



Denver Public Schools Bilingual and Biliterate

LCE Academy, April 30, 2015



Goal

- Understand the *who, why, what* and *how of* DPS bilingual education programming.

Agenda

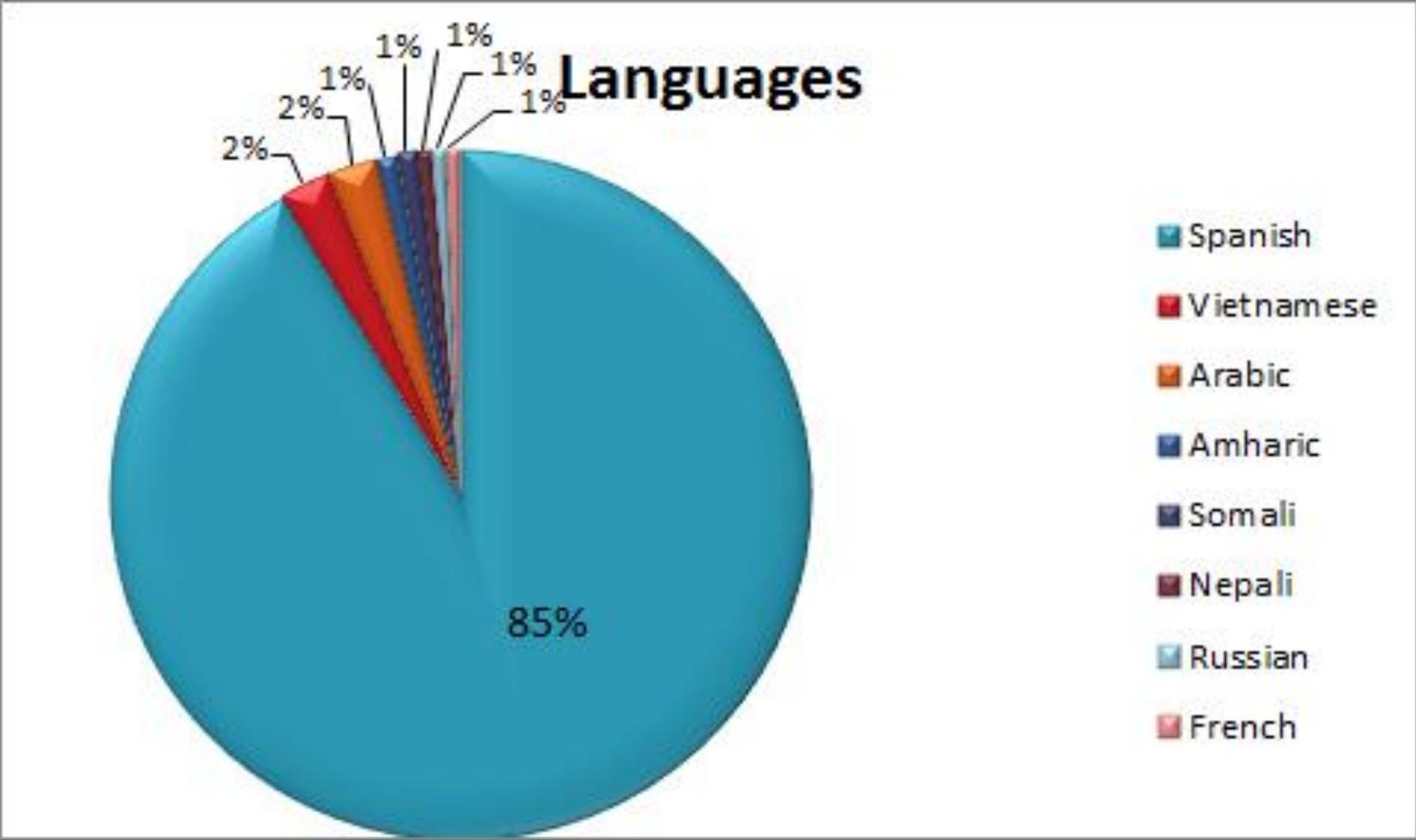
- Data, Research, and Best Practice
- Language Allocation Guidelines
- Strategic Use of Two Languages



RESEARCH AND BEST PRACTICES

The “Who”

Our English Learners



Sequential Bilinguals

- Learn one language first and then learn another language
- Have a clear L1 or Native Language

Simultaneous Bilinguals

- Bilingualism is their dominant language – Two languages form a whole
- May not have an L1 / L2
- Begin to acquire two languages between the ages of 0-5
- Have two linguistic reservoirs

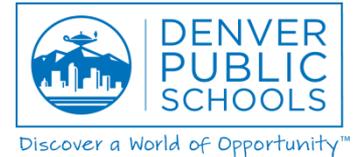


Simultaneous Bilinguals

- Languages must be paired, compared, and contrasted
- **Linguistic Creativity and Translanguaging**
 - e.g. Fui al party con mi broder
- NOT two monolinguals in one



Closing the Opportunity Gap: Changes for our Bilingual Students



- Spanish is used as a language of instruction, not a support
- Instructing bilingual students in Spanish is a highly effective and efficient way to deepen students' conceptual understandings
- Students will be biliterate and bilingual and college and career-ready
- Spanish and English are used strategically in every subject at every grade level
- Value the language and culture of our students

Closing the Opportunity Gap: Changes for our Bilingual Students

With a neighbor, discuss:

Which of our changes resonates with you most?



DPS Goals for our Bilingual Students

- Elevate the role of Spanish in Literacy instruction
- Ensure that our Spanish speaking students are also on track for acquiring English
- Create college-ready bilingual students

(Research evidence coming up in the in next portion of this session!)

RESEARCH AND BEST PRACTICES

The “Why”

Instruction and Assessment



Supporting the *Why*: We have evidence and research that supports the direction in which we are moving.

DPS Assessment Policy Drawn from Research

2012

· Consent Decree Modified

“Students may continue to receive native language instruction consistent with research-based language allocation guidelines.”

Fall 2012

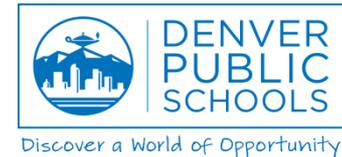
· Investigate Link Between Language of Instruction and Language of Assessment
&
Its impact on School Accountability

How do students in a bilingual program best access test content to show what they know?

Policy

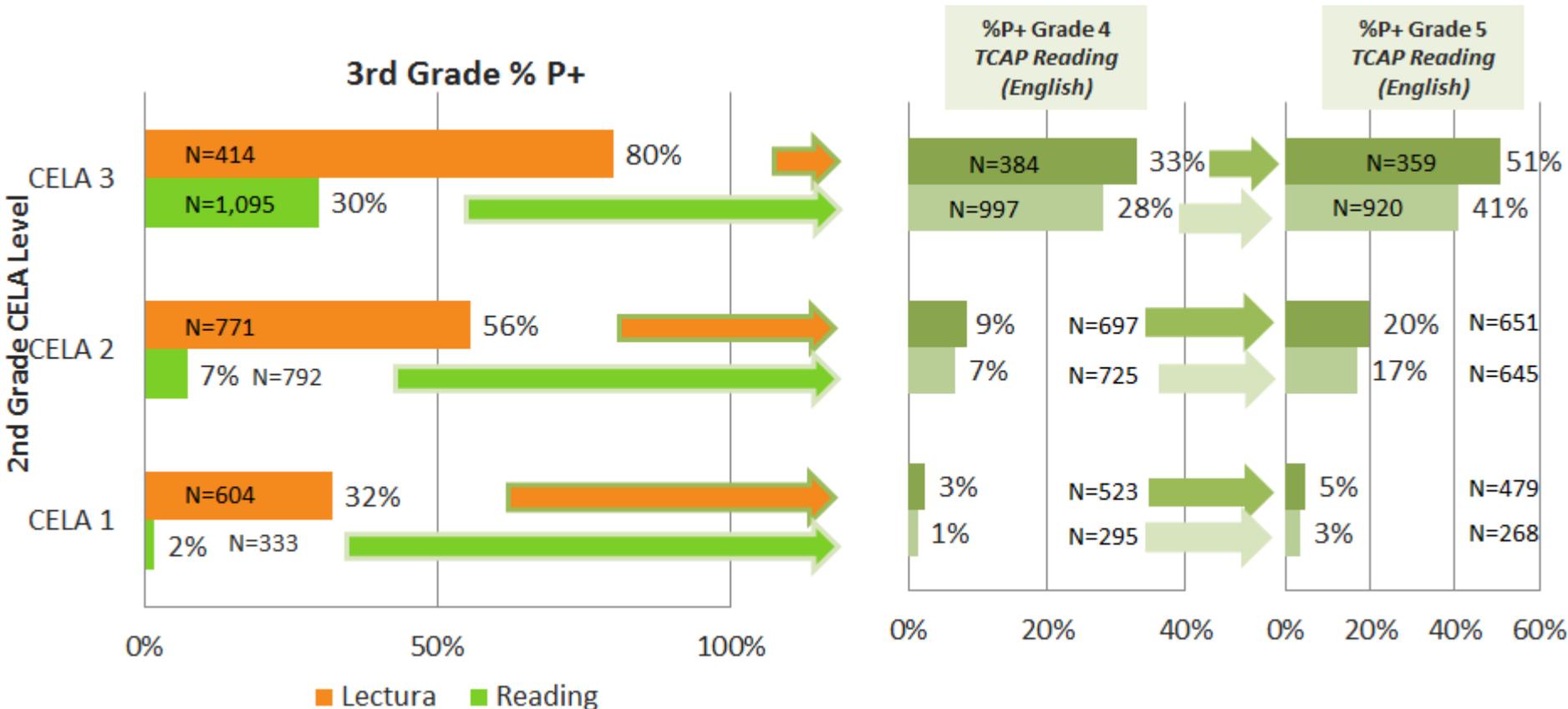
Language of Assessment

Status



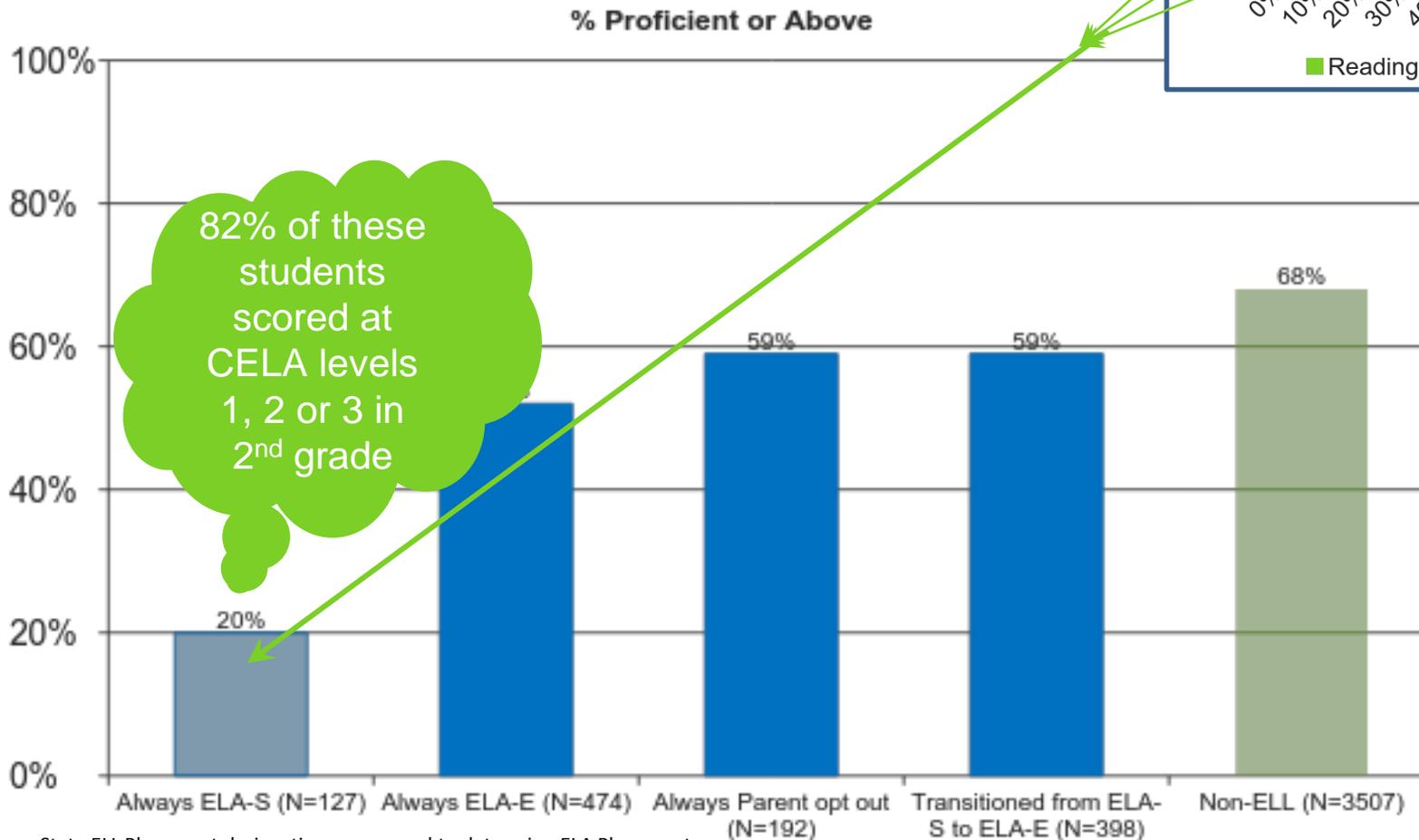
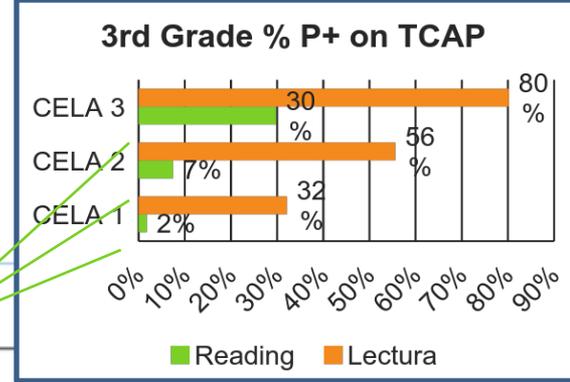
“Should Spanish-Speaking ELLs with a low level of English proficiency be encouraged to take the 3rd grade TCAP in English or Spanish?”

- Native Spanish speaking ELLs who scored at CELA Levels 1, 2, or 3 in 2nd grade were more likely to perform at a higher level on *Lectura*, the Spanish version of the 3rd grade TCAP Reading test, than their peers performed on the TCAP Reading in English
- In addition, these students were more likely to score higher on the TCAP in English in 4th and 5th grade than their counterparts who took the 3rd grade TCAP Reading test in English



Longitudinal Analysis by ELL Status

2012 3rd Grade TCAP Reading / K-3



82% of these students scored at CELA levels 1, 2 or 3 in 2nd grade

State ELL Placement designations were used to determine ELA Placement.

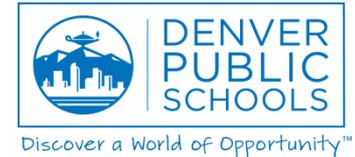
“ELA-S” includes students who had an ELA-S Placement for all of the four years between kindergarten and 3rd grade. “ELA-E” includes students who had an ELA Placement of ELA-E in all years from kindergarten through 3rd grade. “ELA-S to ELA-E” includes students who had an ELA Placement of ELA-S in Kindergarten and ELA-E in 3rd grade and spent at least two years with an ELA-S Placement. “Parent Opt Out” includes students who had an ELA Placement of Parent Opt Out for all of the four years between kindergarten through 3rd grade. “Non-ELL” is a snapshot of all 2012 students who have never been identified as an ELL student.



Language of Assessment

Growth

“Should Spanish-Speaking ELLs with a low level of English proficiency be encouraged to take the 3rd grade TCAP in English or Spanish?”



Students who scored at CELA Levels 1, 2, or 3 in 2nd Grade, and took TCAP 3rd Grade Reading in English **showed lower than typical (50th percentile) growth in 4th grade.**

Grade 2 Year	Grade2 CELA Level 1		Grade2 CELA Level 2		Grade2 CELA Level 3		Total	
	Grade 4 TCAP Reading MGP	N	Grade 4 TCAP Reading MGP	N	Grade 4 TCAP Reading MGP	N	Grade 4 TCAP Reading MGP	N
2007	33.5	116	40.0	248	47.0	445	42.0	809
2008	36.5	110	52.0	257	52.0	491	49.0	858
2009	25.0	79	42.0	259	45.0	380	42.0	718
2010	39.5	56	42.0	232	52.0	385	48.0	673
Total	32.0	361	43.0	996	49.0	1,701	45.0	3,058

Language of Assessment – Summary of Findings

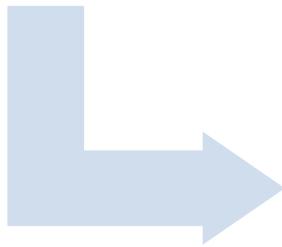
Selecting the appropriate language of assessment based on a body of evidence can result in higher 3rd, 4th, and 5th grade TCAP scores.

- Students who scored at CELA Levels 1 – 3 in 2nd grade performed better in their native language (Spanish) on the 3rd grade TCAP.
- These students continued to have a slightly higher percentage scoring Proficient or Advanced on the 4th and 5th grade TCAP Reading assessment than their counterparts who took the TCAP Reading test in 3rd grade.
- A similar yet less pronounced pattern was seen for TCAP Writing and Escritura.

The assumption is that for these students instruction/language supports continued in Spanish. The language of the test is not the cause of higher scores for these students; rather, the appropriate test allows for accurate measurement of student achievement.

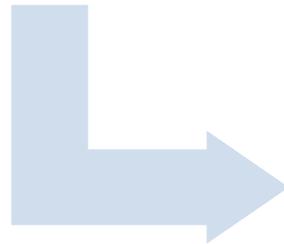
DPS Policy Changes Drawn from Research

2012
• Consent Decree Modified



Fall 2012
• Research Questions Investigated

Research brief published to inform school leaders



Spring 2013
• Language of Assessment Lists Developed

Policy Recommendation

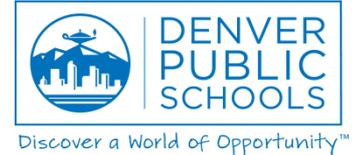
Criteria to determine the appropriate language of assessment to match language of instruction for English Learners in DPS.

Reference to External Research: Why is it important for students to be instructed and assessed in Spanish?

- **WiDA research** shows that language impacts performance until students are at an ACCESS level of 4.8 – 5.2
- Students need to be allowed to show what they know in their language of instruction (Spanish)
- Source: “Academic Achievement for English Learners: What can we reasonably expect?”



Language of Assessment Policy



This policy was implemented with the support of district analyses, as well as supporting literature in the field of language acquisition.

DPS policy requires that students be allowed to show what they know in their language of instruction (Spanish), and that **assessing students in the most appropriate language provides educators with the best information about these bilingual students to inform instruction.**

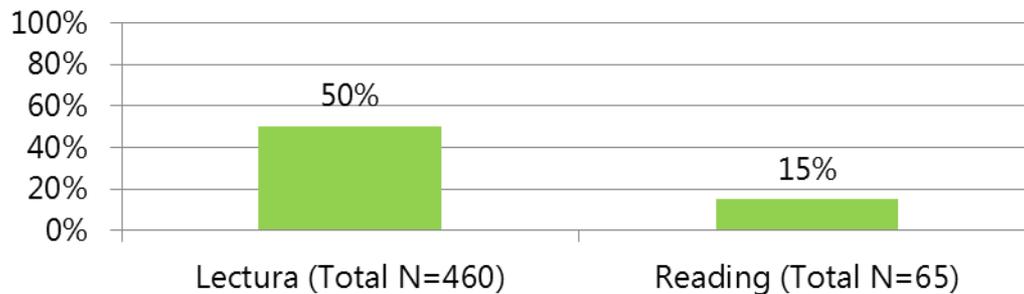
Share with the group: Pros, Cons to DPS policy?

Share with the group: Similarities, Differences to your District policies?

Language of Assessment

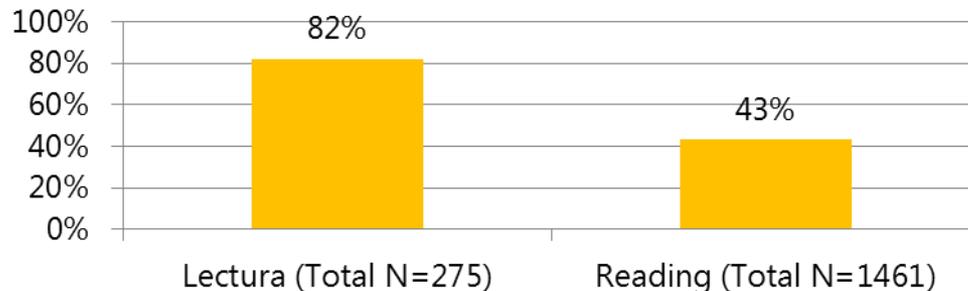
Success of policy in 2014

% of Required Students who Scored Proficient or Advanced



Both “Required” and “Optional” Students who took TCAP Lectura scored substantially higher than those who took TCAP Reading

% of Optional Students who Scored Proficient or Advanced

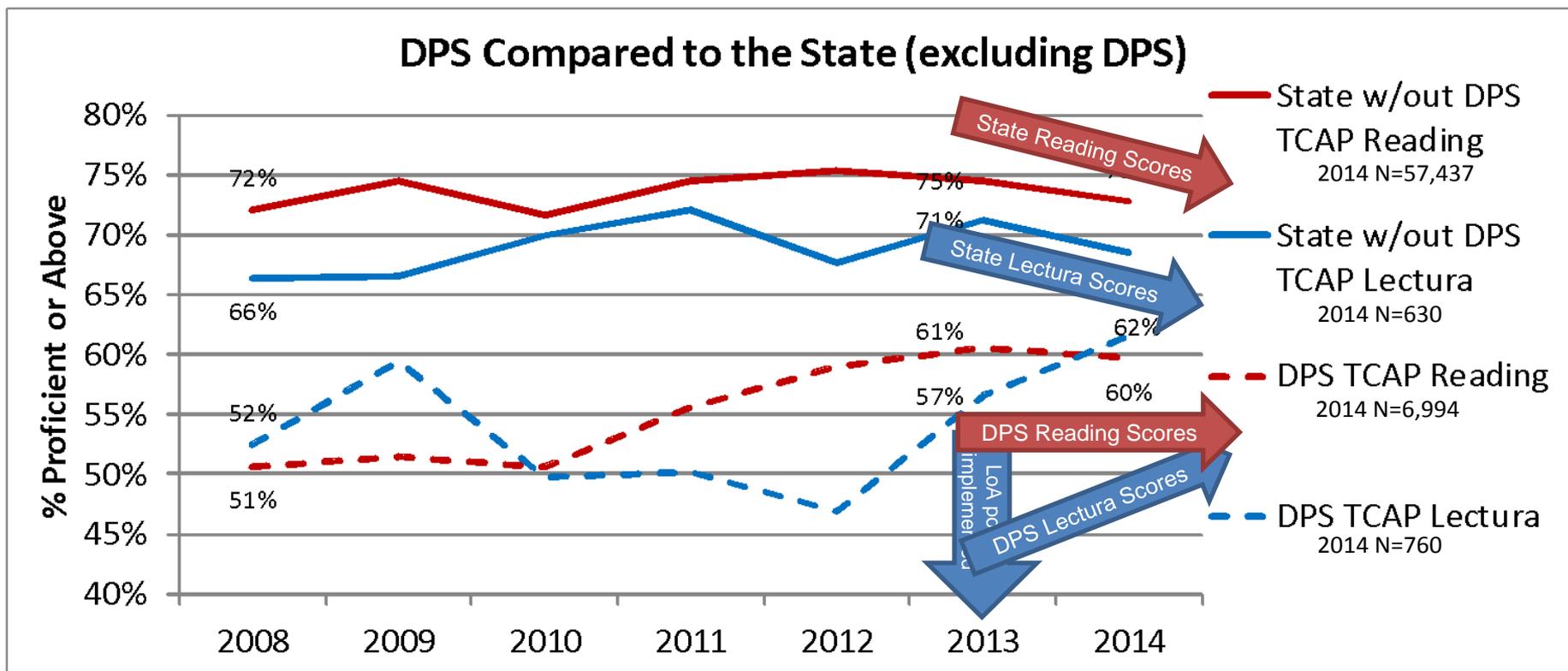


Students with the following criteria (1) a language background of Spanish, (2) a PPF 1 or null, (3) in a TNLI or Dual Language School, (4) an ELA-S or ELA-S/E teacher, (5) an ACCESS score of 3.4 or less (or most recent ELP score, such as WAPT), and (6) who were continuously enrolled in CO for less than three years were **required** to take Lectura. Students (1) with a language background of Spanish and (2) who were continuously enrolled in CO for less than three years, but did not meet all of the other criteria above, were considered **optional** Lectura takers (including students at non-TNLI schools).

Language of Assessment

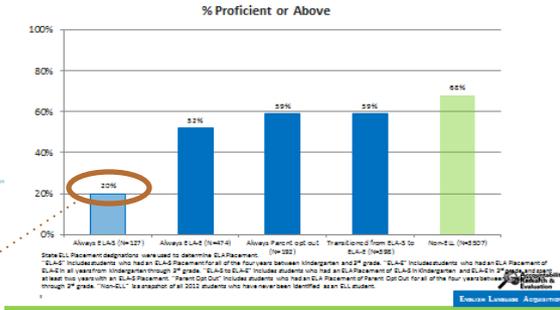
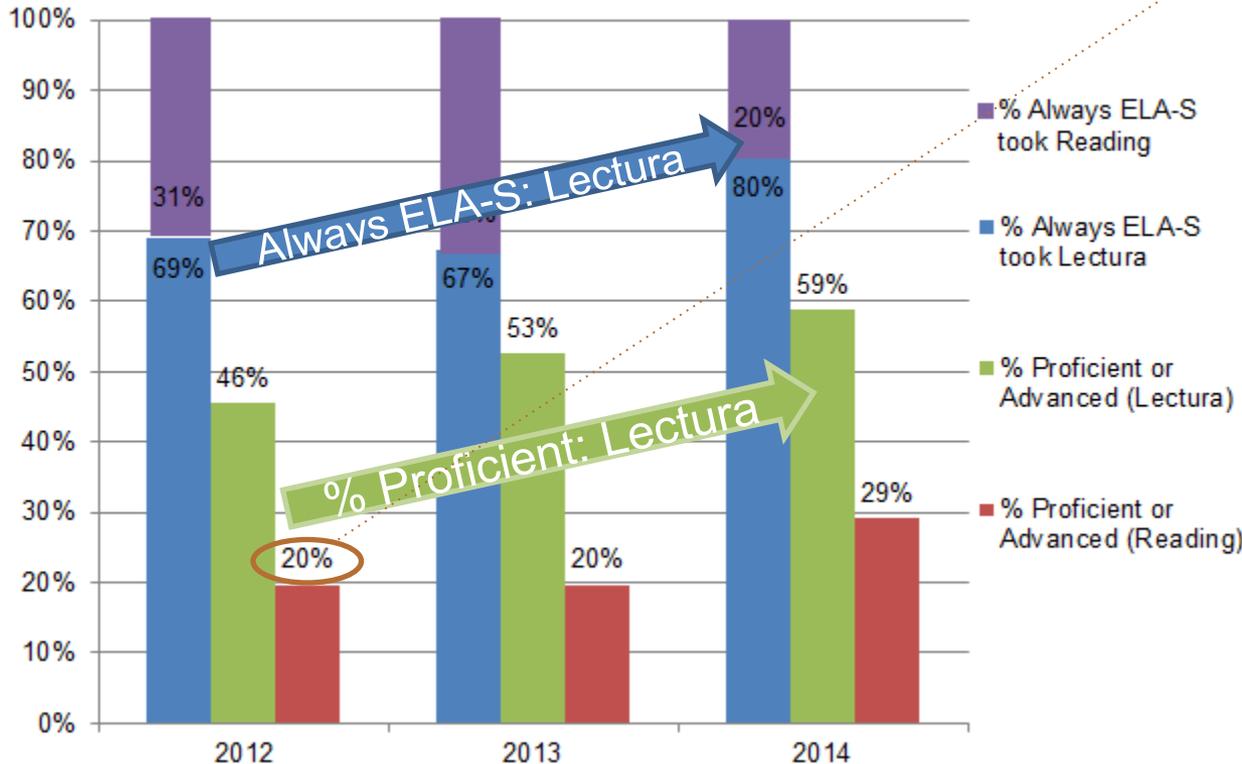
Policy impact over time

- 3rd grade Lectura increased by 5 percentage points in DPS from 2012-13 to 2013-14, while the state decreased by 2 percentage points when DPS is removed from the comparison.
- 3rd Grade Reading decreased by 1 percentage point, while the state decreased by 2 points when DPS is excluded.



Update to Research Behind Policy: Always ELA-S 2012 to 2014 3rd Grade TCAP

Always ELA-S: LoA and Proficiency



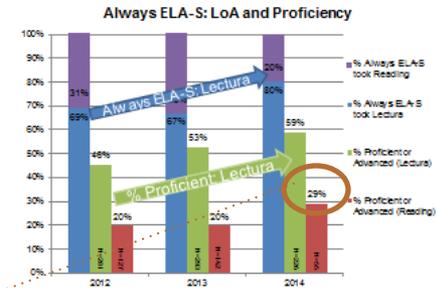
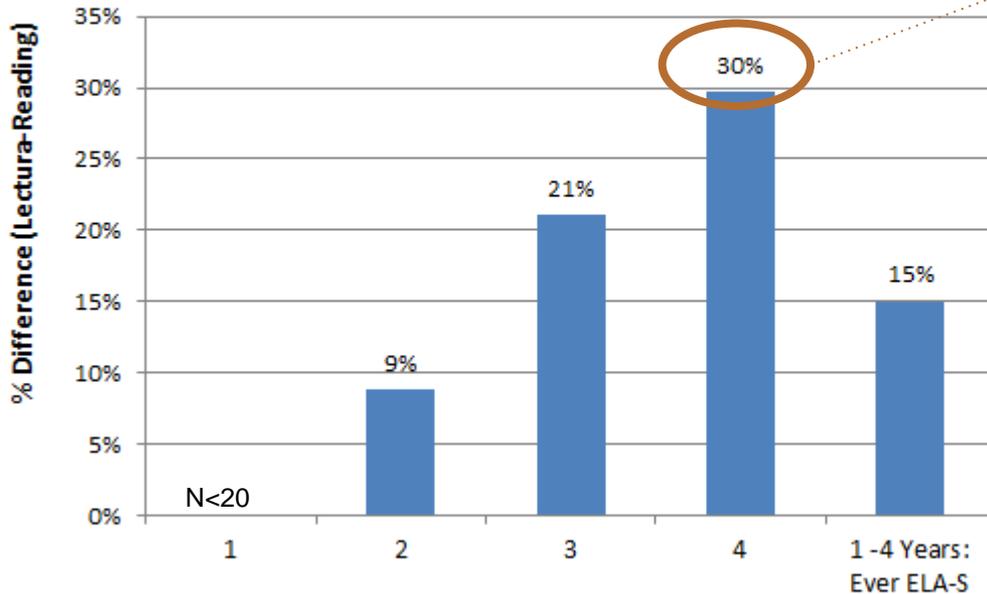
- Since 2012, as more students in Bilingual programming have taken the assessment aligned to their Language of Instruction (**Lectura**), the **proficiency rate** has increased.
- The proficiency rates for Always ELA-S students were 30pts higher on Lectura than Reading in 2014.

State ELL Placement designations were used to determine ELA Placement.

“ELA-S” includes students who had an ELA-S Placement for all of the four years between kindergarten and 3rd grade.

Update to Research Behind Policy: Ever ELA-S 2014 3rd Grade TCAP

Proficiency Rate Difference by Years in Bilingual Program Lectura Rate Above Reading Rate



- Since 2012, as more students in Bilingual programming have taken the assessment aligned to their Language of Instruction (Lectura), the proficiency rate has increased.
- The proficiency rates for Always ELA-S students were 30%pts higher on Lectura than Reading in 2014.

State ELL Placement designations were used to determine ELA Placement.
"ELA-S" includes students who had an ELA-S Placement for all of the four years between kindergarten and 3rd grade.

- With more time in Bilingual programming, students who take Lectura are able to show what they know at a higher rate than on the Reading test.
- Students who had **ever been enrolled in ELA-S between Kindergarten and 2nd Grade** showed a proficiency rate 15%pt. higher on 3rd Grade Lectura than on 3rd Grade Reading.

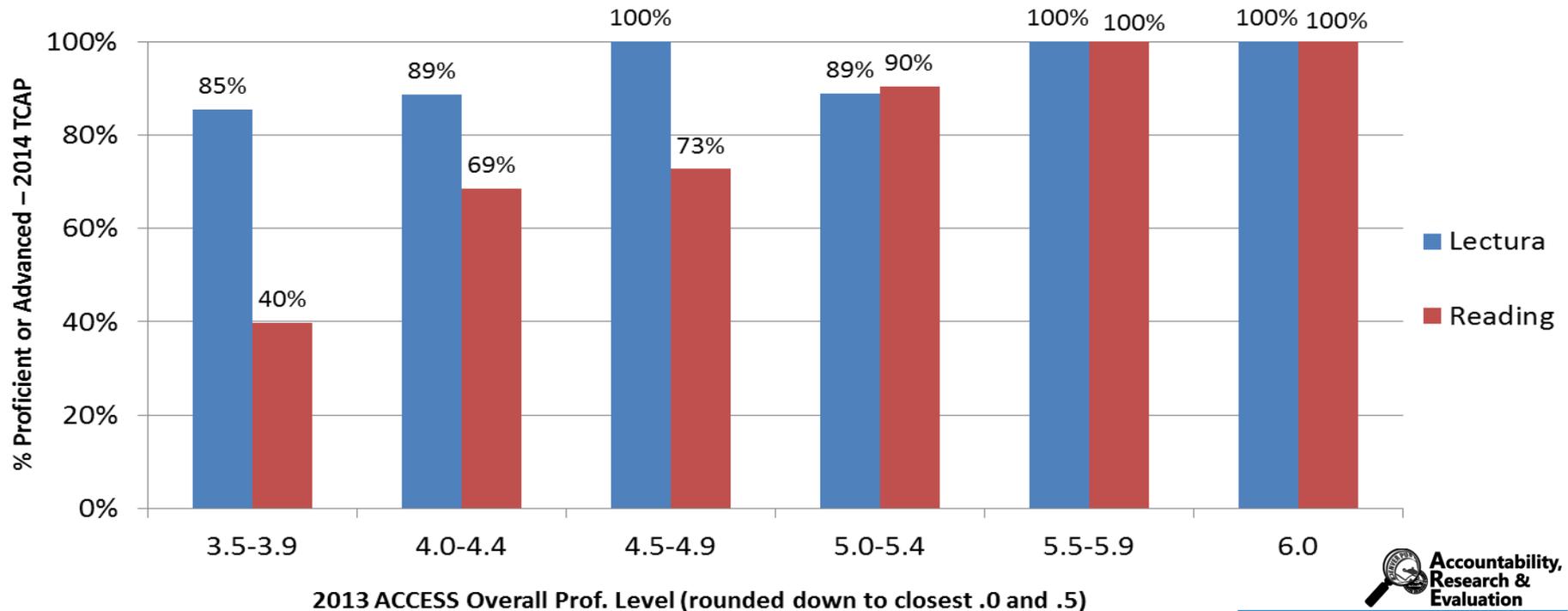
State ELL Placement designations were used to determine ELA Placement.

"ELA-S" includes students who had an ELA-S Placement for all of the four years between kindergarten and 3rd grade.

Language of Assessment 2014 TCAP by ELP (ACCESS)

- Even at higher ELP levels, students perform better on Lectura
 - The trend of scoring higher on Lectura continues all the way up to the ACCESS Overall Level 5 proficiency band

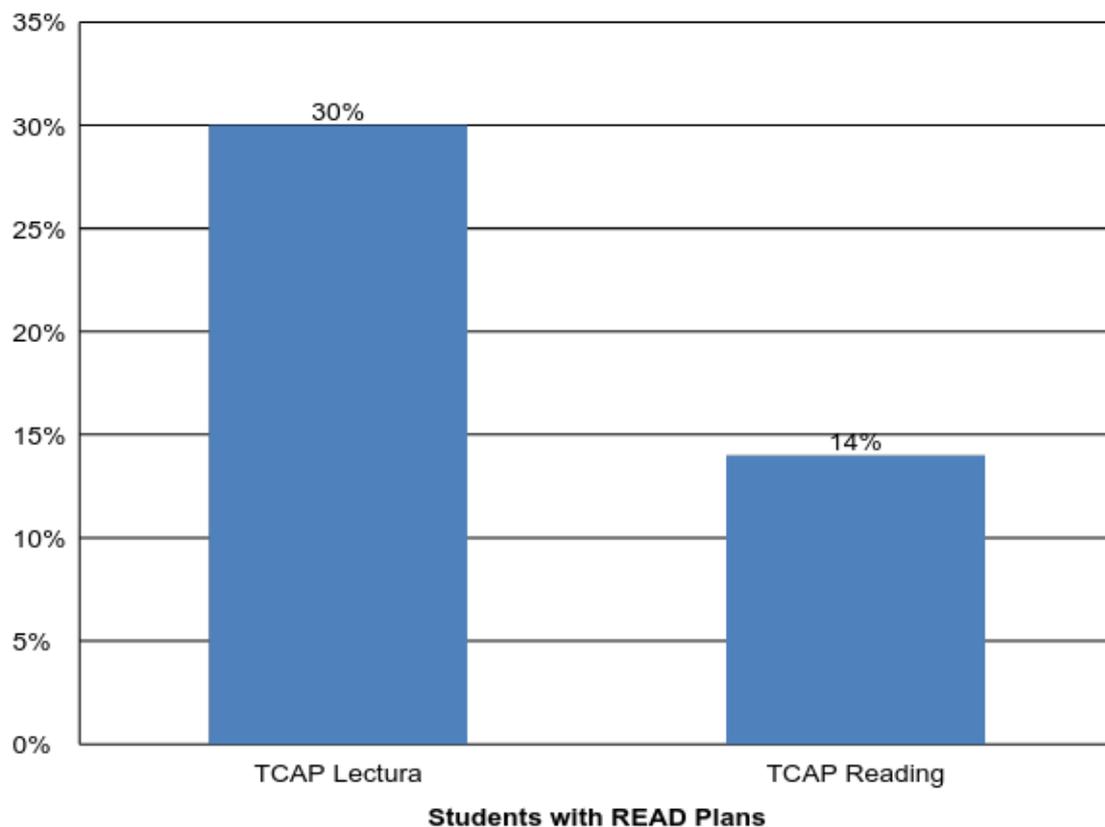
ELA-S/ELA-S/E Classrooms: Lang. of Assessment Result by ACCESS Level



Language of Assessment

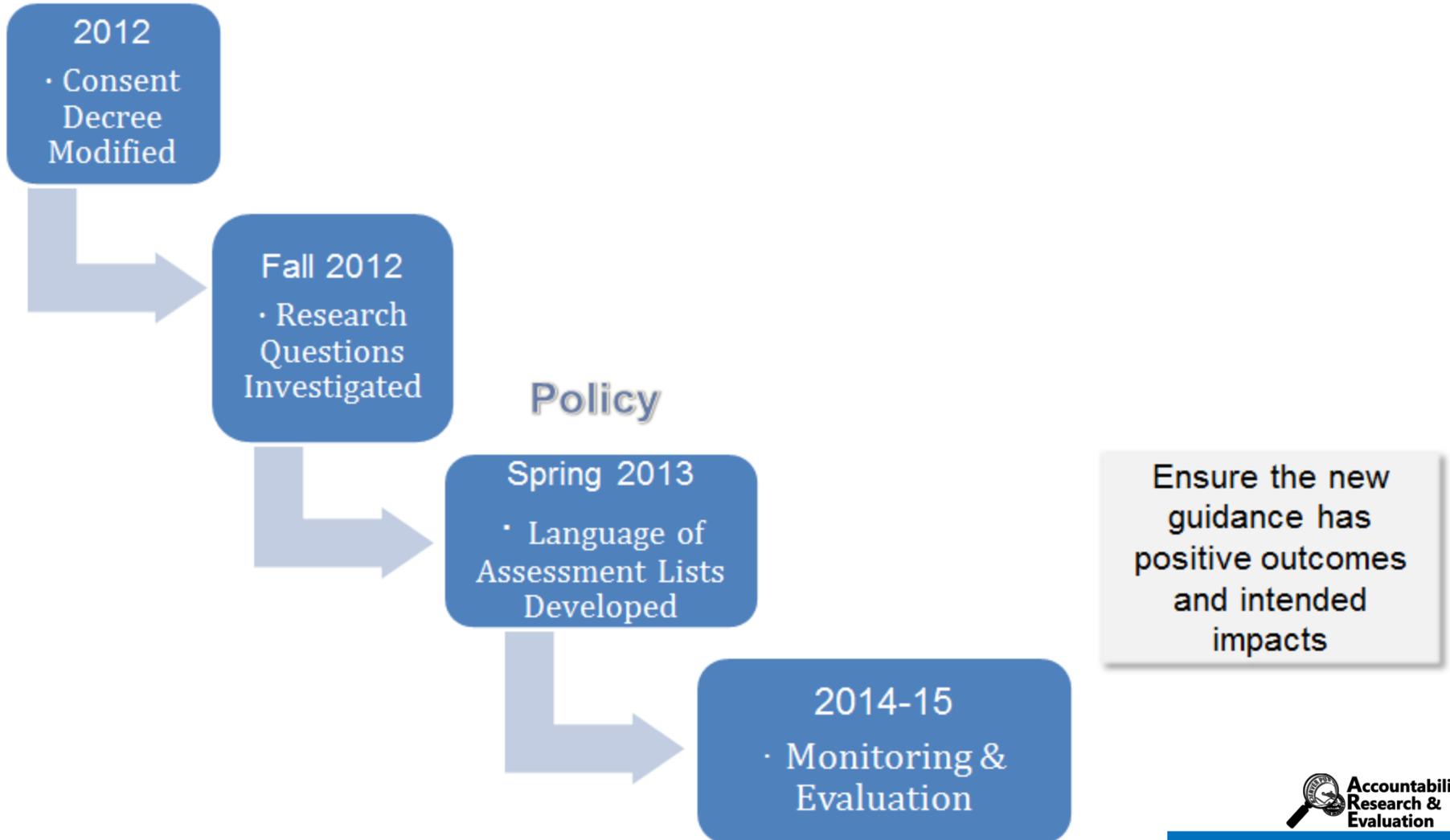
2014 TCAP by READ Plan Status

% of Students Scoring Proficient or Above by TCAP Test



- Students on READ Plans score Proficient or Above on Lectura at a higher rate than Reading test takers.

DPS Policy Changes Drawn from Research



Measured Success with Bilingual Program Students



Findings for Bilingual Program Students:

- On-Track Rates to English Proficiency (ACCESS)
- READ Act (EDL2)
- Graduation Rates
- Dropout Rates

English Learners' Acquisition of English Language

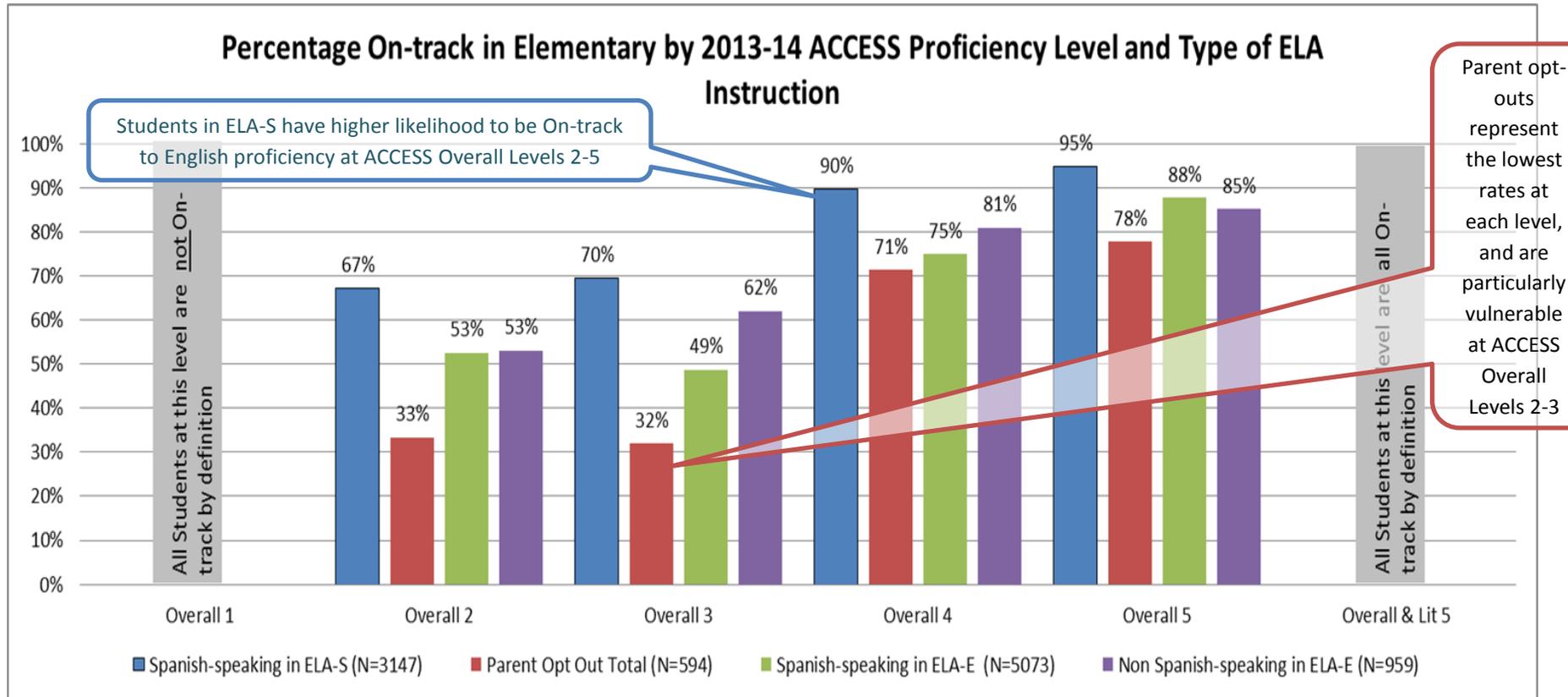
DPS agrees with the research that in ideal conditions, it takes 5-7 years for a student to become proficient. The average is actually 8-10 years. **The DPS trajectory is rigorous 6-year trajectory from non-English Proficient to fully proficient.**



Findings for Bilingual Program Students:

- Spanish-speaking English Learners are most likely to be On-Track to become English proficient if they are in **Spanish-language instruction (ELA-S)**. This result holds true at all proficiency levels.

Spanish-speaking ELs in Spanish-language instruction (ELA-S) are most likely to be On-track to English proficiency.



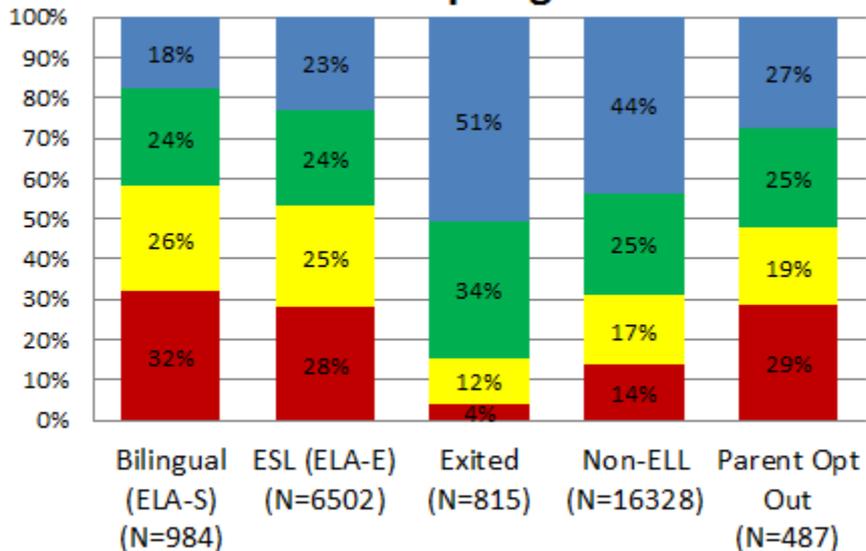
Spanish-speaking ELA-S student results are **statistically significantly higher at all levels than parent opt-out and Spanish-speaking ELs in ELA-E** (except at overall Level 5 for ELA-E).

English Learners' Academic Performance in Spanish Assessments - EDL2

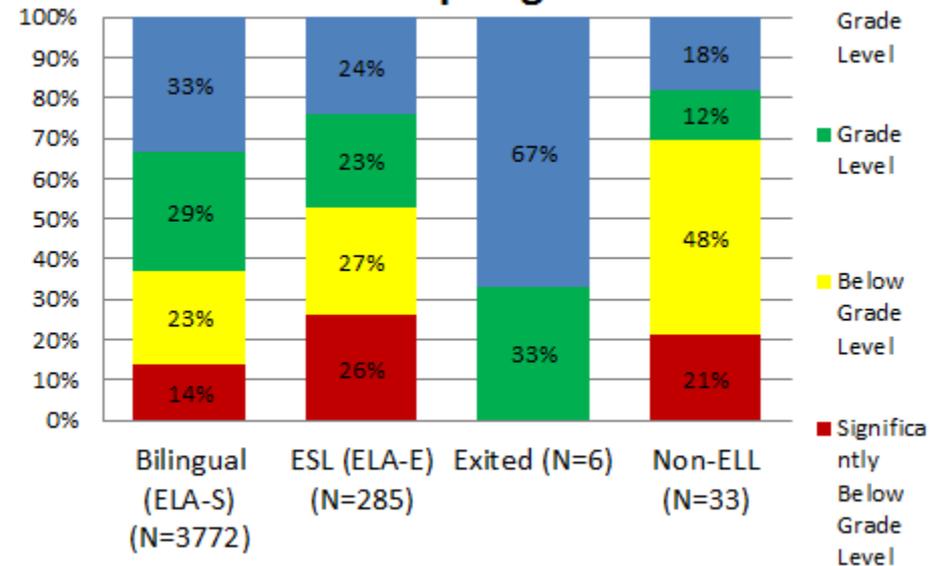
Findings for Bilingual Program Students:

- ELA-S students who took the EDL2 performed better than ELA-S students who took the DRA2. (The percentage of SBGL was lower (14% vs. 32%) and the percentage of students At or Above Grade Level was higher (62% vs. 42%.)

2014 Spring DRA2



2014 Spring EDL2

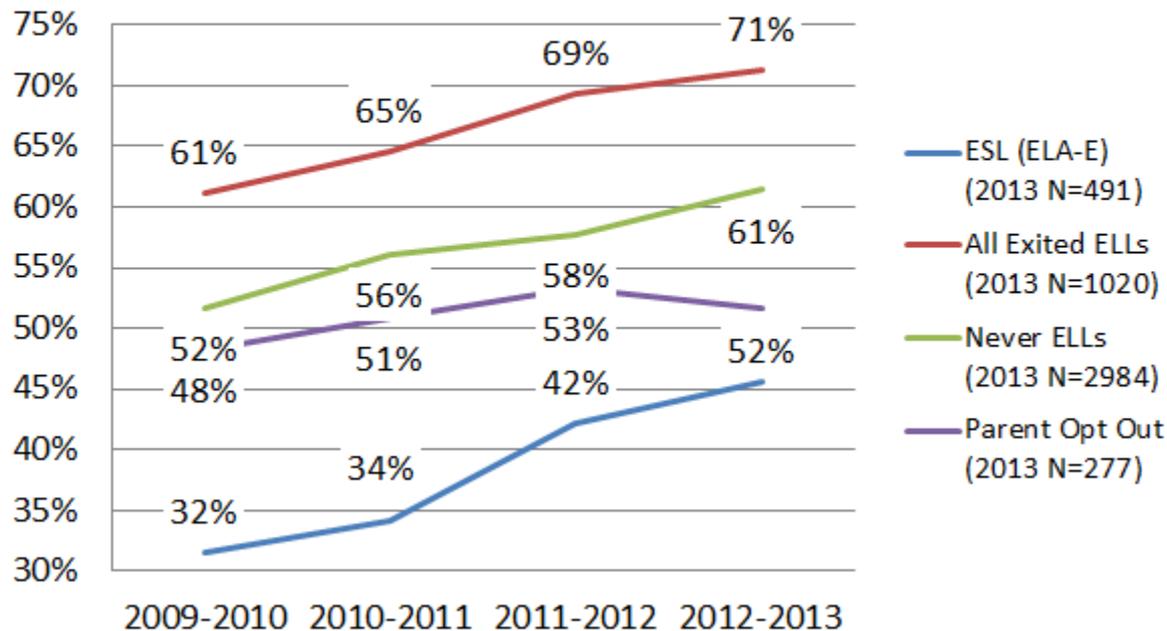


English Learners' Post-Secondary Readiness – Graduation Rates

Findings for Bilingual Program Students:

- <16 students are in ELA-S/Bilingual instruction by time of Graduation.
- Students previously in Bilingual instruction would be included in Exited-ELLs who have the highest graduation rate.

**On-Time (4-Year) Graduation Rate -
Program Services at time of Expected Graduation**

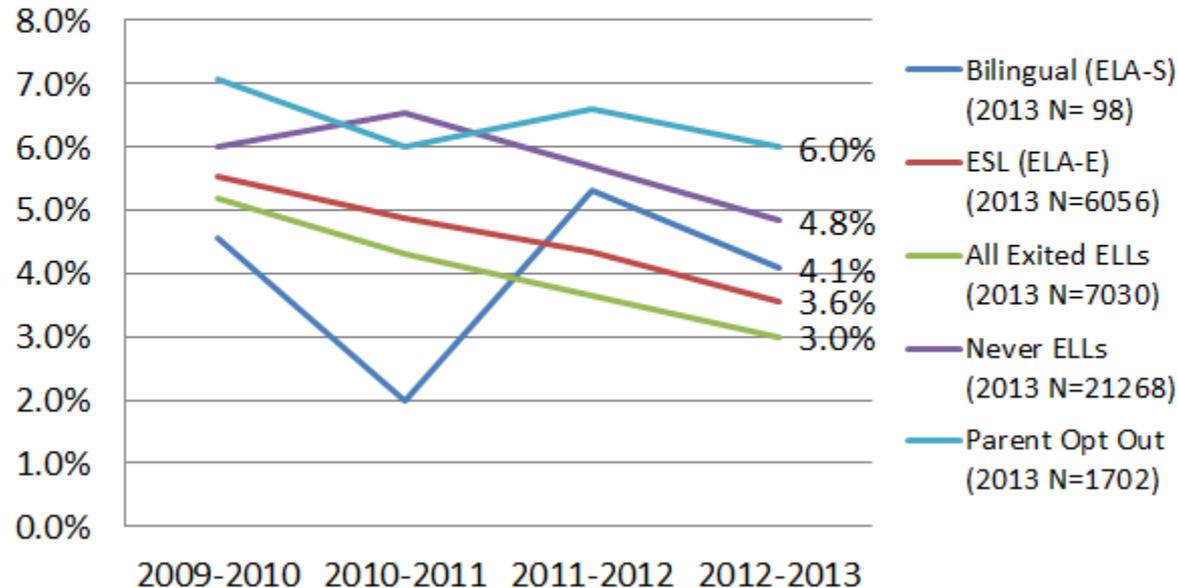


English Learners' Post-Secondary Readiness – Dropout Rates

Findings for Bilingual Program Students:

- Never ELLs have a higher rate of dropout than ELA-S and ELA-E students.
- ELA-S student dropout rates tend to fluctuate, as few students are enrolled in ELA-S services in high school
- Students previously in Bilingual instruction would be included in Exited-ELLs who have the lowest dropout rate.

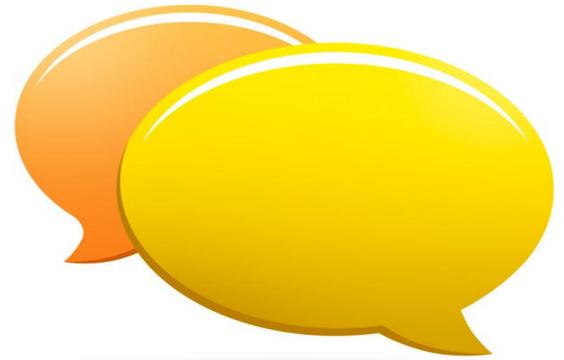
**Dropout Percentages –
Program Services at time of Dropout**



Reflection

Reflection- On a sticky note: Write a phrase or sentence that captures your thinking in regard to the connection between the language of instruction and student performance.

Discuss with your a partner.



THE LANGUAGE ALLOCATION GUIDELINES

The “What”

Past Years in DPS

- Language of instruction varied across the District
- Some schools were pushing students into English as soon as K, 1st or 2nd grade
- District and National research shows this is not effective practice

Language Allocation Guidelines

Recommends how much English and Spanish instruction is appropriate at different stages of language proficiency aligned to the WIDA Can-do Descriptors and ACCESS Assessment for Transitional Native Language Instruction Schools.

<http://bit.ly/1DDLAXC>



DPS Updated Language Allocation Guidelines

Quantity and Quality:

Bilingual academic proficiency requires that clear, distinct, and meaning-enriched contexts for each language be created during instructional time.



Language Allocation Guidelines

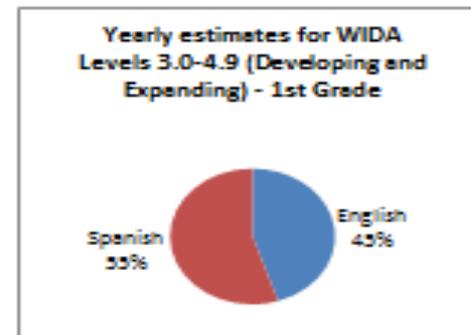
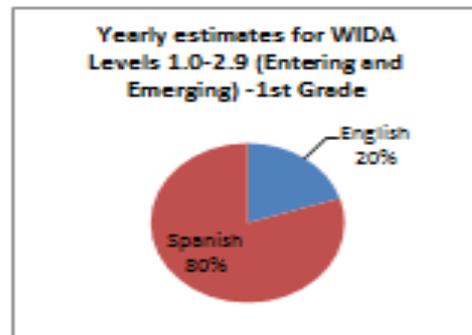
- 2014-2015 is focused on implementation of literacy instruction
- Rollout for science, social studies, and math to come
 - will coincide with the adoption of new materials for each of these subjects
- Strategies such as The Bridge, using Spanish and English strategically can be applied to all subjects

Focus here on literacy

1st Grade Guidelines

Literacy and English Language Development Breakdown (All PPF 1 Students)		
	Literacy Skills (180 Minutes - Daily)	ELD (45 Minutes - Daily)
	Spanish Instruction English Extensions (3 Days each Unit)	English Language Development
Content	Literacy Instruction <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Skills • Language Development • Bridge 	English Extensions <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Skills • Language Development
		English Language Development Daily explicit English Language Development for ELs with specific attention to transferable/non-transferable skills and oral language development using Avenues.

Science, Mathematics, Social Studies, and Specials				
ACCESS Levels	Science	Math	Social Studies	Specials (if possible)
Entering/ Emerging Level 1.0-2.9	Spanish Instruction Spanish instruction with Spanish language development, Bridge and English Extension	Spanish Instruction Spanish instruction with Spanish language development, Bridge and English Extension	Spanish Instruction Spanish instruction with Spanish language development, Bridge and English Extension	Supported English Content Instruction
Developing/ Expanding Level 3.0-5.0	Spanish Instruction Spanish instruction with Spanish language development, Bridge and English Extension	Supported English Content Instruction Initial concrete activity in Spanish, Bridge and English instruction	Supported English Content Instruction Initial concrete activity in Spanish, Bridge and English instruction	Supported English Content Instruction



THE STRATEGIC USE OF TWO LANGUAGES

The “How”

The Strategic Use of Two Languages

1. Read the quote.
2. Share your thoughts with a partner.



“If students speak two languages, they should receive instruction in both languages strategically and in a way that makes pedagogical sense. Rather than looking for one language that is dominant, we need to view students who speak two languages as having strengths in both (Beeman & Urow, 2013).”

Language of Heavy Lifting (LoHL)

The LoHL will determine the language students will *primarily* use to build conceptual knowledge.



Color Coding

- **Blue = instruction in Spanish**
- **Yellow = instruction in both languages: The Bridge and Metalinguistic Analysis**
- **Green = instruction in English**

Language of Heavy Lifting
(LoHL)=Spanish

Spanish Literacy Instruction (3-4 weeks)

Build oracy and background knowledge
Develop language in all domains (reading, writing, speaking, and listening)
Develop content knowledge
Aligned CCSS and WiDA

The Bridge and Analysis (1-2 days)

Compare and contrast languages
Instruction is in English and Spanish with TPR

Extension Activities (2-5 days)

Apply and extend learning using all four language domains in English
Aligned to CCSS and WiDA

Language of Heavy Lifting (LoHL)=English

Spanish Literacy Instruction (5 days)

Build oracy and background knowledge
Develop language in all domains
Develop content knowledge
Aligned to CCSS and WiDA

The Bridge and Analysis (1-2 days)

Compare and contrast languages
Instruction is in English and Spanish with TPR

English Literacy Instruction (3-4 weeks)

Build background knowledge and oracy
Develop language in all domains
Develop content knowledge
Aligned to CCSS and WiDA

LoHL by Grade and Unit



Click to add text

K	Launch ³	Books ³	Nonfiction ³	iUnit ³	Poetry ²	Author Study ³
1	Launch ³	Small Moments ⁴	Nonfiction ⁴	iUnit ⁴	Author Study ⁴	Poetry ³
2	Launch ⁵	Personal Narrative ⁵	Nonfiction ⁵	iUnit ⁵ ⁵	Author Study	Poetry ⁵
3	Launch ⁵	Fiction ⁵ ⁵	Nonfiction	iUnit ⁵ ⁵	Author Study	Poetry ⁵
4	⁵ Launch	⁵ Nonfiction	⁵ Fiction	⁵ iUnit	Author Study	Poetry ⁵
5	⁵ Launch	⁵ Nonfiction	⁵ <u>iUnit</u>	⁵ Poetry	⁵ Author Study	⁵ Narrative Nonfiction

LoHL=Spanish

LoHL=English

All units at all grade levels incorporate the strategic use of Spanish and English

Going Deep in Spanish

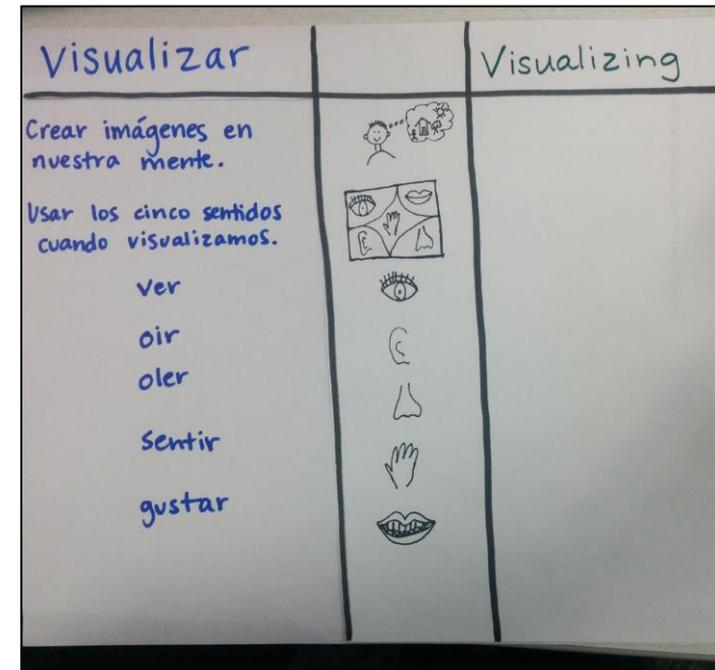
What Spanish instruction is **not**:

- Just an introduction
- A preview of material to be learned in English
- Remedial
- Only for students who can't do it in English
- A mix of Spanish and English



The Bridge

- Students have deep, conceptual knowledge of the big ideas, standards in Spanish
- Review Spanish words/phrases with TPR
- Add visuals, if necessary
- Bridge big ideas related to ELGs



The Bridge

- Provide or elicit English translation
- Use the same TPR for English words as Spanish

Visualizar		Visualizing
Crear imágenes en nuestra mente.		Create images in our mind.
Usar los cinco sentidos cuando visualizamos.		Use the five senses when we visualize.
Ver		see
oir		hear
oler		smell
Sentir		touch
gustar		taste

The Bridge in Action

- What did you notice during the Bridge lesson?
- How does the video compare or contrast to what you've seen in classrooms?



<https://www.youtube.com/watch?v=Z2IYxZErB2g>

Examples of the Bridge

El puente	The bridge
<p>O pinión *</p> <p>Yo opino que ... Yo pienso que ...</p> <p>Razón</p> <p>Mi razón es ... Porque ...</p> <p>Ejemplo</p> <p>Evidencia</p> <p>Mi evidencia es ... Por ejemplo ...</p> <p>O pinión</p> <p>Por eso le digo En conclusión</p>	<p>O pinion *</p> <p>My opinion is ... I think that ...</p> <p>Reason</p> <p>My reason is ... Because ...</p> <p>Example</p> <p>Evidence</p> <p>My evidence is ... For example ...</p> <p>O pinion</p> <p>That's why I'm telling In conclusion ...</p>

Elementos de un artículo de interés	Elements of a feature article
entrevistas	interviews
investigación	research
posición/perspectiva	stance/perspective
tema	topic
hechos relevantes	relevant facts

Las características de la ficción realista	
los personajes	the characters
el escenario	the setting
las acciones de los personajes	the characters' actions
Los problemas	the problems
Las descripciones	the descriptions
la solución	the solution
Los intentos de resolver el problema	the attempts to solve the problem
Los eventos ^{realistas} verdaderos	realistic events
el diálogo	the dialogue

A video of the Bridge:
<http://bit.ly/1A66mgg>

Metalinguistic Analysis

- Analyzes similarities and differences between Spanish and English
- Focus comes from the Bridge, students' developmental needs, CCSS

Los 5 sentidos	The 5 Senses
<u>e</u> l ojo	<u>the</u> eye
<u>la</u> oreja	<u>the</u> ear
<u>la</u> nariz	<u>the</u> nose
<u>la</u> lengua	<u>the</u> tongue
<u>la</u> mano	<u>the</u> hand

The Bridge chart
"gives birth" to
the metalinguistic
analysis chart

la	el	the
la oreja	el ojo	the eye
la nariz		the ear
la lengua		the nose
la mano		the tongue
		the hand

Areas of Focus

- **Phonology (sound system)**
 - Sounds that are different in the two languages
 - Sounds that are similar in the two languages
- **Morphology (word formation)**
 - Prefixes and suffixes shared between the two languages (cognates)
- **Syntax and Grammar (sentence structure)**
 - Rules for punctuation, grammar, word order, etc. unique to each language
 - Areas that are similar and areas that are different
- **Pragmatics (language use)**
 - Cultural norms or contexts that are reflected in language use
 - Use of overlapping cultural norms in a bilingual context

Contrastive Analysis



Goal

- Understand the *who, why, what* and *how of* DPS bilingual education programming.

THANK YOU!

Please feel free to contact us with any questions 😊:

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- [Katherine Beck@dpsk12.org](mailto:Katherine_Beck@dpsk12.org)

ELA Program Effectiveness Supervisor

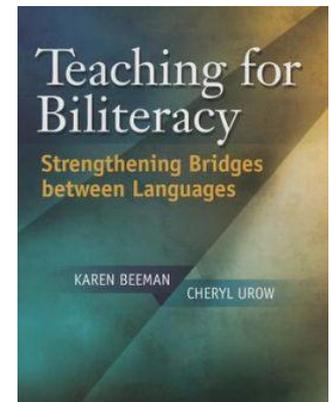
APPENDIX: ADDITIONAL RESOURCES

Teacher Resources

- Unit maps for 2014-2015 curriculum with supports aligned with the Strategic Use of Two Languages
- Ongoing Professional Development for The Strategic Use of Two Languages
- ELA-S Teacher Leader Role
- ELA-S Lab Teacher Project
- ELA-S Literacy Newsletter
- Secondary ELA-S Trainings and Role Development
- [ELA-S Online Community](#) and [Secondary ELA-S Online Community](#)

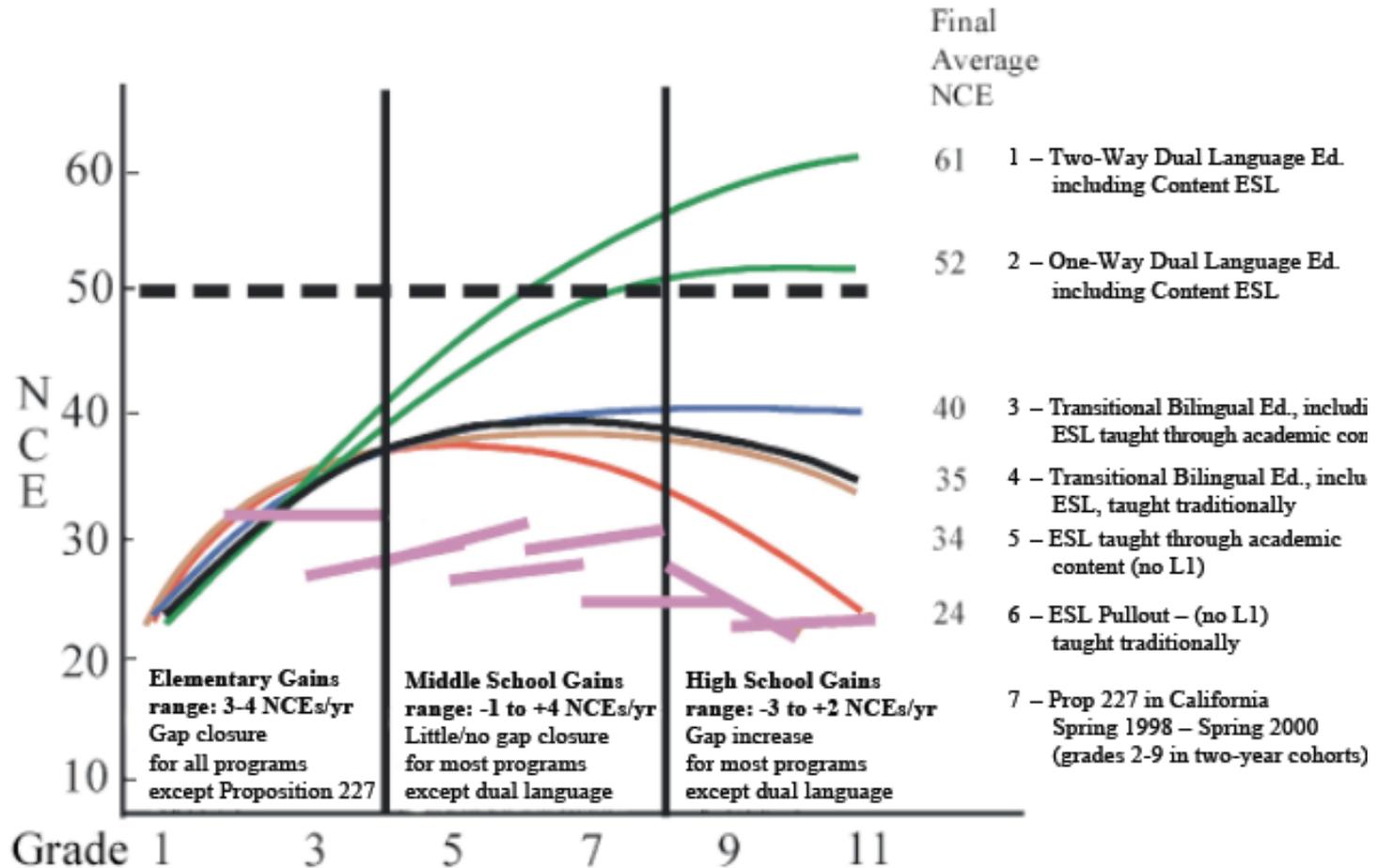
Additional Resources

- <http://www.teachingforbiliteracy.com/>
- <https://www.facebook.com/teachingforbiliteracy>



“The Graph”

(Collier, V. & Thomas, W., 2001, 2011)



Assessments with Spanish Option

Assessment	Grade	Spanish Version	Linguistic Accommodations
ACCESS for ELLs (State)	K-12	No	
ACT (State)	11	No	
Algebra 1 (District Created)	High School	Yes	
Algebra 2 (District Created)	High School	No	
American Literature (District Created)	High School	No	
Biology (District Created)	High School	Yes	
Chemistry (District Created)	High School	Yes	
Civics (District Created)	High School	No	
CMAS ELA (PARCC PBA and EOY) (State)	3-11	Yes* *Field Test with no results. Grades 3 and 4 only	>Grade4 = Extended time, Translated Directions, Word to Word Dictionary, English Oral Response with Scribe
CMAS Math (PARCC PBA and EOY) (State)	3-11	Yes	Spanish Text, Spanish Text to Speech, Extended time, Translated directions, Word to Word Dictionary
CMAS Science (State)	5, 8, 12	Yes	Spanish Oral Script, Spanish Text to Speech, Extended time, Translated Directions, Word to Word Dictionary, Respond in Spanish
CMAS Social Studies (State)	4, 7, 12	Yes	Spanish Oral Script, Spanish Text to Speech, Extended time, Translated Directions, Word to Word Dictionary, Respond in Spanish
CoAlt ACT (State)	11	No	
CoAlt Reading/Writing/Math (State)	3-11	No	
CoAlt Science (State)	5, 8, 12	No	
CoAlt Social Studies (State)	4, 7, 12	No	
DRA2 (State)	K-8	Yes	EDL2 is available for grades K-6
Earth Science (District Created)	High School	Yes	
Geometry (District Created)	High School	Yes	
Introduction Literature (District Created)	High School	No	
Literacy Interims (District Created)	1-5	Yes	
Literacy Interims (District Created)	6-8	No	
MAP (State)	High School	No	Respond in Spanish
Math Interims (District Created)	K-8	Yes	
Middle School Science (District Created)	6-8	Yes	
Middle School Social Studies (District Created)	6-8	Yes	
Music (District Created)	2	Yes	
Music (District Created)	6, High School	No	
Physical Education (District Created)	5	Yes	
Physical Education (District Created)	8, High School	No	
Physics (District Created)	High School	No	
Probability/Statistics (District Created)	High School	No	
SMI (District Supported)	1-12	Yes	Paper and Pencil Only
SRI (State)	6-12	Yes	Paper and Pencil Only
STAR EL (State)	K-3	No	
STAR Reading (State)	K-8	No	
TS Gold (State)	K	Yes	Language and Literacy domains only
US History (District Created)	High School	No	
Visual Arts (District Created)	4	Yes	
Visual Arts (District Created)	7, High School	No	
W-APT (State)	K-12	No	
World Literature (District Created)	High School	No	

1. District Created assessments were only created in Spanish if the corresponding course is taught in Spanish
2. Certain assessments measure English Language Acquisition and therefore will not be available in any language other than English

Research Next Steps

Follow current Language of Assessment (CELA) to 2015

- **2nd Grade Cohort, 06-07, CELA Levels 1-3**
 - 3rd Grade TCAP 07-08
 - 4th Grade TCAP 08-09
 - 5th Grade TCAP 09-10
 - 6th Grade TCAP 10-11
 - 7th Grade TCAP 11-12
 - 8th Grade TCAP 12-13
 - 9th Grade TCAP 13-14
 - 10th Grade PARCC 14-15
- **2nd Grade Cohort, 07-08, CELA Levels 1-3**
 - 3rd Grade TCAP 08-09
 - 4th Grade TCAP 09-10
 - 5th Grade TCAP 10-11
 - 6th Grade TCAP 11-12
 - 7th Grade TCAP 12-13
 - 8th Grade TCAP 13-14
 - 9th Grade PARCC 14-15
- **2nd Grade Cohort, 08-09, CELA Levels 1-3**
 - 3rd Grade TCAP 09-10
 - 4th Grade TCAP 10-11
 - 5th Grade TCAP 11-12
 - 6th Grade TCAP 12-13
 - 7th Grade TCAP 13-14
 - 8th Grade PARCC 14-15

Add New Cohort Language of Assessment (CELA) to 2015

- **2nd Grade Cohort, 09-10, CELA Levels 1-3**
 - 3rd Grade TCAP 10-11
 - 4th Grade TCAP 11-12
 - 5th Grade TCAP 12-13
 - 6th Grade TCAP 13-14
 - 7th Grade PARCC 14-15
- **2nd Grade Cohort, 10-11, CELA Levels 1-3**
 - 3rd Grade TCAP 11-12
 - 4th Grade TCAP 12-13
 - 5th Grade TCAP 13-14
 - 6th Grade PARCC 14-15
- **2nd Grade Cohort, 11-12, CELA Levels 1-3**
 - 3rd Grade TCAP 12-13
 - 4th Grade TCAP 13-14
 - 5th Grade PARCC 14-15

Research Next Steps

Update Language of Assessment with ACCESS.

- Need: 3 years of ACCESS.
 - Have: 2 years of ACCESS. (12-13, 13-14)
- 2nd Grade Cohort 12-13, ACCESS Levels 1-3
 - 3rd Grade TCAP 13-14
 - *4th Grade PARCC 14-15*
- 2nd Grade Cohort 13-14, ACCESS Levels 1-3
 - *3rd Grade PARCC 14-15*
- *2nd Grade Cohort 14-15, ACCESS Levels 1-3*