

ESL PARENT INFORMATIONAL MEETING

ESL GRADE LEVEL TEACHERS

Kinder/1st grade: Cynthia Dushane

2nd grade: Cassie Ayala

3rd grade: Vanessa Pham

4th grade: Katie Fernand

5th grade: Cynthia Predmore

ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p>	<p>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p>	<p>Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p>	<p>Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 ELs 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 ELs 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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

LINK TO THE PROFICIENCY LEVEL DESCRIPTORS

<https://tea.texas.gov/sites/default/files/TELPAS-PLDs%20%281%29.pdf>

LANGUAGE PROFICIENCY ACCOMMODATIONS

- peer and native language support
 - gestures for added emphasis
 - simple conversations (words/phrases)
 - visuals and/or verbal cues to reinforce spoken or written words
 - pre-teach vocabulary
 - word bank of key vocabulary
 - model pronunciation
 - organize reading in chunks
 - adapted text(s)
 - clarify directions
 - read and model think aloud
 - drawing or pictorial representation
- * extra time for complex material and/or assignments
- * clarification of word(s) or phrases(s)
- * dictionary of various types:

TELPAS K-5

TELPAS (Texas English Language Proficiency Assessment)

- Annual English language assessment measuring a student's language proficiency in four domains (listening, speaking, reading, and writing)

Kindergarten and 1st grade	2nd - 5th grade
Holistically rated by teacher (no tests)	Listening / Speaking Test - online
	Reading / Writing Test - online (new)

RELEASED TELPAS TESTS

- You may utilize these tests as a resource to practice at home
- This is completely optional, but helpful for students
- Students in grade 2nd-5th will be pulled during their Koalaty time to practice navigating the Reading and Listening/Speaking released tests with the ESL teachers prior to the testing window.

Website to access released tests:

https://login1.cambiumtds.com/student/V18/Pages/LoginShell.aspx?c=Texas_PT

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</p>	<p>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p>	<p>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p>	<p>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p>
<p>These students:</p> <ul style="list-style-type: none"> 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 	<p>These students:</p> <ul style="list-style-type: none"> 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 ELs 	<p>These students:</p> <ul style="list-style-type: none"> 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 ELs 	<p>These students:</p> <ul style="list-style-type: none"> 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

SUMMIT K12 PROGRAM - TELPAS SPEAKING



More information to come from your ESL grade level representative.

Cynthia Predmore - 5th
Katie Fernand - 4th
Vanessa Pham - 3rd

Speaking Practice Items

Students will practice speaking using a variety of prompts, differentiated based on proficiency level and modeled after the TELPAS item types. All speaking items include Lesson Model Videos to guide students and Model Exemplar recordings for students to listen to after they submit their recordings. Every answer is recorded so that teachers can listen to the responses, rate them using the interactive speaking rubric, and provide coaching to guide student growth.

Watch the Video, Record Your Answer

Listen to Audio, Use the Map to Give Directions

View Image, Make an Inference, Record Your Answer

View Image, Describe Three Things

View Images, Describe Story

Listen to Question, Compare and Contrast

READY ROSIE

-For Kindergarten, 1st grade, and 2nd grade

-Promotes active family engagement

-weekly emails of academic activities based on child's age that you can do at home!

-Parent Zoom sessions on Oct. 19th

-look for the flyer coming home to learn more about this program.



PARENT CENTER ADULT ESL CLASSES

Adult ESL classes will be offered in the evenings starting Tuesday, October 27th. Classes will be held every Tuesday and Thursday evening 6:15-8:15

Please contact one of our ESL teachers if you would like more information.

Classes will be located at:

EL District Testing Center

Morton Ranch High School 9th Grade Center

21000 Franz Road

Katy, TX 77449

FREQUENTLY ASKED QUESTIONS:

Q: Where can I find out more about TELPAS?

A: Visit Texas Education's website:

https://tea.texas.gov/sites/default/files/2020-2021_TELPAS_FAQ.pdf

Visit OKE's ESL website:

<https://odessakilpatrickesl.weebly.com/>

Q: What is the exit criteria?

A: Starting in 3rd grade, students have the opportunity to exit the ESL program in accordance with state set standards. The standards usually consist of Advanced High ratings in all domains and pass ELA STAAR.

FREQUENTLY ASKED QUESTIONS:

Q: If my child does not exit ESL, does that limit their opportunities in junior high and high school?

A: No, students still have all the same opportunities for which they qualify. They will still participate in TELPAS annually until they meet exit criteria.

Any other questions we can help answer?