

TEPSA June 2009

Texas Education Agency Curriculum and Assessment Update for English Language Learners (ELLs)

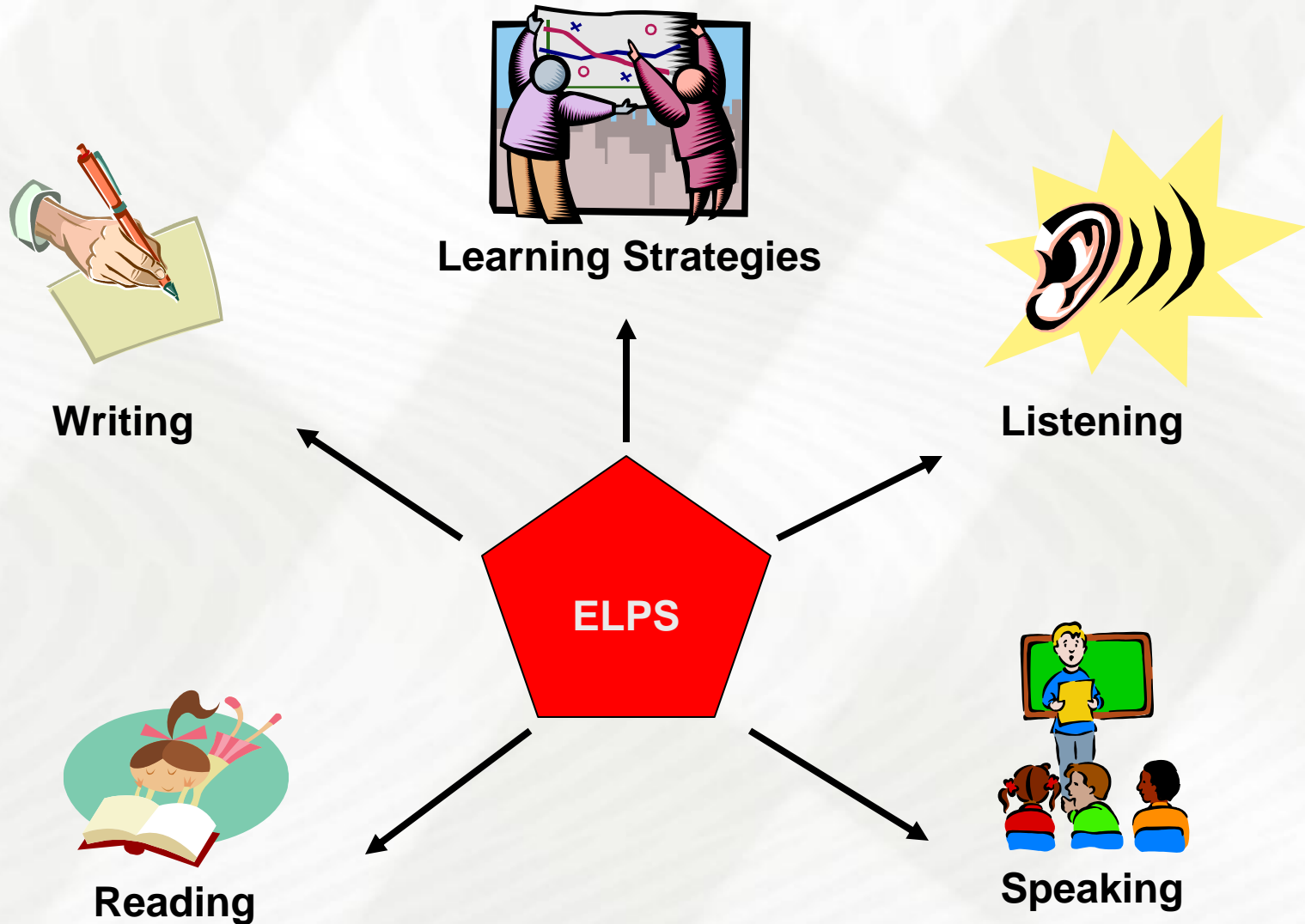
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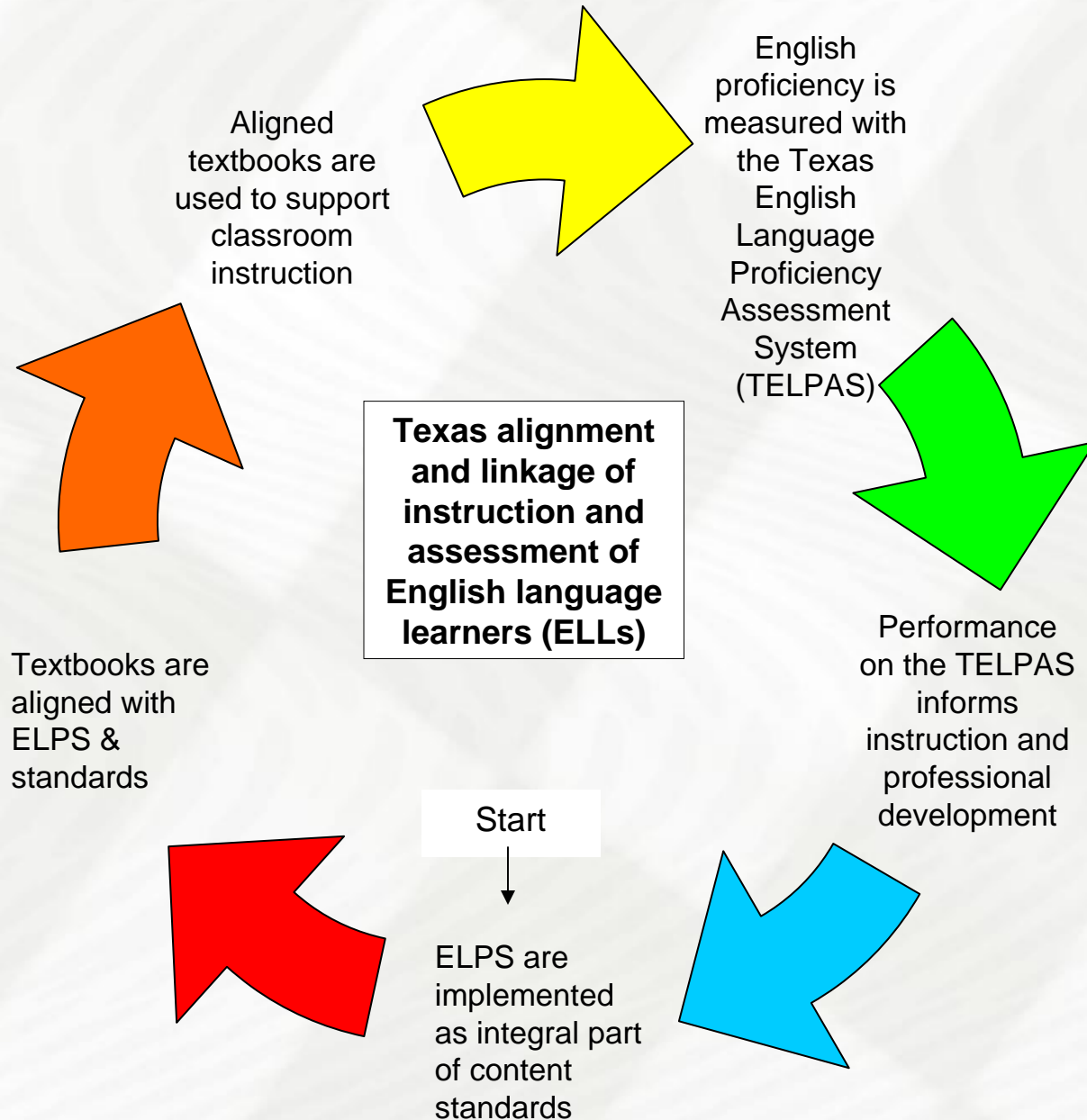
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English Language Proficiency



English Language Proficiency Standards (ELPS) Connections



English Language Learners (ELLs) Special Language Programs in Texas

PEIMS Fall 2008

English Language Proficiency Standards

The adoption of the revised ELPS as part of 19 Texas Administrative Code (TAC) Chapter 74, Curriculum Requirements, reinforces that these standards are aligned with and apply to all academic content areas.

- <http://www.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

ELPS originated from ESL Texas Essential Knowledge and Skills (TEKS)

http://www.tea.state.tx.us/rules/tac/chapter110/ch110-128a.pdf - Microsoft Internet Explorer provided by T...

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Address http://www.tea.state.tx.us/rules/tac/chapter110/ch110-128a.pdf Go

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6 / 155 Sign Find

KINDERGARTEN • KNOWLEDGE AND SKILLS

English Language Arts	Spanish Language Arts	English as a Second Language
(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);	(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
(B) respond appropriately and courteously to directions and questions (K-3);	(B) respond appropriately and courteously to directions and questions (K-3);	(B) respond appropriately and courteously to directions and questions (K-3);
(C) participate in rhymes, songs, conversations, and discussions (K-3);	(C) participate in rhymes, songs, conversations, and discussions (K-3);	(C) participate in rhymes, songs, conversations, and discussions (K-3);
(D) listen critically to interpret and evaluate (K-3);	(D) listen critically to interpret and evaluate (K-3);	(D) listen critically to interpret and evaluate (K-3);
(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary...	(E) (ii) listen responsively to stories and other texts read aloud, including selections from classic and...	(E) (i) listen responsively to stories and other texts read aloud, including selections from classic and...

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English Language Proficiency Standards

- The 19 TAC §74.4, English Language Proficiency Standards (ELPS), present English language proficiency standards that outline the instruction school districts must provide to ELLs in order for them to have the full opportunity to learn English and to succeed academically.
- The rule also clarifies that the ELPS are to be implemented as an integral part of the instruction in each foundation and enrichment subject of the TEKS.

Introduction

19 TAC §74.4 ELPS

**English
Language
Proficiency
Standards**

**District
Responsibilities**

**Student
Expectations**

**Proficiency
Levels**



Texas Education Agency
LEP Instructional Excellence Center: Project Tesoro



English Language Proficiency Standards

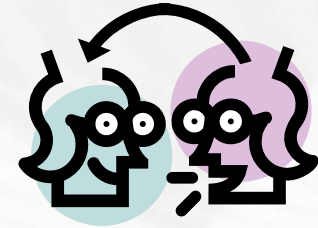
- (b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:
 - (1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

All English Instruction for ELLs must be:

19 TAC §74.4 ELPS (b)(2)

Linguistically
Accommodated

Communicated



Sequenced



Scaffolded



Second Language Instruction must be:

19 TAC §74.4 ELPS (b)(4)



focused



targeted



systematic

Cross-Curricular Student Expectations

Learning Strategies

19 TAC §74.4 ELPS (c)(1)

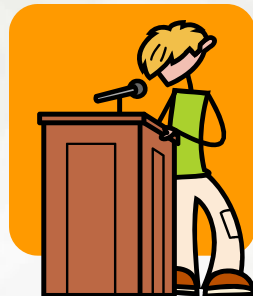
Listening

§74.4 ELPS (c)(2)



Speaking

§74.4 ELPS (c)(3)



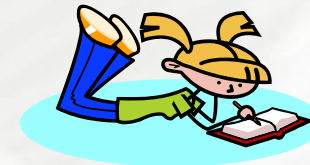
Reading

§74.4 ELPS (c)(4)



Writing

§74.4 ELPS (c)(5)



English Language Proficiency Level Descriptors (PLDs)

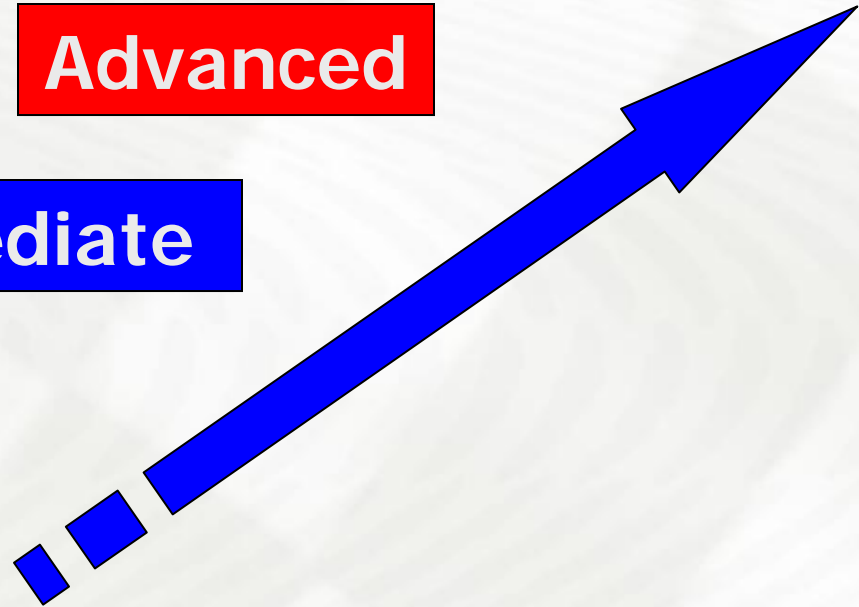
19 TAC §74.4 ELPS (d)

Advanced High

Advanced

Intermediate

Beginning



Proficiency Level Descriptors Grades K–12 Listening

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners have little or no ability to understand spoken English used in academic and social settings.</p>	<p>Intermediate English language learners have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p>	<p>Advanced English language learners have the ability to understand, with support, grade-appropriate spoken English used in academic and social settings.</p>	<p>Advanced high English language learners have the ability to understand, with minimal support, grade-appropriate spoken English used in academic and social settings.</p>
<p>These students:</p> <ul style="list-style-type: none"> • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses visual supports, verbal cues, and gestures • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for English language learners • tend not to seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues 	<p>These students:</p> <ul style="list-style-type: none"> • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic adaptations (e.g., slower speech, visual supports, verbal cues, gestures, preteaching to preview or build topic-related vocabulary) • identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and instructional interactions that have not been intentionally modified for English language learners • seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech 	<p>These students:</p> <ul style="list-style-type: none"> • usually understand longer, more elaborated conversations and discussions on familiar and some unfamiliar topics, with occasional dependence on visuals, verbal cues, and gestures to support understanding • understand most main points and most important details during social and instructional interactions that have not been intentionally modified for English language learners • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear 	<p>These students:</p> <ul style="list-style-type: none"> • consistently understand longer, elaborated conversations and discussions on familiar and unfamiliar topics with little dependence on visuals, verbal cues, and gestures to gain meaning • understand main points and important details at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Proclamation 2010

- The State Board of Education issued Proclamation 2010 on November 16, 2007. The adoption of materials under Proclamation 2010 will occur in November 2009. The adopted materials will be available for use beginning with the 2010-2011 school year.
- Proclamation 2010 calls for teacher resource materials on the ELPS for all high school teachers of grades 9-12
- [Proclamation2010](http://www.tea.state.tx.us/textbooks/proclamations/proc2010/proc2010.pdf) <http://www.tea.state.tx.us/textbooks/proclamations/proc2010/proc2010.pdf>

ELPS and Content Area TEKS

- Teachers teach the content area TEKS in conjunction with the ELPS when instructing ELLs.
- Content area TEKS promote academic achievement.
- ELPS promote academic language proficiency (which is a vital enabler of academic achievement)

English Language Proficiency Standards are aligned and linked with Texas English Language Proficiency Assessment System



ELPS

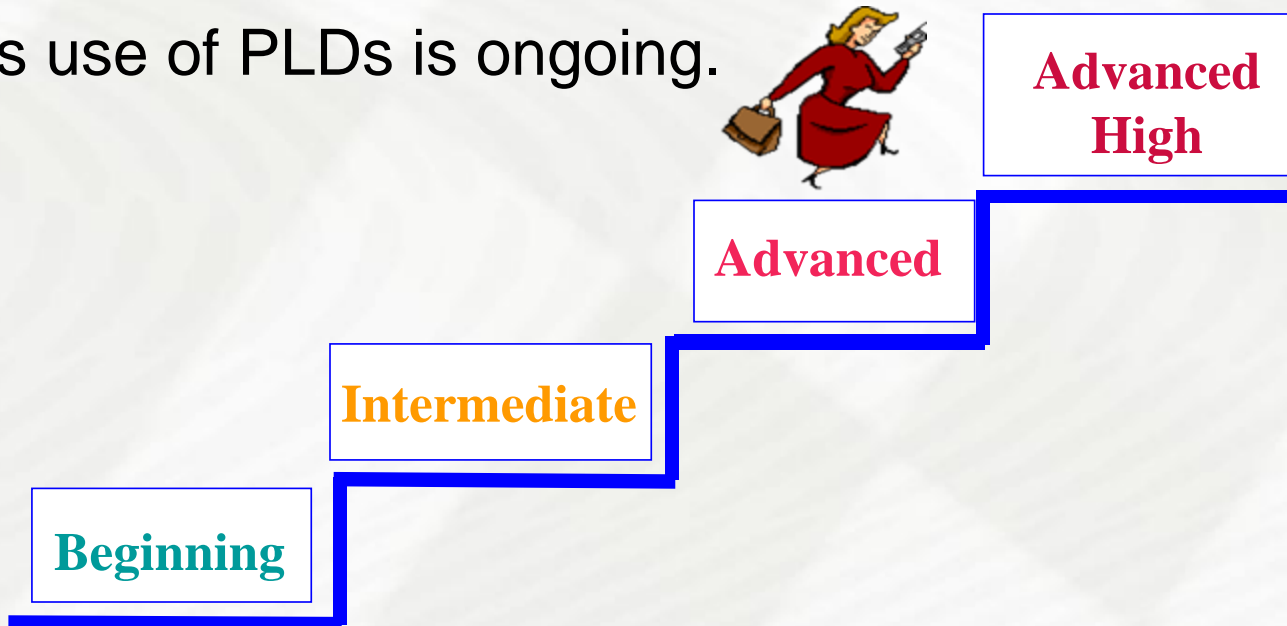


TELPAS

- TELPAS measures the ELPS student expectations from the cross-curricular second language acquisition knowledge and skills and uses the ELPS proficiency level descriptors as assessment rubrics.
- Student expectations focus on the what of student learning. Proficiency level descriptors focus on the how well.

PLDs and Instruction

- As part of the ELPS, teachers are to use the PLDs throughout the school year to
 - monitor growth in English language proficiency as their ELLs learn more English
 - linguistically accommodate instruction according to the proficiency levels of their ELLs, as required by the ELPS
- This use of PLDs is ongoing.



PLDs and Statewide Assessment

- For TELPAS, trained teachers use the PLDs to officially rate the English language proficiency of ELLs as a statewide spring assessment.
- ELLs should be making steady progress all year long.
- TELPAS reflects how far students have progressed as of the spring assessment window.
- TELPAS rater training provides in-depth professional development on the ELPS-TELPAS proficiency level descriptors.

Examples of how TELPAS
aligns with the ELPS to
assess reading, writing,
listening, and speaking...

Assessing Reading in Grades 2–12

This is a _____.

10

F ten

G tape

H three

J table

Any Grade

**Early Beginning
Level**

**Math
Application**

Alignment to ELPS

- **Cross-Curricular Student Expectation (c)(4)(C)**

Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials

- **Proficiency Level Descriptor (d)(4)(A)(i)**

Beginning students read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

(I) environmental print;

(II) some very high-frequency words; and

(III) concrete words that can be represented by pictures

Miles to Aunt Patty's House

- 1 One Saturday morning Lena and her mother went to visit Aunt Patty. They got in the car to make the long drive.
- 2 “Did you remember to bring your homework?” Mom asked. “We will not be home until Sunday night.”
- 3 “Yes, Mom. I only have math homework. I have to write about a way that I use math outside of school.”
- 4 “What will you write about?” her mom asked.
- 5 “I’m not sure,” Lena said.
- 6 During the drive, Lena and her mom stopped to buy flowers for Aunt Patty. Lena’s mom parked the car in front of the flower shop. Just then, Lena had an idea. She asked, “Mom, how many miles have we driven?”



Content- Based Reading Selection

Grade 2

Advanced
High

Math
Application

Continues
on next slide

- 7 “We have driven 32 miles so far,” her mother said.
- 8 They bought daisies for Aunt Patty. Then they got back in the car to finish their trip.
- 9 When they got to Aunt Patty’s house, Lena asked, “How many miles have we driven now, Mom?”
- 10 “Well,” said Mom, “we drove 32 miles from our house to the flower shop. Then we drove 25 more miles to get here.”
- 11 Lena knew she had to add 32 and 25 to find the total number of miles they had driven. Lena wrote her math problem down on paper. She added the ones, and then she added the tens.

	Tens	Ones
	3	2
+	2	5
<hr/>		
	5	7

- 12 Finally, Lena said, “Mom, we drove 57 miles in all!”
- 13 “Good job, Lena,” said her mom. “Are you ready to go inside and see Aunt Patty?”
- 14 “Yes,” answered Lena. “Then I will write down the steps I used to solve my problem.”

Some Questions Over the Selection

1 Why does Lena add 32 and 25?

- She wants to make a chart.
- She wants to know how far they have driven.
- She thinks Aunt Patty lives too far away.
- She wants to see how much money she has to spend.

2 What is Lena's idea in this story?

- To stop and buy flowers
- To find the number of miles to Aunt Patty's house
- To visit Aunt Patty
- To count the cars she sees on the way to Aunt Patty's

Alignment to ELPS

- **Cross-Curricular Student Expectation (c)(4)(J)**

Demonstrate English comprehension and expand reading skills by employing inferential skills commensurate with content area needs

- **Proficiency Level Descriptor (d)(4)(D)(iv)**

Advanced high students are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

Assessing Writing

I use math outside of school by doing the laundry room in my house. I put $2\frac{1}{2}$ ml into the cup or a beaker. I always want to rake the leaves out the back yard which is called Area instead of Perimeter. Another way I use math is looking at the clock or my watch, for example when I go outside to play with my friends my mom tells me to go out and play for 11 minutes, that's how I use math with my watch or clock. I use math by going to the mall, store, or Wal-Mart by counting up all the groceries and seeing how much they cost, another way I can do math with the groceries is by seeing how much they weigh.

1 of 5 Writing
Assignments
from a
TELPAS
Writing
Collection

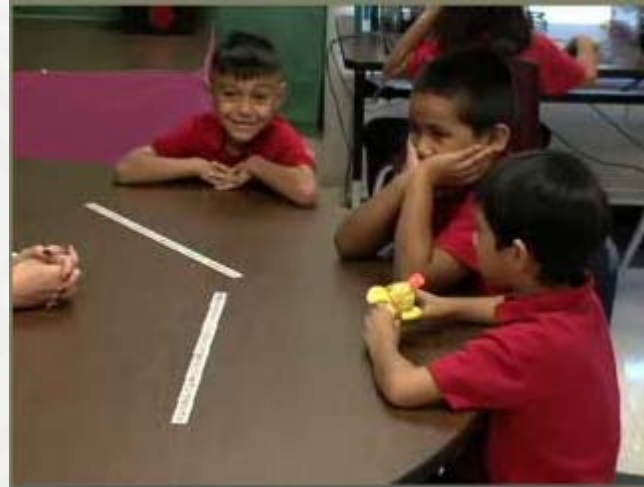
Grade 5

ELPS Alignment – Students demonstrate all cross-curricular student expectations

Writing (c)(5)

- (A) learn relationships between sounds and letters of English language to represent sounds when writing...
- (B) write using newly acquired basic vocabulary and content-based grade level vocabulary
- (C) spell familiar English words with increasing accuracy...
- (D) edit writing for standard grammar and usage...
- (E) employ increasingly complex grammatical structures in content area writing...
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words ... as more English is acquired
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Listening and Speaking



Teachers holistically assess students during classroom instruction

Listening and Speaking Activities

Listening

- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal, social discourse with peers
- Large-group and small-group interactions in academic settings
- One-on-one interviews
- Individual student conferences

Speaking

- Cooperative group work
- Oral presentations
- Informal, social discourse with peers
- Large-group and small-group interactions in academic settings
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences

ELPS Alignment – Students demonstrate all cross-curricular student expectations

Listening (c)(2):

- (A) distinguish sounds and intonation patterns of English with increasing ease
- (B) recognize elements of English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Etc. (F) through (I)

Speaking (c)(3):

- (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 ... 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

Etc. (E) through (J)

Assessing K–1 Reading and Writing



See ELPS student expectations for reading (c)(4) and writing (c)(5).

- For K–1, these domains are assessed through classroom observations like listening and speaking are.
- These assessments are fully aligned to the ELPS student expectations and proficiency levels.
- Teachers take into account developmental factors related to readiness to read and write (emergent literacy).

Using TELPAS and ELPS to Inform Instruction

Administrators	To prepare for upcoming school year, use TELPAS results to evaluate whether students are making appropriate progress in learning English
Teachers	At beginning of school year, use prior spring's TELPAS proficiency level ratings as starting place to guide linguistically accommodated instruction
Teachers	Use ELPS student expectations and PLDs to monitor progress all year and adjust linguistic accommodations accordingly

Grade 3 TAKS Reading Primary SSI Administration Percent Passing

Students	2009
All – Eng and Spn	89
All – Eng	89
Monitored 1 – Eng	99
Monitored 2 – Eng	98
Current LEP – Eng	83
All – Spn	83

LAT results not included

Grade 4 TAKS Writing Percent Passing

Students	2009
All – Eng and Spn	91
All – Eng	91
Monitored 1 – Eng	97
Monitored 2 – Eng	99
Current LEP – Eng	86
All – Spn	91

Preliminary results

Grade 5 TAKS Reading Primary SSI Administration Percent Passing

Students	2009
All – Eng and Spn	82
All – Eng	83
Monitored 1 – Eng	89
Monitored 2 – Eng	89
Current LEP – Eng	57
All – Spn	68

LAT results not included

Spring 2009 Grade 5 TAKS Math Primary SSI Administration Percent Passing

Students	%
All – Eng and Spn	83
All – Eng	84
Monitored 1 – Eng	91
Monitored 2 – Eng	91
Current LEP – Eng	71
All – Spn	45

LAT results not included

Spring 2009 Grade 5 TAKS Science Percent Passing

Students	%
All – Eng and Spn	84
All – Eng	84
Monitored 1 – Eng	90
Monitored 2 – Eng	89
Current LEP – Eng	65
All – Spn	43

Preliminary results

LAT results not included

Grades 3–12 TELPAS Results: % Students at Each Proficiency Level

	Listening				Speaking				Reading				Writing			
	B	I	A	H	B	I	A	H	B	I	A	H	B	I	A	H
08-09	6	17	34	43	8	21	34	36	8	16	26	50	10	29	34	26
07-08	7	20	35	38	10	24	35	32	9	17	27	48	12	32	34	23
06-07	8	24	37	30	12	27	36	25	9	13	36	42	15	36	33	17
05-06	10	27	37	25	15	30	35	21	11	15	38	36	18	39	30	13



B = Beginning
I = Intermediate
A = Advanced
H = Advanced High

New Test

Former Test (RPTE)

TELPAS Composite Ratings 2006-2009

Percent Reaching Advanced High

	K-2	3-12
2009	16	48
2008	16	45
2007	11	39
2006	10	32

- Composite weights have not changed
- TELPAS reading tests changed in 2008 for grades 2-12

Then and Now: English Reading Proficiency Percent Rated **Beginning**

	RPTE 2001	TELPAS Reading 2009
Grade 3	25	10

Then and Now: TAKS Reading Percent of ELLs Passing

Grade	Spring 2003	Spring 2009
Grade 5 Eng	32	57
Grade 5 Spn	51	68

Primary SSI administrations
Panel recommended standards
2009 results preliminary

Then and Now: Grade 4 Writing of ELLs

Percent Passing	1998 TAAS	2009 TAKS
ELLs Tested in English	71	86
ELLs Tested in Spanish	62	91

2009 results preliminary

2005 and 2008: LAT Math Percent Passing

Grade	No. Tested	Spring 2005	No. Tested	Spring 2008
Grade 3 Eng	1,402	37%	1,443	44%
Grade 3 Spn	1,216	27%	1,225	37%
Grade 5 Eng	2,004	24%	1,688	34%
Grade 5 Spn	1,304	14%	1,205	24%

First LAT math administration was spring 2005

Effective Lesson Planning

- **Content Objectives: TEKS**
- **Language Objectives: ELPS
TEKS**
- **Strategies/Activities appropriate for the various English language proficiency levels.**
- **ELPS are a vehicle that transports the content area to the student in a comprehensible manner.**

Additional Resources

- ***Institute for Second Language Achievement***
Texas A&M University-Corpus Christi
<http://ell.tamucc.edu>
- ***Online Bilingual Certification Course & Online ESL Certification Preparation Course***
Texas A&M University - College Station
<http://bilingual.tamu.edu>
- ***Project TESORO – ESC Region 1***
To build leadership capacity in second language acquisition and effective pedagogy
www.esc1.net/projecttesoro

Additional Resources

TEA Best Practices Clearinghouse

<http://ritter.tea.state.tx.us/bestprac/>

Doing What Works – USDE Clearinghouse

<http://dww.ed.gov/>

Contact Information

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No Child Left Behind Division

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LEP Student Success Initiative

512.475.2974

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- Enter your e-mail address and name
- Click on “Join” button of the listserv
- An e-mail confirmation will be sent which must be replied to in order to complete the listserv process
- To change, delete, or add an additional e-mail address, go back to www.tea.state.tx.us/list

HB 3 and Some Potential Effects on Student Assessment Program

- Grade 3 and Student Success Initiative
- Grade 6 Spanish TAKS
- Release of tests
- State assessments for grades 3-8
- LEP exemptions