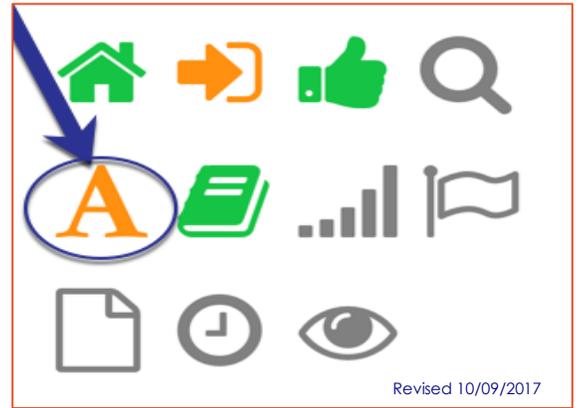


Forms- Edugence ELL Step-by-Step

Instructional Accommodations

Revised 10/09/2017

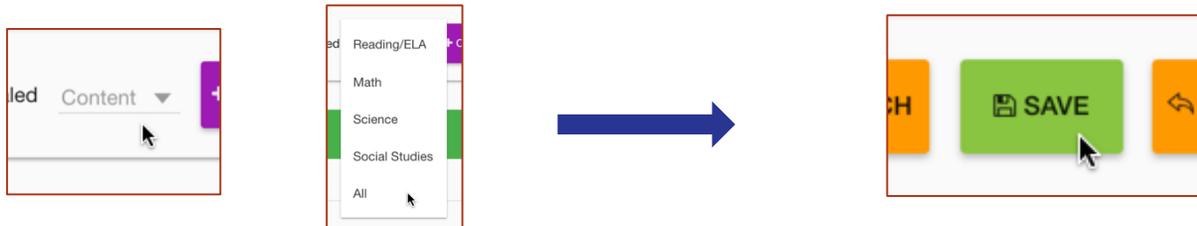
The Edugence ELL management tool was created to assist Texas school districts manage English Language Learners (ELLs) and the entire Language Proficiency Assessment Committee (LPAC) process.



Step-by-Step

Step-by-step assistance in completing the Edugence ELL Accommodations form for teachers to document instructional accommodations provided for ELL student success.

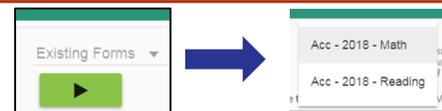
Find the student you will be completing the form on and choose the 'A' icon to open the Accommodations form on that student.



FIRST FORM: If you are the first person to create a form on the student this year, then choose the Content area to be addressed from the dropdown box—Reading, Math, Science, Social Studies, or All.

Hit the 'SAVE' button. It can't be saved until the content area is chosen so that it knows what it should be saved as.

If previous forms have been created on the student this year, then you will be able to see/edit those in the top left by opening the 'Existing Forms' drop down...



MULTIPLE FORMS: To create a different content area form when other forms have already been created—you must hit the **+ CREATE NEW** button first and then select the content area from the drop down. Now SAVE the new form.



Choose today's date from the calendar that pops up when you click in the box.



TELPAS						
Year	Grade	Listen	Speak	Read	Write	
2016	6	Advanced	Advanced	Advanced High	Advanced	

Take a few minutes to review the most current TELPAS scores at the bottom of the form as you consider what accommodations the student currently needs in class to fully access the curriculum based on his/her current level of proficiency.

Back towards the top, Click the BOY (Beginning-of-Year), MOY (Middle-of-Year) or EOY (End-of-Year) drop down to choose all of the accommodations that will be documented today. Simply scroll through and click to check the appropriate ones.

Click away from the box to finalize.

To add Additional Accommodations or Subjective Teacher Evaluation, just click on the line to type in text.

Type in your name as the one completing the form.

Click the blue circle to add your digital signature—using a mouse or with a touch screen--and save it!

Now add the date.

Finally...



Hit 'SAVE' at the top of the form. (Remember: do not 'SEAL' until EOY full LPAC).



The 'A' icon for this student should now be orange when saved (after you refresh the page).

After the End-of-Year official LPAC when all sections are reviewed and form is signed by full committee and sealed (icon turns green)—then PRINT and place in student's permanent record.



REMINDER: ALL Accommodations forms are always available in the 'LPAC History' icon for each student!

For additional assistance, see video at the Region 10 Resource link within *Edugence ELL*. Thank you!!

Lee Ann Valerio, Region 10 ESC

So...WHY do we complete these forms for ALL ELLs?



Chapter 74. Curriculum Requirements
Subchapter A. Required Curriculum

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003, unless otherwise noted.

§74.4. English Language Proficiency Standards.

(a) Introduction.

Chapter 74. Curriculum Requirements
Subchapter A. Required Curriculum

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003, unless otherwise noted.

§74.4. English Language Proficiency Standards.

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and content requirements for English language learners (ELLs). School districts shall implement the standards as a single part of each subject in the required curriculum. The English language proficiency standards are to be implemented along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both second and academic language proficiencies in English. School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards. The English language proficiency standards are designed to ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(3) Classroom instruction that effectively addresses second language acquisition skills using content area instruction ensures the ELLs acquire second and academic language proficiencies in English. School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(4) Effective instruction in second language acquisition involves using ELLs' opportunities to focus, speak, read, and write in their second language. School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(5) The assessment of second language acquisition skills in subsection (d) of this section apply to ELLs in kindergarten through grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not mutually exclusive. A student may exhibit different proficiency levels within the language domain of listening, speaking, reading, and writing. The proficiency level descriptors outlined in this section show the progression of second language acquisition skills from the beginning to the advanced high level.

(7) School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(8) School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(9) School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(10) School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(11) School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

(12) School districts shall ensure that ELLs are provided with the necessary academic and language instruction to meet the requirements of the English language proficiency standards.

§74.4. English Language Proficiency Standards.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

- (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;
- (2) **provide instruction** in the knowledge and skills of the foundation and enrichment curriculum **in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency** to ensure that the student learns the knowledge and skills in the required curriculum;

(3) **provide content-based instruction** including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section **in a manner that is linguistically accommodated to help the student acquire English language proficiency**; and

(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require **focused, targeted, and systematic second language acquisition instruction** to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

*Underlines and red font added