Grades 2-12
Introductory Training on the PLDs
2018-2019

Texas Education Agency
Student Assessment Division
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The PLDs are the rubrics teachers use to determine students’ English language proficiency for ongoing formative assessment and the spring TELPAS administration.

Originally developed for TELPAS, the PLDs were incorporated into the Texas English language proficiency standards (ELPS) in the 2007-2008 school year to reinforce their use in instruction.
6 Sets of PLDs

• Listening  Grades K–12
• Speaking   Grades K–12
• Reading    Grades K–1
              Grades 2–12
• Writing    Grades K–1
              Grades 2–12
Key Features of Each Proficiency Level

• Beginning
  ▪ Little or no English ability

• Intermediate
  ▪ Limited ability, simple language structures, high-frequency vocabulary, routine contexts

• Advanced
  ▪ Grade appropriate, with second language acquisition support

• Advanced High
  ▪ Grade appropriate, with minimal second language acquisition support
# ELPS-TELPAS Proficiency Level Descriptors

**Grades K–12 Listening**

## ELPS-TELPAS Proficiency Level Descriptors

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<th>Advanced</th>
<th>Advanced High</th>
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<tr>
<td>Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.</td>
<td>Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</td>
<td>Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
<td>Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
</tr>
</tbody>
</table>

### These students:
- struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)
- struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELs
- may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues

### These students:
- usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, ELs sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding
- understand most main points, most important details, and some additional information during social and basic instructional interactions that have not been intentionally modified for ELs
- occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

### These students:
- understand longer, elaborated directions, conversations, and discussions on familiar and some unfamiliar topics; when topics are unfamiliar, ELs sometimes need processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used
- understand main points, important details, and impact information during social and basic instructional interactions that have not been intentionally modified for ELs
- rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear
Reflect on how well the student understands the English he or she hears during activities such as:

- 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
I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.

Text in bold, red print represents text that might be understood.
... today. We are going ... Thursday ...
buses ... day ... go ... parents ... parents ...
... like ... Please ... backpack ... home ...
go ...
Nonacademic Listening Sample

What Might an Intermediate Listener Understand?

I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.
I have ... you today. We are going ... field trip next week. On Thursday ... we will ... the buses ... day ... to go ... parents read and sign this ... parents ... like to ... Please put this in your backpack ... take home tonight. Remember ... bring it ... go with us.
I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.
I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday ... we will load the buses and be gone ... day ... to go, you ... have your parents read and sign this permission slip. If your parents would like ... there is a place on the form ... Please put this in your backpack ... take home tonight. Remember ... bring it
I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.
Good morning, class. Today we are going to study something brand new. It’s difficult, so I’m going to need everyone’s undivided attention. Open your books to page one hundred seventy-two. At the top of the page is the word “net.” Today’s lesson is about net. As it says in the definition in your book, in math, net is a two-dimensional model. The net of a cylinder is shown in your textbook. Does everyone see the rectangle and two circles? That’s the net of the cylinder.
Good morning … Today … Open your books to page one … top … page …
Today’s … book … math … two … book … rectangle … two circles …
What Might an **Intermediate** Listener Understand?

Good morning, class. Today we are going to study something brand new. It’s difficult, so I’m going to need everyone’s undivided attention. Open your books to page one hundred seventy-two. At the top of the page is the word “net.” **Today’s lesson** is about net. As it says in the definition in your book, in math, net is a two-dimensional model. The net of a **cylinder** is shown in your textbook. Does everyone see the rectangle and two circles? That’s the net of the cylinder.
Good morning, class. Today we are going to study ... It’s difficult ... going to need everyone’s ... Open your books to page one hundred ... top of the page ... Today’s lesson ... your book, in math ... two ... cylinder ... book ... rectangle and two circles ... cylinder.
Good morning, class. Today we are going to study something brand new. It’s difficult, so I’m going to need everyone’s undivided attention. Open your books to page one hundred seventy-two. At the top of the page is the word “net.” Today’s lesson is about net. As it says in the definition in your book, in math, net is a two-dimensional model. The net of a cylinder is shown in your textbook. Does everyone see the rectangle and two circles? That’s the net of the cylinder.
Good morning, class. Today we are going to study something new. It’s difficult, so I’m going to need everyone’s. Open your books to page one hundred seventy-two. At the top of the page is the word ... Today’s lesson is ... definition in your book, in math, net is a two ... a cylinder is ... in your textbook. Does everyone see the rectangle and two circles? ... cylinder.
Good morning, class. Today we are going to study something brand new. It’s difficult, so I’m going to need everyone’s undivided attention. Open your books to page one hundred seventy-two. At the top of the page is the word “net.” Today’s lesson is about net. As it says in the definition in your book, in math, net is a two-dimensional model. The net of a cylinder is shown in your textbook. Does everyone see the rectangle and two circles? That’s the net of the cylinder.
# ELPS-TELPAS Proficiency Level Descriptors

## Grades K–12 Speaking

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>English learners (ELs) have little or no ability to speak English in academic and social settings.</td>
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</table>

These students:
- mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;
- speak 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;
- lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;
- exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material;
- typically use pronunciation that significantly hinders communication. |

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<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
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<td>Intermediate ELs have the ability to speak in a simple manner about English commonly heard in routine academic and social settings.</td>
<td>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</td>
<td>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</td>
</tr>
</tbody>
</table>

These students:
- are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;
- speak using basic vocabulary in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;
- exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;
- exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English;
- use pronunciation that can usually be understood by people accustomed to interacting with ELs. |

These students:
- are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pause to restate, repeat, or search for words and phrases to clarify meaning;
- discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;
- have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;
- make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions;
- may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs. |

These students:
- are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;
- communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;
- can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;
- make few second language acquisition errors that interfere with overall communication;
- may mispronounce words, but rarely use pronunciation that interferes with overall communication.
Reflect on how well the student speaks English during activities such as:

- 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
Tell me about yourself.

My name is An. I am 13 year old from Korea. I have long hair. I am tall, thin ... have black eye.
Favorite color yellow, pink, blue. Favorite food chicken ... Favorite sport volleyball and basketball. I like read romance book ... I like go to my mom supermarket.
Tell me about your school.

My school name An. I am good student. My project is math. Helper me ... interesting. I have new teachers, new friends. My teacher is nice. I happy at school. I read two or three books. That very good.
Beginning Speaker, Continued

Tell me what you have learned about earthquakes.

Earthquakes is important. Is shake Earth ... energy very faster. Earthquake came is ten or fifteen minute. People not know come. ... People ... die. Houses is ... fire. Cars go ... road cut... one half. ... Earthquakes very bad.
What did you learn today about Christopher Columbus?

Christopher not happy because ... no more food.
Christopher cry ... he do the sail. Queen Elizabeth say Christopher... name important... Christopher went on bowl when is sail ... Thirty-one day come Christopher ... America.
Tell me about yourself and your family.

My name is Lorenzo. I have two sisters. The name of my sister are Marisa and Ariana. I have my mother and father. I am the baby of family. Now later my mom her ... other baby 7 months. I want boy because for play video games. I have a cat. The name is Michi and play of running in the house. My colored favorite is black because my friend he weared all black. I like everybody but one girl. When I grow, I want capitán of army. The army is good for me because I want fly over the state.
Intermediate Speaker, Continued

Tell me about a place where you used to live.

I was born in Puerto Rico. Close my house is a river. The name is a arroyo. I go swimming to river with my cousin and friends for 3 hours. After, everybody go to house. In the morning I go to school at 7:30. This is what I make every day.
Tell me what you see in this picture.

The man hunting ducks with rifle. He has hat up on the hair and has jacket of square black and white. The man looks the duck what is swimming in a lake. The others duck is flying. The ducks looking the man with gun. The ducks on the lake said, “No, no kill my family. Please no, no, no.”
Tell me about the rock cycle you have drawn.

The magma has 1000º. Is very hot. When the volcano ... erosion, the magma is go outside ... and the name is lava with rocks. The lava and the rocks called igneous rock. After ... the earth is erosion. Also after ... phase ... then also the period sedimentary rock. When continue, pressure and heat is when the earth ... water and ice pressure the rocks...
How are you and your friend alike and different?

My friend is tall and I am short. I have long hair and she has short hair. I have curly hair and she has thin hair. My tooth fell but hers didn’t … I have one bracelets but she has much more. I bring a sweater to school but she does not bring one. I don’t collect stickers but she does.

We have alike because we are girls and have brown eyes. We both like to play a lot. Both have the same friends. We always come to school and always bring our homework. That’s how we are different and alike.
Tell me something you did that was fun.

This weekend it was raining and my cousins came at my house. We couldn’t do nothing. My cousin told me, “Ask your mom if we can play in the rain and in the mud.” I went and ask my mom and she said yes but not with that clothes, so I changed my clothes and my mom looked for old clothes for my cousins. Outside was wet and slippery. First we got on my trampoline. We were slipping a lot. Then we got down and were playing with the mud. My cousin drop me on the mud and I said, “Help me up.” He helped me, then I drop him. He said that felt so good and we were laughing...
What have you learned about tepees?

The tepee is a little house that is made of bricks, and it has like brown paper around ... but it is the buffalo skin. The Indians live in the tepee. They kill the buffalo and use the skin to make clothes ... and more things. The Indians have pictures around the buffalo skin. The Indians have to live just with two beds. Their beds are made of buffalo skin and are not the same like our beds.
Tell what you have learned about dinosaurs.

Most male dinosaurs mostly ate other dinosaurs to feed the female dinosaurs. I learned that their babies didn’t have to learn how to walk. This is a difference of other baby animals. Most flying dinosaurs got food in the water and ate only fish. They dive down in the water and then went back up. Most female dinosaurs picked some leaves to keep them warm over the night. The same as most animals, they got on top of their eggs so the eggs can stay warm and hatch faster. They had to hatch fast because other animals will eat them. That is why most female dinosaurs stayed most of their time on top of their eggs. Dinosaurs lived good until the humans came and started killing them. Now scientist find skeletons....
Tell me about something that was difficult for you.

Well, I have plenty of problems to get up in the morning really early...Then when I go to school I have reading for my first period, but reading is the only subject I don’t get. I don’t get it because of the coding and going back and finding the answers. It takes a long time to read the whole story three times. The only thing I scored low on the test last year was on the reading. I got a 75 because I read it one time and I got an answer but I read it two more times and I get two more different answers. I couldn’t decide what answer to pick. That happened in almost all the stories. But I’m learning more about reading and now I am getting high scores. I hope I get a better grade than what I got last year.
Tell me what you think of the school rules.

Well, at our school we have a lot of rules. Most rules are not fair. For example, people run to the lunch line because it gets full really fast. Some people come out of the restroom with their shirts tucked out, and if a teacher sees you, you have to do jump squads. Well, sometimes students are uncomfortable having their shirts tucked. Also, you have to watch yourself because if you get 16 tallies you won’t go on a field trip. If you get that much tallies, you can get a detention. If you get a referral, you don’t get to go on the field trip for the nine weeks. If you get in ISS, you have to sit and just do work. Most people like to get that because they don’t want to go to class and do homework. Some people think it is fun but it’s not.
ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Writing

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<tr>
<td>ELs have limited English language proficiency. They have difficulty understanding and expressing ideas in written and oral English.</td>
<td>ELs have intermediate English language proficiency. They can understand and express ideas in written and oral English, but still require support.</td>
<td>ELs have high English language proficiency. They can understand and express ideas in written and oral English, with minimal support.</td>
<td>ELs have the highest level of English language proficiency. They can understand and express ideas in written and oral English with no support.</td>
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</tbody>
</table>

**Typical writing features at this level:**
- Written text is often incomplete and lacks focus.
- Conventions are inaccurate and inconsistent.
- Writing is often disconnected and not well-organized.
- ELs may not understand the content or purpose of the writing.

**Typical writing features at this level:**
- Writing is generally accurate and complete.
- Conventions are generally accurate and consistent.
- Writing is well-organized and easy to follow.
- ELs understand the content and purpose of the writing well.

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- Writing is generally accurate and complete.
- Conventions are generally accurate and consistent.
- Writing is well-organized and easy to follow.
- ELs understand the content and purpose of the writing well.
Remember that the writing ratings of students in grades 2–12 are based on collections of their writing from a variety of content areas.
Remember that incorporating appropriate writing and speaking activities in subject matter instruction helps ELLs **internalize** new English vocabulary and language structures. This helps them –

- improve their command of academic English **and**
- learn the content taught in their classes.
Writing in Content Areas
Sample ELPS Student Expectations

Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired (c)(5)(G)

In science, this expectation can be addressed through writing assignments in which students, for example, observe, describe, and compare physical properties.

Write using newly acquired basic vocabulary and content based grade-level vocabulary (c)(5)(B)

In math, this expectation can be addressed by having students, for example, write about the shapes they are studying and name items at home that are the same shapes.
STAAR Writing vs. TELPAS Writing

STAAR measures how well students compose, revise, and edit texts as required by the TEKS language arts standards. STAAR measures the ability to compose texts with clear, controlling ideas, coherent organization, sufficient development, and appropriate word choice, style, and mechanics.

TELPAS measures how well ELLs are able to use English to express their ideas in order to learn the writing skills above and fulfill grade-appropriate writing assignments in all their classes.
Introductory Resources for Writing

Several resources support introductory training for this domain:

➢ **Grades 2–12 Writing Collection Overview PowerPoint**
  Explains how to assemble writing collections that portray the overall English language proficiency of ELLs

➢ **Annotated Examples of Student Writing**
  6 writing collections representing a variety of grade levels and English language proficiency levels; each collection includes detailed rating annotations

➢ **Educator Guide to TELPAS**
  Contains several annotated writing samples for grades 2-12

  Available from TEA’s Student Assessment website

Spring Web-based TELPAS rater training provides in-depth practice.