

ELL for Administrators

WS# 66140



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PROFESSIONAL LEARNING ESSENTIAL AGREEMENTS

- Be respectful of others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools



Second
Language
Acquisition

ELPS

LPAC

AGENDA



SECOND LANGUAGE ACQUISITION

Content Objective

- Today I will analyze the **second language acquisition process** and understand its impact in the education of English Language Learners.

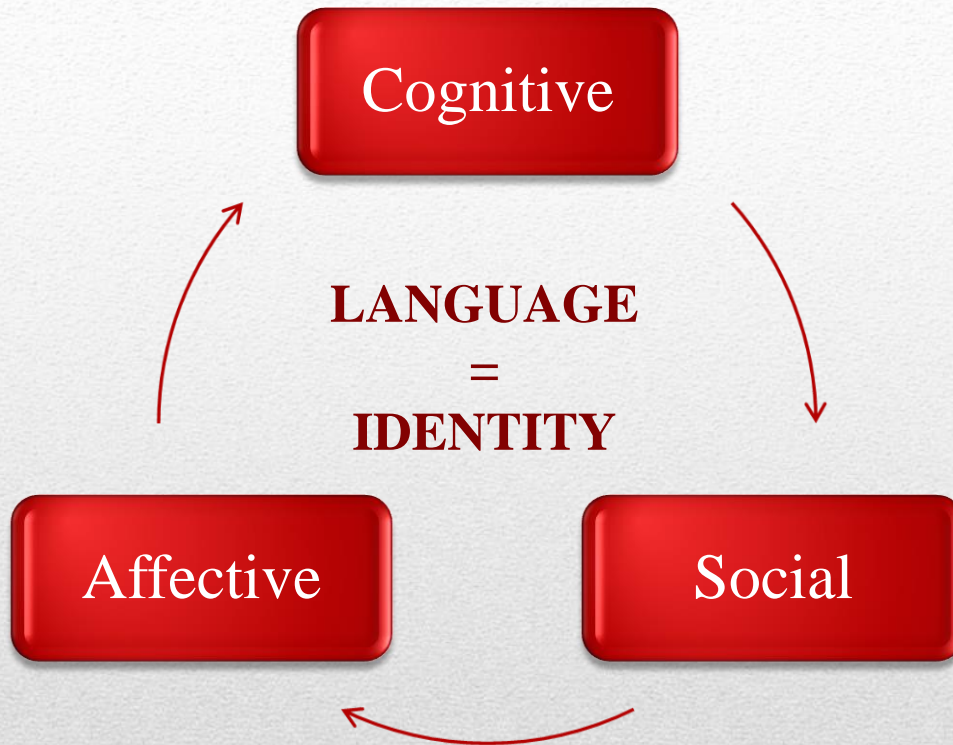
Language Objective

- Today I will discuss with my peers the **second language acquisition process** and I will share orally and in writing my individual language profile.

Session Objectives

Let's
Kahoot!
kahoot.it

SLA Anticipation Guide

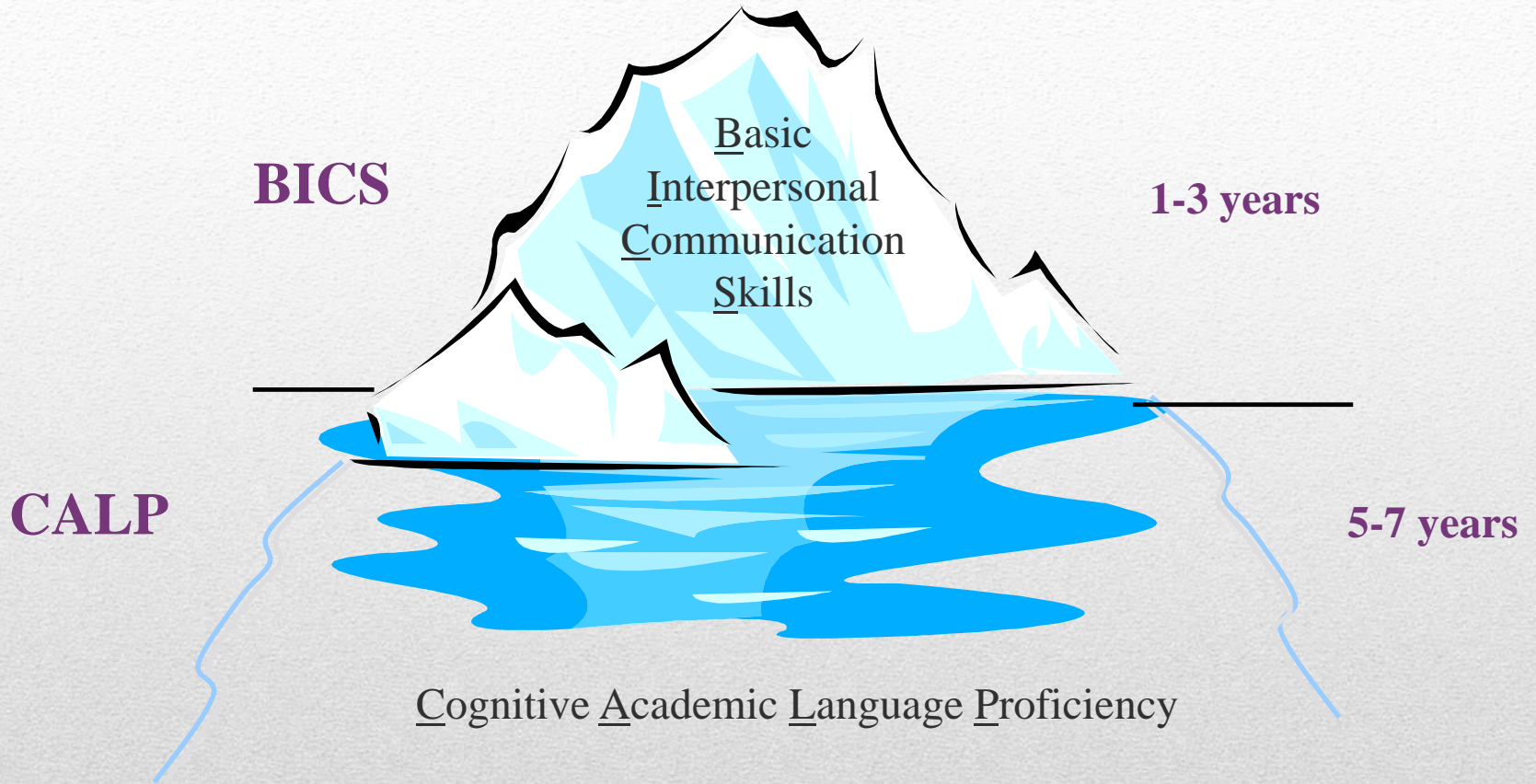


“Language stands at the center of the many interdependent **cognitive, affective, and social** factors that shape learning”.

David Corson, 1999

Language Power

3-Step Interview



The Iceberg Theory

J. Cummins, 1981

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BICS L1
1-3 years

BICS L2
1-3 years



CALP
L1+L2
5-7 years

Double Iceberg Theory

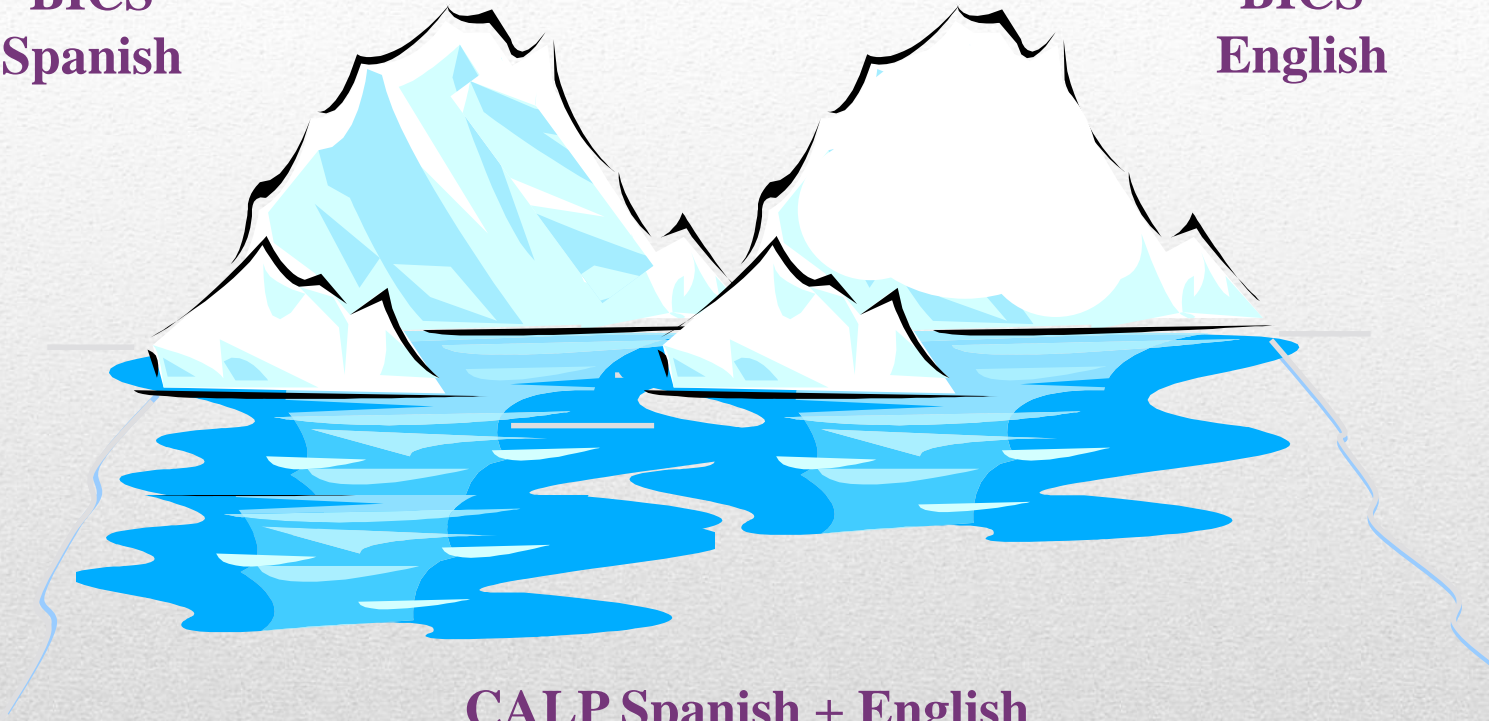
J. Cummins, 1981

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**BICS
Spanish**

**BICS
English**



CALP Spanish + English

My Language Profile 1999

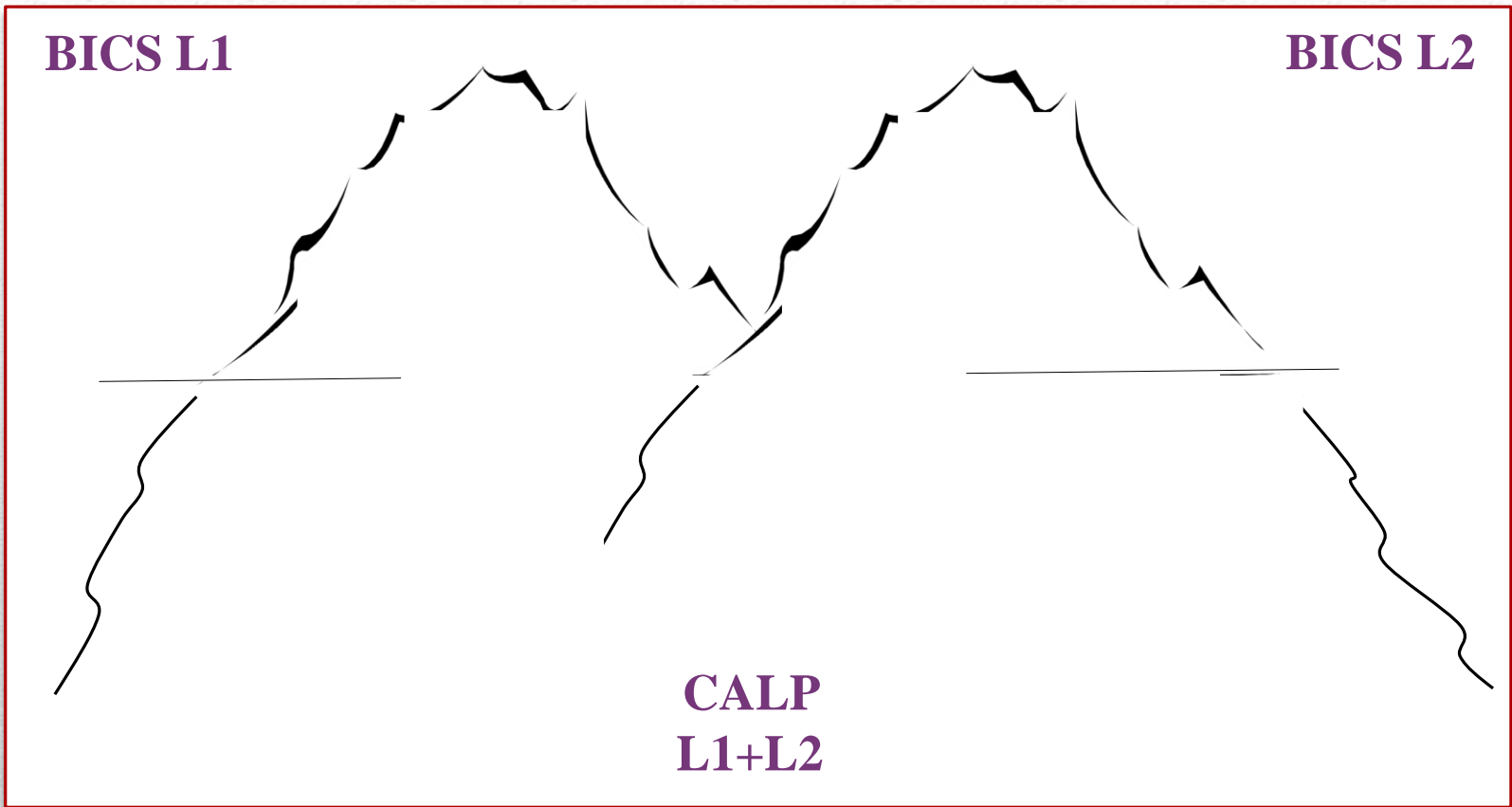
BICS
Spanish

BICS
English



CALP Spanish + English

My Language Profile 2017



Your Turn!

Create your own language profile

Birthday Line



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

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.

The Power of Cognates



Your Turn!

1 – 2 – 4 – ALL

<http://www.realfastspanish.com/vocabulary/spanish-cognates>

- 1. Individually **make a list of 5 academic words** from any content area.
- 2. Turn to your partner and **combine your two lists** of words (even if from different content areas).
- 3. Find another pair and **exchange your lists**.
- 4. Write the **Spanish cognates** next to each academic word. Use Google Translate if needed.
- 5. Calculate what **percentage** of the words are cognates.

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Language Objective

- Today I discussed with my peers the **second language acquisition process** and I shared orally and in writing my individual language profile.

Session Objectives

ENGLISH LANGUAGE PROFICIENCY STANDARDS: ELPS

- **Content Objective**

Today I will examine how to implement the **ELPS** in all content areas and how to analyze **TELPAS** data to guide instruction.

- **Language Objective**

Today I will share (orally and in writing) different ideas on how to **linguistically accommodate** instruction for ELLs.

Session Objectives

ELPS ANTICIPATION GUIDE

kahoot.it
create.kahoot.it

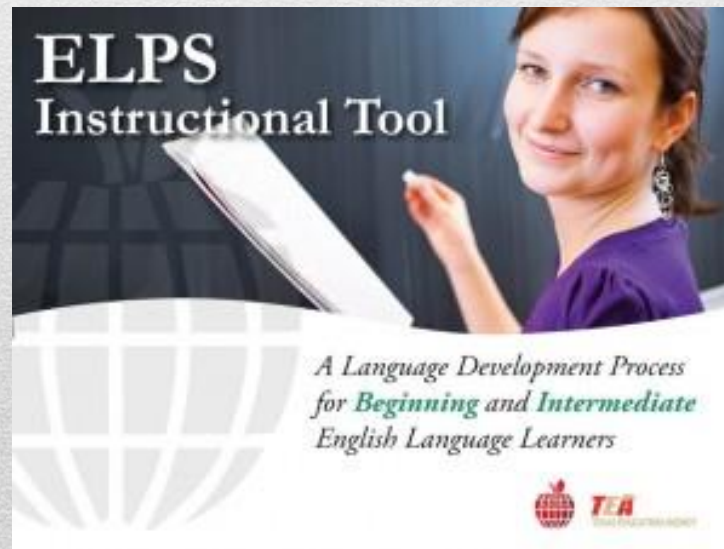
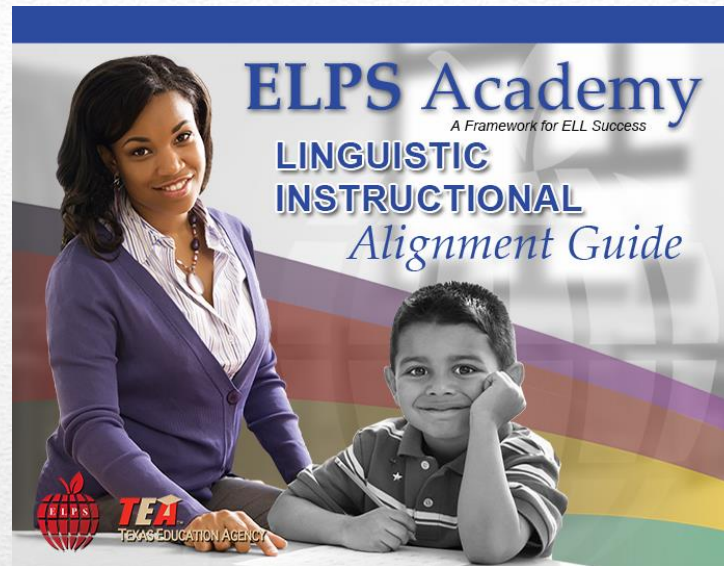


- 19 Texas Administrative Code 74.4 Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum 74.4 English Language Proficiency Standards
- Adopted December 2007

Statutory Requirement

ELPS Resources

LIAG and ELPS
Instructional Tool



1.
Listening
(K-12)

2.
Speaking
(K-12)

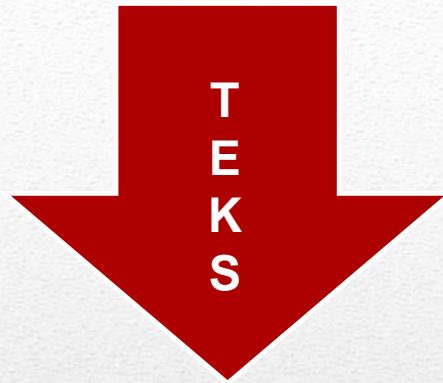
3.
Reading
(2-12)

4.
Writing
(2-12)

ELPS Mingle!

TELPAS-ELPS CONNECTION

Utilizing TELPAS to Guide Instruction



STAAR



TELPAS



TEKS vs ELPS

Academic Proficiency

Language Proficiency

STAAR

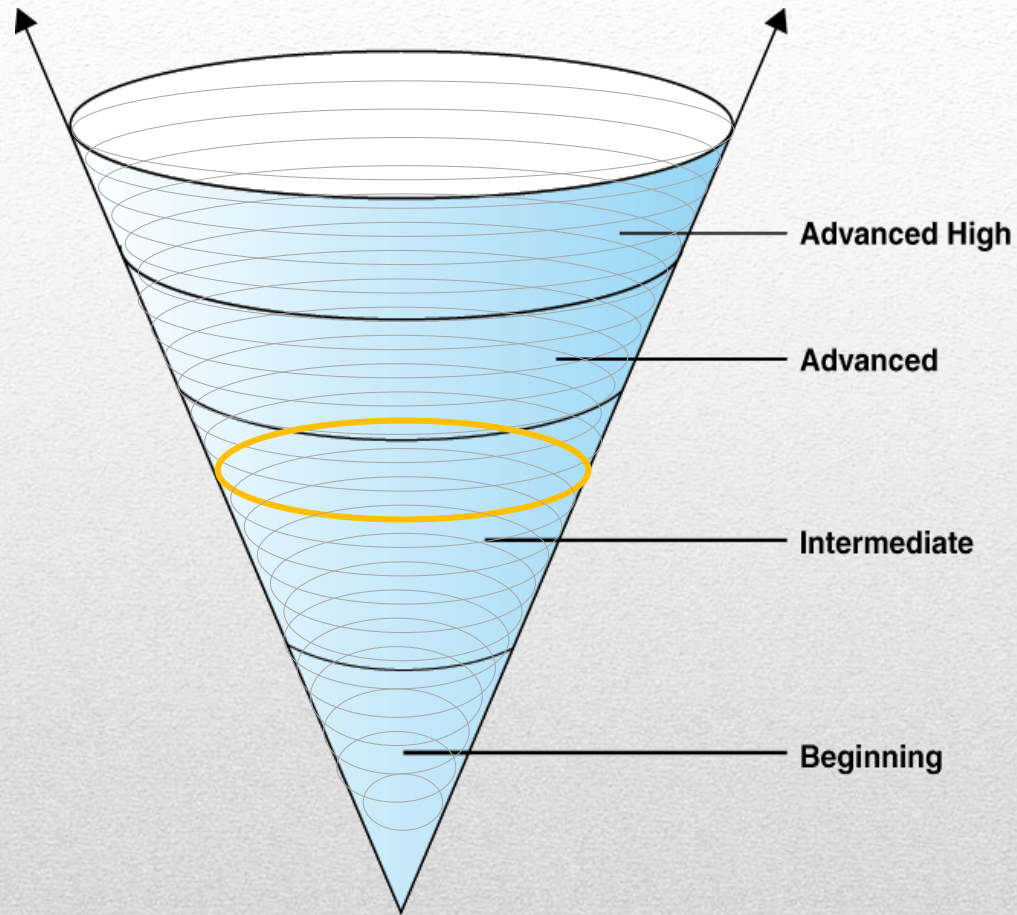
TELPAS

TEKS

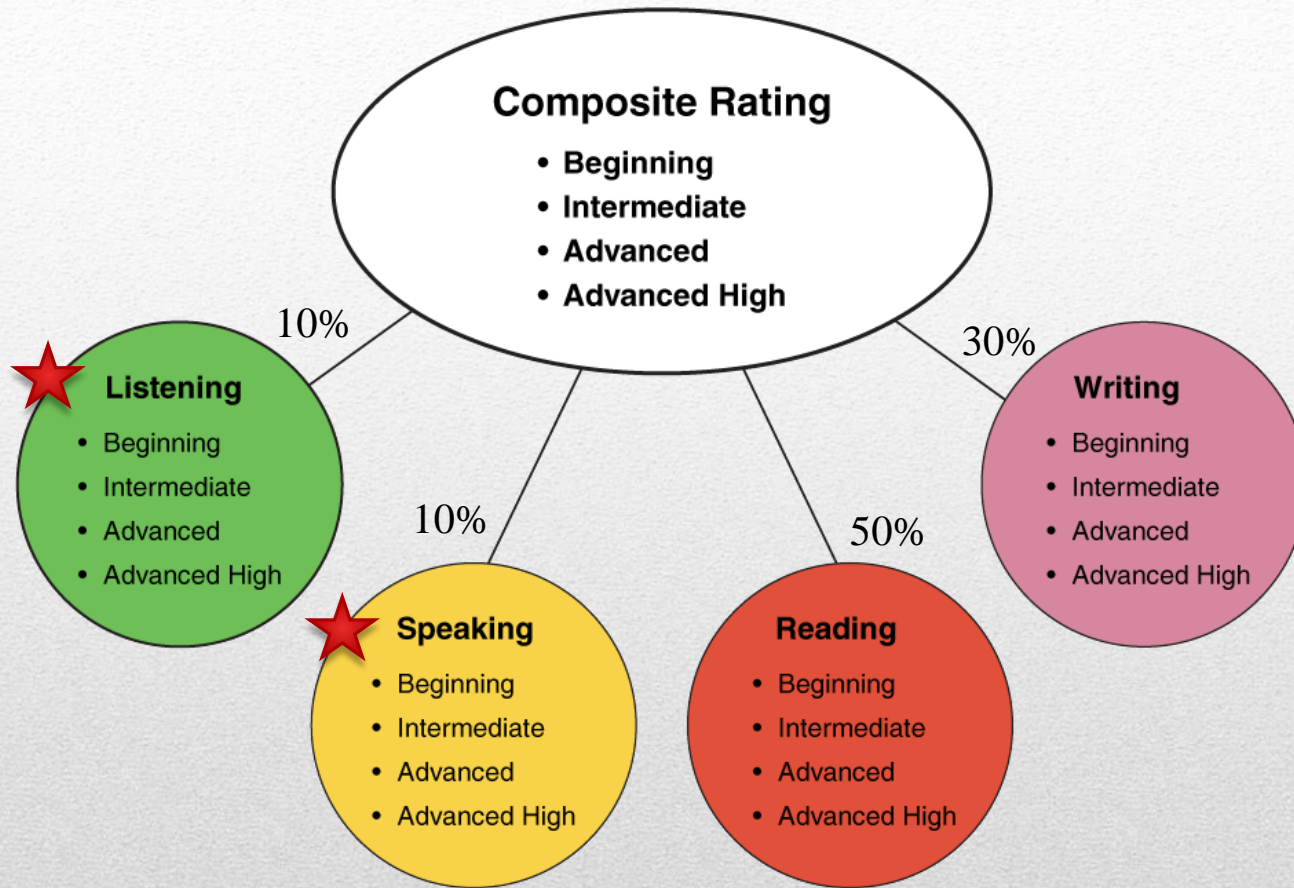
ELPS

Relating Factor: *evaluates/measures*

TEKS vs ELPS



TELPAS Levels



TELPAS Domains

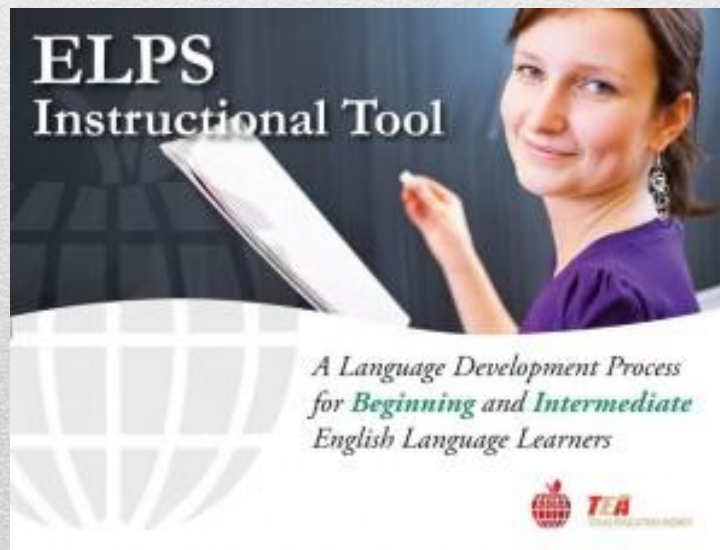
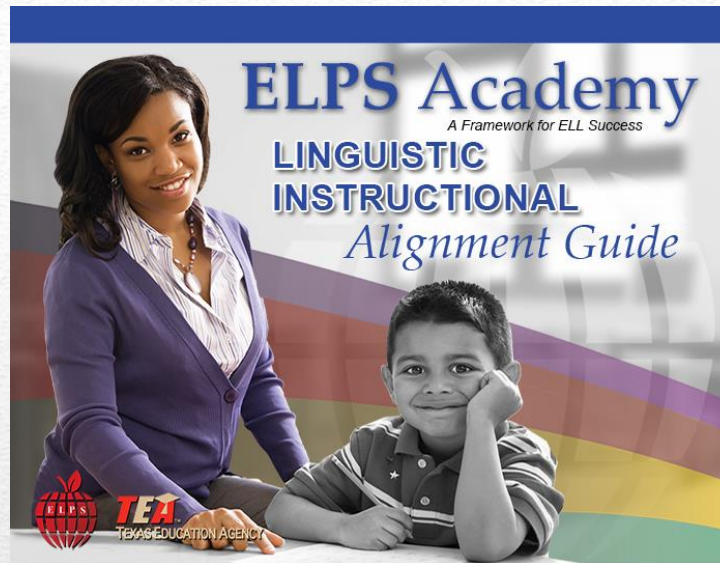
★ NEW! Online in 17-18

ELPS Resources

LIAG and ELPS
Instructional Tool

+

DMAC Reports



How to Run TELPAS Reports by Language Domain

- Go to Home Page
- Go to State Assessment
- Select TELPAS
- Select Instructional Reports
- Select Student Language Proficiency Rating
- Generate Report

DMAC TELPAS 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	Reading	Listening	Speaking	Writing	Comprehension	Composite	Composite
Name	50%	10%	10%	30%	Score	Score	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.

Sample DMAC Report



- **Content Objective**

Today I examined how to implement the **ELPS** in all content areas and how to analyze **TELPAS** data to guide instruction.

- **Language Objective**

Today I shared (orally and in writing) different ideas on how to **linguistically accommodate** instruction for ELLs.

Session Objectives

LPAC PROCEDURES

Instructional Impact



- **Content Objective**

Today I will review the **initial identification** process for ELL, as well as the **exit criteria** to reclassify students.

- **Language Objective**

Today I will discuss with my peers the **initial identification** process for ELL, as well as the **exit criteria** and how this information should impact instruction.

Session Objectives

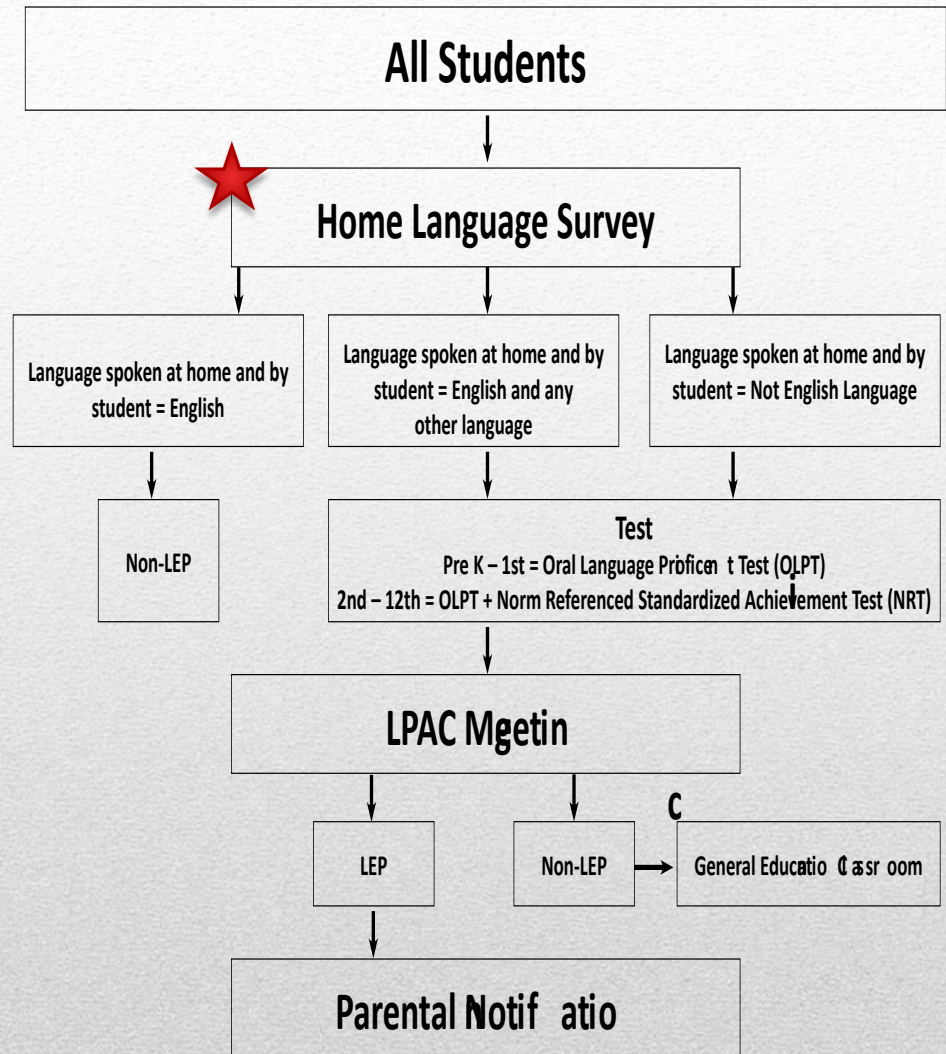


<http://programs.esc20.net/default.aspx?name=lpac.resources>

Providing Comprehensible Input

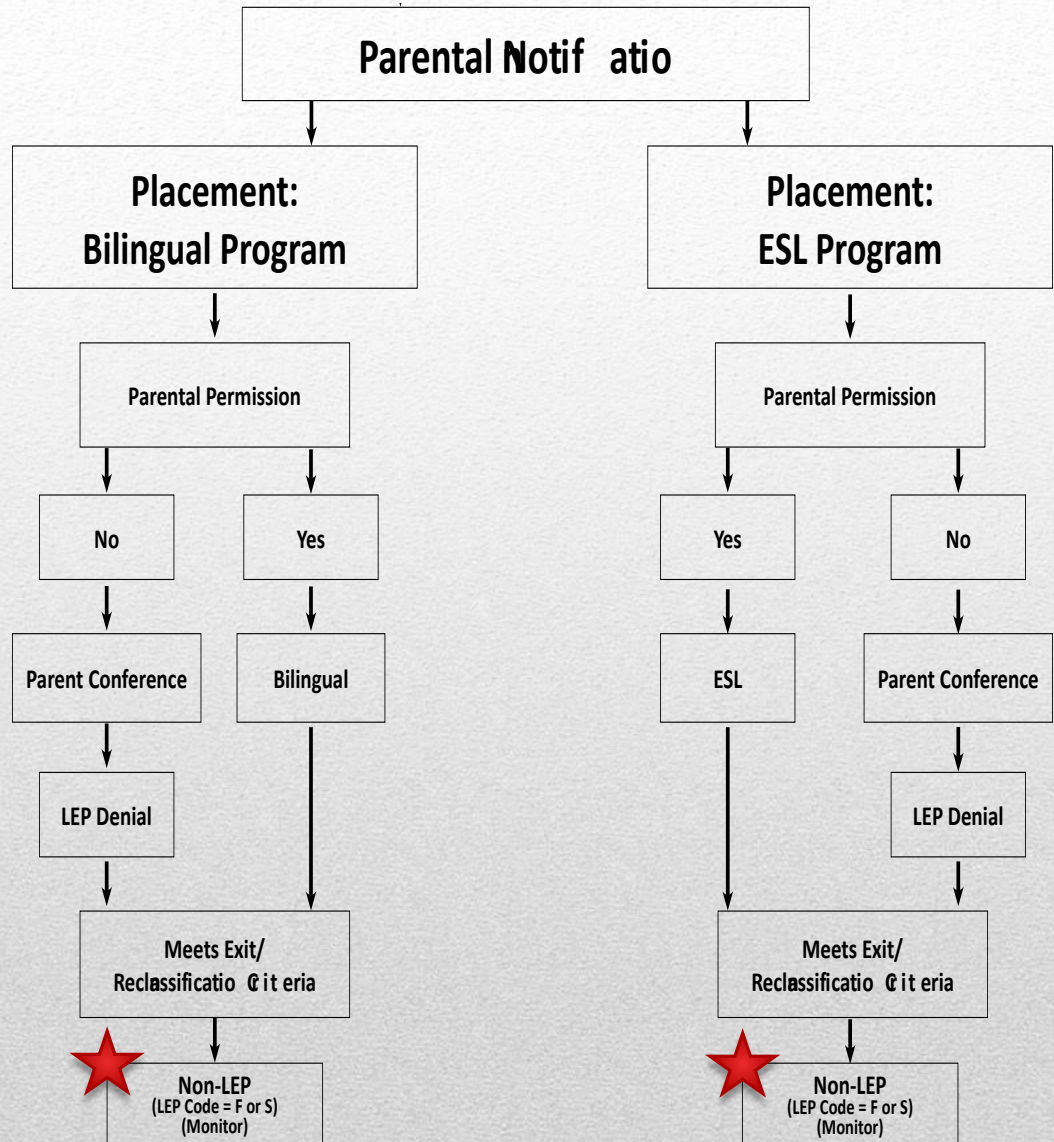
LPAC Procedures

Initial Identification Process



LPAC Procedures

Initial
Identification
Process



2015–2016 English Proficiency Exit Criteria Chart

At the end of the school year, a district may transfer (exit, reclassify, transition) a LEP student out of a bilingual or ESL education program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instruction program as determined by satisfactory performance in all three assessment areas below and the results of a subjective teacher evaluation.¹

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English writing, the performance level for program exit is Level II (Satisfactory Academic Performance) or above.

	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th
Current School Year Oral = Listening & Speaking	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²	Scored Fluent on English OLPT ²
English Reading³	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ⁵	STAAR ^{4/5}	STAAR ^{4/5}	Norm-Referenced Standardized Achievement Test ² (Rdg./Lang.) 40th percentile or above
English Writing³	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²	Agency-Approved Writing Test ²	STAAR ⁵	Agency-Approved Writing Test ²			Agency-Approved Writing Test ²
Subjective Teacher Evaluation	Assessments, anecdotal notes, portfolios, etc.										

¹ 19 TAC §89.1225(h)

² In the 2015–2016 *List of Approved Tests for Assessment of Limited English Proficient Students* available on the following web page: <http://tea.texas.gov/bilingual/es/education/>

³ For STAAR, English reading and English writing refer to the grade-level tests in grades 3–8 and to the applicable end-of-course English I and II reading and writing assessments.

⁴ Exception: Texas English Language Proficiency Assessment System (TELPAS) Reading and Writing Advanced High will be used for all students with the Texas Assessment of Knowledge and Skills (TAKS) as their graduation requirement under state policy.

⁵ Includes STAAR A without linguistic accommodations.

Note: LEP students may be exited only after the end of first grade based on 19 TAC §89.1225(i).

Note: LEP students for whom the LPAC has recommended linguistic accommodations on the STAAR reading or writing test should not be considered for exit.

ELL Exit Criteria

Name: _____

ELL INSTRUCTIONAL ACCOMMODATIONS

Beginning of Year (BOY)

Date: ____/____/____

Middle of Year (MOY)

Date: ____/____/____

End of Year (EOY)

Date: ____/____/____

Campus: _____

Grade: _____

Academic Year: _____

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

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Prior Year TELPAS:				
L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH



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Today I reviewed the **initial identification** process for ELL, as well as the **exit criteria** to reclassify students.

- **Language Objective**

Today I discussed with my peers the **initial identification** process for ELL, as well as the **exit criteria** and how this information impacts instruction.

Session Objectives

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

Tickets Out

Thank you for your participation!

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