ELPS Academy

A Framework for ELL Success

LINGUISTIC INSTRUCTIONAL
Alignment Guide

ELPS

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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

Listening K-12

Speaking K-12

Reading K-1

Reading 2-12

Writing K-1

Writing 2-12

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, Grades 2-12 Writing

Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.

These students:

- have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English

Typical writing features at this level:

- ability to label, list, and copy
- high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate
- present tense used primarily
- frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs

Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.

These students:

- have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English

Typical writing features at this level:

- simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English
- high-frequency vocabulary; academic writing often has an oral tone
- loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning
- repetition of ideas due to lack of vocabulary and language structures
- present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies
- descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas
- primary language features and errors associated with second language acquisition may be frequent
- some writing may be understood only by individuals accustomed to the writing of ELLs;

parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs

Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.

These students:

- are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar

Typical writing features at this level:

- grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns
- emerging grade-appropriate vocabulary; academic writing has a more academic tone
- use of a variety of common cohesive devices, although some redundancy may occur
- narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required
- occasional second language acquisition errors
- communications are usually understood by individuals not accustomed to the writing of ELLs

Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.

These students:

- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English

Typical writing features at this level:

- nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary
- occasional difficulty with naturalness of phrasing and expression
- errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

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 . . .

Beginning Level
- Display multiple examples of environmental print including but not limited to labels, signs, and logos.
- Respect that student may not feel comfortable reading aloud since they may read slowly, word by word.
- Read aloud to model enunciation and the use of English language structures.
- Use simplified, decodable texts with visuals and highly-familiar English they have learned.

Intermediate Level
- Allow student to read independently providing him/her with additional time to read slowly and reread for clarification.
- Use high-interest texts that use common vocabulary used routinely in everyday oral and academic language.
- Increase student's comprehension of text with visuals, peer support, pretaught topic-related vocabulary and predictable stories.

Advanced Level
- Read and think aloud to focus on main points, details, context clues, and abstract vocabulary.
- Preteach low-frequency and multiple-meaning vocabulary used in social and academic contexts.
- Use varied cooperative groups to encourage and provide student with oral reading opportunities.

Advanced High Level
- Use grade-appropriate texts that will promote vocabulary development of low-frequency or specialized, content-specific words.
- Assign research projects that are grade and/or content specific.
- Have student read texts that require higher-order comprehension skills such as understanding expository text, drawing conclusions and constructing meaning of unfamiliar concepts.

Grades 2 - 12 Reading

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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.

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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.

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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
Beginning Level				
Intermediate Level				
Advanced Level				
Advanced High Level				

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

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Using TELPAS Data

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

ELPS-TELPAS Proficiency Profile

	Listening	Speaking	Reading	Writing
Beginning Level				
Intermediate Level				
Advanced Level				
Advanced High Level	Student 1			

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

TELPAS
Texas English Language Proficiency Assessment System

Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Name: Student 1
(Nombre)

Grade:
(Grado)

Confidential Student Report
(Informe Confidencial del Estudiante)

Date of Birth:
(Fecha de nacimiento)

Student ID (PEIMS):
(Número de identificación del estudiante)

Report Date:
(Fecha del informe)

District:
(Distrito)

Local Student ID:
(Código de identificación local del estudiante)

Date of Testing:
(Fecha de evaluación)

Campus:
(Escuela)

Class Group:
(Responsable del grupo)

TELPAS Reading Results
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
Beginning (Principiante)	11/11
Intermediate (Intermedio)	16/16
Advanced (Avanzado)	15/18
Advanced High (Avanzado superior)	15/18
Total Items (Total de preguntas)	57/63

Reading Scale Score *
(Calificación a escala de lectura)

SPRING 2010	722
SPRING 2011	783

* The scale score ranges for each reading proficiency rating in 2011 are:
(Los rangos de las calificaciones a escala en 2011 para cada nivel de dominio de lectura son)

612 and below	Beginning	612 ó menos	Principiante
613-673	Intermediate	613-673	Intermedio
674-730	Advanced	674-730	Avanzado
731 and above	Advanced High	731 ó más	Avanzado superior

Reading Proficiency Rating
(Nivel de dominio en lectura)

SPRING 2010	Advanced High (Avanzado superior)
SPRING 2011	Advanced High (Avanzado superior)

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Advanced High (Avanzado superior)
Speaking (Habilidad para hablar)	Advanced (Avanzado)
Reading (Habilidad para leer)	Advanced High (Avanzado superior)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score. 4.0
(Comprensión)

TELPAS Composite Score 3.7
(Calificación global en TELPAS)

TELPAS Composite Rating
(Nivel de dominio global en TELPAS)

SPRING 2010	Advanced High (Avanzado superior)
SPRING 2011	Advanced High (Avanzado superior)

To view your child's scores online, go to: http://www.TexasAssessment.com/students. The Unique Access Code is
(Para ver las calificaciones de su hijo en internet, visite la página: http://www.TexasAssessment.com/students. La clave de acceso individual es

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For more information about TELPAS, contact your child's school.
(Para obtener mayor información sobre TELPAS, comuníquese con la escuela de su hijo).

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ELPS-TELPAS Proficiency Profile

	Listening	Speaking	Reading	Writing
Beginning Level				
Intermediate Level				
Advanced Level		Student 1		
Advanced High Level				

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

TELPAS
Texas English Language
Proficiency Assessment System

Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Name: Student 1
(Nombre)

Grade:
(Grado)

Confidential Student Report
(Informe Confidencial del Estudiante)

Date of Birth:
(Fecha de nacimiento)

Student ID (PEIMS):
(Número de identificación del estudiante)

Report Date:
(Fecha del informe)

District:
(Distrito)

Local Student ID:
(Código de identificación local del estudiante)

Date of Testing:
(Fecha de evaluación)

Campus:
(Escuela)

Class Group:
(Responsable del grupo)

TELPAS Reading Results
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
Beginning (Principiante)	11/11
Intermediate (Intermedio)	16/16
Advanced (Avanzado)	15/18
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(Calificación a escala de lectura)

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612 and below	Beginning	612 ó menos	Principiante
613-673	Intermediate	613-673	Intermedio
674-730	Advanced	674-730	Avanzado
731 and above	Advanced High	731 ó más	Avanzado superior

Reading Proficiency Rating
(Nivel de dominio en lectura)

| SPRING 2010 | Advanced High (Avanzado superior) |
| SPRING 2011 | Advanced High (Avanzado superior) |

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Advanced High (Avanzado superior)
Speaking (Habilidad para hablar)	Advanced (Avanzado)
Reading (Habilidad para leer)	Advanced High (Avanzado superior)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score: 4.0
(Comprensión)

TELPAS Composite Score: 3.7
(Calificación global en TELPAS)

TELPAS Composite Rating
(Nivel de dominio global en TELPAS)

| SPRING 2010 | Advanced High (Avanzado superior) |
| SPRING 2011 | Advanced High (Avanzado superior) |

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ELPS-TELPAS Proficiency Profile

Listening	Speaking	Reading	Writing

Beginning Level

Intermediate Level

Advanced Level

Advanced High Level

TELPAS (Confidential Student Report)

TELPAS — Texas English Language Proficiency Assessment System

Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Name: Student 1
(Nombre)

Confidential Student Report
(Informe Confidencial del Estudiante)

Grade: (Grado)

Date of Birth: (Fecha de nacimiento)

Student ID (PEIMS): (Número de identificación del estudiante)

Report Date: (Fecha del informe)
District: (Distrito)
Local Student ID: (Código de identificación local del estudiante)

Date of Testing: (Fecha de evaluación)
Campus: (Escuela)
Class Group: (Responsable del grupo)

TELPAS Reading Results
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
Beginning (Principiante)	11/11
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Total Items (Total de preguntas)	57/63

Reading Scale Score * (Calificación a escala de lectura)

| SPRING 2010 | 722 |
| SPRING 2011 | 783 |

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731 and above	Advanced High	731 ó más	Avanzado superior

Reading Proficiency Rating (Nivel de dominio en lectura)

| SPRING 2010 | Advanced High (Avanzado superior) |
| SPRING 2011 | Advanced High (Avanzado superior) |

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Advanced High (Avanzado superior)
Speaking (Habilidad para hablar)	Advanced (Avanzado)
Reading (Habilidad para leer)	Advanced High (Avanzado superior)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score (Comprensión) 4.0

TELPAS Composite Score (Calificación global en TELPAS) 3.7

TELPAS Composite Rating (Nivel de dominio global en TELPAS)

| SPRING 2010 | Advanced High (Avanzado superior) |
| SPRING 2011 | Advanced High (Avanzado superior) |

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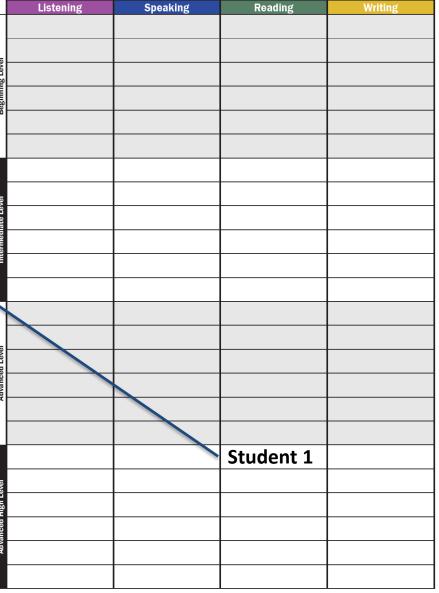
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Student 1

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

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ELPS-TELPAS Proficiency Profile

Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Name: Student 1
(Nombre)

Grade:
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Confidential Student Report
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Report Date:
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Local Student ID:
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Date of Testing:
(Fecha de evaluación)

Campus:
(Escuela)

Class Group:
(Responsable del grupo)

TELPAS Reading Results
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
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Intermediate (Intermedio)	16/16
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Reading Scale Score *
(Calificación a escala de lectura)

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Reading Proficiency Rating
(Nivel de dominio en lectura)

SPRING 2010	Advanced High (Avanzado superior)
SPRING 2011	Advanced High (Avanzado superior)

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Advanced High (Avanzado superior)
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Reading (Habilidad para leer)	Advanced High (Avanzado superior)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score: 4.0
(Comprensión)

TELPAS Composite Score: 3.7
(Calificación global en TELPAS)

TELPAS Composite Rating
(Nivel de dominio global en TELPAS)

SPRING 2010	Advanced High (Avanzado superior)
SPRING 2011	Advanced High (Avanzado superior)

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Student 1

	Listening	Speaking	Reading	Writing
Beginning Level				
Intermediate Level				
Advanced Level				
Advanced High Level				

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

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ELPS-TELPAS Proficiency Profile

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

	Listening	Speaking	Reading	Writing
Beginning Level	Student 2	Student 2	Student 2	Student 2
				Student 5
Intermediate Level	Student 5	Student 5	Student 3	Student 1
			Student 4	Student 3
			Student 5	Student 4
Advanced Level	Student 4	Student 1		
		Student 4		
Advanced High Level	Student 1	Student 3	Student 1	
	Student 3			

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

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Monitoring Progress

- 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.

Performance-Based Activities

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

Performance-Based Activities

The following performance-based listening, speaking, reading, and writing activities are recommended for teachers to implement in their instruction as ways to gather information on how students are progressing in English language development. The suggested list of activities is not intended to be exhaustive.

Grades K-12 Listening Activities
- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Individual student conferences

Grades K-12 Speaking Activities
- Cooperative group work
- Oral presentations
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences

Grades K-12 Reading Activities
- Paired reading
- Sing-alongs and read-alongs, including chants and poems
- Shared reading with big books, charts, overhead transparencies, and other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading-response journals
- Read and think aloud, using high-interest books relating to student's background

Grades K-12 Writing Activities
- Shared writing for literacy and content area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Descriptive writing on a familiar topic or writing about a familiar process
- Narrative writing about a past event
- Reflective writing, such as journaling
- Extended writing from language arts classes
- Expository or procedural writing from science, mathematics, and social studies classes

Excerpted from the TEA Educator Guide to TELPAS

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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.

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 English language learners.