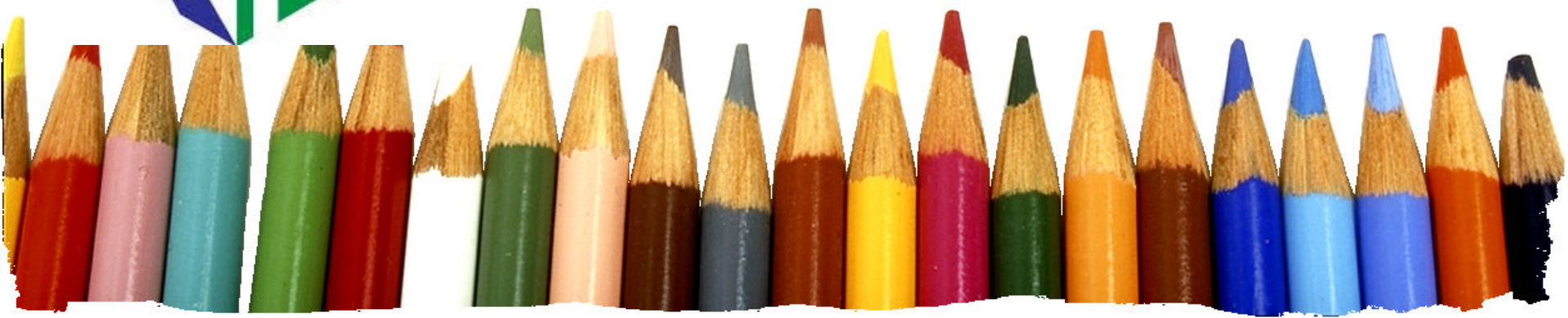
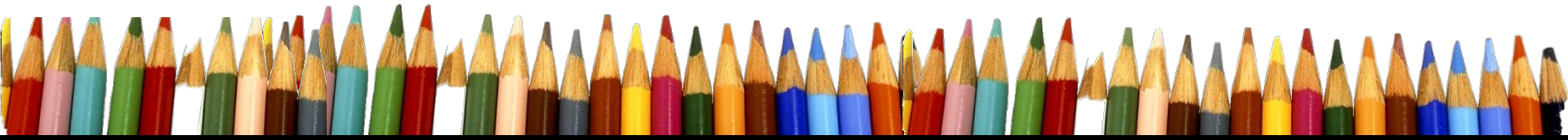
The English Language Proficiency Standards

Overview and Strategies



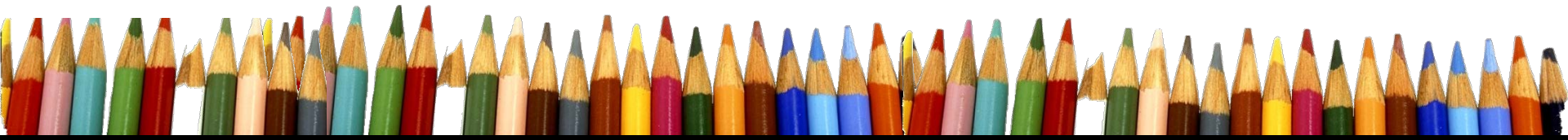
ELPS Self-Assessment



Texas Education Code

Subchapter B . Bilingual Education and Special Language Programs

Sec. 29.051. STATE POLICY. English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in **speaking, reading, writing, and comprehending the English language.**



Statutory Requirement

19 Texas Administrative Code §74.4

Chapter 74. Curriculum Requirements

Subchapter A. Required Curriculum

§74.4 English Language Proficiency Standards

Adopted December, 2007

http://ritter.tea.state.tx.us/curriculum/biling/elps.html
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TEA - Bilingual - ELP Standards
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Curriculum
> Bilingual Education
-> English Language Proficiency Standards

This page last updated April 23, 2008

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74.4. English Language Proficiency Standards

Internet 100%

http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4
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19 TAC Chapter 74, Subchapter A
Page Tools

4.4. English Language Proficiency Standards.

Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

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;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated

Internet 100%

19 TAC §74.4 ELPS

Introduction

English Language Proficiency Standards

District Responsibilities

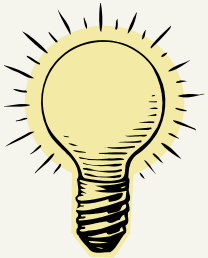
Student Expectations

Proficiency Levels

TEA presentation at NABE 2009,
"Curriculum and Assessment Update for English Language Learners"

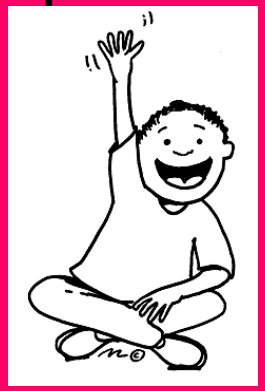
Parts of the ELPS

Introduction (part a):



District Responsibilities (part b):

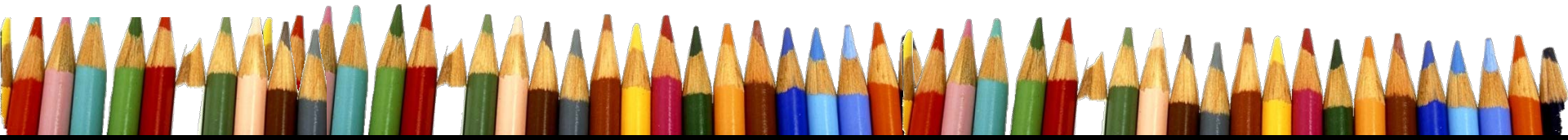
Student Expectations (part c):



Proficiency Level Descriptors (part d):

Key Points of Introduction

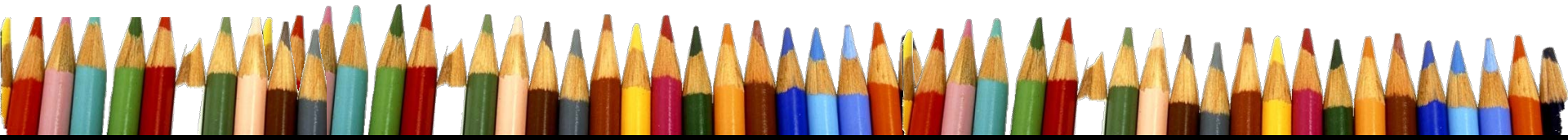
- All content area and enrichment subject teachers
- Build student social and academic language
- Linguistic accommodations part of lesson plans if at least one English Language Learner is in the class.



Change of Responsibility

- Recommendations were made
- ELPS were designed
- Part of **all** content and enrichment subjects, side by side.

Volunteers!



2 Kinds of Language

Social

Academic

Basic Interpersonal Communication Skills (BICS)

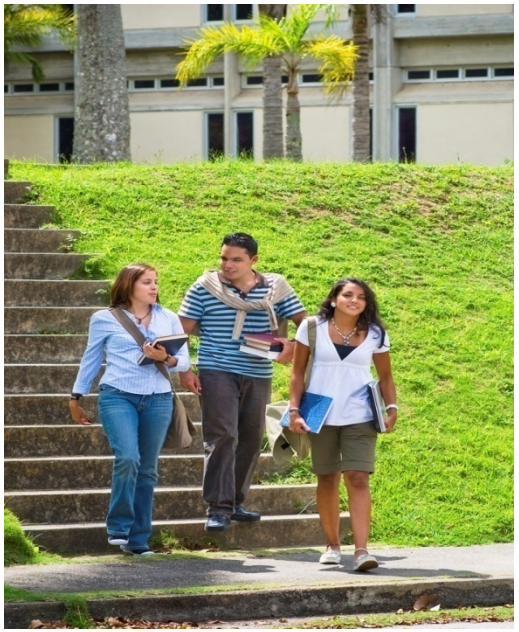
Cognitive Academic Language Proficiency (CALP)

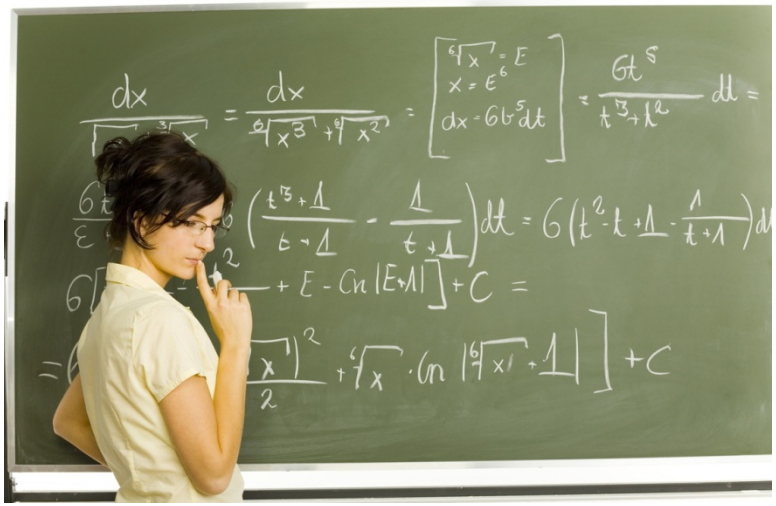
Classroom Language

Social vs. Academic Language

Social Language	Academic Language
Simpler language, shorter sentences, simpler vocabulary and grammar	Technical vocabulary, written material has longer sentences and more complex grammar
Usually **face-to face**, **small** number of people	Often **lecture-style** communication or **reading** a textbook; little situational context.
Precise understanding seldom required	Precise understanding and description/explanation is required
Usually **simple familiar** topics: movies, friends, daily life	**New and more difficult** to understand topics, knowledge is often **abstract**, cognitively complex; student often has less background knowledge to build on
Get many clues from expressions, gestures, **social context**	**Fewer** clues, most clues are language clues such as further explanation
Many opportunities to clarify: Ask questions, look puzzled, etc.	More difficult to clarify.

What Teachers Need to Know About Second Language Learning





BICS **CALP**

BICS vs. CALP

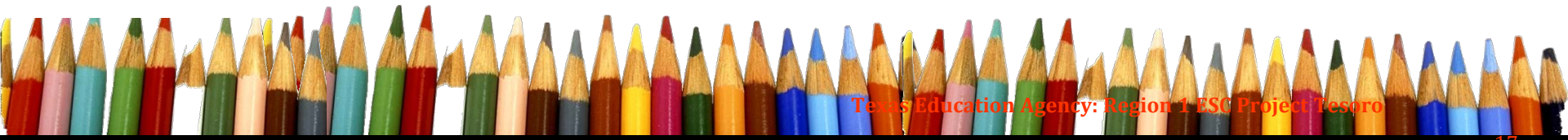
Which language do we use more often?

BICS	Science	Math	Soc. Studies
Guess	Hypothesis	Estimate	Speculation
Rules			Laws
		Subtract	
Same			Identical
	Method		
Plan			
			Justice
		Numerous	

BICS vs. CALP

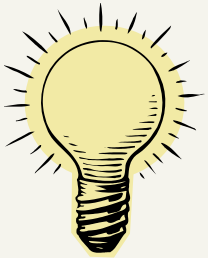
Which language do we use more often?

BICS	Science	Math	Soc. Studies
Guess	Hypothesis	Estimate	Speculation
Rules	Procedures	Theorems	Laws
Take away	Extract	Subtract	**Remove/Genocide**
Same	Balanced	Equal	Identical
Way	Method	Process	Approach
Plan	Scientific method	Order of operations	Timeline
Fairness	controls	Proof	Justice
A lot	Density	Numerous	majority



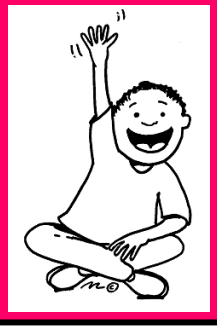
Parts of the ELPS

Introduction (part a):



District Responsibilities (part b):

Student Expectations (part c):



Proficiency Level Descriptors (part d):

ELPS, Part (b)
School District Responsibilities

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

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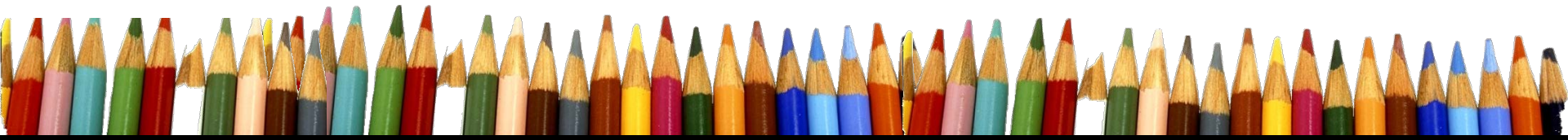
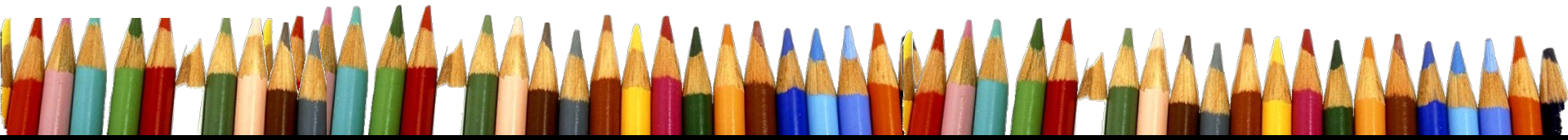


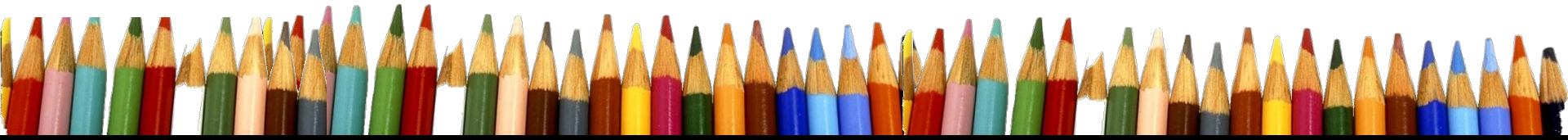
District Responsibilities

- Identify students' proficiency levels
- Ensure that instruction is linguistically accommodated
- Instruction is provided through the content areas

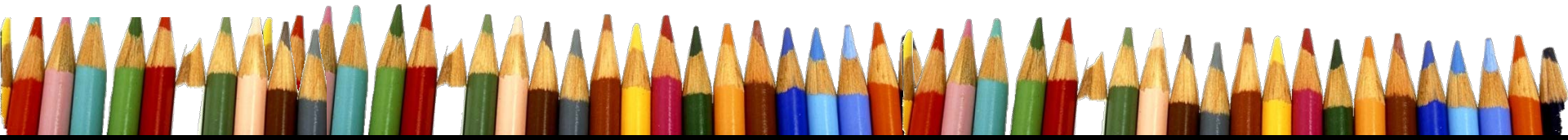


TELPAS

- Texas English Language Proficiency Assessment System
- All students designated LEP are tested in the Spring of each school year
- Listening, Speaking, Reading and Writing
- Results are used for planning instruction!!!



What is Linguistically Accommodated Instruction ???



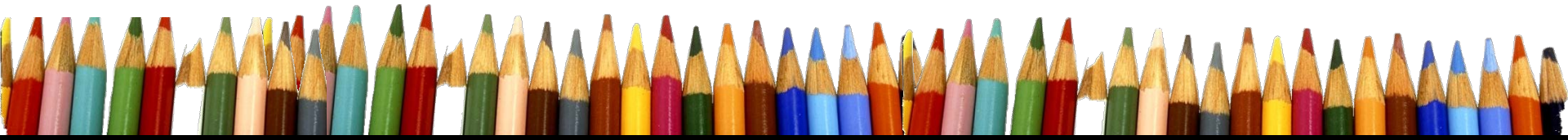
Communicated

- Comprehensible input is used to convey the meaning of key concepts to students. (Krashen, 1983)

- Examples:
- ❑ Visuals, TPR, other techniques to communicate key concepts
- ❑ Clear explanation of academic tasks
- ❑ Speech appropriate for language level
- ❑ Use of native language resources

(Echevarria, Vogt, Short, 2008)

From: Seidlitz, John. Navigating the ELPS. Canter Press: 2008

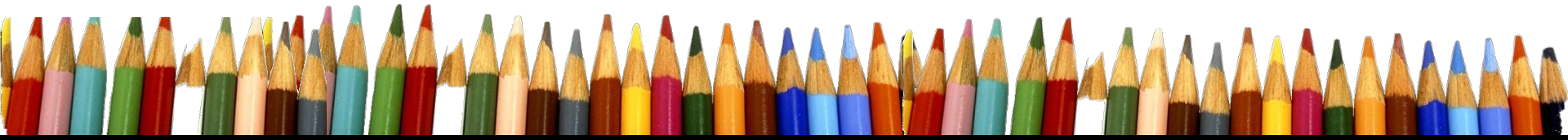


Sequenced

- Instruction is differentiated to align with the progression of students' language development level. (Hill and Flynn, 2006)

- Examples:
- ❑ Differentiating language and content instruction
- ❑ Targeted use of supplementary materials and resources
- ❑ Pre-teaching social and academic vocabulary necessary for interaction and classroom tasks (Hill and Flynn, 2006)

From: Seidlitz, John. Navigating the ELPS. Canter Press: 2008

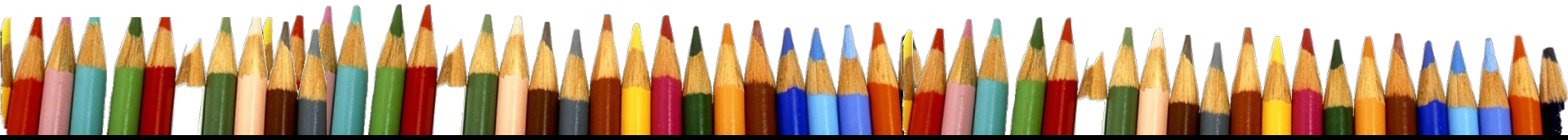


Scaffolded

- ELLs receive structured support that leads to independent acquisition of language and content knowledge. (Echevarria, Vogt, Short, 2008)

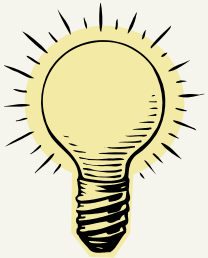
- Examples:
- ❑ Oral scaffolding: recasting, paraphrasing, wait time, etc.
- ❑ Procedural scaffolding: moving from whole class, to group, to individual tasks.
- ❑ Instructional scaffolding: providing students concrete structures such as sentence and paragraph frames, patterns, and models. (Echevarria, Vogt, and Short, 2008)

From: Seidlitz, John. Navigating the ELPS. Canter Press: 2008



Parts of the ELPS

Introduction (part a):



District Responsibilities (part b):

Student Expectations (part c):

Proficiency Level Descriptors (part d):

Sheltered Instruction

Sheltered Instruction is an ***approach*** to instruction and classroom management that teachers can use to help English language learners ***acquire and learn*** English and content area knowledge and skills.

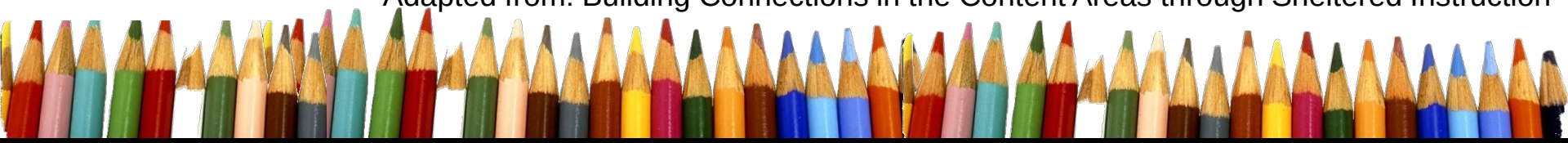
Adapted from: Building Connections in the Content Areas through

Characteristics of Sheltered Instruction

- **Comprehensible input**
- **Affective environment**
- **High levels of student interaction, including small-group and cooperative learning**
- **Student-centered**
- **More hands-on tasks**
- **Careful, comprehensive planning, including selecting key concepts from <u>core curriculum</u>**

(Echevarria & Graves, 1998)

Adapted from: Building Connections in the Content Areas through Sheltered Instruction

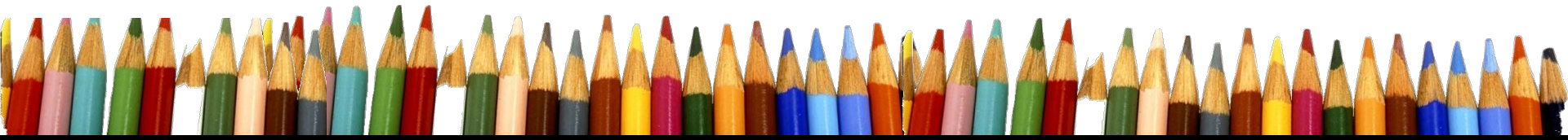


Characteristics of Sheltered Instruction

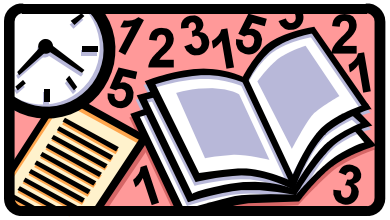
- **Well-planned lessons**
- **Use of student background knowledge and experience**
- **Variety of delivery modes**
- **Grade-level content**
- **Checks for understanding**
- **Use of higher-order thinking skills**
- **Explicitly-stated lesson objectives**

(Echevarria & Graves, 1998)

Adapted from: Building Connections in the Content Areas through Sheltered Instruction



The E.L.P.S. Strands

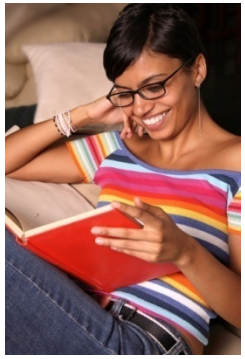


Learning Strategies

Writing

Listening

ELPS

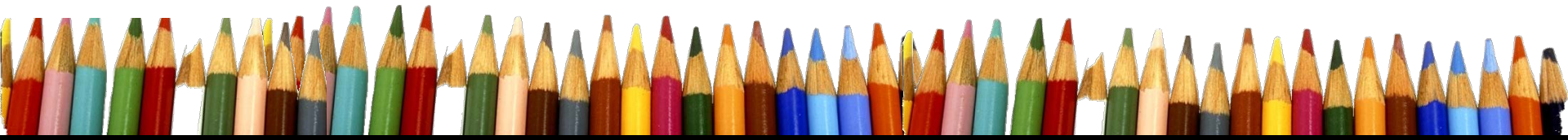


Reading

Speaking

Summaries of ELPS

- Highlight your handout
- Label
- Each group looks at one of the sections of the Student Expections and share
- How are the expectations beneficial to ELLs? Non-ELLs?



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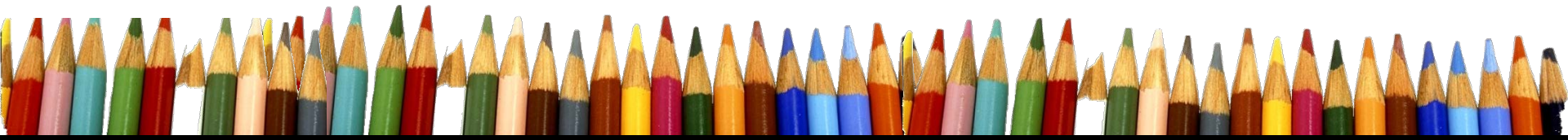
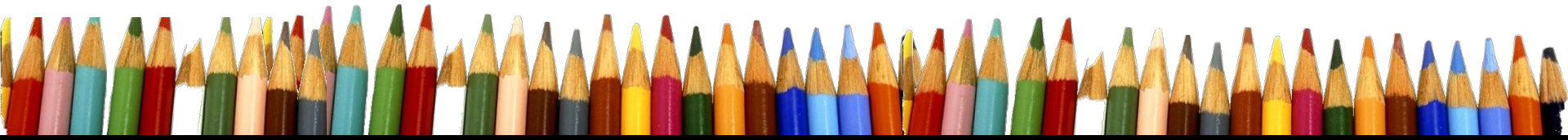
Cross Curricular Second Language Acquisition Essential Knowledge and Skills

Learning Strategies



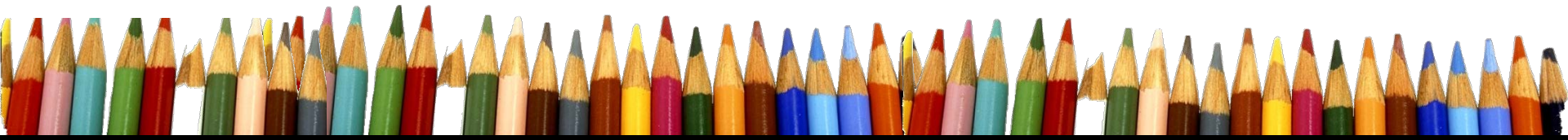
Learning Strategies: Activate Prior Knowledge

- KWL
- Brainstorming
- Using Graphic Organizers
- Concept Mapping
- Pre-reading activities
- Experiences



Speak Using Learning Strategies

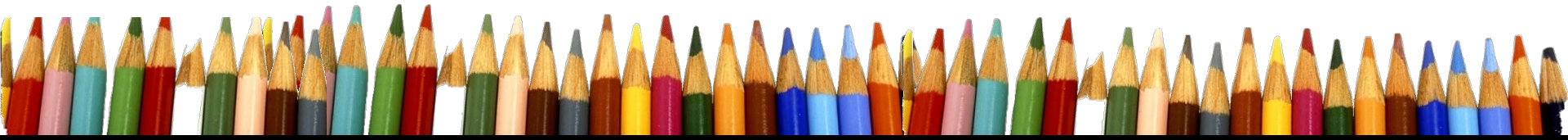
- Requesting assistance
- Using non-verbal cues
- Using synonyms
- Circumlocution



Learning Strategies

- Explicitly taught
- All content and enrichment areas
- Success across the curriculum

Learning Strategies are the “How To’s”



Cross-curricular Language Domains

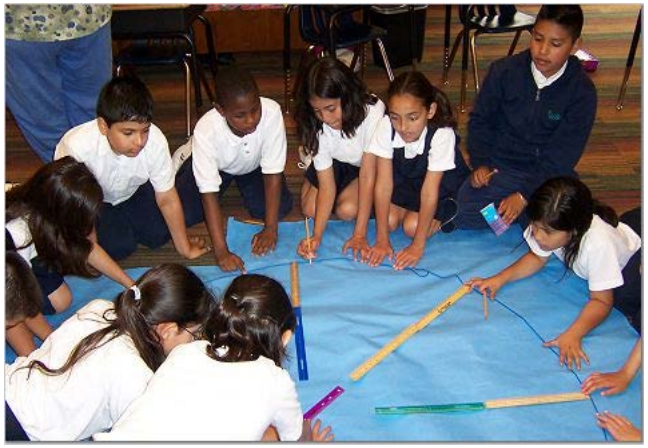
(2) Cross-curricular second language acquisition/listening. (9 SEs)

(3) Cross-curricular second language acquisition/speaking. (10 SEs)

(4) Cross-curricular second language acquisition/reading. (11 SEs)

(5) Cross-curricular second language acquisition/writing. (7 SEs)

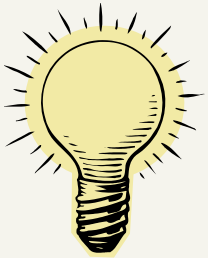
Relationship of Four Language Processes



LISTENING . SPEAKING. READING. WRITING.

Parts of the ELPS

Introduction (part a):



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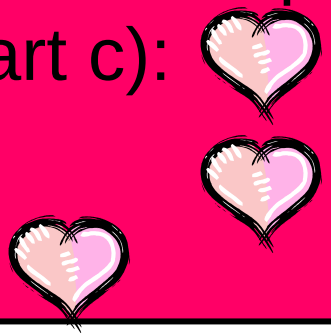
Student Expectations (part c):



Proficiency Level Descriptors (part d):

ELPS-TELPAS Proficiency Level Descriptors

Language Proficiency Levels

Listening

B I A AH

Speaking

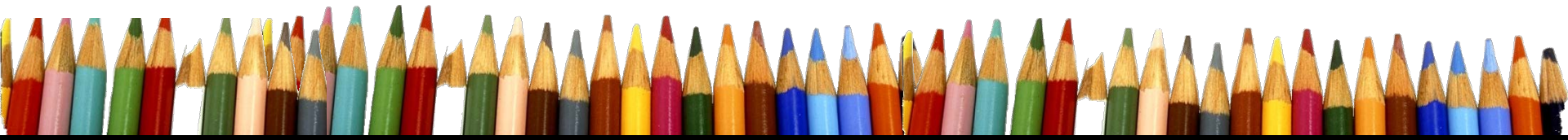
B I A AH

Reading

B I A AH

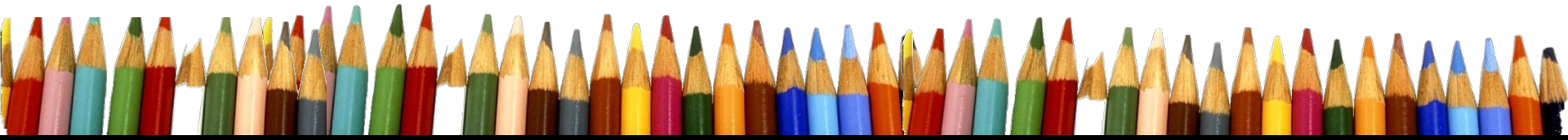
Writing

B I A AH



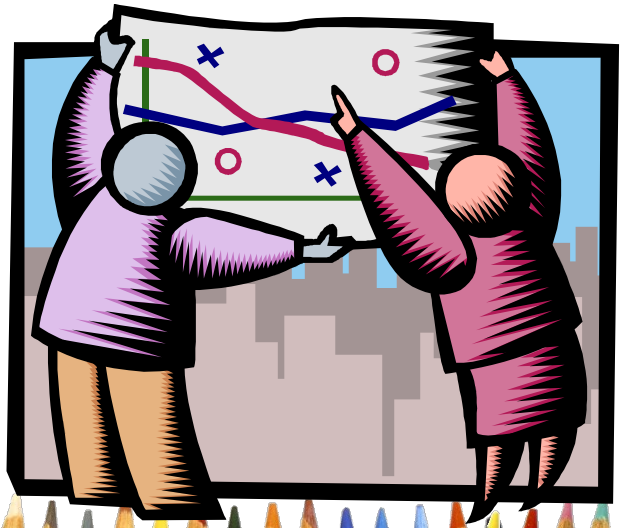
Handout A:
ELPS Proficiency Level Descriptors

- What ELLs are able to do based on Language Proficiency Levels
- Can be used as an at-a-glance guide
- Students may be at different levels in different domains
- Use as a guide to differentiate instruction



Planning for Sheltered Instruction using ELPS

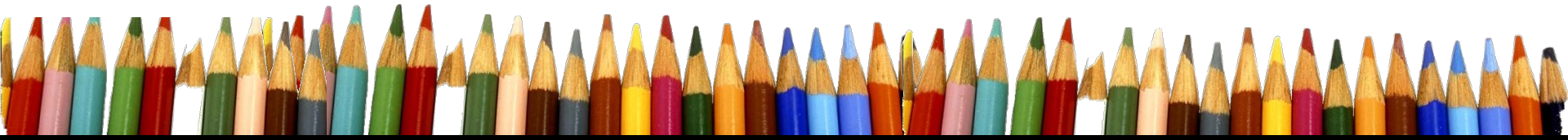
Strategies



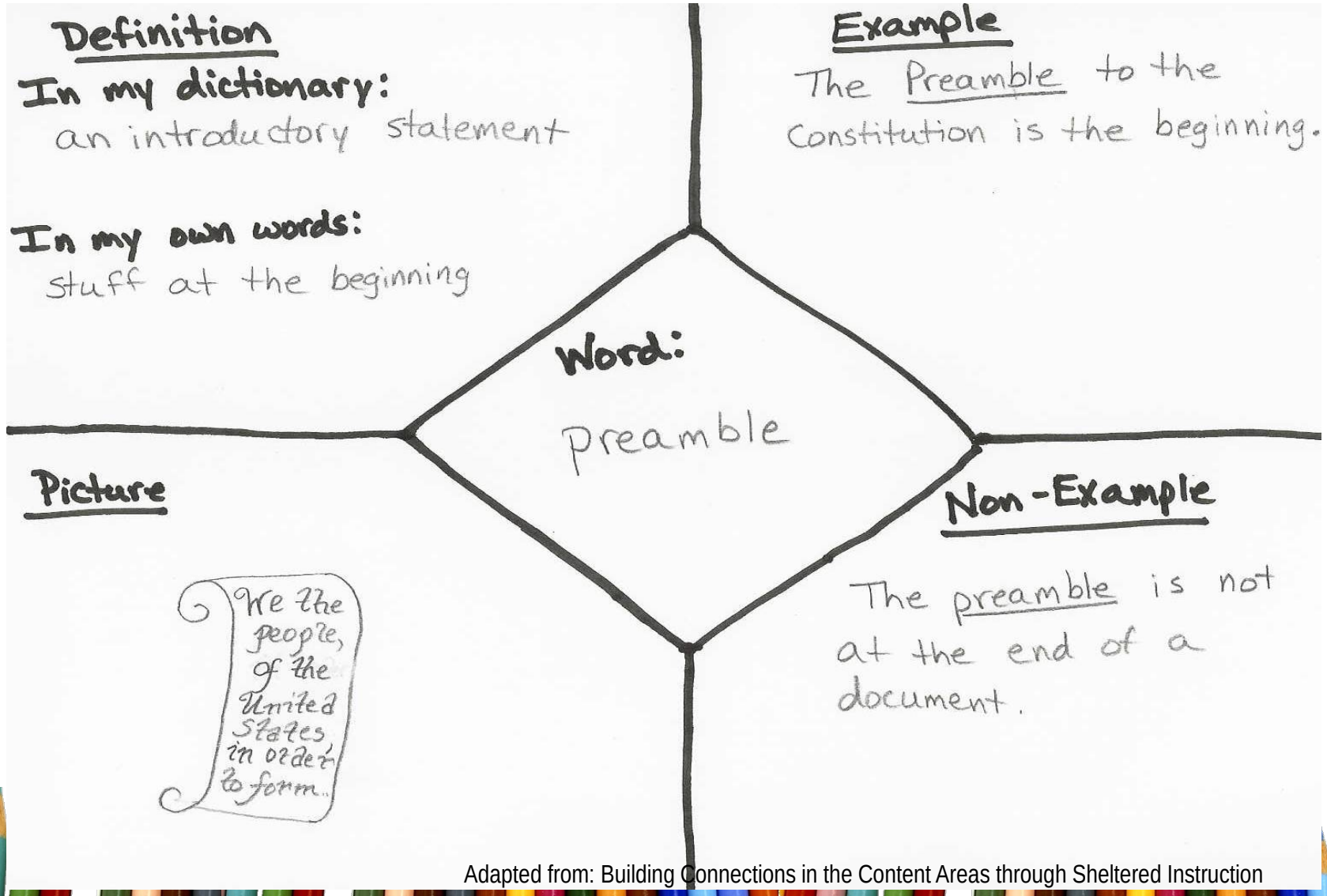
Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Frayer Model

The Frayer Model requires students to define words that will help them to better understand content concepts. For students with lower levels of proficiency, pictures may be used to support understanding.



Frayer Model



Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Why is this a good strategy for ELLs?

Concept Attainment

The “search for and listing of words that can be used to distinguish exemplars from non-exemplars of various concepts.” An excellent strategy for helping students problem-solve and learn vocabulary and content area concepts based on their critical attributes.

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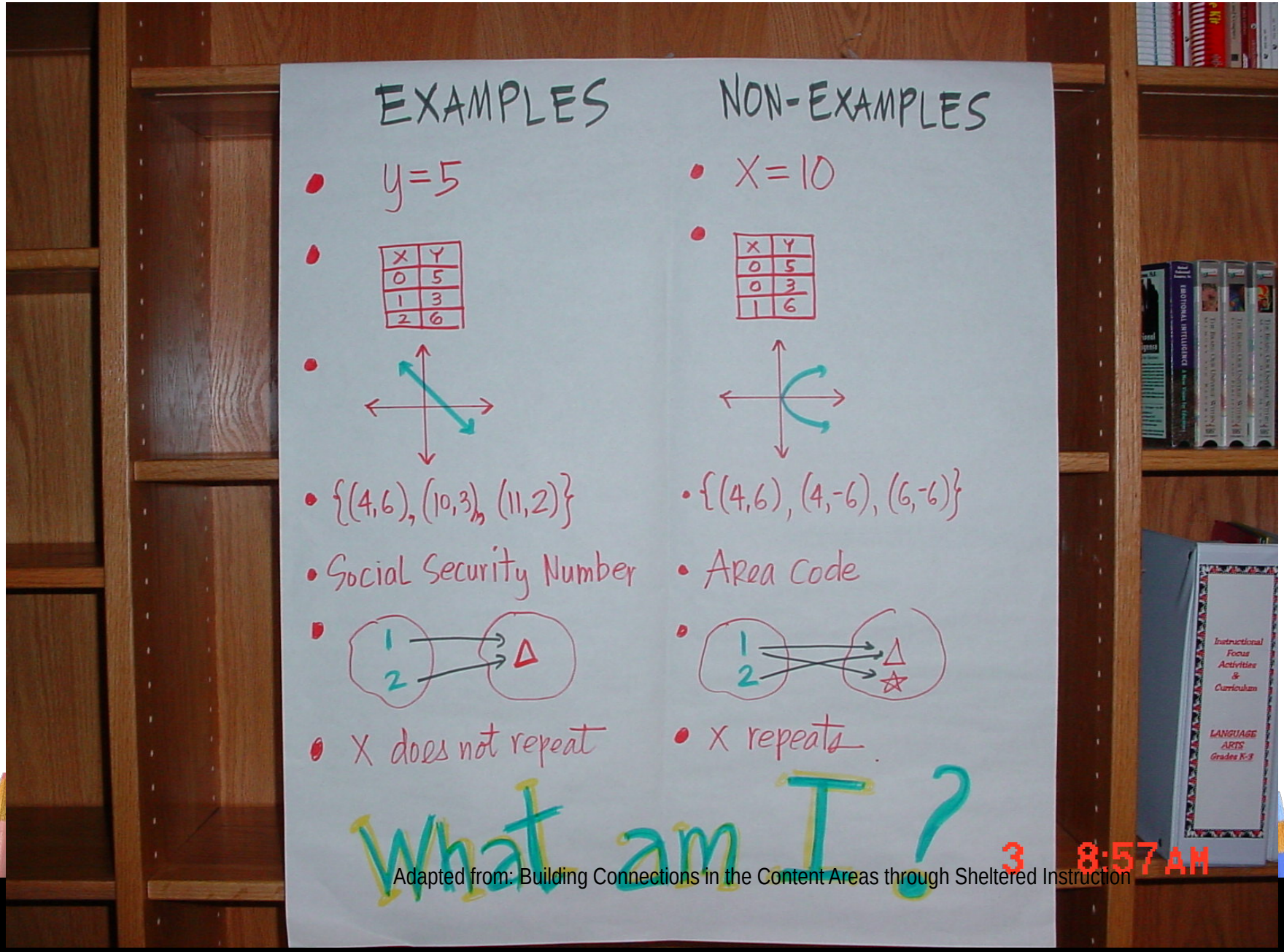
Concept Attainment



Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Why is this a good strategy for ELLs?

Feature Analysis

This is a procedure that helps students make fine discriminations between concepts and/or facts. Students are also able to get a bird's eye view of the facts and ideas learned in a global, and for English language learners, more accessible manner.

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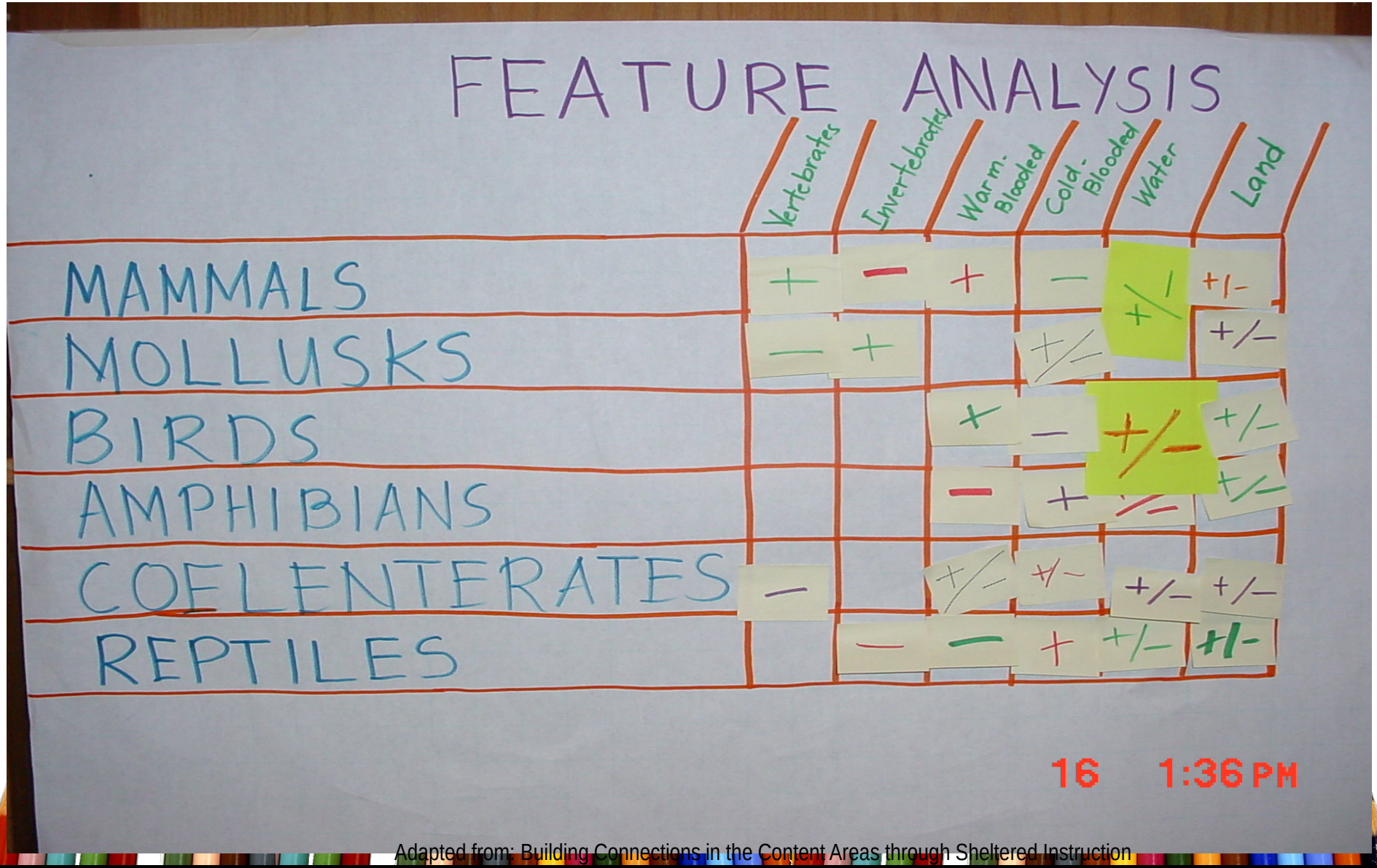
Feature Analysis

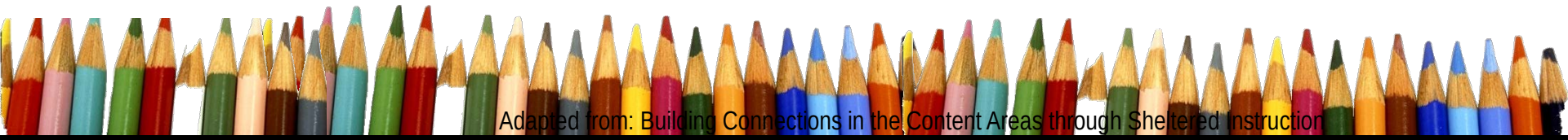


Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Why is this a good strategy for ELLs?

Anticipation Guide

This strategy enables students to make predictions and use their background knowledge related to the topics introduce in the class. It is advantageous to ensure that selected items for an anticipation guide make content concepts explicit.



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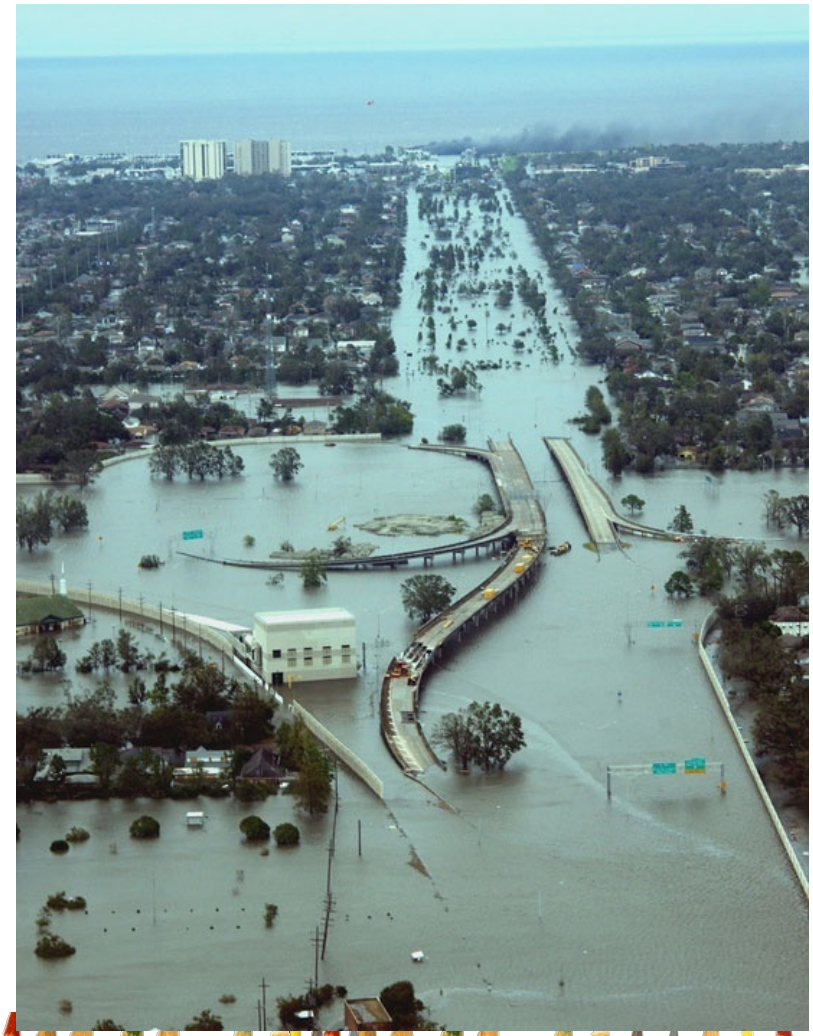
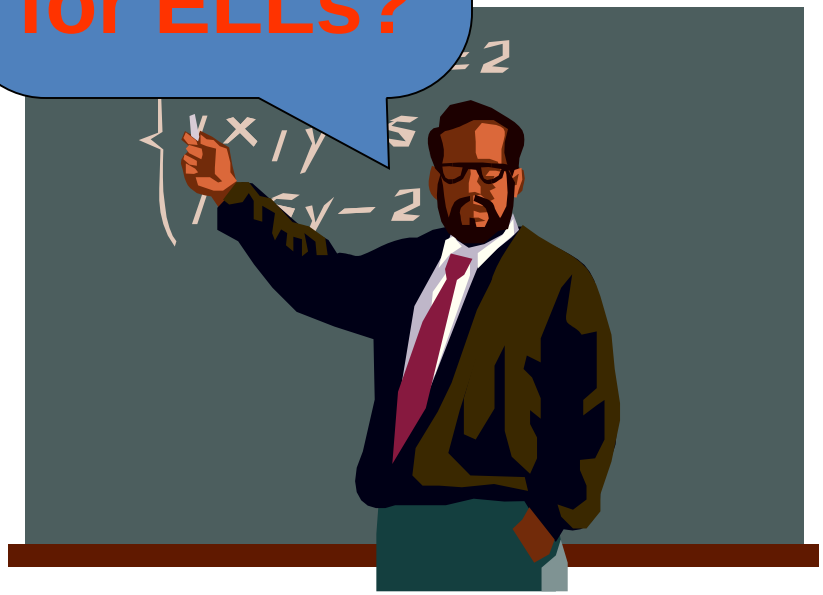
Anticipation Guide



	Agree	Disagree
This photograph was taken after a tornado.		
This city is located along a coast.		
There was no loss of life because of this storm.		
The storm that hit this city was named Andrew.		
People were able to evacuate before the storm.		

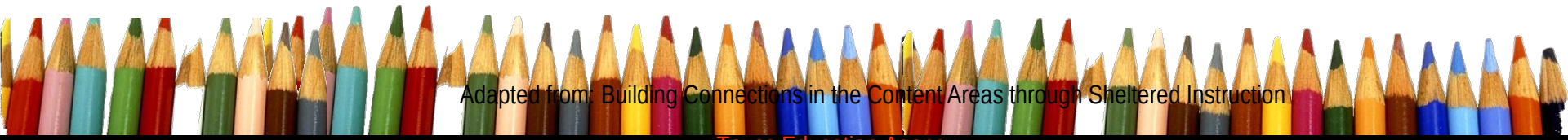
Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Why is this a good strategy for ELLs?



Two Column Notes/T-Charts

This strategy helps students organize information from reading assignments, lectures, and videos.



Two Column Notes

PROBLEM / SOLUTION

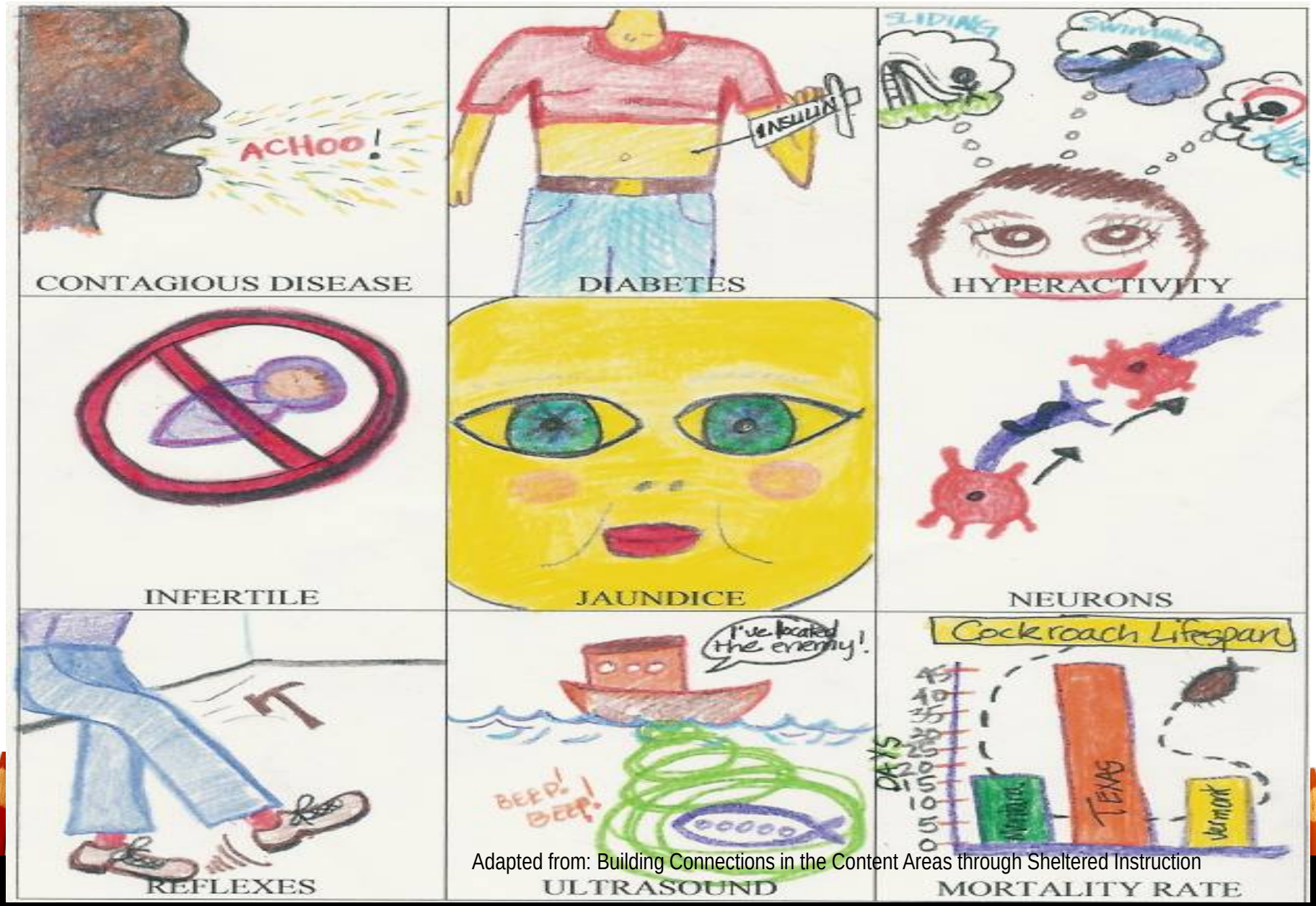
QUESTIONS	ANSWERS
What is the problem?	MP3 May Threaten Hearing Loss Continuous listening to an MP3 player
What are the effects?	Damage to the delicate hair cells in the inner ear that transmits sounds impulses to the brain.
What are the causes?	High Volume, Long duration of listening to music
What are the solutions?	"Put a Lid on it" • Kid's EarSaver - Reduce the sound output of listening devices (by 5 decibels) • Inform younger generation.

Why is this a good strategy for ELLs?

Window Paning

This is a great strategy for organizing steps to a process, helping students to remember important concepts,
or just remembering vocabulary words.

Window Paning



Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Why is this a good strategy for ELLs?

Find Someone Who

This strategy can be a great way to lower the affective filter when academic elements are combined with everyday student trivia in a questionnaire format

Find Someone Who

Middle School CATE People Hunt

1. Find a person who can fill in the equation below:

1 tablespoon = _____teaspoon(s)

Name:_____

2. Find a person who can name at least 8 parts of a computer:

Answer:

Name:_____

3. Find a person who can write three foods that you can feed to a 10 month old baby.

Answer:

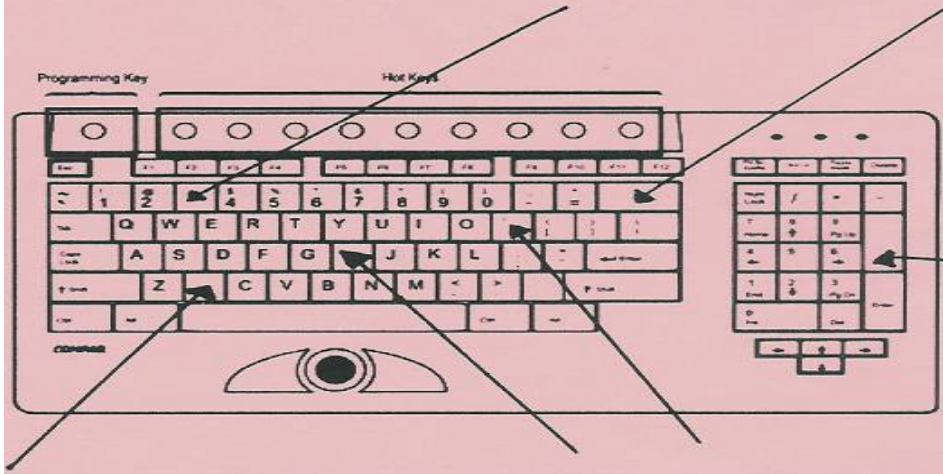
Name:_____

4. Find someone who can explain what CAD is.

Answer:

Name:_____

Find someone who can fill in the missing keys below:



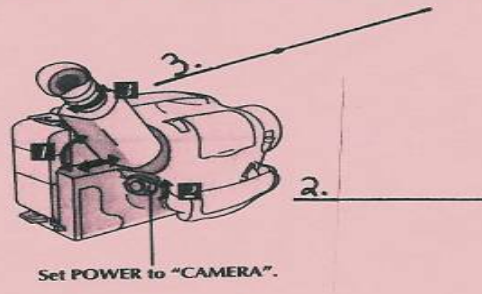
ame:_____

Find a person who can explain why ovens must be preheated befo
baking a cake.

swer:

ame:_____

Find a person who can label the parts to the video camera below:



1._____

2._____

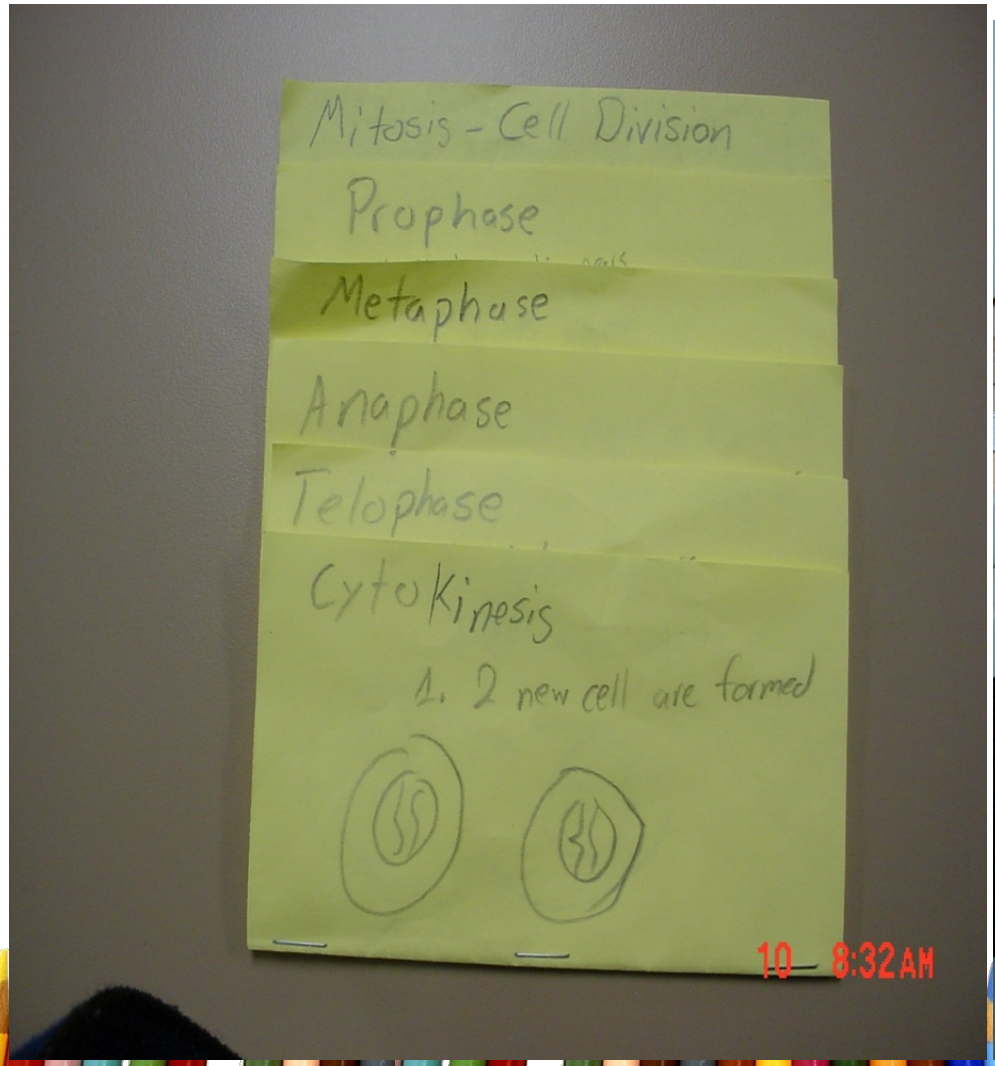
ame:

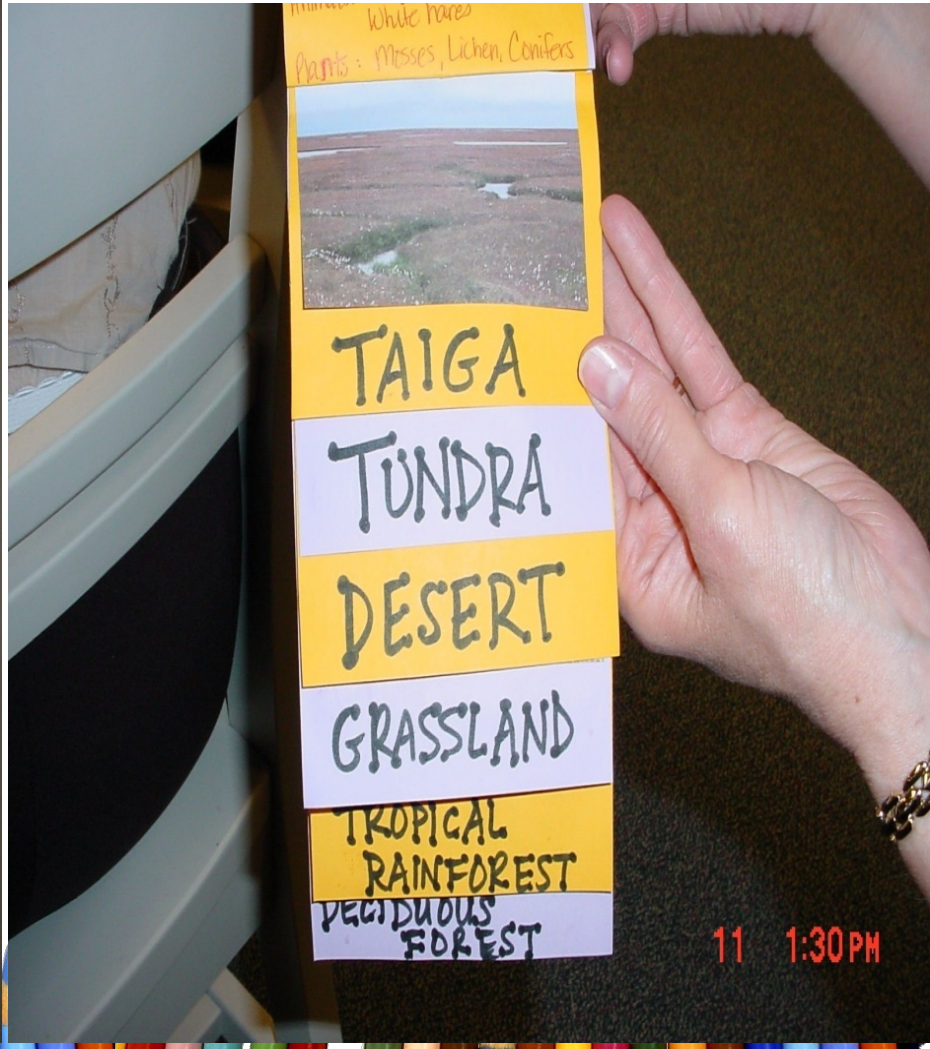
Why is this a good strategy for ELLs?

Foldables

These structures can be used to organize parts to whole by providing topics, definitions, examples, situations, and/or pictures for easy access to content knowledge and skills. The tactile nature of foldables provides novelty and fun for all students.

Foldables


Mitosis - Cell Division
Prophase
Metaphase
Anaphase
Telophase
Cytokinesis
1. 2 new cell are formed
10 8:32 AM

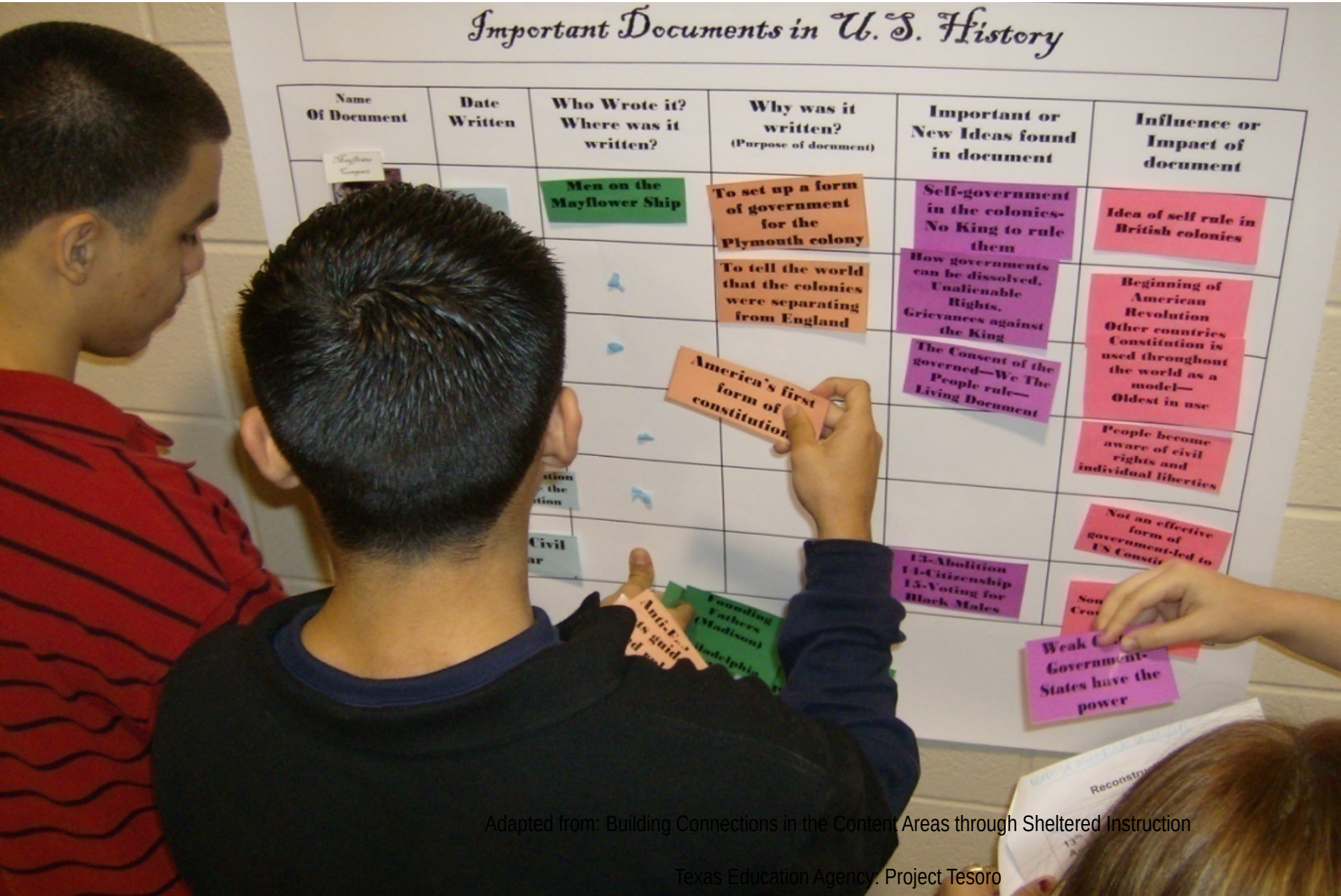

White hares
Plants: Mosses, Lichen, Conifers
TAIGA
TUNDRA
DESERT
GRASSLAND
TROPICAL RAINFOREST
FOREST
11 1:30 PM

Why is this a good strategy for ELLs?

Characterization Chart

This is an organizer that helps students analyze the complete nature of a character.

Characterization Chart



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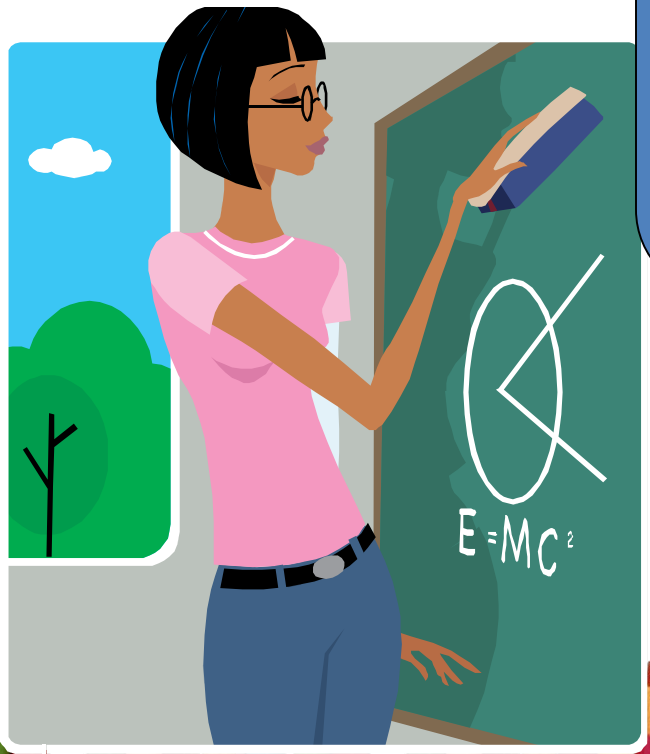
Why is this a good strategy for ELLs?



Stretch to Sketch

This strategy validates the student's interpretation of any text. The student creates a symbol from the text and generates an explanation of the symbol that they create.

Stretch to Sketch

I imagined beggar merlin to be really ugly so people wouldn't recognize him. I chose to draw this scene because it stood out the most.

I picked the scene of find the begger who was merlin. As I read I imagined him to be dark, creepy, and mysterious.

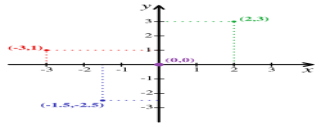
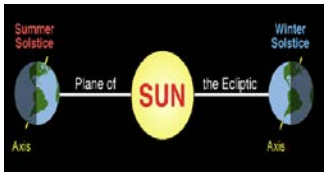
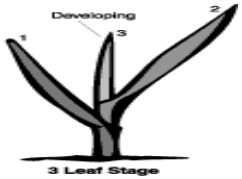
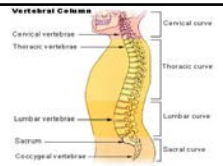
Why is this a good strategy for ELLs?

Words Across Contexts

This strategy emphasizes words in certain contexts. It also encourages content areas to acknowledge what academic vocabulary is universal to the content area or particular to the content area.

Words Across Contexts

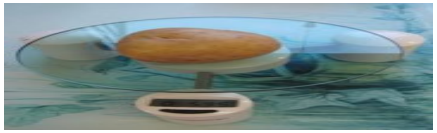
What would the word axis mean to---

a mathematician?	
an astronomer?	
a gardener?	
a historian?	
A chiropractor?	

Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Words Across Contexts

What would the word **scale** mean to--

a fisherman?	
a person who plays the piano?	Chromatic Scale
a mountain climber?	
a physical fitness trainer at a gym?	
a cartographer?	

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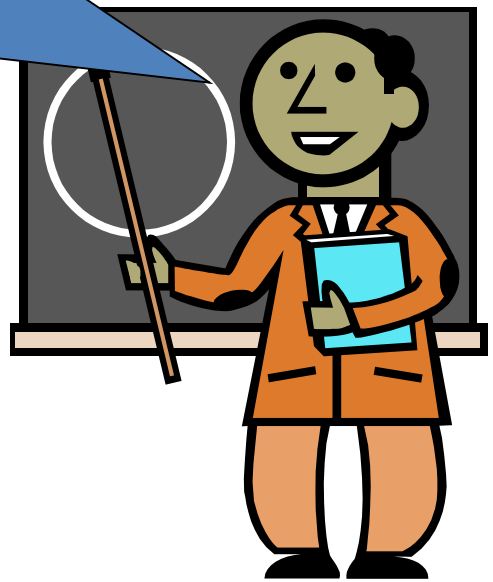
Why is this a good strategy for ELLs?



Parts of the ELPS

Introduction (part a):	District Responsibilities (part b):
Student Expectations (part c):	Proficiency Level Descriptors (part d):