

Department of English Language Acquisition (DELA) Parent Newsletter

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Homework.....

The El Paso ISD does not discriminate in its educational programs or employment practices on the basis of race, color, religion, sex, national origin, age, disability, military status, or any other basis prohibited by law. Inquiries concerning the application of Title VI, VII, IX, and Section 504 may be referred to the district compliance officer, Vincent Sheffield, at 881-2619; Section 504 inquiries regarding students may be referred to Cecilia Whiteman at 881-2527.

- *Designate a special time and a special place to do homework*
- *Help your child put together a homework kit, this can be a basket or a school box which is filled with the supplies your child needs to do homework*
- *Have school supplies in one place so that all energy and time are dedicated to reinforcing learning*
- *Encourage your child to place homework in the backpack as it is completed, this will avoid lost or forgotten homework*
- *Have your child use a notebook or planner to ensure all assignment information is accurate and complete*
- *Check the homework planner daily and use it to communicate with your child's teacher on a regular basis*
- *Communication between parents and teachers is the key to academic success*

The Language Proficiency Assessment Committee

The Language Proficiency Assessment Committee is commonly known as LPAC. This committee is responsible for making instructional and assessment decisions for limited English proficient students, on an individual basis. All decisions are made in accordance with administrative procedures as established by the Texas Education Agency. The committee determines if a student is limited English proficient based on language proficiency assessments. If a student is determined to be limited English proficient, the committee determines the instructional setting. The committee is in charge of monitoring student progress and determining appropriate instructional interventions. Assessment decisions are also the responsibility of the committee. LPAC determines when state requirements have been met to exit bilingual education. Exited students are monitored by the LPAC for two additional years to ensure continued success. The committee is comprised of: a campus administrator, a bilingual education teacher, a transitional language teacher or general education teacher, and a parent. Notify your campus administrator if you would like additional information or if you would like to serve on this very important committee.

*Success is the
sum of small
efforts
repeated day in
and day out.*

-Robert Collier

TEXAS English Language Proficiency Assessment System

TELPAS is an assessment program for students in Texas public schools who are learning the English language. The letters in TELPAS stand for the Texas English Language Proficiency Assessment System. The Texas Education Agency developed TELPAS in order to meet the federal testing requirements of the No Child Left Behind Act of 2001 (NCLB). Under NCLB, Texas must assess English language learners annually in listening, speaking, reading, and writing. Students learning the English language begin participating in TELPAS in kindergarten and stop participating when their language proficiency assessment committee (LPAC) determines that they are proficient in the English language. For students in grades 2 - 12, TELPAS has multiple-choice reading tests and holistically rated assessments in listening, speaking, and writing. TELPAS assesses the progress that students are making in learning English.

The multiple-choice reading test is a one-day test that measures students' annual progress in learning to read in English. The assessments of listening, speaking, and writing are based on classroom observations and a collection of the student's writing. Every child who participates in TELPAS receives test results in a report called the Confidential Student Report. TELPAS uses four proficiency ratings— Beginning, Intermediate, Advanced, and Advanced High— to show the progress students make in learning English from year to year.

For students to reach their full academic potential, it is important for them to make steady progress in learning English. Your child's proficiency ratings in listening, speaking, reading, and writing will give you a good idea about the progress he or she is making. Students who do not make steady progress may require additional assistance at school. If your child did not receive a proficiency rating in all four areas and you do not understand why, please contact his or her school.

The TELPAS reading test is a test designed especially for students who do not speak English as their first language. The test is made up of reading selections and test questions that span a full range of English reading ability. While the beginning level reading selections and questions include very common English words and many pictures, the advanced and advanced high reading selections and questions require a near-native understanding of English. Once students reach a proficiency rating of Advanced High on the test, they have little difficulty understanding what they read in class and on state tests such as the Texas Assessment of Knowledge and Skills (TAKS). The results in listening, speaking, and writing indicate how well students understand and use English during academic instruction.

As part of the assessment, one or more teachers evaluate several of your child's writing assignments, which are on file at your child's school. For each language area assessed, teachers use specific language proficiency guidelines to determine whether your child is at the beginning, intermediate, advanced, or advanced high stage of learning English.

Source: Texas Education Agency

Internet Websites for families



<http://www.colorincolorado.org/>

<http://kids.yahoo.com/games>

<http://www.greatschools.net/>

<http://www.askkids.com/>

http://www.readwritethink.org/beyondtheclassroom/summer/grades3_5/

The Student Success Initiative PARENT TIPS to Prepare for Success

- At the beginning of the school year, meet with your child's teacher in person, through e-mail, or by telephone. Continue to keep in touch with your child's teacher throughout the school year.
- Ask your child's teacher to go over the results of the required reading inventory that each student takes in kindergarten, first grade, and second grade.
- Attend the school's Open House and parent/teacher conferences. Ask about activities you can do with your child at home to help improve reading skills.
- Read and discuss a variety of materials with your child. Help your child understand the meanings of new words.
- Ask who, what, where, when, and why questions to help your child understand the main idea, purpose, and meaning of what is read.
- Help your child make connections between personal experience and the events and characters in a story.
- Ask if a story is similar to other stories and why or why not.
- If your child seems to be struggling, ask the teacher about tutoring programs or other forms of available assistance.

State Law Requirements

The Student Success Initiative (SSI) was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. Under the SSI grade advancement requirements, students are required to pass the Texas Assessment of Knowledge and Skills (TAKS) grade 3 reading test to be promoted to fourth grade, to pass the TAKS grade 5 reading and mathematics tests to be promoted to sixth grade, and to pass the TAKS grade 8 reading and mathematics tests to be promoted to ninth grade. In addition to the SSI grade advancement requirements, state law also requires that high school students pass the TAKS exit level tests in English language arts, mathematics, social studies, and science, along with meeting all their course requirements, to receive a diploma from a Texas public high school.



Bilingual Education Exit Criteria

The students participating in the bilingual program must meet exit criteria as it pertains to their grade level. First grade students must attain the specified English oral language proficiency level on the IPT and score at or above the 40th percentile in reading and writing on the Iowa Test of Basic Skills (ITBS). Second grade students must attain the specified English oral language proficiency level on the IPT and score at or above the 40th percentile in reading on the ITBS, and receive a rating of advanced high on TELPAS writing. Third and fifth grade students must attain the specified English oral language proficiency level on the IPT, pass reading TAKS in English, and receive a rating of advanced high on TELPAS writing. In order for fourth grade students to exit bilingual education, they must attain the specified English oral language proficiency level on the IPT and pass reading and writing TAKS in English.

Reading and Writing Activities for July “Summer Fun with Learning”

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Start a reading marathon.	2 Make a list of books written by the same author, plan on reading all of them.	3 Look out your window and write down everything you see then write a story about what you see.	4 Trade books with your best friend.
5 Write an alphabetized list of toys found in your room or closet.	6 Make a map of your yard. Label the trees, garden, and so on.	7 Read a book to your younger sister, brother, or other relative.	8 Cut out words from the newspaper and send a mysterious message to your friend.	9 Find an unusual fact in today's newspaper and share it with your family at dinnertime.	10 Conduct internet or library research on your favorite author.	11 Make up a recipe for a refreshing summer drink. Write out a recipe card.
12 Write a letter to your grandparent about what you did last week.	13 Read a book that you enjoyed reading when you were younger.	14 Write a funny ending to your favorite story.	15 Take a bus ride. Make a list of all the out-of-town license plates you see.	16 Find an unusual fact on the internet and share it with your family at dinnertime.	17 Go to the library and check out interesting books.	18 Go through your room or closet and gather books you have already read. Exchange books with a friend.
19 Press some flowers between the pages of a book for somebody else to find.	20 Call a friend to recommend a book you recently read.	21 Find a long word in the newspaper. Find as many small words as you can within the word.	22 Tonight there is a full moon. Sit outside and tell scary stories with your friends.	23 Read aloud your favorite part of a book. Encourage family members to come up with illustrations.	24 Look up the word <i>onomatopoeia</i> in the dictionary.	25 Organize family photos in a scrapbook. Write captions below each photo, to capture the fun.
26 Share your favorite part of a book with a family member. Invite a family member to read along with you.	27 Go to the library and check out a biography.	28 Read the comic strip in the newspaper. Come up with your own and share with your family.	29 Write a letter to a friend you will be visiting. Make a list of places you would like to visit together.	30 School begins soon. Make a list of the supplies you will need. Look for sales in the newspaper.	31 Gather your school supply list and newspaper ads. Compare prices and go shopping for the best deals!	