

2019-2020 Making the ELPS-TELPAS Connection

Grades K–12 Overview



Introduction

3 Session Objectives

1. To show the close connection between the Texas English Language Proficiency Standards (ELPS) and the Texas English Language Proficiency Assessment System (TELPAS)
2. To reinforce the benefits of using the ELPS to teach and assess English learners (ELs) effectively throughout the school year
3. To lay the foundation for the spring training of new TELPAS raters

- **What are the ELPS?**

Federally required instructional standards designed to ensure that ELs are taught the academic English they need for school purposes

- **What is TELPAS?**

A federally required assessment program designed to measure the annual progress that ELs make in learning the English language

- **What are TELPAS raters?**

Teachers trained to assess ELs for TELPAS

- The ELPS are used in foundation and enrichment instruction of K–12 ELs.
- TELPAS assesses K–12 ELs. The ELPS and TELPAS encompass –

4 language domains

- Listening
- Speaking
- Reading
- Writing

4 proficiency levels

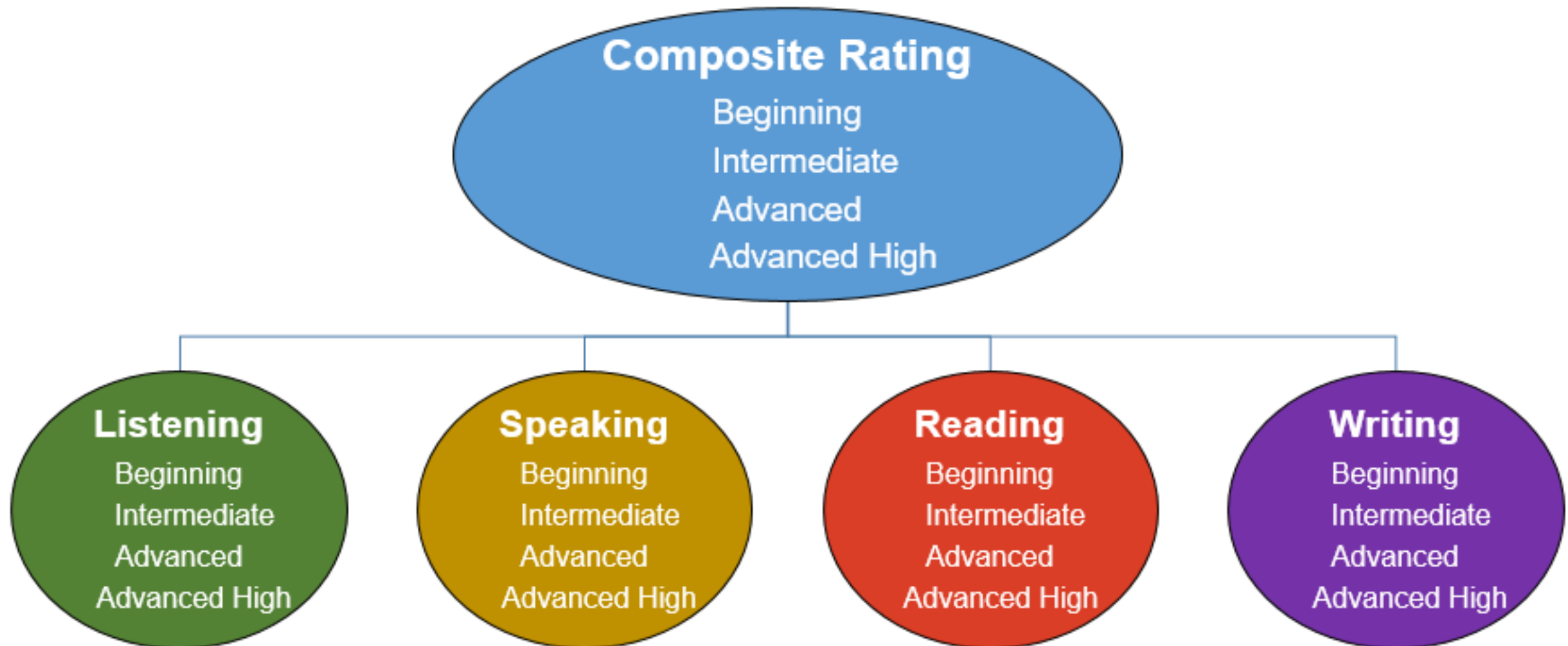
- Beginning
- Intermediate
- Advanced
- Advanced High

All ELs in grades K–12, including those whose parents decline bilingual/ESL program services, are assessed annually.

In extremely rare cases, an EL served by special education may not be required to:

- participate in one or more TELPAS language domains by the ARD committee in conjunction with the LPAC, or
- may be eligible to participate in TELPAS Alternate.

TELPAS provides proficiency level ratings for each language domain, plus an overall composite rating.



- TELPAS uses an **online multiple-choice test** to assess
 - 2-12 listening, speaking, and reading
- TELPAS uses a **holistic rating process and classroom performance** to assess
 - 2–12 writing
 - K–1 listening, speaking, reading, and writing

TELPAS results are used to —

- set learning goals for ELs
- keep parents and students aware of annual progress in learning English
- inform instructional planning and bilingual/ESL program exit decisions
- report performance to the public
- evaluate programs, resources, and staffing patterns
- evaluate districts and campuses in federal and state accountability and monitoring indicators

Brief ELPS Overview

English Language Proficiency Standards

- Were approved by State Board of Education in 2007–2008
- Are part of Texas Essential Knowledge and Skills (TEKS) state-required curriculum
- Include instruction school districts must provide to give ELs full opportunity to learn English and succeed academically
- Require content area teachers to teach content area TEKS and help ELs become English proficient
- Are an integral part of instruction in [each TEKS foundation and enrichment subject](#)
- Available on TEA's Curriculum website

a) Introduction

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

b) District Responsibilities

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

c) Student Expectations for Second Language Acquisition

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

d) Proficiency Level Descriptor for each Language Domain

- Beginning
- Intermediate
- Advanced
- Advanced High

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**
Advanced writing (C)(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

ELPS-TELPAS Connection

TELPAS measures the ELPS.



The two are integrally aligned.

TELPAS assesses the abilities outlined in the

ELPS student expectations (SEs)

and reports performance in alignment with the

ELPS proficiency level descriptors (PLDs).

Teachers should use the PLDs throughout the school year as **formative assessment** rubrics to —

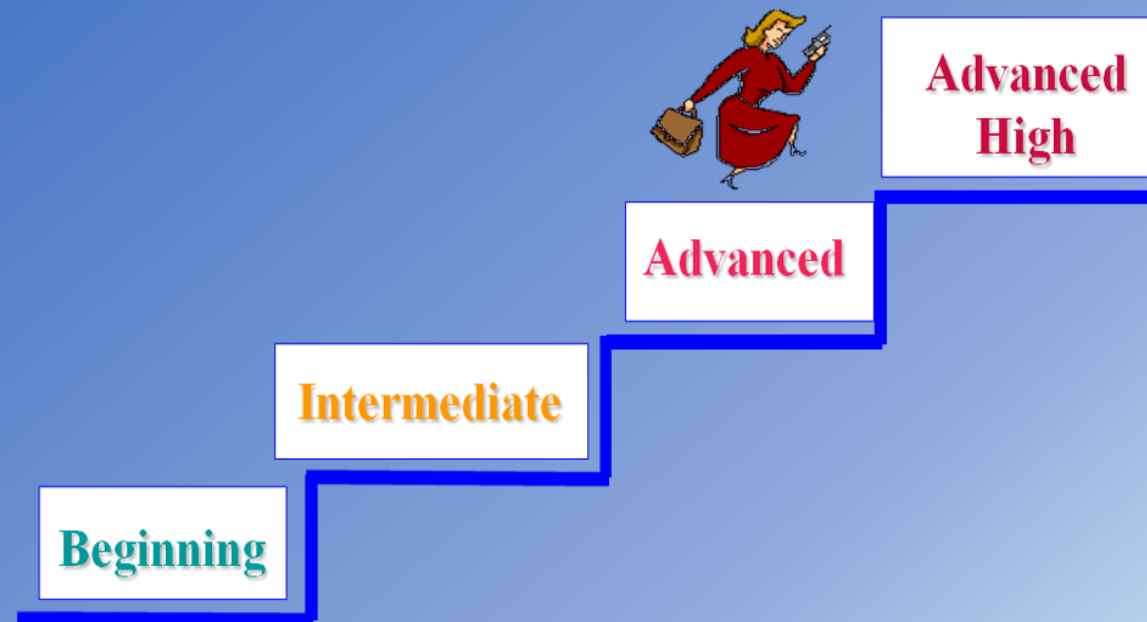
- stay attuned to the English language proficiency levels of their students
- monitor progress
- linguistically tailor (accommodate) content area instruction and integrate second language instruction according to the proficiency level needs of their ELs as the students learn more English

- For the TELPAS holistically rated domains, trained raters officially determine the English language proficiency levels of ELs in the spring.
- ELs should be making steady progress all year.
- TELPAS is a **summative assessment** that documents the proficiency levels of ELs as a statewide spring assessment.

Summative TELPAS Assessment

TELPAS answers the following question:

How well is the student currently able to understand and use English during grade-level instruction?



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.

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

- Teachers use the SEs and PLDs from the ELPS for formative assessment all year.
- TELPAS raters are trained in depth to learn to use the PLDs for the official purposes of statewide assessment.
- In-depth TELPAS rater training makes ongoing, formative use of the PLDs easy and serves the purpose of statewide assessment.

A Word About Grades 2–12 Listening, Speaking and Reading

Even though a multiple-choice test is used to assess listening, speaking, and reading in grades 2–12, teachers use the ELPS student expectations and PLDs for listening, speaking, and reading in instruction just as they do for the domain.

Assessment Information for Administrators and Teachers

To prepare for new school year:

Use TELPAS results to evaluate whether students have been making steady progress in learning English.

– TELPAS confidential campus rosters include

- 2 years of test scores
- how long student has been in U.S. schools

LPAC meetings during school year:

Use previous spring's TELPAS results and current year's formative assessment results to gauge progress in English proficiency, plan for instructional interventions as needed, and inform spring decisions about student's participation in state-required assessments.

Basics of TELPAS Holistic Rating Process



Grades K–1 Assessment Approach: Listening, Speaking, Reading, Writing

Teachers determine English proficiency levels by observing students in class. They watch how their ELs

- interact informally with them and other students
- understand and use English
 - when receiving academic instruction and completing class work
 - during cooperative learning activities

Grades 2–12 Assessment Approach: Writing

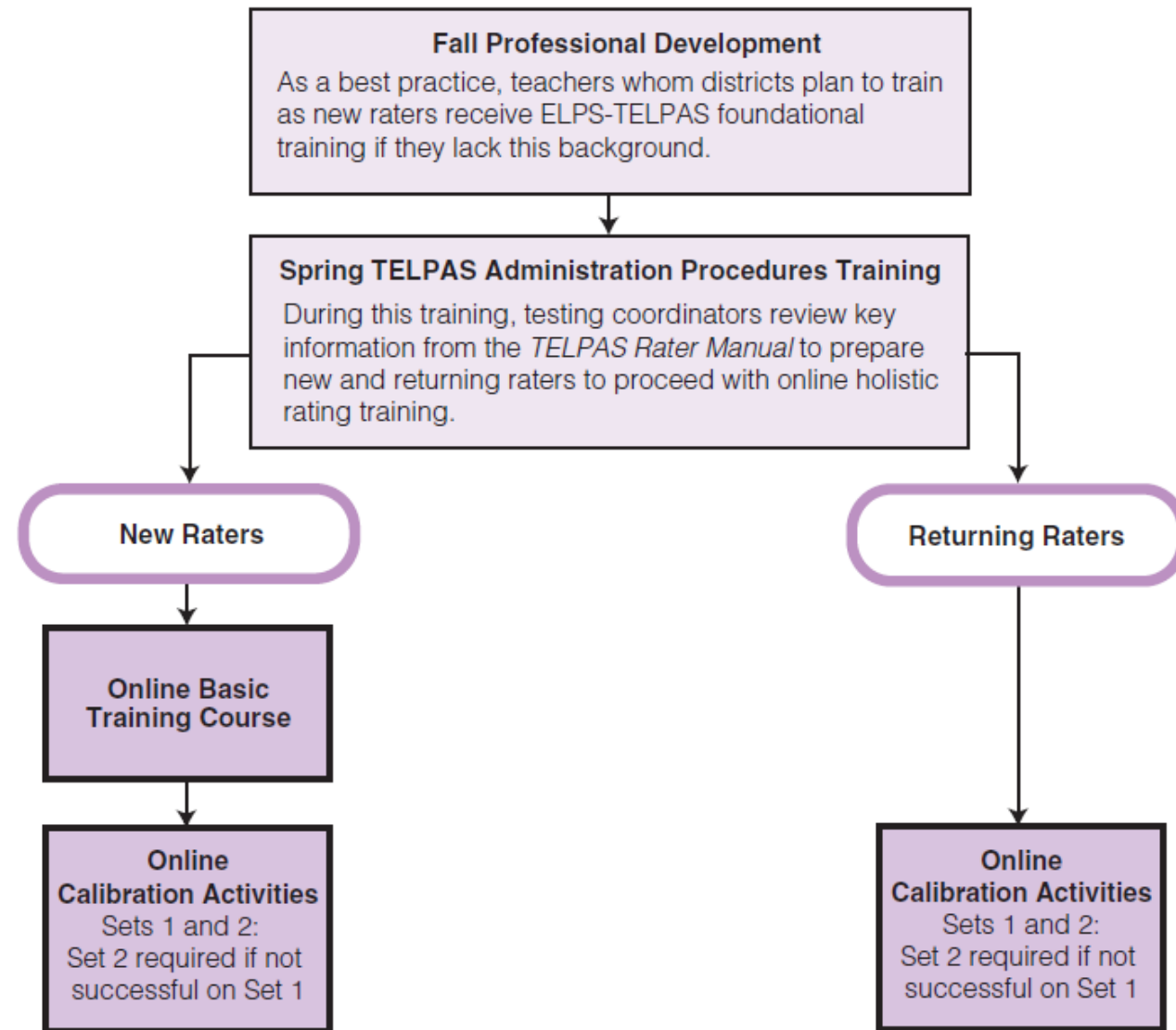
TELPAS raters assemble a collection of each student's writing from a variety of content areas and use the collection as the basis for evaluating the student's English language proficiency in writing.

- 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.

Things to Know About TELPAS Rater Training and Administration Procedures

- It is recommended that districts and campuses determine in the fall who their TELPAS raters will be in the spring.
- A training flowchart is provided on the next slide.

Grades K–12 Holistic Rating Training Flowchart



Each K-1 teacher selected to rate an EL must

- have the student in class at the time of the spring assessment window,
- be knowledgeable about the student's ability to use English in instructional and informal settings,
- hold valid Texas education credentials, such as a teacher certificate or permit,
- be appropriately trained in the holistic rating process, and
- rate the student in all eligible domains

2-12 Rater Credentials (Writing Only)

- **New for 2019–2020:** A rater does not need to have the student in class at the time of the spring assessment window.
- **The rater (including a substitute teacher) selected to rate an EL must**
 - hold valid Texas education credentials, such as a teacher certificate or permit
 - be appropriately trained in the holistic rating process

2-12 Rater Credentials (Listening, Speaking, and Writing)

- In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains.
- In this situation, the teacher must rate the student in all the eligible domains. A campus is not permitted to use different raters for different domains.
- A teacher (including a substitute teacher) selected to rate an EL must
 - have the student in class at the time of the spring assessment window
 - be knowledgeable about the student's ability to use English in instructional and informal settings
 - hold valid Texas education credentials, such as a teacher certificate or permit
 - be appropriately trained in the holistic rating process

In determining the proficiency ratings of their assigned students, raters are highly encouraged to collaborate with other teachers and school personnel who have knowledge of the students' English proficiency.

District Validity and Reliability Procedures

- Districts are required to implement procedures that ensure validity and reliability of the holistic rating process.
- Procedures may vary by campus, at district's discretion.
- For one year from the date of testing, campuses maintain documentation of procedures followed.

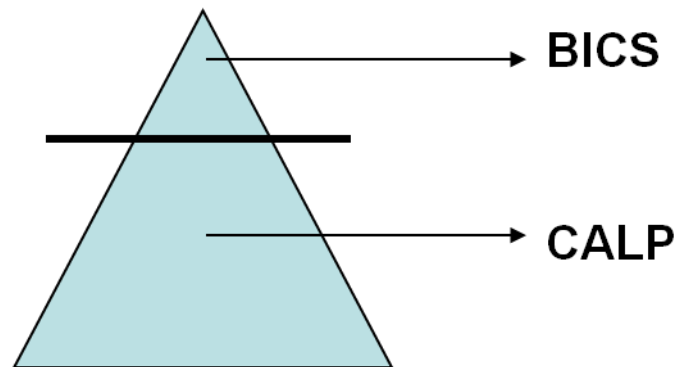
The Texas Education Agency conducts periodic audits of the TELPAS holistic assessment process. The goals of the audits are to examine whether

- the ratings of teachers reflect appropriate and consistent application of the PLD rubrics
- school district personnel follow training and test administration procedures



Essentials of Second Language Acquisition

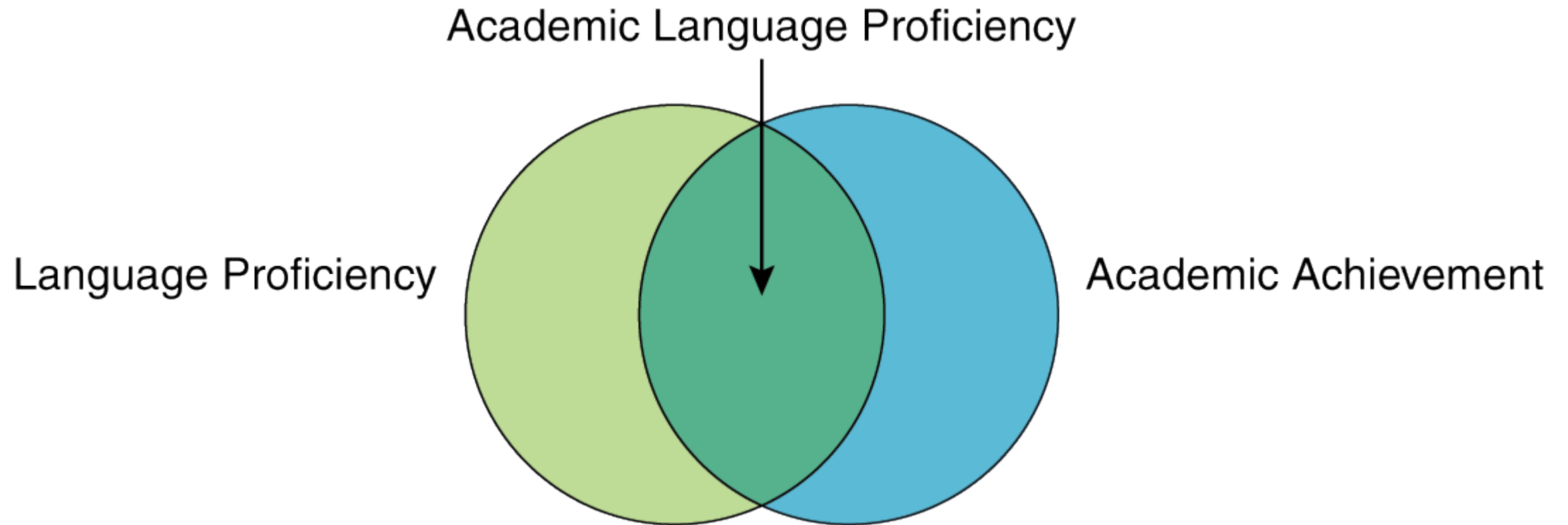
Understanding Language Proficiency in Social and Academic Settings



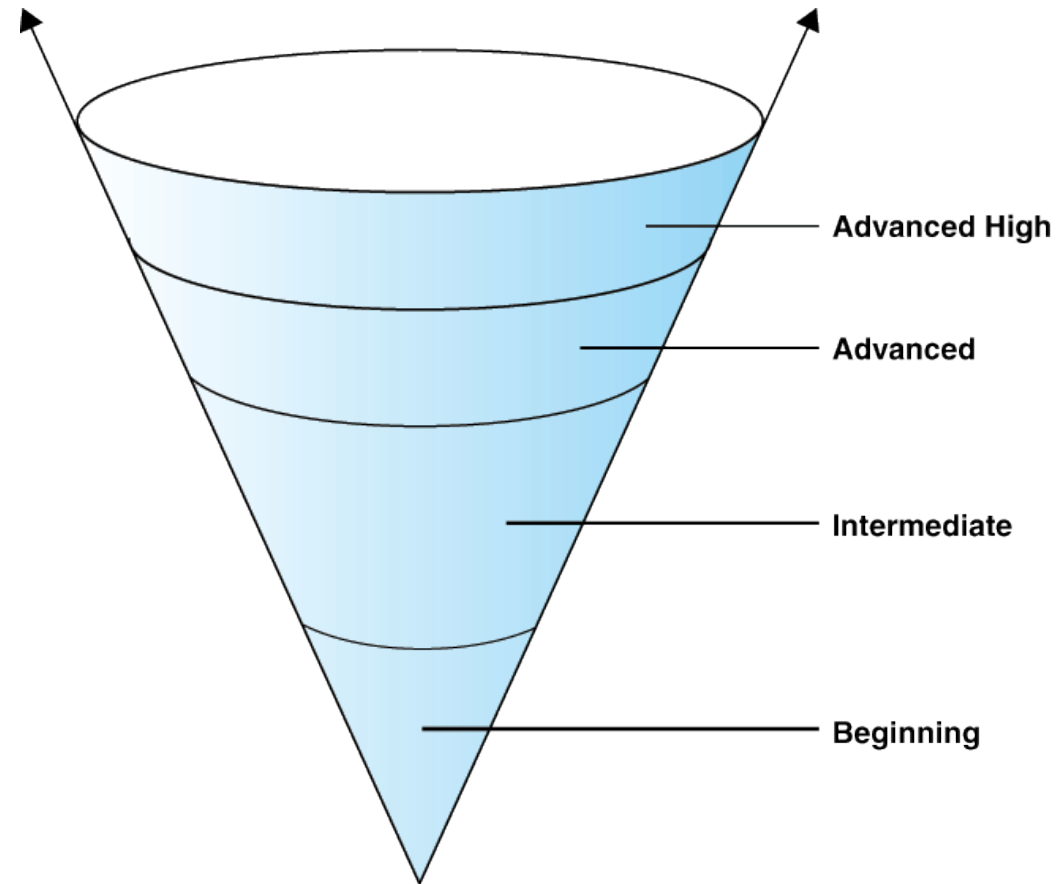
BICS: Basic Interpersonal Communicative Skills

CALP: Cognitive Academic Language Proficiency

The Argument for Academic English Language Proficiency



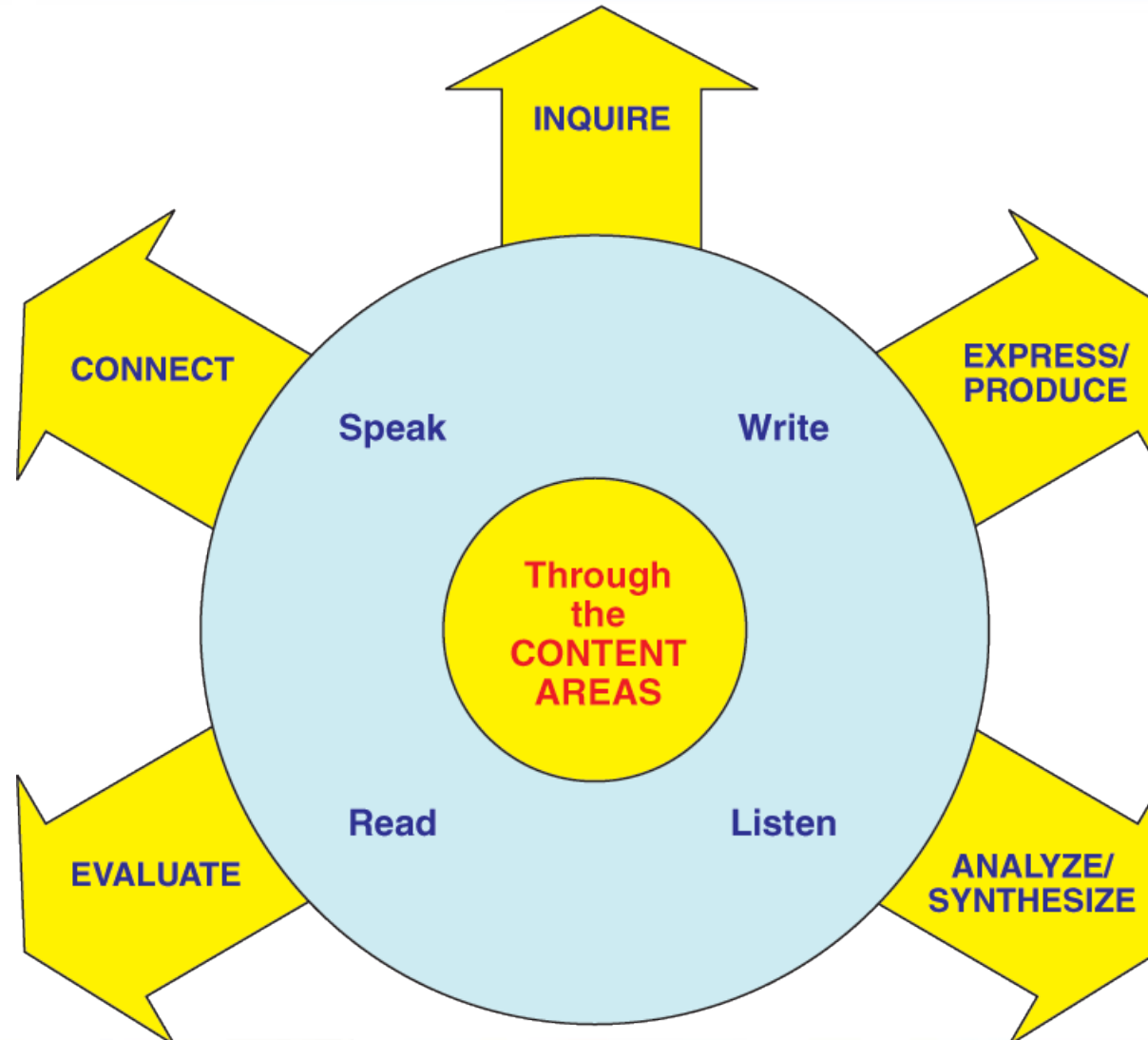
Building English Language Proficiency: A Cumulative Process



- 1. Listening:** the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
- 2. Speaking:** the ability to use spoken language appropriately and effectively in learning activities and social interactions
- 3. Reading:** the ability to comprehend and interpret written text at the grade-appropriate level
- 4. Writing:** the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments

Adapted from Alief ISD Language Proficiency Profile

Teaching Language Through Content Area Instruction



Summing Up

Ways ELPS and TELPAS Reinforce Quality Instruction

- ELs use and practice their developing language.
- Teachers collaborate about the needs of ELs.
- Teachers use common vocabulary with one another and parents in
 - describing language levels and needs of ELs, and
 - setting goals for progress.

Ways ELPS and TELPAS Reinforce Quality Instruction_Cont.

- Teachers understand the stages of learning English and how to get students from one proficiency level to the next.
- Teachers learn to linguistically accommodate (communicate, sequence, and scaffold) instruction according to English language proficiency levels of ELs.
- ELs learn academic content more readily when they understand the language of their instruction.

Effective implementation of ELPS and TELPAS assessment approach throughout the school year helps ELs

- learn English more quickly
- grasp academic concepts and skills more readily



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