

TELPAS Readiness

Recent Enhancements

Final 6-8 weeks of Preparation

Summary of Recent Critical Updates

- Type 3 Constructed Response (CR) items
- New TELPAS Writing Rubrics
- CR Column added to R-W Report
- New K-1 Writing Fundamentals Section
- 1,000+ New Speaking Model Exemplars
- New ELPS Mastery Lesson Videos
- New Reading TEIs
- New ELPS Mastery Reports
- TEKS Editing Skills lessons
- Student Language Development Report

Type 3 Constructed Response Items

These are included in the Summative Assessment as well as the student's Personalized Learning Plans

Holistically scored using the new TELPAS Writing Rubric

WRITING SKILLS PRACTICE	Lesson Model	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6	Avg	PLD	Require Lesson Model Video	Lock/ Unlock
	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start			<input checked="" type="checkbox"/>	
		Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start				
		Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start				
		Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start				
	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start			<input checked="" type="checkbox"/>	
		Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start	Ⓞ Start				

New TELPAS Writing Rubrics 4th-12th

Teacher comments:

Rubrics PLDs Comments ELPS TEKS



Vocabulary Usage Completeness

Vocabulary	Score	Select
<ul style="list-style-type: none"> Consistently uses a variety and range of grade-appropriate academic and social language Consistently uses precise vocabulary; employs the right word(s) for the task Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; errors are only rarely due to interference from the native language 	4	<input type="radio"/>
<ul style="list-style-type: none"> Generally uses a variety and range of grade-appropriate social language; may struggle to use vocabulary that is academic or newly introduced Sometimes uses vocabulary that is precise; may not always have the right word(s) for the task Contains occasional spelling errors that do not significantly interfere with comprehensibility; errors do not represent a significant level of interference from the native language 	3	<input type="radio"/>
<ul style="list-style-type: none"> Uses vocabulary that is repetitive or limited in range and variety, particularly when writing is academic May circumlocute when the precise word is unknown or struggle to use words correctly Contains some spelling errors that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language 	2	<input type="radio"/>
<ul style="list-style-type: none"> May contain some high-frequency or routine words and phrases; may even contain a small number of very simple formulaic sentences May include vocabulary from the student's native language Contains widespread spelling errors that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors reflect frequent borrowing from the student's native language 	1	<input type="radio"/>

Edit

New TELPAS Writing Rubrics 4th-12th

Teacher comments:

Rubrics [PLDs](#) [Comments](#) [ELPS](#) [TEKS](#)

Vocabulary **Usage** [Completeness](#)

Usage	Score	Select
<ul style="list-style-type: none"> Consistently demonstrates the ability to correctly use both simple and complex tenses Contains some expanded compound and/or complex sentences Demonstrates grammar usage that is generally correct and comparable to that of grade-level native English-speaking peers Includes infrequent grammar usage errors which do not interfere with comprehensibility; errors may be similar to those made by native English-speaking peers or be limited to complex grammar structures 	4	<input type="radio"/>
<ul style="list-style-type: none"> May still contain many simple sentences but shows ability to use simple tenses successfully and a developing ability to use complex tenses Demonstrates an emerging ability to write compound and/or complex sentences Includes some grammar usage errors that do not significantly interfere with comprehensibility 	3	<input type="radio"/>
<ul style="list-style-type: none"> Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately Includes frequent grammar usage errors that sometimes interfere with comprehensibility 	2	<input type="radio"/>
<ul style="list-style-type: none"> May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies Includes significant grammar usage errors that interfere with comprehensibility 	1	<input type="radio"/>

[Edit](#)

New TELPAS Writing Rubrics 4th-12th

Teacher comments:

Rubrics PLDs Comments ELPS TEKS

Vocabulary Usage **Completeness**

Completeness	Score	Select
<ul style="list-style-type: none"> Includes the appropriate words, phrases, and/or clauses needed to sequence events and show the relationship between sentences or parts of sentences Reflects a clear alignment to the specific genre (narration, description, explanation, etc.) Mostly achieves the intended goal and contains a degree of specificity and detail needed to address the task completely 	4	<input type="radio"/>
<ul style="list-style-type: none"> Includes some of the appropriate words and phrases needed to sequence events and show the relationship between sentences but does so inconsistently and with some repetition or unnaturalness. Narrates, describes, or explains in some detail but shows a decline when topics are more academic or abstract Is mostly effective in communicating intended message but lacks some specificity needed to complete the task 	3	<input type="radio"/>
<ul style="list-style-type: none"> May include limited or repetitive use of words and phrases needed to sequence events and show relationships between sentences (cohesive devices) Narrates, describes, or explains in a limited way with few details; lacks language needed to align to the task Shows limited effectiveness in communicating intended message 	2	<input type="radio"/>
<ul style="list-style-type: none"> May copy the prompt or contain no English Contains simple sentences lacking details or language needed to align to the task Is minimally effective in communicating intended message 	1	<input type="radio"/>

Edit



Includes quick references to the Writing PLDs, ELPS, and TEKS

Rubrics PLDs Comments **ELPS** TEKS



ELPS Student Expectations for Writing 2-12

15) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the students level of English language proficiency. The student is expected to:

- A. learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- B. write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- C. spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- D. edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- E. employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
 - i. using correct verbs, tenses, and pronouns/antecedents;
 - ii. using possessive case (apostrophe s) correctly; and
 - iii. using negatives and contractions correctly.
- F. write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- G. narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

Rubrics PLDs Comments ELPS **TEKS**



Select Grade Level: 5

5.11.(D) edit drafts using standard English conventions, including:

- i. complete simple and compound sentences with subject-verb agreement;
- ii. irregular verbs;
- iii. collective nouns;
- iv. descriptive adjectives, including their comparative and superlative forms;
- v. adverbs that convey frequency and intensity;
- vi. prepositions and prepositional phrases and their influence on subject-verb agreement;
- vii. indefinite pronouns;
- viii. correlative conjunctions such as either/or and neither/nor;
- ix. capitalization of abbreviations, initials, acronyms, and organizations;
- x. punctuation marks, including commas in compound sentences and quotation marks in dialogue; and
- xi. proper mechanics, including italics and underlining for titles and emphasis;

Rubrics **PLDs** Comments ELPS TEKS



Begin

Beginning

A. Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.

These students:

- i. 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
- ii. 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:

- i. ability to label, list, and copy
- ii. 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
- iii. present tense used primarily
- iv. 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

New TELPAS Writing Rubrics 2nd-3rd Grade

Rubrics PLDs Comments ELPS TEKS



Four-Point Writing Rubric

Four-Point Writing Rubric	Score	Select
<ul style="list-style-type: none"> Generally uses a variety and range of grade-appropriate academic and social language Mainly uses precise vocabulary and the right word(s) for the task - Contains infrequent spelling errors that do not interfere with comprehensibility, similar to those made by native English-speaking peers; spelling errors are only rarely due to interference from the native language Generally shows the ability to correctly use both simple and complex tenses Contains some expanded compound and/or complex sentences - Contains grammar and/or usage that is generally correct and comparable to that of grade-level native English-speaking peers May include infrequent grammar and/or usage errors, which do not interfere with comprehensibility; errors may be similar to those made by grade-level native English-speaking peers or limited to complex grammar structures Generally includes grade-appropriate words, phrases, and/or clauses needed to sequence events and compare or connect ideas Narrates, describes, or explains in detail, comparable to grade-level native English-speaking peers 	4	<input type="radio"/>
<ul style="list-style-type: none"> Contains a moderate variety and range of grade-appropriate social language, may show a struggle to use vocabulary that is academic or newly introduced May include some vocabulary that is precise; may not always include the right word(s) for the task Contains occasional spelling errors that may sometimes interfere with comprehensibility; spelling errors may represent slight interference from the native language May contain mostly simple sentences, but shows the ability to use simple tenses successfully and a developing ability to use compound and/or complex tenses May include some grammar and/or usage errors that do not significantly interfere with comprehensibility Includes some grade-appropriate words and phrases needed to sequence events and compare or connect ideas, but inconsistently and with some repetition or unnatural phrasing Narrates, describes, or explains in some detail with emerging clarity of the intended message 	3	<input type="radio"/>
<ul style="list-style-type: none"> Contains vocabulary that is repetitive or limited in range and variety May include circumlocution in place of an unknown word or show a struggle to use words correctly Contains some spelling errors that are not typical of grade-level English-speaking peers and that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately Includes frequent grammar and/or usage errors that do not significantly interfere with comprehensibility; errors represent some interference from the native language May include limited or repetitive use of words and phrases needed to sequence events and compare or connect ideas Narrates, describes, or explains with few details; lacks the language to communicate intended message in more than a limited way 	2	<input checked="" type="radio"/>
<ul style="list-style-type: none"> May contain some high-frequency or routine words and phrases May include vocabulary from the student's native language Contains widespread spelling errors that are not typical of grade-level native English-speaking peers and that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors may reflect frequent borrowing from the student's native language May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies Includes significant grammar and/or usage errors that interfere with comprehensibility May copy the prompt or contain no English 	1	<input type="radio"/>

Save

CR Column added to the R-W Progress Report

Student Name	Pre-test			PLP #1								Interim				PLP #2			
	R	W	CR	R1	R2	R3	R4	W1	W2	W3	W5	R	W	CR	R1	R2	R3	R4	
Sanchez, Isabella																			
Santos, Kimberly	2.1	2.1	0.33																
Shepperd, Donna	1.14	1.2	0/3	✓															
Simard, Jennifer	4	3	1/3	✓	✓														
Stewart, Cheryl																			
Stewart, Cheryl																			
Student, Alfonso	3.81	2	0/3	✓	✓														
Student, Jennifer																			

Report Functional Summary

- 0/3, 1/3 - let's you know how many CR items have been holistically scored by the teacher
- If there is a score, then all three CR items have been rated
- The "W" column score is updated as the CR items are holistically scored

New K-1 Writing Fundamentals Section

WRITING SKILL TYPE	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Avg	Level	Lock/ Unlock
	⌚ Start	⌚ Start	⌚ Start	⌚ Start			🔒 🔒 🔒 🔒 🔒
	⌚ Start	⌚ Start	⌚ Start	⌚ Start			🔒 🔒 🔒
	⌚ Start	⌚ Start	⌚ Start	⌚ Start			🔒 🔒 🔒
	⌚ Start	⌚ Start	⌚ Start	⌚ Start			🔒 🔒 🔒

New K-1 Writing Fundamentals Section

QUESTION 1

▶
_rawing a Picture



Jaylen wants to make a picture.
He has an idea for his ___.

rawing a Picture

QUESTION 2

▶
_rawing a Picture



Jaylen wants to make a picture.
He has an idea for his ___.

He has an idea for his .

1000+ New Speaking Model Exemplars

At the end of each Speaking Practice set, students follow this protocol:

1. Listen to their own recording
2. Listen to the model exemplar
3. Read or Listen to the Virtual teacher coaching tips
4. Read or Listen to their Teacher's written or recorded comments, if available

Student's Answer.

▶ 0:00 / 0:59 ———— 🔊 ⋮

Model Exemplar.

▶ 0:00 / 0:27 ———— 🔊 ⋮

Score : 2.85 [View and/or Comment Speaking Rubric](#)



Use important words in your answers.



Remember to answer all parts of the question and include as many details as possible.



Write down your ideas and practice before recording.

Teacher Written Comment

Teacher Audio Comments

▶ 0:00 / 0:00 ———— 🔊 ⋮

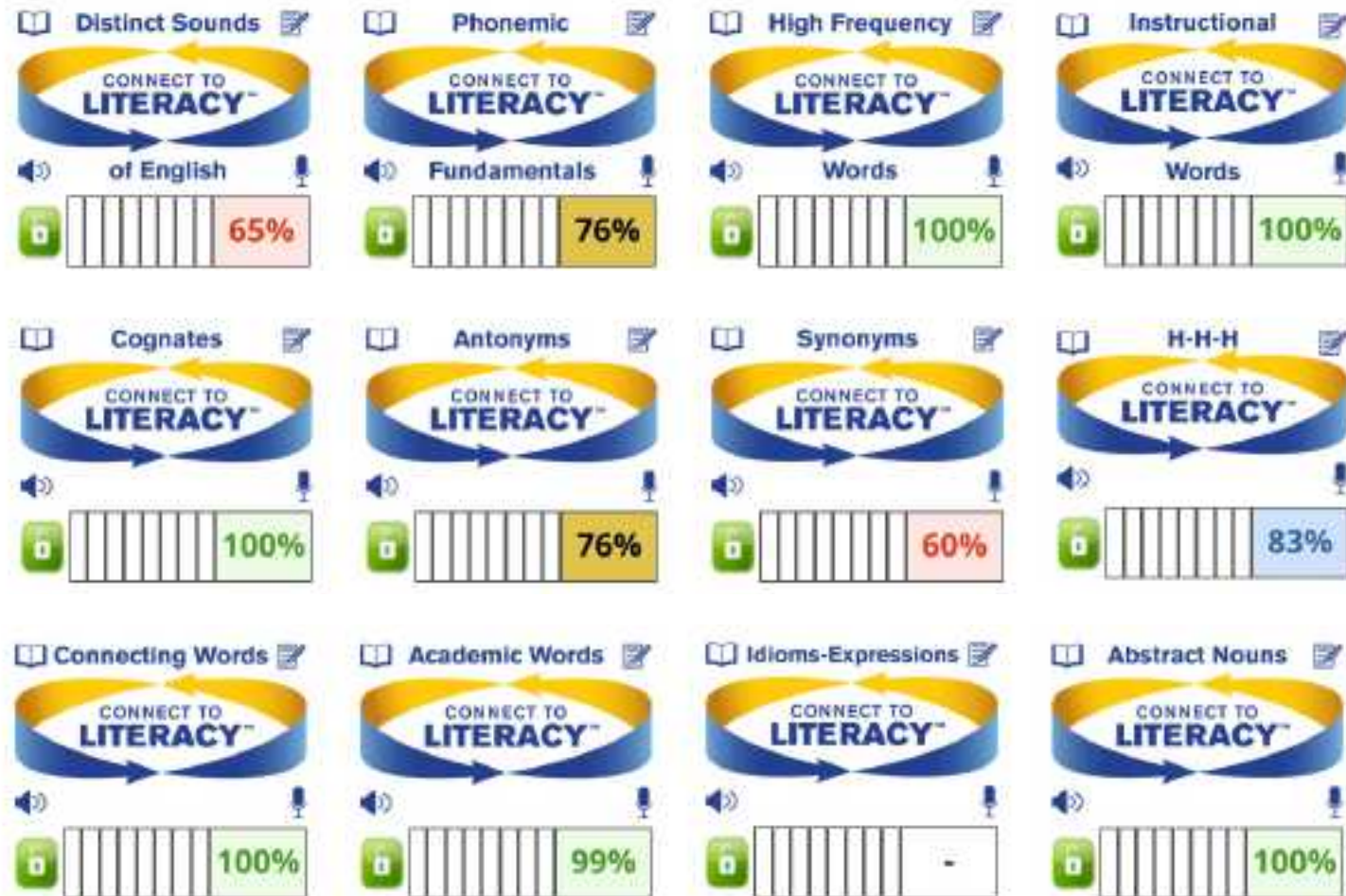
New ELPS Mastery Lesson Videos

ELPS Mastery Course

25,000 Video Mini-Lessons, Practice and Assessment Items, and Interactive Flashcards K-12

ELPS Mastery Modules	TEKS	Learning Strategies	Listening	Speaking	Reading	Writing
1. The Distinct Sounds of English	K-5.2.A, K-2.2.B	1.B	2.A, 2.B	3.A, 3.J	4.A	5.A, C
2. Phonemic Fundamentals	K-5.2.A, K-2.2.B	1.B	2.A, 2.B	3.A, 3.J	4.A	5.A, C
3. High Frequency Words English/Spanish	K.2-5.2	1.B-C, E	2.C, 2.F	3.B, 3.F	4.C, 4.F, H	5.B-C
4. Thinking Words	2-5.3B	1.B-C, E	2.I, 2.F	3.J	4.F, 4.G-H	5.B
5. Cognates	K-5.A.4	1.A-B, F	2.C, 2.F	3.G, 3.J	4.A, 4.F, H	5.B-C
6. Antonyms	2.3D, 3.3D	1.B-F	2.C, 2.F	3.D, 3.F	4.C, 4.F-H	5.B-C
7. Synonyms	2.3D, 3.3D	1.B, D-F	2.C, 2.F	3.D, 3.F	4.C, 4.F-H	5.B-C
8. Homonyms, Homophones, Homographs	2-4.3D, 3-4.3B	1.B-C, E	2.C, 2.F	3.D, 3.F	4.C, 4.F-H	5.B-C
9. Connecting words	2-5.11.D, 6-7.10.D	1.B-C, E	2.C, 2.F	3.C, 3.G	4.C, 4.F-H	5.F
10. Academic Vocabulary	K-6.3.B	1.B, E-F	2.C, 2.F	3.D, 3.F	4.C-H	5.B-C
11. Idioms and Expressions	2.3D, 3.3D	1.B, F, H	2.C, 2.F	3.F, 3.J	4.C, 4.F-H	
12. Abstract Nouns	2-5.3B	1.B, E-F	2.C, 2.F	3.D, 3.F	4.C, 4.F-H	5.B-C

New ELPS Mastery Lesson Videos



12 New ELPS Mastery Lesson Videos

Watch Lesson Model Video

Weekly Practice Sets

Week 1

Week 2

Week 3

Week 4

Week 5

Idioms or Expressions

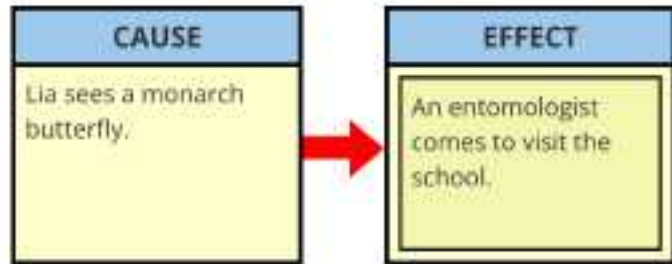
- **Idioms** are an expression or group of words that cannot be understood by the individual words.
- An **idiom** has a **literal** and a **figurative** meaning and is typically only understood by native speakers of the language.
- Examples:

Idiom or Expression	What it Means
It's raining cats and dogs.	Raining really hard outside
All ears	Listen willingly, waiting for an explanation
Ants in your pants	To be restless
Cry wolf	To ask for help when you do not need it

New Reading TEIs

Cause and Effect

Look at the diagram. Move the effect that best completes the diagram into the empty box.



Lia runs to her teacher.

Lia wants to learn more about insects and butterflies.

Lia is scared of insects.

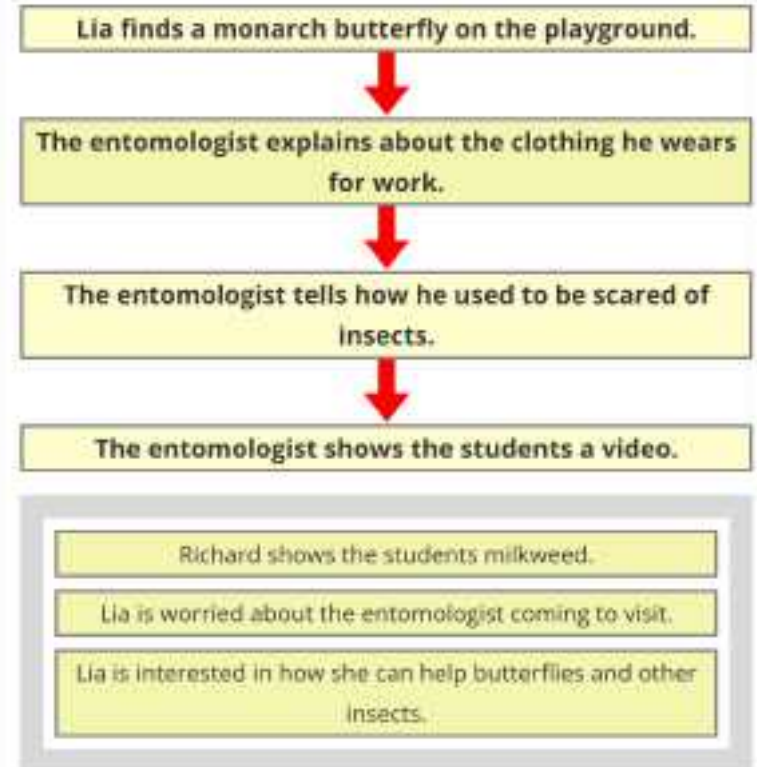
Hot Spot

Click on the highlighted phrase in paragraph 8 that best helps the reader understand the meaning of *typically*.

8 After the video was finished, Richard showed the class his tools and photographs of the butterflies. He even brought milkweed and milkweed seeds. He explained **how you plant** the seeds and take care of them. Then, he gave each student a packet of milkweed seeds to plant in their gardens. "Typically, if you can plant these seeds in the spring, then **most of the time**, the plants **will be ready** for the butterflies. The butterflies will stop at the milkweed to eat and lay their eggs. Then **in no time**, you'll see the caterpillars become new butterflies."

Multi-step Sequence

Look at the diagram. Move the event that best completes the diagram into the empty box.



New ELPS Mastery Reports

TELPAS Readiness 4th-5th Grade
(Edna Carter) [edit](#)

CONNECT TO LITERACY™
Listening-Speaking

CONNECT TO LITERACY™
Reading-Writing

TELPAS Readiness 6th-8th Grade
(Edna Carter) [edit](#)

CONNECT TO LITERACY™
Listening-Speaking

CONNECT TO LITERACY™
Reading-Writing

+ ENROLL Manage Reports

- ELPS Mastery
 - The Basics Present Tense
 - The Basics Past-Future Tense
 - Differentiated Practice
 - TELPAS Readiness Listening
 - TELPAS Readiness Speaking
 - TELPAS Readiness Reading
 - TELPAS Readiness Writing
 - Listening-Speaking Progress
 - Reading-Writing Progress
 - Benchmark ELPS Mastery Report**
 - Composite Summary Report
 - Usage Reports

The Benchmark ELPS Mastery Report only measures the ELPS Tested on TELPAS

New ELPS Mastery Reports

TELPA S Readiness 4th-5th Grade
(Edna Carter) / edit

CONNECT TO LITERACY™
Listening-Speaking

CONNECT TO LITERACY™
Reading-Writing

+ ENROLL Manage Reports

+ ELPS Mastery

- Abstract Nouns
- Academic Vocabulary
- Antonyms
- Cognates
- Connecting Words
- Distinct Sounds of English
- ELPS Mastery Summary**
- High-Frequency Words
- High-Frequency Words SP
- H-H-H
- Idioms-Expressions
- Phonemic Fundamentals
- Synonyms
- Instructional Words

TELPA S Readiness 6th-8th Grade
(Edna Carter) / edit

CONNECT TO LITERACY™
Listening-Speaking

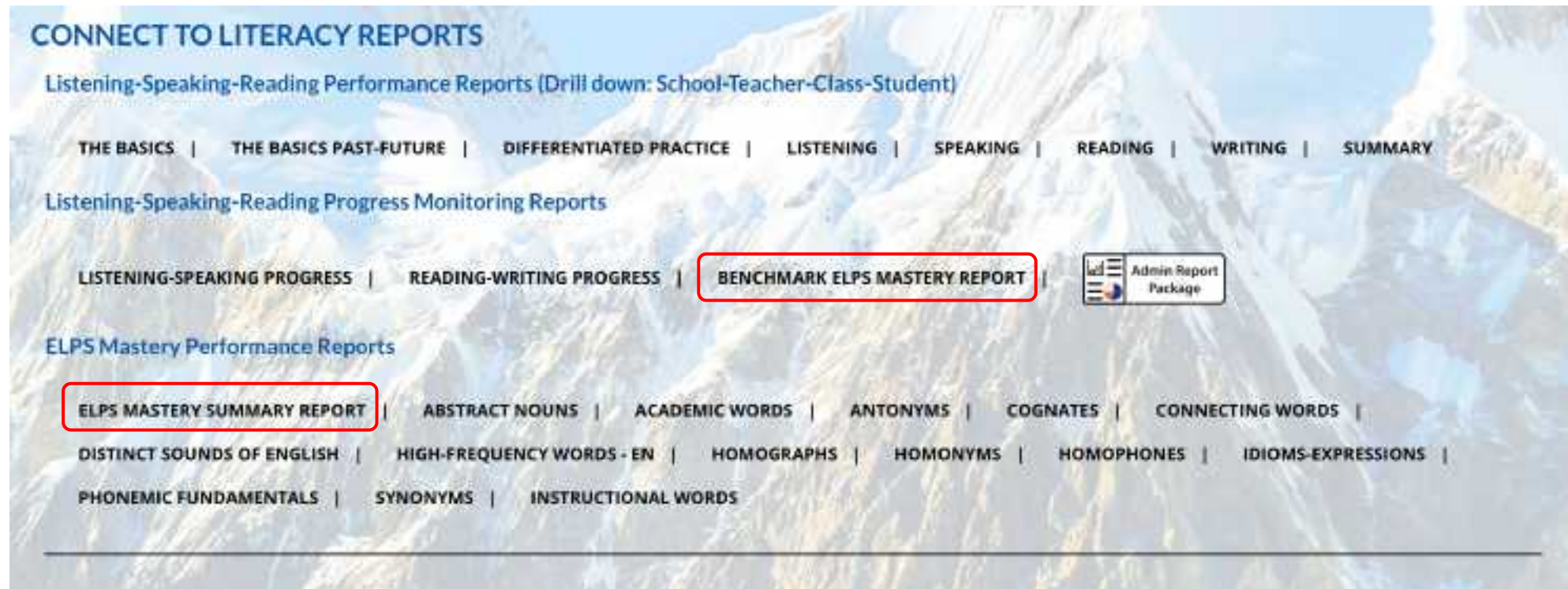
CONNECT TO LITERACY™
Reading-Writing

+ ENRO

The ELPS Mastery Summary Report tracks and measures each EB's holistic mastery of all ELPS across every language development component within the Connect to Literacy Program

ELPS Mastery Reports - District Admin ONLY

Accessible on the District Admin Dashboard Report Page

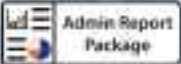


CONNECT TO LITERACY REPORTS

Listening-Speaking-Reading Performance Reports (Drill down: School-Teacher-Class-Student)

THE BASICS | THE BASICS PAST-FUTURE | DIFFERENTIATED PRACTICE | LISTENING | SPEAKING | READING | WRITING | SUMMARY

Listening-Speaking-Reading Progress Monitoring Reports

LISTENING-SPEAKING PROGRESS | READING-WRITING PROGRESS | **BENCHMARK ELPS MASTERY REPORT** | 

ELPS Mastery Performance Reports

ELPS MASTERY SUMMARY REPORT | ABSTRACT NOUNS | ACADEMIC WORDS | ANTONYMS | COGNATES | CONNECTING WORDS |
DISTINCT SOUNDS OF ENGLISH | HIGH-FREQUENCY WORDS - EN | HOMOGRAPHS | HOMONYMS | HOMOPHONES | IDIOMS-EXPRESSIONS |
PHONEMIC FUNDAMENTALS | SYNONYMS | INSTRUCTIONAL WORDS

Benchmark ELPS Mastery Report

This report measures and displays only TEA tested ELPS as measured on the Summit K12 Pre-test, Interim, and Summative assessments.

Listening				Speaking				Reading					Writing					
2.C*	2.G*	2.H*	2.I*	3.F*	3.G*	3.H*	3.J*	4.C*	4.F*	4.I*	4.J*	4.K*	5.D*	5.E*	5.EI*	5.EII*	5.EIII*	5.G*
100%	86%	86%	92%	79%	77%	76%	76%	86%	54%	71%	71%	71%	79%	54%	54%	54%	54%	
90%	69%	70%	87%	57%	52%	56%	54%	73%	55%	40%	40%	40%	68%	40%	40%	40%	40%	
97%	69%	70%	99%	71%	73%	70%	67%	72%	72%	36%	36%	36%	78%	50%	50%	50%	50%	
95%	62%	63%	92%	50%	44%	51%	55%	77%	58%	62%	62%	62%	42%	42%	42%	42%	42%	
100%	80%	82%	97%	68%	78%	74%	69%	77%	57%	48%	48%	48%	86%	37%	37%	37%	37%	
92%	57%	67%	97%	35%	44%	40%	39%	67%	44%	52%	52%	52%	63%	38%	38%	38%	38%	

Report views include:

- School Comparative Report
- Teacher Comparative Report
- Student Comparative Report
- Individual Student ELPS Mastery Report

ELPS Mastery Summary Report

This report measures and displays all ELPS from all ELD Items systemwide

Learning Strategies								Listening									Speaking							
1.A	1.B	1.C	1.D	1.E	1.F	1.G	1.H	2.A	2.B	2.C*	2.D	2.E	2.F	2.G*	2.H*	2.I*	3.A	3.B	3.C	3.D	3.E	3.F*	3.G*	3.H*
90%	77%	93%	81%	77%	77%		90%			99%	81%	93%	94%	94%	84%	93%	81%	81%	81%	81%		81%	81%	81%

Report views include:

- School Comparative Report
- Teacher Comparative Report
- Student Comparative Report
- Individual Student ELPS Mastery Report

Scroll Right to view Reading and Writing ELPS



TEKS Editing Skills Lessons

Preparing Emergent Bilingual Students for the RLA STAAR 2.0



TEKS Editing Skills Lessons

Preparing Emergent Bilingual Students for the RLA STAAR 2.0



TEKS Editing Skills

- Includes 100% of the K-English II Editing Skills TEKS - Video Lessons, Practice, and Assessments
- Embeds the lower grade-level vertically aligned scaffolds
- High Quality TEKS Instructional Videos to support all ELAR teachers, especially those in grades not traditionally used to preparing students for a Writing STAAR - grades 3rd-5th-6th-8th
- Recommendation is to focus on the TEKS Editing Skills table right after TELPAS to help close the GAP and enable all EBs to meet and well exceed the Statewide RLA “Meets” goal of 29%

Scaffolds {

Scaffolds {

Scaffolds {

Writing Skills Lesson Name	ELAR TEKS	Learn	Practice	Assess	Lock/Unlock
Standard grammar and usage					
Complete Sentences with Subject-Verb Agreement	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🟢
Compound Sentences with Subject-Verb Agreement	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Verbs					
Past tense of Irregular Verbs	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🟢
Ⓜ Past, Present, and Future Verbs	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Third-Person Singular Verb Endings -s and -es	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Future Verbs	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Nouns					
Collective Nouns	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🟢
Ⓜ Singular and Plural with Irregular Nouns	4.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Singular and Plural Nouns	4.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Common and Proper Nouns	4.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Adjectives					
Descriptive Adjectives and Articles	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Comparative and Superlative forms	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Comparative and Superlative forms Part 2	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Adverbs					
Conjunctive Adverbs	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Adverbs that Convey Frequency and Degree	4.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Adverbs that Convey Time Place and Manner	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Prepositions and prepositional phrases					
Prepositions Phrases and Subject-Verb Agreement	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Ⓜ Prepositions and Prepositional Phrases	4.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴
Pronouns					
Indefinite Pronouns	3.11.D(1)	Ⓞ Start	Ⓞ Start	Ⓞ Start	🔴

New Student Language Development Report

Ideal for Parent Conferences and ARDs

Expected availability 1/24/23

SUMMIT K12 English Language Development (ELD) Progress Report

Student: Isabella, Kelly Student ID: 123456 Date: 2/1/23
 School: Summit Academy

English Language Development (ELD) Progress Monitoring Assessments

ELD Assessment	Test Date	Listening	Speaking	Reading	Writing	Composite	PLE
Pre-test	9/7/22	2.1	1.8	2	1.9	2.2	Intermediate
Interim	11/24/22	3.1	2.4	2.3	2.2	2.5	Advanced
Summative	1/18/23	4	2.2	2.4	2.2	2.9	Advanced

Progress Monitoring Composite Summary

English Language Development (ELD) Year-to-Date (YTD) Summary

Domain	Listening	Speaking	Reading	Writing	Composite	PLE
Weekly Practice Sets	3.5	2.8	2.7	2.8	2.9	Advanced

English Language Proficiency Standards (ELPS) Mastery Year-to-Date (YTD) Summary

Domain	Listening	Speaking	Reading	Writing	Mastery Standard
SR ELD Activities and Lessons	3.5	2.8	2.6	2.2	2.8

Summit K12 Commit to Literacy Usage Summary

# LitLit YEs	158
# LitLit VC's	3,387

Summit K12 Engaged Learner Activities

Stand. Language	# Activities	Course Component	# Activities
MAKES Presentations	22	TE201 Listening	28
MAKES Peer-to-peer lessons	22	TE201 Speaking	22
Differentiated Practice Listening	12	TE201 Reading	21
Differentiated Practice Speaking	10	TE201 Writing	20
TEAEL Listening/Executive Skills	28	TE201 Memory Studies	27

Parent/Teacher Acknowledgment: _____
 Parent/Teacher Name: _____ Date: _____

Teacher Acknowledgment: _____
 Teacher Name: _____ Date: _____

Additional Acknowledgment: _____
 Name: _____ Date: _____

SUMMIT K12 TELPAS Proficiency Level Descriptors (PLDs) 2-12

PLD Level	Domain	Description
Beginning	Listening	Beginning Emergent Bilingual students have little or no ability to understand spoken English in academic and social settings.
Beginning	Speaking	Beginning Emergent Bilingual students have little or no ability to speak English in academic and social settings.
Beginning	Reading	Beginning Emergent Bilingual students have little or no ability to read and understand English used in academic and social contexts.
Beginning	Writing	Beginning Emergent Bilingual students lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.
Intermediate	Listening	Intermediate Emergent Bilingual students have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.
Intermediate	Speaking	Intermediate Emergent Bilingual students have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.
Intermediate	Reading	Intermediate Emergent Bilingual students have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.
Intermediate	Writing	Intermediate Emergent Bilingual students have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a simple manner.
Advanced	Listening	Advanced Emergent Bilingual students have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.
Advanced	Speaking	Advanced Emergent Bilingual students have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.
Advanced	Reading	Advanced Emergent Bilingual students have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social settings.
Advanced	Writing	Advanced Emergent Bilingual students 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	Listening	Advanced High Emergent Bilingual students have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
Advanced High	Speaking	Advanced High Emergent Bilingual students have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
Advanced High	Reading	Advanced High Emergent Bilingual students have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social settings.
Advanced High	Writing	Advanced High Emergent Bilingual students have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.

Summit K12 Partnership Model

Your Success = Our Success

1. Get all campuses to meet or exceed 38% proficiency gains
2. Increase campus language proficiency growth by at least 10%
3. Have all District Partners meet or exceed the state proficiency goal of 38% and grow at least 5% per year.
4. Reclassify all eligible Long-term ELs
5. Enable all EBs to achieve the “Meets” on the NEW RLA STAAR
6. Align our ELD course to mimic the TELPAS environment including the 28 unique TELPAS Item types, while making it easy for teachers and administrators to implement.

TELPAS Readiness Final Preparation Summary

1. Administer the Summative TELPAS L-S and R-W Practice Tests to all EBs in mid January.
2. Have your students complete their L-W and R-W PLPs before TELPAS by targeting 45-60 min/week on L-S and 45-60 min/week on R-W for 6-8 weeks.
3. Request Refresher Training, Coaching Sessions, and Writing Rubric calibration sessions with our PD team to support your priority campuses: support@summitk12.com
4. Contact our Support team for any of your needs: 844-331-4737 or support@summitk12.com

Support feedback received this week from one of our top 100 Districts:

“Happy New Year Mary! I hope that you had a wonderful holiday with the ones you love.

I just wanted to tell you that I really appreciate all the support that Summit K12 offers us. The support team is so responsive. It is some of the best customer service I've ever experienced in education.

Thanks a million!”

District Bilingual Administrator

Bottom Line: Our Objective is to have all of our partners feel this way.