



SUMMIT K12 IS BUILT SPECIFICALLY FOR THE TEKS AND ELPS

ENGLISH LANGUAGE DEVELOPMENT



ACCELERATE LANGUAGE PROFICIENCY GROWTH



Texas English Language Proficiency Assessment System



STUDENTS WILL PROGRESS AT LEAST ONE PROFICIENCY LEVEL!*

**For full details visit summitk12.com/guarantee-information*

Scan the code to learn more!



- Year-round, high-quality language development instruction and practice to optimize TELPAS and STAAR® outcomes
- Adaptive Personalized Learning Plans (PLPs)
- Three ELD progress monitoring benchmarks
- Content differentiated for each of the seven TELPAS grade bands
- Increase composite score by at least one level per year
- Scaffolded and Linguistically Accommodated Instruction
- AI auto scored Speaking Items with model exemplar recordings
- Accelerate reclassifications of long-term ELLs
- Formative and Progress Monitoring Assessments with real-time, data-rich reports



SUMMIT K12




CONNECT TO LITERACY — TELPAS EDITION

Summit K12 provides teachers with the support and tools they need to ensure their K-12 Emergent Bilingual scholars make steady progress toward their English Proficiency Growth Goals throughout the year.

EASY • EFFICIENT • EFFECTIVE

	LISTENING- SPEAKING MODULE	READING- WRITING MODULE	ELPS MASTERY
ADAPTIVE PERSONALIZED LEARNING PLANS (PLPs)	✓	✓	✓
COMPREHENSIVE PROGRESS MONITORING & REPORTS	✓	✓	✓
LESSON MODEL VIDEOS & GUIDED PRACTICE	✓	✓	✓
SCAFFOLDED & LINGUISTICALLY ACCOMMODATED INSTRUCTION	✓	✓	✓
PROFESSIONAL DEVELOPMENT & TRAINING COURSES	✓	✓	✓
PRONUNCIATION PERFECTOR™ AI	✓		✓
AI AUTO-SCORING OF THE SPEAKING ITEMS	✓		
TELPAS WRITING RUBRICS		✓	
“VIRTUAL TEACHER” TARGETED COACHING TIPS		✓	
LESSONS & PRACTICE IN THE K-12 EDITING TEKS		✓	
VIRTUAL MIRROR			✓
PATENTED ACADEMIC VOCABULARY MASTERY			✓

SCAFFOLDED & LINGUISTICALLY ACCOMMODATED INSTRUCTION

Writing Skills Lesson Name	ELAR TEKS	Learn	Practice	Assess
Standard Grammar and Usage				
Complete Complex Sentences with Subject-Verb Agreement	8.10.D(i)	✓	72%	68%
Avoidance of splices, run-ons, and fragments	8.10.D(i)	✓	70%	76%
 Complete Sentences with Subject Verb-Agreement	5.11.D(i)	✓	69%	⊕ Start
 Compound Sentences with Subject Verb Agreement	5.11.D(i)	✓	82%	74%
Verbs				
Consistent, appropriate use of Verb Tenses and Active and Passive Voice	8.10.D(ii)	✓	87%	92%
Consistent, appropriate uses of Verb Tenses	7.10.D(ii)	✓	⊕ Start	⊕ Start
 Past tense of Irregular Verbs	5.11.D(ii)	⊕ Start	⊕ Start	⊕ Start

COMPREHENSIVE PROGRESS MONITORING & REPORTS

Student Name	LISTENING		SPEAKING		READING		WRITING		COMPOSITE	
	Average	PLD	Average	PLD	Average	PLD	Average	PLD	Average	PLD
Ayala, Tania	3.08	A	2.31	I	3.88	AH	1.73	I	2.75	A
Carballar, María	0.87	B	2.46	I	0.04	B	1.63	I	1.25	B
Curry, Ericka	3.55	AH	3.48	A	4.00	AH	3.53	H	3.64	AH
Foster, Alfonso	3.07	A	3.40	A	3.20	A	3.07	A	3.19	H
Gutiérrez, Joaquin	3.34	A	2.67	A	1.67	I	1.00	B	3.17	H
Salvador, Kim	3.79	AH	3.98	AH	3.12	A	0.24	B	2.78	H
Kramer, Fernando	2.10	I	1.99	I	2.37	I	2.43	I	2.22	I
Rodríguez, Iris	3.99	AH	3.90	AH	3.65	AH	3.85	AH	3.85	AH
Seco, Francisco	2.88	A	3.24	A	0.69	B	1.19	B	2.00	I
Vargas, Keenan	3.94	AH	2.37	I	3.40	A	2.78	A	3.12	A
Vera, Melina	3.81	AH	3.05	A	1.67	B	2.50	A	2.76	A
Welch, Cora	2.61	A	3.44	A	3.72	AH	3.07	A	3.21	A
Wood, María	3.72	AH	3.08	A	3.58	AH	3.50	AH	3.47	A

- One Click Report Package Download for Admins
- Colorized Downloadable Excel Reports
- Directly import prior year's TELPAS scores into Summit K12

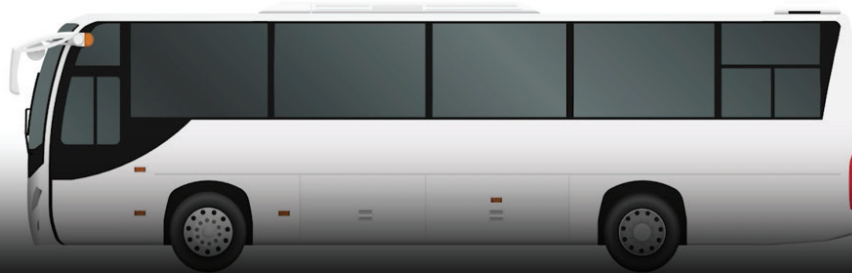
VIDEO LESSONS



Subordinating Conjunctions

A subordinating conjunction joins the two parts of a complex sentence: the independent clause and the dependent clause.

A	WH	I	T	E	B	U	S	
although as after	when whereas whenever	wherever where while	if if only in order that	though	even if even though	before because	until unless	so that since



1:22 / 6:25



GUIDED PRACTICE

Drag the words into the correct boxes

I like milk sugar in my tea.

I want to go outside, it's too hot.

I asked her to leave, I was very tired.

He doesn't eat cake, does he eat chocolate.

Do you want to play chess checkers?

We were very hungry, we ate a whole pizza.

My dad doesn't like to run, he still goes jogging.

so

or

yet

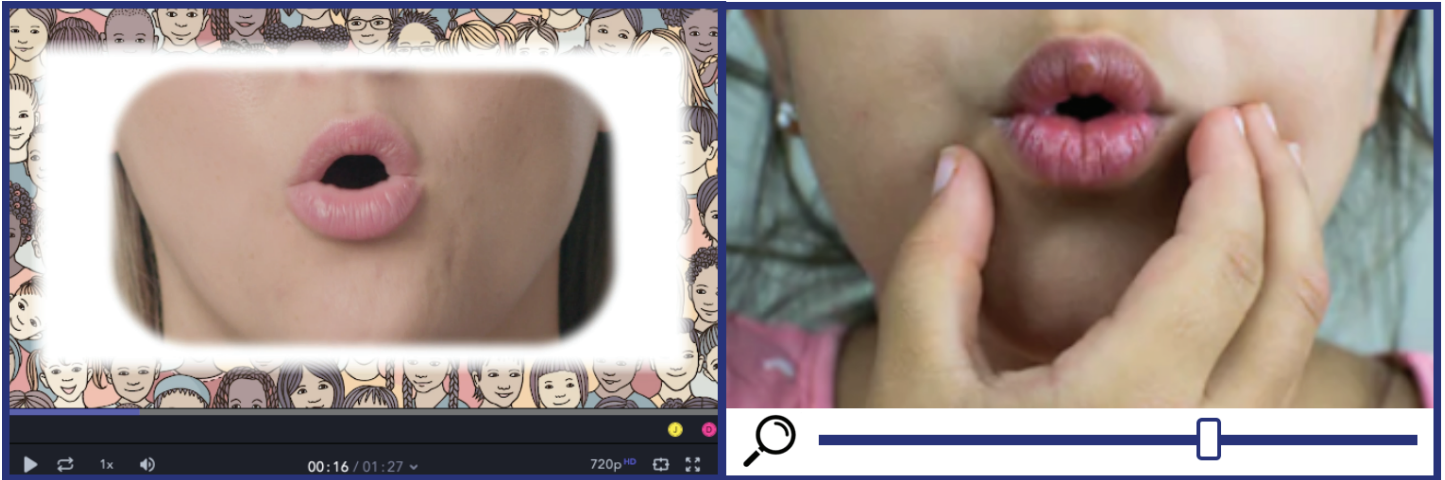
for

and

nor

but

VIRTUAL MIRROR



Students watch the video clip making the sound...

...then adjust their camera zoom to practice themselves.

“VIRTUAL TEACHER” TARGETED COACHING TIPS

Select High-Frequency Coaching Tips:

Completeness of Response

- Answer all the questions..
- Write down your ideas before speaking.
- Add more information.
- Remember to answer all parts of the question and include as many details as possible.
- Remember to use words from the question in your answer.

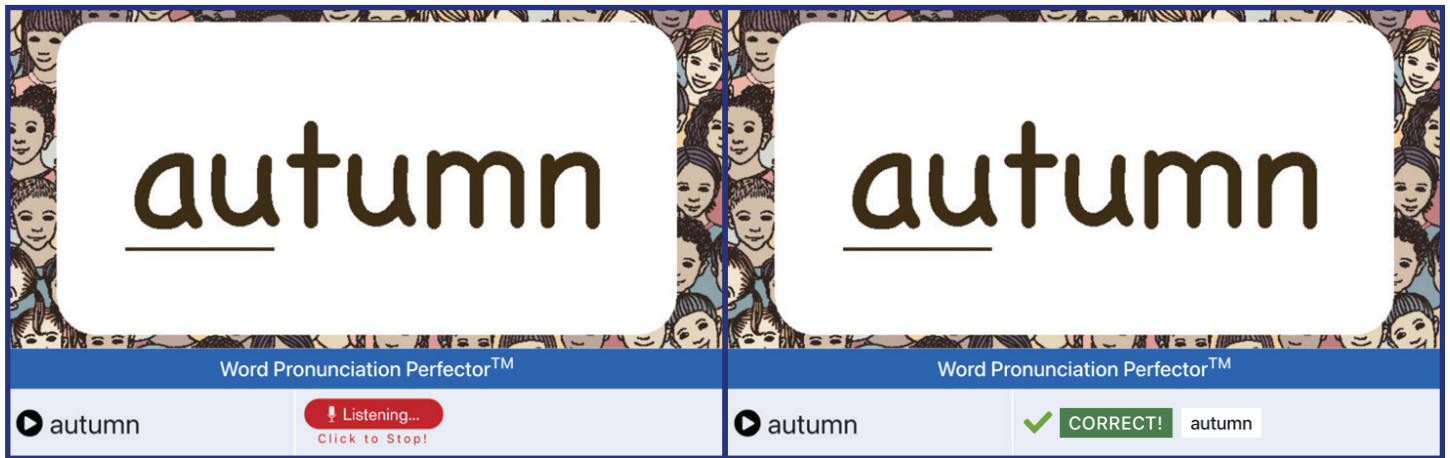
Syntax/Sentence Structure, Grammar

- Use correct verbs.
- Use the correct verb tense (**past, present, future**).
- Record longer sentences.
- Use connecting words like **and, but, or, so**.
- Use connecting words like **if, when, because, even though**.
- Make the verb(s) agree with the subject(s) -- such as **he likes** not **he like**.
- Change verbs like **say** to **said** and **make** to **made**.

Vocabulary/Word Choice

- Add many different words to your sentences.
- Use important words from science, social studies, math, and language arts.
- Use important words in your answers.

PRONUNCIATION PERFECTOR™ AI



Students practice saying words into the microphone...

...then the algorithm analyzes their pronunciation.

AI AUTO-SCORING OF THE SPEAKING ITEMS

- Dynamically evaluates 112 Linguistic dimensions tied to the TELPAS Speaking Rubrics
- Artificial Intelligence (AI) used to rate student recordings
- Includes 25+ targeted virtual coaching tips

Evaluate Speaking Skills Area	Rating
Completeness of Response	2 ▾
Syntax / Sentence Structure / Grammar	3 ▾
Vocabulary / Word Choice	3 ▾
Pronunciation and Fluency	2 ▾
Use of L1	4 ▾
Grade Using Individual Rubric Ratings OR directly assign OVERALL Score	select ▾ 2.8



Listening-Speaking 

PROGRESS MONITORING PLPs

THE BASICS

PRESENT TENSE

PAST-FUTURE TENSE

DIFFERENTIATED PRACTICE

TELPAS READINESS

LISTENING

SPEAKING



Reading-Writing 

PROGRESS MONITORING PLPs

READING

TELPAS READING READINESS

WRITING

TEKS EDITING SKILLS

TELPAS HOLISTIC WRITING PRACTICE

TELPAS WRITING READINESS

DIFFERENTIATED WRITING PRACTICE



ELPS Mastery 

ABSTRACT NOUNS

ACADEMIC WORDS

ANTONYMS

COGNATES

CONNECTING WORDS

DISTINCT SOUNDS OF ENGLISH

HIGH FREQUENCY WORDS

HOMOPHONES & HOMOGRAPHES

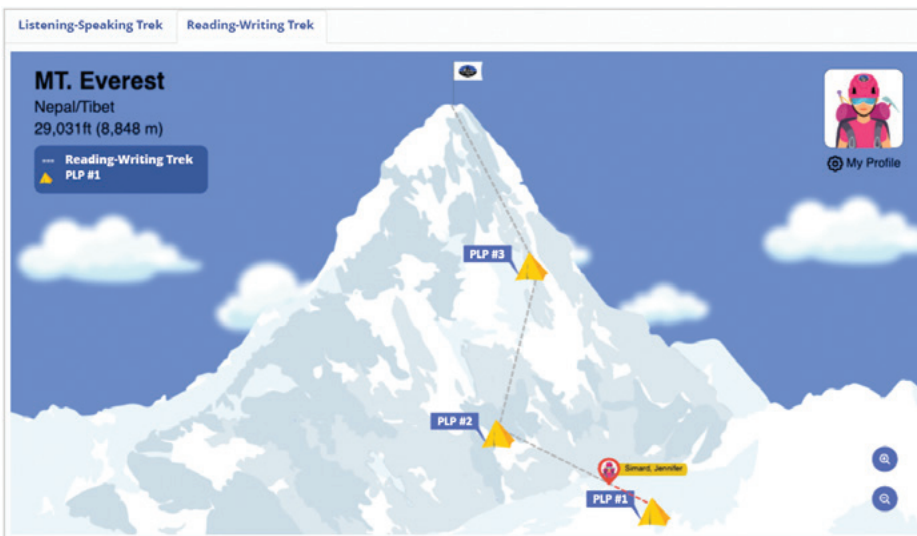
IDIOM-EXPRESSIONS

INSTRUCTIONAL WORDS

PHONEMIC FUNDAMENTALS

SYNONYMS

STUDENTS MONITOR THEIR PLP PROGRESS PROMOTING SELF-EFFICACY





ADAPTIVE PERSONALIZED LEARNING PLANS (PLPs)

Foundational Reading Skills						
Reading Skills Practice	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6
Foundation Skills for Beginners	1.75	2.95	3.55	Start	Start	Start
Foundation Skills Scaffolds	3.25	4	4	Start	Start	Start
Word Study: High Frequency/ Sight Words						
High-Frequency Word Practice Sets	Practice #1	Practice #2	Practice #3	Practice #4		
High-Frequency Words Set #1	✓	✓	✓	✓		
High-Frequency Words Set #2	✓	✓	✓	✓		
High-Frequency Words Set #3	✓	✓	✓	✓		
TELPAS Reading – TYPE 1 Items						
Reading Skills Practice	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6
Type 1: Close style questions of varying lengths	2.68	3.2	3.6	Start	Start	Start
Type 1 Scaffolds	3.6	3.8	4	Start	Start	Start
TELPAS Writing – TYPE 2 Text Entry Items						
Writing Skills Practice	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6
Type 2: Text Entry	1.85	2.9	3.4	Start	Start	Start
Type 2 Scaffolds	2.1	3.2	3.55	Start	Start	Start
Word Study: Word Pairs – Antonyms-Synonyms						
Word Pair Practice Set			Learn	Assess		
Antonyms Set #1			✓	72%		
Synonyms Set #1			✓	79%		
Antonyms Set #2			✓	87%		
TELPAS Reading – TYPE 2 Items						
Reading Skills Practice	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Quiz 6
Type 2: Short text followed by MC Questions	1.68	2.38	2.65	Start	Start	Start
Type 2 Scaffolds	1.4	1.95	2.35	Start	Start	Start
Word Study: Word Pairs – Homographs, Homophones, and Homonyms						
Word Pair Practice Set	Learn		Practice		Assess	
Homographs Set #1	✓		✓		68%	
Homographs Set #2	✓		✓		76%	

Example shown is from the Reading-Writing Module