

# Work Group A Summary of Issues and Recommendations

In December 2018, TEA provided a survey to educators for feedback regarding the English Language Proficiency Standards (ELPS). Work Group A met in March 2019 to review the approximately 2,500 responses that were submitted. The work group prepared a summary of the issues identified in the survey and suggested recommendations for future work groups. Based on the review, Work Group A categorized specific issues into the following focus areas:

- I. [Clarification of the ELPS](#)
- II. [Grade Bands](#)
- III. [Learning Strategies](#)
- IV. [Proficiency Level Descriptors](#)
- V. [Alignment to the Texas Essential Knowledge and Skills \(TEKS\)](#)

## I. Clarification of the ELPS

### Issues

From the results of the survey it was determined that there is an issue of clarity within the ELPS. The population surveyed expressed frustration with a lack of clarity in the generic language and vocabulary used. Respondents felt that certain student expectations were not measurable. Additionally, there is outdated technology language in the listening portion of the student expectations. Finally, there is redundancy within the knowledge and skill statements as well as the student expectations across the 5 domains of the ELPS (learning strategies, listening, speaking, reading, and writing).

### Recommendations

The recommendation from this work group is to revise and update the ELPS to reflect language that is direct, specific, and user-friendly in a concise manner. Generic phrasing, broad language, and word choice should be revised and replaced with concrete and specific terminology. Outdated technology language should be removed and replaced with updated technological language that mirrors

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Kindergarten, 1–2, 3–5, 6–8, and 9–12. Students in early grade levels are learning how to read for the first time regardless of language. The ELPS should address these students' emerging skills and cognitive development. In the later elementary grades and beyond, students are reading to learn and focused on acquiring academic language. In the middle

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### Recommendations

The recommendation from Work Group A is to increase the number of proficiency levels. Work Group A felt that five or six levels would be appropriate and manageable. The work group recommends that a future work group complete additional research to determine the best number of proficiency levels that will clearly show student progression. The proficiency level descriptors should also be clearly written to eliminate confusion when rating students. Language should include descriptors that are observable and truly reflect what students know and their progress. It is also a Work Group A recommendation that a future work group evaluate and determine whether the recommended grade bands should be applied universally to the ELPS or whether one set of descriptors is more appropriate for the proficiency level descriptors.

### **V. Alignment to the TEKS**

Issues