



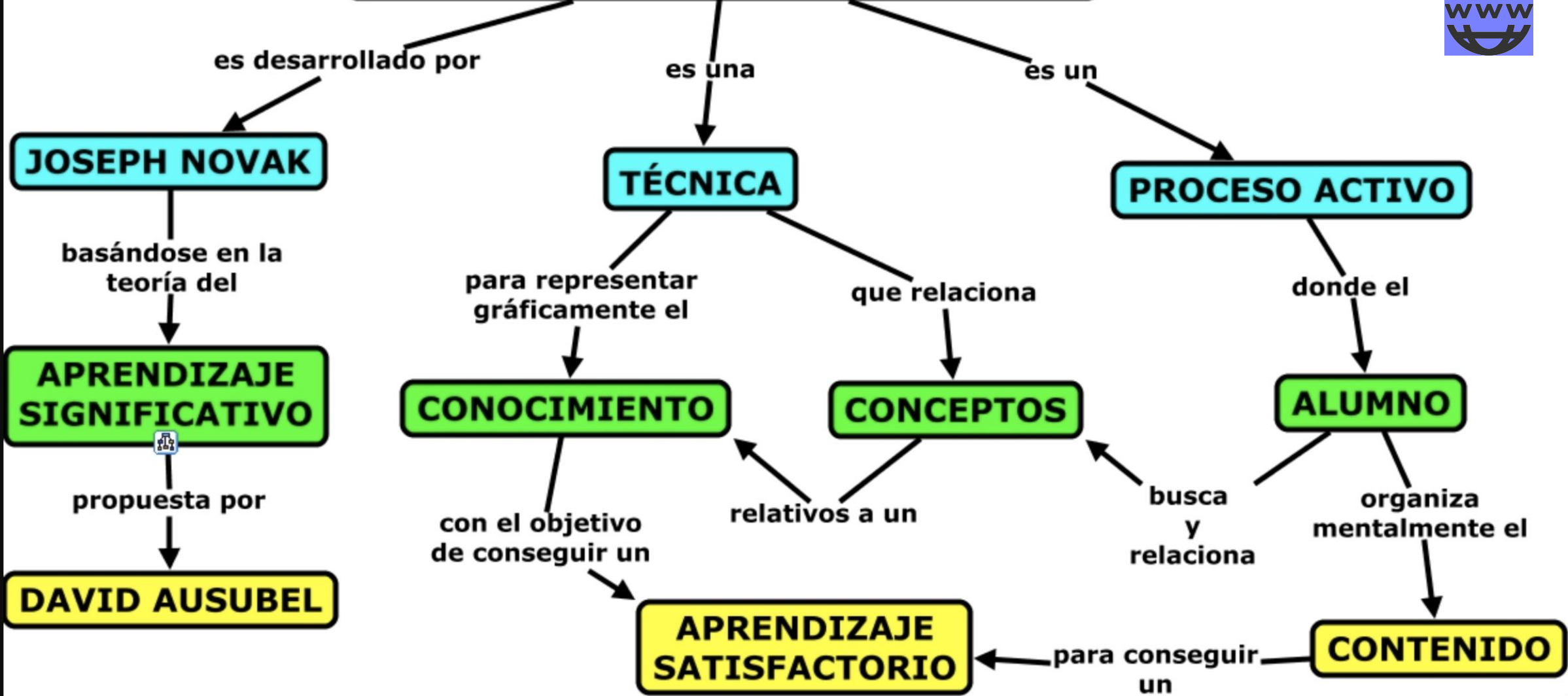
# MAPAS SEMANTICOS

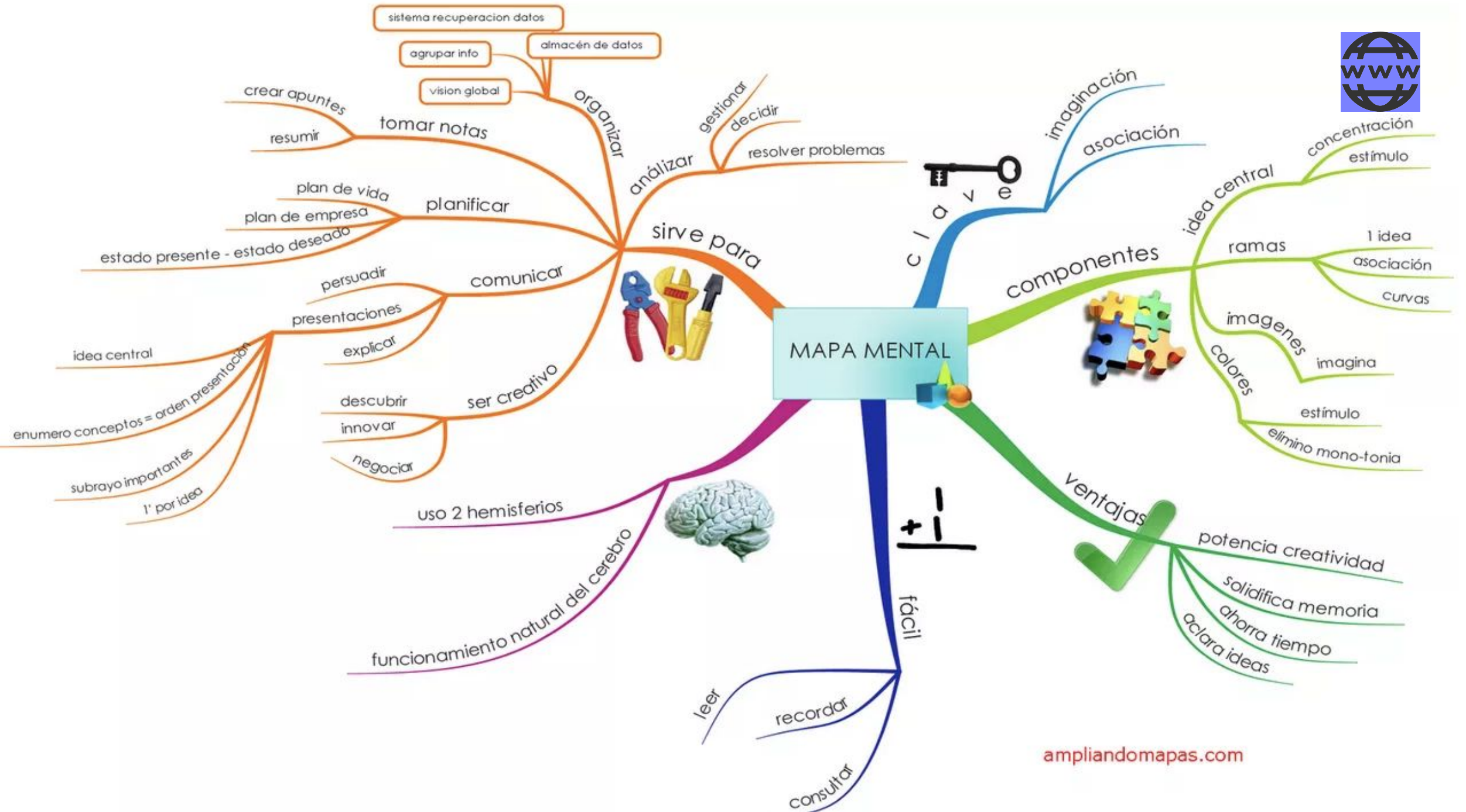
BIL/ESL Conference Region 4  
December 15<sup>th</sup>, 2017

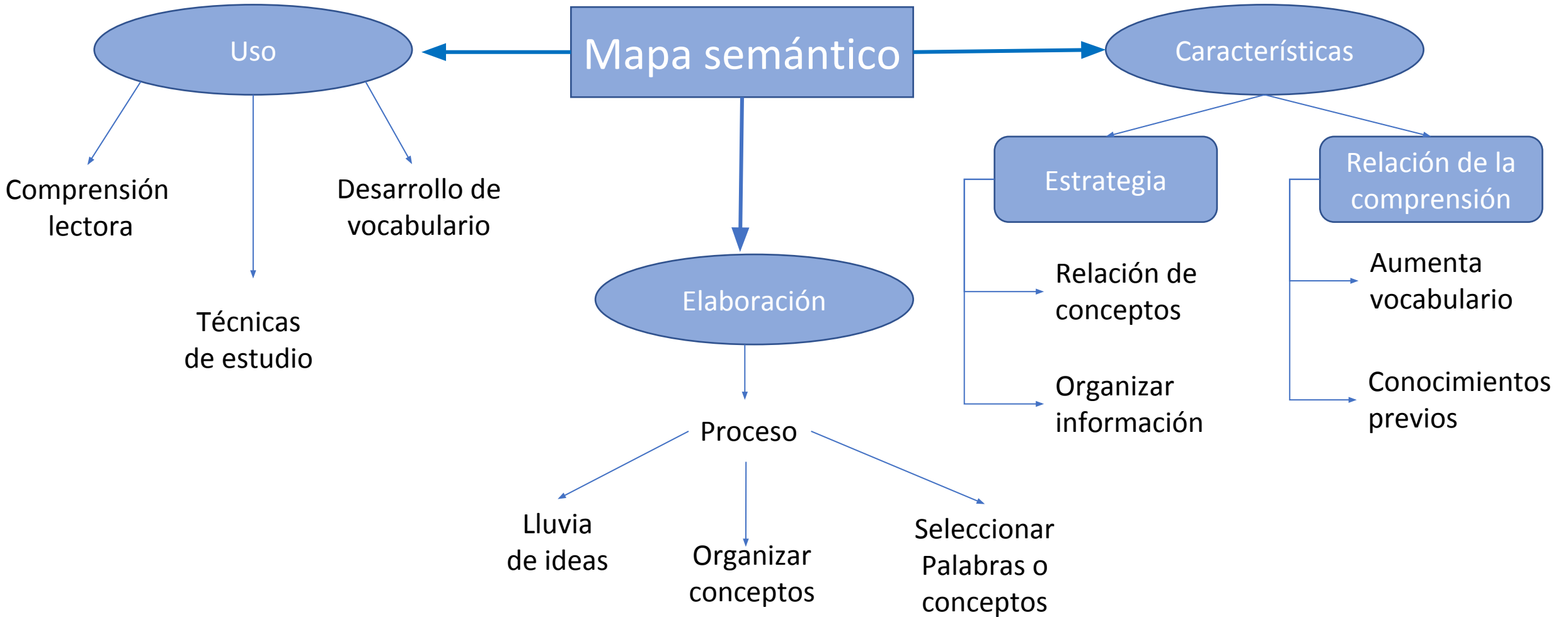
Carolina Paz-Giraldo

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# MAPA CONCEPTUAL

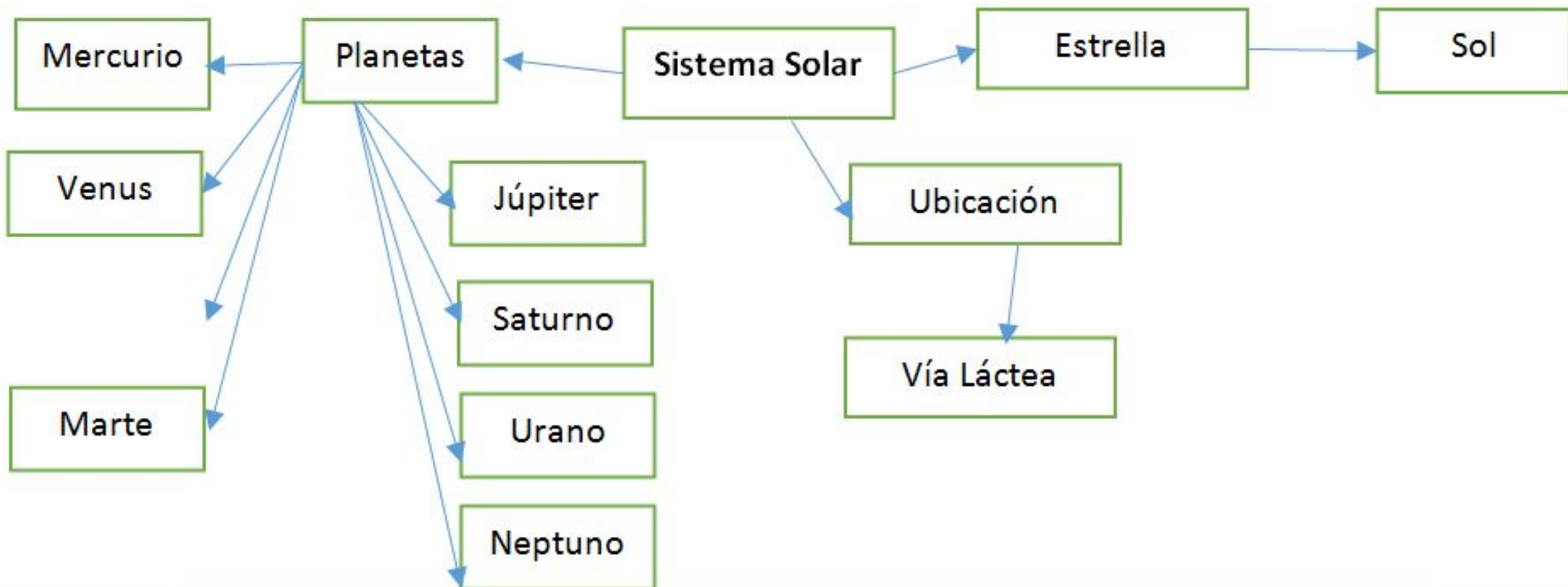








# El sistema solar



# MAPAS

## Definición

## Características

	Definición	Características
<p><b>Mapa Mental</b> (Tony Buzan, 2002)</p>	<p>"Forma gráfica de expresar los pensamientos en función de los conocimientos que han sido almacenados en el cerebro." Genera, registra, organiza y asocia ideas tal como las procesa el cerebro humano para plasmarlas en un papel. Representación gráfica de una imagen mental. "Forma gráfica de expresar los pensamientos en función de los conocimientos que han sido almacenados en el cerebro."</p>	<ul style="list-style-type: none"> <li>a. El asunto o concepto que es motivo de nuestra atención o interés se expresa en una imagen central.</li> <li>b. Los principales temas del asunto o concepto irradian la imagen central de forma ramificada.</li> <li>c. Las ramas tienen una imagen y/o palabra clave impresa sobre la línea asociada.</li> <li>d. Los puntos menos importantes también se representan como ramas adheridas a las ramas de nivel superior.</li> <li>e. Las ramas forman una estructura conectada</li> </ul>
<p><b>Mapa Conceptual</b> (Joseph Novak, 1988)</p>	<p>"Medio para visualizar ideas o conceptos y las relaciones jerárquicas entre ellos." Representación gráfica de las relaciones significativas entre ideas, conceptos y/o proposiciones</p>	<ul style="list-style-type: none"> <li>a. Permiten apreciar el conjunto de información que contiene un texto y las relaciones entre sus componentes.</li> <li>b. Son considerados como organizadores de contenido para diversas actividades académicas y de la vida práctica.</li> <li>c. Determina la jerarquía de ideas</li> <li>d. Establece las relaciones entre ellas.</li> <li>e. Expresa esquemáticamente los conceptos anteriores buscando relaciones</li> </ul>
<p><b>Mapa Semántico</b> (Pearson y Jonson, 1978)</p>	<p>"...estructuración categórica de información representada gráficamente, donde se estructura la información de acuerdo con el significado de las palabras." Ofrece evidencia del desarrollo léxico, básico o disponible de un individuo</p>	<ul style="list-style-type: none"> <li>a. Identifica la idea principal.</li> <li>b. Plantea las categorías secundarias.</li> <li>c. Contempla detalles complementarios (características, temas, subtemas)</li> </ul>



# Success Plan for John Smith A.

Campus: Campus Grade: 1 ID: 2344 Teacher: Gonzalez, J.

TELPAS SCORES		Linguistic Accommodations to use
LISTENING	4	<ul style="list-style-type: none"><li>Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.</li><li>Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.</li><li>Allow student to seek clarification as needed.</li><li>0</li></ul>
SPEAKING	3	<ul style="list-style-type: none"><li>Assign oral presentations to practice using content-based terms and common abstract vocabulary.</li><li>Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.</li><li>Have student participate cooperative group work to support peer interactions.</li><li>0</li></ul>
READING	4	<ul style="list-style-type: none"><li>Use grade-appropriate texts that will promote vocabulary development of low-frequency or specialized, content-specific words.</li><li>Assign research projects that are grade and/or content specific.</li><li>Have students read texts that require higher-order comprehension skills such as understanding expository text, drawing conclusions and constructing meaning of unfamiliar concepts.</li><li>0</li></ul>
WRITING	3	<ul style="list-style-type: none"><li>Use concept mapping to develop student's ability to write more detailed and narrative writing samples.</li><li>Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.</li><li>Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.</li><li>0</li></ul>

### Student Goals:

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### How is the student going to meet these goals?

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Gonzalez, J., Teacher

Date



# Success Plan for Student Bright

**Campus: Best School 4 Me Grade: 1 ID: 1234 Teacher: Outstanding, T**

TELPAS SCORES		Linguistic Accommodations to use
<b>LISTENING</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.</li> <li>Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.</li> <li>Allow student to seek clarification as needed.</li> <li>0</li> </ul>
<b>SPEAKING</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Assign oral presentations to practice using content-based terms and common abstract vocabulary.</li> <li>Use graphic organizers to develop student’s ability to use present, past, and future tenses and provide details while speaking.</li> <li>Have student participate cooperative group work to support peer interactions.</li> <li>0</li> </ul>
<b>READING</b> K-1	<b>2</b>	<ul style="list-style-type: none"> <li>Read predictable patterned books that may include rhyming words and repetition of key words.</li> <li>Display environmental print including word walls, labeled pictures/items, and logos.</li> <li>Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.</li> <li>Expect first language interference with some sound-symbol relationships in English.</li> </ul>
<b>WRITING</b> K-1	<b>1</b>	<ul style="list-style-type: none"> <li>Implement many shared writing activities to develop student’s awareness of English print conventions.</li> <li>Point to read each word when reading stories aloud and select letters and words to write on board or chart.</li> <li>Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.</li> <li>Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.</li> </ul>

**Student Goals:**

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**How is the student going to meet these goals?**

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**Outstanding, T, Teacher**

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**Date**





NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL INDICATOR CODE	DATE TELPAS GRADE 4+	IPT DATE	IPT WRITING (14 GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4		
1	Campus	Giraldo	1234567	Paz	Simon	3	1	N	2	08/23/15					03/01/17	1	2	2	4	2	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Assign research projects that require the gathering of information to support or contradict their findings to present and publish.	Expose students to multiple examples of texts that were written for a variety of purposes and audiences.				
2	Campus	Gonzalez, J.	2344	Smith B.	Anna	3	1	N	2	08/23/15					03/01/17	3	2	3	1	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.		
3	Campus	Gonzalez, J.	2344	Smith C.	Paul	3	1	N	2	02/17/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.		
4	Campus	Gonzalez, J.	2344	Smith A.	Richard	3	1	N	2	08/30/15																												
5	Campus	Gonzalez, J.	2344	Smith B.	John	7	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.	Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.			
6	Campus	Gonzalez, J.	2344	Smith C.	Anna	7	1	N	2	08/23/15					03/01/17	3	3	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.	Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.				
7	Campus	Gonzalez, J.	2344	Smith A.	Paul	7	1	N	2	08/23/15					03/01/17	3	2	1	1	1	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.		
8	Campus	Gonzalez, J.	2344	Smith B.	Richard	3	1	N	2	08/23/15					03/01/17	3	3	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.	Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.				
9	Campus	Gonzalez, J.	2344	Smith C.	John	3	1	N	2	08/27/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.		
10	Campus	Gonzalez, J.	2344	Smith A.	Anna	6	1	N	2	08/23/15					03/01/17	4	3	3	2	3	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.	Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.			
11	Campus	Gonzalez, J.	2344	Smith B.	Paul	3	1	N	2	08/23/15					03/01/17	4	3	2	3	2	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.	Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.				
12	Campus	Smith, A.	2344	Smith C.	Richard	3	1	N	2	08/27/15					03/01/17	3	3	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.	Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.			
13	Campus	Smith, A.	2344	Smith A.	John	4	1	N	2	08/23/15					03/01/17	2	2	1	1	1	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.		Provide students with phrases or simple sentence frames to seek clarification.	Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.		

NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL INDICATOR CODE	DATE TELPAS GRADE 1+	IPT DATE	IPT WRITING (1-4 GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4
14	Campus	Smith, A.	2344	Smith B.	Anna	3	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
15	Campus	Smith, A.	2344	Smith C.	Paul	4	1	N	2	08/27/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
16	Campus	Smith, A.	2344	Smith A.	Richard	3	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
17	Campus	Smith, A.	2344	Smith B.	John	1	1	N		08/23/15					03/01/17	2	1	2	1	2	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Frayer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.	
18	Campus	Smith, A.	2344	Smith C.	Anna	1	1	N		08/27/15					03/01/17	2	1	2	1	2	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Frayer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.	
19	Campus	Gonzalez, J.	2344	Smith A.	John	1	1	N	2	08/23/15					03/01/17	4	3	4	3	4	Occasionally use visual, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Use grade-appropriate texts that will promote vocabulary development of low-frequency or specialized, content-specific words.	Assign research projects that are grade and/or content specific.	Have students read texts that require higher-order comprehension skills such as understanding expository text, drawing conclusions and constructing meaning of unfamiliar concepts.	Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.		
20	Campus	Gonzalez, J.	2344	Smith B.	Anna	3	1	N	2	08/23/15					03/01/17	3	2	1	2	1	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
21	Campus	Gonzalez, J.	2344	Smith C.	Paul	3	1	N	2	02/17/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Utilize various graphic organizers for vocabulary development such as the Frayer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.	
22	Campus	Gonzalez, J.	2344	Smith A.	Richard	3	1	N	2	08/30/15																										
23	Campus	Gonzalez, J.	2344	Smith B.	John	7	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
24	Campus	Gonzalez, J.	2344	Smith C.	Anna	7	1	N	2	08/23/15					03/01/17	3	3	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.	Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.		
25	Campus	Gonzalez, J.	2344	Smith A.	Paul	7	1	N	2	08/23/15					03/01/17	3	2	1	1	1	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Utilize various graphic organizers for vocabulary development such as the Frayer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.	
26	Campus	Gonzalez, J.	2344	Smith B.	Richard	3	1	N	2	08/23/15					03/01/17	3	3	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.	Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.		

NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL INDICATOR CODE	DATE TELPAS GRADE 1+	IPT DATE	IPT WRITING (1-4 GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4
27	Campus	Gonzalez, J.	2344	Smith C.	John	3	1	N	2	08/27/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.
28	Campus	Gonzalez, J.	2344	Smith A.	Anna	6	1	N	2	08/23/15					03/01/17	4	3	3	2	3	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
29	Campus	Gonzalez, J.	2344	Smith B.	Paul	3	1	N	2	08/23/15					03/01/17	4	3	2	3	2	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.	
30	Campus	Smith, A.	2344	Smith C.	Richard	3	1	N	2	08/27/15					03/01/17	3	3	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
31	Campus	Smith, A.	2344	Smith A.	John	4	1	N	2	08/23/15					03/01/17	2	2	4	1	1	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.
32	Campus	Smith, A.	2344	Smith B.	Anna	3	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
33	Campus	Smith, A.	2344	Smith C.	Paul	4	1	N	2	08/27/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
34	Campus	Gonzalez, J.	2344	Smith C.	John	3	1	N	2	08/27/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.
35	Campus	Gonzalez, J.	2344	Smith A.	Anna	6	1	N	2	08/23/15					03/01/17	4	3	3	2	3	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.	Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.	Using varied cooperative groups to encourage and provide student with oral reading opportunities.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
36	Campus	Gonzalez, J.	2344	Smith B.	Paul	3	1	N	2	08/23/15					03/01/17	4	3	2	3	2	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Use concept mapping to develop student's ability to write more detailed and narrative writing samples.	Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals.	Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft.	
37	Campus	Smith, A.	2344	Smith C.	Richard	3	1	N	2	08/27/15					03/01/17	3	3	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
38	Campus	Smith, A.	2344	Smith A.	John	4	1	N	2	08/23/15					03/01/17	2	2	4	1	1	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Display multiple examples of environmental print including but not limited to labels, signs, and logos.	Respect that students may not feel comfortable reading aloud since they may read slowly, word by word.	Read aloud to model enunciation and the use of English language structures.	Use simplified, decodable texts with visuals and highly-familiar English they have learned.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Utilize various graphic organizers for vocabulary development such as the Fryer model, word wall, and personal vocabulary notebook/journal.	Implement shared writing activities such as using a visual context and familiar topics to elicit details.	Use a familiar topic to brainstorm and model organization of thoughts using simple sentences.

NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL INDICATOR CODE	DATE TELPAS GRADE 1+	IPT DATE	IPT WRITING (1st GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4
39	Campus	Smith, A.	2344	Smith B.	Anna	3	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.
40	Campus	Smith, A.	2344	Smith C.	Paul	4	1	N	2	08/27/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Allow students to read independently providing them with additional time to read slowly and reread for clarification.	Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.	Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.		Create an interactive word wall that students can use during independent or cooperative writing tasks.	Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices.	Assign independent reflective writing having students make personal connections using present and past tense.	Expect student's writing samples to have first language interference such as literal translation, word order, etc.

NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL INDICATOR CODE	DATE TELPAS GRADE 1+	IPT Date	IPT WRITING (1st GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4	
1	School	Outstanding	1234	Bright	Student	1	1	N	2	08/23/15					03/01/17	4	3	2	1	4	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
2	Campus	Gonzalez, J.	2344	Smith B.	Anna	1	1	N	2	08/23/15					03/01/17	3	2	1	2	1	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Provide multiple opportunities for shared reading, read alongs and sing alongs, including chants and poems.	Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.	Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.	Display many examples of environmental print such as alphabet cards, signs, and labeling.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.		
3	Campus	Gonzalez, J.	2344	Smith C.	Paul	1	1	N	2	02/17/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication	Provide multiple opportunities for shared reading, read alongs and sing alongs, including chants and poems.	Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.	Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.	Display many examples of environmental print such as alphabet cards, signs, and labeling.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
4	Campus	Gonzalez, J.	2344	Smith A.	Richard	1	1	N	2	08/30/15						3	2	3	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read and think aloud to focus on main points and details to provide visual and linguistic support.	Vary cooperative groups including partners, small groups, and whole class for shared reading.	Utilize guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.			
5	Campus	Gonzalez, J.	2344	Smith B.	John	1	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.			
6	Campus	Gonzalez, J.	2344	Smith C.	Anna	1	1	N	2	08/23/15					03/01/17	3	3	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points and details to provide visual and linguistic support.	Vary cooperative groups including partners, small groups, and whole class for shared reading.	Utilize guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships.	Read and think aloud to focus on main points and details using grade-appropriate English.	Have students participate in shared writing activities by asking them to write on board or copy in journal.	Use concept mapping with whole class for vocabulary development and making personal connections to texts.			
7	Campus	Gonzalez, J.	2344	Smith A.	Paul	1	1	N	2	08/23/15					03/01/17	3	2	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Provide multiple opportunities for shared reading, read alongs and sing alongs, including chants and poems.	Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.	Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.	Display many examples of environmental print such as alphabet cards, signs, and labeling.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
8	Campus	Gonzalez, J.	2344	Smith B.	Richard	1	1	N	2	08/23/15					03/01/17	3	3	3	3	3	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points and details to provide visual and linguistic support.	Vary cooperative groups including partners, small groups, and whole class for shared reading.	Utilize guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships.	Read and think aloud to focus on main points and details using grade-appropriate English.	Have students participate in shared writing activities by asking them to write on board or copy in journal.	Use concept mapping with whole class for vocabulary development and making personal connections to texts.			
9	Campus	Gonzalez, J.	2344	Smith C.	John	1	1	N	2	08/27/15					03/01/17	1	1	1	1	1	Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns.	Provide and/or allow clarification in their native language, including assistance from peers.	Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness.	Frequently check for understanding since most students will not have the ability to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication	Provide multiple opportunities for shared reading, read alongs and sing alongs, including chants and poems.	Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.	Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.	Display many examples of environmental print such as alphabet cards, signs, and labeling.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
10	Campus	Gonzalez, J.	2344	Smith A.	Anna	1	1	N	2	08/23/15					03/01/17	4	3	3	2	3	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points and details to provide visual and linguistic support.	Vary cooperative groups including partners, small groups, and whole class for shared reading.	Utilize guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.			
11	Campus	Gonzalez, J.	2344	Smith B.	Paul	K	1	N	2	08/23/15					03/01/17	4	3	2	3	2	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Expect first language interference with some sound-symbol relationships in English.	Read and think aloud to focus on main points and details using grade-appropriate English.	Have students participate in shared writing activities by asking them to write on board or copy in journal.	Use concept mapping with whole class for vocabulary development and making personal connections to texts.			
12	Campus	Smith, A.	2344	Smith C.	Richard	K	1	N	2	08/27/15					03/01/17	3	3	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.			
13	Campus	Smith, A.	2344	Smith A.	John	K	1	N	2	08/23/15					03/01/17	2	2	1	1	1	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and phrases through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.		Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Provide multiple opportunities for shared reading, read alongs and sing alongs, including chants and poems.	Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.	Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.	Display many examples of environmental print such as alphabet cards, signs, and labeling.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.

NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL/INDICATOR CODE	DATE TELPAS GRADE 1+	IPT Date	IPT WRITING (1st GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4	
14	Campus	Smith, A.	2344	Smith B.	Anna	K	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.			Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.	
15	Campus	Smith, A.	2344	Smith C.	Paul	K	1	N	2	08/27/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.			Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.	
16	Campus	Smith, A.	2344	Smith A.	Richard	K	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.			Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.	
17	Campus	Smith, A.	2344	Smith B.	John	K	1	N		08/23/15					03/01/17	2	1	2	1	2	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
18	Campus	Smith, A.	2344	Smith C.	Anna	K	1	N		08/27/15					03/01/17	2	1	2	1	2	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
19	Campus	Gonzalez, J.	2344	Smith A.	Anna	1	1	N	2	08/23/15					03/01/17	4	3	3	2	3	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read and think aloud to focus on main points and details to provide visual and linguistic support.	Vary cooperative groups, including partners, small groups, and whole class for shared reading.	Utilize guided reading with leveled readers to check student's comprehension, recognition of basic vocabulary, and difficulty with sound-symbol relationships.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.			
20	Campus	Gonzalez, J.	2344	Smith B.	Paul	K	1	N	2	08/23/15					03/01/17	4	3	2	3	3	Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions.	Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings.	Allow student to seek clarification as needed.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Read and think aloud to focus on main points and details while making appropriate English.	Have students participate in shared writing activities by asking them to write on board or copy in journal.	Use concept mapping with whole class for vocabulary development and making personal connections to texts.		
21	Campus	Smith, A.	2344	Smith C.	Richard	K	1	N	2	08/27/15					03/01/17	3	3	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.		Assign oral presentations to practice using content-based terms and common abstract vocabulary.	Use graphic organizers to develop student's ability to use present, past, and future tenses and provide details while speaking.	Have student participate cooperative group work to support peer interactions.		Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.		
22	Campus	Smith, A.	2344	Smith A.	John	K	1	N	2	08/23/15					03/01/17	2	2	2	1	1	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Provide multiple opportunities for shared reading, read alouds and sing alongs, including chants and poems.	Use big books and charts with extensive visuals such as illustrations, gestures, pantomime and objects.	Read stories in chunks, adjust enunciation, and use slower speech to stress sound-symbol relationships.	Display many examples of environmental print such as alphabet cards, signs, and labeling.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.	
23	Campus	Smith, A.	2344	Smith B.	Anna	K	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.			Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.	
24	Campus	Smith, A.	2344	Smith C.	Paul	K	1	N	2	08/27/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.			Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.	
25	Campus	Smith, A.	2344	Smith A.	Richard	K	1	N	2	08/23/15					03/01/17	3	2	2	2	2	Utilize some visuals, verbal cues, and gestures to support understanding.	Take into account that students may need increased wait time to process information.	Expect to occasionally have to rephrase, repeat, or slow down at student's request.			Allow sufficient wait time so a student can process and communicate their response.	Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response.	Focus on the content of student's response and not on pronunciation or grammatical errors.	Realize that students may speak mostly in simple, present tense sentences and rarely with any details.	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences.	Ask students to briefly explain their self-generated emergent writing.	Expect first language interference such as primary language words, spelling patterns, word order and literal translating in personal reflections.	







NUMBER	CURRENT CAMPUS	TEACHER	Student ID	LAST NAME	FIRST NAME	GRADE	HOME LANGUAGE	IMMIGRANT STATUS	BILINGUAL INDICATOR CODE	DATE TELPAS GRADE 1+	IPT Date	IPT WRITING (1st GRADE ONLY)	SPANISH IPT LEVEL (OPT)	ENGLISH IPT LEVEL	TELPAS DATE	TELPAS LISTENING	TELPAS SPEAKING	TELPAS READING	TELPAS WRITING	TELPAS COMPOSITE	Listening Accommodations 1	Listening Accommodations 2	Listening Accommodations 3	Listening Accommodations 4	Speaking Accommodations 1	Speaking Accommodations 2	Speaking Accommodations 3	Speaking Accommodations 4	Reading Accommodations 1	Reading Accommodations 2	Reading Accommodations 3	Reading Accommodations 4	Writing Accommodations 1	Writing Accommodations 2	Writing Accommodations 3	Writing Accommodations 4
39	Campus	Smith, A.	2344	Smith B.	John	K	1	N		08/23/15					03/01/17	2	1	2	1	2	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.
40	Campus	Smith, A.	2344	Smith C.	Anna	K	1	N		08/27/15					03/01/17	2	1	2	1	2	Extensively use visual and verbal cues to reinforce spoken or written words.	Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics.	Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses.	Provide students with phrases or simple sentence frames to seek clarification.	Respect a student's silent period and do not force them to speak if the student is hesitant to participate.	Accept responses consisting of single words and phrases from high familiar or memorized vocabulary.	Frequently model intonation and correct pronunciation in a variety of social and academic contexts.	Expect pronunciation errors that may inhibit communication	Read predictable patterned books that may include rhyming words and repetition of key words.	Display environmental print including word walls, labeled pictures/items, and logos.	Allow students to retell stories orally, using pictures, or in short, simple sentences and/or phrases in journals.	Expect first language interference with some sound-symbol relationships in English.	Implement many shared writing activities to develop student's awareness of English print conventions.	Point to read each word when reading stories aloud and select letters and words to write on board or chart.	Provide labeled pictures and illustrations to develop basic and content-area, concrete vocabulary.	Allow students to use pictures, letter-like forms, mock words, scribbling or to dictate their personal reflections.