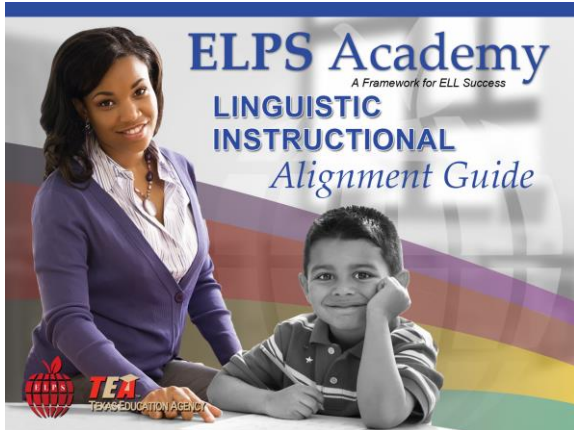




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2

Training Goals

- **Content Objective**
 - Participants will explore components for providing K-12 instruction commensurate to English language learners' linguistic needs.
- **Language Objective**
 - Participants will discuss the implementation of the English Language Proficiency Standards based on the linguistic needs of their K-12 English language learners.

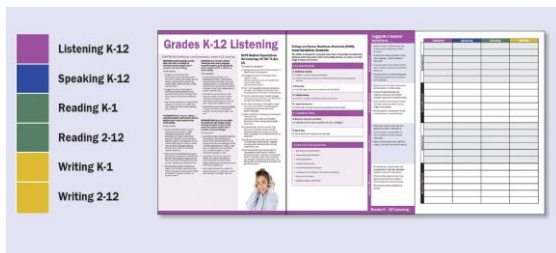


ELPS Linguistic Instructional Alignment Guide

- Allows teachers to see connections between
 - *English Language Proficiency Standards (ELPS)*
 - *ELPS-TELPAS Proficiency Level Descriptors (PLDs)*
 - *Linguistic Accommodations*
 - *College Career Readiness Standards (CCRS)*



Alignment of Components



Curriculum Requirements

Chapter 74.4. (a) (6)

- The English language proficiency levels of **beginning, intermediate, advanced, and advanced high** are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The **proficiency level descriptors outlined in subsection (d)** of this section **show the progression of second language acquisition from one proficiency level to the next** and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.



ELPS-TELPAS Proficiency Level Descriptors

- The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading and writing.



ELPS-TELPAS Proficiency Level Descriptors

These descriptors define the stages of second language acquisition and are referred to as English language proficiency levels.

ELPS-TELPAS Proficiency Level Descriptors, Grade 2-12 Writing

Beginning English language learners (ELLs) have the English vocabulary and grammar to understand grade-appropriate written texts.

These students:

- have little or no ability to use the English language; they have little or no understanding of the meaning of words and sentences in written texts.
- use the English language to describe or understand the meaning of grade-appropriate written texts (e.g., facts and definitions, descriptions, observations, lists, and instructions) in written texts.

Typical writing features in this level:

- ability to label, list, and copy.
- reliance on the teacher to use direct English instruction for grade-appropriate content; students are unable to understand the meaning of written materials.
- reliance on the teacher to provide oral instructions, word lists, and other aids to understand written materials.
- reliance on the teacher to provide oral instructions and other aids to understand written materials.

Intermediate ELLs have enough English vocabulary and grammar to understand grade-appropriate written texts.

These students:

- have a better ability to use the English language; they have some understanding of the meaning of words and sentences in written texts.
- are oriented to their ability to describe or understand the meaning of grade-appropriate written texts (e.g., facts and definitions, descriptions, observations, lists, and instructions) in written texts.
- are able to use the English language to describe or understand the meaning of grade-appropriate written texts (e.g., facts and definitions, descriptions, observations, lists, and instructions) in written texts.

Typical writing features in this level:

- ability to label, list, and copy.
- reliance on the teacher to use direct English instruction for grade-appropriate content; students are unable to understand the meaning of written materials.
- reliance on the teacher to provide oral instructions, word lists, and other aids to understand written materials.
- reliance on the teacher to provide oral instructions and other aids to understand written materials.

Advanced ELLs have enough English vocabulary and grammar to understand grade-appropriate written texts.

These students:

- are able to use the English language to describe or understand the meaning of grade-appropriate written texts (e.g., facts and definitions, descriptions, observations, lists, and instructions) in written texts.
- are able to use the English language to describe or understand the meaning of grade-appropriate written texts (e.g., facts and definitions, descriptions, observations, lists, and instructions) in written texts.
- are able to use the English language to describe or understand the meaning of grade-appropriate written texts (e.g., facts and definitions, descriptions, observations, lists, and instructions) in written texts.

Typical writing features in this level:

- ability to label, list, and copy.
- reliance on the teacher to use direct English instruction for grade-appropriate content; students are unable to understand the meaning of written materials.
- reliance on the teacher to provide oral instructions, word lists, and other aids to understand written materials.
- reliance on the teacher to provide oral instructions and other aids to understand written materials.



Section 74.4. (b) (2)

- Requires that school districts provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is **linguistically accommodated** (communicated, sequenced, and scaffolded) **commensurate with the student's levels of English language proficiency** to ensure that the student learns the knowledge and skills in the required curriculum.



Linguistically Accommodated Instruction

- Supplementary materials
- Instructional delivery
- Tasks based on the student's current level of language proficiency



Suggested Teacher Behaviors

Linguistic accommodations are recommended language supports teachers incorporate as a means to make content area instruction accessible to ELLs.

Suggested teacher behaviors . . .	
English Learners	• Observe student behaviors of understanding and include the student in tasks, topics, and topics relevant to interests, topics, and topics. • Expect that student may not have comprehension reading about areas they may not already understand. • Read about the student's current level of English language proficiency. • Use linguistic accommodations with students and teachers. Encourage English language learners.
English Learners	• Allow students to read independently, providing them with appropriate time to comprehend and use for instruction. • Use high-interest texts that use accessible vocabulary and academic language. • Encourage students to demonstrate their knowledge of English language learners. • Use linguistic accommodations with students and teachers. Encourage English language learners.
English Learners	• Read and think about the student's main points, details, content, and content. • Provide the student with multiple reading opportunities to read and understand. • Use varied cognitive groups to encourage and provide student with oral reading opportunities.
English Learners	• Use grade-appropriate texts that will provide vocabulary development of low, frequency or specialized, context-specific words. • Assign student tasks that are grade-level or content-specific. • Have student read texts that require higher-order comprehension skills such as understanding, explaining, and drawing conclusions and constructing meaning of unfamiliar concepts.



Curriculum Requirements Chapter 74.4. (a) (1)

- Requires that “the English language proficiency standards in this section outline English language proficiency level descriptors and **student expectations for English language learners (ELLs)**. School districts shall implement this section as an integral part of each subject in the required curriculum. The **English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.**



ELPS Cross-Curricular Student Expectations

The ELPS Student Expectations integrate and focus on skills that support both social and academic language development.

ELPS Student Expectations for Speaking K-12, 19 TAC 74.4(c)(3)

- The student is expected to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
 - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
 - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
 - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
 - (E) share information in cooperative learning interactions;
 - (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
 - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
 - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
 - (I) adapt spoken language appropriately for formal and informal purposes; and
 - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.



College and Career Readiness Standards

- The CCRS are designed to represent a full range of knowledge and skills students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.



College and Career Readiness Standards

The CCRS provide competencies and skills that graduating students must possess to continue their education beyond high school.

I. Key Cognitive Skills

A. Intellectual curiosity

- (1) Engage in scholarly inquiry and dialogue.
- (2) Accept constructive criticism and revise personal views when valid evidence warrants.

B. Reasoning

- (2) Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

D. Academic behaviors

- (1) Self-monitor learning needs and seek assistance when needed.

F. Academic integrity

- (1) Include the ideas of others and the complexities of the debate, issue, or problem.

II. Foundational Skills

C. Research across the curriculum

- (8) Present final product.

D. Use of data

- (3) Present analyzed data and communicate findings in a variety of formats.

E. Technology

- (3) Use technology to communicate and display findings in a clear and coherent manner.



Curriculum Requirements Chapter 74.4. (b) (1)

- Requires that school districts **identify the student's English language proficiency levels** in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels.



ELPS-TELPAS Proficiency Profile

By listing students' names according to their individual language ratings, students' proficiency levels will be aligned to suggested linguistic accommodations.

	Listening	Speaking	Reading	Writing
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				
Student 16				
Student 17				
Student 18				
Student 19				
Student 20				

Instructional note: List students' names according to their individual language proficiency rating in each designated domain.



Using TELPAS Data

TEXAS Texas English Language Proficiency Assessment System
(Statewide as required by statute or District or campus request)
Confidential Student Report
(Confidential - Confidential and Secure)

Student Name: _____ Date of Birth: _____
Grade: _____ School: _____
District: _____

TELPAS Reading Results
(Proficiency as indicated by Score on TELPAS)

Beginning Proficiency	21/23
Intermediate	26/28
Advanced	27/28
Advanced High	28/28
Total Items	97/103
Reading Scale Score *	www.ets.org/222 (www.ets.org/222)

* The scale score ranges for each reading proficiency rating in 2011 are:
21-26: Beginning 27-28: Intermediate 29-30: Advanced 31-32: Advanced High

Reading Proficiency Rating: **www.ets.org/222** (www.ets.org/222) **Advanced High**

TELPAS Proficiency Ratings
(Proficiency as indicated by Score on TELPAS)

Listening (Selected item)	Advanced High (28/28)
Speaking (Selected item)	Advanced (26/28)
Reading (Selected item)	Advanced High (28/28)
Writing (Selected item)	Intermediate (26/28)

Comprehension and Composite Scores
(Composite score for all components)

Comprehension Score: **4.0**
TELPAS Composite Score: **3.7**
(Composite score for TELPAS)

TELPAS Composite Rating: **www.ets.org/222** (www.ets.org/222) **Advanced High**

The Confidential Student Report indicates the TELPAS Proficiency Ratings per language domain.



	Listening	Speaking	Reading	Writing
100% (100%)				
90% (90%)				
80% (80%)				
70% (70%)				
60% (60%)				
50% (50%)				
40% (40%)				
30% (30%)				
20% (20%)				
10% (10%)				
0% (0%)				

Student 1

[illegible]

	Litelling	Spreading	Reading	Writing
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				
Student 7				
Student 8				
Student 9				
Student 10				
Student 11				
Student 12				
Student 13				
Student 14				
Student 15				
Student 16				
Student 17				
Student 18				
Student 19				
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Student 91				
Student 92				
Student 93				
Student 94				
Student 95				
Student 96				
Student 97				
Student 98				
Student 99				
Student 100				

[illegible]

	Listening	Speaking	Reading	Writing
1				
2				
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99				
100				

[illegible]

Texas English Language Proficiency Assessment System Texas Department of Education		Student Number: _____ Student Name: _____ Student Grade: _____
Comprehensive Student Report TELPAS Annual Assessment		
TELPAS Score Overall Score: 100% Speaking: 100% Listening: 100% Reading: 100% Writing: 100% Speaking Proficiency: 100% Listening Proficiency: 100% Reading Proficiency: 100% Writing Proficiency: 100%	TELPAS Student Rating Overall Rating: 4 Speaking: 4 Listening: 4 Reading: 4 Writing: 4 Speaking Proficiency: 4 Listening Proficiency: 4 Reading Proficiency: 4 Writing Proficiency: 4	TELPAS Achievement Rating Overall Rating: 4 Speaking: 4 Listening: 4 Reading: 4 Writing: 4 Speaking Proficiency: 4 Listening Proficiency: 4 Reading Proficiency: 4 Writing Proficiency: 4

	Listening	Speaking	Reading	Writing
Band 1 (100-120)				
Band 2 (120-130)				
Band 3 (130-140)				
Band 4 (140-150)				
Band 5 (150-160)				
Band 6 (160-170)				
Band 7 (170-180)				
Band 8 (180-190)				
Band 9 (190-200)				
Band 10 (200-210)				
Band 11 (210-220)				
Band 12 (220-230)				
Band 13 (230-240)				
Band 14 (240-250)				
Band 15 (250-260)				
Band 16 (260-270)				
Band 17 (270-280)				
Band 18 (280-290)				
Band 19 (290-300)				
Band 20 (300-310)				
Band 21 (310-320)				
Band 22 (320-330)				
Band 23 (330-340)				
Band 24 (340-350)				
Band 25 (350-360)				
Band 26 (360-370)				
Band 27 (370-380)				
Band 28 (380-390)				
Band 29 (390-400)				
Band 30 (400-410)				
Band 31 (410-420)				
Band 32 (420-430)				
Band 33 (430-440)				
Band 34 (440-450)				
Band 35 (450-460)				
Band 36 (460-470)				
Band 37 (470-480)				
Band 38 (480-490)				
Band 39 (490-500)				
Band 40 (500-510)				
Band 41 (510-520)				
Band 42 (520-530)				
Band 43 (530-540)				
Band 44 (540-550)				
Band 45 (550-560)				
Band 46 (560-570)				
Band 47 (570-580)				
Band 48 (580-590)				
Band 49 (590-600)				
Band 50 (600-610)				
Band 51 (610-620)				
Band 52 (620-630)				
Band 53 (630-640)				
Band 54 (640-650)				
Band 55 (650-660)				
Band 56 (660-670)				
Band 57 (670-680)				
Band 58 (680-690)				
Band 59 (690-700)				
Band 60 (700-710)				
Band 61 (710-720)				
Band 62 (720-730)				
Band 63 (730-740)				
Band 64 (740-750)				
Band 65 (750-760)				
Band 66 (760-770)				
Band 67 (770-780)				
Band 68 (780-790)				
Band 69 (790-800)				
Band 70 (800-810)				
Band 71 (810-820)				
Band 72 (820-830)				
Band 73 (830-840)				
Band 74 (840-850)				
Band 75 (850-860)				
Band 76 (860-870)				
Band 77 (870-880)				
Band 78 (880-890)				
Band 79 (890-900)				
Band 80 (900-910)				
Band 81 (910-920)				
Band 82 (920-930)				
Band 83 (930-940)				
Band 84 (940-950)				
Band 85 (950-960)				
Band 86 (960-970)				
Band 87 (970-980)				
Band 88 (980-990)				
Band 89 (990-1000)				
Band 90 (1000-1010)				



Utilizing the ELPS-TELPAS Proficiency Profile allows teachers to make meaningful instructional and linguistic decisions.

	Listening	Speaking	Reading	Writing
Student 2			Student 2	Student 5
Student 5		Student 5	Student 3 Student 4 Student 5	Student 1 Student 3 Student 4
Student 4		Student 1 Student 4		
Student 1 Student 3		Student 3	Student 1	



- The ELPS require that linguistic accommodations used during instruction be monitored and adjusted as needed during the school year as students reach **higher proficiency levels** and/or become familiar with the content.



The following activities are recommended for teachers to implement in their instruction as ways to gather information on student progress.



Effective instruction in second language acquisition involves providing ELLs opportunities to listen, speak, read and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read, hear and are expected to speak and write.



- **Content Objective**
 - Participants will explore components for providing K-12 instruction commensurate to English language learners' linguistic needs.
- **Language Objective**
 - Participants will discuss the implementation of the English Language Proficiency Standards based on the linguistic needs of their English language learners.