Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings

Guidelines and Resources for Educators

California Department of Education • Sacramento, 2006

Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings

Guidelines and Resources for Educators

Publishing Information

The *Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings* was designed and prepared for printing by the staff of CDE Press and was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901. (See the Acknowledgments for the names of those who contributed to the development of this document.) It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2006 by the California Department of Education
All rights reserved

ISBN 978-0-8011-1657-5

Ordering Information

Copies of this publication are available for $15 each, plus shipping and handling charges. California residents are charged sales tax. Orders may be sent to the California Department of Education, CDE Press, Sales Office, 1430 N Street, Suite 3207, Sacramento, CA 95814-5901; FAX (916) 323-0823. Current information on prices, credit-card purchases, and shipping and handling charges may be obtained by calling the Sales Office at (800) 995-4099. Prices on all publications are subject to change.

An illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916) 445-1260.

Notice

The guidance in *Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

Contents

A Message from the State Superintendent of Public Instruction iv
Acknowledgments v
Introduction 1
Translation and Interpretation: What Is the Difference? 7
Translation: The Written Word 7
Interpretation: The Spoken Word 9
Development of Recruitment and Training Guidelines for Translators and Interpreters 13
California Resources 15
National and International Resources 17
English–Spanish Education Language Glossary 19
References 41

A Message from the State Superintendent of Public Instruction

All students, including our English learners, deserve access to a high-quality education and support for academic success. Their families also need to receive information that informs them about their child's education. Translators and interpreters play a crucial role in conveying information to both English learners and their families. As a result, the California Department of Education has published *Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings* to help educators assess the quality of translation and interpreting practices.

Translators and interpreters are important links in our education system. I hope you find this document useful in your work. Thank you for helping us in our efforts to provide vital information to our English learners and their families.

JACK O'CONNELL
State Superintendent of Public Instruction

Acknowledgments

Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings was developed by a committee of field-based experts in the areas of English learner issues, language acquisition and policy, educational administration, translation and interpretation, counseling, and community relations. The California Department of Education appreciates the efforts of the committee members and others who contributed to this document.

Advisory Committee

Majid A. Asfoor
Professor, School of Middle Eastern Language, Defense Language Institute, Monterey

Leslie Padilla-Williams
Executive director, Hola Language Services, Oceanside, California

Alice Petrossian
Assistant Superintendent of Elementary Instruction, Glendale Unified School District

Alexander Raïnof
Chair, National Association of Judiciary Interpreters and Translators

Professor, Romance, German and Russian Languages and Literatures Department, California State University, Long Beach

Marbella Sala
Manager, Medical Interpreting and Translating Center, U.C. Davis Health Systems

Mauricia Saucedo
Community Relations Liaison, Chula Vista Elementary School District

Duarte M. Silva
Executive Director, California Foreign Language Project, Stanford University

Darryl Takizo Yagi
Counselor, Casa Grande High School, Petaluma, California

Note: The titles and affliliations of the persons included in this list were current at the time this document was developed.

California Department of Education Staff

Verónica Águila
Administrator, Language Policy and Leadership Office

Julia Agostinelli
Analyst, Language Policy and Leadership Office

Jan Mayer
Director, Learning Support and Partnerships Division

Lilia Sánchez
Consultant, Curriculum and Instruction Branch

Wayne Shimizu
Consultant, Data Management Division

Nancy Zarenda
Consultant, Language Policy and Leadership Office

The principal writers of the document were the members of the advisory committee, Nancy Zarenda, and other California Department of Education staff.

Introduction

Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings was developed to assist the education community and education stakeholders, including but not limited to public school teachers, administrators, governing boards, counselors, nurses, classified staff, paraprofessionals, students and their families, and community members, who might serve as translators and interpreters or who work in multilingual educational settings. The purpose is to improve the quality of translations of parental notifications and other documents into languages other than English and to ensure more appropriate and effective interpreting practices.

Quality indicators are provided for assessing the work of those who serve as translators and interpreters for parents and guardians of English learners. The document also suggests a model for establishing a network of stakeholders who can provide technical assistance and resources to schools and districts.

Issue

Because of the growing enrollment of immigrant children in the public schools, the ability of school staff to communicate with the families of English learners, including special education students, in their home language has become a local, state, and national concern (see Figure 1). The value and importance of persons who can communicate ideas and messages across various languages and cultures has long been recognized. In many areas state and federal laws govern the preparation, certification, and use of translators and interpreters. In global businesses and in many government agencies, both in the United States and abroad, formally trained translators and interpreters are used widely for both aural and sign communication (Fradd and Wilen 1990).

Currently, California has no comprehensive written policy or standard procedure for recruiting, assessing, utilizing, and compensating qualified translators and interpreters in kindergarten through grade twelve educational settings. Practices throughout California's schools and districts are inconsistent and in some cases inadequate to serve multilingual students and their families.

In contrast, departments that conduct court proceedings are required to use certified interpreters (California *Government Code* sections 68560–68566). Other departments use certified and

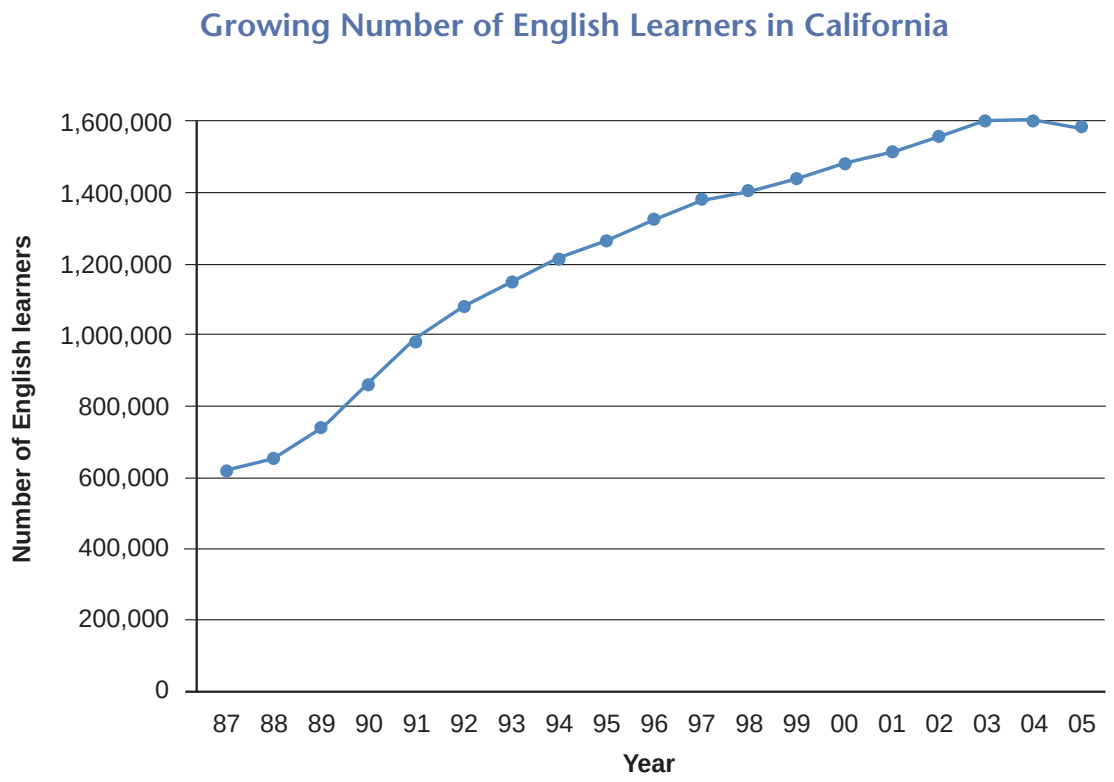
noncertified interpreters as dictated by contractor availability, budgetary considerations, and personal judgment (California State Personnel Board 2001).

Demographics

California is the most linguistically and ethnically diverse state in the nation, and the number of English learners in California public schools is greater than ever. This fact underscores the need and schools' responsibility for effective communication in the multitude of languages spoken by California students and their families (Hidalgo and Reedy 2002) (see Figure 2).

As of 2004 nearly 1.6 million children in California public schools (approximately 25 percent) have been identified as having limited English language skills, and approximately 41 percent of students speak a language other than English in their homes. According to the California Department of Education Dataquest Language Census information, 56 languages are spoken by significant numbers of students in California schools. Additionally, many other languages are spoken by smaller numbers of students. The majority of English learners (nearly 74 percent) are enrolled in the elementary grades, kindergarten through grade six; the remaining 26 percent are enrolled in the secondary grades, seven through twelve (California Department of Education 2005) (see Figure 3).

It is clear that English learners constitute a significant portion of California public school students. However, while children will acquire English language skills and proficiency, their parents and guardians may not. Because large numbers of immigrant families and their school-age children are arriving and enrolling in schools every day, effective translation and interpretation in every segment and at every level of the education system not only is necessary to comply with state and federal laws but also is critical to meaningful parental participation and student success.

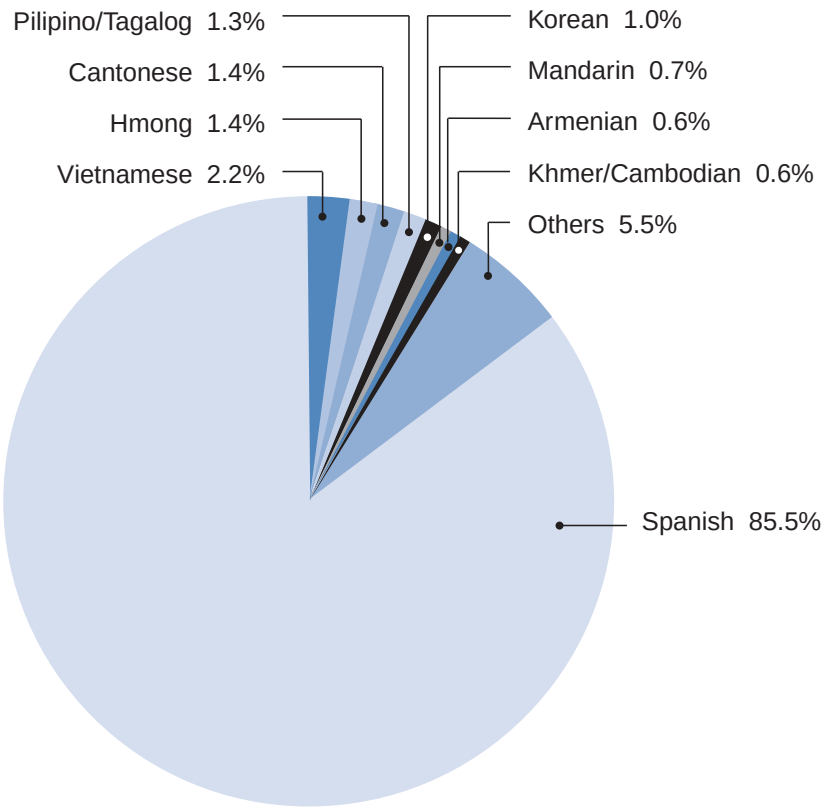


Source: 2005 California Language Census

Figure 1

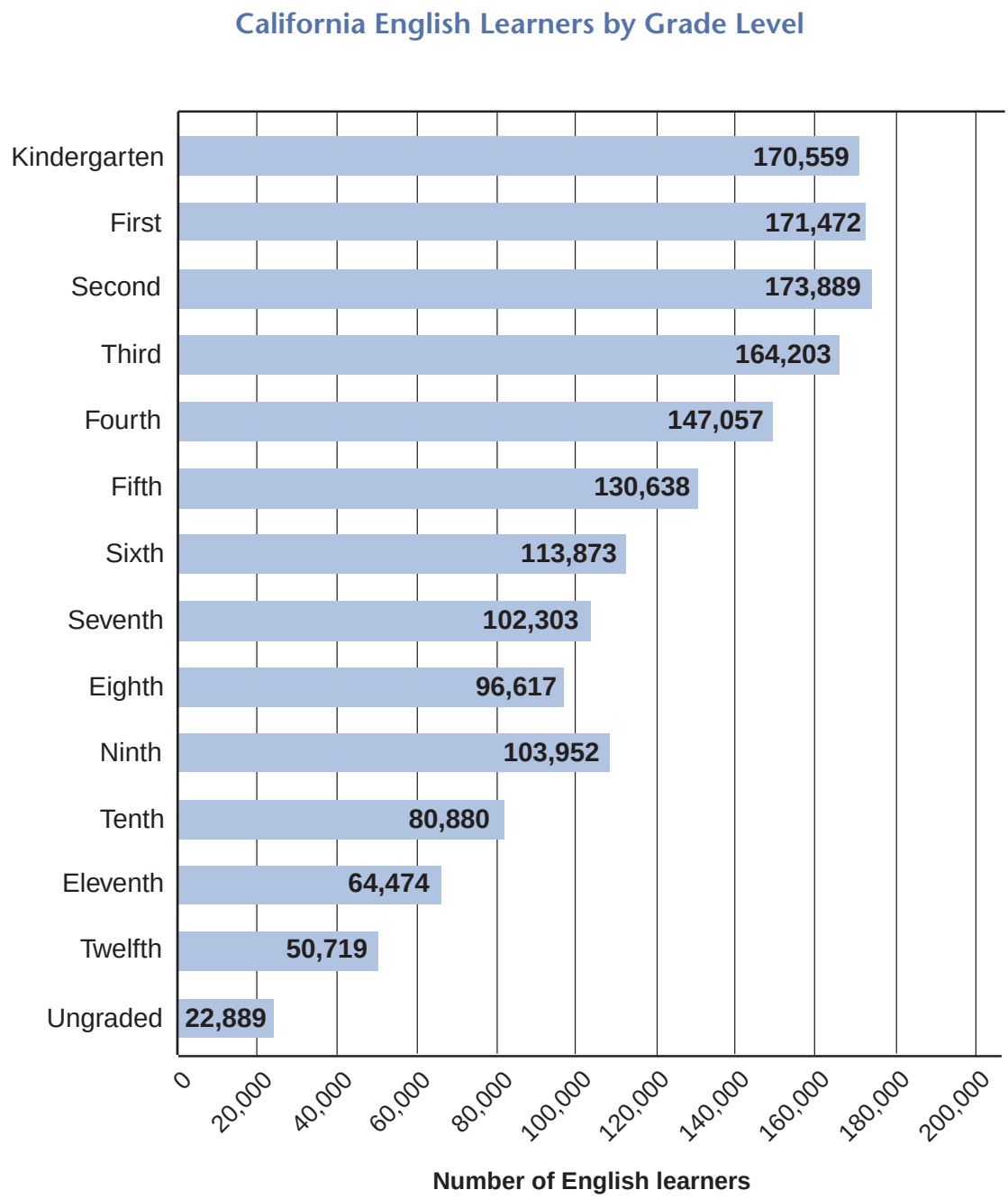
Languages Spoken by English Learners (ELs) in California

Language	*Number of ELs*	*Percentage of ELs*
Spanish	1,357,778	85.5%
Vietnamese	34,333	2.2%
Hmong	22,776	1.4%
Cantonese	22,475	1.4%
Pilipino/Tagalog	20,939	1.3%
Korean	16,463	1.0%
Mandarin	11,825	0.7%
Armenian	9,698	0.6%
Khmer/Cambodian	9,563	0.6%
Other	85,675	5.5%
Statewide Totals	**1,591,525**	**99.6%**



Source: 2005 California Language Census
Note: For this report, percentages have been rounded and may not add up to 100 percent.

Figure 2



Source: 2005 California Language Census

Figure 3

State and Federal Requirements for Translation

Both the California *Education Code* and the federal No Child Left Behind (NCLB) Act of 2001 require that information and materials be provided to parents of English learners in a language they understand.

> *Education Code* Section 48985 states:
> When 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades one through twelve speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language.

NCLB, Title I, Part A, requires that information be translated into languages that parents can comprehend. That information includes numerous parental notification documents related to state plans, academic standards, academic assessments, reports, annual state report cards, annual local educational agency report cards, schoolwide programs, school improvement plans, and parental involvement activities. (See, for example, NCLB sections 1111(b)(3)(c), 1111(h)(1)(B), 1111(h)(2)(E)m, 1111(h)(6)m, 1112(c)(1)(N), 1112(g)(2), 1114(g)(B), 1115, 1116, 1118(b), 1119(e).)

Translation and Interpretation: What Is the Difference?

Any discussion of translation and interpretation must be accurate in the meaning and definition of the terminology used. Sometimes the terms are used interchangeably; however, they are different in practical application.

The term *interpretation* refers to the process of orally rendering communication from one language into another language. *Translation* is the preparation of a written text from one language into an equivalent written text in another language (Raïnof 1980). Both are language-related, but they are not identical disciplines. Each area requires expertise, content domain knowledge, training, and practice. In this document, **translation** is used when referring to written texts, and **interpretation** when referring to oral speech.

Translation: The Written Word

Translation is the conversion of written information from one language into equivalent information in another language (Aparicio and Durban 2003).

Translating educational materials requires knowledge of basic terminology along with specialized vocabulary related to curriculum and local, state, and federal programs and policies. It requires access to dictionaries and also to resources on the Internet so that consistency and widespread understanding of commonly used terms can be assured.

Typical school and district written materials include the following:

- School and district newsletters
- Student/parent forms and communications
- Report cards/progress reports
- School-to-home communications
- School and district policies, rules, and regulations
- Medical forms and policies
- Emergency cards, field-trip approval forms
- Homework assignments
- Testing schedules
- Special education documents
- Individualized education programs

Guidelines for Ensuring High-Quality Translations (Written Materials)

In selecting translators several factors should be considered that will affect the appropriateness and quality of the final product. A native-level language speaker should do all translations. It is advisable to have a second native-level language speaker review the translation for accuracy and for linguistic and cultural relevance. Community or professional organizations within the district or region may provide such resources. If the materials have health, safety, or legal implications, the use of a certified translator is advisable. The following quality indicators are intended to assist in the identification of qualified translators:

- Translator has a knowledge of formal aspects of the target language at a native level, including grammar, spelling, punctuation, capitalization, and syntax.
- Translator has native-language knowledge of the source language (the language from which he or she is translating). Generally, the translation should be into the language the translator knows at an educated level.
- Translator has knowledge of the cultural aspects of both language groups.
- Translator is a native speaker or has native speaker knowledge of the language.
- Translator knows the audience.
- Translator conveys meaning rather than word-for-word translations.
- Translator is trained or experienced in colloquial lexicon.
- Translator is skilled in proofreading or secures a proofreader for all work.
- Translator is certified if the material to be translated is a legal document.

Tips for translators:

- Finalize your written text before starting the translation (Aparicio and Durban 2003).
- Read and understand the entire body of the text before beginning translation.
- Make a list of terms or phrases that you do not understand and research them.
- Use a spell-check program, if available.
- Check for text enhancements: italics, underlined text, or bolded text.
- Check for capitalization, punctuation, and typographical errors.
- Verify the format against the original version. Count every paragraph, bullet, box, and format feature contained in the original version to be certain you have accounted for everything.

- Allow for adequate time to have materials reviewed by the proofreader.
- Review the proofreader's changes and recommended revisions and decide if they are appropriate.
- Review the final translation one more time before publishing.

Interpretation: The Spoken Word

Interpreting has several modes, each requiring a set of skills that are acquired over time and that must be maintained. The ability to speak two languages does not ensure that the person can interpret effectively. Metaphorically speaking, having two hands does not make someone a concert pianist—that expertise depends on how the two hands are trained (Raïnof 1980). Essential skills for interpretation include knowledge of both languages and respective cultures, the ability to listen, a good memory, and note-taking ability.

Interpreting Modes

Consecutive. This mode is characterized by rendering spoken messages back and forth after each person has spoken. It is defined as interpretation of an utterance after it has been completed; one person speaks at a time. The consecutive mode works well for dialogues or for question and answer sessions. It requires note-taking skills and good memory. In addition, this mode is recommended for working in educational settings, such as in one-on-one or small group meetings.

Simultaneous. This mode is characterized by rendering a message from a source language into a target language almost simultaneously and slightly behind the speaker. It is defined as interpretation of an utterance while in progress. The speaker does not stop talking, and the interpreter must not stop either. This mode requires an excellent command of both languages and highly practiced pacing and memory skills. This system is used in some educational events with audio equipment for the interpreter and headsets for the target audience.

Sight translation. This mode involves the verbal translation of written text on sight. It might be used for medical records, foreign birth certificates, foreign school records, or legal documents required of parents or guardians of English learners. This mode is challenging since there is generally no preparation time or materials.

Paraphrasing. This mode is characterized by simplifying and summarizing what is said. This mode should *not* be used because it allows unintended biases, omissions, and inaccuracies to affect the final product and meaning. Interpreters should completely and accurately interpret everything that is said.

Indicators of Quality for Interpreters

Interpreters should posses the following attributes:

- Interpreter possesses extensive vocabulary in both languages.
- Interpreter interprets the message completely and accurately.
- Interpreter allows parties to speak for themselves.
- Interpreter refrains from interjecting personal opinions.
- Interpreter does not engage in side conversations.
- Interpreter does not change the register—meaning the level of speech, whether very technical or erudite, or a child's speech.
- Interpreter is courteous and professional.
- Interpreter is experienced and able to document his or her qualifications.

It is expected that in any venue, professional arena, or public service activity, interpreters should be informed of and should agree to uphold a code of ethics. These ethics include confidentiality; accuracy and completeness of interpretation; impartiality; disclosure of conflict of interest; professional courtesy; and participation in basic training and ongoing professional development.

Typical interpreting scenarios include but are not limited to the following:

- Teacher to student
- Teacher to parent
- Paraprofessional to parent
- Administrator to student
- Administrator to parent
- Classified personnel to student
- Pupil services personnel (e.g., nurses, counselors) to student or parent
- Local or state educational agency board meetings with parents of English learners who testify or offer public comment

Interpreting is an intense activity that requires not only knowledge and skills in both languages that are being interpreted and their respective cultures, but also the ability to provide spontaneous responses to information being exchanged verbally at an unpredictable rate of speed and register. The interpreter serves as a conduit and plays a critical role in the accurate and complete conveyance of information.

Interpreting at State and Local Board Meetings

Parents or community members who speak languages other than English should have full access to and understanding of the education process. In order to present public comments at the State Board of Education or local school board meetings, they are

entitled to an interpreter. These meetings are often televised or recorded, and it is advisable to hire an experienced and qualified interpreter to provide this service. Interpreting is demanding work and requires well-developed skills and confidence to be delivered effectively. Bilingual employees who are not trained or who do not feel comfortable interpreting in a public setting should not be used in this type of stressful situation. A master list of current certified court and administrative hearing interpreters is maintained by the Judicial Council of California and can be accessed online at http://www.courtinfo.ca.gov/programs/courtinterpreters/master.htm. Professional agencies may also be contacted to assist in finding a qualified interpreter.

The Inappropriate Use of Children as Interpreters

In situations where parents and guardians are non-English speakers, it has become common for children to be used as interpreters for their families. Schools, districts, administrators, and teachers have all used children as interpreters, often because they provide an immediate and convenient solution for communication with non-English-speaking parents (Yee 2003). However, children should not be used as intermediaries in such situations. The information being interpreted is often beyond the children's comprehension, and it is inappropriate for children to interpret when they, their siblings, or peers are involved unless the situation is a clear and immediate emergency.

Some discussions with families involve discipline, medical or mental issues, or academic performance and may make the child uncomfortable and produce biased results. Using the child as interpreter may lead to absence from class and loss of instructional time. The information may be traumatizing and may lead to inaccurate information and misunderstandings. Adults, including teachers, have also expressed discomfort with having to use children as interpreters.

Types of Interpreters

Different situations require the use of different types of interpreters.

Court or judiciary interpreter. This interpreter works within the judicial system and must know legal and highly technical terminology as well as slang and lower register terminology and expressions. Court interpretation has both a federal certification process and, in California and some other states, such as Washington, a state certification process. (For California state certification, see the Judicial Council of California listing in the California Resources section of this document.)

Administrative hearing interpreter. In California this interpreter works in departments or agencies that conduct administrative hearings. California also has a state certification process for this

type of interpretation. (For California state certification, see the Judicial Council of California listing in the California Resources section of this document.)

Medical interpreter. This interpreter works with patients and health care providers in medical settings related to both physical and mental health, such as clinics, hospitals, and physicians' offices, and during medical interviews. This type of interpreting requires extensive knowledge of terms related to anatomy, medical or psychiatric terminology, and medical technical procedures. Knowledge of aspects of the patient's culture is also essential. California has a state certification process for this type of certification as well. (For California state certification, see the Judicial Council of California listing in the California Resources section of this document.)

Conference interpreter. This interpreter interprets for large or small conferences. Interpretation is usually provided at technical conferences or in businesses. An example is the simultaneous interpretation done at the United Nations with head-set equipment and, often, in a sound booth.

Community interpreter. This interpreter is a vital link between the school and the community. He or she ensures that the parties involved understand each other and that the information transmitted is complete and accurate.

Suggestions for Working Effectively with Interpreters

- Keep grammatical constructions as simple as possible.
- Speak clearly and loudly.
- Be sure that the interpreter is positioned so as to be able to hear and to be heard by both parties for whom she or he is interpreting.
- Make eye contact with the party to whom you are speaking.
- Use the first person when speaking to enhance direct communication.
- Avoid long strings of sentences. (Because of different grammatical structures in English and Spanish, and because English is an *implicit* language and Spanish is an *explicit* language, more words [25 to 33 percent] are needed to translate an English text into Spanish.)
- Allow time for the interpreter to interpret the full message.
- Avoid idiomatic words and phrases.
- Avoid the use of slang.
- Develop a list of high-frequency words and phrases; provide this list to the interpreter with ample time for review and preparation.
- Provide language resources, such as dictionaries and access to the Internet.

Development of Recruitment and Training Guidelines for Translators and Interpreters

Translation and interpretation are special skill sets that are acquired over time, often requiring several months or years of specialized training. If adequate services are to be provided to English learners and their families, recruitment and training programs must be developed along with outreach, assessment, and opportunities for professional development. Specialized glossaries and reference materials in all languages should be developed or provided. Schools and districts will want to consider their own demographics, including linguistic and cultural variances, when selecting translators and interpreters for various assignments.

Although both translation and interpretation require their own set of well-developed skills, there are three categories of common entry-level, desired qualifications that apply to both: (1) general English-language literacy and numeracy and an understanding of U.S. culture and California culture; (2) proficiency in a second language and an understanding of cultural aspects of the people who speak that language; and (3) a general knowledge and understanding of the institutions in which the English learners and their families may need language assistance. It is important for translators and interpreters to understand the rules, expectations, and requirements of the institutions to be served because they need to be able to communicate and work effectively with the people who work in those institutions (Fradd and Wilen 1990).

Assessing General Skills

Translators and interpreters serve as a bridge between two cultures and two languages. Assessment of their knowledge and understanding of both languages is important in the recruitment process to ensure that translators and interpreters possess adequate skills. Moreover, an understanding of cultural norms and etiquette is essential for communicative success. Assessment tools should include both written and oral components at the Graduate Record Examination (GRE) level.

Creating Partnerships

Recruiting and training translators and interpreters presents a challenge for many schools and districts with scarce resources and time. Creating partnerships with stakeholders can lead to new ideas and solutions.

Questions that arise as the process begins:

- How can a district find and recruit multilingual, literate candidates?
- How will the district assess their skills?
- What kinds of professional development can be provided?
- Are monetary or other incentives offered?
- How can the talent and expertise of a diverse, multilingual community be used to improve communications with families of English learners?
- What resources from higher education institutions can be utilized?
- What community-based organizations might assist?

To answer these questions, districts may consider establishing a *district language advisory group* to assist in identifying critical needs and establishing links to valuable resources. Getting parents and community members involved in this effort can lead to increased student achievement, enhanced relations between different language and culture groups, and improved health and safety.

Members of the advisory group can encourage participation by school or district parent groups, community-based organizations, teachers and their professional organizations, administrators, professional organizations (e.g., English as a second language, foreign language, interpreters, and translators associations), higher education institutions, local school board members, businesses (e.g., local chamber of commerce education committee), law enforcement, and volunteer organizations. These stakeholders can provide helpful suggestions and resources and can assist in identifying multilingual community members.

Finally, districts can seek out information from other districts and share resources. There are model programs and practices occurring throughout the state, some of which are included in the resources section of this document.

California Resources

California Department of Education (CDE)

The CDE's Clearinghouse for Multilingual Documents (CMD) is an online resource that helps local educational agencies (LEAs) find pre-existing translations of parental notification documents. Registered users are provided free access to numerous translated documents that other LEAs are willing to make available. Through the CMD, users may find translations, review them, and revise them to suit local needs. Created to help LEAs meet the notification requirements in state and federal laws, such as California *Education Code* Section 48985, the CMD also helps to reduce redundant translations efforts among schools. The CMD is an ongoing project, and the database grows as LEAs voluntarily contribute to the database. An LEA can become a registered user by designating a staff member to e-mail the CMD at cmd@cde.ca.gov to request access codes on behalf of the LEA. For additional information, visit the CMD at http://cde.ca.gov/ls/pf/cm or e-mail any questions to cmd@cde.ca.gov.

California Court Interpreters Association (CCIA)

The CCIA is a nonprofit organization dedicated to advancing the standards of court interpreting and furthering the interests of the profession. It was founded in 1971 and now has chapters throughout California as well as members at-large in many states and in other countries. Nearly 800 members provide the various court systems and the medical and business communities with expert interpreting and translating in approximately 70 languages and dialects. Membership in the CCIA is open to all those employed in, interested in, or concerned with the profession of court interpreting.

Web site: http://www.ccia.org

California Healthcare Interpreters Association (CHIA)

The CHIA is an organization that promotes safe, ethical, accurate, and complete communication between patients and providers who speak different languages. The association does this by encouraging the use of high-quality healthcare interpreting by medical organizations. The CHIA is a good resource for locating qualified interpreters and providing professional development in interpreting.

Web site: http://www.chia.ws

Hola Language Services (HLS)

The HLS provides training and professional development workshops to certificated and classified personnel to enhance their bilingual skills. These workshops offer participants the language tools they need to perform their translating and interpreting duties more efficiently and accurately in regular and special education settings and provide an overview of legal requirements and professional standards. In addition, HLS offers parents continuing education workshops that are geared to motivate parental involvement (e.g., English Learner Advisory Committee/ District English Learner Advisory Committee training). Contact Leslie Padilla-Williams at lesliewilliams75@cox.net.

Web site: http://www.holalang.com

Judicial Council of California, Court Interpreters Program (CIP)

The CIP Web site contains information about court interpreter services in California courtrooms, information on locating qualified interpreters, and resources for students and interpreters on training and certification. It also contains a section of frequently asked questions for those interested in becoming an interpreter.

Web site: http://www.courtinfo.ca.gov/programs/courtinterpreters

Los Angeles Unified School District (LAUSD) Translations Unit

The LAUSD has made a commitment to encourage greater parent and community participation. The Translations Unit's role is to provide professional translation and interpretation services to the district's schools and offices so that communities can better participate in their children's education. An extensive English–Spanish glossary of LAUSD terminology is available online.

Web site: http://translationsunit.com

Parent Institute for Quality Education

The purpose of the institute is to encourage and help low-income, ethnically diverse parents of elementary, middle, and high school children to take a participatory role in increasing the academic achievement of their children. These goals are met through statewide workshops for teachers, parents, and communities to expand parental involvement.

Web site: http://www.piqe.org

UC Davis Medical Interpreting and Translating Center

The center is a national model for multilingual and multicultural interpreting and translating services in the health care industry. In addition to the Written Translation Services unit, the Medical Interpreting Services Department offers oral interpretation services for California state agencies and other outside clients.

Web site: http://www.ucdmc.ucdavis.edu/interpreting_services/written.html

National and International Resources

American Translators Association (ATA)

Founded in 1959, the ATA, with more than 9,000 members, is the largest professional association of translators and interpreters in the United States. The ATA's primary goals include fostering and supporting the professional development of translators and interpreters and promoting the translation and interpretation professions. The site includes links to areas of interest and a roster of active, certified translators with languages, qualifications, and contact information.

Web site: http://www.atanet.org

Education Trust (EdTrust)

EdTrust provides assistance to school districts, colleges, and community-based organizations to help raise student achievement, especially among minority and low-income students. A new Spanish publication posted on its Web site informs Latino parents on how to improve their children's education by becoming involved. Titled *Como Mejorar la Educación de sus Hijos: Guía Para Padres Latinos,* the publication offers suggestions on how to use the No Child Left Behind Act to benefit their children's education.

Web site: http://www2.edtrust.org/edtrust/spanish

Language Line

Language Line provides interpretation and translation services 24 hours a day in more than 150 commonly spoken languages around the world, from Acholi to Yupik. It was founded in 1982 as a volunteer organization by a former Defense Language Institute instructor to serve the growing immigrant population in the Santa Clara Valley. It incorporated in 1984 and now provides services over the telephone nationwide.

Web site: http://www.languageline.com

Language Testing International

Language Testing International assists federal, state, and local government agencies and municipalities in accurately and objectively assessing the foreign language proficiency of their employees or prospective employees.

Web site: http://www.languagetesting.com

National Association of Judiciary Interpreters and Translators (NAJIT)

NAJIT is a professional association with more than 1,000 members, including practicing interpreters and translators as well as educators, researchers, students, and administrators. The association promotes professional standards of performance and integrity and aims to advance the highest quality interpretation and translation services in the judicial system.

Web site: http://www.najit.org

Registry of Interpreters for the Deaf, Inc. (RID)

RID is a national membership organization of professionals who provide sign language interpreting and transliterating services for deaf and hard of hearing persons. RID advocates increasing the quality, qualifications, and quantity of interpreters.

Web site: http://www.rid.org

TransACT Compliance and Communication Center

TransACT is a Washington State-based corporation that has developed software solutions to address the communication needs of public and private school districts in providing the No Child Left Behind parent notifications in languages other than English.

Web site: http://www.transact.com

English–Spanish Education Language Glossary

This glossary was developed to encourage more consistent use of words and terms that are commonly found in state and federal education communications. It will be posted on the California Department of Education (CDE) Web site and reviewed and expanded periodically. (The CDE will pursue translating this glossary into additional languages. However, until the CDE publishes the additional translations, local educational agencies are encouraged to utilize these English terms to begin developing glossaries in other languages.)

The list was compiled from preexisting glossaries and documents published by the CDE, the Los Angeles Unified School District Translation Unit, and the United States Department of Education. The following persons contributed to the development of this glossary:

Verónica Águila, Language Policy and Leadership Office, California Department of Education
Zenaida Aguirre-Múñoz, Curriculum and Instructional Services, Los Angeles County Office of Education
Monte Blair, Standards and Assessment Division, California Department of Education
Miguel Cordova, Standards and Assessment Division, California Department of Education
Fred Dobb, Standards and Assessment Division, California Department of Education
Gina Koency, Curriculum and Instructional Services, Los Angeles County Office of Education
Lilia Sánchez, Curriculum and Instruction Branch, California Department of Education
Nancy Zarenda, Language Policy and Leadership Office, California Department of Education

These considerations or guidelines were followed in the development of this glossary:

- This glossary does not contain all possible regional, dialectical, or colloquial variations.
- For many terms, more than one Spanish translation is provided. In these cases, the options are separated with a comma and listed in order of preference.
- A slash (/) is used to indicate gender options.
- Italics are used for terms that require italics according to the *CDE Style Manual*.
- Italics are occasionally used in the Spanish-language translation to indicate terms for which no appropriate Spanish term was available; in those cases the English-language term should be used.
- When an English term is known by an acronym, the Spanish translation is followed by an explanation that the term is known in English by the acronym. The reference to the English acronym needs only to be noted the first time the term is used in a document.

Note: The affiliations of the persons listed here were current at the time this glossary was developed.

A

ability	capacidad, habilidad
abnormality	anormalidad
above average	por arriba del promedio
absence(s)	ausencia(s)
abstract reasoning	razonamiento abstracto
abuse	abuso
academic achievement goals	metas académicas establecidas
Academic Performance Index (API)	índice de rendimiento académico (conocido en inglés como API)
academic standards	estándares académicos
accelerated courses	cursos intensivos
accommodation	adaptación, acomodamiento
accountability	responsabilidad, rendición de cuentas
accuracy	exactitud
achievement	logro, progreso
acquisition	aprendizaje, adquisición
acronyms	siglas
action plan	plan de acción
active learning	aprendizaje activo
acute	agudo
adaptive behavior	conducta adaptativa
adaptive skills	habilidades de adaptación
adequate progress indicators	indicadores de progreso adecuado
Adequate Yearly Progress (AYP)	Progreso anual adecuado (conocido en inglés como AYP)
adjustment	ajuste
administer, administration	aplicar, se aplica, aplicación, dar, administrar, administración
administrator	administrador/a

adolescence	adolescencia
adopt, to	adoptar
adopted materials	materiales adoptados
adoption	adopción
adult education	educación para adultos
advanced (CST performance level or CELDT proficiency level)	avanzado (como el nivel avanzado)
advanced students	estudiantes adelantados/as
advisory committee	comité asesor
aggregate	conjunto, totalidad
aggregate performance	rendimiento total
align (to), alignment	alineado, basado en
American Sign Language (ASL)	Lengua de signos estadounidense (conocido en inglés como ASL)
Annual Measurable Achievement Objective (AMAO)	Objetivo medible de logro anual (conocido en inglés como AMAO)
Annual Progress Report (APR)	Informe del progreso del sistema de rendición de cuentas (conocido en inglés como APR)
assessment	evaluación, análisis
assistant principal (AP)	subdirector/a (conocido en inglés como AP)
assistant teacher	profesor/a adjunto/a, profesor/a ayudante, maestro/a auxiliar
Associate in Arts (AA)	Título universitario de preparación básica (conocido en inglés como AA)
at-risk students	estudiantes propensos a fracasar
attendance	asistencia
audit	auditoría
average daily attendance (ADA)	promedio de asistencia diaria (conocido en inglés como ADA)

B

Bachelor of Arts (BA)	Licenciatura en humanidades (conocido en inglés como BA)
Bachelor of Science (BS)	Licenciatura en ciencias (conocido en inglés como BS)
Back-to-School Night	Noche de orientación para padres de familia (al inicio del año escolar)
baseline data	datos fundamentales o básicos
basic (CST performance level)	básico (como el nivel básico)
Basic Achievement Skills Individual Screener (BASIS)	Evaluación individual del aprovechamiento académico básico (conocido en inglés como BASIS)
Basic Interpersonal Communication Skills (BICS)	Capacidad básica de comunicación interpersonal (conocido en inglés como BICS)
Basic Inventory of Native Language (BINL)	Inventario básico de la lengua materna (conocido en inglés como BINL)
basic sight words	palabras básicas reconocibles a primera vista
basic skills	conocimientos básicos
beginning (CELDT proficiency level)	inicial (como el nivel inicial)
beginning readers	lectores principiantes
behavior	comportamiento
behavior disorder	trastorno de comportamiento
behavioral objective	objetivo de comportamiento
below average	por debajo del promedio
below basic (CST performance level)	por debajo del (nivel) básico
below expectations	no satisface las expectativas mínimas
benchmark	punto de referencia
benchmark test	prueba basada en estándares específicos
Bilingual Advisory Committee (BAC)	Comité asesor de la educación bilingüe (conocido en inglés como BAC)
bilingual assessment	evaluación bilingüe
Bilingual Certificate of Competence (BCC)	Certificado de competencia bilingüe (conocido en inglés como BCC)

Bilingual Cross-cultural Certificate of Competence (BCC)	Certificado de competencia bilingüe transcultural (conocido en inglés como BCC)
Bilingual Cross-cultural Language and Academic Development (BCLAD)	Desarrollo lingüístico académico y bilingüe transcultural (conocido en inglés como BCLAD)
bilingual education	educación bilingüe
bilingual educational aide	auxiliar educativo/a bilingüe
Bilingual Immersion Program	Programa de inmersión bilingüe
biliterate	capaz de leer y escribir en dos idiomas
birth certificate	acta de nacimiento, partida de nacimiento
board meeting	sesión ordinaria de la mesa directiva
board of directors	consejo directivo
Board of Education	Mesa Directiva de Educación
bond measure	iniciativa electoral de emisión de bonos
budget allocations	distribuciones, asignaciones del presupuesto
budget shortfall	deficiencia del presupuesto
building and grounds worker	conserje
bulletin	boletín
bulletin board	tablero de anuncios
busing	transporte (de estudiantes) en autobús
buy-back days	días de desarrollo profesional

C

cadre	grupo, conjunto de expertos, líderes
CAHSEE Student and Parent Report	Reporte de resultados del CAHSEE para padres de familia y estudiantes
calendar days	días civiles
calendar year	año civil
California Achievement Tests, Sixth Edition, Survey (CAT/6 Survey)	Prueba de aprovechamiento de California, sexta edición, abreviada (conocido en inglés como CAT/6 Survey)
California Alternate Performance Assessment (CAPA)	Prueba alternativa de rendimiento de California (conocido en inglés como CAPA)

California Assessment Program (CAP)	Programa de evaluación educativa de California (conocido en inglés como CAP)
California Basic Education Skills Test (CBEST)	Prueba de California para evaluar los conocimientos básicos (conocido en inglés como CBEST)
California Commission on Teacher Credentialing (CCTC)	Comisión de Acreditación de Maestros de California (conocido en inglés como CCTC)
California Department of Education (CDE)	Departamento de Educación de California (conocido en inglés como CDE)
California Distinguished School	Escuela distinguida de California
California *Education Code*	*Código de Educación* de California
California English Language Development Test (CELDT)	Prueba para medir el desarrollo del inglés en California (conocido en inglés como CELDT)
California High School Exit Examination (CAHSEE)	Examen de egreso de la preparatoria de California
California High School Proficiency Examination (CHSPE)	Examen de suficiencia de la escuela preparatoria de California
California Master Plan	Plan maestro de California
California Reading List (CRL)	Lista de lecturas de California (conocido en inglés como CRL)
California School Improvement Plan	Plan de mejoramiento escolar de California
California Standards Tests (CSTs)	Pruebas de los estándares académicos de California (conocidos en inglés como CSTs)
California State Board of Education	Mesa Directiva de Educación de California
California State University (CSU)	Universidad Estatal de California (conocido en inglés como CSU)
California Test of Basic Skills (CTBS)	Examen de conocimientos básicos de California (conocido en inglés como CTBS)
California Writing Standards Test	Prueba de expresión escrita del CST
campus	plantel escolar
cap and gown	toga y birrete
career adviser	asesor/a vocacional, profesional
career and college guidance	orientación vocacional y universitaria
carryover funds	fondos traspasados

categorical funds	fondos por categorías
categorical programs	programas por categorías
categorically funded programs	programas subvencionados por categorías
CELDT Student Proficiency Level Report	Reporte del nivel de desarrollo del estudiante en CELDT
Center on School, Family, and Community Partnerships	Centro de Colaboración entre la Escuela, la Familia, y la Comunidad
certificate of educational achievement	certificado de rendimiento educativo
Certificate of Proficiency	Certificado de suficiencia preparatoria
charter school	escuela *charter*
child	niño/a; menor de edad
child abuse	abuso de menores
child abuse prevention program	programa para la prevención del abuso de menores de edad
child advocate	defensor/a de menores de edad
Child and Family Services	Servicios para Menores de Edad y Familias
child care center	guardería infantil
child development programs	programas para el desarrollo infantil
child development specialist	especialista en el desarrollo infantil
children of color	niños/as de minorías étnicas, raciales
children with disabilities	niños/as con discapacidades
children's protective services	servicios de protección a la infancia o niñez
citizenship	ciudadanía, nacionalidad, conducta cívica
class size reduction	reducción de la proporción de estudiantes por maestro
classified personnel or staff	personal clasificado por categoría profesional
classroom	salón, aula
code of student behavior	código de conducta, comportamiento estudiantil
Cognitive Academic Language Proficiency (CALP)	Desarrollo del lenguaje académico (conocido en inglés como CALP)
college	universidad

college preparatory program	programa de preparación para el ingreso a la universidad
community advisory committee (CAC)	comité asesor comunitario (conocido en inglés como CAC)
Community Based English Tutoring (CBET)	Enseñanza individualizada del inglés con instructores comunitarios (conocido en inglés como CBET)
community college	institución postsecundaria de dos años
competency	capacidad, aptitud
competency-based curriculum	plan de estudios correlativo a la capacidad del alumno
compliance review	evaluación de la conformidad a los reglamentos
comprehensive high schools	escuelas preparatorias, *high schools* integrales
computer literacy	habilidades y conocimientos fundamentales en el manejo de las computadoras
Consolidated Application (ConApp)	Solicitud consolidada (conocido en inglés como ConApp)
content standards	estándares de contenido académico
cooperative learning	aprendizaje conjunto o grupal
core curriculum	currículo principal
core literature	literatura básica, obras literarias requeridas
core program	programa de materias obligatorias
core subjects	materias básicas
corrective action	acción correctiva
counselor	consejero/a
credential	título, credencial, licencia
criterion-referenced test	prueba basada en objetivos específicos
critical thinking	razonamiento crítico, pensamiento analítico
Crosscultural, Language, and Academic Development (CLAD)	Desarrollo lingüístico académico y transcultural (conocido en inglés como CLAD)
curriculum	currículo

D

day care center	guardería infantil
development standards	estándares de desarrollo
developmentally handicapped (DH)	persona con deficiencias en el desarrollo (conocido en inglés como DH)
developmentally impaired (DI)	persona con deficiencias en el desarrollo (conocido en inglés como DI)
diagnostic	diagnóstico
District English Language Advisory Committee (DELAC)	Comité asesor del distrito escolar para los estudiantes de inglés como segunda lengua (conocido en inglés como DELAC)
districtwide	a través del distrito
dress code	código de vestir
dropout	estudiante que ha desertado los estudios escolares
dropout rate	tasa, índice de abandono escolar
drug abuse	drogadicción, uso excesivo de drogas

E

Early Assessment Program	Programa de evaluación temprana
early advanced (CELDT proficiency level)	preavanzado (como el nivel preavanzado)
early intermediate (CELDT proficiency level)	preintermedio (como el nivel preintermedio)
early intervention	intervención temprana
Early Intervention Program for School Success	Programa de intervención temprana para el éxito académico
early literacy	alfabetización temprana
Early Literacy Program	Programa de alfabetización preescolar
Early Reading First	Antes que nada, la lectura infantil
economically disadvantaged	de escasos recursos económicos
Education Code	*Código de Educación*
educational reform	reforma educativa
educationally handicapped	estudiante con discapacidades en el aprendizaje

effective communication skills	habilidad para comunicarse con eficaz
effective schools	escuelas eficaces
eighth	octavo
elective classes	materias optativas
elementary education	enseñanza primaria
elementary school	escuela primaria
eleventh	onceavo, undécimo
e-mail	correo electrónico
Emergency Immigrant Education Program (EIEP)	Programa educativo de emergencia para inmigrantes
emotionally disturbed	individuo con problemas emocionales
English as a second language (ESL)	inglés como una segunda lengua (conocido en inglés como ESL)
English language acquisition	proceso de dominar el inglés como segunda lengua
English–language arts (ELA)	lengua y literatura en inglés (conocido en inglés como ELA)
English–language development (ELD)	desarrollo del inglés como segunda lengua (conocido en inglés como ELD)
English-language development (ELD) standards	estándares académicos para el desarrollo del inglés como segunda lengua
English-language proficiency level	nivel del desarrollo del inglés como segunda lengua
English Learner Advisory Committee (ELAC)	Comité asesor para los estudiantes de inglés como segunda lengua (conocido en inglés como ELAC)
English learners	estudiantes de inglés como segunda lengua
English proficient	con dominio del inglés
English-speaking	que habla inglés, angloparlante
enrollment	matriculación, número de matriculados
evaluation	evaluación
Even Start Program	Programa *Even Start*
examination	examen

expected schoolwide learning results (ESLR)	resultados de aprendizaje previstos para todos los estudiantes de la escuela (conocido en inglés como ESLR)
expel, to	expulsar
extended school year	año escolar prolongado
extracurricular	extracurricular

F

far below basic (CST performance level)	muy por debajo del (nivel) básico
feeder schools	escuelas remitentes
fees	derechos, costos de matrícula
field coordinator	coordinador/a de campo
field practitioners	profesionales, facultativos/as itinerantes
field trip	excursión escolar
fifth	quinto
first	primero, primer (año)
first-aid kit	botiquín de primeros auxilios
flexibility	flexibilidad
fluency	fluidez, fluidez al hablar
fluent-English proficient (FEP)	con dominio total del inglés (conocido en inglés como FEP)
fluent reader	con fluidez en la lectura
flunk, to	reprobar
focus areas	materias de concentración
foster home	hogar de crianza, hogar temporal
foster parent	padre o madre de crianza, padres adoptivos
fourth	cuarto
framework	esquema curricular, estructura, esquema conceptual
freshman	estudiante del primer año de la (escuela) preparatoria, del primer año universitario

full-time equivalent (FTE)	equivalente a un puesto de tiempo completo (conocido en inglés como FTE)
fully mainstreamed	totalmente integrado (al programa educativo regular)
functional illiteracy	analfabetismo funcional

G

gang prevention program	programa para la prevención de pandillas
GATE program	Programa para estudiantes dotados y talentosos (conocido en inglés como GATE)
General Educational Development (GED) test	Pruebas de desarrollo educativo general (conocido en inglés como GED)
Gifted and Talented Education (GATE)	Educación de estudiantes dotados y talentosos (conocido en inglés como GATE)
governing board	mesa o junta directiva
graduation night	programa nocturno para estudiantes del último año de preparatoria
grade	año, grado
grade card	boleta, reporte de calificaciones
grade level	año académico, grado escolar
grade-level standards	estándares académicas del año académico
grade-point average (GPA)	promedio de calificaciones (en puntos) (conocido en inglés como GPA)
graduation rates	porcentajes, tasas de graduación escolar
grant	subvención, subsidio, fondos
grant writer	redactor/a de propuestas para solicitar subvenciones, subsidios, fondos
growth target	objetivo de mejora
guardian	tutor/a (legal)
guide for parents and guardians	guía para los padres de familia y tutores
guidelines	pautas, normas generales, principios normativos

H

handicap	discapacidad, impedimento, desventaja
handwriting	caligrafía, escritura or letra manuscrita
harassment	acoso, hostigamiento
hard of hearing (HOH)	deficiencia auditiva, sordo (conocido en inglés como HOH)
Head Start	Comienzo con ventaja
health assessment	evaluación de la salud
heritage language	lengua materna
high academic level	alto nivel académico
high achievement	alto rendimiento
high expectations	altas expectativas
highly gifted	superdotado
highly qualified teacher	maestro/a altamente acreditados/as
history–social science	historia-ciencias sociales
home language survey	encuesta de la lengua materna
home schooling	enseñanza académica en el hogar
home study	estudio en el hogar

I

illiteracy	analfabetismo
immigrant status	estatus migratorio
impaired	impedido, inhabilitado
implementation	ejecución, realización, cumplimiento
improvement plan	plan de mejoramiento
independent study	estudio independiente
indigent	indigente, necesitado/a
individualized education program (IEP)	programa de educación individualizado o programa individualizado de educación (conocido en inglés como IEP)

Individuals with Disabilities Education Act (IDEA)	Ley de la educación de personas con discapacidades (conocido en inglés como IDEA)
Infant Development Program	Programa para el desarrollo infantil
information bulletin	suplemento informativo
initially fluent-English proficient (I-FEP)	inicialmente designado como estudiante que domina el inglés (conocido en inglés como I-FEP)
intelligence quotient (IQ)	coeficiente intelectual (conocido en inglés como IQ)
intermediate (CELDT proficiency level)	intermedio (como el nivel intermedio)
internship	internado, pasantía
intervention program	programa de intervención
interventions	intervenciones

J

Job Skills Training Program	Programa de capacitación laboral
junior high school (middle school)	escuela intermedia
juvenile justice system	sistema judicial para menores

K

kindergarten	jardín infantil, kinder, kindergarten
kinesthetic	cenestésico

L

language acquisition	adquisición del idioma
language and speech impaired (LASI)	deficiente en el lenguaje y habla (conocido en inglés como LASI)
language arts	lengua y literatura
language arts core	lengua y literatura básicas
language classification	clasificación según el dominio del idioma
language minority student	estudiante de una minoría lingüística
languages other than English	idiomas además del inglés
learning disabled	discapacidad en el aprendizaje
letter grade	calificación en forma de letra

limited-English proficiency	de dominio limitado del inglés
limited-English proficient (LEP)	estudiante con dominio limitado del inglés (conocido en inglés como LEP)
link (as in Web link)	enlace
listening	comprensión auditiva
local control	control local
local educational agency (LEA)	agencia local de educación (conocido en inglés como LEA)
low-achieving schools	escuelas de bajo rendimiento
low incidence	poco común, infrecuente
low-income families	familias de bajos ingresos económicos

M

magnet school	escuela *magnet*
make-up dates	fechas de el/los examen(es) extraordinarios
mainstream English	inglés de uso común
Master Plan for English Learners	Plan maestro para estudiantes del inglés como segunda lengua
master schedule	horario principal o maestro
mathematics	matemáticas
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments	*Matriz de las variaciones, adaptaciones, y modificaciones para la administración de los exámenes estatales de California*
measurable objectives	objetivos medibles, mensurables
measurement	medición, medida
Memorandum of Understanding (MOU)	Memorándum de entendimiento, acuerdo (conocido en inglés como MOU)
mental health	salud mental
mentor, to	servir como mentor; aconsejar
middle school	escuela intermedia, secundaria (*middle school*)
Migrant Education Program	Programa de educación para migrantes
minimum academic requirements	requisitos académicos mínimos

minor	menor de edad
minorities	minorías
monolingual	monolingüe
motivated learner	estudiante motivado
multiple-choice questions	preguntas de opción múltiple
multicultural education	educación multicultural
multitrack	ciclos educativos múltiples

N

National Assessment of Educational Progress (NAEP)	Evaluación nacional del progreso educativo (conocido en inglés como NAEP)
National Blue Ribbon School	Escuela de listón azul nacional
native English speakers	angloparlantes nativos, anglohablantes nativos
native language	idioma materno
newcomer center	centro para nuevos estudiantes que no hablan inglés
newsletter	boletín
ninth	noveno
No Child Left Behind (NCLB) Act of 2001	Ley de 2001 Que Ningún Niño se Quede Atrás (conocido en inglés como NCLB)
non-English-proficient	sin dominio del inglés
non-English-speaking	que no habla inglés
non-NCLB-qualified teacher	maestro/a no acreditado/a por NCLB
nonverbal child	niño/a que no habla
norm-referenced results	resultados con referencia a las normas (de rendimiento académico)
notarized	notarizado/a
nurse's office	enfermería

O

Office of the Secretary of Education	Secretaría de Educación
Office for Civil Rights (OCR) of the U.S. Department of Education	Oficina para Derechos Civiles (conocido en inglés como OCR) del Departamento de Educación de los EEUU
open house	recepción escolar para padres de familia y estudiantes
oral language skills	capacidad o aptitud de expresión oral

P

parent advisory committee	comité asesor de padres de familia
parent/guardian involvement	participación de los padres de familia y tutores
parental notification for parents and guardians	notificación a los padres de familia y tutores, notificación de los padres de familia y tutores
parental (and guardian) options	opciones de padres de familia y tutores
parents and guardians	padres de familia y tutores
performance level	nivel de rendimiento
CSTs and CAPA performance levels are advanced, proficient, basic, below basic, far below basic	niveles de rendimiento para los CSTs y CAPA son avanzado, proficiente, básico, por debajo del básico, y muy por debajo del básico
performance report	informe de rendimiento
performance tasks	ejercicios de rendimiento
Physical Fitness Test (PFT)	Examen de aptitud física (conocido en inglés como PFT)
physically handicapped	estudiante con discapacidades físicas
preschool	centro, plantel, establecimiento de educación preescolar
primary language	idioma nativo, lengua materna
professional development	capacitación, desarrollo profesional
proficiency level	nivel de desarrollo
CELDT proficiency levels are advanced, early advanced, intermediate, early intermediate, beginning	niveles de desarrollo en el CELDT son avanzado, preavanzado, intermedio, preintermedio, inicial
proficient (CST performance level)	proficiente (como el nivel proficiente)
Program Improvement (PI)	Programa de mejoramiento académico (conocido en inglés como PI)

Program Improvement (PI) school or district	escuela o distrito con necesidad de mejoramiento académico (escuela o distrito PI)
progress report	informe de progreso académico
Public School Accountability Act (PSAA)	Ley de contabilidad académica de las escuelas de enseñanza pública (conocido en inglés como PSAA)
pull-out activity	actividad de refuerzo fuera del salón
pupil-free day	día sin estudiantes (para la capacitación de maestros)

R

rate of transiency	porcentaje de transitoriedad
raw score	calificación original
reading	lectura
reading readiness skills	preparación o aptitud en la lectura
Reading/Language Arts Framework	Marco curricular de lengua y literatura
reading comprehension	comprensión de lectura
Reading First	Antes que nada, la lectura
reclassified-fluent-English proficient (R-FEP)	reclasificado como un estudiante que domina el inglés (conocido en inglés como R-FEP)
reclassification	reclasificación
remediation program	programa de remedio, programa correctivo
report card	libreta, reporte, boleta de calificaciones
research-based	que tiene base en la investigación científica
restructuring	reestructuración

S

sample (as in sample report)	muestra
SAT®	SAT®
scale score	calificación de escala *(scale score)*
schedule	horario
scholarship	beca
school action plan	plan escolar de acción

School Assistance and Intervention Team (SAIT)	Equipo de asistencia e intervención escolar (conocido en inglés como SAIT)
school-based	con sede escolar
school board	mesa directiva de educación
school choice	opción de escuela, elección de escuela
school records	fichas escolares, registros escolares
school site plan (SSP)	plan del plantel escolar (conocido en inglés como SSP)
school site council (SSC)	consejo del plantel escolar (conocido en inglés como SSC)
school tracks	ciclos escolares
school within a school	escuela dentro de una escuela
school year	año escolar
science	ciencias
Science Framework	Marco curricular para las ciencias
scientifically based methods	métodos científicamente comprobados
score	calificación, resultado
secondary education	enseñanza secundaria
Section 504 plan	plan de la Sección 504
second	segundo
Secretary of Education	Secretario/a de Educación
seventh	séptimo
sheltered English	instrucción contextualizada para el aprendizaje del inglés
sheltered instruction	instrucción contextualizada
silent reading	lectura en silencio
Similar Schools Rank	Rango de escuelas similares
sixth	sexto
skills	habilidades, capacidades, destrezas
socioeconomically disadvantaged students	estudiantes de escasos recursos socioeconómicos

Spanish language	idioma español, lengua española
speaking	expresión oral
special education	educación especial
spelling	ortografía
staff development	capacitación del personal
standardized testing	pruebas estandarizadas
Standardized Testing and Reporting (STAR) Program	Programa de exámenes y reportes estandarizados (conocido en inglés como STAR)
standards	estándares
standards-aligned instruction	enseñanza basada en los estándares
standards-based curriculum	currículo basado en los estándares
Standards-Based Test in Spanish (STS)	Pruebas en español basadas en los estándares de California
STAR Student Report	Reporte individual de los resultados de STAR
State Board of Education (SBE)	Mesa Directiva Estatal de la Educación (conocido en inglés como SBE)
state exams	exámenes estatales
state framework	marco curricular del estado
state-mandated program	programa estatal obligatorio
State Superintendent of Public Instruction (SSPI)	Superintendente de instrucción pública del estado (conocido en inglés como SSPI)
strengths	puntos fuertes
student	estudiante, alumno/a
student achievement data	datos de aprovechamiento académico
student body	alumnado
student scores	calificaciones de los estudiantes
student subgroups	subgrupos de estudiantes
subject, subject area	materia
substitute teacher	maestro/a suplente
supplemental/supplementary educational services	servicios suplementarios de educación

supplemental educational services provider	proveedor/a de servicios suplementarios de educación
supplementary materials	materiales suplementarios
support services	servicios auxiliares
support staff	personal auxiliar
suspension, suspend, suspended (from school)	suspensión, suspender, suspendido
sustained silent reading (SSR)	lectura prolongada en silencio (conocido en inglés como SSR)
systemic	sistémico

T

take (as in to take a test)	participar en, tomar
targeted assistance schools	escuelas identificadas para recibir ayuda adicional
task force	grupo de expertos
teacher quality	calidad de maestros
technical assistance	ayuda técnica
technical school	escuela técnica
technical support	apoyo técnico
tenth	décimo
test	prueba
test blueprint	plan del contenido de la prueba
tested	someter a una prueba, se le aplicó una prueba, se le dio una prueba
textbook adoption	adopción de libros de texto
third	tercero, tercer (año)
Title I	Título I
trade school	escuela de artes y oficios
transcript	constancia de estudios
truant, truancy	faltar a la escuela sin justificación
tutor	maestro/a particular, instructor/a individual, tutor/a

tutoring	instrucción suplementaria, clases particulares, tutoría
twelfth	doceavo, duodécimo
two-way immersion	doble inmersión

U

underachievement	logro inferior a lo previsto
underachiever	estudiante que no rinde a la altura de la norma establecida
undergraduate	estudiante de licenciatura
underrepresented	con poca representación
unexcused absence	ausencia injustificada
unfunded	sin fondos
update, to	actualizar, poner al día
U.S. Department of Education	Departamento de Educación de EEUU
utterances	emisiones verbales

V

verbal comprehension	comprensión verbal
verbalize, to	verbalizar, expresarse con palabras
videocassette recorder	videograbadora
visual acuity	agudeza visual
visual and auditory memory	memoria auditiva y visual
visual cues	indicaciones visuales
visual tracking	seguir con la vista
visual aids	medios visuales de instrucción

W

waiver	exención
weaknesses	puntos débiles
Web site	sitio Web
writing	expresión escrita

References

The following publication data were provided by the Language Policy and Leadership Office. Questions about the materials should be addressed to that office at (916) 319-0845.

Aparicio, A., and C. Durban. 2003. *Translation: Getting it Right*. San Francisco: American Translators Association.

California Department of Education. 2005. Spring 2005 California Language Census. Sacramento: California Department of Education.

California State Personnel Board. 2001. *Language Access in State Departments*. Sacramento: California State Personnel Board.

California State Personnel Board. 2003. *Recommendations and Resources for the Translation of Written Documents*. Sacramento: California State Personnel Board.

Fradd, Sandra H., and Diane K. Wilen. 1990. "Using Interpreters and Translators to Meet the Needs of Handicapped Language Minority Students and Their Families," *NCBE Program Information Guide Series*, Number 4 (Summer). Washington, D.C.: National Clearinghouse for Bilingual Education.

Hidalgo, Tom, and Kristin Reedy. 2002. *Effective Language Translation and Interpreting: Key to Academic Success for English Language Learners*. Woburn, Mass.: Northeast Regional Resource Center.

Huang, Jose. 2005. "New Program Aims to Break Language Barrier," *Portland Press Herald* (Maine), February 22.

Kuykendall, Crystal. 1991. *From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students*. Bloomington, Ind.: National Education Service.

Rainof, Alexander. 1980. "How Best to Use an Interpreter in Court," *California State Bar Journal*, Vol. 55, No. 5 (May).

Reed, Deborah. 2005. *Educational Resources and Outcomes in California by Race and Ethnicity*. San Francisco: Public Policy Institute of California.

Santa Ana, Otto. 2004. *Tongue-Tied: The Lives of Multilingual Children in Public Education*. Lanham, Md.: Rowman & Littlefield Publishers, Inc.

Scherr, Daniel. 2004. "NYC Passes Language Assistance Act," *Proteus*, Vol. 13, No. 1 (Winter).

Tafoya, Sonya. 2005. *English Learners: A Growing Challenge for California's Public Schools*. San Francisco: Public Policy Institute of California.

Yee, Leland Y. 2003. "Using Kids as Interpreters – Poor Policy, Poor Practice." http://democrats.assembly.ca.gov/members/a12/editorials.htm

Zarenda, Nancy. 2004. "California Legislation to Prohibit the Use of Child Interpreters," *Proteus*, Vol. 13, No. 1 (Winter).

05-022 PD060485-650 10-06 3M