

EB Leadership Academy

WS# 201626

Remote Check-In Code: GEARUP

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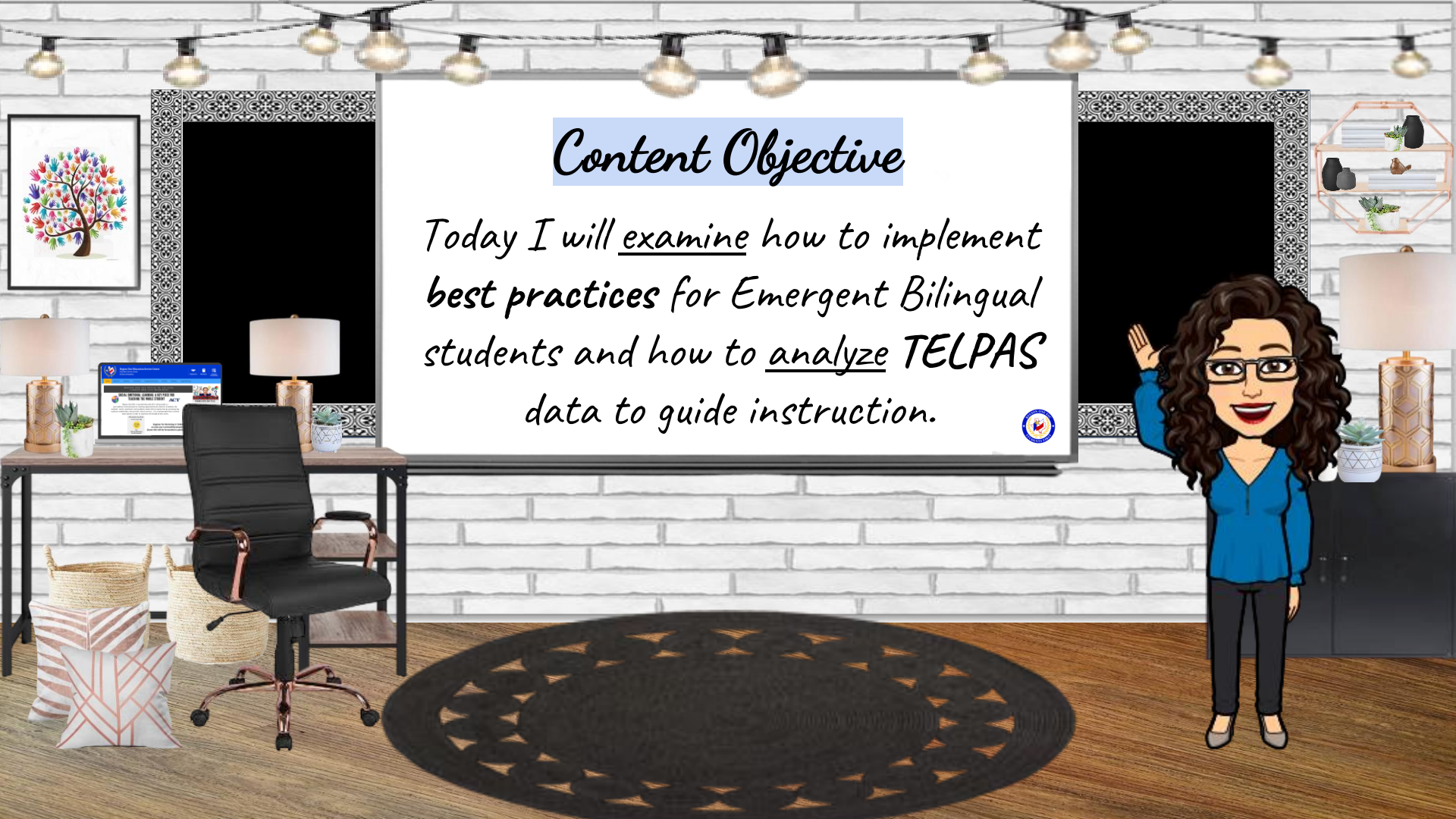
Professional Learning Essential Agreements

1. Be respectful of others
2. Be an active participant
3. Take care of your needs
4. Use electronic devices as learning tools
5. Paper, pencil, markers...



Content Objective

Today I will examine how to implement best practices for Emergent Bilingual students and how to analyze TELPAS data to guide instruction.



Language Objective

Today I will share with my peers several ideas on how to linguistically accommodate instruction for Emergent Bilingual students.

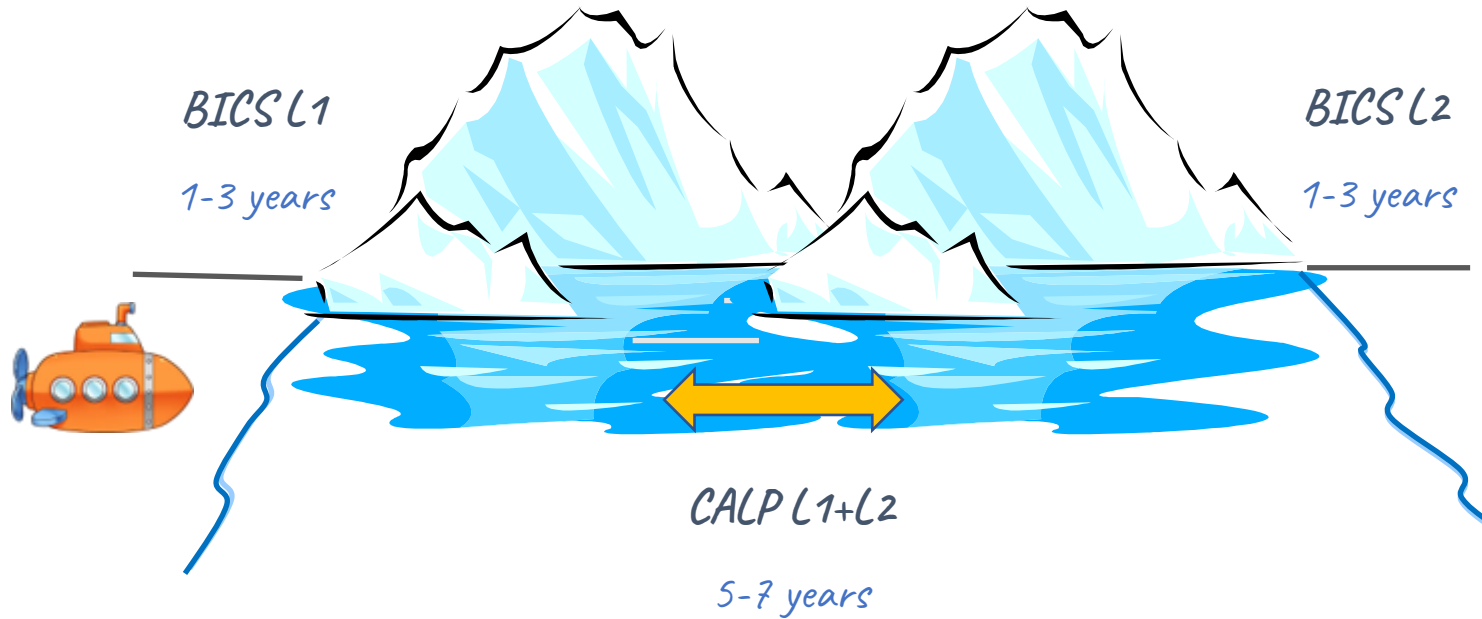




La
Tod
secon
will sh

What do you remember from the last session?

Transfer of Concepts



J. Cummins (1981)



Language Programs

Bilingual

ESL

1 Early Exit

2 Late Exit

Dual Language

5 Pull Out

6 Content Based

3 One Way

4 Two Way



[Texas Administrative Code, Chapter 89](#)

Meeting the Needs of Diverse Learners



Cognitive



Affective



Linguistic

Texas Administrative Code, Chapter 89



English vs

Spanish



English vs Spanish Phonology

Spanish

Based on syllables

mamá = ma-má

manzana = man-za-na

sol = sol

Based on phonemes

cat = /k/ /a/ /t/

bat = /b/ /a/ /t/

sat = /s/ /a/ /t/

rat = /r/ /a/ /t/

English



Spanish

5 vowels = 5 sounds
b / v = same sounds

Tú vs usted

Está lloviendo = It is raining



English

5 vowels = 11+ sounds

b / v = different sounds

You

bit / bite * bow / bow / vow * bath / bathe



Spanish Phonology

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



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)



Common Mistakes

Adding an “e” before an “s”

school

escuela

specific

específico

/skul/

/es kwe la/

/spəsi fic/

/es pe si fi col/

th = d

False cognates

exit → éxito (salida)

embarrassed → embarazada (avergonzada)



Common Mistakes

Today 11:33 AM

U can watch clothes now


I am watching clothes already

They aren't doing anything.



Wash!!!

Ok

Chin, ok new example for this afternoon 



WHY ENGLISH IS SO HARD

We'll begin with a box, and the plural is boxes,
But the plural of ox becomes oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese.
You may find a lone mouse or a nest full of mice,
Yet the plural of house is houses, not hice.

If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of my foot and show you my feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?

Then one may be that, and three would be those,
Yet hat in the plural would never be hose,
And the plural of cat is cats, not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his and him,
But imagine the feminine: she, shis and shim!

 /grammarly

-ANONYMOUS



The Power of Cognates!



The Power of Cognates

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



The Power of Cognates

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



Your Turn!

1. Make a list of **5 academic terms** from any content area
2. Work with a partner to **combine your lists**
3. Write the **Spanish translation** to each word
4. Calculate the **percentage of cognates** you wrote



[http://www.realfastspanish.com/
vocabulary/spanish-cognates](http://www.realfastspanish.com/vocabulary/spanish-cognates)



TELPAS-ELPS Connection



Let's

Kahoot!

kahoot.it



STAAR

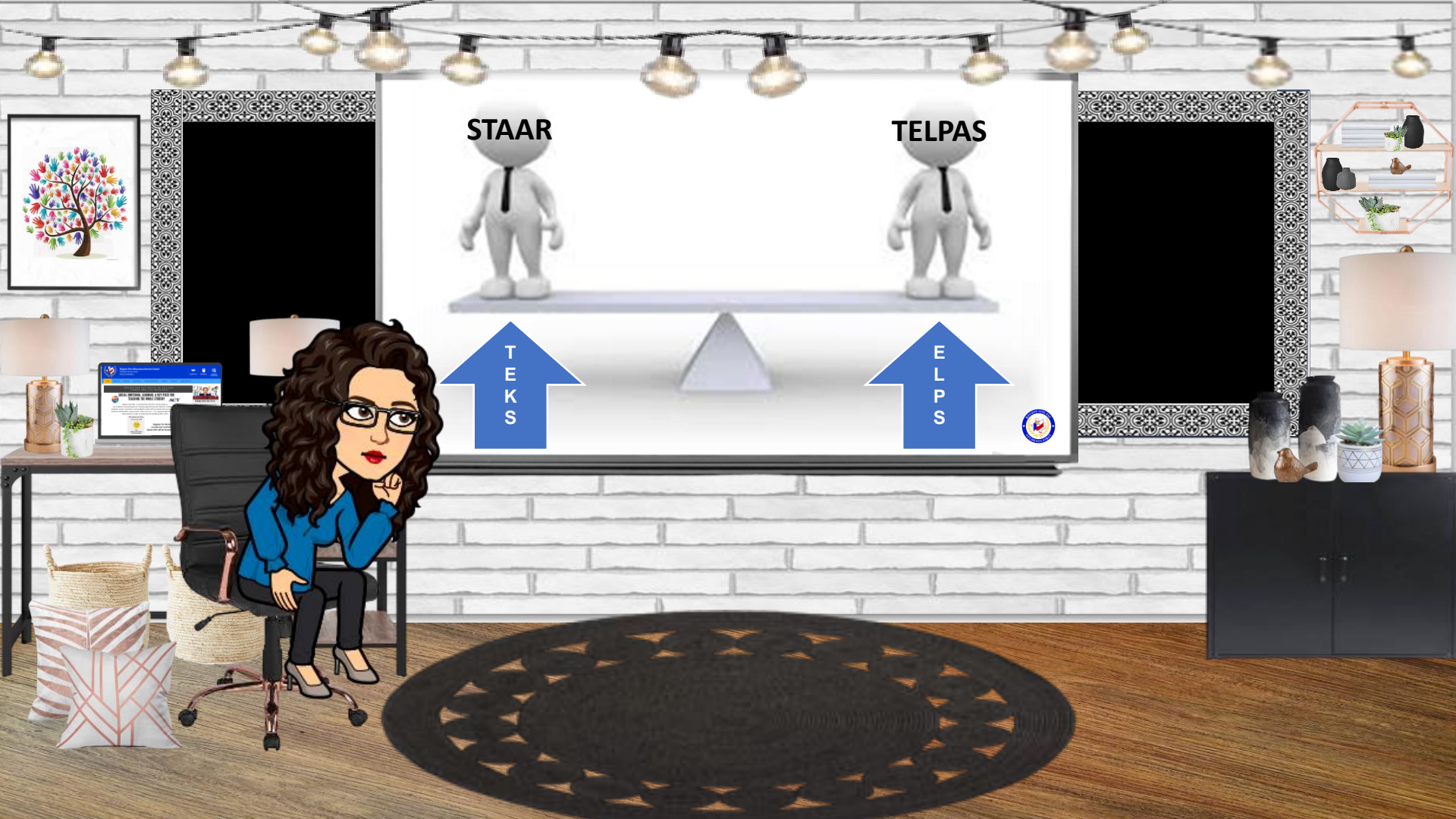


TELPAS



T
E
K
S

E
L
P
S



Academic
Proficiency

Language
Proficiency

STAAR  TELPAS

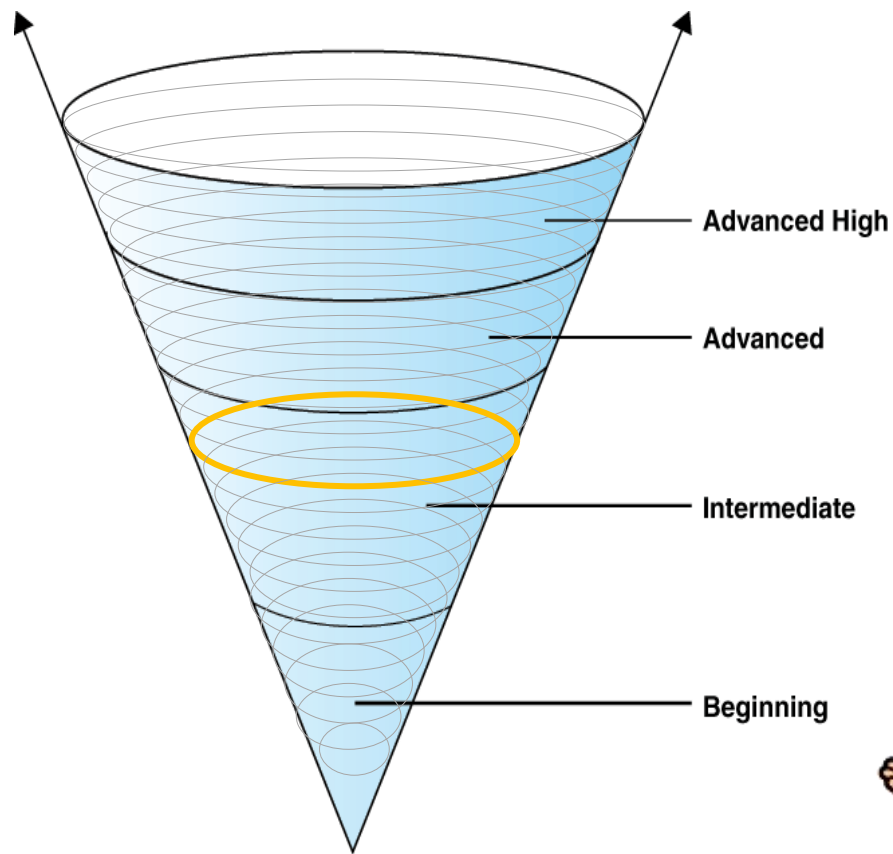
TEKS

ELPS

Relating Factor:
evaluates/measures



TELPAS Levels



Composite Rating

- Beginning
- Intermediate
- Advanced
- Advanced High

25%



25%



25%



25%



Online 2-12



DMAC Reports



TELPAS Student Language Proficiency Rating for [REDACTED]

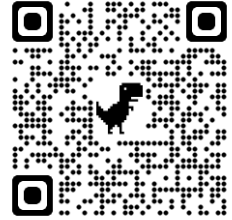
Grade: 05 Administration: 3/2016
Demographic Group(s): All Students
Student Count: 3 Source: Current Flag: 70%

Student Name	Reading 25%	Listening 25%	Speaking 25%	Writing 25%	Comprehension Score	Composite Score	Composite Rating
[REDACTED]	1	3	2	3	2.0	1.9	Intermediate
[REDACTED]	1	3	4	1	2.0	1.5	Intermediate
[REDACTED]	1	3	2		0.0	0.0	NA

* Proficiency Rating - 1=Beginning, 2=Intermediate, 3=Advanced, 4=Advanced High.



Your Turn!



1. Go to your **breakout rooms**
2. Read your **assigned section** from the **ELPS LIAG**:
<http://bit.do/ELPSLIAG>
3. Go to the **Padlet** to add 3 bullets and 1 visual under your assigned section:
<https://padlet.com/kchapa/ELPS>
4. Be ready to **present!**



Preliminary TELPAS Progress Results 2019 vs 2020

Grade Spans	2019 Students Tested	2019 Student Progress
K-2	28724	43%
3-12	94259	26%
TOTAL	122,983	33%



Preliminary TELPAS Progress Results 2019 vs 2020

Grade Spans	2019 Students Tested	2019 Student Progress	2020 Students Tested	2020 Student Progress
K-2	28724	43%	20026	52%
3-12	94259	26%	61364	42%
TOTAL	122,983	33%	81,390	44%



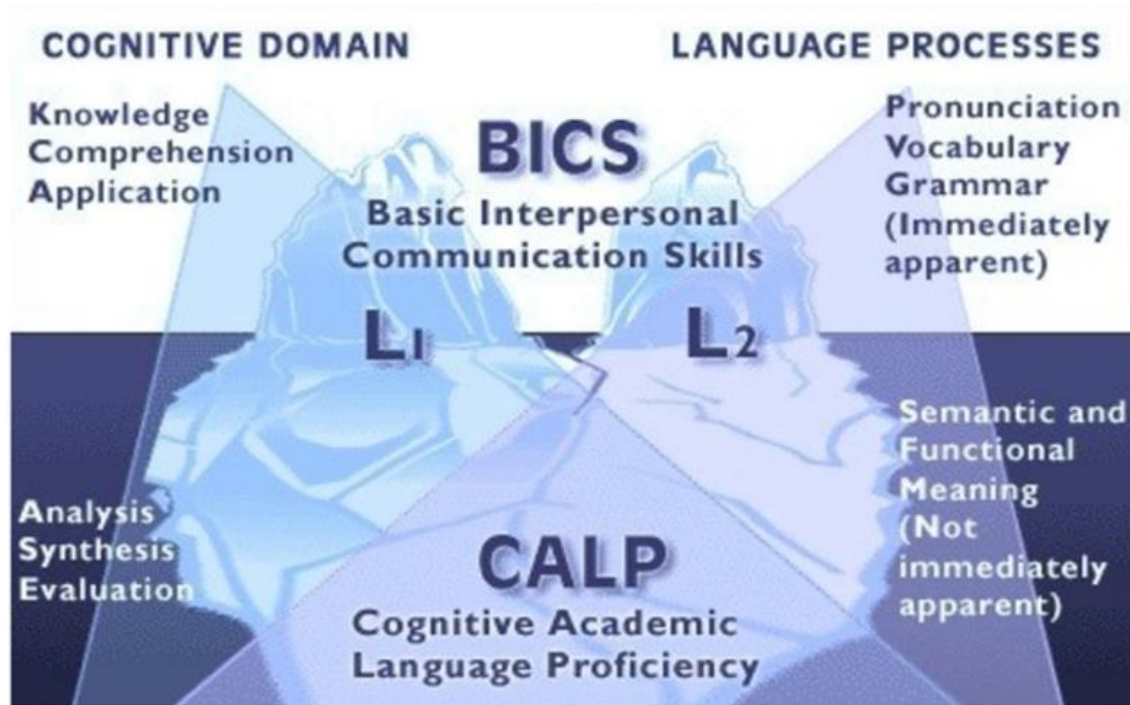
Preliminary TELPAS Progress Results 2019 vs 2020

Grade Spans	2019 Students Tested	2020 Students Tested	2020 Student Progress
K-2	28724	28724	52%
3-12	94259	94259	42%
TOTAL	122,983	122,983	44%

2021 Results
45% ELP
 107,000 EL with a composite rating = 2/3 EB



The Common Underlying Proficiency Theory (Iceberg Theory)





**CALP is more than
“Academic Language”**



CALP



Reasoning



**Pattern
Recognition**



Logic



Categorize

A conceptual lens
shapes the direction
and depth of the
inquiry.



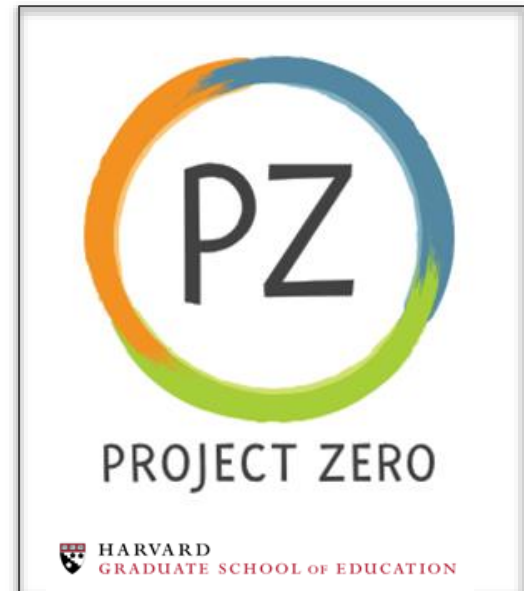
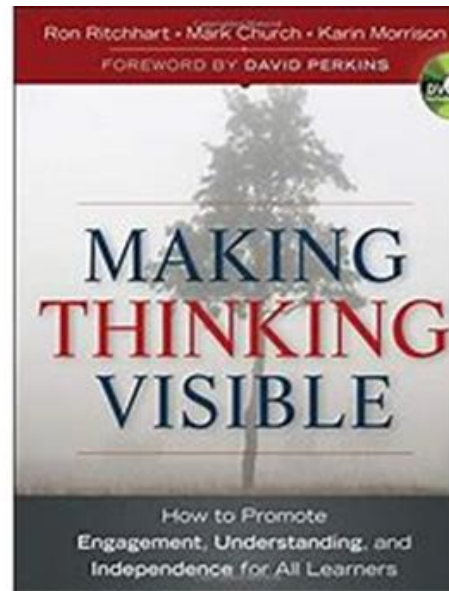
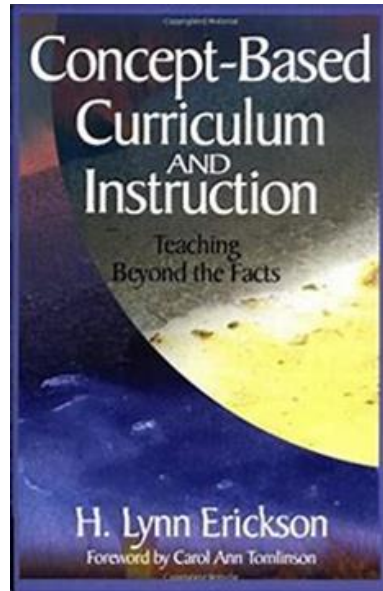
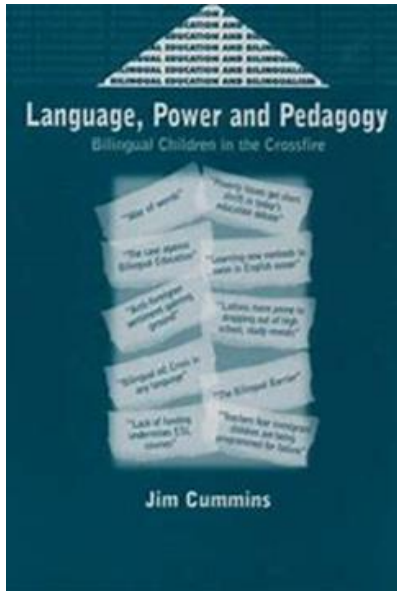


**Thinking
Fluency**





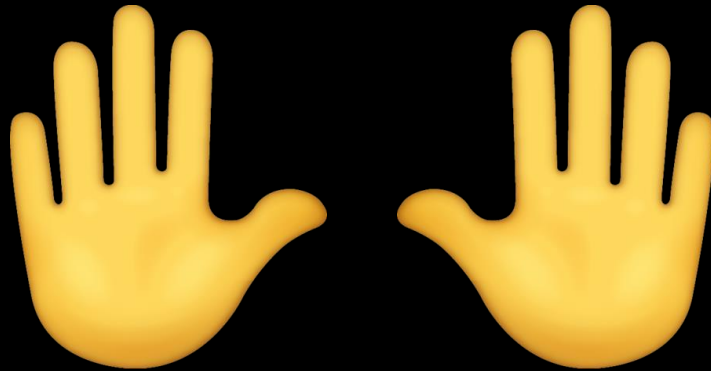
Resources



TELPAS ACADEMY
LISTENING

**Listen to the audio. Focus on identifying
ten body parts in order.**

**How many body parts can you remember?
Write them down in order.
Show me with your fingers how many body
parts you remembered.**



1. Feet
2. Knee
3. Thighs
4. Bottom
5. Belly
6. Chest
7. Shoulder
8. Neck
9. Mouth
10. Eyes

What happens after you arrive at McDonalds?

- a) Your belly rumbles very loudly.
- b) A big bush of gray hairs grows from your chest.
- c) Ronald McDonald hits you with a ray of light in your chest.
- d) Ronald McDonald shoots rays of light at you with a ray gun.



Look at the three pictures and read the directions below. When you are ready to speak, tell as much as you can.

Based on the story, what do the three characters have in common?



A man in a red long-sleeved shirt and dark trousers stands on a circular red rug on a stage. He is gesturing with his hands as if speaking. Behind him, the words "TEDx" are written in large red letters, and "Haarlem" is written in large white letters. The background is a large blue screen with a white rectangular frame containing a partial image of a person. The foreground shows the silhouettes of an audience.

TEDx Haarlem



What is a Concept?

CONCEPTS



CAN'T
TOUCH
THIS

ABSTRACT

CONCEPTS



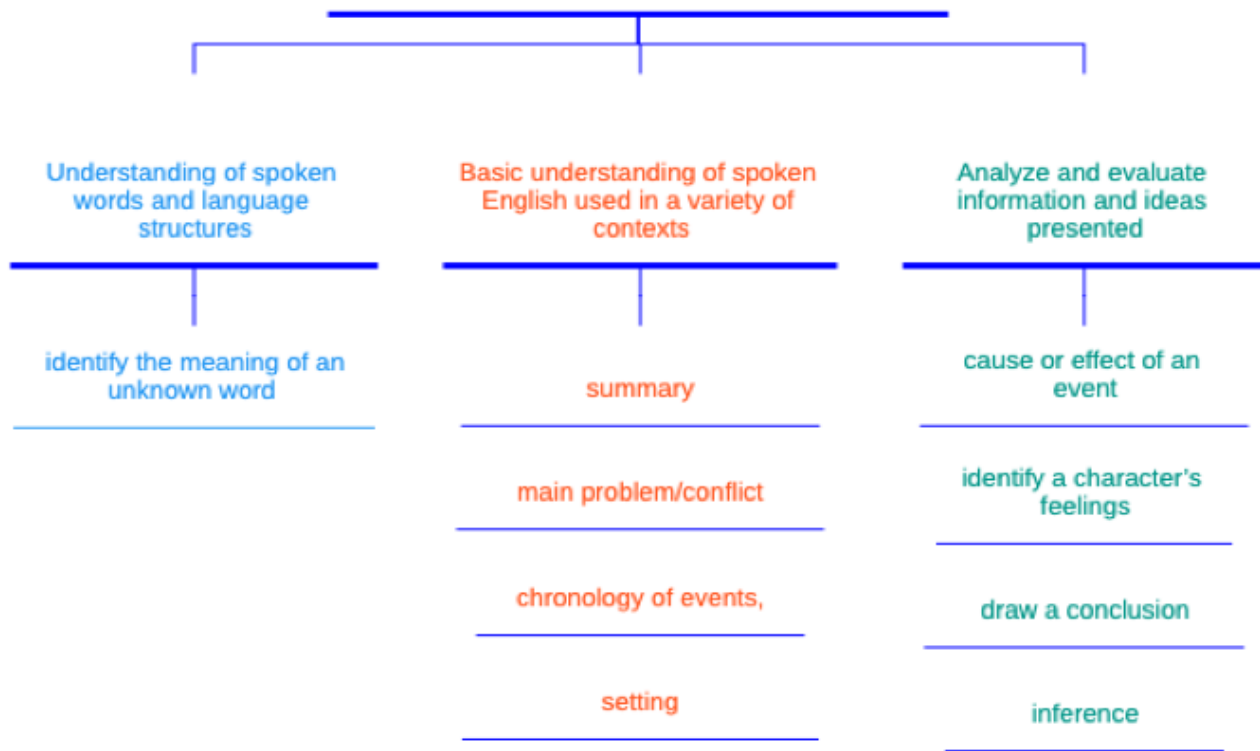
TIMELESS

CONCEPTS



UNIVERSAL

Types of questions for Adv & AH



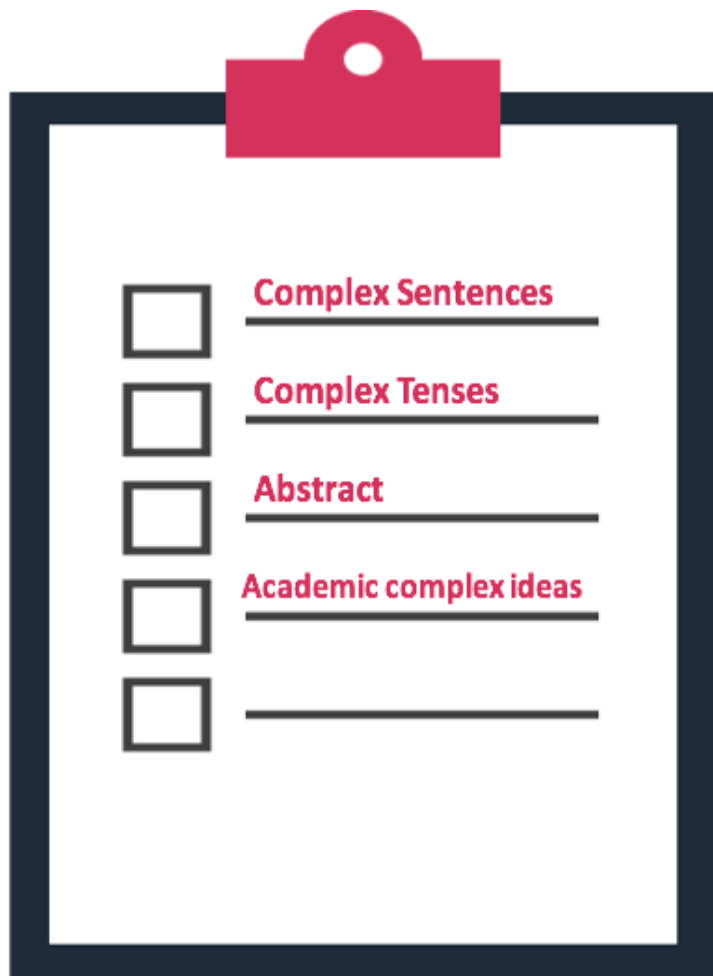
TELPAS ACADEMY
SPEAKING

Describe what you ate for breakfast this morning.



mainly speak using
single words and
short phrases

speak
using a
very limited bank of
high-frequency, high-
need, concrete
vocabulary,



Complex Sentences

Complex Tenses

Abstract

Academic complex ideas



speak using
simple, short
sentences

speak using
basic vocabulary
needed in everyday
social interactions and
routine academic
contexts

A photograph of a breakfast table. In the foreground, a wicker basket is filled with several golden-brown, soft rolls. To the right, a frying pan on a stove contains two sunny-side-up eggs. In the background, there are plates of food, including what appears to be a salad with tomatoes and greens, and a glass of orange juice. The scene is set in a dining area with a white tablecloth and a brown chair visible.

Describe what you ate for breakfast this morning.

**Digestion
Chemical Variations
Cause and Effect
Cellular Energetics
Human Body Systems**

ELPS-TELPAS PLDs

2-12 Speaking

Advanced ELLs have the ability to speak using grade appropriate English, with second language acquisition support, in academic and social settings.

- Are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning.
- Discuss familiar academic topics using content-based terms and common abstract vocabulary, can usually speak in some detail on familiar topics
- Have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past and future tense and an emerging ability to use complex sentences and complex grammar features
- Make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions
- May mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs

Advanced High ELLs have the ability to speak using grade appropriate English, with minimal second language acquisition support, in academic and social settings.

• Are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only minimal personal disruptions, hesitations or pauses

• Communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and phrases as their native English-speaking peers

• Use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English speaking peers.

• Make few second language acquisition errors that interfere with overall communication

• May mispronounce words, but rarely use pronunciation that interferes with overall communication

Fluency

Vocabulary

Grammatical Structure

Accuracy

Pronunciation

Region One Data Trend

		SPEAKING			
		B	I	A	AH
K	11,374	53	28	14	6
1st	12,193	20	39	23	18
2nd	11,978	15	57	19	10
3rd	12,144	8	48	27	17
4th	12,736	6	37	48	8
5th	12500	8	36	46	11
6th	11,237	10	43	41	6
7th	10,815	13	44	38	5
8th	9,665	17	42	35	6
9th	9,390	37	31	27	5
10th	6,817	36	28	30	6
11th	4,945	36	27	30	7
12th	3,893	39	27	28	6



What changed about Alina's answer?

What prompted those changes?

TELPAS ACADEMY
READING

I CAN READ IT! CAN YOU??

fi yuo cna raed tihs, yuo hvae a sgtrane mnid too. Cna yuo raed tihs? Olny smoe plepoe can. i cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg. The phaonmneal pweor of the hmuan mnid, aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it dseno't mtaetr in waht oerdr the ltteres in a wrod are, the olny iproamtnt tihng is taht the frsrit and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it whotuit a pboerlm. Tihs is bcuseae the huamn mniddeos not raed ervey lteter by istlef, but the wrod as a wlohe. Azanmig huh? yaeh and I awlyas tghuhot slpeling was ipmorantt! if you can raed tihs sahre it.

www.facebook.com/EightiesMusicForever

The relativistic rise: $\beta\gamma > 3.5$

Beyond the minimum ionisation loss dE/dx begins to rise again, in fact the Bethe formula predicts it should rise indefinitely.

In addition, as the incident charged particle reaches relativistic energies its transverse electric field increases, meaning more of the material's atoms are within range of the particle's electric field, leading to greater ionisation energy loss. This is known as the relativistic rise.

However, the slope actually does shallow out because of the density effect: long distance atomic electrons are screened from the electric field of the incident particle by the dielectric effect of the intervening atoms in the material.



What observations can you make about the two texts you just read?



GOAL: Creating a Culture of Thinking



Reading for understanding vs knowledge

Question Analysis



Instructions for Question Analysis



Google Docs

1. Highlight **BICS** language in **blue**
2. Highlight **CALP** language in **red**
3. Highlight **key words** in **yellow**
4. Select the correct answer
5. Select the distractor
6. Select a reporter to share the group's discussion.



2nd grade

Sara uses paper clips to measure parts of her body. First Sara measures the _____ of her hand. Sara's hand is about 4 paper clips long. Then Sara measures her foot and sees that it is about 5 paper clips long. Sara writes the measurements in her math journal.



- pattern 17%
- length 41%
- ruler 14%
- number 29%

BICS

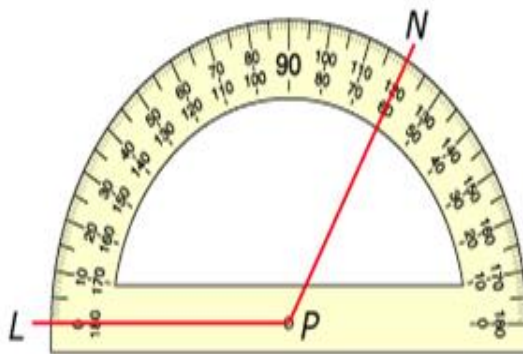
CALP

KEY
WORDS

6th grade



Angela uses a protractor to find the measure of angle LPN . She positions the small hole of the protractor on point P . Then she rotates the protractor so that its baseline _____ with one side of the angle. Finally Angela reads the outer scale on the protractor and finds that the measure of $\angle LPN$ is 120° .



- aligns 35%
- directs 22%
- arranges 20%
- locates 23%



Elements and Compounds

Elements are pure substances that cannot be broken down into simpler substances by physical or chemical means. They only one kind of atom. For example, aluminum is an element. A piece of aluminum cannot be separated into individual components because aluminum has only one component. Aluminum is made up of aluminum atoms.

Some of the most abundant elements on Earth are hydrogen, oxygen, and carbon. Each element has a chemical symbol. The symbol for hydrogen is H. The symbol for oxygen is O. All elements are their chemical symbol in the periodic table of elements. The elements are arranged into chemical groups. Elements near one another within a group share similar properties.

A compound is a pure substance formed by the combination of two or more different elements. Water is a compound made up of hydrogen and oxygen. Each compound has a chemical formula that shows which elements are present in the compound. The formula for water is H₂O. This means that two hydrogen atoms and one oxygen atom to form the compound water.

Many compounds are commonly found in households. For example, table salt is a compound the elements sodium (Na) and chloride (Cl). The formula for table salt is NaCl.

- 1 Covert 13%
- Classify 15%
- Create **25%**
- Contain **48%**



- 2 Formed by 27%
- Based on **37%**
- Listed by **31%**
- Calculated as 5%

TELPAS and STAAR



Informational Selection, Grade 2, Advanced



1 Lemurs are interesting animals. They come from only one place in the world. That place is Madagascar, a big island next to Africa.



2 Lemurs can be different sizes. The smallest lemur is the size of a mouse. The largest lemur is about the size of a large house cat.

3 Most lemurs live in trees. Their hands and feet help them grab tree branches. Lemurs have long, strong toes on their feet and thumbs on their hands. Most lemurs also have a long, furry tail. Their tail helps them balance so they do not fall off tree branches. Lemurs jump from tree to tree looking for food. They eat mostly flowers, leaves, and fruit.

In paragraph 3, which words best help the reader understand what balance means?

- live in trees*
- looking for food*
- jump from tree to tree*
- so they do not fall*

Lemurs are like people because they —

- live mostly in trees*
- carry babies in their mouth*
- have thumbs on their hands*
- have long tails*



In paragraph 3, which words best help the reader understand what balance means?

- live in trees*
- looking for food*
- jump from tree to tree*
- so they do not fall*

Lemurs are like people because they —

- live mostly in trees
- carry babies in their mouth
- have thumbs on their hands
- have long tails

26 Which word in paragraph 9 best helps the reader understand the meaning of carved?

- F** *light*
- G** *shape*
- H** *face*
- J** *layers*

14 Star parties do not usually take place in cities because —

- F** cities do not have enough hills
- G** there are too many people around
- H** cities do not have quiet places for viewing
- J** there is too much light to see the stars clearly

The Green Anaconda

1 Are you thinking about getting a pet snake? Don't put the green anaconda on your list! Your home is not big enough or wet enough for an anaconda. The green anaconda is the world's largest snake. This massive creature can grow as long as 30 feet. It can weigh up to 550 pounds and be 12 inches around.



Habitat

2 Green anacondas live in swamps and rivers in South American rain forests. They are excellent swimmers, and they spend most of their time in the water. Anacondas cannot move around easily on land. However, the snakes will sometimes lie on rocks or tree branches in the sun.

3 The green anaconda is active at night and sleeps during the day. It lives alone and comes together with other anacondas only during mating season.

What is paragraph 5 mostly about?

- How the anaconda's jaws work
- What the anaconda eats
- Where the anaconda waits for prey
- How the anaconda captures food

The anaconda has been called "elephant killer" and "bull killer" probably because —

- it is the same size as an elephant
- it can kill and eat large animals
- it kills and eats elephants and bulls
- it lives in South American rain forests

Narrative Selection, Grades 10–12, Advanced High

The Boatman

The boatmen of New England in the 1930s earned their living on the rough waters of the Atlantic Ocean. They often had to work in stormy conditions, catching fish and then hauling them toward the lights and safety of their home port.

- 1 Changes in light, like the sun rising, wake some people. Sounds wake others.
- 2 For the boatman, it was certain smells. The aromas of fresh-brewed coffee, strong and black, and fresh ham sizzling on the griddle were more than enough to rouse him from his bed at home. Perhaps that was why it was usually so hard for him to crawl out of the tiny bed on his fishing boat, the *Eloise*. Out here on the open water, he was alone. There was no one to prepare a breakfast feast for him. He would have to wait until he was back home.
- 3 On this particular day, it was neither smells nor changes in light that woke the boatman. It was the seagulls. Their shrieks and cries pierced his sleep like a sewing needle through cloth. He peered through the small round window near his head. The fog on the water was separating into strands of cloud, rotating in elegant, wispy columns off the surface and eventually vanishing into the blue air above. Through the fog, he saw the seagulls that had served as his alarm clock. He heard small waves slapping against the anchored boat as the morning tide rolled past. The boatman rose stiffly from the little bed, his old bones creaking and cracking like the wood used to build the *Eloise* a long time ago.
- 4 He took out an ancient coffeepot and dumped ground coffee into its metal basket. Then he filled the pot and set it on the small gas burner he used to warm his meals. The boatman checked his watch and then the barometer on the cabin wall. The barometric pressure had dropped a little since last night. "Probably a storm is coming," he thought as he started the engine. It sputtered and then settled into a steady hum. The boatman, who prided himself on keeping his boat in good shape, smiled and thought, "Ah, that's my *Eloise*. I can always count on her."

What is the significance of the boat's name?

- The boat is named after the boatman's wife because, like her, it is reliable and trustworthy. -
- The boatman would only marry a woman who had the same name as his boat.
- It is good luck for a boatman to name his boat after his wife.
- The boatman had always liked the name Eloise.

The setting is critical to this story because —

- the central conflict and plot are determined by the character's surroundings
- the main characters could have existed only during the early twentieth century
- the plot centers on several true historical events mentioned in the story
- some of the sights and sounds of the sea are used to illustrate the theme

Narrative Selection, Grade 2, Advanced High

Attendance numbers at the zoo are higher on Saturdays because —

- people can see more animals
- zoo tickets cost less on Saturdays
- children do not have to go to school
- the zoo stays open later on Saturdays

You can tell from the story that the students in Ms. Medina's class —

- enjoy making calendars
- visit the zoo often
- know how to read a calendar
- want to study zoo animals



STAAR 3rd grade

14 Star parties do not usually take place in cities because —

- F** cities do not have enough hills
- G** there are too many people around
- H** cities do not have quiet places for viewing
- J** there is too much light to see the stars clearly

32 What can the reader tell about Taylor from the way she prepares her cupcakes for customers?

- F** She likes to sell her baked goods to her friends.
- G** She has more fun decorating the boxes than baking.
- H** She needs to improve the way she organizes her supplies.
- J** She wants to please the people who buy her baked goods.

Reading Questions Design



Synthesize ideas

Content-based informational

Narrative familiar topics

Simple word identification

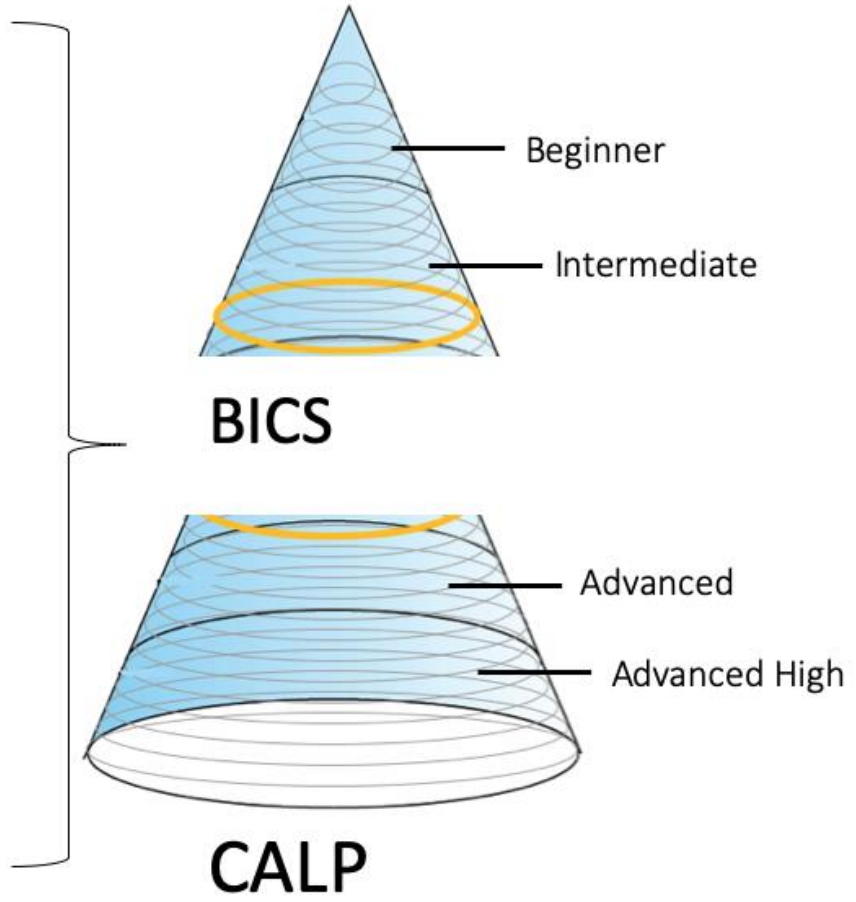
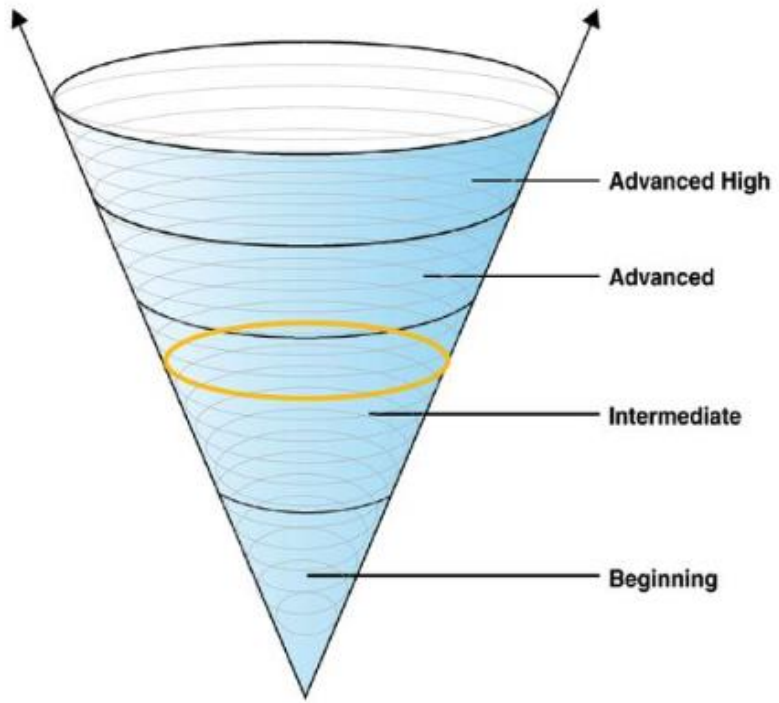
Make implicit connections

Real life application of academic language

Narrative complex language

TELPAS ACADEMY

WRITING



TELPAS WRITING

```
graph TD; A[TELPAS WRITING] --- B[Authentic classroom activities]; A --- C[Prompts grounded in content area TEKS and ELPS]; A --- D[Push beyond students' comfort zone]; B --- B1[Collections should include writing from a variety of core content areas.]; C --- C1[Prompts are designed to elicit CALP writing across content.]; D --- D1[Collections show that a student has not yet reached the next level.]; B --- B2[Collections can be different.];
```

Authentic classroom activities

Collections should include writing from a variety of core content areas.

Collections can be different.

Prompts grounded in content area TEKS and ELPS

Prompts are designed to elicit CALP writing across content.

Push beyond students' comfort zone

Collections show that a student has not yet reached the next level

Elementary Examples - Math

TEKS 3 (4) Number and operations.

The student is expected to: **(G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.**

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

Example Writing Assignment:

Solve the problem and explain the strategy you used to get your answer.

There were 8 classmates who were planting flowers when 3 more students joined to help. If each student plants 4 flowers, how many flowers did they plant total?

Middle School Examples – Science

TEKS 7 (8) Earth and space.

The student is expected to: **(A) predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes;**

ELPS

5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired

Example Writing Assignment:

Describe 3 types of catastrophic events and how they can impact an ecosystem.



High School Examples – Social Studies

TEKS World History (3) History.

The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: **(B) explain the impact of the fall of Rome on Western Europe;**

ELPS

5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations

Example Writing Assignment:

How did the fall of Rome impact Western Europe?



5.19 B Identify past and present leader in the national government, including the president and various members of congress.

FACTS



Write about how presidents may help to promote order and responsibility within communities

Diagramming and Rating a TELPAS Sample

Explain how to simplify $3(x+ay)+5(ax-y)+4y$

First you must eliminate the parenthesis. To do this you multiply 3 times X and ay. Then take the result and write it on the bottom of the equation. After that, repeat it on the other side. Multiply 5 times ax and then times y. Also write it on the bottom of the equation. Then you combine like terms. For example, all the Xs with the numbers that have an X and all the y's with the numbers that have the y. After that, you add the terms and bring your answers to the bottom with the negative sign.

Grade 5

How I use "FAST"

The first letter for FAST is F for facts, we do for the F: Read problem twice, circle important facts, underline the question and take out information you don't need. The second letter is A for Action, for action we do draw a picture and write the action. The next letter is S for solve. The third letter for FAST and we do solve or figure out the problem and use a strategy. The fourth letter is T for Think we do, explain your work in words and sentences, write a number sentence and other number sentences and why is it reasonable? And when we use FAST is when we do a problem that is a little longer. That's when we do FAST not on to chart problems.

Das how we use FAST

F= Facts
A= Action
S= Solve
T= Think

High School

Peter the Great

Peter the Great is the absolute monarch. One of the reasons Peter the Great absolute monarch is that he introduced the potato to Russia. Potatoes have carbohydrate which give you energy that can make you survive in cold weathers. Potatoes can practically be grown anywhere and they good source of anyone who has them. Peter the Great was the first to create newspaper to help people get informed with what's going on around them. He adapted many many ideas from Western Europe. Peter has the knowledge of science and maths for military success, which make a stronger and heavier army. Because of these facts Peter the Great is one of the best Monarchs and ruled his nation strong.

GRADE
APPROPRIATE
CONTENT

GRADE
APPROPRIATE
ENGLISH

LANGUAGE
STRUCTURE

ACADEMIC
COMPLEX
IDEAS

Explain how to simplify $3(x+2y)+5(2x-y)+4y$

First you must eliminate the parenthesis. To do this you multiply 3 times x and $2y$. Then take the result and write it on the bottom of the equation. After that, repeat it on the other side. Multiply 5 times $2x$ and then times y . Also write it on the bottom of the equation. Then you combine like terms. For example, all the x 's with the numbers that have an x and all the y 's with the numbers that have the y . After that, you add the terms and bring your answers with the negative sign.

Advanced High

Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.

These students:

- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage **meaningfully in grade-appropriate writing assignments in content area instruction**
- know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of **grade-appropriate writing in English**

Typical writing features at this level:

- nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and **language structures**, with occasional exceptions when writing about **academically complex ideas**, abstract ideas, or topics requiring low-frequency vocabulary
- occasional difficulty with naturalness of phrasing and expression
- errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

GRADE
APPROPRIATE
CONTENT

GRADE
APPROPRIATE
ENGLISH

LANGUAGE
STRUCTURE

ACADEMIC
COMPLEX
IDEAS

● Explain how to simplify $3(x+ay)+5(ax-y)+4y$

First you must eliminate the parenthesis.

To do this you multiply 3 times x and ay .

Then take the result and write it on the

bottom of the **WRONG!** After that, repeat

it on the other side. Multiply 5 times ax and

then times y . Also write it on the bottom of

the equation. Then you combine like terms.

For example, all the x 's with the numbers

that have an x and all the y 's with the

numbers that have the y . After that,

you add the terms and bring your

answers to the bottom with the **WRONG!**

sign.



STAAR/TELPAS
Platform

Online Practice Tests



The screenshot shows the Texas Assessment website. At the top, there is a navigation bar with links for Home, Students and Families, Testing Personnel, Educators, Assessment Programs, and Resources. Below this is the TEA logo and the text 'TEXAS ASSESSMENT' and 'VISIT TXSCHOOLS.GOV'. The main heading is 'Practice and Released Tests'. Below the heading, there is a breadcrumb trail: Home > Educators > Practice and Released Tests. The main content area is divided into two columns. The left column is titled 'Printable PDF Released Tests' and contains text about accessing PDF versions of STAAR and STAAR Alternate 2 tests. The right column is titled 'Online Practice Tests', which is circled in red, and contains text about the purpose of online practice tests and how to access them. The text in the 'Online Practice Tests' section reads: 'The online practice tests are designed to familiarize students with the online testing environment, the available tools, and the various types of test questions. These tests provide students with an opportunity to interact with the test interface, respond to questions, and locate and use available tools. The practice tests are released tests that have been previously administered and are available for STAAR and TELPAS. In addition, small sets of test questions (smaller than an actual test) are available as practice sets. These practice sets are used to introduce students to new types of test questions like the new STAAR item types. Access the online practice tests and practice sets by clicking the **Practice Tests Login** card below.'




<https://www.texasassessment.gov/practice-tests.html>





Online Practice Tests



Printable PDF Released Tests

- INFORMATION**

STAAR Released Tests
- INFORMATION**

STAAR Alternate 2 Released Tests
- INFORMATION**

Order Form for Printed Released Tests

Online Practice Tests

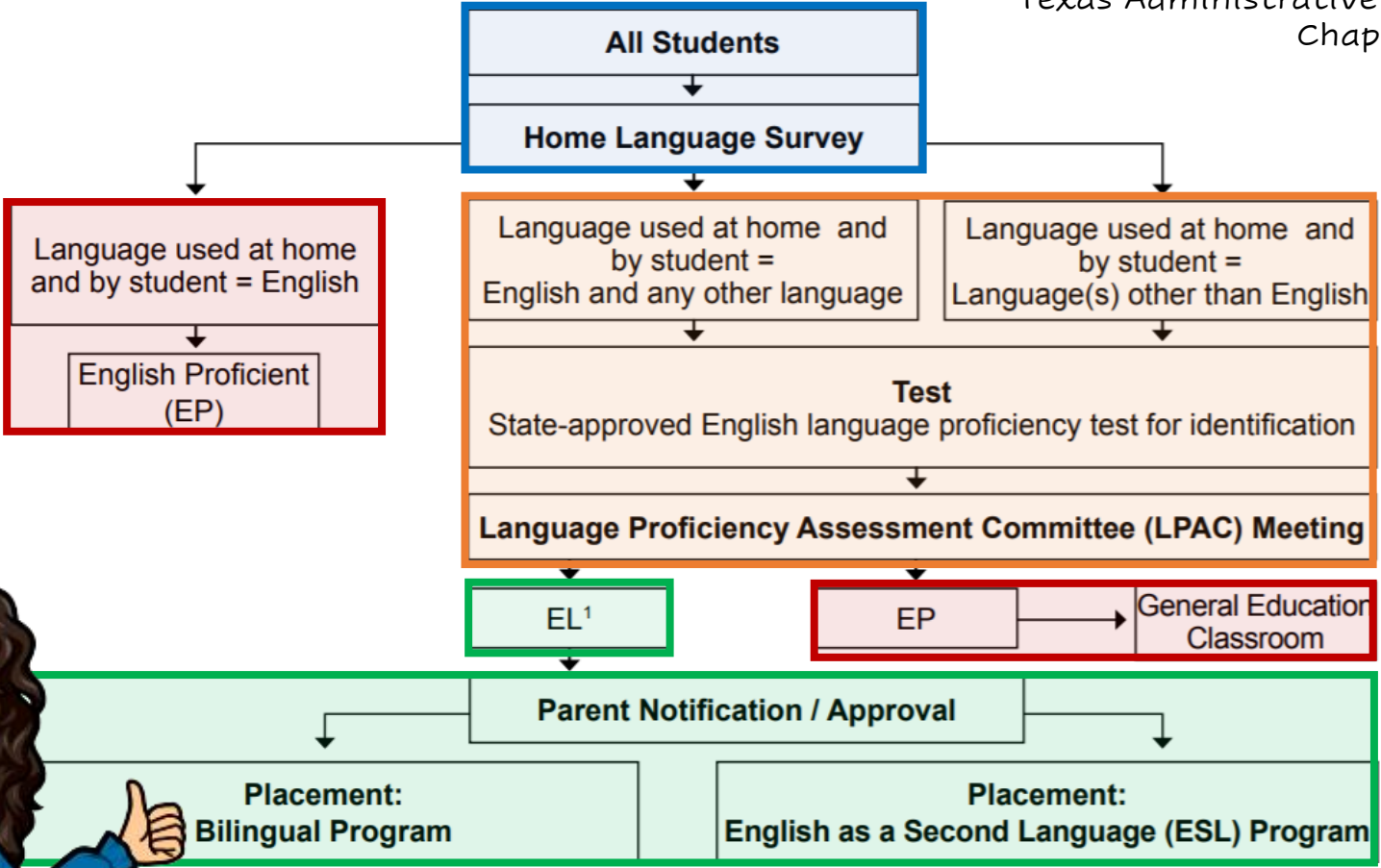
- SYSTEM**

Practice Tests Login
Access for students (and others) to the online practice tests.
- SYSTEM**

Test Administrator Practice Site
Access to the test administrator practice interface.

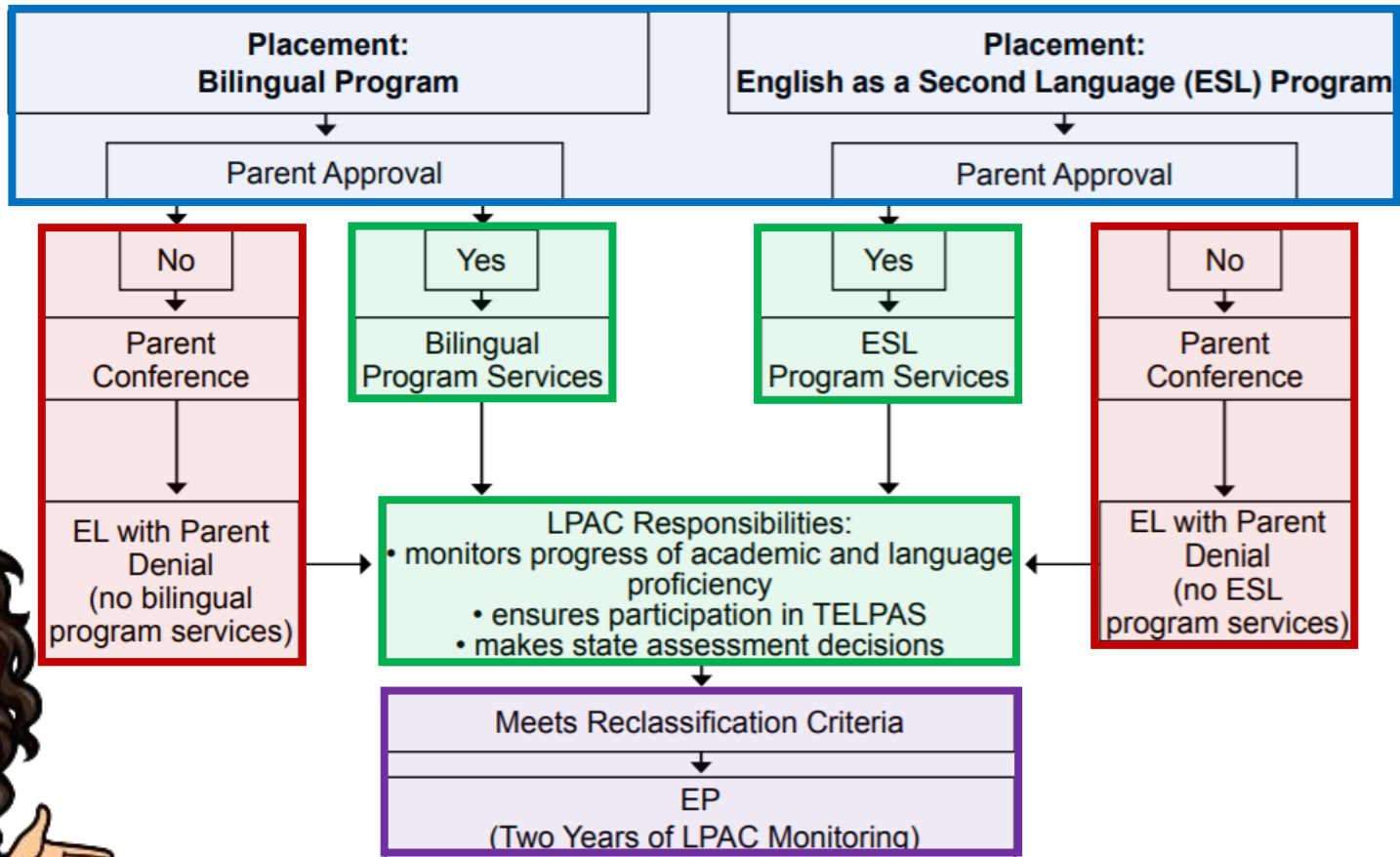
<https://www.texasassessment.gov/practice-tests.html>



LPAC Procedures







2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional 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 Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				

*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.
- EB students/ELs 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](#).





Exit Tickets

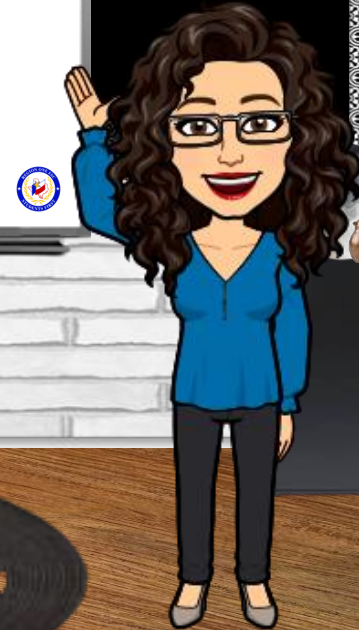


I used to think...
But now I know...



T H A N K Y O U

Mil gracias



EB Leadership Academy

WS# 201626

Remote Check-In Code: GEARUP

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