

# Emergent Bilingual Support Night

## **An information session about the English as a Second Language Program and State Assessments for Emergent Bilinguals**

### **Presented by:**

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# ESL Program Acronyms

**ESL** ~ English as a Second Language (Program supporting EB students)

**EL** ~ English Learner (Federal designation)

**EB** ~ Emergent Bilingual (State designation)

**LEP** ~ Limited English Proficient (**All** EB students are identified LEP)

**STAAR** ~ State of Texas Assessments of Academic Readiness

**EOC** ~ End of Course (High School STAAR Exams)

**TELPAS** ~ Texas English Language Proficiency Assessment System

**LPAC** ~ Language Proficiency Assessment Committee

**TEKS** ~ Texas Essential Knowledge and Skills

**ELPS** ~ English Language Proficiency Standards



# Mission of the ESL Program

- Provide effective English language instruction using second language acquisition strategies
- Help Emergent Bilingual (EB) students acquire the language skills necessary to participate in a challenging curriculum – enabling their success inside and outside of the classroom
- Provide a supportive and caring environment by helping students acclimate to their new environment
- To celebrate the richness and diversity of cultures and backgrounds of every EB student



# Campus ESL Program Model

## ➤ Pull-Out / Push-In

- EB students receive instruction in the regular classroom and learn content while learning English.
- Small group ESL support during WIN (elementary)
- Small group ESL class (MS)
- Small group English Class (HS)
- EB students are pulled from the classroom as needed to receive additional support to learn English and to reinforce content objectives taught in class.
- ESL teachers push into the classroom to support EB students struggling with English and the content.
- ESL and classroom teacher collaboration



# Cognitive & Affective Needs of EB Students

- **BICS:** Basic Interpersonal Communication Skills
  - The language needed for every day interactions, including conversations with friends or in other informal settings
  - 1-3 years to acquire
- **CALP:** Cognitive Academic Language Proficiency
  - The language that students need to understand and discuss content in the classroom
  - 5-7 years to acquire
- Language Acquisition Strategies
- Linguistic Accommodations for Support



# Language Acquisition Strategies

- Cooperative groups; partners, small group or whole class
- Shared reading and reading in chunks
- Pre-teach and review difficult vocabulary
- Checks for understanding and comprehension
- Using visuals to clarify concepts and vocabulary
- Rephrase, repeat and slow down speech
- Text adaptations
- Using sentence stems and question stems
- Provide multiple examples/visuals/real objects
- Using graphic organizers
- Provide opportunities to respond to familiar topics

**Use based on  
student's level of  
acquired English**



# Cooperative Learning Groups

- Helps promote peer interaction which supports the development of language and in learning concepts and content.
- EB students begin to express themselves with greater confidence when working in small groups.
- EB students acquire new vocabulary by hearing and speaking as an interactive and engaging process.
- EB students learn by observing how their peers interact with each other and solve problems together.



# Classroom Accommodations

- Extra time on assignments and assessments, particularly on extended, more complex writing and reading activities.
- Bilingual dictionary
- Small group testing
- Clarification of word meanings
- Rephrase test questions for clarification
- Visuals
- Oral admin of test directions & questions
- Extra breaks
- Check for understanding of test directions and at multiple points during the test

**Use based on  
student's level of  
acquired English**



# Cultural Transition Support

- **Building relationships:** getting to know the student and his or her background and making sure students feel welcomed and supported
- Using a student's **background knowledge** in the learning process; students from diverse cultures offer diverse perspectives
- Using the student's **native language** in certain contexts; examples may include providing summaries before reading a selection of text or providing longer texts such as novels in the student's native language when available.
- Recognize the student's **intelligence**
- When possible, assign a partner who speaks the same language



# State Assessments



# TELPAS Assessment

- K & 1st are rated holistically
- Grades 2-12 - **Two** online assessments taken on separate days
  - **Listening & Speaking** / **Reading & Writing**
- Students were assessed in the spring; **February 17th – March 14th**
- Required by the state for all **EB** students whether they are
  - Participating in ESL
  - Parent denials
- Measures annual progress of EB students in learning English from year to year
- Used for instructional planning
- Used for reclassification decisions from **LEP** status; students must have a composite score of Advanced High as **one** consideration from program reclassification
- Federal and state accountability of district and campus performance
- Parents will be able to listen to the speaking portion of the TELPAS assessment (2024-2025 school year only).



# TELPAS Ratings

## ➤ **Beginning**

- Very limited or no ability to use English in academic or social settings

## ➤ **Intermediate**

- Limited ability in using English; simple language structures, high-frequency vocabulary

## ➤ **Advanced**

- Grade appropriate, with some second language acquisition support

## ➤ **Advanced High**

- Grade appropriate, with minimal second language acquisition support



# TELPAS Report Card

## A TELPAS PROFICIENCY AT A GLANCE

A quick summary of your child's test results. Your child is assessed in four language domains: Listening, Speaking, Reading, and Writing. There are four proficiency levels for each of the four language domains.

## B SCALE SCORE

You can see your child's exact score, and where the score is in relation to the four proficiency levels. This section shows the score ranges (far left being the lowest and far right being the highest), your child's exact score, and where they fall within the five proficiency levels.

## C PROFICIENCY LEVEL

Your child's proficiency level is highlighted. There are four proficiency levels for each of the four language domains: Advanced High, Advanced, Intermediate and Beginning.

## D REPORTING CATEGORY

Your child's score is broken down by content categories. This shows the types of questions and the number your child answered correctly within each content category.

## E STUDENT PORTAL

Parents can login to the student portal to view their child's scores online by using their child's unique access code and date of birth.

## F PARENT RESOURCES

For activities that parents can do to help their child, go to <https://tea.texas.gov/student-assessment/ell/tepas/Texas>

**TEXAS English Language Proficiency Assessment System**  
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

**YYYY TELPAS Report Card** (Informe de calificaciones de TELPAS YYYY)

FIRSTNAME M. LASTNAME Grade (Grado): 8

Date of Birth: MM/DD/YY Student ID: \*\*\*\*\* Local Student ID: 999999999 District: DISTRICTNAMEXX

The TELPAS tests have been designed to assess students who are learning the English language. This report gives you information on your child's English language proficiency and provides resources for you to help them improve even more. (Las pruebas TELPAS se han diseñado para evaluar a los estudiantes que están aprendiendo el idioma inglés. Este informe le proporciona información sobre el dominio que tiene su hijo del idioma inglés y le brinda recursos para ayudarlo aún más.)

Mike Morath, Commissioner of Education (Comisionado de Educación)

**Proficiency Levels (Niveles de desempeño)**

Beginning (Principiante)	Intermediate (Intermedio)	Advanced (Avanzado)	Advanced High (Avanzado superior)
students are in the beginning stages of learning English (los estudiantes están en las etapas iniciales de aprendizaje del inglés)	students use common, basic academic English, but need considerable support (los estudiantes usan un inglés académico básico y común, pero necesitan ayuda considerable)	students understand and use academic English with some support (los estudiantes entienden y usan el inglés académico con algo de ayuda)	students use academic English with little support (los estudiantes usan el inglés académico con poca ayuda)

**TELPAS Proficiency at a Glance** (Información general del desempeño en TELPAS)

Listening (Habilidad para escuchar)	Speaking (Habilidad para hablar)	Reading (Habilidad para leer)	Writing (Habilidad para escribir)
<p>Advanced High (Avanzado superior)</p> <p>2020 2019</p> <p>Beginning (9999-9999) Intermediate (9999-9999) Advanced (9999-9999) Advanced High (9999-9999)</p>	<p>Advanced (Avanzado)</p> <p>2020 2019</p> <p>Beginning (9999-9999) Intermediate (9999-9999) Advanced (9999-9999) Advanced High (9999-9999)</p>	<p>Beginning (Principiante)</p> <p>2020 2019</p> <p>Beginning (9999-9999) Intermediate (9999-9999) Advanced (9999-9999) Advanced High (9999-9999)</p>	<p>Advanced High (Avanzado superior)</p> <p>2020 2019</p> <p>Beginning (9999-9999) Intermediate (9999-9999) Advanced (9999-9999) Advanced High (9999-9999)</p>

**Listening (Habilidad para escuchar)**

CATEGORY	POINTS ACHIEVED
Word Meaning (Significado de la palabra)	5 of 5
Basic Understanding (Entendimiento básico)	10 of 10
Analyzing and Evaluating (Análisis y evaluación)	6 of 6
<b>TOTAL</b>	<b>27 of 27</b>

**Speaking (Habilidad para hablar)**

CATEGORY	POINTS ACHIEVED
Summarizing (Resumen)	12 of 18
Analyzing (Análisis)	13 of 20
<b>TOTAL</b>	<b>25 of 38</b>

**Reading (Habilidad para leer)**

CATEGORY	POINTS ACHIEVED
Word Meaning (Significado de la palabra)	3 of 12
Basic Understanding (Entendimiento básico)	4 of 10
Analyzing and Evaluating (Análisis y evaluación)	5 of 15
<b>TOTAL</b>	<b>12 of 37</b>

**Writing (Habilidad para escribir)**

The writing test is a holistic rating test, this means there is one overall score, with no individual categories. (La prueba de habilidad para escribir es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)

2020 2019

Beginning (9999-9999) Intermediate (9999-9999) Advanced (9999-9999) Advanced High (9999-9999)

Advanced High (Avanzado superior)

XXX999 Unique Access Code

To view your child's scores online, go to [TexasAssessment.gov](https://TexasAssessment.gov) (Para ver las calificaciones de su hijo en internet, visite la página [TexasAssessment.gov](https://TexasAssessment.gov))

FIRSTNAME M. LASTNAME Page 2 Grade (Grado): 8

Campus: CAMPUSNAMEXXXX Class Group: CLASS GROUP NAME Report Date: MONTH YYYY Date of Testing: SPRING YYYY

(Escuela) 999-999-999 (Clase) (Fecha del informe) (Fecha de evaluación)

## Overall English Proficiency (Desempeño general en inglés)

TELPAS Composite Rating (Nivel de dominio global en TELPAS)

A Spring 2020: Intermediate (Intermedio) I Spring 2019: Intermediate (Intermedio)

The Composite Rating is the overall level of English proficiency determined with listening, speaking, reading, and writing ratings. (El Nivel de dominio global es el nivel general de desempeño del inglés, determinado por las calificaciones de la habilidad para escuchar, hablar, leer y escribir.)

## Understanding the TELPAS Report Card (Como entender el Informe de calificaciones de TELPAS)

The generic report images below provide details about what information is provided in the TELPAS Report Card. (Las imágenes genéricas del informe a continuación presentan detalles de la información que se proporciona en el Informe de calificaciones de TELPAS.)

**TELPAS PROFICIENCY (DESEMPEÑO EN TELPAS)**

A quick summary of student's test results this year. (Explicación breve de los resultados de las pruebas del estudiante en este año.)

**TELPAS Proficiency at a Glance** (Información general del desempeño en TELPAS)

Listening (Habilidad para escuchar) Speaking (Habilidad para hablar) Reading (Habilidad para leer) Writing (Habilidad para escribir)

Intermediate (Intermedio) Advanced (Avanzado) Beginning (Principiante) Advanced High (Avanzado superior)

**SCALE SCORE (CALIFICACION A ESCALA)**

You can see the student's exact score, and where the score is in relation to the four proficiency levels. (Usado puede observar la calificación exacta del estudiante, y donde se ubica la calificación en relación con los cuatro niveles de desempeño.)

**REPORTING CATEGORY (AREA DE CONOCIMIENTOS)**

The score is broken down by major content category. (La calificación se desglosa por áreas principales de contenido.)

**PROFICIENCY LEVEL (NIVEL DE DOMINIO)**

The student's proficiency level is highlighted. (Se destaca el nivel de dominio del estudiante.)

**STUDENT PORTAL (PAGINA ELECTRONICA DE INFORMACION DEL ESTUDIANTE)**

Parents can login to the student portal using the unique access code to view student scores online. (Los padres pueden ingresar a la página electrónica del estudiante utilizando la clave de acceso individual para consultar las calificaciones de su hijo en internet.)

XXX999 Unique Access Code

To view your child's scores online, go to [TexasAssessment.gov](https://TexasAssessment.gov) (Para ver las calificaciones de su hijo en internet, visite la página [TexasAssessment.gov](https://TexasAssessment.gov))

## Parent Resources (Recursos para padres)

For students that are learning English, it is important to develop their linguistic skills not only in English but in their native language as well. For activities that parents can do to help their child, go to <https://tea.texas.gov/student-assessment/ell/tepas/>. (Es importante que los estudiantes que están aprendiendo inglés desarrollen habilidades lingüísticas no solo en inglés, sino también en su lengua materna. Si desea información sobre actividades que los padres pueden hacer para ayudar a sus hijos, visite la página de internet <https://tea.texas.gov/student-assessment/ell/tepas/>.)

For more information about TELPAS, contact your child's school. (Para obtener más información sobre TELPAS, comuníquese a la escuela de su hijo.)

XXX999 Unique Access Code

To view your child's scores online, go to [TexasAssessment.gov](https://TexasAssessment.gov) (Para ver las calificaciones de su hijo en internet, visite la página [TexasAssessment.gov](https://TexasAssessment.gov))

# STAAR Assessment

- STAAR measures curriculum standards, the Texas Essential Knowledge and Skills (TEKS)
- Students are tested online in the spring
- Students can retest the following summer, fall, or spring if they do not pass one or more of the five assessments (high school only)
- Students are required to pass the EOC STAAR exam for the class in which he or she is enrolled in order to meet graduation requirements (high school only)



# STAAR Grade Level Assessments

- Elementary grade levels assessed:
  - 3rd Grade: Reading (RLA), Math
  - 4th Grade: Reading (RLA), Math
  - 5th Grade: Reading (RLA), Math & Science
  
- Grade levels assessed:
  - 6<sup>th</sup> Grade: Reading, Math
  - 7<sup>th</sup> Grade: Reading, Math
  - 8<sup>th</sup> Grade: Reading, Math, Science, & Social Studies
  - HS: English I & II, Algebra I, Biology I, U.S. History



# STAAR Redesign

Question Type	Question Type Description	Math	Reading Language Arts	Science	Social Studies
Equation Editor	Student can write responses in the form of fractions, expressions, equations, or inequalities.	Grades 3–8 EOC			
Text Entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 3–8 EOC	Grades 6–8 EOC	Grade 8 EOC	
Graphing	Student selects points, draws lines, drags bar graphs, and performs other functions to independently create different types of graphs.	Grades 3–8 EOC			
Number Line	Student selects a point, an open or closed circle, and a direction arrow to demonstrate a solution set on a number line.	Grades 6–8 EOC			
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3–8 EOC	Grades 3–8 EOC		Grade 8 EOC
Hot Spot	Student responds by selecting one or more specific areas of a graphic.	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Hot Text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.		Grades 3–5		Grade 8 EOC
Fraction Model	Student represents a fraction by dividing an object into the correct number of sections to indicate the denominator and clicking to shade the appropriate number of sections to indicate the numerator.	Grades 3–5			
Drag and Drop	Student evaluates a given number of options (words, numbers, symbols, etc.) and chooses which response(s) to drag to a given area (diagram, map, chart, etc.)	Grades 3–8 EOC		Grades 5, 8 EOC	Grade 8 EOC
Multipart	Student responds to a two-part question where parts A and B are scored separately. In many cases, part B asks the student to give evidence or explain their thinking for their answer to part A.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Match Table Grid	Student matches statements or objects to different categories presented in a table grid.	Grades 6–8 EOC	Grade 8 EOC		Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3–8 EOC	Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Short Constructed Response	Student gives a brief explanation in their own words to demonstrate their understanding of content. For writing, student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.		Grades 3–8 EOC	Grades 5, 8 EOC	Grade 8 EOC
Extended Constructed Response	Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.		Grades 3–8 EOC		

# STAAR Designated Supports

- ☒ Oral/Signed Administration
- ☒ Content and Language Supports

- Not automatic for every EB student.
- Are made in partnership between the classroom teacher and the LPAC committee for EB students.
- Determined on a per student basis as they relate to the student's English proficiency need and usage in the subject area being tested.
- EB students whose parents denied services are **eligible** for designated supports (new this year)
- Student must routinely, independently, and effectively use the designated supports during classroom instruction and classroom testing
- Students for whom the LPAC committee recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, **may** be considered for reclassification at the end of the school year. (new this year)
- The LPAC committee will review the student's academic progress and language acquisition before making reclassification decisions.



# STAAR Performance Categories

Performance Category	STAAR Policy Definitions
Masters Grade Level	<ul style="list-style-type: none"><li>• Students expected to succeed in the next grade or course with little or no academic intervention.</li><li>• Students demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.</li></ul>
Meets Grade Level	<ul style="list-style-type: none"><li>• Students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.</li><li>• Students generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.</li></ul>
Approaches Grade Level	<ul style="list-style-type: none"><li>• Students are likely to succeed in the next grade or course with targeted academic intervention.</li><li>• Students generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.</li></ul>
Did Not Meet Grade Level	<ul style="list-style-type: none"><li>• Students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.</li><li>• Students do not demonstrate a sufficient understanding of the assessed knowledge and skills.</li></ul>

# STAAR Report Card

## A PERFORMANCE

Performance is the term we use to describe how well your child understands the material tested. Along the left side of the report you'll see an overview of how your child did on each test by looking at the performance level they earned.

## C APPROACHES GRADE LEVEL

This means your child showed some understanding of the material. It is likely your child will need extra help in this subject.

## E DID NOT MEET GRADE LEVEL

This means your child did not show enough understanding of the material and did not meet the grade-level learning goals. Your child will need significant help in this subject.

## G MEETS GRADE LEVEL

This means your child showed an understanding of the material and is on grade level. While there is room for improvement, your child will not need much help in this subject.

## H MASTERS GRADE LEVEL

This means your child showed a strong understanding of the course content and is well prepared to take on more challenging material in this subject.

## I PERCENTILE

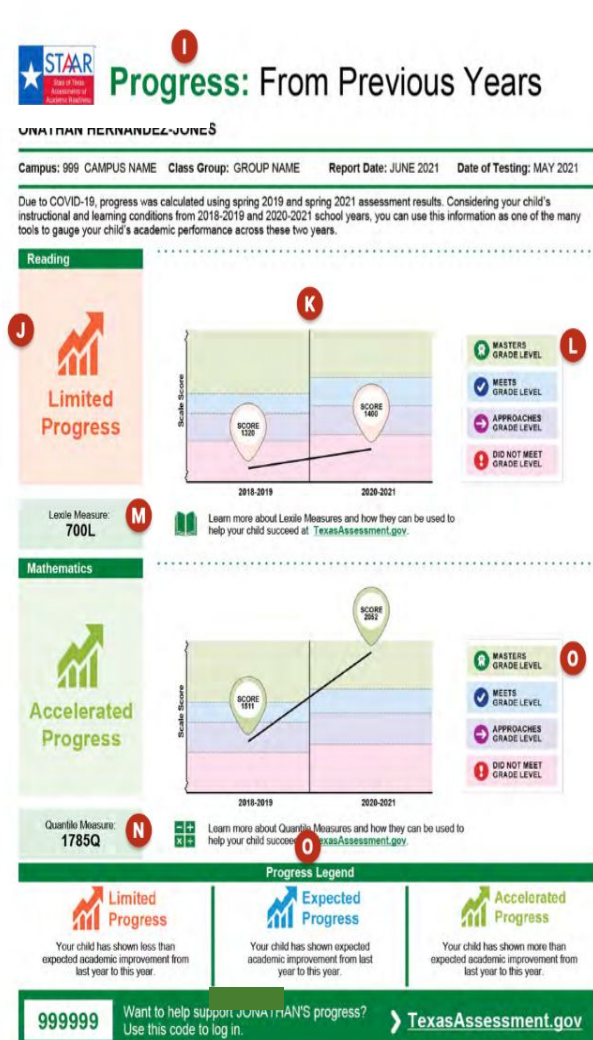
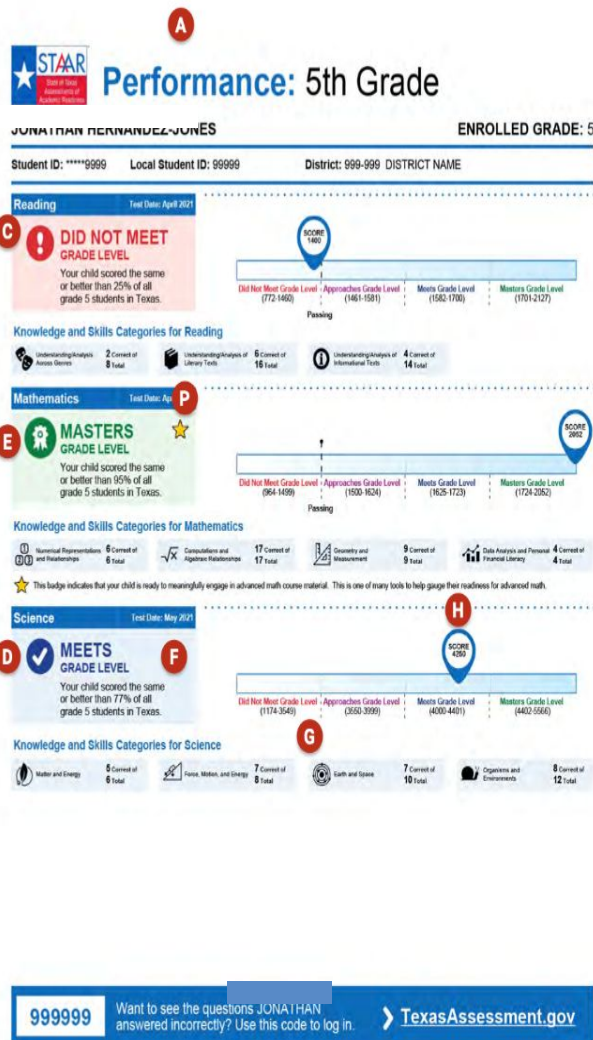
This shows how your child's performance compares to other students across Texas.

## K KNOWLEDGE AND SKILLS CATEGORIES

This shows the types of questions and the number your child answered correctly within each category.

## M YOUR CHILD'S RESULTS FOR EACH TEST

This shows the score ranges (far left being the lowest and far right being the highest), your child's exact score, and where they fall within the four performance levels.



## O PROGRESS

Progress is the term we use to describe how much your child has grown academically from one year to the next.

## P PROGRESS SUMMARY

This shows your child's progress. Progress is categorized as Accelerated, Expected, or Limited for each subject area. If your child did not receive a STAAR Progress Measure, the report will show 'Progress Measure Not Applicable.' To learn more, contact your local school district or visit FAQs by clicking here.

## Q PROGRESS GRAPH

This shows how your child has progressed over time. Due to the impact of COVID-19, the 2020-2021 calculation measures progress across two years. For more information click here

## R PERFORMANCE LEVEL KEY

This shows the performance level that each colored section on the graph represents. These are the same performance levels shown in the Performance section.

## S CURRENT LEXILE MEASURE

Lexile measure indicates the difficulty of the materials that your child can read successfully.

## T CURRENT QUANTILE MEASURE

Quantile measure indicates the difficulty of math problems that your child can solve successfully.

## U PROGRESS LEGEND

This shows the different levels of progress.

## V MATH BADGE

The Math Badge is one of many tools to help you and your child's teacher decide if your child may be ready to participate in a future advanced math course in grades 6-8. Algebra I is an example of an advanced math course. For more information click here

# Grades 3-5 STAAR Testing Dates

Test Date	Grade	STAAR	Mode
April 9, 2025	3rd	Reading (RLA)	Online
April 23, 2025	3rd	Math	Online
April 9, 2025	4th	Reading (RLA)	Online
April 23, 2025	4th	Math	Online
April 9, 2025	5th	Reading (RLA)	Online
April 16, 2025	5th	Science	Online
April 23, 2025	5th	Math	Online



# Grades 6-8 STAAR Testing Dates

Test Date	Grade	STAAR	Mode
April 9, 2025	6th	Reading	Online
April 23, 2025	6th	Math	Online
April 9, 2025	7th	Reading	Online
April 23, 2025	7th	Math	Online
April 9, 2025	8th	Reading	Online
April 24, 2025	8th	Social Studies	Online
April 23, 2025	8th	Math	Online
April 16, 2025	8th	Science	Online
April 23, 2025	6th, 7th, 8th	Algebra I	Online



# STAAR (EOC) Testing Dates- WHS

Test Date	EOC	Mode
April 8, 2025	English I	Online
April 10, 2025	English II	Online
April 23, 2025	Algebra I	Online
April 15, 2025	Biology	Online
April 23, 2025	US History	Online



# EB/ESL Reclassification Criteria

Student has received a composite score of **Advanced High** on TELPAS.

**AND**

Students in 3rd, 4th, & 5th grade must pass the Reading STAAR; 1st and 2nd graders must pass a TEA approved norm-referenced standardized achievement test, scoring in the 40th percentile or above.

Students in 6th, 7th, and 8th grade must pass the Reading STAAR; 9th & 10th graders must pass the English I / English II EOC respectively; 11th and 12th graders must pass a TEA approved norm-referenced standardized achievement test, scoring in the 40th percentile or above.

**AND**

Student receives a favorable review on the EB/EL Reclassification Rubric completed by the the student's English Language Arts teacher.

**AND**

Parents/Guardians approve final EB reclassification decision.



# Monitor after Reclassification

- Students who have reclassified from an ESL program are monitored for the next two years to ensure they continue to make positive academic, social, and linguistic progress.
- Students can be pulled back into a language program with parent permission; however, the LPAC committee must meet and determine the factors that may be affecting the transition process.



# Resources

Many of the resources mentioned in this presentation can be accessed from the ESL teachers' school [website](#). Some of these helpful resources include:

[Supporting English Learners in Texas](#)

[ESL Program Information](#)

[What is TELPAS?](#)

[TELPAS Tips for Parents](#)

[Texas Assessment Information for Students & Families](#)



# Contact Information

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**Amy Lopez** - Cedar Creek Elementary [alopez3@eanesisd.net](mailto:alopez3@eanesisd.net)

**Rachael Howard** - Eanes Elementary [rhoward@eanesisd.net](mailto:rhoward@eanesisd.net)

**Jennifer Johnston** - Forest Trail Elementary [jjohnston4@eanesisd.net](mailto:jjohnston4@eanesisd.net)

**Kimberly Zaroba** - Valley View Elementary [kzaroba@eanesisd.net](mailto:kzaroba@eanesisd.net)

**Kevin Yeoman** - Westlake High School [kyeoman@eanesisd.net](mailto:kyeoman@eanesisd.net)

**Vania Kotlov** - West Ridge Middle School [vkotlov@eanesisd.net](mailto:vkotlov@eanesisd.net)

**Amelia Cowan** - Hill Country Middle School [acowan@eanesisd.net](mailto:acowan@eanesisd.net)

**Allison Key** - Director of Student Support Services [akey@eanesisd.net](mailto:akey@eanesisd.net)



# Questions

- Please feel free to ask questions, share concerns, and provide feedback. We are here to help.
- If you would like to speak specifically about your child's needs, please call or email us, and we can set up a time to conference.

