  
THEORY

CUP/ SUP



# Krashen

COMPREHENSIBLE  
INPUT

AFFECTIVE FILTER



# Piaget

SCHEMA  
ASSIMILATION  
ACCOMMODATION



# Vygotsky

ZONE OF  
PROXIMAL  
DEVELOPMENT



# Chomsky

LANGUAGE  
ACQUISITION  
DEVICE



# Skinner

STIMULUS  
RESPONSE  
REWARD



**Cummins**

**ICEBERG  
THEORY**

**CUP/ SUP**

**Krashen**

**COMPREHENSIBLE  
INPUT**

**AFFECTIVE FILTER**

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**SCHEMA  
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**Chomsky**

**LANGUAGE  
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DEVICE**

**Skinner**

**STIMULUS  
RESPONSE  
REWARD**

**How do these  
theories apply to  
your classroom?**



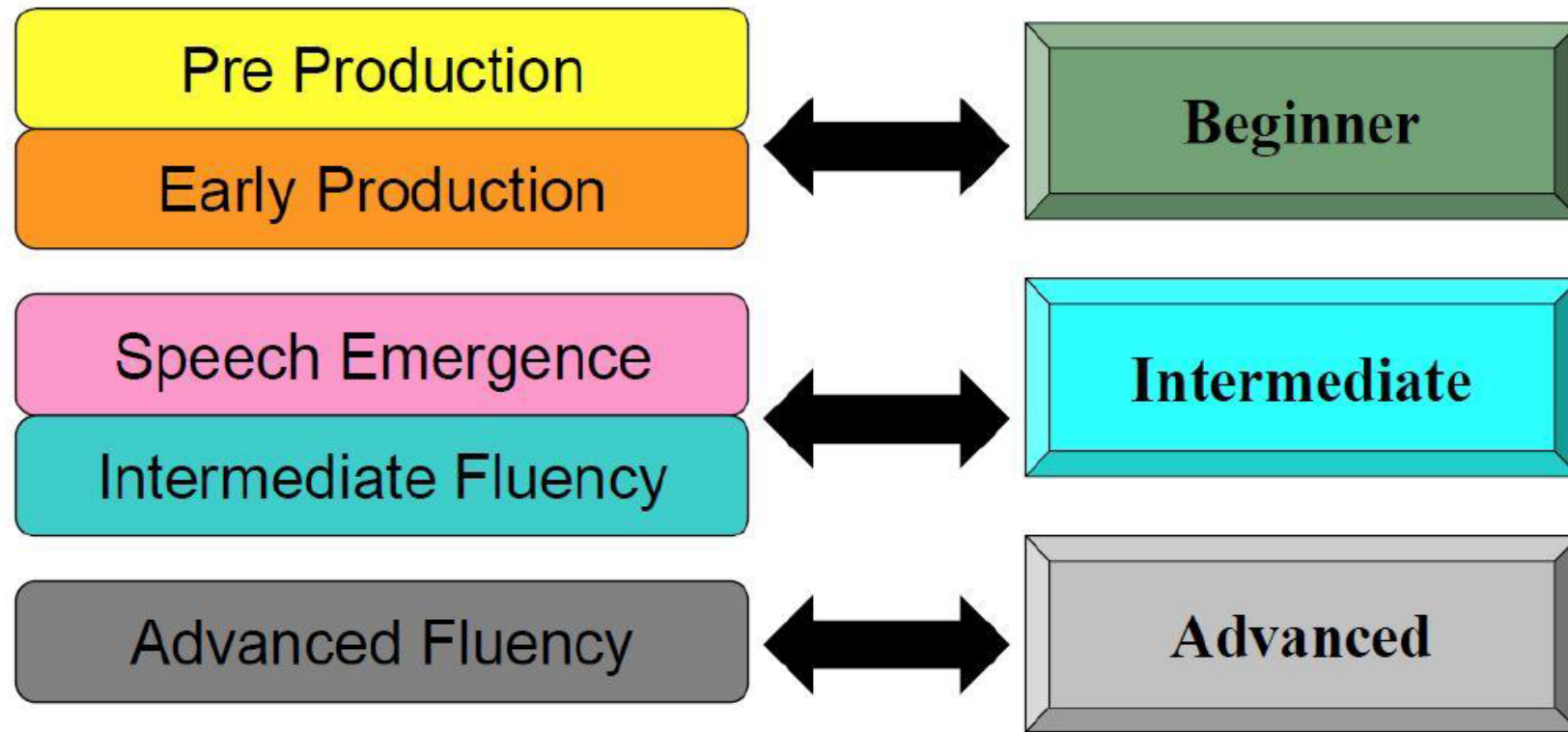
# Competency IV

## Content Area Instruction





# Stages of Second Language Acquisition and Texas Proficiency Level Descriptors (PLDs)



**Advanced High – Minimal Support, almost native-like**



# English as a Second Language



- Focused
- Targeted
- Building Background
- Collaborative Learning
- Practice in all Domains
- Comprehensible Input
- Native Language Support
- Whole Language Approach
- Meaningful Linguistic Contexts (visuals)
- Modified Language
- Graphic Organizers
- Sentence Stems
- Scaffolding

# Sheltered Instruction



# What are the two goals of Sheltered Instruction?

- Make Content Comprehensible
- Develop Academic Language



# Language Acquisition

According to second language acquisition research, ELLs benefit from [redacted] instruction that is accommodated to their need for comprehensible input; [redacted] instruction integrated into content-area instruction; programs that hold [redacted] for students for academic success; and [redacted] standards that provide a common framework for integrating language and content instruction for English learners.

- A. language proficiency**    **B. academic language**    **C. content-area**    **D. high expectations**





La **chimica** è la scienza che studia la composizione della materia ed il suo comportamento in base a tale composizione.



La **chimica** è la scienza che studia  
la **composizione** della materia ed il  
suo comportamento **in base** a tale  
**composizione.**

*The Power of Cognates*



# Stay Focused— During Video



- What do you think is the content objective of the lesson?
- What supports, if any, are you using to understand the lesson?
- How are you feeling as you watch/listen to the video?
- What connections can you make to our classrooms?
- Select one word to describe this type of teaching.



# Reflective Questions – After Video



- What was the content objective of the lesson?
- What supports did the teacher provide to help you comprehend the lesson?
- How else might the teacher make the lesson more comprehensible and help develop academic language?
- How might this lesson be improved to make it interactive?
- How were you feeling during the second part?

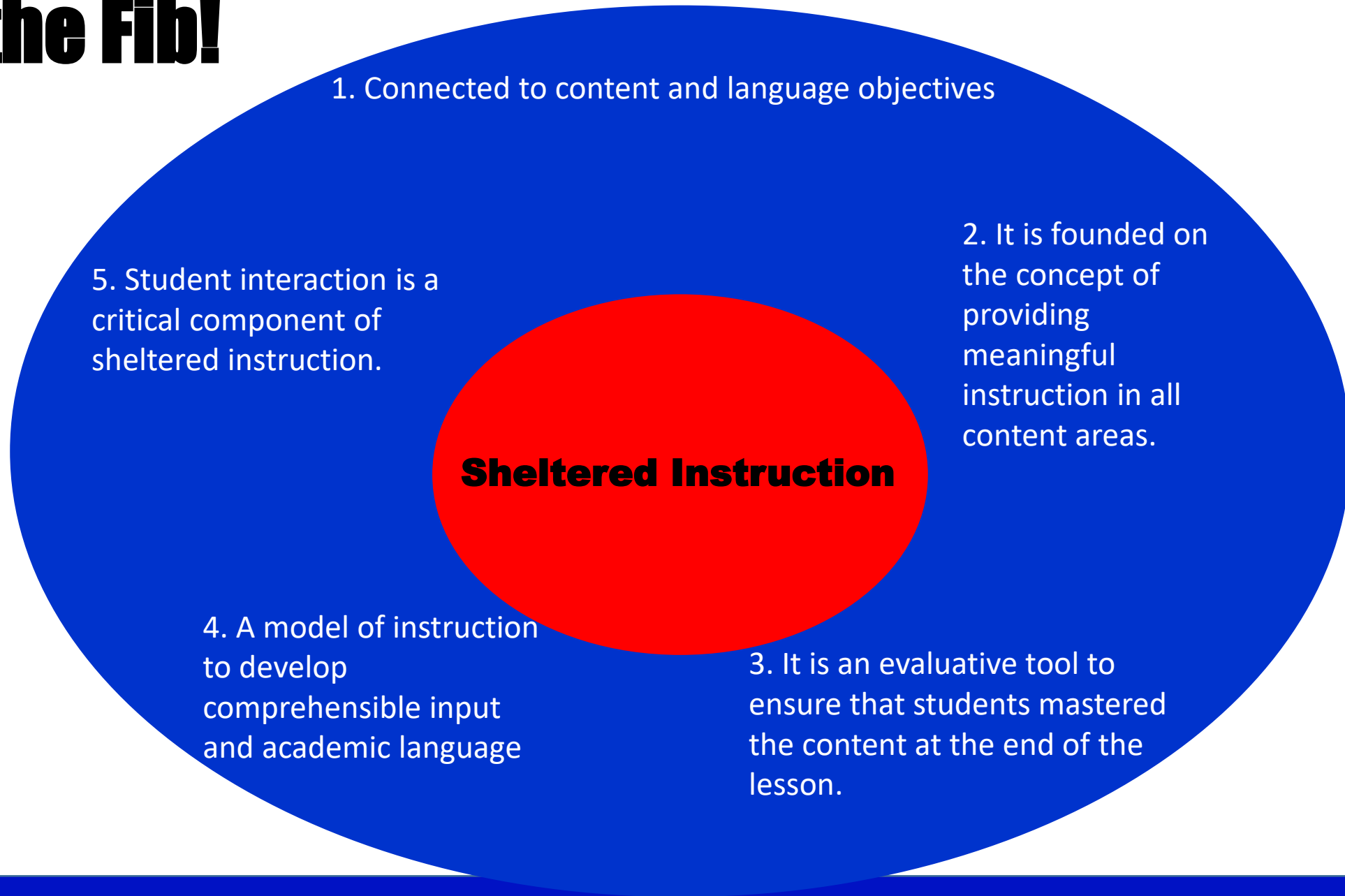




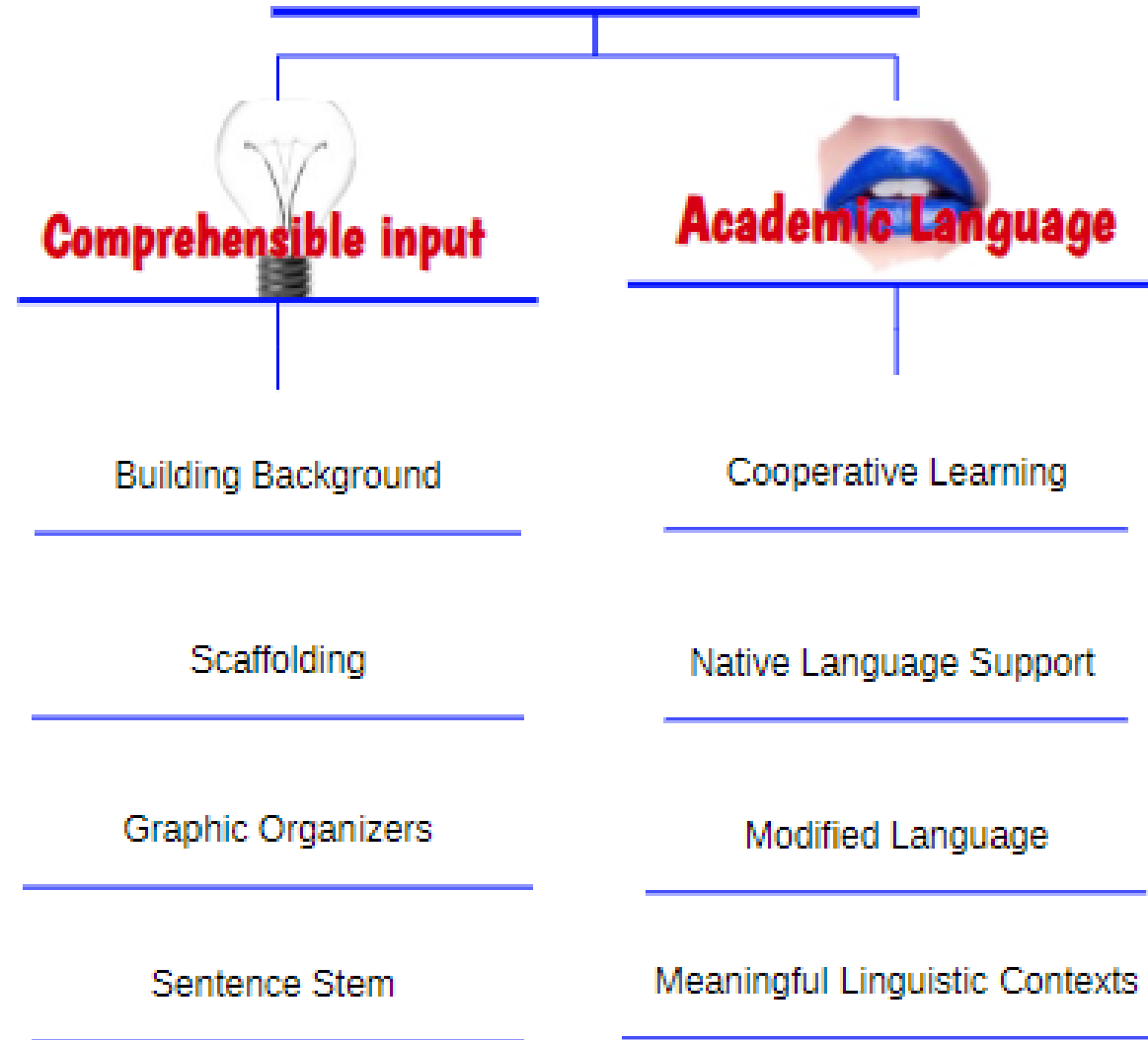
	<b>PREPRODUCTION</b>	<b>EARLY PRODUCTION</b>	<b>SPEECH EMERGENCE</b>	<b>INTERMEDIATE FLUENCY</b>
<b>TEACHER ACTIVITIES</b>	<ul style="list-style-type: none"> <li>*Seeks to develop listening comprehension</li> <li>*Uses gestures</li> <li>*Uses visual aids</li> <li>*Emphasizes and repeats key words</li> <li>*Speaks more slowly</li> <li>*Acts out scenes</li> <li>*Does not force oral participation</li> </ul>	<ul style="list-style-type: none"> <li>*Asks questions that require single word responses: yes/no; either/or</li> <li>*Seeks to maintain an accepting, low-stress classroom climate</li> <li>*Allows for mistakes in pronunciation, form, grammar and usage</li> <li>*Models correct responses</li> </ul>	<ul style="list-style-type: none"> <li>*Focuses on key concepts</li> <li>*Uses extended vocabulary</li> <li>*Asks open-ended questions that encourage language production</li> <li>*Seeks to develop high level thinking skills</li> <li>*Uses performance-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>*Seeks to encourage concept development and literacy through content-rich curriculum</li> <li>*Continues to use active learning strategies</li> <li>*Teaches thinking and study skills</li> </ul>
<b>STUDENT ACTIVITIES</b>	<ul style="list-style-type: none"> <li>*Performs an action</li> <li>*Points to item in picture</li> <li>*Nods</li> <li>*Says yes or no</li> <li>*Manipulates items to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>*Gives yes or no answers</li> <li>*Gives list of words</li> <li>*Uses two-word strings</li> <li>*Categorizes</li> <li>*Listens and recalls</li> </ul>	<ul style="list-style-type: none"> <li>*Uses longer phrases</li> <li>*Explains concepts with greater detail</li> <li>*Compares and contrasts</li> <li>*Defines new vocabulary</li> <li>*Greater fact recall</li> <li>*Gives descriptions</li> </ul>	<ul style="list-style-type: none"> <li>*Contributes to discussion</li> <li>*Write stories</li> <li>*Retells stories</li> <li>*States and supports opinions with persuasive language</li> <li>*Reports on events</li> </ul>
<b>QUESTIONING TECHNIQUES</b>	<ul style="list-style-type: none"> <li>*Point to ...</li> <li>*Find the ...</li> <li>*Put ___ next to ___</li> <li>*Do you have ___?</li> <li>*Is this a ___?</li> <li>*Who has the ___?</li> </ul>	<ul style="list-style-type: none"> <li>*Yes/no</li> <li>*Is this a ___ or a ___?</li> <li>*One word response</li> <li>*Questions that encourage a list (What do you see in this picture?)</li> </ul>	<ul style="list-style-type: none"> <li>*Why?</li> <li>*How?</li> <li>*How is this like that?</li> <li>*Tell me about ...</li> <li>*Describe</li> <li>*How would you change this?</li> <li>*Describe/compare</li> </ul>	<ul style="list-style-type: none"> <li>*What would you recommend?</li> <li>*What will happen next?</li> <li>*What is your opinion about this?</li> <li>*What would happen if ...?</li> <li>*Why?</li> <li>*Create.</li> </ul>



# Find the Fib!



# Sheltered Instruction



# The What and the How

- Content Objectives come from the TEKS

*What am I going to learn?*



- Language Objectives come from the ELPS

*How will I demonstrate my learning through listening, speaking, reading and/or writing?*



# Let's Try It!

- **Science TEKS:** Differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondria, chloroplast and vacuole.
- **Content Objective:** Today I will compare and contrast the cell structures and functions of plants and animals.

## Content Objective



# Let's Try It!

- **ELPS:** write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences

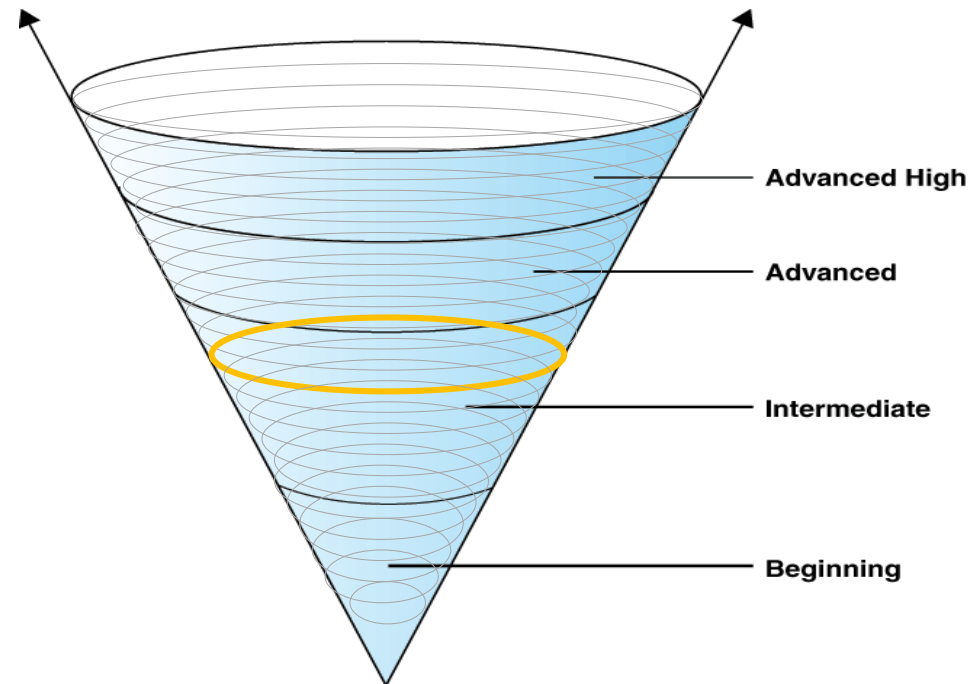
**Language Objective:** Today I will write an essay comparing and contrasting plant and animal cells utilizing transitional phrases.

## Content Objective and Language Objective



# ELPS-TELPAS Proficiency Level Descriptors

- The PLD's describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction.



# Global Definitions of the Proficiency Levels

# Key Features

<p><b>Beginning</b> Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.</p>	<p><b>Beginning</b> Little or no English ability</p>
<p><b>Intermediate</b> Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.</p>	<p><b>Intermediate</b> Limited ability, simple language structures, high-frequency vocabulary, routine contexts</p>
<p><b>Advanced</b> Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p><b>Advanced</b> Ability to engage in grade-appropriate academic instruction with second language acquisition support</p>
<p><b>Advanced High</b> Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p><b>Advanced High</b> Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support</p>





	Beginning	Intermediate	Advanced	Advanced High
Reading	Maximum picture support; short texts that require comprehension of words, phrases, and short sentences that use the type of high-frequency, concrete vocabulary first acquired by learners of a second language	Frequent picture support; short texts written primarily on familiar topics; commonly used, everyday English and routine academic English	Occasional picture support; contextual aids and organizational features support comprehension of longer texts on both familiar and unfamiliar language arts and content area topics	Minimal linguistic accommodation; texts highly comparable to those written for native English speakers



	Beginning	Intermediate	Advanced	Advanced High
Writing	Maximum visual support such as graphic organizers, sentence frames, and/or word wall to elicit details for shared writing and whole-class writing projects on recently practiced, memorized, or highly familiar material	Frequent visual support such as sentence frames and interactive word wall and modeling of cohesive devices on familiar expository or procedural topics	Occasional use of visual support such as concept mapping when writing explanations or descriptions on abstract, academically challenging, or unfamiliar topics	Minimal linguistic accommodation when expressing ideas in writing and engaging in meaningful grade-appropriate writing about abstract ideas, or topics, requiring low-frequency vocabulary





**Cognitive Processes**

# Best Practices for Bilingual Education

Cooperative Learning

Valuing ELLs' native language

Learning is relevant to ELLs' lives

Playing language games

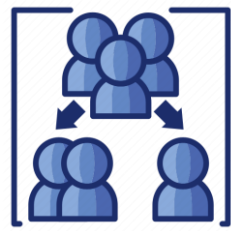


Using comprehensible input

Developing CALP

Role-playing





TIME FOR REVIEW

## COMPETENCY 004

28. Mr. Lopez teaches at a dual-language immersion school in which science classes are taught in English. An English-language learner in the class, Raisha, currently functions at a beginning level of English proficiency. To best assist Raisha's comprehension during instruction, Mr. Lopez should
- A. provide her with graphic organizers to use when taking notes or communicating ideas.
  - B. assign her a peer tutor to simultaneously translate the class lectures.
  - C. direct her to express ideas in her native language until she masters the unit concepts.
  - D. instruct her to write a summary of critical concepts at the end of each lesson.



29. The following daily instructional objective is posted on the board of a science class.

*Content Objective:* Students will interpret data relative to moving objects and produce a motion graph.

Which of the following additional pieces of information would the teacher need to post alongside the content objective in order to meet the criteria of sheltered instruction?

- A. A description of the cooperative learning activity students will engage in as part of the content objective
- B. A list of vocabulary words that students will learn or review during the lesson
- C. A language objective that will be used to focus on developing student vocabulary
- D. A description in the lesson plan of how the teacher will modify language to increase student comprehension



## COMPETENCY 004

32. Which of the following social studies activities would be most appropriate for English-language learners who are reading and speaking at the intermediate language proficiency level in English?
- A. Drawing individual family portraits and naming the people in them
  - B. Participating in a guided discussion about community helpers and reading a passage about them
  - C. Creating a model of a neighborhood out of small cardboard boxes with labels identifying a school, a town hall and other community buildings
  - D. Making a collage from magazine pictures of various forms of transportation and reading passages about them





## COMPETENCY 004

35. Students can most effectively reinforce their acquisition of a new vocabulary word by doing which of the following?
- A. Studying the etymology of the new word
  - B. Identifying the part of speech of the new word
  - C. Using various forms of the new word in sentences
  - D. Locating several synonyms of the new word in a thesaurus



## COMPETENCY 004

36. English-language learners (ELLs) will be working in cooperative-learning groups to complete an end of a unit content-area project in English. Before the ELLs meet for the first time with their group, the teacher asks them to jot down in English everything they know about the project's topic. Afterward, they meet with their group with their paper in hand to use as a reference. The note-taking activity helps the ELLs work more effectively with the content primarily because it
- A. prepares them to discuss the content in English.
  - B. allows them to lower their affective filter.
  - C. provides a preview of the content vocabulary in English.
  - D. incorporates authentic language use.



# COMPETENCY 002

15. A basic assumption underlying dual-language curriculum development and instruction is that students develop a first language through

- A. imitation, reproducing language through approximate imitation of what they hear.
- B. syntax, discovering the organizing principles of the language they are being exposed to.
- C. hypothesis testing, finding rules in their language and testing them by applying the rules they have formulated.
- D. language acquisition, developing grammar based on the linguistic input they receive.



## COMPETENCY 002

10. A third-grade bilingual teacher, Mr. Rivas, reads aloud a procedure for a student science investigation. After reading aloud the procedure, he notices that the students are confused about how to begin their investigation. Mr. Rivas then decides to repeat the procedure step-by-step, modifying the language used in the written instructions so that it is more comprehensible to the students. Which of the following does Mr. Rivas best demonstrate by modifying the lesson?
- A. Scaffolding instructional technique
  - B. Reciprocal teaching instructional technique
  - C. Sheltered English instructional strategy
  - D. Concept attainment instructional strategy



## COMPETENCY 002

11. Which of the following tasks would require the greatest use of basic interpersonal communication skills (BICS)?
- A. Completing an individual science fair project
  - B. Asking for directions to a location
  - C. Using a computer to construct a bar graph
  - D. Listening to a recorded class lecture



## COMPETENCY 002

12. In contrast to an adult learner, an elementary student learning the structure of a second language is more likely to

- A. depend on written representation of the second language.
- B. apply the structure of the second language spontaneously.
- C. memorize the grammatical rules of the second language.
- D. compare the structures of the native and second languages consciously.



# COMPETENCY 002

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13. During a social studies lesson, Mr. Donelli instructs the students in the class, including English-language learners (ELLs), to draw pictures that represent the meaning of vocabulary words they encounter during the lesson. Then he asks them to describe and explain the meaning of the pictures in pairs or small groups. Which of the following statements best reflects Mr. Donelli's awareness of research-based second-language instruction for ELLs?

- A. Exposure to various meaningful linguistic contexts is needed for second-language acquisition
- B. Indirect instruction of content knowledge maximizes students' second-language learning
- C. Formal teaching of language structures best fosters the development and acquisition of a second language
- D. Systematic and explicit instruction on language features best develops cognitive abilities in students' second language



14. After Ms. Pua, a fifth-grade bilingual teacher, distributes an informative article in English to her class, one student says, “Teacher, the word ‘coast’ sounds like the Spanish word *costa*.” Before the class reads the article, Ms. Pua arranges the students in small groups and asks them to find and discuss the meaning of words that sound alike in English (L2) and Spanish (L1). Then she creates a chart to record each group’s findings. The activity best illustrates Ms. Pua’s understanding that
- A. analyzing word parts such as root words and affixes facilitates acquisition and application of content knowledge.
  - B. providing high-interest reading selections motivates students to feel comfortable reading in L2.
  - C. making connections between the students’ L1 and L2 helps build vocabulary knowledge and supports reading comprehension.
  - D. modeling metacognitive strategies for students helps students apply the strategies in L1 and L2 activities.





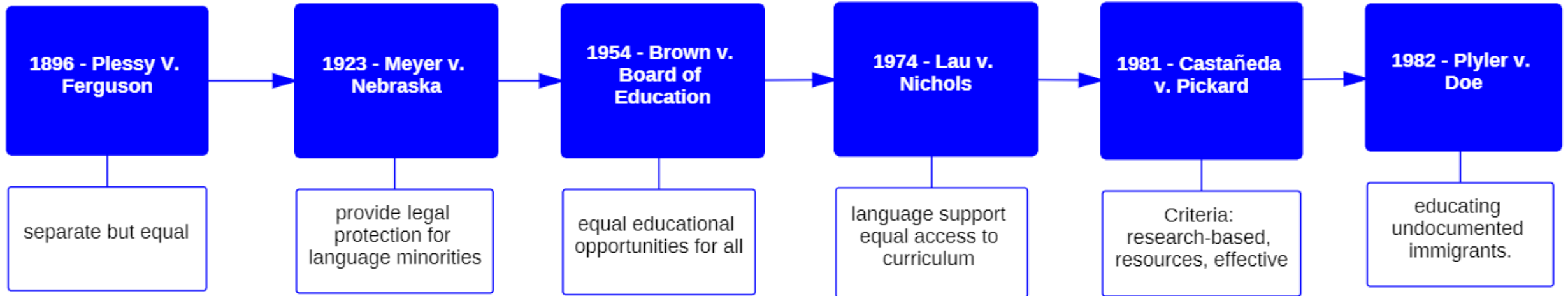
# Competency I

## Foundation of Bilingual Education



# Historical Background

## Court Cases



# Language Proficiency Assessment Committee (LPAC) Responsibilities

---

Identification of ELLs

---

Assessment and Documentation Review

---

Placement

---

Recommend Instructional Methodology/Interventions

---

Determine assessment and linguistic accommodations

---

Parent Approval

---

Annual Review of Progress

---

Exiting/Reclassification

---

Monitoring M1s & M2s

---



The **bilingual LPAC**  
is composed of a

The **ESL LPAC** is  
composed of a

campus administrator,

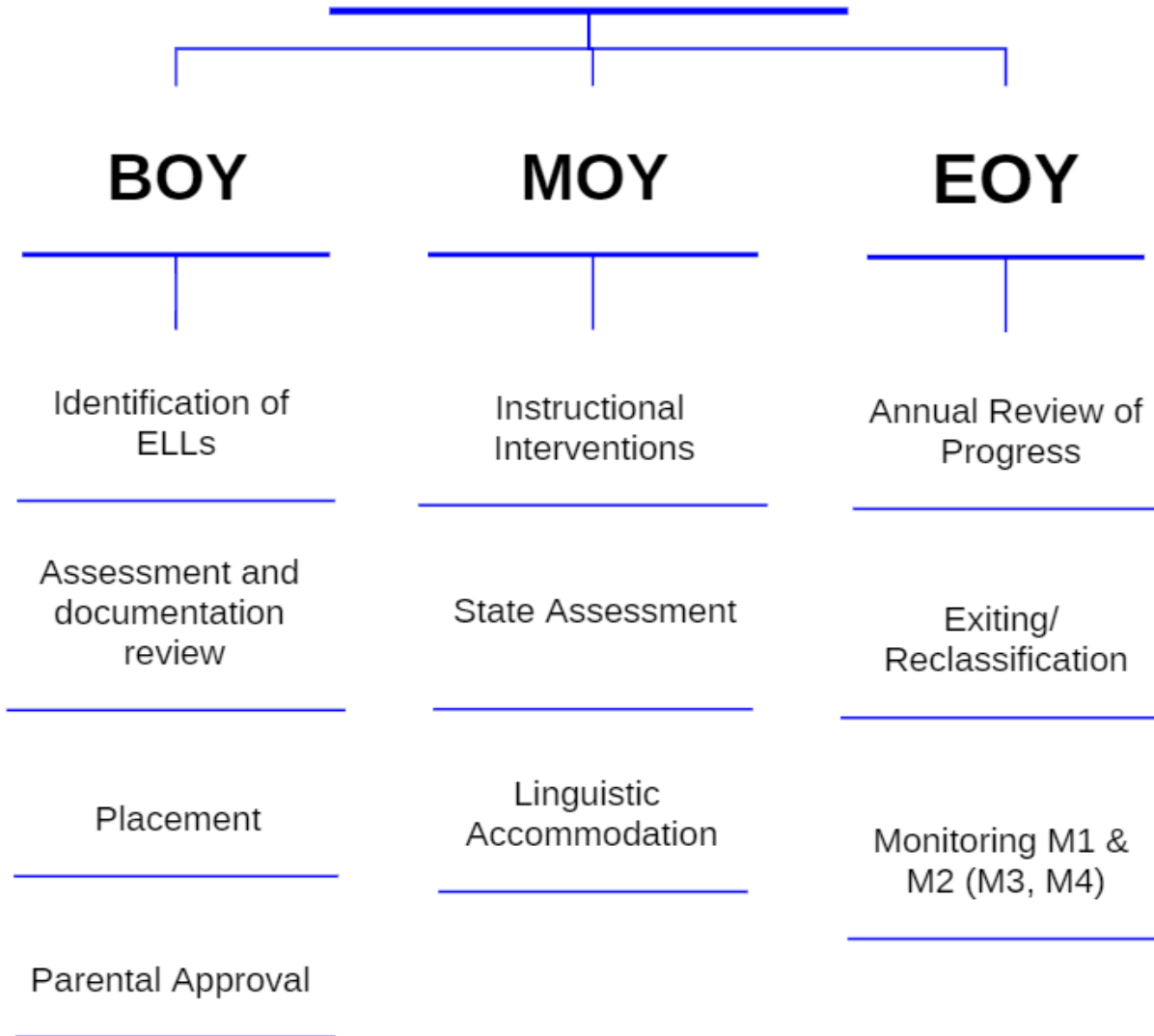
parent of a current English learner  
participating in a bilingual or ESL  
program, and

certified bilingual educator.

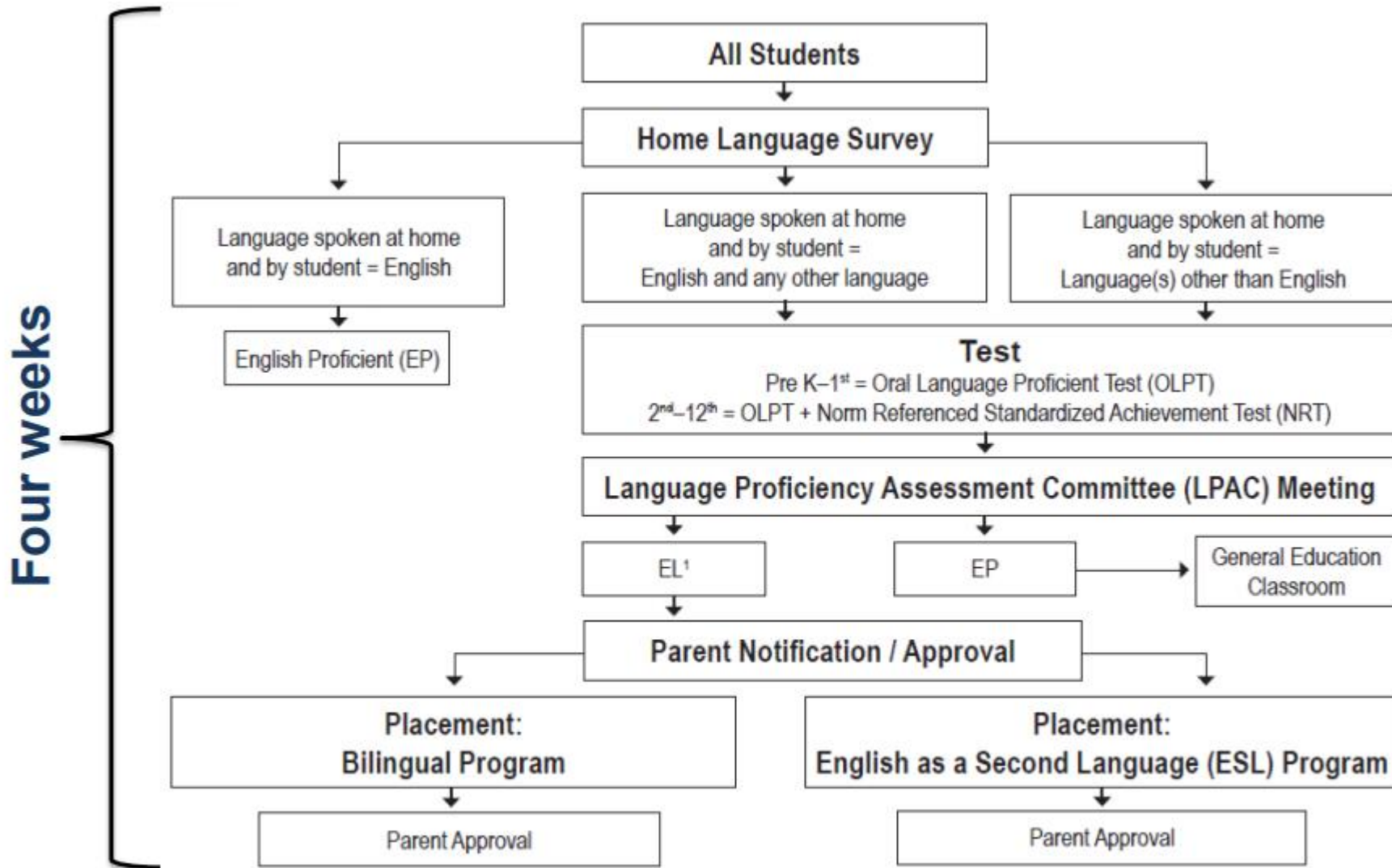
ESL teacher, or professional  
transitional language  
educator.



# LPAC Responsibilities



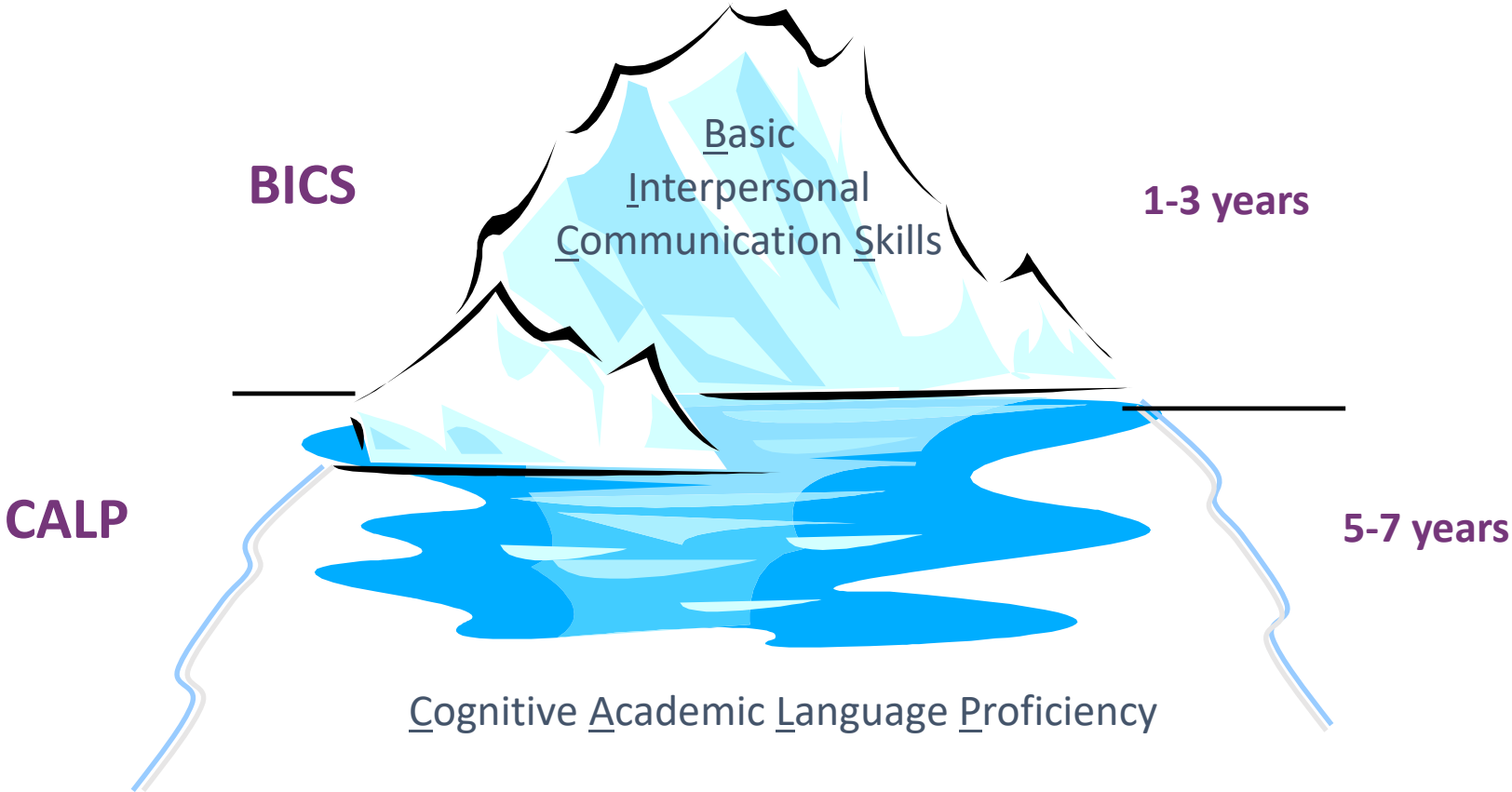
# English Learner (EL) Identification



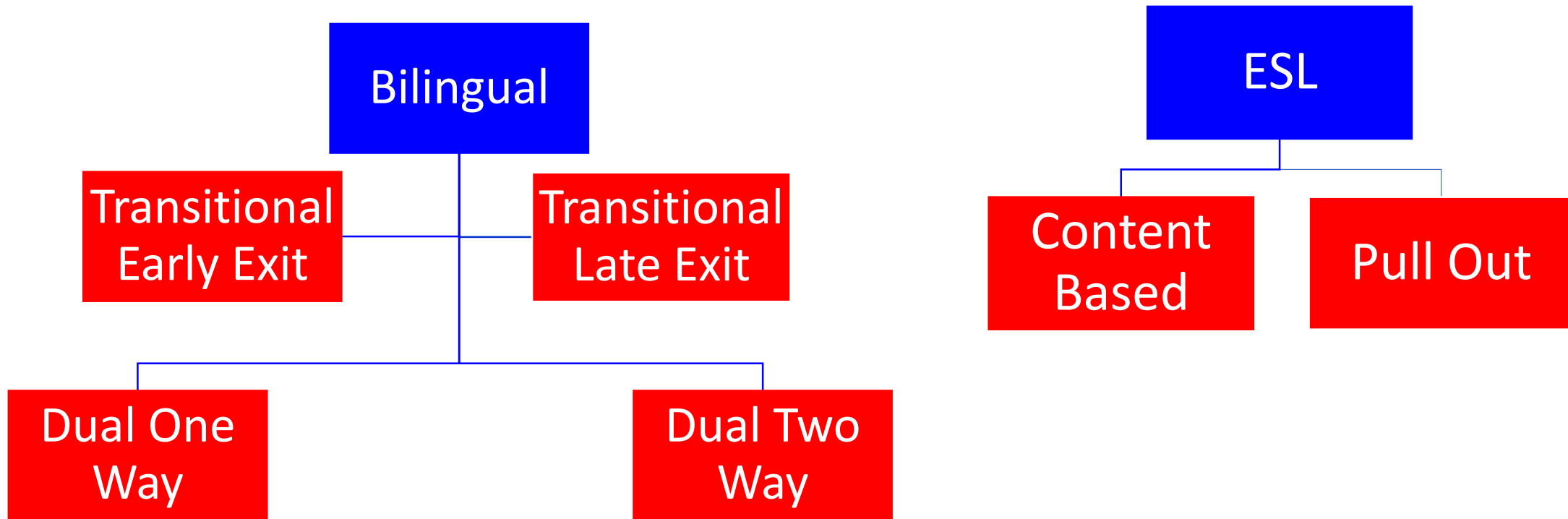
Texas Education Agency



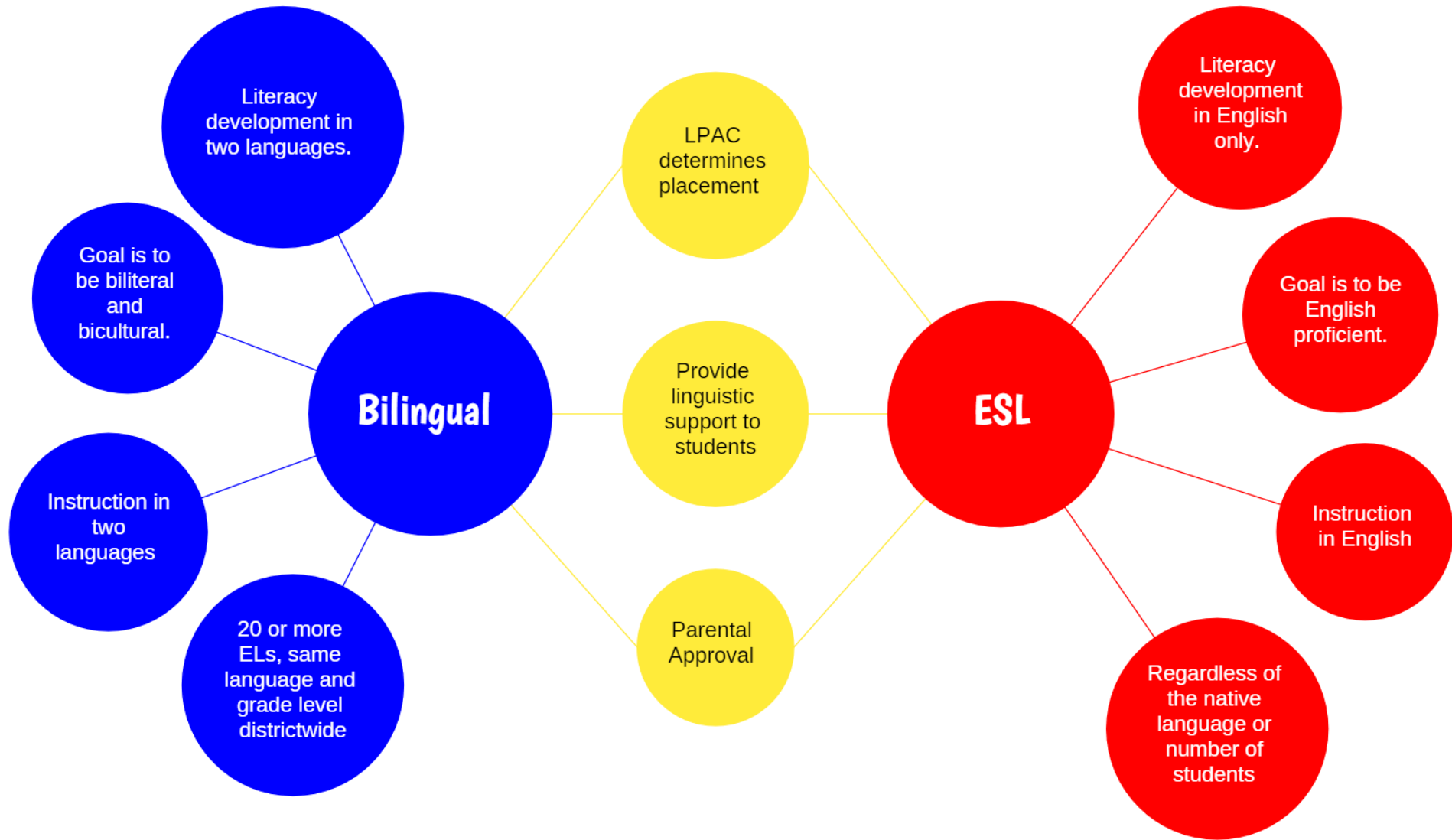
# The Iceberg Theory



# Approved Program Models for ELs







# When is Bilingual Education Required?

## 19 TAC 89.1205, 89.1210

**(a)** The law requires that each school district or charter school which has an **enrollment of 20 or more ELLs** of the **same language** classification **in the same grade level** district wide shall offer a bilingual education program for ELLs in grades Pre-K through 5<sup>th</sup>; Grade 6 shall be included when clustered with elementary grades.



Texas Education Agency (2019)

# When is ESL required?

## 19 TAC 89.1205 (d) & 89.1210

**(d)** The law requires that all ELLs for whom a district is not required to offer a bilingual education program shall be provided an ESL program, **regardless of the students' grade levels and home language, and regardless of the number of students.**



Texas Education Agency (2019)

## §89.1225. Testing and Classification of Students

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program.

This determination shall be based upon all of the following:



# §89.1225. Testing and Classification of Students

**(2)(i)** A student may not be exited from the bilingual education or English as a second language program in prekindergarten or kindergarten. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.



## 2020–2021 English Learner Reclassification Criteria Chart

Last Updated March 2021

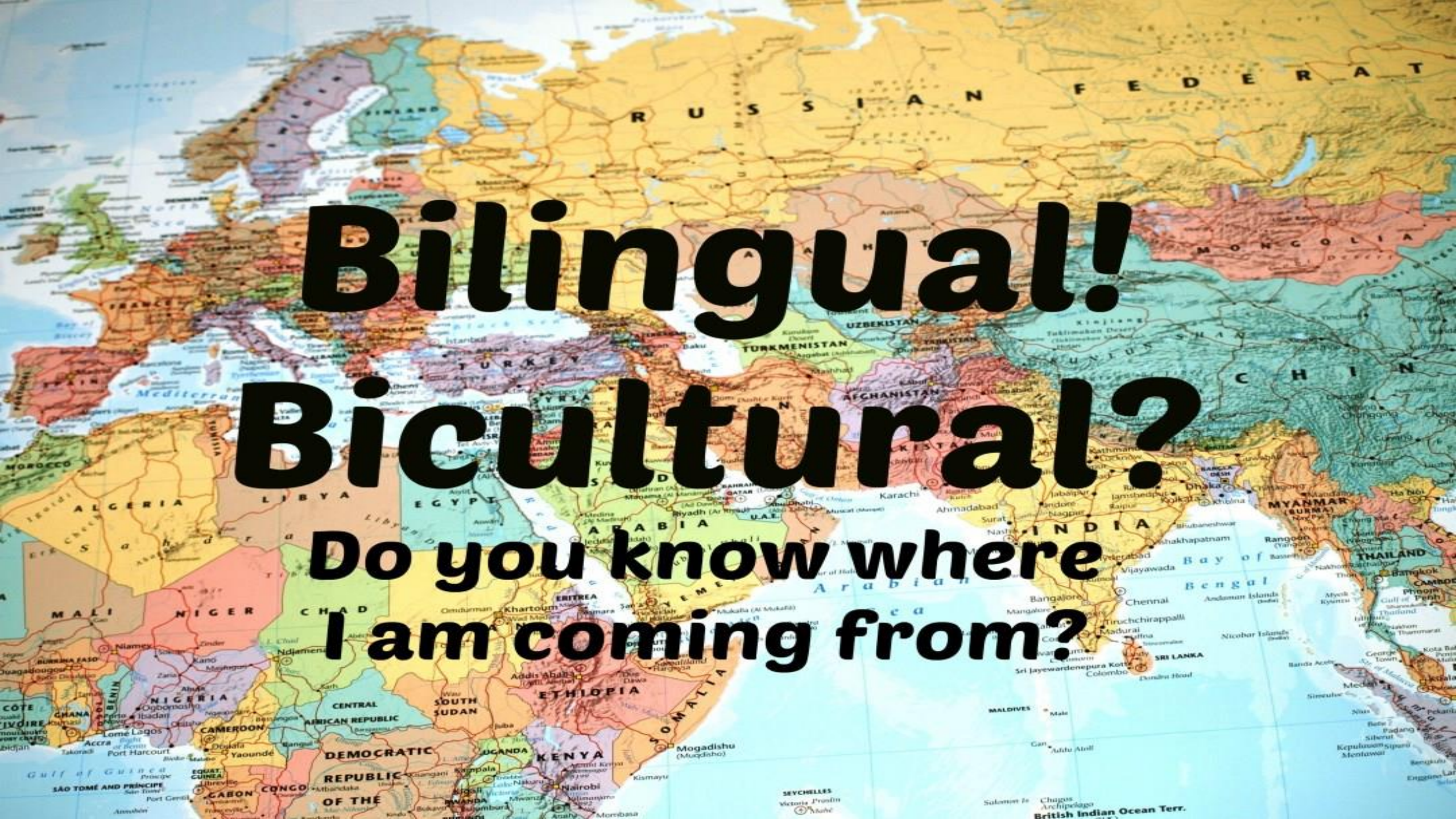
At the end of the school year, a district may reclassify an English Learner (EL) as English proficient if the student has demonstrated readiness for equal participation in a general all-English instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).

	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> /12 <sup>th</sup>	
<b>English Language Proficiency Assessment</b>	TELPAS <b>Advanced High</b> in each domain of Listening, Speaking, Reading and Writing					
<b>State Standardized Reading Assessment</b>	Iowa Form F (Reading/Language) 40 <sup>th</sup> percentile or above	STAAR Reading (English)*		STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 <sup>th</sup> percentile or above
<b>Subjective Teacher Evaluation</b>	Form: <a href="#">English Learner Reclassification Rubric</a>					

\*Satisfactory performance on STAAR Reading/English EOC includes *Approaches, Meets, and Masters Grade Level* performance levels.

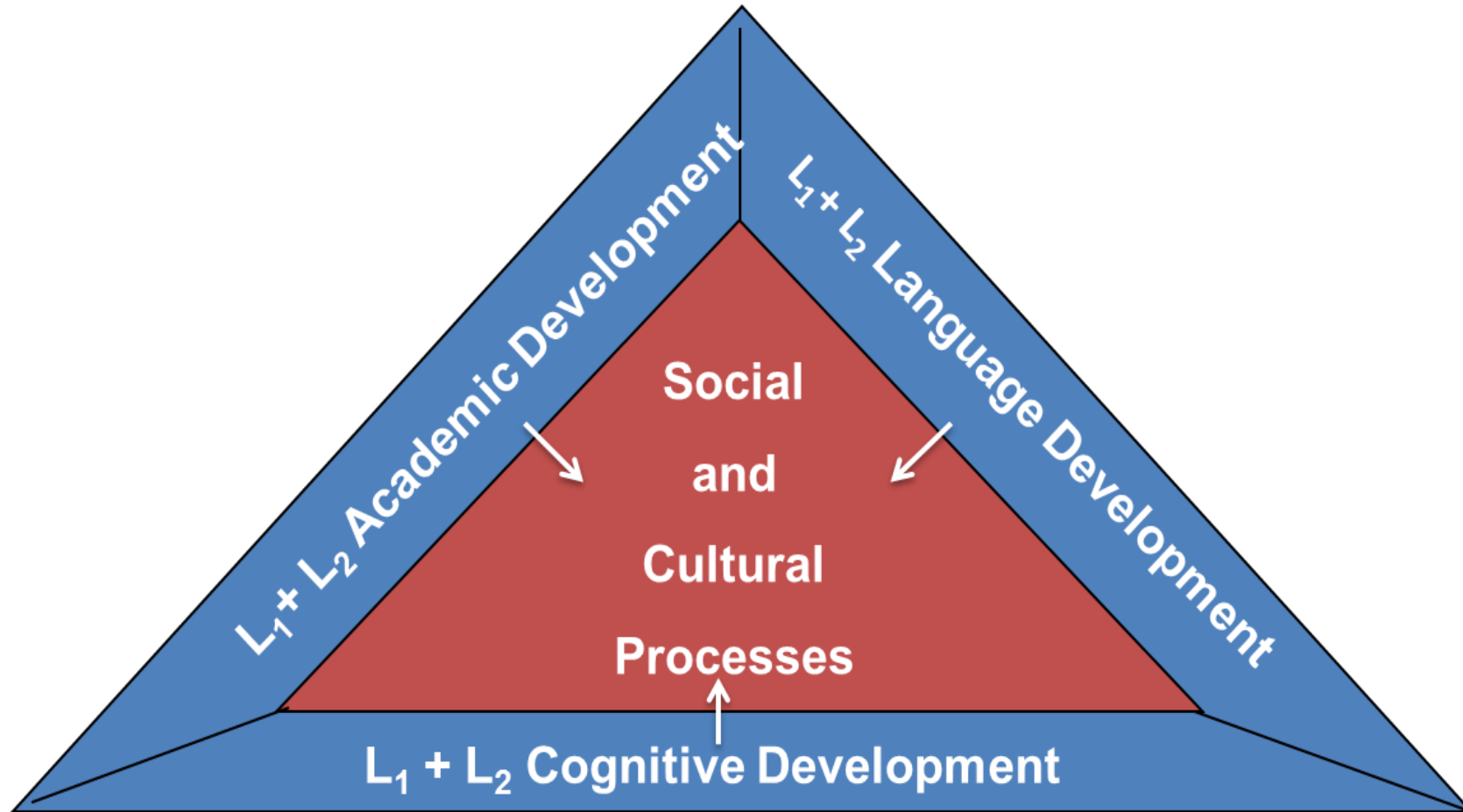
**Notes:**

- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

A world map showing various countries and their names. The map is color-coded by country. Overlaid on the map is the text "Bilingual! Bicultural? Do you know where I am coming from?".

**Bilingual!**  
**Bicultural?**  
**Do you know where  
I am coming from?**

# The Prism Model: Thomas & Collier, 1995



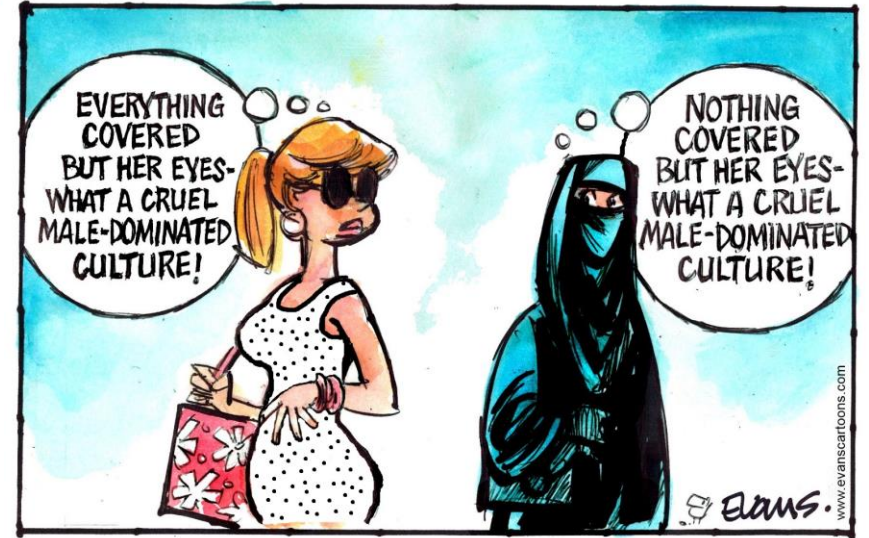




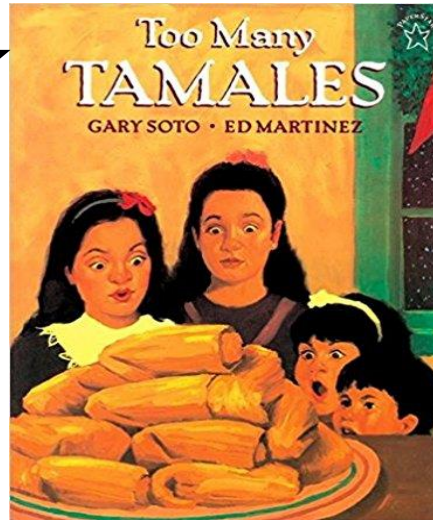
Stereotyping



Ethnocentrism

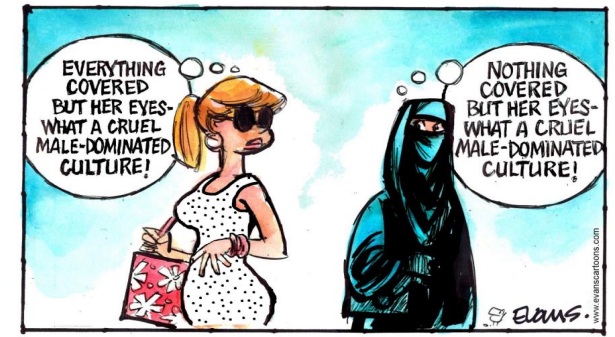


Cultural Relativism



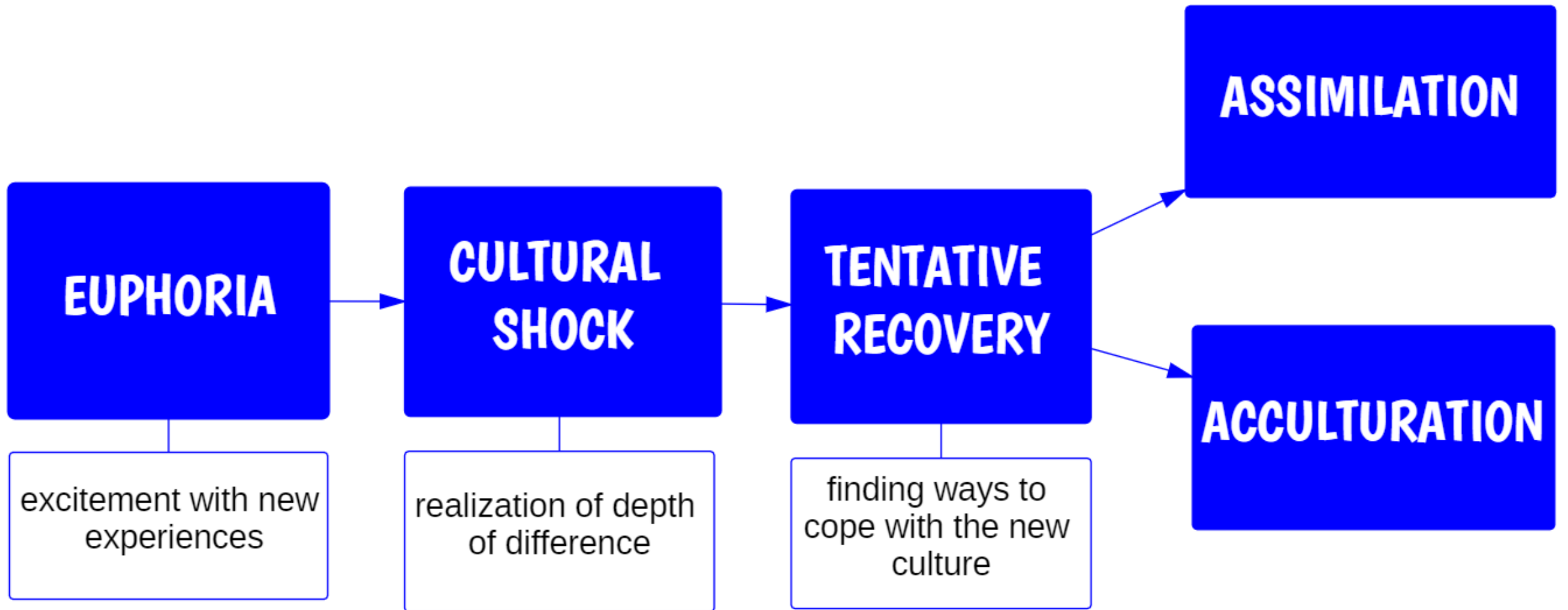
Cultural Responsive

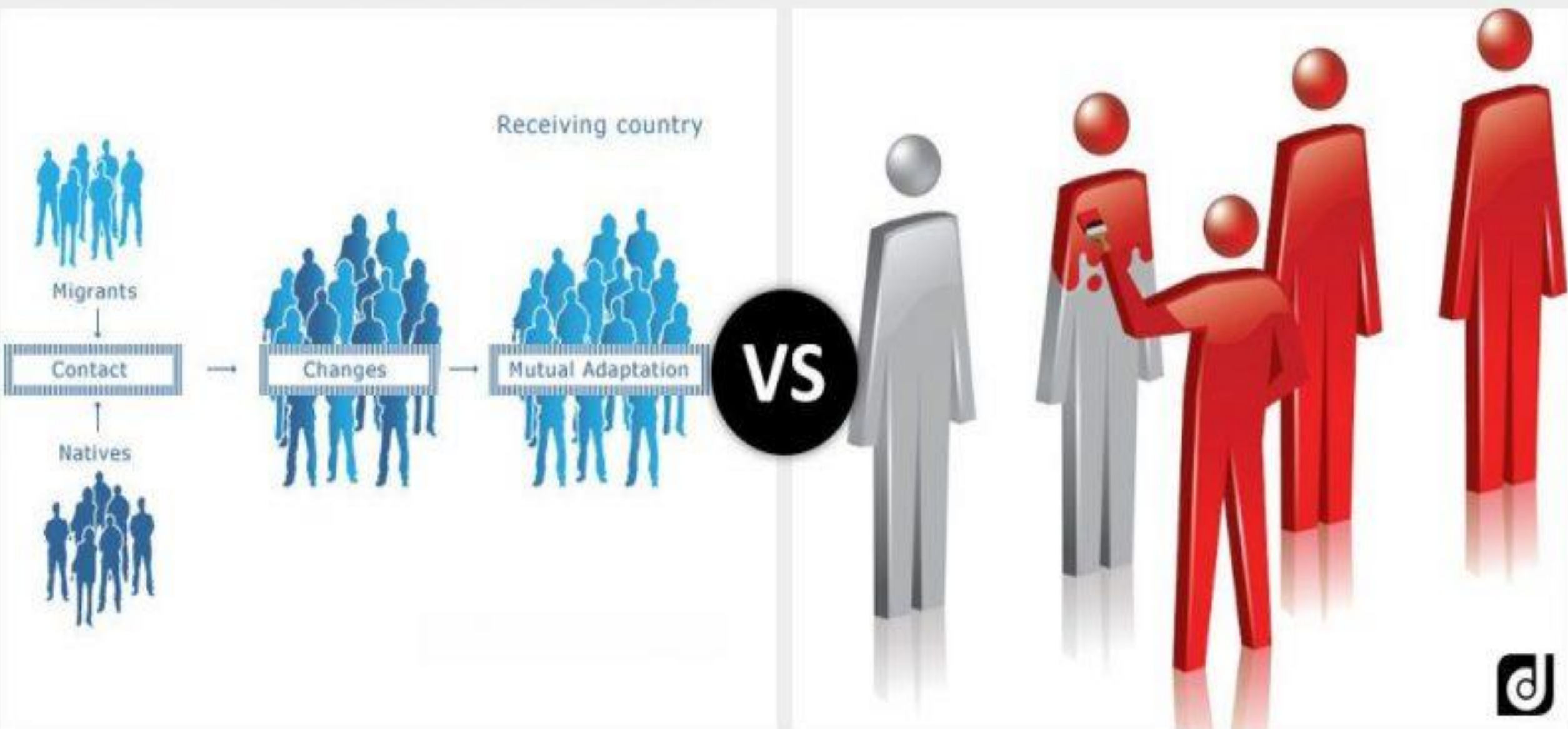
# Cultural Relativism



- ✓ Objective analysis of other cultures
- ✓ Understanding of beliefs and practices
- ✓ Relative to the individual's social context

- ✗ No judgement of other cultures or its characteristics
- ✗ No culture comparison
- ✗ No hierarchy in cultures



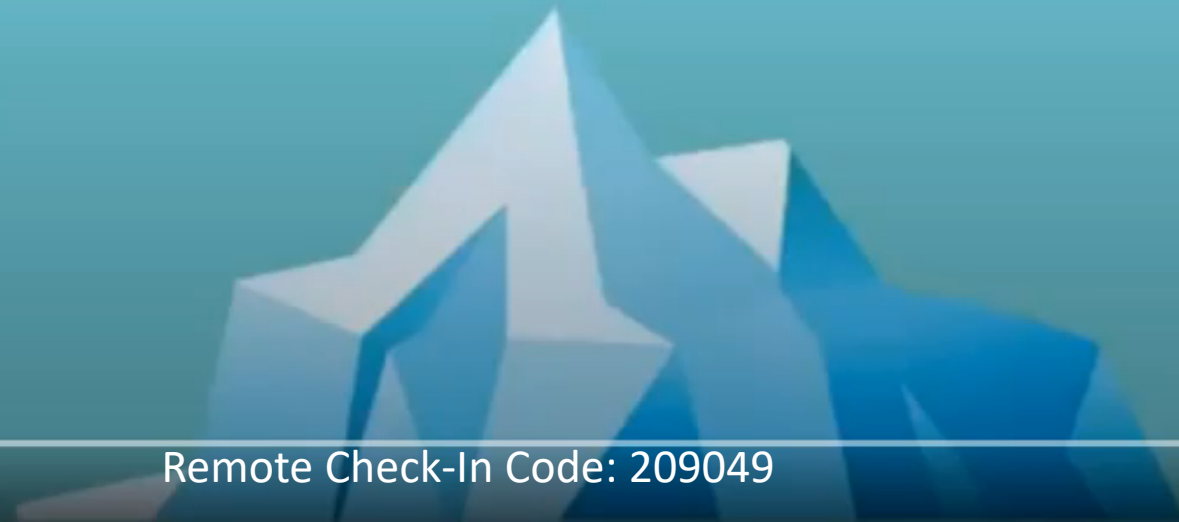


# ***Acculturation vs. Assimilation***



# CULTURAL ICEBERG THEORY

## EDWARD T HALL



Play (k)

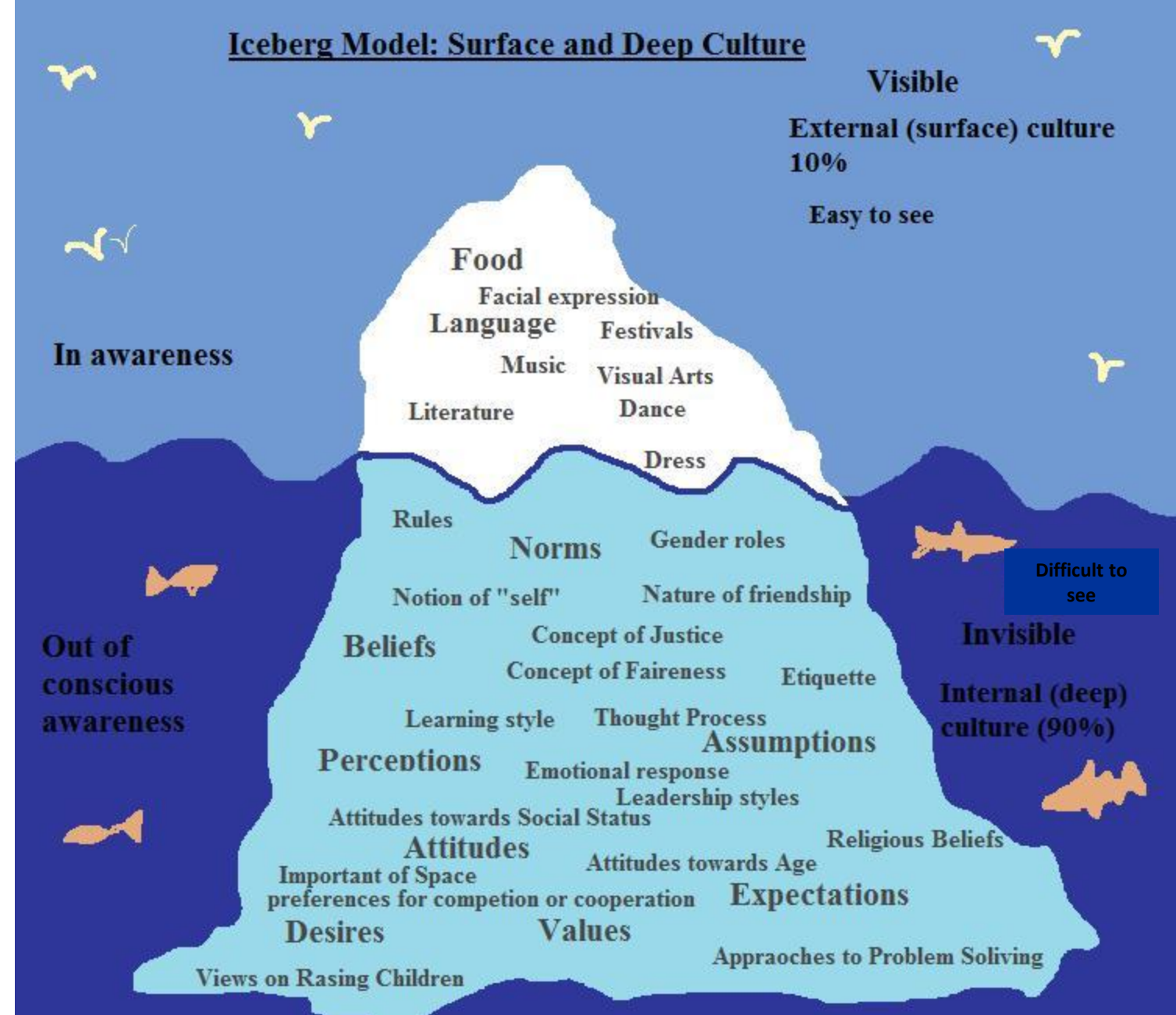


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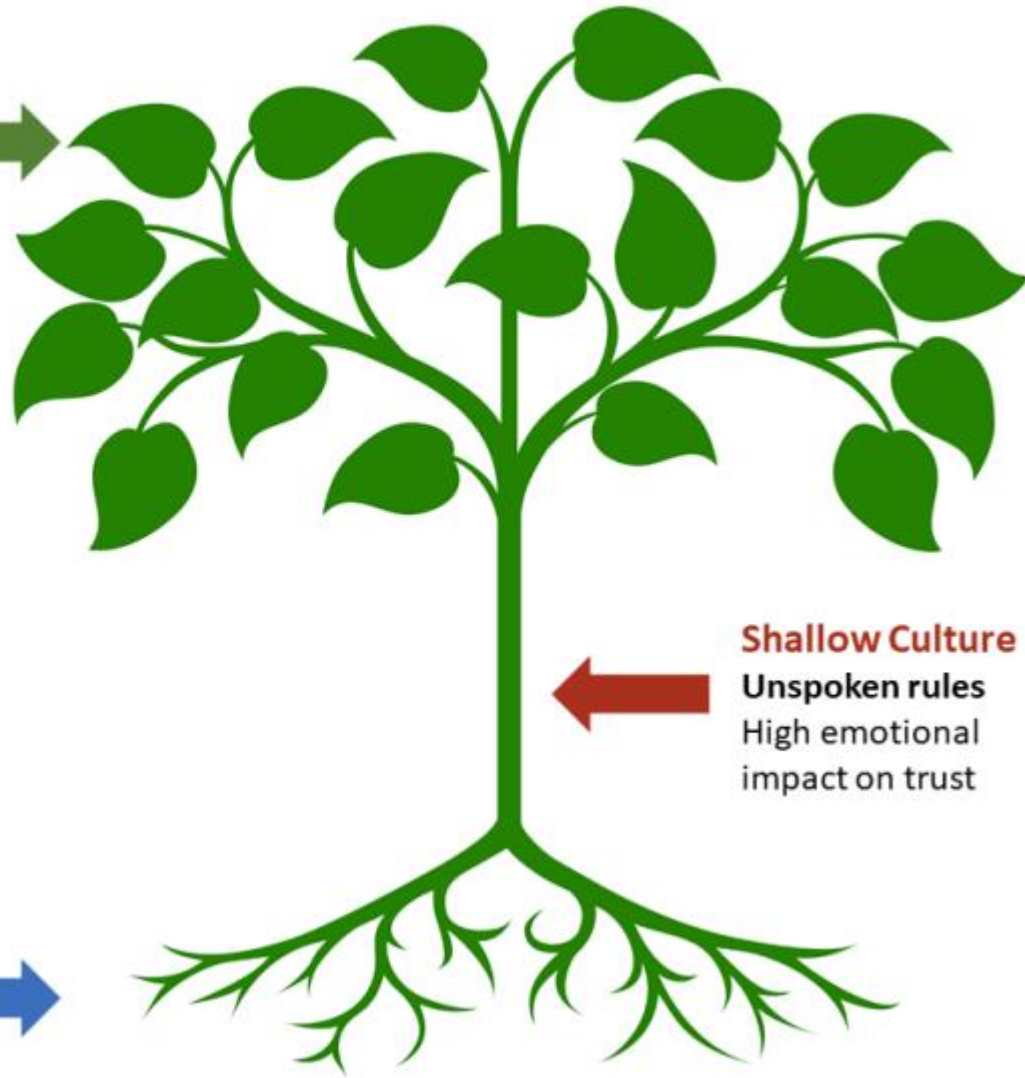
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# Culture is...



**Surface Culture**  
**Observable Patterns**  
Low emotional  
impact on trust



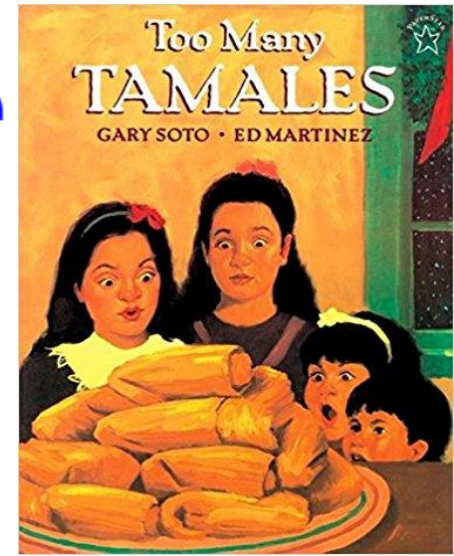
**Shallow Culture**  
**Unspoken rules**  
High emotional  
impact on trust



**Deep Culture**  
**Collective Unconscious**  
Intense emotional  
impact on trust



# Cultural Responsive Teaching

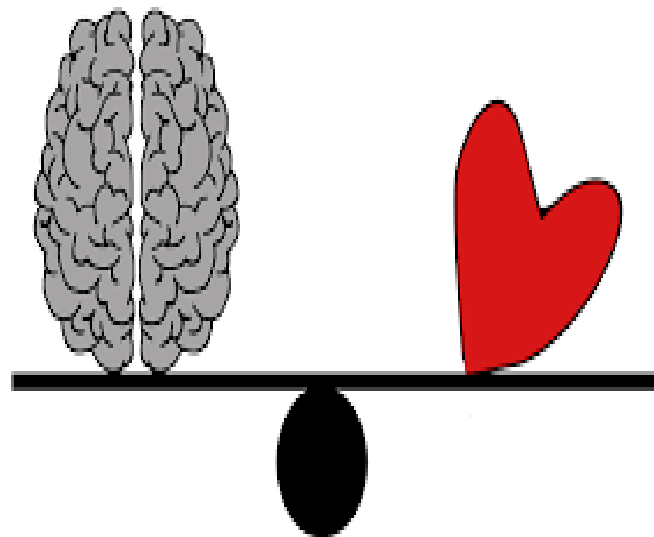


- ✓ Primary goal of dual language education
- ✓ Similarities and differences are observed and utilized as opportunities
- ✓ Incorporates learning experiences rich in culture
- ✓ Stimulates the learner's brain
- ✓ Integrates collaborative learning
- ✓ Fosters equitable education





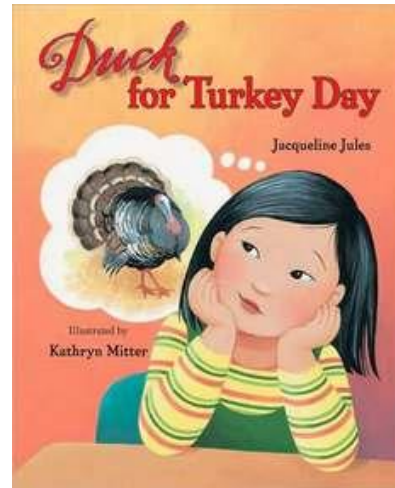
# Cultural Responsive Teaching



# Validating ELLs through Literacy

- › Affirms their identity
- › Builds self-esteem
- › Creates an inclusive environment
- › Demonstrates compassion and empathy

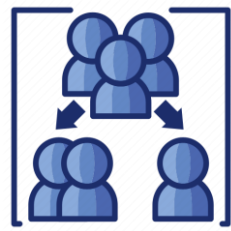
**Culturally  
Irrelevant**





TIME FOR

REVIEW



## COMPETENCY 001

1. The process in which members of different cultural groups within the same society reciprocally adopt and appreciate the attitudes, values and language patterns of each other is known a
  - A. assimilation.
  - B. acculturation.
  - C. transculturation.
  - D. ethnoconvergence



## COMPETENCY 001

2. The bilingual education director for a school district meets with all the bilingual teachers and suggests that instruction should be interactive, student-centered and anchored on the language and culture of the students' home. Which of the following is the best rationale for the type of instruction described?
- A. Relating instruction to the students' cultural backgrounds promotes academic success
  - B. Cooperative learning improves students' cognitive, academic, social and affective growth
  - C. Instruction that promotes multicultural awareness develops students' cross-cultural competency
  - D. Creating opportunities for students to receive instruction from fluent speakers of both students' native language and English is directly related to student success



3. Given that English-language learners (ELLs) often differ in their culture and degree of English-language proficiency, which of the following types of program models would best ensure their academic success?
- A. Programs that concentrate on English as a second language (ESL) instruction with an emphasis on the ELLs' quick assimilation into the school culture
  - B. Programs that mainstream ELLs fully into grade-level classrooms in which the curricular standards are modified to their achievement level
  - C. Programs that address the ELLs' needs by using a standards-based program in which content is taught in a comprehensible manner
  - D. Programs that are individualized to each ELL's needs



## COMPETENCY 001

4. In which of the following court cases did the United States Supreme Court rule that limited-English-proficient students should receive equal access to education under the Civil Rights Act?
- A. *Castañeda v. Pickard*
  - B. *Meyer v. Nebraska*
  - C. *Lau v. Nichols*
  - D. *Plyler v. Doe*



## COMPETENCY 001

5. Which of the following statements provides the best explanation for the improved academic performance that English- language learners (ELLs) experience in an additive educational program?
- A. The use of English (L2) as conversational language is enforced in order to acquire L2 academic language
  - B. The exclusive use of primary language (L1) for language-arts instruction and L2 for other content instruction helps ELLs develop bilingual skills while avoiding language confusion
  - C. The dual-language environment requires ELLs to develop stronger study skills than their peers require in monolingual L2 classes
  - D. The continued development of ELLs' L1 validates their L1 knowledge and facilitates the acquisition of their L2





## COMPETENCY 001

6. Which of the following strategies would be most effective in creating an environment that encourages the development of biliteracy and biculturalism?
- A. Incorporating materials related to students' home cultures and texts in students' primary language throughout the curriculum
  - B. Building opportunities for English language and literacy development across all content curriculum
  - C. Hosting food and clothing days that feature the home cultures of students in a class and encouraging the students' parents to participate
  - D. Decorating the classroom with student drawings based on stories from students' home cultures and English



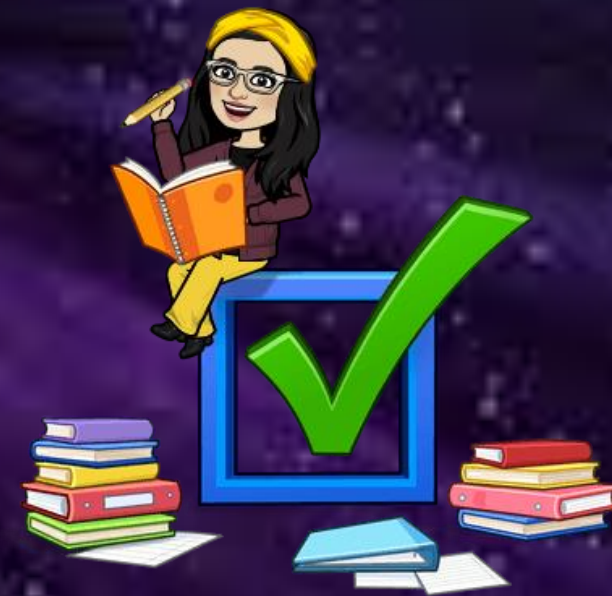
# Competency III

## Development of Literacy and Assessment



**English vs**

**Spanish**



Spanish	Literacy Development	English
	Vowels and Consonants	
	Alphabet and initial sound	
	Rhyming	
	Syllables	
	Sight words	



# Building Words

Develop student's phonemic awareness, letter sound associations, common English phonograms, phonetically irregular words, high frequency words:

- › beginning sounds
- › ending sounds



English



Spanish



# Sight Word Activity

- Use hands on to introduce and or reinforce concepts
- Pre-teach vocabulary and teach them to use words in sentences
- Incorporate writing



English



Spanish



# Minimal Pairs

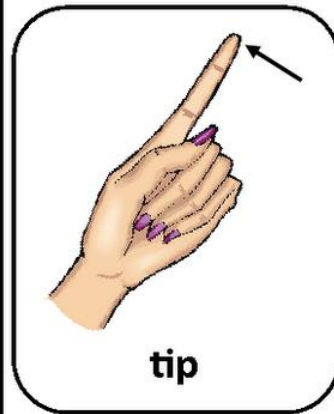
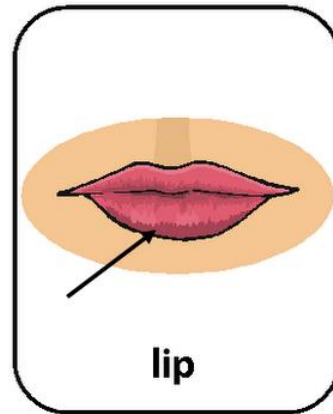
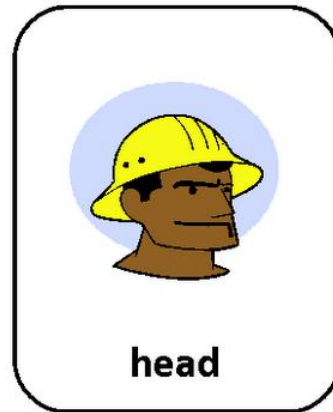
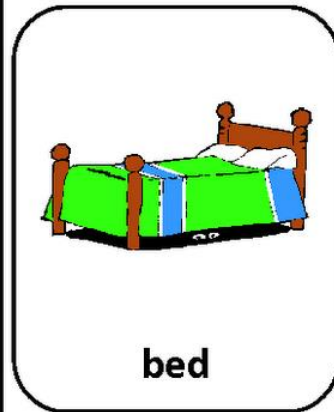
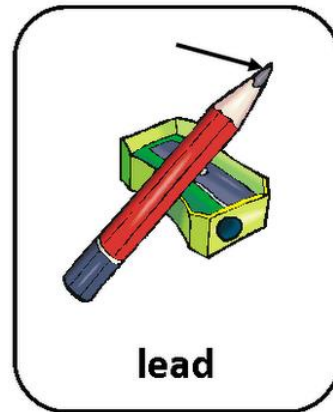
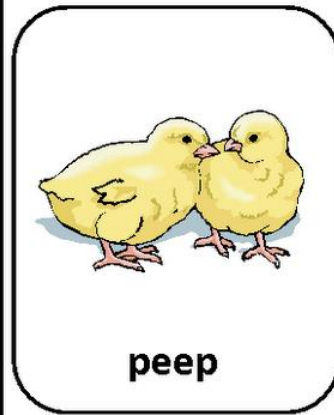
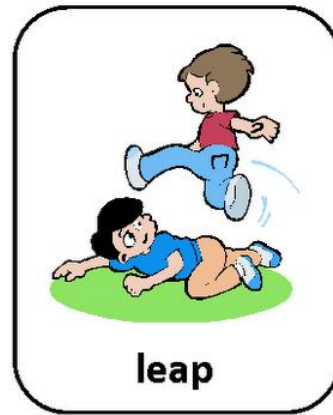
- Utilize pairs of words to target phonology awareness



English



Spanish



# Rhyming Word Activity

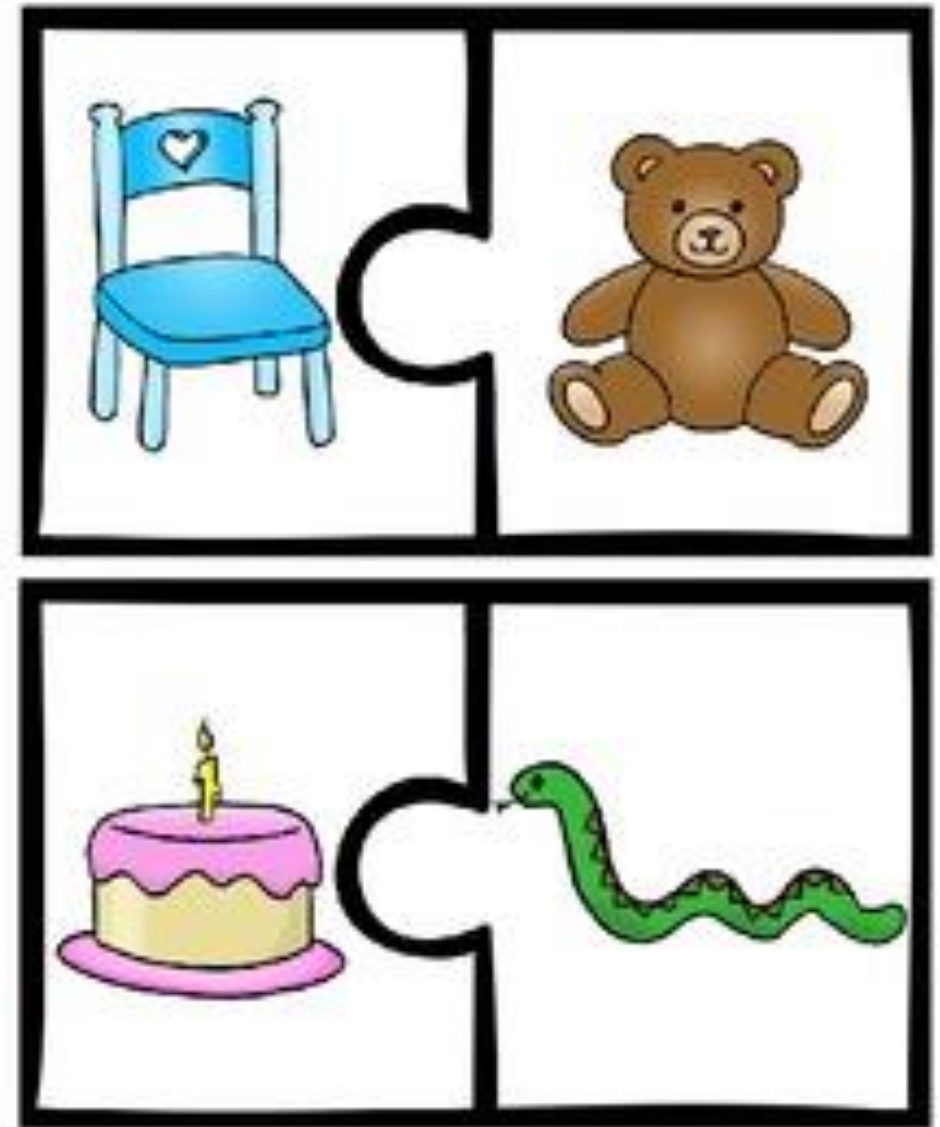
1. Use word families
2. Hands on games
3. Using words in context
4. Write words with a rhyming pattern



English





Spanish





# Syllables

	
va	ca
pa	ta
lla	ma
sa	la
ra	na

© Mrs.G.

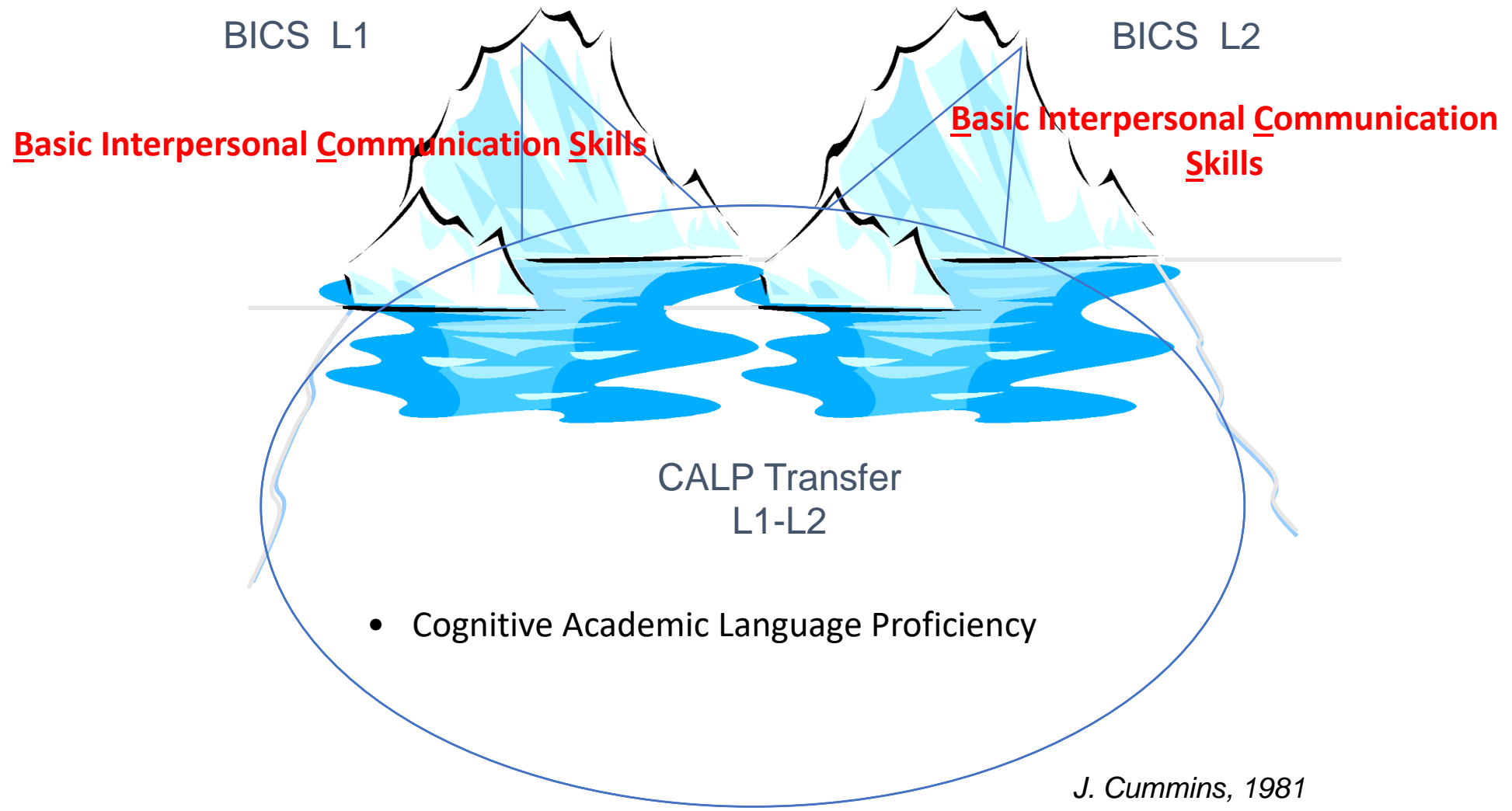
va	ca
pa	ta
lla	ma
sa	la
ra	na



English



Spanish



# Spanish Phonology

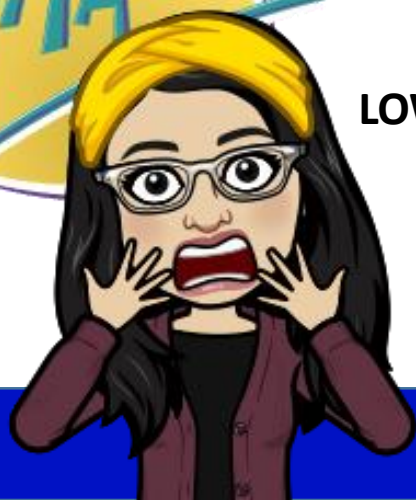
	FRONT	CENTER	BACK
HIGH	iy (igual)	uw (uva)	
MEDIUM	ɛ(ego)		ow (oso)
LOW		a (al)	

**EASY**

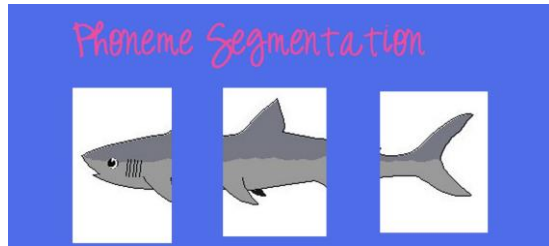
# English Phonology

	FRONT	CENTER	BACK
HIGH	iy (meat) I (mitt)	uw (pool)	U' (pull)
MEDIUM	ey (mate) ε (met)	ə (mutt)	ow (coat)
LOW	æ (mat)	a (pot)	o (caught)

SAY HAAAT?!  
WH



# Reading in English is DISTINCT!



## Phonemic Awareness

working at the smallest unit of sound, e.g. isolating individual sounds.



## Phonology

producing the sounds



## Phonics

connecting sound and print

# Language Experience Approach

- Interrelates Language Arts
- Uses children's experiences as basis for reading
- Provides a common experience so every student has a reference point
- Materials are learner-generated
- Integrates reading, writing, listening, and speaking
- Difficult vocabulary and grammar are determined by learner's own language use
- Learning and teaching are personalized, communicative, creative



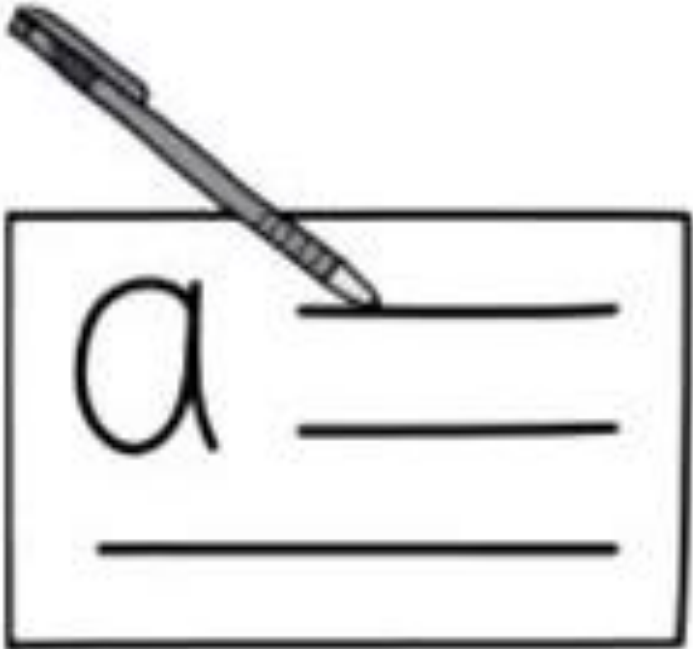
# **SPEAKING**

**THE STUDENT TALKS ABOUT  
ONE OF THEIR LIFE EXPERIENCES**



**TEACHER WRITES AS THE  
STUDENT TELLS STORY**

# WRITING



**THAT STORY BECOMES  
THE READING MATERIAL**



# LISTENING

STORY IS READ TO STUDENT  
BY THE TEACHER



# READING



LASTLY, THE  
STUDENT READS  
THE STORY BY  
THEMSELVES

# LANGUAGE EXPERIENCE APPROACH PROCESS

THE STUDENT TALKS ABOUT ONE OF THEIR LIFE EXPERIENCES



TEACHER WRITES AS THE STUDENT TELLS STORY



THAT STORY BECOMES THE READING MATERIAL

THE STORY MUST BE COPIED WORD FOR WORD

STORY IS READ TO STUDENT BY THE TEACHER



LASTLY, THE STUDENT READS THE STORY BY THEMSELVES

# Language Experience Approach

In the classroom	In the community
Preparing food (sandwich, popcorn)	Taking Fieldtrips
Making cards (thank you notes)	Mapping the school or neighborhood
Class projects	





# What are ELPS?

ELPS are **federally required instructional standards** designed to ensure that EL acquire English proficiency.

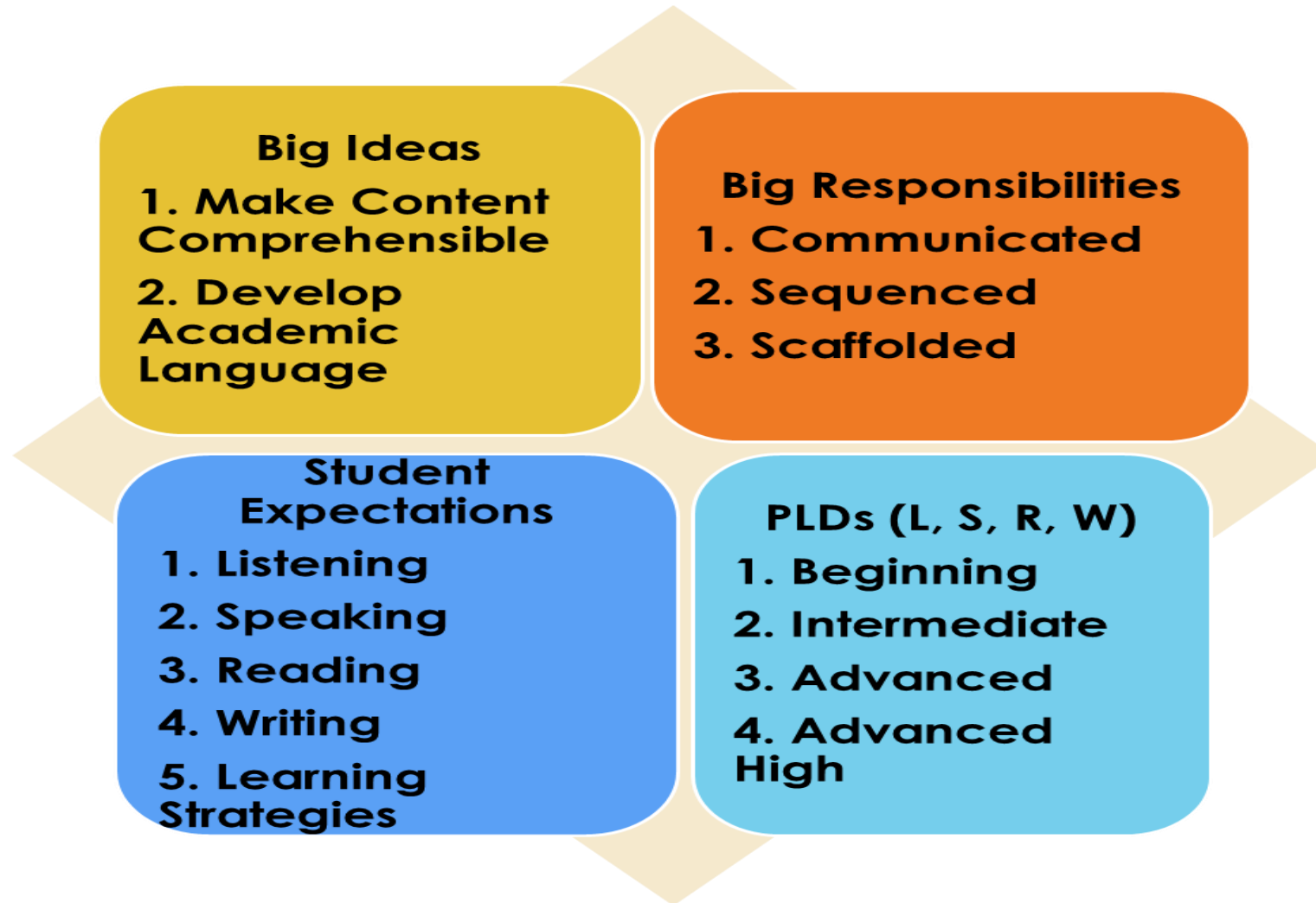
19 Texas Administrative Code

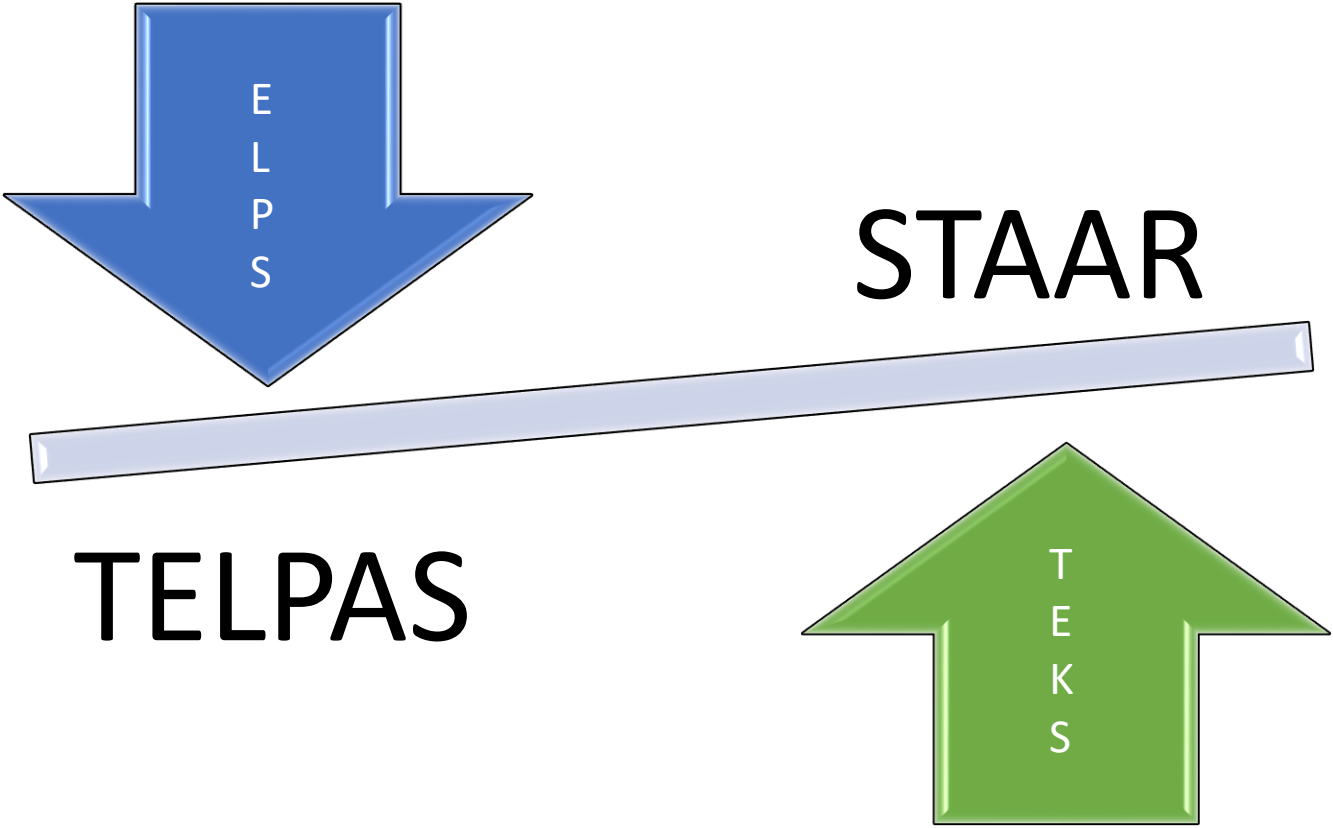
Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum 74.4 English Language Proficiency Standards (**ELPS**)

Adopted December 2007



# ELPS: How they are organized?

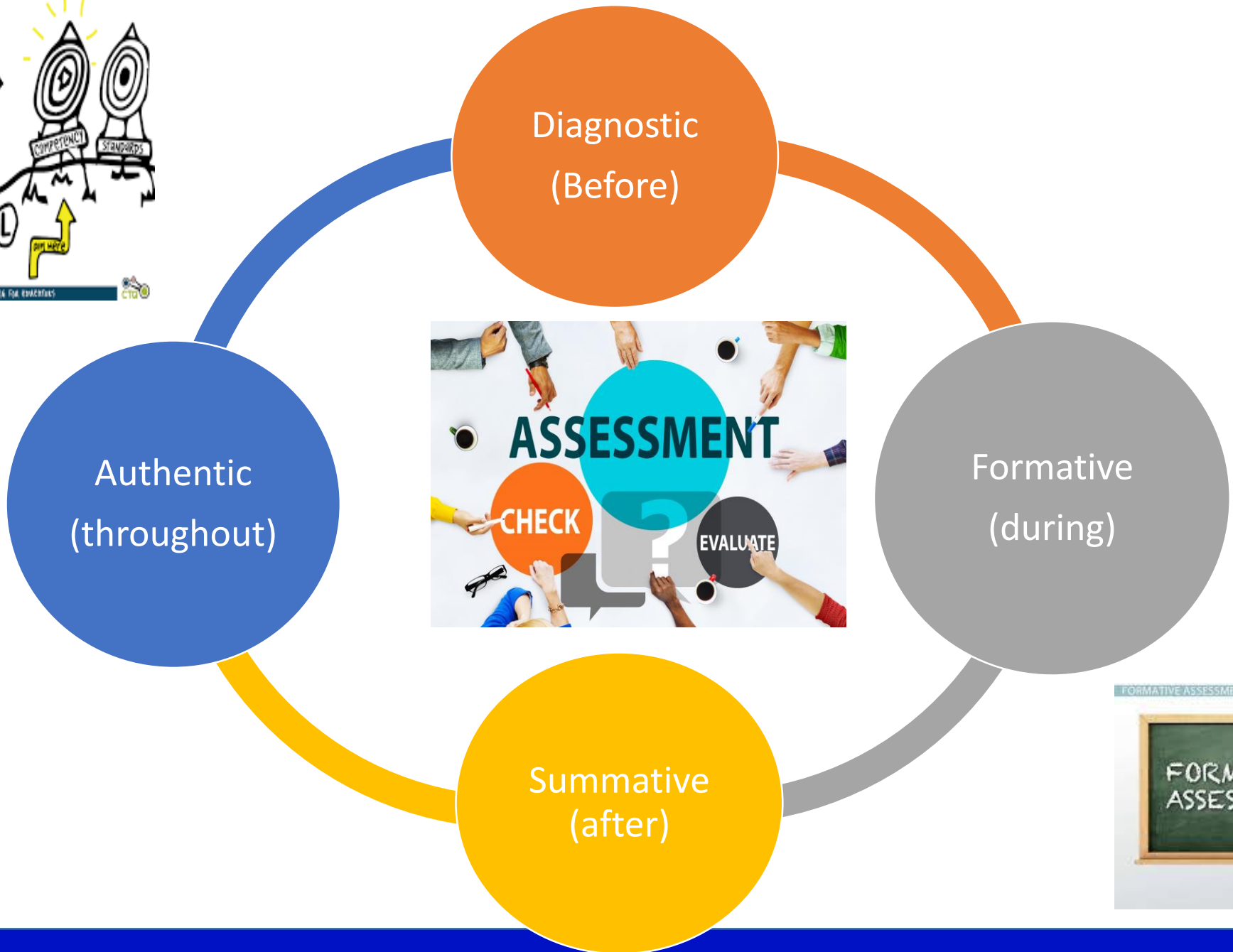






# TEKS vs. ELPS





# Authentic Assessments

- Developed within the context of the classroom
- Provides direct measure of student's ability
- Shows how student learns, the strategies used
- Reveals higher-order thinking skills: synthesis, inference, etc.
- Informal – ongoing, performance and content based
- Authentic – contextualized or “real world” tasks



# Authentic Assessments

- Oral interview
- Story or text retelling
- Writing samples
- Projects/Demonstration
- Constructed response items
- Teacher observations
- Portfolios



## COMPETENCY 003

19. Which of the following would best help English-language learners in a bilingual class improve their decoding of words with long and short/i/ vowel sounds in English (L2)?
- A. Reviewing how the letter/i/ sounds in the students' first language (L1), then teaching the sounds of the letter /i/ in L2
  - B. Having the students study the rules of how the long and short vowels can be spelled in L2
  - C. Comparing the rules of how the long and short vowels can be spelled in the students' L1 and L2
  - D. Developing visual cues that show students when words have the long or short/i/ sound in L2



## COMPETENCY 003

20. Mr. Ramirez uses portfolio assessments with a high school science class that includes English-language learners (ELLs). Portfolios are particularly appropriate for ELLs because they are used to
- A. guide teacher instruction based on standards not covered.
  - B. evaluate students and determine whether reteaching of content is necessary.
  - C. show the students their weaknesses in their English-language proficiency development.
  - D. demonstrate student growth over time through the use of multiple indicators.



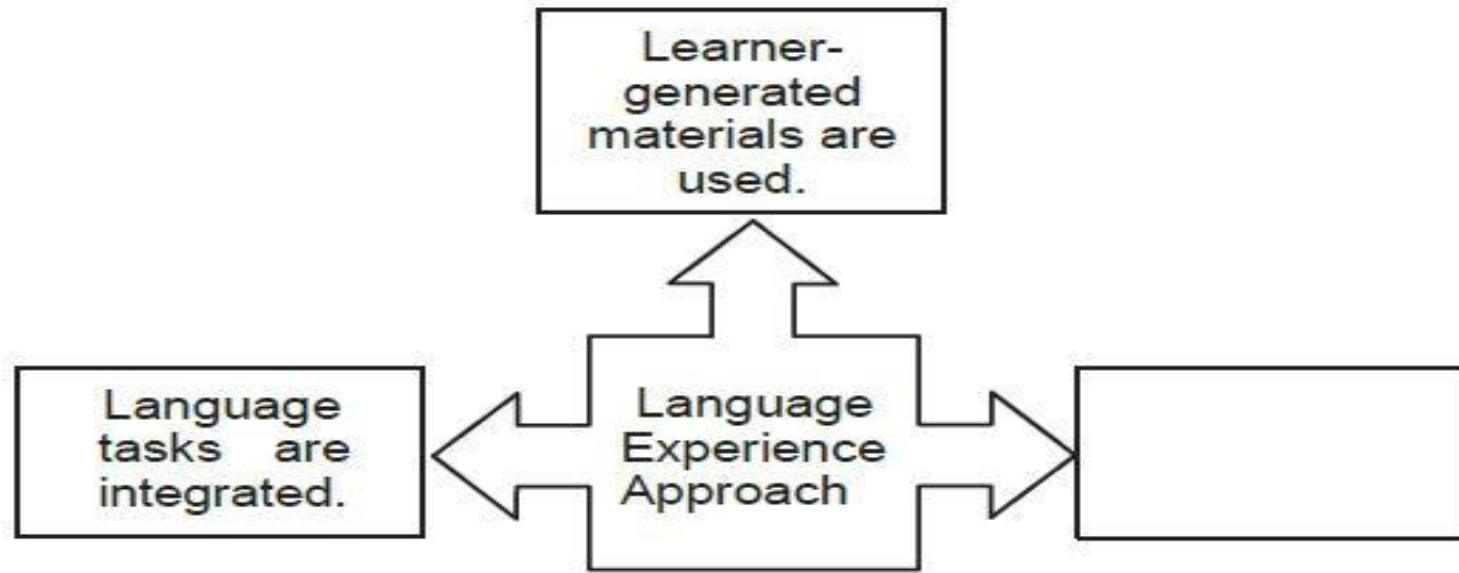
## COMPETENCY 003

24. A primary difference between English and Spanish literacy skill development is that Spanish literacy involves

- A. the manipulation of individual phonemes within words.
- B. several sounds associated with one vowel.
- C. an emphasis on using individual syllables.
- D. the production of onsets and rimes.



**Use the graphic below to answer the question that follows.**



25. Which of the following is an aspect of the language experience approach that correctly completes the graphic?

- A. Lessons are most suitable for use with advanced-level language learners
- B. Learners determine the difficulty level of the vocabulary and grammar
- C. Lessons progress from unknown contexts to familiar contexts
- D. Learners facilitate whole-group discussions



## COMPETENCY 003

26. Which of the following is true according to Cummins' common underlying proficiency (CUP) section of the "dual-iceberg" model in relation to English-language learners' (ELLs) first (L1) and second language (L2)?
- A. ELLs have difficulty transferring content knowledge from L1 to L2
  - B. ELLs have cognitive academic skills that are readily used in both L1 and L2
  - C. ELLs' previous schooling in L1 has little to no effect on academic performance in L2
  - D. ELLs show success in L2 academic tasks only when they have mastered basic interpersonal communication skills in L1



## COMPETENCY 003

27. The Texas Education Agency has adopted language-level descriptors and expectations for English-language learners to replace the English as a Second Language (ESL) standards. School districts are required to implement these expectations as an integral part of the curriculum across all content areas and content teachers should use the standards to guide instruction. The expectations are known as the
- A. Texas Essential Knowledge and Skills (TEKS).
  - B. English Language Proficiency Standards (ELPS).
  - C. Texas English Language Proficiency Assessment System (TELPAS).
  - D. Specially Designed Academic Instruction in English (SDAIE).



# References

- › Cummins, J. (1979a). Cognitive/academic language proficiency, linguistic interdependence, the optimal age question and some other matters. *Working Papers in Bilingualism*. No. 19 (pp. 197-205). Toronto: Ontario Institute for Studies in Education.
- › Ellis, R. (2003). *The study of second language acquisition* (10th ed.). Oxford: Oxford University Press.
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