New Rater Training

2018-2019

Grades 2-5
Foundational Training
Objectives for today’s training

Content Objectives:

• I understand the stages of learning English and how to get students from one proficiency level to the next.

Language Objective:

• I can explain why I choose to rate a student’s in writing proficiency based on the PLDs.
## Common Acronyms

List the acronyms you are familiar with and define them

<table>
<thead>
<tr>
<th>BICS</th>
<th>EL</th>
<th>ESL</th>
<th>ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS</td>
<td>PLD</td>
<td>ELPS</td>
<td>SIFE</td>
</tr>
<tr>
<td>CALP</td>
<td>TEA</td>
<td>STAAR</td>
<td>LPAC</td>
</tr>
<tr>
<td>TEKS</td>
<td>HLS</td>
<td>AH</td>
<td>LEP</td>
</tr>
</tbody>
</table>
Flamingo Share

1. Stand up, take your handout and walk 10 steps to find a partner

2. Tallest person will share first, then the next partner
   - while sharing, you will stand like a “flamingo”

3. Thank your partner and return to your seat
Who should attend the NEW TELPAS Rater training?

A teacher of ELs (including declines) who is the designated TELPAS rater for 2018-2019 that

- **Changed** grade spans (K-1, 2-5, 6-8, 9-12)
- **Never** been a TELPAS rater
- **Did not calibrate** after set 2 attempts in Spring 2018
- has not trained or calibrated in the **last 3 years**
  - calibration in 2018 or 2017 or 2016 is valid; previous years are not valid
Fall ELPS-TELPAS Foundational Training

YOU ARE HERE

Spring TELPAS Administration Procedures Training

As a key part of this training, information from the TELPAS Rater Manual is reviewed to prepare raters to proceed with online holistic rating training

New Raters

Online Basic Training Course

January 26th, 2019

Returning Raters

Online Calibration (Sets 1 and 2)

February 12th, 2019

If you do not calibrate:

You will need to rate with the support of another rater who did calibrate
Who can be the TELPAS Rater?

The teacher selected to rate an EL must-

1) have the student in class

2) hold valid teacher credential

3) be appropriately trained, as required by TEA

The student’s TELPAS rater must rate the student in all domains. A student cannot have one rater for some domains and different rater for other domains.
Who Takes TELPAS?

All ELLs in grades K–12, including those whose parents decline bilingual/ESL program services AND foreign exchange students, are assessed annually.

Including ELLs who have DECLINED services
What do we know about ELs?

Background

Strengths

Linguistically

Challenges

Socio-emotional
Understanding Language Proficiency in Social and Academic Settings

BICS: Basic Interpersonal Communicative Skills

CALP: Cognitive Academic Language Proficiency

Adapted from TEA
How long will it take?

Native English Speakers

English Language Learners

Social Language (BICS)

Academic Language (CALP)

2 years

5-7 years (up to 10)*

What are some activities you can use in your classroom to monitor students’ language and differentiate BICS from CALP?

<table>
<thead>
<tr>
<th>Domains</th>
<th>Examples of BICS</th>
<th>Examples of CALP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Speaking</td>
<td>Highly routine classroom interactions; interacting informally with friends and classmates</td>
<td>Participating in class discussions to build and demonstrate conceptual understanding; listening to presentations; understanding language used in cognitively demanding explanations; presenting information to others</td>
</tr>
<tr>
<td>Reading and Writing Grades K–1</td>
<td>Reading environmental print; making a short note (for students who have learned to read and write)</td>
<td>Learning to read; listening to and interpreting stories read aloud; reading stories; learning to write; participating in shared writing activities; reading and writing to complete class assignments; writing stories</td>
</tr>
<tr>
<td>Reading and Writing Grades 2–12</td>
<td>Reading a note from a friend; composing/reading casual letters and e-mails; reading bulletin boards, announcements, and other basic environmental print; making to-do lists</td>
<td>Reading a book or article to gain information; reading literature; writing an essay, explanation, or story; building conceptual knowledge through reading classroom materials</td>
</tr>
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</table>
What is TELPAS?

A federally required assessment program designed to measure the annual progress that ELLs make in learning academic English.
Adapted from TEA

TELPAS Proficiency Level Ratings

Composite Rating
- Beginning
- Intermediate
- Advanced
- Advanced High

25%

Listening
- Beginning
- Intermediate
- Advanced
- Advanced High

25%

Speaking
- Beginning
- Intermediate
- Advanced
- Advanced High

25%

Writing
- Beginning
- Intermediate
- Advanced
- Advanced High

25%

Reading
- Beginning
- Intermediate
- Advanced
- Advanced High

accommodations
In 2018, the assessments for three of the four TELPAS domains changed. The TELPAS Reading test was redesigned to be a shorter test with a reduced blueprint, and the TELPAS Listening and Speaking tests were administered as item-based standardized assessments for the first time.

After receiving feedback from various stakeholders, it was determined that there would be a change to the language domain weights for the composite score, as shown below.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Previous Composite Score Weights</th>
<th>NEW Composite Score Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Speaking</td>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Assessment Approaches

- TELPAS uses an **online multiple-choice test** to assess
  - 2–12 reading
  - 2-12 listening and speaking

- TELPAS uses a **holistic rating process and classroom performance** to assess writing
Holistic Rating Process

➢ A direct and authentic way to assess English language proficiency

➢ Rubrics-based process of evaluating abilities as a whole rather than as skills in isolation

➢ Focuses on overall ability of students to understand and use English in grade-level academic settings
TELPAS Results

TELPAS results are used to —

• Understand a student’s language abilities and 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

Adapted from TEA
## TELPAS Grade Levels

<table>
<thead>
<tr>
<th>Reading</th>
<th>Listening &amp; speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grade 2</td>
<td>• Grades 2-3</td>
</tr>
<tr>
<td>• Grade 3</td>
<td>• Grades 4-5</td>
</tr>
<tr>
<td>• Grades 4-5</td>
<td>• Grades 6-8</td>
</tr>
<tr>
<td>• Grades 6-7</td>
<td>• Grades 9-12</td>
</tr>
<tr>
<td>• Grades 8-9</td>
<td></td>
</tr>
<tr>
<td>• Grades 10-12</td>
<td></td>
</tr>
</tbody>
</table>
Teaching Language Through Content Area Instruction

One way I develop ____________ skills in my classroom is...

One strategy that has been effective in developing__________ in my classroom is...

Adapted from TEA
TELPAS Guides
Instruction
How much of the lesson did you understand?

What would the teacher need to do to help make the lesson comprehensible?
L, S, R, W in ALL Content Areas

Intentionally Develop Language

Content Comprehensible

Linguistic Accommodations

Linguistic Ability

TELPAS Data
TELPAS measures the implementation of ELPS

The two are integrally aligned.

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

Adapted from TEA
The **ELPS** are to **TELPAS** as

The **TEKS** are to **STAAR**

Chapter 74.4, TAC

Chapter 74, TAC

Seidlitz Ed, 2015
ELPS

Grades K-12
ALL Content Areas

English Language Proficiency Standards

It’s the law!
ELPS Components

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

- Student Expectations for Second Language Acquisition
  - Learning Strategies
  - Listening
  - Speaking
  - Reading
  - Writing

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

- Proficiency Level Descriptors for each Language Domain
  - Beginning
  - Intermediate
  - Advanced
  - Advanced High
ELPS Components

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

d) Proficiency Level Descriptors for each Language Domain
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# ELPS Components

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## b) District Responsibilities
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- 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

---

- Beginning
- Intermediate
- Advanced
- Advanced High
c) Student Expectations for Second Language Acquisition

– Learning Strategies
– Listening
– Speaking
– Reading
– Writing

What do you notice?
ELPS

• What does the information say?
• What are the instructional implications?
• What are the students’ learning implications?
## ELPS Components

### 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
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Grades K–12</td>
</tr>
<tr>
<td>Speaking</td>
<td>Grades K–12</td>
</tr>
<tr>
<td>Reading</td>
<td>Grades 2-12</td>
</tr>
<tr>
<td>Writing</td>
<td>Grades 2-12</td>
</tr>
</tbody>
</table>
### ELPS-TELPAS Proficiency Level Descriptors
#### Grades K–12 Listening

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Summary Statements</th>
<th>Descriptors</th>
</tr>
</thead>
</table>
| **Beginning**      |                    | - Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.  
- 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 ELLs  
- May not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues |
| **Intermediate**   |                    | - Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.  
- Usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)  
- Often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs  
- Have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech |
| **Advanced**       |                    | - Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.  
- Usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding  
- Understand most main points, important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs  
- Occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear |
| **Advanced High**  |                    | - Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.  
- Understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for 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 implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions  
- Rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear |
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<th>Grades K–12 Listening</th>
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<td>• may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</td>
<td>• have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</td>
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Items are written to target each of the 4 TELPAS proficiency levels

- **Beginning**: include picture identification, matching picture to audio prompt
- **Intermediate**: include more complex picture matching, picture sequence based on a short audio stimulus
- **Advanced and Advanced High**: include multiple-choice listening comprehension items based on video stimulus written to target those proficiency levels
Think about your teaching and identify opportunities you have designed to increase listening skills for your ELs?

- 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
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<td>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</td>
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**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 inhibits communication.

**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 simply using basic vocabulary needed 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 ELLs.

**Advanced**
Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.

**These students:**
- are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses 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 ELLs.

**Summary Statements**
- 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.
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**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 inhibits communication

**These students:**
- are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate and for long periods to think about how to communicate desired meaning
- speak simply using basic vocabulary needed 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 ELLs

**These students:**
- are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses 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 sentence and complex grammar features
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- may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs

**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
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- can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers
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<td>• 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.</td>
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<td>• typically use pronunciation that significantly inhibits communication.</td>
<td>• use pronunciation that can usually be understood by people accustomed to interacting with ELLs.</td>
<td>• may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.</td>
<td>• may mispronounce words, but rarely use pronunciation that interferes with overall communication.</td>
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</table>
Think about your teaching and identify opportunities you have designed to increase speaking skills for your ELs?

- Response frames
- Structured conversations
- Summarizing
- Retelling
- Reiterating
- Oral presentations
- Academic Talk
- Think-Pair-Share
- Round table discussions
# Listening and Speaking Test Blueprint

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Category 1: Understand spoken words and language structures</td>
<td>5</td>
</tr>
<tr>
<td>Reporting Category 2: Basic understanding of spoken English</td>
<td>16</td>
</tr>
<tr>
<td>Reporting Category 3: Analyze and evaluate information in spoken English</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>Reporting Category 1: Provide and summarize information</td>
<td>16</td>
</tr>
<tr>
<td>Reporting Category 2: Share opinions and analyze information</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Two-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student’s response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

<table>
<thead>
<tr>
<th></th>
<th>A response at this score point may</th>
<th>A response above a score point 1 may</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of Response</td>
<td>• be silent and not attempt to address the task</td>
<td>• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases</td>
</tr>
<tr>
<td></td>
<td>• attempt to address the task, but may be limited to simple, high-frequency words and phrases</td>
<td></td>
</tr>
<tr>
<td>Syntax/Sentence Structure, Grammar</td>
<td>• consist of single words, short phrases and/or occasional short sentences</td>
<td>• contain mostly simple sentences in the present tense</td>
</tr>
<tr>
<td></td>
<td>• seem memorized, formulaic and/or highly practiced</td>
<td>• include simple English language structures</td>
</tr>
<tr>
<td></td>
<td>• include many grammar features of another language that inhibit communication</td>
<td>• include grammar errors that limit communication</td>
</tr>
<tr>
<td>Vocabulary/Word Choice</td>
<td>• be repetitive and not demonstrate an ability to use words to make an original message</td>
<td>• rely mostly on high-frequency or basic vocabulary, but still convey an original message</td>
</tr>
<tr>
<td></td>
<td>• be mostly limited to simple, high-frequency words and phrases</td>
<td>• rarely include details because of the student’s limited vocabulary</td>
</tr>
<tr>
<td>Pronunciation and Fluency</td>
<td>• include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up</td>
<td>• include pauses to search for words</td>
</tr>
<tr>
<td></td>
<td>• include pronunciation that is extremely difficult to understand</td>
<td>• include some pronunciation errors that limit understanding</td>
</tr>
<tr>
<td>Use of L1</td>
<td>• be entirely or mostly in another language</td>
<td>• include some words in another language</td>
</tr>
</tbody>
</table>
Sample Two-Point Item

Read the information below. You will use the map to give directions. When you are ready to speak, tell as much as you can.

Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.
# TELPAS Four-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student’s response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

<table>
<thead>
<tr>
<th></th>
<th>(1) A response at a score point 1 may</th>
<th>(2) A response at a score point 2 may</th>
<th>(3) A response at a score point 3 may</th>
<th>(4) A response at a score point 4 may</th>
</tr>
</thead>
</table>
| **Completeness of Response** | • be silent and not attempt to address the task  
• attempt to address the task, but may be limited to simple, high-frequency words and phrases | • address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases  
• address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics | • address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics | • address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics |
| **Syntax/Sentence Structure, Grammar** | • consist of single words, short phrases and/or occasional short sentences  
• seem memorized, formulaic and/or highly practiced  
• include many grammar features of another language that inhibit communication  
• contain mostly simple sentences in the present tense  
• include simple English language structures  
• include grammar errors that limit communication  
• generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses  
• demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures  
• include grammar errors when using less common language structures, which interfere somewhat with communication  
• generally include complex sentences and grammar structures nearly comparable to native English-speaking peers  
• include grammar errors which rarely interfere with communication | | | |
| **Vocabulary/Word Choice** | • be repetitive and not demonstrate an ability to use words to make an original message  
• be mostly limited to simple, high-frequency words and phrases  
• rely mostly on high-frequency or basic vocabulary, but still convey an original message  
• rarely include details because of the student’s limited vocabulary  
• include common abstract and academic vocabulary words  
• include some details on familiar topics  
• feature vocabulary at a level nearly comparable to their native English-speaking peers  
• include idioms or colloquialisms used by native English-speaking peers  
• include abstract and academic vocabulary with minor, infrequent errors; word choice may occasionally still be awkward or imprecise | | | |
| **Pronunciation and Fluency** | • include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up  
• include pronunciation that is extremely difficult to understand  
• include pauses to search for words  
• include some pronunciation errors that limit understanding  
• include brief pauses when searching for words or attempting to restate or clarify  
• include pronunciation errors but generally still be understandable  
• include few brief pauses  
• include few pronunciation errors; these errors rarely interfere with understanding | | | |
| **Use of L1** | • be entirely or mostly in another language  
• include some words in another language | | | |
Sample Four-Point Item

Read the directions below. When you are ready to speak, tell as much as you can.

Imagine you could design your own elective class. Talk about what the class would be like, what you would learn and do in the class, and why you want to take that class.
Sample Four-Point Item

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

• First describe at least two ways these pictures are similar.
• Next describe at least two ways these pictures are different.
<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>ELPS-TELPAS Proficiency Level Descriptors</th>
<th>Summary Statements</th>
<th>Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Intermediate have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.</td>
<td>Advanced have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.</td>
<td>Advanced high have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts.</td>
</tr>
<tr>
<td>These students:</td>
<td>These students:</td>
<td>These students:</td>
<td>These students:</td>
</tr>
<tr>
<td>• read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes - environmental print - some very high-frequency words - concrete words that can be represented by pictures</td>
<td>• read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes - everyday oral language - literal meanings of common words - routine academic language and terms - commonly used abstract language such as terms used to describe basic feelings</td>
<td>• read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words - demonstrate an emerging ability to understand words and phrases beyond their literal meaning - understand multiple meanings of commonly used words</td>
<td>• read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used</td>
</tr>
<tr>
<td>• read slowly, word by word</td>
<td>• have a very limited sense of English language structures</td>
<td>• are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text</td>
<td>• generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression</td>
</tr>
<tr>
<td>• have a very limited sense of English language structures</td>
<td>• comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text</td>
<td>• are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text</td>
<td>• are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text</td>
</tr>
<tr>
<td>• are highly dependent on visuals and prior knowledge to derive meaning from text in English</td>
<td>• are able to apply reading comprehension skills in English only when reading texts written for this level</td>
<td>• are able to apply basic and higher-order comprehension skills when reading grade-appropriate text</td>
<td>• are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning or interact with unfamiliar language.</td>
</tr>
</tbody>
</table>
TELPAS 2017 Reading Released Tests

- The 2017 TELPAS Reading Tests for Grades 2-12 have been released and posted in the Related Webpages section on the TELPAS Resources page at http://tea.texas.gov/student.assessment/ell/telpas/.

Related Webpages

The links below contain general information related to state assessments:

- Conversion Tables
- Released Tests
- Student Tutorials
- Statewide Test Results
- Test Administration Manuals
- District and Campus Coordinator Manual
Tutorials

- New TELPAS tutorials will be released in January. They are being redesigned to assist students with the functionality of the TELPAS online testing interface. The plan is to include practice activities or a ‘try it’ feature. Once posted, the tutorials can be found in the Related Webpages section on the TELPAS Resources page at http://tea.texas.gov/student.assessment/ell/telpas/.
Grades 4–5 Beginning

What is the teacher doing?

- The teacher has chalk.
- There are three students.
- The students are working
- The teacher is writing.
Narrative Selection, Grade 3, Intermediate

Intermediate level students can read short reading passages that feature simple sentences and highly familiar English, but they are dependent on visual cues and story predictability to sustain comprehension. As compared to beginners, intermediate students are able to read and understand English vocabulary on a wider range of topics and with increased depth. The topic of this passage is familiar. The illustration supports one of the story's main events. Narrative passages with appropriate linguistic supports are developed to assess all proficiency levels.

A Day with Dad

1. Joe’s dad works on Saturdays. He is a bus driver.
2. One day Dad says, “Would you like to come to work with me on Saturday?”
3. “Yes!” Joe says happily as he jumps up and down.
4. On Saturday Joe and Dad go to the bus station. Joe finds a seat on the bus and sits down. All day Dad drives back and forth across the city. He drives to the park, to the mall, and to the library.
5. Joe’s dad smiles and says hello to everyone who gets on the bus. At one stop a woman with a cane gets on the bus. Joe’s dad waits until the woman sits down. Then he drives on.
6. At the end of the day, Joe’s dad returns the bus to the station. Then they go home. It has been a long day, but Joe was happy to see how his dad helps people.
Where do Joe and his dad get on the bus?

- At the library
- At the park
- At the mall
- At the station

What is this story mostly about?

- Joe helps a woman get on the bus.
- Joe goes to work with his dad.
- Joe plays with his dad on Saturday.
- Joe learns how to drive a bus.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>2 – Basic understanding of a variety of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SE</strong></td>
<td>(1) Employ basic reading skills to understand supporting details and to distinguish main ideas from details commensurate with content area needs</td>
</tr>
<tr>
<td><strong>Item Description</strong></td>
<td>The first item measures the ability to understand a supporting detail of the story. The second item measures the ability to distinguish the main idea of the story from details. The questions use everyday language that intermediate students can understand.</td>
</tr>
<tr>
<td><strong>PLDs</strong></td>
<td>(B) (vi) Intermediate ELLs are able to apply basic comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.</td>
</tr>
</tbody>
</table>
What William Found

1. William and Caleb looked at magazines in the library. “There it is!” William said, pointing to a picture. “That’s the game I want.”


3. “I’m trying to save money,” William said. He took some coins out of his pocket. “I have $0.85 so far. I need to save a lot more to get $20.”

4. The friends checked out some books and went outside. In front of the library, William stopped to tie his shoe. As he bent down, he noticed something brown at the base of a nearby tree. At first William thought the brown thing was an animal. Then he saw that it was a wallet.

5. William picked up the wallet. “Look what I found,” he said.

6. “It’s your lucky day!” said Caleb. “I’ll bet there’s money in it. Open it.”
Read the diagram below.

William and Caleb go to the library.

William finds a wallet.

William gives the wallet to Ms. Yarrow.

Which of these belongs in the empty box?

- William and Caleb check out books from the library.
- Caleb tells William to open the wallet.
- William gets a reward.
- William ties his shoe.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>3 – Analyze and evaluate information and ideas in a variety of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>(K) Employ analytical skills commensurate with content area needs</td>
</tr>
<tr>
<td>Item Description</td>
<td>This item measures the ability of students to evaluate the graphic and use their understanding of the sequence of events in the story to fill in the empty box.</td>
</tr>
<tr>
<td>PLDs</td>
<td>(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.</td>
</tr>
</tbody>
</table>
Narrative Selection, Grade 2, Advanced High

This advanced high narrative incorporates the real-life application of a mathematics skill, the addition of two-digit numbers. In these types of selections, students are not assessed on their mastery of content-based skills but on the practical ability to think and reason using academic English during grade-appropriate content area instruction.

When Do People Go to the Zoo?

1. When Ms. Medina's students walked into their classroom Monday morning, they noticed something different. Ms. Medina had drawn a large calendar on the board. The students sat down and waited to begin the math lesson.

2. Ms. Medina said, "This calendar shows the attendance at the Parkland Zoo last month. Each day of the week has a circle with a number inside it. That number tells us how many people went to the zoo that day."

<table>
<thead>
<tr>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>31</td>
</tr>
</tbody>
</table>

3. Ms. Medina continued, "Please look at the first week on the calendar. What day of the week was March 2?"


5. "Right," said Ms. Medina. "How many people went to the zoo that day?"
Attendance numbers at the zoo are higher on Saturdays because —

- people can see more animals
- zoo tickets cost less on Saturdays
- children do not have to go to school
- the zoo stays open later on Saturdays

The calendar on the board in Ms. Medina’s classroom shows the —

- number of visitors at the zoo on different days
- date of the class field trip to the zoo
- amount of money the zoo earned
- attendance of students in Ms. Medina’s class

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>2 – Basic understanding of variety of texts written in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>(I) Employ basic reading skills such as demonstrating understanding of supporting ideas and details in text commensurate with content area needs</td>
</tr>
<tr>
<td>Item Description</td>
<td>The first item measures whether the student understands supporting details of the text’s main idea. The second item measures whether the student understands important details from the text and graphic provided.</td>
</tr>
<tr>
<td>PLDs</td>
<td>(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.</td>
</tr>
</tbody>
</table>
A Word About Grades 2-12 Reading

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

- Review over the PLDs for your designated language domain
- Write down 2 or 3 characteristics for each proficiency level
Remember that the writing ratings of students in grades 2–12 are based on collections of their writing from a variety of content areas.
### Proficiency Levels

**ELPS-TELPAS Proficiency Level Descriptors**

**Grades 2–12 Writing**

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Summary Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>These students:</td>
</tr>
<tr>
<td></td>
<td>- 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</td>
</tr>
<tr>
<td></td>
<td>- 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</td>
</tr>
<tr>
<td></td>
<td><strong>Typical writing features at this level:</strong></td>
</tr>
<tr>
<td></td>
<td>- ability to label, list, and copy</td>
</tr>
<tr>
<td></td>
<td>- 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</td>
</tr>
<tr>
<td></td>
<td>- present tense used primarily</td>
</tr>
<tr>
<td></td>
<td>- 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</td>
</tr>
</tbody>
</table>

| **Intermediate**   | These students:     |
|                    | - 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 |
|                    | **Typical writing features at this level:** |
|                    | - 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 it understand only to the writing of ELLs |

| **Advanced**       | These students:     |
|                    | - 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 |
|                    | **Typical writing features at this level:** |
|                    | - 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 |

| **Advanced High**  | These students:     |
|                    | - 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 |
|                    | **Typical writing features at this level:** |
|                    | - 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

**Descriptors**
<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning English language learners (ELLS) lack the English language vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</td>
<td>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**These students:**
- 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.

**Typical writing features at this level:**
- 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.

**These students:**
- 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.

**Typical writing features at this level:**
- 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.

**These students:**
- 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.

**Typical writing features at this level:**
- 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.

**These students:**
- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English.

**Typical writing features at this level:**
- 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.
<table>
<thead>
<tr>
<th>ELPS-TELPAS Proficiency Level Descriptors</th>
<th>Grades 2–12 Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
</tr>
<tr>
<td>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</td>
<td>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</td>
</tr>
<tr>
<td>These students:</td>
<td>These students:</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Typical writing features at this level:</strong></td>
<td><strong>Typical writing features at this level:</strong></td>
</tr>
<tr>
<td>• ability to label, list, and copy</td>
<td>• simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</td>
</tr>
<tr>
<td>• 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</td>
<td>• high-frequency vocabulary; academic writing often has an oral tone</td>
</tr>
<tr>
<td>• present tense used primarily</td>
<td>• loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</td>
</tr>
<tr>
<td>• 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</td>
<td>• repetition of ideas due to lack of vocabulary and language structures</td>
</tr>
</tbody>
</table>

| **Advanced**                             | **Advanced High**   |
| 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. | 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:                           | These students:     |
| • 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 | • 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 elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar | • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English |
| **Typical writing features at this level:** | **Typical writing features at this level:** |
| • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns | • use of a variety of common cohesive devices, although some redundancy may occur |
| • emerging grade-appropriate vocabulary; academic writing has a more academic tone | • 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 |
| • some writing may be understood only by individuals accustomed to the writing of ELLs | • occasional second language acquisition errors |
| • communications are usually understood by individuals not accustomed to the writing of ELLs | • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication |
Let’s Practice Rating- Writing
Things to Know About TELPAS Rater Training and Calibration Procedures
If you do not calibrate:

You will need to rate with the support of another rater who did calibrate.
Online Basic Training Course

- Prepares rater to uniformly assess the English proficiency of ELs.
- Provided practice in rating students in L,S,W
- Must be completed before attempting calibration

**IMPORTANT**

*Let your CTC know when you’ve completed the online training; CTC will get your certificate from the District Testing Coordinator.*

Keep a copy of your for your records!

http://www.texasassessment.com/
What is Calibration?

• It is a training method that ensures that raters have enough guidance, practice, and support to assess students consistently and accurately.

• Alignment in understanding the PLDs.
Things to Know About the Calibration process

- Rate 12 students and must correctly rate 8 (67%)

- Receive immediate results and annotations explaining the ratings

- Use the annotations to go back and review any incorrectly rated students

http://www.texasassessment.com/
Next Steps:

• New raters must complete the online basic training course before beginning calibration.

• Online basic training course becomes available **January 26, 2019**
• Calibration window begins **February 12, 2019**

**IMPORTANT**
*Print a certificates for your campus testing coordinator and one for your own records.*

Pearson is NOT archiving your data; If you don’t print your certificate there is no way to prove you calibrated!
Objectives for today’s training

Content Objectives:

• I understand the stages of learning English and how to get students from one proficiency level to the next.

Language Objective:

• I can explain why I choose to rate a student’s listening, speaking, reading and writing proficiency based on the PLDs.
Bilingual and ESL Team

Linda Espinoza
Daniel Perez
Damariz Gutierrez
Dr. María L. (Lulu) Méndez
Beatriz Ramirez
Marci Barrientos