

House Bill 5 Second Language Acquisition Rubric 2017-2018

Categories	Unacceptable	Acceptable	Recognized	Exemplary
Second Language Acquisition Program:				
Student Entry/Exit				
a. Testing and Classification of Students	<input type="checkbox"/> State law not followed in any one or multiple areas.	<u>State law followed:</u> <ul style="list-style-type: none"> <input type="checkbox"/> HLS administered <input type="checkbox"/> Appropriate /approved assessment used <input type="checkbox"/> Timeline followed <input type="checkbox"/> Appropriate staff involved <input type="checkbox"/> LPAC trained, appropriate membership, decisions documented <input type="checkbox"/> Accurate records kept <input type="checkbox"/> Parents notified, permission given, and information shared 	<u>State law followed in all areas in acceptable column.</u> <ul style="list-style-type: none"> <input type="checkbox"/> District developed procedures for testing and classification of students. <input type="checkbox"/> District procedures communicated and followed at all campuses, ensuring timelines and accuracy of classification processes. 	<u>State law followed in all areas in acceptable column; guidelines in recognized column also followed.</u> <ul style="list-style-type: none"> <input type="checkbox"/> District handbook containing procedures for testing and classification of students. <input type="checkbox"/> Annual training on procedures contained in handbook.
b. Annual Review for Exit/Reclassification	<input type="checkbox"/> State law not followed in any one or multiple areas.	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate /approved assessment used <input type="checkbox"/> Exit criteria and timeline followed <input type="checkbox"/> Appropriate staff involved 	<ul style="list-style-type: none"> <input type="checkbox"/> District developed procedures for exit/reclassification of students and annual review for exit/reclassification <input type="checkbox"/> District procedures communicated and followed at all campuses, ensuring 	<ul style="list-style-type: none"> <input type="checkbox"/> State all followed in all areas in acceptable column. <input type="checkbox"/> District handbook containing procedures for exit/reclassification. <input type="checkbox"/> Annual training on procedures contained in handbook.

<p>Program Structure</p> <p>a. Services/Program Model</p> <p>b. Assessment</p>	<ul style="list-style-type: none"><input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column.	<ul style="list-style-type: none"><input type="checkbox"/> LPAC decisions documented<input type="checkbox"/> Accurate records kept<input type="checkbox"/> Parents notified, permission given, and information shared <p><u>State law followed:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Students served in regular public schools rather than in separate facilities<input type="checkbox"/> Required program offered at all grade levels (PK-12)<input type="checkbox"/> Program model offered with integrity to definition and guidelines<input type="checkbox"/> Program is integral part of the total school program <ul style="list-style-type: none"><input type="checkbox"/> Students are periodically assessed in languages of instruction to determine program impact and student outcomes.	<p>timelines and accuracy of exit/reclassification processes.</p> <p><u>State Law followed in all areas in acceptable column:</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Program is a celebrated part of the total campus program with visual evidence of program information and student work for visitors to see. <input type="checkbox"/> District procedures dictate routine assessment with formal and informal measures to determine program impact and student outcomes.	<p><u>State Law followed in all areas in acceptable column; guidelines in recognized column also followed.</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Program is highlighted in district information (website, brochures, etc.) and local media. <input type="checkbox"/> District procedures dictate routine assessment in both native language and English; information used to determine program impact and student outcomes.
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<p>c. Program Evaluation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<ul style="list-style-type: none"> <input type="checkbox"/> A program evaluation is conducted annually. 	<ul style="list-style-type: none"> <input type="checkbox"/> District procedures dictate systematic data collection to complete the annual program evaluation; evaluation results are shared with all staff and used in writing campus and district improvement plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> An outside evaluator is hired to provide program evaluation. <input type="checkbox"/> Longitudinal data collected to reflect language acquisition
<p>d. Summer School</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<ul style="list-style-type: none"> <input type="checkbox"/> 120 hours of summer school offered for PK and K children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Summer school is offered for all elementary Bilingual/ESL students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Summer school is offered to all K-12 Bilingual/ESL students.
<p>Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<p><u>State law followed:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Addresses grade level content TEKS and ELPS 	<p><u>State law followed in all areas in acceptable column.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum addresses 21st Century learning skills, including career readiness and technology use. <input type="checkbox"/> Foreign language courses offered to Middle School students <input type="checkbox"/> Rosetta Stone Language Program 	<p><u>State law followed in all areas in acceptable column; guidelines in recognized column also followed.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A district-written curriculum incorporating TEKS, ELPS, graduation requirements, high-order thinking skills, and 21st century learning skills is used in the Bilingual/ESL program. <input type="checkbox"/> AP language courses offered <input type="checkbox"/> Dual language courses <input type="checkbox"/> Multiple language courses <input type="checkbox"/> Online course offerings
<p>a. Standards</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<ul style="list-style-type: none"> <input type="checkbox"/> Addresses grade level content TEKS and ELPS 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum addresses 21st Century learning skills, including career readiness and technology use. <input type="checkbox"/> Foreign language courses offered to Middle School students <input type="checkbox"/> Rosetta Stone Language Program 	<ul style="list-style-type: none"> <input type="checkbox"/> A district-written curriculum incorporating TEKS, ELPS, graduation requirements, high-order thinking skills, and 21st century learning skills is used in the Bilingual/ESL program. <input type="checkbox"/> AP language courses offered <input type="checkbox"/> Dual language courses <input type="checkbox"/> Multiple language courses <input type="checkbox"/> Online course offerings
<p>b. Student Needs</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<ul style="list-style-type: none"> <input type="checkbox"/> Affective, linguistic, and cognitive needs of learners addressed <input type="checkbox"/> Helps students become proficient 	<ul style="list-style-type: none"> <input type="checkbox"/> District procedures establish record-keeping and communication of individual student special learning needs and outlines RTI process for these students 	<ul style="list-style-type: none"> <input type="checkbox"/> Family needs which impact the student's learning needs are addressed through educational programs, social services, etc.

<p>c. Cultural Heritage</p> <p>d. Textbook/Materials</p>	<p><input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column.</p> <p><input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column.</p>	<p>in listening, speaking, reading, and writing English through the integrated use of second language methods.</p> <p><input type="checkbox"/> Addresses history and cultural heritage associated with the students' home language and the United States.</p> <p><input type="checkbox"/> Uses state-adopted English and Spanish instructional materials and supplementary materials</p>	<p><input type="checkbox"/> Students' cultural heritage is celebrated and incorporated into classroom activities.</p> <p><input type="checkbox"/> Foreign Language Clubs</p> <p><input type="checkbox"/> District budget supports the purchase of additional supporting materials</p>	<p><input type="checkbox"/> Families' cultural heritage is celebrated in campus and district-wide annual events.</p> <p><input type="checkbox"/> Cultural performances</p> <p><input type="checkbox"/> Each Bilingual/ESL teacher has a classroom budget for the purchase of needed materials.</p>
<p>Student Achievement</p> <p>a. Current Students</p>	<p><input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column.</p>	<p><u>State law followed:</u></p> <p><input type="checkbox"/> Student records include: identification as ELL, designation of level of language proficiency,</p>	<p><u>State Law followed in all areas in acceptable column:</u></p> <p><input type="checkbox"/> <u>LPAC Minutes</u></p> <p><input type="checkbox"/> District record-keeping procedures developed and communicated at all campuses, ensuring</p>	<p><u>State law followed in all areas in acceptable column; guidelines in recognized column also followed.</u></p> <p><input type="checkbox"/> District handbook contains record-keeping procedures, data-collection forms, dates/processes for formulating the District</p>

<p>b. Reclassified/Monitored Students</p> <p>Staff Qualifications and Training</p> <p>a. Qualifications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<p>recommendation of placement, parental approval, entry dates, assessment information, instructional interventions, date of exit and parent approval, and results of monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement monitored (LEP progress reports) <input type="checkbox"/> The CIP is reviewed and revised to improve ELL student performance. <p><input type="checkbox"/> Student achievement monitored</p> <p><u>State law followed:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Certified teachers are employed at all grade levels. 	<p>timelines and accuracy of records and monitoring of student achievement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bilingual/ESL staff provides input to a program representative who helps develop the CIP. <input type="checkbox"/> District provides for College Level Examination Program (CLEP) <input type="checkbox"/> Rosetta Stone Language Program <p><input type="checkbox"/> District procedures are developed and implemented for monitoring student achievement of reclassified students and addressing any continuing needs.</p> <p><u>State Law followed in all areas in acceptable column:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The district provides teacher training designed to increase proficiency in use of the 	<p>Improvement Plan (DIP) and Campus Improvement Plan (CIP).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual training on procedures contained in the handbook <input type="checkbox"/> CLEP tutors for ELL students <p><input type="checkbox"/> District handbook contains procedures for monitoring student achievement of reclassified students and addressing any continuing needs.</p> <p><input type="checkbox"/> Annual training on procedures in handbook.</p> <p><u>State law followed in all areas in acceptable column; guidelines in recognized column also followed.</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers with Master's /Doctorate degrees are hired for the program.
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<p>b. Exception/Waiver</p>	<p><input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column.</p>	<p><input type="checkbox"/> Teachers are proficient in speaking, reading, and writing language of bilingual program and English.</p> <p><input type="checkbox"/> If an insufficient number of teachers can be employed, a waiver or exception is filed by Nov. 1</p>	<p>academic language of the bilingual program and English.</p> <p><input type="checkbox"/> District pays for exam and coursework leading to exam.</p>	<p><input type="checkbox"/> District pays for college coursework leading to certification.</p>
<p>c. Training</p>	<p><input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column.</p>	<p><input type="checkbox"/> Teachers are trained in recognizing and dealing with language differences.</p> <p><input type="checkbox"/> Teachers are trained in LPAC procedures and decision-making</p> <p><input type="checkbox"/> Teachers are trained in the ELPS.</p> <p><input type="checkbox"/> Attend Bilingual Conference</p>	<p><input type="checkbox"/> Annually, district provides different workshop sessions based on an assessment of the training needs of district Bilingual/ESL teachers.</p> <p><input type="checkbox"/> Teachers are trained in sheltered instruction strategies.</p>	<p><input type="checkbox"/> The district works with an outside consultant or university professors in providing on-going training to Bilingual/ESL teachers.</p> <p><input type="checkbox"/> District provides training in the SIOP instructional model.</p>
<p>Parent/community Involvement</p> <p>a. Requested Information</p>	<p><input type="checkbox"/> State law not followed in any one or multiple areas listed in</p>	<p><u>State law followed:</u></p> <p><input type="checkbox"/> Parents complete Home Language Survey (HLS)</p>	<p><u>State Law followed in all areas in acceptable column:</u></p> <p><input type="checkbox"/> Parents complete survey giving information regarding student's previous schooling and educational needs.</p>	<p><u>State law followed in all areas in acceptable column; guidelines in recognized column also followed.</u></p> <p><input type="checkbox"/> Parent interview is conducted to obtain information related to student's previous</p>

<p>b. Parent Notification/Approval</p>	<p>acceptable column.</p> <ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents are notified of placement decisions, program benefits, and given the opportunity to approve or deny services in writing. <input type="checkbox"/> Parents are notified and given the opportunity to approve exit of student from the program in writing. 	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting held with parents to explain placement decisions and program benefits and to allow parents to approve/deny services in writing. <input type="checkbox"/> Meeting held with parents to discuss exit of student from program and how monitoring will be conducted and to allow parents to approve exit in writing. 	<p>schooling, educational needs, and student's developmental history.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Bilingual/ESL Program meeting is held to explain program benefits, services, and parent rights.
<p>c. Parent Communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> State law not followed in any one or multiple areas listed in acceptable column. 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents receive reports of their children's progress in the program at least on an annual basis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual meeting is held with parents to explain their child's academic progress. <input type="checkbox"/> Open House opportunities/services <input type="checkbox"/> English courses offered to ELL parents. <input type="checkbox"/> Provide translations of letters/notices to parents and students <input type="checkbox"/> Open House ELL Services <input type="checkbox"/> English course materials made available to ELL parents. <input type="checkbox"/> Ingles sin Barreras 	<ul style="list-style-type: none"> <input type="checkbox"/> Parent meetings held each semester to explain their child's academic progress. <input type="checkbox"/> Fall meeting with parents to explain TELPAS results <input type="checkbox"/> Parental Involvement services