

DRAFT Proposed Revisions  
Texas Essential Knowledge and Skills (TEKS)  
Languages Other Than English, Elementary and Middle School

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Prepared by the State Board of Education (SBOE) TEKS Review Committees

First Draft, August 2013

These draft proposed revisions reflect the recommended changes to the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) for elementary and middle school that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

**ER**—information added, changed, or deleted based on expert reviewer feedback

**MV**—multiple viewpoints from within the committee

**VA**—information added, changed, or deleted to increase vertical alignment

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**§114.xx. World Languages ~~Languages-Other-Than-English~~, Elementary.**

	TEKS with edits	Committee Comments
(a)	<p><u>According to the National Standards for Foreign Language Learning, Advanced level language proficiency is necessary for college and career readiness. To that end, students should have uninterrupted, consistent access to early standards-based world language learning experiences. School districts are strongly encouraged to offer languages other than English in the elementary grades in immersion or Foreign Language in Elementary Schools (FLES) settings with consistent and frequent exposure. For districts that offer languages in elementary, the expected student outcomes are the same as those designated at Levels I-IV based on the specific type of program adopted by individual school districts.</u> <del>essential knowledge and skills are those designated as Levels I and II—novice progress checkpoint, exploratory languages, and cultural and linguistic topics</del> in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).</p>	
(b)	<p><u>Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</u></p>	

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**§114.xx. World Languages ~~Languages Other Than English~~, Middle School.**

	TEKS with edits	Committee Comments
(a)	<p><u>According to the National Standards for Foreign Language Learning, Advanced level language proficiency is necessary for college and career readiness. To that end, students should have uninterrupted, consistent access to early standards-based world language learning experiences.</u> School districts are strongly encouraged to offer languages other than English in middle school. For districts that offer languages in middle school, the essential knowledge and skills are those designated as Levels <u>I-IV</u> <del>and II—novice progress checkpoint and Levels III and IV—intermediate progress checkpoint, exploratory languages, and cultural and linguistic topics</del> in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for <u>World Languages</u> <del>Languages Other Than English</del>).</p>	<p>ACTFL Standards for Foreign Language Learning College &amp; Career Readiness Standards 21<sup>st</sup> Century Learning Standards</p>
(b)	<p>Students are awarded one unit of high school credit per level for successful completion of the level <u>or demonstration of equivalent proficiency as assessed by the district</u> and one-half to one unit of high school credit for successful completion of a <u>non-sequential</u> <del>nonsequential</del> course.</p>	<p>Consistency with Levels I-IV documents</p>
(c)	<p>Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>	

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