

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

Guidelines and Resources for Educators



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Publishing Information

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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.)

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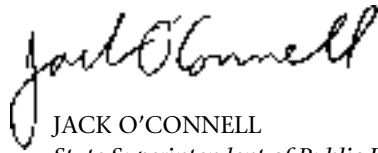
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A Message from the State Superintendent of Public Instruction

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.

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Introduction

Issue

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.

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

Demographics

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

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.

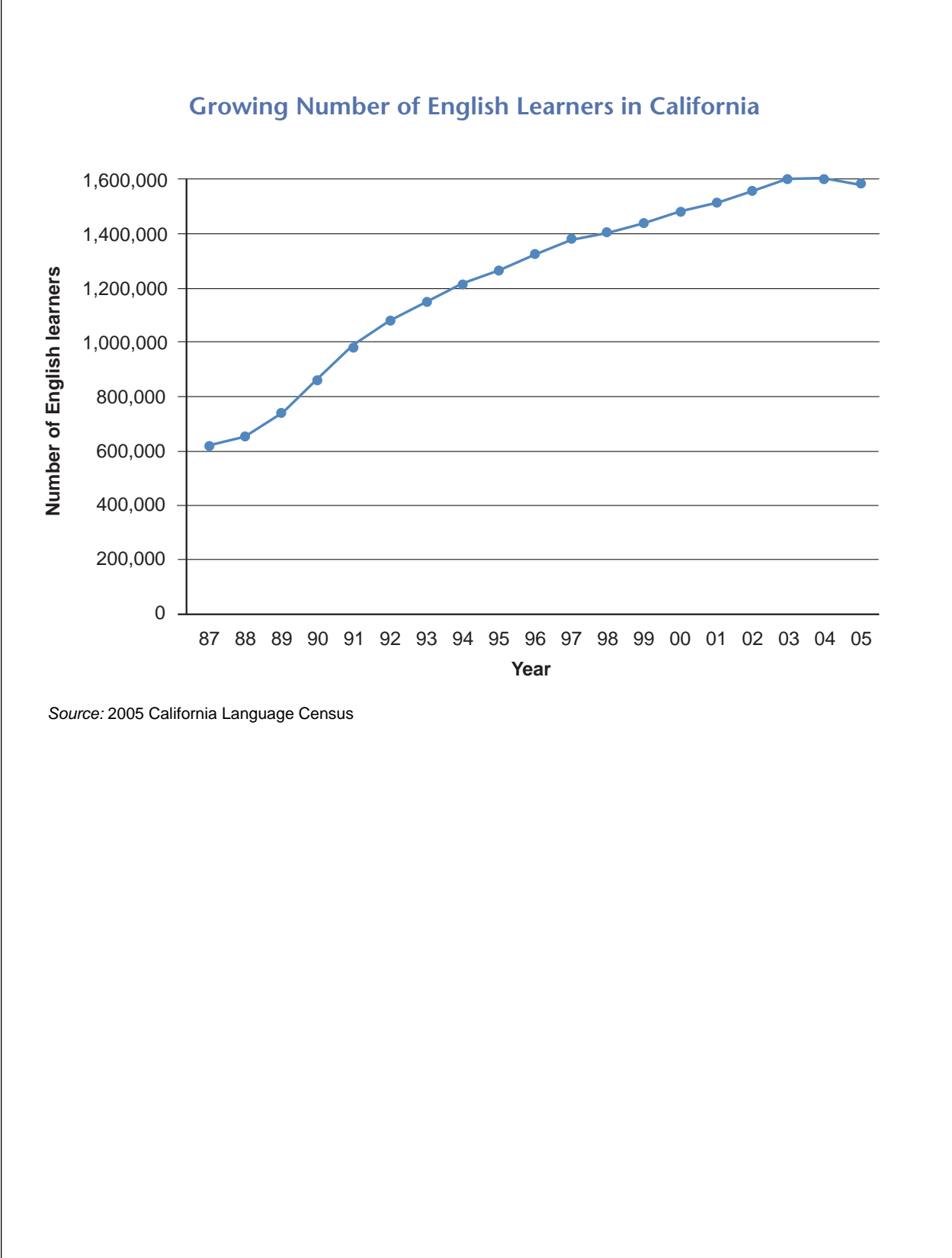
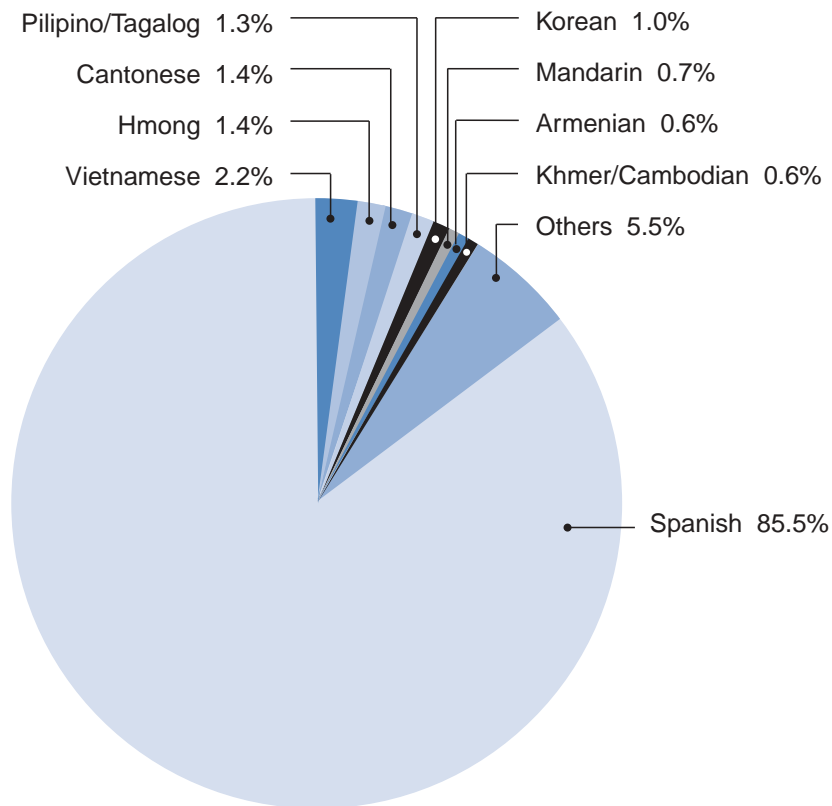


Figure 1

Languages Spoken by English Learners (ELs) in California

| <i>Language</i> | <i>Number of ELs</i> | <i>Percentage of ELs</i> |
|-------------------------|----------------------|--------------------------|
| 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

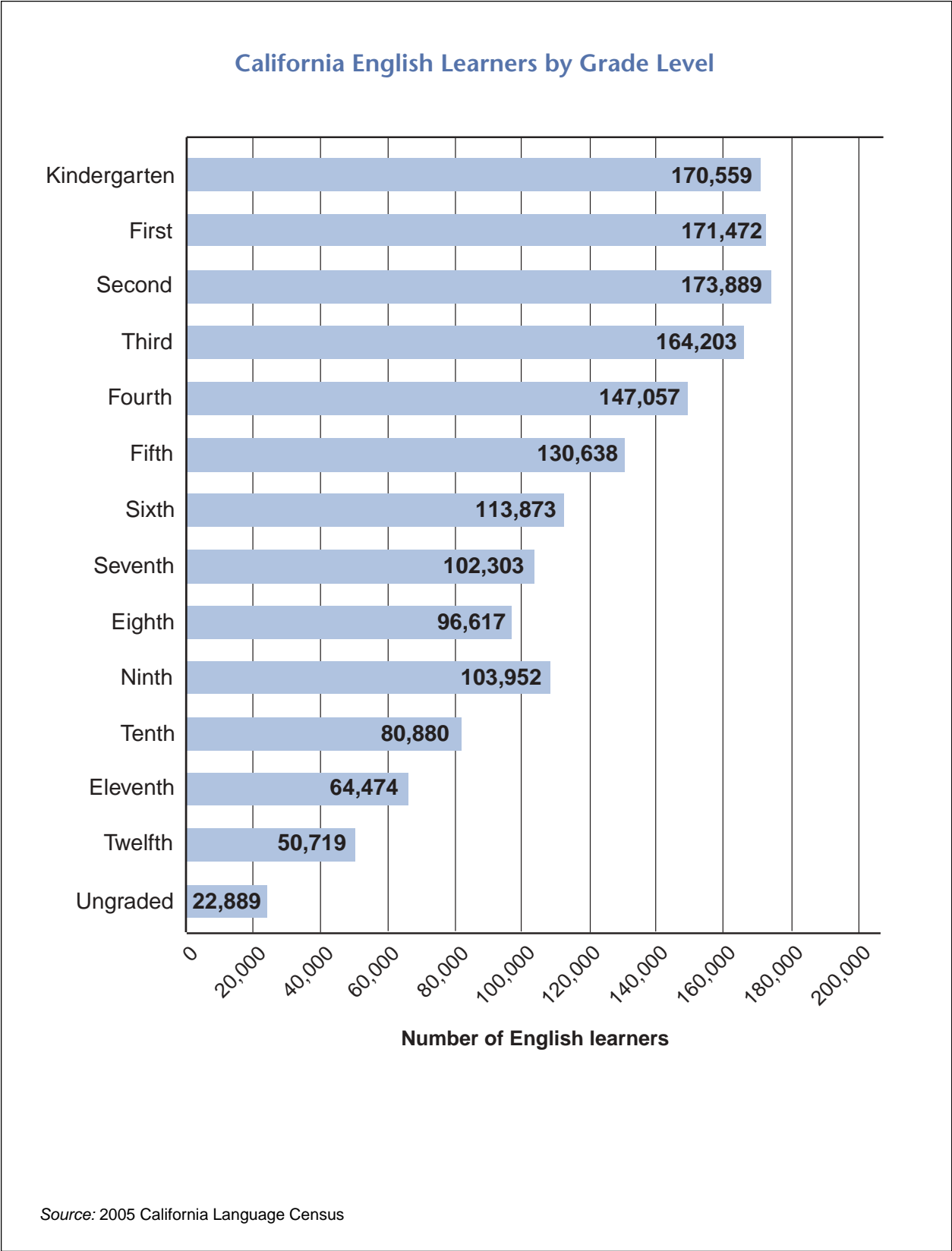


Figure 3

**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?

Translation: The Written Word

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 (Rainof 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 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.

Interpretation: The Spoken Word

Interpreting Modes

- 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.

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 (Rainof 1980). Essential skills for interpretation include knowledge of both languages and respective cultures, the ability to listen, a good memory, and note-taking ability.

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 possess 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.

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

Interpreting at State and Local Board Meetings

The Inappropriate Use of Children as Interpreters

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.

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).

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.

Assessing General Skills

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.language.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.language.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:

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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

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|----------------------------------|--|
| 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 |

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|---|--|
| 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

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| 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) |

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| 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) |

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| 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 <i>Education Code</i> | <i>Código de Educación</i> 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 |

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| 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 <i>charter</i> |
| 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 |

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| 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, <i>high schools</i> 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

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| 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

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| 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 |
| <i>Education Code</i> | <i>Código de Educación</i> |
| educational reform | reforma educativa |
| educationally handicapped | estudiante con discapacidades en el aprendizaje |

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| effective communication skills | habilidad para comunicarse con eficacia |
| 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 <i>Even Start</i> |
| examination | examen |

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

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| 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

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| 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) |

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| 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

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

K

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| kindergarten | jardín infantil, kinder, kindergarten |
| kinesthetic | cenestésico |

L

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| 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 |

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| 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 <i>magnet</i> |
| 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 |
| <i>Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments</i> | <i>Matriz de las variaciones, adaptaciones, y modificaciones para la administración de los exámenes estatales de California</i> |
| 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 (<i>middle school</i>) |
| Migrant Education Program | Programa de educación para migrantes |
| minimum academic requirements | requisitos académicos mínimos |

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| 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

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| 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

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| 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 CSTs and CAPA performance levels are advanced, proficient, basic, below basic, far below basic | nivel de rendimiento 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 CELDT proficiency levels are advanced, early advanced, intermediate, early intermediate, beginning | nivel de desarrollo 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) |

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| 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

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|--|---|
| 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

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|------------------------------|---|
| sample (as in sample report) | muestra |
| SAT® | SAT® |
| scale score | calificación de escala (<i>scale score</i>) |
| schedule | horario |
| scholarship | beca |
| school action plan | plan escolar de acción |

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|--|--|
| 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 |

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|---|--|
| 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 |

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| 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 |

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

U

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|------------------------------|---|
| 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

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|----------------------------|-------------------------------------|
| verbal comprehension | comprensión verbal |
| verbalize, to | verbalizar, expresarse con palabras |
| videocassette recorder | videgrabadora |
| 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

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

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