Texas English Language Proficiency Standards (ELPS)

Carlene Thomas, English Learner Support Division

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True North Statement

"Together, we are committed to high expectations and strong systems that achieve equitable outcomes for students in special populations."

OSPM OFFICE OF SPECIAL POPULATIONS AND MONITORING
TEXAS EDUCATION AGENCY

Goals

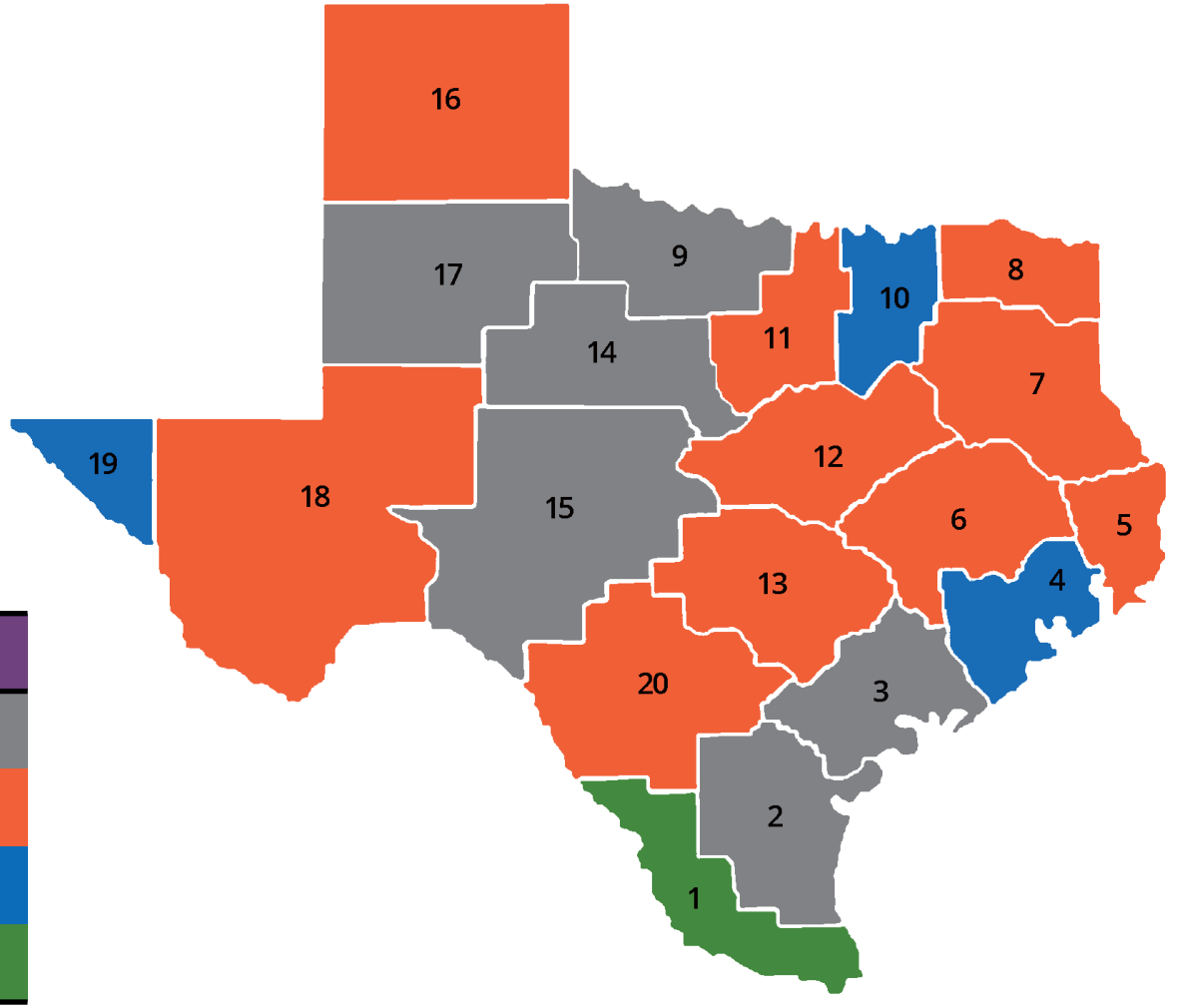
- To convey an asset-based mindset regarding English learner linguistic progress that promotes an additive bilingualism approach.

- To integrate English Language Proficiency Standards (ELPS) as foundational components of bilingual education and English as a second language (ESL) programs.

Distribution of English Learners Across Texas

Over 1.1 million Total English Learners

Distribution of EL Population
0 – 9% of Students
10 – 19% of Students
20 – 29% of Students
30 – 39% of Students



English Language Proficiency Standards

- Approved by State Board of Education in 2007–2008
- Currently under revision by Texas educators
- Integral part of Texas Essential Knowledge and Skills (TEKS) state-required foundation curriculum and enrichment subjects
- Located in Texas Administrative Code (TAC) Chapter 74.4
- Assessed through the Texas English Language Proficiency Assessment System (TELPAS)

ELPS Framework

A. Introduction

Requirement

- Required curriculum
- Development of social and academic English
- Opportunities for linguistic practice
- Apply K-12

B. District Responsibilities

Instructional Application

- Identify proficiency levels
- Content-based language instruction
- Communicated, Sequenced, Scaffolded
- Focused, Targeted, Systematic

C. Student Expectations

Language Objectives

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

D. Proficiency Levels

Linguistic Progress

- Beginning
- Intermediate
- Advanced
- Advanced High

Proficiency Level Descriptors (PLDs)

- TELPAS PLDs
  - Listening (K-12)
  - Speaking (K-12)
  - Reading (K-1; 2-12)
  - Writing (K-1; 2-12)

- TELPAS Alternate PLDs (2-12)
  - Awareness
  - Imitation
  - Early Independence
  - Developing Independence
  - Basic Fluency

ELPS Resources

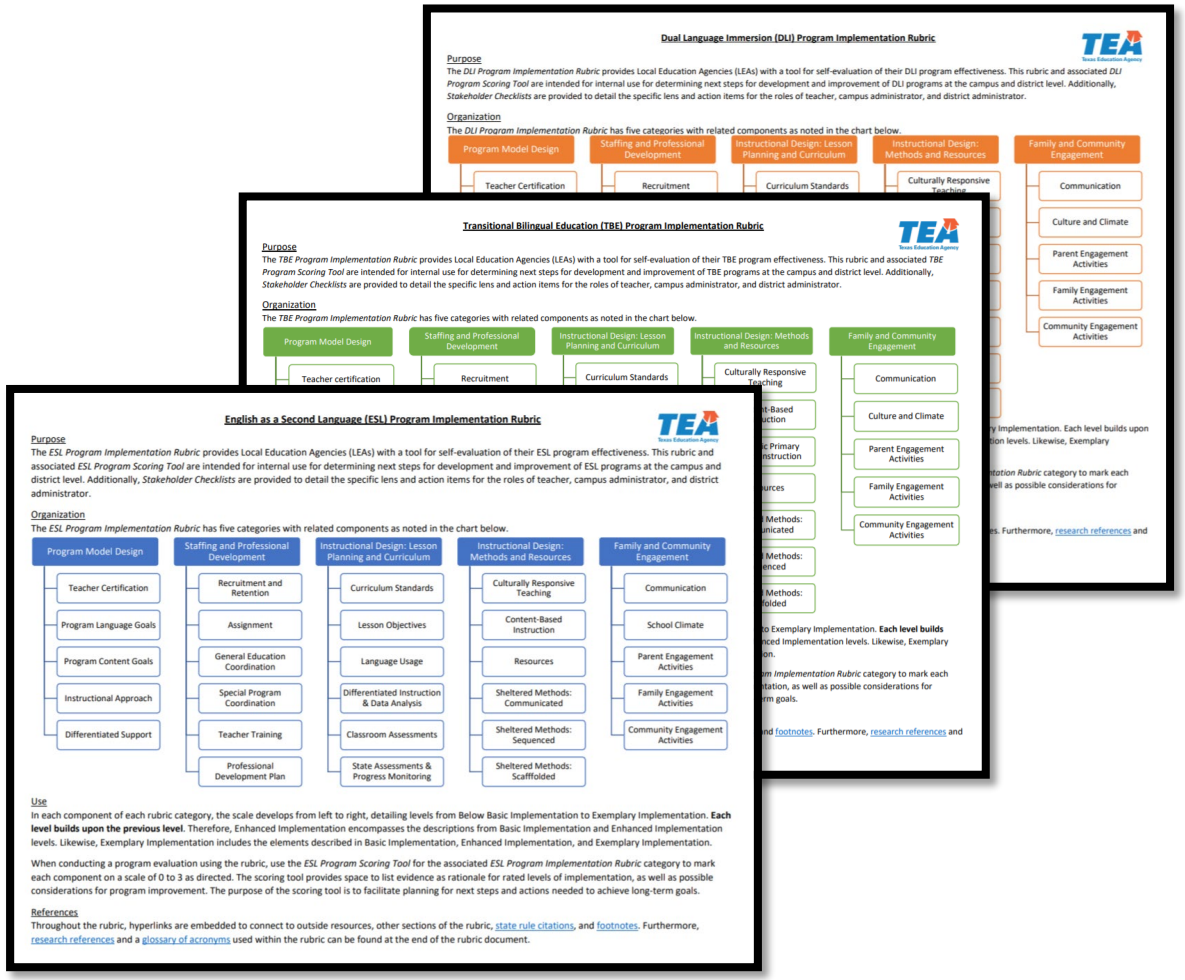
- English Learner Web Portal ELPS Resources
- TELPAS Resources
- TELPAS Alternate Resources

ELPS Integration in Program Implementation

Available Resources

- Literature Reviews (Bilingual and ESL)
- Getting Started Guide
- Program Implementation Rubrics (DLI, TBE, ESL)
- Fillable Scoring Tools
- Stakeholder Checklists:
  - Teacher
  - Campus Administrator
  - District Administrator

txel.org/programimplementation



ELPS Deep Dive

Planning for ELPS Integration

Think:

1, 2, 3, 4, 5

1 language objective per lesson

Connect 2 content objective

Use 3 functions of linguistically accommodated content

Apply to all 4 proficiency levels

Vary use of 5 strands of ELPS

Defining Sheltered Instruction in Texas

- **TAC 74.4 (ELPS)**

(b) School district responsibilities.

(2) Provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

TEA Program Implementation Resources

Theory of Sheltered Instruction Components

Communicated

- Communicative language teaching
- Comprehensible input
- Speech commensurate with ELs' language levels
- Context embedded
- Explicitly expressed instructions

Sequenced

- Explicit academic language instruction
- Connections to prior knowledge
- Primary language resources without over-use of direct translation
- Alternative assessments

Scaffolded

- Structured oral language development
- Authentic cooperative learning
- Instructional modeling
- Amplified texts
- Task-based or inquiry approach

Overarching Mindset Priorities

What supports English learner success?

- Asset-based perspective on English learners
- Honor and integration of primary/home language and culture
- Meaningful engagement in content-based language instruction with targeted language development
- Systematic support by all stakeholders

Contact

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Take-Aways

- How will information from this session impact your LEA/SEA's implementation of English language proficiency standards?
- What new ideas have you generated today that will support teachers of English learners?