Training Goals

• Content Objective
  — Participants will explore components for providing K-12 instruction commensurate to English language learners’ linguistic needs.

• Language Objective
  — Participants will discuss the implementation of the English Language Proficiency Standards based on the linguistic needs of their K-12 English language learners.

ELPS Linguistic Instructional Alignment Guide

• Allows teachers to see connections between
  • English Language Proficiency Standards (ELPS)
  • ELPS-TELPAS Proficiency Level Descriptors (PLDs)
  • Linguistic Accommodations
  • College Career Readiness Standards (CCRS)
Alignment of Components

Curriculum Requirements

Chapter 74.4. (a) (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.

ELPS-TELPAS Proficiency Level Descriptors

• The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading and writing.
ELPS-TELPAS Proficiency Level Descriptors

These descriptors define the stages of second language acquisition and are referred to as English language proficiency levels.

Section 74.4. (b) (2)

• Requires that school districts 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.

Linguistically Accommodated Instruction

• Supplementary materials
• Instructional delivery
• Tasks based on the student’s current level of language proficiency
Suggested Teacher Behaviors

Linguistic accommodations are recommended language supports teachers incorporate as a means to make content area instruction accessible to ELLs.

Curriculum Requirements
Chapter 74.4. (a) (1)

• Requires that “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.

ELPS Cross-Curricular Student Expectations

The ELPS Student Expectations integrate and focus on skills that support both social and academic language development.
College and Career Readiness Standards

The CCRS are designed to represent a full range of knowledge and skills students need to succeed in entry-level college courses, as well as in a wide range of majors and careers.

Curriculum Requirements

Chapter 74.4. (b) (1)

• Requires that school districts 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.
By listing students’ names according to their individual language ratings, students’ proficiency levels will be aligned to suggested linguistic accommodations.

Using TELPAS Data

The Confidential Student Report indicates the TELPAS Proficiency Ratings per language domain.
Utilizing the ELPS-TELPAS Proficiency Profile allows teachers to make meaningful instructional and linguistic decisions.

Monitoring Progress

- The ELPS require that linguistic accommodations used during instruction be monitored and adjusted as needed during the school year as students reach higher proficiency levels and/or become familiar with the content.

Performance-Based Activities

The following activities are recommended for teachers to implement in their instruction as ways to gather information on student progress.
Effective instruction in second language acquisition involves providing 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, hear and are expected to speak and write.

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