

Academic Language

Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language and speech registers related to each field of study (TESOL, 1997).

Adequate Yearly Progress (AYP)

Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools).

If a campus, district, or state that is receiving Title I, Part A funds fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective actions.

Admission, Review, and Dismissal Committee (ARD)

Admission, review, and dismissal (ARD) committee members make decisions about placement in the Texas Student Assessment Program for students receiving special education services.

Affective Learning Environment

An affective learning environment consists of two major components. The first is the physical appearance of the classroom, which promotes an arrangement that provides students opportunities to interact with one another and highlights each student's culture. The second component revolves around making a safe, welcoming, supportive environment for ELL students.

Annual Measurable Achievement Objectives (AMAOs)

Annual measurable achievement objectives are used in holding Title III-funded local education agencies accountable for their English language learners' development and attainment of English proficiency while meeting state academic content and achievement standards.

Basic Interpersonal Communication Skills (BICS)

BICS are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context.

Bilingual Education Program

A bilingual education program established by a school district shall be a full-time program of dual language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills.

Bilingual Education Program Exceptions

A district that is unable to provide a bilingual education program shall request from the commissioner of education an exception to the bilingual education program and the approval of an alternative program. The approval of an exception to the bilingual education program shall be valid only during the school year for which it is granted.

Bilingual Target Language Proficiency Test (BTLPT)

EC-6 Bilingual Program candidates will take the Bilingual Target Language Proficiency Test (BTLPT). This exam evaluates reading, listening, speaking, and writing skills in the target language.

Biliteracy

Capability to read, write, listen, and speak with native-like skills and comprehension in two languages.

Cognitive Academic Language Proficiency (CALP)

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas.

Cognitive Learning Environment

The cognitive learning environment focuses on instructional practices the teacher uses to help students develop critical thinking skills needed to achieve academic success

College and Career Readiness Standards (CCRS)

The CCR standards in the areas of English/language arts, mathematics, science, and social studies specify what students must know and be able to do to succeed in entry-level courses at post-secondary institutions in Texas.

Content Objectives

Explain what students will be learning during the lesson. Clear objectives are written in measurable student-friendly terms.

Culture

A sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating and acting (TESOL, 1997).

Dual Language Immersion Bilingual Education Program/One Way

A biliteracy instruction program that serves only students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction not earlier than six or later than seven years after the student enrolls in school.

Dual Language Immersion Bilingual Education Program/Two Way

A biliteracy instruction program that integrates students proficient in English and students identified as students of limited English proficiency in both English and Spanish and transfers a student identified as a student of limited English proficiency to English only instruction not earlier than six or later than seven years after the student enrolls in school.

English as a Second Language (ESL) Program

The goal of ESL programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English as a Second Language Program/Content Based

An English program that serves students identified as students of limited English proficiency in English only by providing a full-time teacher certified under Section 29.061(c) to provide supplementary instruction for all content area instruction.

English as a Second Language Program/Pull-out

An English program that serves students identified as students of limited English proficiency in English only by providing a part-time teacher certified under Section 29.061 (c) to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas.

English as a Second Language Program Waivers

A district that is unable to provide an English as a second language program because of an insufficient number of certified teachers shall request from the commissioner of education a waiver of the certified requirements for each teacher who will provide instruction in English as a second language for limited English proficient students. The approval of a waiver of certification requirements shall be valid only during the school year for which it was granted.

English Language Proficiency Standards (ELPS)

The ELPS outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

English Speakers of Other Languages (ESOL)

English speakers who also speak/are acquiring other languages.

Home Language

Language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for the first language, primary language or native language.

Home Language Survey

The home language survey shall be used to establish the student's language classification for determining whether the district is required to provide a bilingual education or English as a second language program. If the response on the home language survey indicates that a language other than English is used, the student shall be tested in accordance with §89.1225, relating to Testing and Classification of Students.

Language Objectives

The lesson's language objective explain how the student will demonstrate knowledge of the academic content using language skills of listening, speaking, reading and or writing.

Languages Other Than English (LOTE)

Languages Other Than English; division of the Texas Education Agency that coordinates the development of the TEKS and all instructional activities in foreign language programs.

Language Proficiency Assessment Committee (LPAC)

The LPAC is charged with reviewing all pertinent information on all identified limited English proficient (LEP) students upon their initial enrollment and at the end of each school year. Districts are required to have on file policy and procedures for the selection, appointment, and training of members of the LPAC.

Limited English proficiency student

A student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English. The term LEP and English language learners (ELLs) are used interchangeably.

Linguistically Accommodated Testing (LAT)

The LAT process was designed for LEP-exempt recent immigrant English language learners (ELLs) in response to federal assessment and Adequate Yearly Progress (AYP) accountability requirements. LAT procedures have been implemented gradually for tests in federally required grades and subjects.

Linguistic Learning Environment

The linguistic learning environment focuses on instructional techniques and linguistic accommodations that help students develop social and academic language.

Local Educational Agencies (LEAs)

A public school district, open enrollment charter school, or regional education service center.

Multilingualism

The ability to speak more than two languages; proficiency in many languages (TESOL, 1997).

Performance Based Monitoring Analysis System (PBMAS)

The PBMAS is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act).

Project Share

Project Share is a portal through which teachers and students can communicate, collaborate, and access 21st century digital content. Project Share leverages several technology platforms to provide multiple levels of access and flexibility for educators and students across the state.

Public Education Information Management System (PEIMS)

The PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

Response to Intervention (RtI)

RtI is the practice of meeting the academic and behavioral needs of all students through high quality instruction and scientific research-based tiered interventions, frequent monitoring of student progress, and application of student response data.

Scaffold

Providing instructional support/guidance in such a way that students transition from a state of dependence on the teacher to independence.

Sheltered English Instruction

An approach in which students develop knowledge in specific subject areas through the medium of English, their second language; teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers or cooperative work) to make academic instruction more accessible to students of different English proficiency levels (TESOL, 1997).

Structured English immersion

All students in the program are English-language learners, usually, though not always, from different language backgrounds; they receive instruction in English, with an attempt to adjust the level of English so subject matter is comprehensible; typically, there is no native language support (August and Hakuta, 1998).

Texas Administrative Code (TAC)

The TAC is a compilation of all state agency rules in Texas. These rules are collected and published by the Office of the Secretary of State. There are 16 titles in the TAC. Each title represents a subject category, and related agencies are assigned to the appropriate title. State Board of Education and commissioner of education rules are codified in the TAC under Title 19, Education, Part 2, Texas Education Agency. State Board for Educator Certification rules are codified in the TAC under Title 19, Education, Part 7, State Board for Educator Certification.

Texas Education Code (TEC)

The TEC is a set of the state statutes (laws) governing public education in Texas. It applies to all educational institutions supported in whole or in part by state tax funds, unless specifically excluded by the code. The TEC directs the goals and framework of public education in Texas. It is established by the Texas Legislature.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

Grades K–1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.

Grades 2–12: TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.

Texas Essential Knowledge and Skills (TEKS)

The TEKS are the state standards for what students should know and be able to do from prekindergarten through high school.

Transitional Bilingual Program/Early Exit

A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish and transfers a student to English-only instruction not earlier than two or later than five years after the student enrolls in school.

Transitional Bilingual Program/Late Exit

A bilingual program that serves students identified as students of limited English proficiency in both English and Spanish and transfers a student to English only instruction not earlier than six or later than seven years after the student enrolls in school.

Exit/Reclassification/Transfer

These words are used interchangeably when referring to the exiting of a student's "LEP Status".