

Writing in the Content Areas and TELPAS

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Session Objectives

- To show close connection between ELPS and TELPAS for the domain of writing for grades 2–12
- To reinforce benefits of incorporating ELPS for writing in content area instruction to teach and assess ELLs effectively throughout the year
- To assist teachers to incorporate writing assignments during content area instruction so there is a smooth transition to gather writing samples for TELPAS

TELPAS Writing

Assessment Requirements for Grades 2–12

Grades 2–12 Writing Assessment Approach

- Raters assemble a collection of each student's writing from a variety of content areas.
- Raters base the English writing proficiency ratings on the contents of the collections.
- Additional classroom observations are not used.

Assembly Criteria

- Each writing collection must contain –
 - At least **5 total samples**
 - At least **1 writing sample that elicits use of past tense**
 - At least **2 writing samples from mathematics, science, or social studies**
- Writing assigned on or after (February 15) may be considered for the collection and samples may continue to be gathered until the date designated by the district. This district deadline for completing writing collections must allow for collections to be verified and rated in order for ratings to be submitted by state established deadlines.

Some Eligible Types of Writing

- Basic descriptive writing on a personal/familiar topic
- Writing about a familiar process
- Writing that elicits use of past tense
- Personal narratives and reflective pieces
- Expository and other extended writing on a topic from language arts
- Expository or procedural writing from science, mathematics, and social studies

Writing Collections

- TELPAS writing samples to include in the collections should be taken from **authentic classroom activities** grounded in **content area TEKS** and **ELPS**.
- Collections should contain some papers in which students showcase English they know and feel comfortable using.
- Collections should also include papers in which students are stretched and pushed beyond their comfort zone so the collection shows that a student has not yet reached the next level (the student is beginning but not yet intermediate, intermediate but not yet advanced, advanced but not yet advanced high).

Writing Collections

- Collections assembled need to help raters determine and justify ratings. The samples in a collection must give you evidence to say, “I know the student is at least at X proficiency level because of these characteristics in his or her writing. I know the student is not yet at the next proficiency level because of these other characteristics in his or her writing.”

Reminder: The characteristics considered must come from the PLDs.

ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p>	<p>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p>	<p>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.</p>	<p>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.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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

Goal in Assembling Writing Collections

To make sure the collections portray the students' overall English writing proficiency levels



ELPS for Writing

ELPS Components

a) Introduction

- Integrate second language instruction with content area instruction to
 - make content comprehensible
 - build academic language proficiency

c) Student Expectations for Second Language Acquisition

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

b) District Responsibilities

- Linguistically adjust instruction based on student proficiency levels
- Implement strategic interventions for beginning and intermediate students in grade 3 and up

d) Proficiency Level Descriptors for each Language Domain

- Beginning
- Intermediate
- Advanced
- Advanced High

ELPS Student Expectations for Second Language Acquisition for Writing

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents;
 - (ii) using possessive case (apostrophe *s*) correctly; and
 - (iii) using negatives and contractions correctly;
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

ELPS Proficiency Level Descriptors for Grades 2–12 Writing

(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

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

(i) 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;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) 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;

(III) present tense used primarily; and

(IV) 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.

ELPS Proficiency Level Descriptors for Grades 2–12 Writing

(B) Intermediate. 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:

(i) 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;

(ii) 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; and

(iii) exhibit writing features typical at this level, including:

(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) 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 ELL writing.

ELPS Proficiency Level Descriptors for Grades 2–12 Writing

(C) Advanced. 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:

- (i) 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;
- (ii) 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; and
- (iii) exhibit writing features typical at this level, including:
 - (I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;
 - (II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;
 - (III) use of a variety of common cohesive devices, although some redundancy may occur;
 - (IV) 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;
 - (V) occasional second language acquisition errors; and
 - (VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

ELPS Proficiency Level Descriptors for Grades 2–12 Writing

(D) Advanced high. 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:

(i) 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;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) 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;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

Example Student Expectation (SE) and Proficiency Level Descriptor (PLD)

What to learn – SE

- Writing SE (G) – Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Stage of acquisition – PLD

- Intermediate writing (B)(iii)(VI) – These students exhibit writing features typical at this level, including undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas

PLDs and Instruction

- Teachers should use the PLDs throughout the school year as part of ongoing formative assessment to –
 - stay attuned to the English language proficiency levels of their students,
 - monitor progress, and
 - linguistically tailor (accommodate) content area instruction and integrate second language instruction according to the proficiency level needs of their ELLs as the students learn more English.

PLDs and Instruction

- Note that for **ongoing formative assessment** in grades 2–12, teachers use classroom observations and interactions in addition to student writing samples to monitor and promote growth in English language writing proficiency.
- At the **time of TELPAS**, student writing collections are the sole basis for the assessment of English language writing proficiency. Information from classroom observations and interactions is not used.

Benefit of TELPAS Rater Training on Formative Classroom Assessment

- Teachers trained as TELPAS raters internalize the PLDs so that they are able to **naturally and automatically** assess their students' English language proficiency levels during ongoing classroom instruction.

Benefit of Using PLDs in Instruction

- Teachers learn to make effective linguistic accommodations in class, which supports
 - learning of academic subject matter (TEKS content area SEs)
 - learning of English language (ELPS SEs)

Measuring the ELPS

TELPAS assesses the abilities outlined in the **ELPS student expectations (SEs)** and reports performance in alignment with the **ELPS proficiency level descriptors (PLDs)**.

TELPAS measures the ELPS; the two are integrally aligned.

Writing in the Content Areas

Mathematics

Elementary Example

TEKS 3 (4) Number and operations.

- The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.

Example Writing Assignment:

Solve the problem and explain the strategy you used to get your answer.

There were 8 classmates who were planting flowers when 3 more students joined to help. If each student plants 4 flowers, how many flowers did they plant total?

Elementary Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Middle School Example

TEKS 6 (2) Number and operations.

- The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to: (D) order a set of rational numbers arising from mathematical and real-world contexts.

Example Writing Assignment:

Solve the problem and explain the steps taken.

There are four students working on a project in math class. Miguel has completed $\frac{1}{8}$ of the project, Gina has completed 13% of the project, Jatziry has completed 0.10 of the project, and Kwa has completed $\frac{1}{9}$ of the project. Make a list of the students in order from least to greatest by the amount of the project they have completed.

Middle School Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

High School Example

TEKS Geometry (8) Congruence and the geometry of size.

- The student uses tools to determine measurements of geometric figures and extends measurement concepts to find perimeter, area, and volume in problem situations. The student is expected to: (D) find surface areas and volumes of prisms, pyramids, spheres, cones, cylinders, and composites of these figures in problem situations.

Example Writing Assignment:

Solve the problem and explain the steps taken.

Three basketballs are being painted for the Junior Class Silent Auction Fundraiser. If the diameter of each basketball is 11 inches, what is the total surface area that will be painted?

High School Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Writing in the Content Areas

Science

Elementary Example

TEKS 4 (10) Organisms and environments.

- The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to: (B) demonstrate that some likenesses between parents and offspring are inherited, passed from generation to generation such as eye color in humans or shapes of leaves in plants. Other likenesses are learned such as table manners or reading a book and seals balancing balls on their noses.

Example Writing Assignment:

Explain the difference between inherited and learned likenesses. Give 3 examples of inherited likenesses and 3 examples of learned likenesses you received from your parents.

Elementary Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (ii) using possessive case (apostrophe *s*) correctly
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Middle School Example

TEKS 7 (8) Earth and space.

- The student knows that natural events and human activity can impact Earth systems. The student is expected to: (A) predict and describe how different types of catastrophic events impact ecosystems such as floods, hurricanes, or tornadoes.

Example Writing Assignment:

Describe 3 types of catastrophic events and how they can impact an ecosystem.

Middle School Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

High School Example

TEKS Biology (6) Science concepts.

- The student knows the mechanisms of genetics, including the role of nucleic acids and the principles of Mendelian Genetics. The student is expected to: (F) predict possible outcomes of various genetic combinations such as monohybrid crosses, dihybrid crosses and non-Mendelian inheritance.

Example Writing Assignment:

A pea plant with the genotype Tt for tall stems is crossed with a pea plant with the same genotype Tt. Draw and complete a Punnett square of the parent genotypes then explain and describe all the possible genotypes and phenotypes of the offspring.

High School Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Writing in the Content Areas

Social Studies

Elementary Example

TEKS 5 (15) Government.

- The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to: (C) explain the reasons for the creation of the Bill of Rights and its importance.

Example Writing Assignment:

Explain why the Bill of Rights was created and why it is important.

Elementary Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Middle School Example

TEKS 6 (5) Geography.

- The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions.

Example Writing Assignment:

Describe how geographic factors have affected the economy of 3 different regions around the world.

Middle School Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

High School Example

TEKS World History (3) History.

- The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: (B) explain the impact of the fall of Rome on Western Europe.

Example Writing Assignment:

How did the fall of Rome impact Western Europe?

High School Example

ELPS

- 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
- 5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - (i) using correct verbs, tenses, and pronouns/antecedents
 - (ii) using possessive case (apostrophe *s*) correctly
- 5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

Assembling Writing Collections for TELPAS

Samples Required

- At least **5 total samples** are required in each collection.
- In each collection there must be
 - at least **1 writing sample that elicits use of past tense**
 - at least **2 writing samples from mathematics, science, or social studies**
- In all writing assignments, students should take their time and write in as much detail as they can.
- Include writing assignments that allow students to show what they can do, as well as what students struggle with in second language acquisition to see the full extent of their language abilities.
- Remember to build collections that portray the student's overall ability to communicate in writing in English; avoid including samples in the writing collection that interfere with the ability to rate students effectively.

Types of Writing

Basic descriptive writing on a personal/familiar topic

- Examples:
 - Writing about yourself, your family, your best friend, your school, etc.
 - Describing what you see in this picture, photo, piece of art, etc.
 - Comparing yourself to a friend or relative by describing how you are alike and how you are different
 - Comparing two friends, two pictures, two photos, two places you've lived or houses you've lived in, etc.

Types of Writing

Writing about a familiar process

- Examples:
 - A daily routine (getting ready for school, what you do after school or on weekends)
 - How to prepare a familiar food or recipe (sandwich, taco, fruit drink, scrambled eggs)
 - How to play a familiar game or sport

Types of Writing

Writing that elicits use of past tense

- Examples:
 - Stories based on something shown in a picture or pictures
 - Narratives about something that happened or that you did that was disappointing, unforgettable, surprising, interesting, unexpected, funny, unfair, etc.
 - Original stories composed in creative writing activities
 - Narratives about what you did this morning, yesterday, last weekend
 - Explanation of mathematical concept, scientific process, or historical figure you have learned about

Types of Writing

Personal narratives and reflective pieces

- Examples:
 - A time when you learned a lesson, resolved a problem with another person, etc.
 - What true friendship is, the importance of believing in yourself, setting goals, etc.
 - What you like, don't like, or would like to see changed about certain school rules or policies
 - A person you admire, a person who has influenced your life, etc.
 - How first impressions of people can change
 - What it was like to move to the United States, learn a new language, etc.
 - What you thought about the United States or Texas before you moved here compared to what you think now

Types of Writing

Expository and other extended writing on a topic from language arts

- Examples:
 - Writing reflective pieces linked to stories, literature, poems, and drama read in class (for example, comparing events in a text with personal experiences; relating a character's conflict in a text to a personal experience, experience of a friend, or experience of a relative; etc.)
 - Describing and analyzing a change that a character undergoes
 - Comparing story variants, a movie and novel based on the same story, etc.
 - Writing persuasively to influence an audience to take action on an issue
 - Writing responses to literary or expository texts and providing text evidence to demonstrate understanding

Types of Writing

Expository or procedural writing from science

- Examples:
 - Explaining a scientific process you have learned about
 - Explaining the steps in an experiment or scientific investigation you have done
 - Writing about something you are learning in your science class
 - Writing about why lab rules are important
 - Writing about how to use a certain device or piece of science equipment

Types of Writing

Expository or procedural writing from mathematics

- Examples:
 - Writing about a way you have used mathematics outside of school
 - Explaining the steps you use in a mathematical process
 - Writing about something you are learning in your mathematics class
 - Writing to reflect the thinking you do to solve a problem

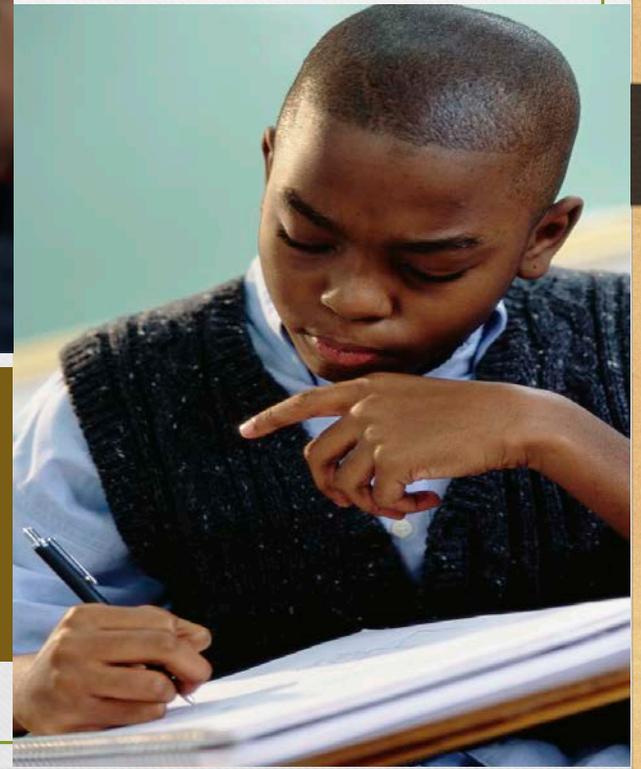
Types of Writing

Expository or procedural writing from social studies

- Examples:
 - Writing about a historical figure, the person's contributions or significance, etc.
 - Writing an expository piece about an important historical or current event
 - Writing about something you are learning in your social studies class
 - Defending a point of view about a governmental policy or controversial issue
 - Writing a persuasive piece to influence a change in policy or law



Summing it Up



Writing in the content areas is not only required as part of the ELPS but an integral part of well-rounded classroom instruction.

Contact Information

- Call Student Assessment Division at 512-463-9536
- Send email to ELL Assessments team at ell.tests@tea.texas.gov
- Information on State Assessments for English Language Learners
<http://tea.texas.gov/student.assessment/ell/>