Meaningful Conversations about Linguistic Accommodations
Hello & Welcome!

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Agenda

- Introduction
- Meaningful Conversations
- Utilizing TELPAS & STAAR Data
- Linguistic Accommodations
- Receptive & Expressive
- Opportunities for Conversations
- Collaboration amongst Committees
Meaningful Conversations
Overview
Reflection Questions

Does the student seem to perform at the listed proficiency levels in all classes? How could you find out? How can I help with that?

What are a few possible explanations for why this student seems to be experiencing difficulty progressing in any of the domains?

What kinds of linguistic accommodations are currently being offered to this student?

Are the linguistic accommodations being offered to the student appropriate for their level of language proficiency?
Utilizing TELPAS & STAAR Data

Overview
Using TELPAS Data

The Confidential Student Report indicates the TELPAS Proficiency Ratings per language domain.
Viewing the whole child over time is important and beneficial to decision making.

### Clark Test, ID: YY06071376

Edit the student information as necessary and save your changes using the "Save" button below. You may also return to the Student List.

**Change Student Id**
- Demographics
- Parental Info
- Enrollment
- Program Compliance
- State Assessments

#### State Assessments

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Reading/ELA</th>
<th>Math</th>
<th>Writing</th>
<th>Social Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2016</td>
<td>09</td>
<td>1390 (E)</td>
<td>1209 (M)</td>
<td></td>
<td></td>
<td>345 (N)</td>
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<td>March 2015</td>
<td>08</td>
<td>1322 (E)</td>
<td>2322 (M)</td>
<td></td>
<td>1975 (M)</td>
<td>1300 (N)</td>
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<tr>
<td>March 2014</td>
<td>07</td>
<td>1798 (M)</td>
<td>1989 (M)</td>
<td>1100 (M)</td>
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<td></td>
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<tr>
<td>October 2013</td>
<td>07</td>
<td>2390 (E)</td>
<td>1290 (M)</td>
<td>1219 (M)</td>
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<td></td>
</tr>
</tbody>
</table>

**Legend:**
- Scores: Advanced/Masters Grade Level; Satisfactory/Meets Grade Level; Unsatisfactory/Approaches Grade Level
- ELL Progress Measure: (E)xceed; (M)et; Did (N)ot Meet

### TELPAS

<table>
<thead>
<tr>
<th>Date</th>
<th>GR</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2015</td>
<td>06</td>
<td>Intermediate</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
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<tr>
<td>March 2014</td>
<td>05</td>
<td>Intermediate</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td>March 2012</td>
<td>03</td>
<td>Beginning</td>
<td>Intermediate</td>
<td>Intermediate</td>
<td>Beginning</td>
<td>Intermediate</td>
</tr>
<tr>
<td>March 2011</td>
<td>02</td>
<td>Beginning</td>
<td>Beginning</td>
<td>Beginning</td>
<td>Beginning</td>
<td>Beginning</td>
</tr>
</tbody>
</table>
Linguistic Accommodations
Examples & Strategies
Using TELPAS Data

The Confidential Student Report indicates the TELPAS Proficiency Ratings per language domain.
<table>
<thead>
<tr>
<th>Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>- Allow use of same language peer and native language support</td>
<td>- Provide short sentence stems and single words for practice before conversations</td>
<td>- Organize reading in chunks</td>
<td>- Allow drawing and use of native language to express concepts</td>
</tr>
<tr>
<td></td>
<td>- Expect student to struggle to understand simple conversations</td>
<td>- Allow some nonparticipation in simple conversations</td>
<td>- Practice high frequency, concrete terms</td>
<td>- Allow student to use high frequency recently memorized, and short, simple sentences</td>
</tr>
<tr>
<td></td>
<td>- Use gestures and movement and other linguistic support to communicate language and expectations</td>
<td>- Provide word bank of key vocabulary</td>
<td>- Use visual and linguistic supports</td>
<td>- Provide short, simple sentence stems with present tense and high frequency vocabulary</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>- Provide visuals, slower speech, verbal cues, and simplified language</td>
<td>- Allow extra processing time</td>
<td>- Allow wide range of reading</td>
<td>- Allow drawing and use of native language to express academic concepts</td>
</tr>
<tr>
<td></td>
<td>- Pre-teach vocabulary before discussions and lectures</td>
<td>- Provide sentence stems with simple sentence structures and tenses</td>
<td>- Allow grade level comprehension and analysis of tasks including drawing and use of native language and peer collaboration</td>
<td>- Allow writing on familiar, concrete topics</td>
</tr>
<tr>
<td></td>
<td>- Teach phrases for student to request speakers repeat, slow down, or rephrase speech</td>
<td>- Model and provide practice in pronunciation of academic terms</td>
<td>- Avoid assessment of language errors in content area writing</td>
<td>- Provide sentence stems and scaffolded writing assignments</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>- Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations</td>
<td>- Allow extra time after pauses</td>
<td>- Allow abstract grade level reading comprehension and analysis with peer support</td>
<td>- Provide grade level appropriate writing tasks</td>
</tr>
<tr>
<td></td>
<td>- Provide opportunities for student to request clarification, repetition &amp; rephrasing</td>
<td>- Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms</td>
<td>- Provide visual and linguistic supports including adapted text for unfamiliar topics</td>
<td>- Allow abstract and technical writing with linguistic support including teacher modeling and student interaction</td>
</tr>
<tr>
<td><strong>Advanced High</strong></td>
<td>- Allow some extra time when academic material is complex and unfamiliar</td>
<td>- Provide opportunities for extended discussions</td>
<td>- Allow abstract grade level reading</td>
<td>- Provide complex sentence stems for scaffolded writing assignments</td>
</tr>
<tr>
<td></td>
<td>- Provide visuals, verbal cues, and gestures when material is complex and unfamiliar</td>
<td>- Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms</td>
<td>- Provide minimal visual and linguistic supports</td>
<td>- Provide complex grade level appropriate writing tasks</td>
</tr>
</tbody>
</table>
Instructional Accommodations selected by the LPAC should be readily accessible by the teacher to implement during class to ensure student progression of proficiency.
Instructional Accommodations should be continually viewed, updated and discussed to ensure student is making content and language gains.
Receptive & Expressive Language Acquisition
Effective instruction in second language acquisition involves providing ELLs opportunities to listen, speak, read and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read, hear and are expected to speak and write.
Progression of skills in the four language domains

Receptive skills are necessary for comprehension and attainment of language

Expressive skills are needed to express and share ideas

Instructional tasks must implement a multitude of learning interactions promoting the development of receptive and expressive skills simultaneously
## Second Language Acquisition

<table>
<thead>
<tr>
<th>Focused</th>
<th>Targeted</th>
<th>Systematic</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Instruction and academic tasks are specifically designed with an emphasis on promoting students’ English language development.</em></td>
<td><em>Instruction and academic tasks are purposefully aligned to the language proficiency levels of ELLs.</em></td>
<td><em>Instruction and academic tasks are carefully planned and consistently implemented to address the progression of skills necessary to support the accelerated learning of English.</em></td>
</tr>
<tr>
<td>Level</td>
<td>Proficiency Level Descriptors</td>
<td>Accommodations</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Beginning (A)</td>
<td>• little except recently practiced terms, environmental print, high-frequency words, concrete words represented by pictures&lt;br&gt;• slowly, word by word&lt;br&gt;• with very limited sense of English structure&lt;br&gt;• with comprehension of practiced, familiar text&lt;br&gt;• with need for visuals and prior knowledge&lt;br&gt;• modified and adapted text</td>
<td>• Organize reading in chunks&lt;br&gt;• Practice high frequency, concrete terms&lt;br&gt;• Use visual and linguistic supports&lt;br&gt;• Explain classroom environmental print&lt;br&gt;• Use adapted text</td>
</tr>
<tr>
<td>Intermediate (B)</td>
<td>• wider range of topics and everyday academic language&lt;br&gt;• slowly and renews&lt;br&gt;• basic language structures&lt;br&gt;• simple sentences with visual cues, pretaught vocabulary and interaction&lt;br&gt;• grade-level texts with difficulty&lt;br&gt;• at high level with linguistic accommodation</td>
<td>• Allow wide range of reading&lt;br&gt;• Allow grade-level comprehension and analysis of tasks including drawing and use of native language and peer collaboration&lt;br&gt;• Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary</td>
</tr>
<tr>
<td>Advanced (C)</td>
<td>• abstract grade-appropriate text&lt;br&gt;• longer phrases and familiar sentences appropriately&lt;br&gt;• while developing the ability to construct meaning from text&lt;br&gt;• at high comprehension level with linguistic support for unfamiliar topics and to clarify meaning</td>
<td>• Allow abstract grade-level reading comprehension and analysis with peer support&lt;br&gt;• Provide visual and linguistic supports including adapted text for unfamiliar topics</td>
</tr>
<tr>
<td>Advanced High (D)</td>
<td>• nearly comparable to native speakers&lt;br&gt;• grade-appropriate familiar text appropriately&lt;br&gt;• while constructing meaning at near-native ability level&lt;br&gt;• with high level comprehension with minimal linguistic support</td>
<td>• Allow abstract grade-level reading&lt;br&gt;• Provide minimal visual and linguistic supports comprehension&lt;br&gt;• Allow grade level and analysis tasks with peer collaboration</td>
</tr>
</tbody>
</table>
Opportunities for Conversations
Who? What? When?
Where?

LPAC
Meetings
Identification
State Assessment
End of the Year
Review
3 week progress

RTI
Meetings
Discuss dually served students and interventions.
Revisit /update accommodations as needed

PLC
Meetings
Grade level and/or Vertical teams
Collaboration Amongst Committees
This is Key!
ARD, 504, and RTI committees can make decisions that directly impact ELLs.
Committee Importance

Seeing the whole child will ensure services and accommodations remain consistent and in the benefit of the student.
Impact

Student Decisions
Thanks!

Any questions?

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