English Language Proficiency Standards Review Draft Recommendations

Draft Recommendations, English Language Proficiency Standards
Kindergarten–Grade 3 and Grades 4–12, Writing Domain

The English Language Proficiency Standards (ELPS) are organized in four language domains: listening, speaking, reading, and writing. This document reflects draft recommendations for revisions to the ELPS that have been recommended by the State Board of Education's ELPS review work groups for the **writing domain**.

The proposed revisions for the ELPS are divided into two grade bands, kindergarten–grade 3 and grades 4–12. Each domain has two sections: student expectations (SEs) and proficiency level descriptors (PLDs). The SEs in the ELPS outline what emergent bilingual (EB) students should know and be able to do as they acquire more English. The PLDs are descriptors of EB students' language acquisition across five proficiency levels: pre-production, beginning, intermediate, high intermediate, and advanced. There are general PLDs that would be applicable to any content area, and there are content-specific PLDs in English language arts and reading, mathematics, science, and social studies.

Numbering for the SEs and PLDs in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

The proposed SEs and PLDs for the writing domain are provided by grade band in side-by-side charts and labeled with a language pattern or main idea. Comments are provided in the right-hand column or denoted with an asterisk. The following notations may be used as part of the comments.

Abbreviation	Description
EB	refers to emergent bilingual
ELPS	refers to the English Language Proficiency Standards
PLD	refers to proficiency level descriptors
SE	refers to student expectation

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Proposed ELPS Student Expectations: Writing

Language Pattern	K–3 Student Expectations	Language Pattern	4–12 Student Expectations
Phonological Awareness	Writing ELPS 1 Demonstrates understanding of the relationships between sounds and letters of the English language to represent sounds when writing in English.		
Vocabulary	Writing ELPS 2 Write using high-frequency words and newly acquired academic language and content-area vocabulary	Vocabulary	Writing ELPS 1 Write using a combination of high-frequency words and newly acquired academic language and content-area vocabulary
Spelling	Writing ELPS 3 Spell using English linguistic spelling patterns and rules with increasing accuracy as more English is acquired	Spelling and punctuation	Writing ELPS 2 Write formal and informal texts using linguistic spelling patterns and rules with increasing accuracy as more English is acquired
Grammar	Writing ELPS 4 Write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Grammar	Writing ELPS 3 Write and evaluate content-area text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions with increasing accuracy
Sentences	Writing ELPS 5 Write using a variety of grade-appropriate sentence lengths, types, and transition words to combine phrases, clauses, and sentences	Sentences	Writing ELPS 4 Write genre- or content-area texts using a variety of sentence lengths and types and transition words to combine phrases, clauses, and sentences with increasing accuracy and complexity
Writing for a purpose	Writing ELPS 6 Write to narrate, describe, explain, or persuade with detail in the content areas	Writing for a purpose	Writing ELPS 5 Write to narrate, describe, explain, or justify with supporting details and evidence using appropriate content, style and conventions for specific purpose, audience, register, or genre

| | ELPS WRITING: General | | | | | | | | | |

ELPS WRITING: General

Language Patterns/SE	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
	1 PRE-PRODUCTION (silent period to sound)	**2 BEGINNING** (sound to word)	**3 INTERMEDIATE** (word to phrase)	**4 HIGH INTERMEDIATE** (phrase to sentence)	**5 ADVANCED** (sentence to discourse)	**1 PRE-PRODUCTION** (silent period to sound)	**2 BEGINNING** (sound to word)	**3 INTERMEDIATE** (word to phrase)	**4 HIGH INTERMEDIATE** (phrase to sentence)	**5 ADVANCED** (sentence to discourse)	**Comments**
General	Scribble, draw pictures, and copy words to connect oral language to print

Copy or trace information | Match sounds in words to write phonetically spelled words

Write words using a combination of images or print

Write words that use uppercase and lowercase letters, including personal information such as first and last name

Write high-frequency words such as I, a, can, and, and the | Match sounds to letters or combinations of letters to spell with increasing accuracy

Encode words while writing simple phrases and sounding out phonemes

Write phrases that may include invented spelling | Write academic terms that are cognates

Write using sentence patterns and newly acquired vocabulary using a bank of words

Revise and edit sentences by addressing spelling, punctuation, and sentence structure | Write unfamiliar words using spelling patterns and rules

Write sentences using content-compatible academic terms

Write sentences using conventional content-specific abbreviations

Write complex sentences to provide information

Write using descriptive, literal, or figurative language to compose text | Draw pictures and copy words to connect oral language to print

Copy or trace information | Copy to write phonetically spelled words

Write words using a combination of images or print

Write words that use uppercase and lowercase letters, including personal information such as first and last name

Write high-frequency words such as I, a, can, and, and the | Match sounds to letters or combinations of letters to spell with increasing accuracy

Encode words while writing simple phrases and sounding out phonemes

Write phrases that may include invented spelling | Write academic terms that are cognates

Write using sentence patterns and newly acquired vocabulary using a bank of words

Revise and edit sentences by addressing spelling, punctuation, and sentence structure | Write unfamiliar words using spelling patterns and rules

Write sentences using content-compatible academic terms

Write sentences using conventional content-specific abbreviations

Write complex sentences to provide information

Write using descriptive, literal, or figurative language to compose text | *Change the phrase "new words" to newly acquired vocabulary across all domains

Consider defining content-compatible, content-related, content-specific, high-frequency, encode, tier 2 and 3 words, sight words, wh words, etc. in the glossary or introduction; consider changing content-compatible to content-related |
| K-3: Writing ELPS 2

4-12: Writing ELPS 1

Vocabulary | Illustrate or copy print to show understanding of academic content | Write using a combination of the student's first language and English high-frequency words to show understanding of academic content | Write simple or repetitive phrases by combining two or more high-frequency words, including cognates and transitions | Write sentences using high frequency and academic vocabulary to convey understanding of content-specific concepts | Write sentences using lower frequency and academic vocabulary to convey understanding of content-specific concepts | Write academic vocabulary from native language

Illustrate or copy print to show understanding of academic content | Write using a combination of the student's first language and English high-frequency words to show understanding of academic content | Write simple or repetitive phrases by combining two or more high-frequency words, including cognates and transitions | Write sentences using high frequency and academic vocabulary to convey understanding of content-specific concepts | Write sentences using lower frequency and academic vocabulary to convey understanding of content-specific concepts | |

Language Patterns/SE	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Writing ELPS 3 4-12: Writing ELPS 2 Spelling		Connect sound to letters by relying on phonetic or invented spelling	Connect sounds to letters with increasing consistency, including clusters and different syllable patterns	Spell content-specific and high-frequency words with increasing accuracy	Spell content-specific and high-frequency words using linguistic spelling patterns accurately		Connect sound to letters by relying on phonetic or invented spelling	Connect sounds to letters with increasing consistency, including clusters, different syllable patterns, and groups of morphologically related prefixes and suffixes	Spell content-specific words and morphologically complex words with increasing accuracy	Spell abstract, content specific, low frequency words, and morphologically complex words accurately	
K-3: Writing ELPS 4 4-12: Writing ELPS 3 Grammar			Recognize and write question words	Write question sentences using the words who, what, when, where, why, and how	Write question words in increasingly complex sentences		Recognize and write question words	Write questions using wh-words with consistency in verb agreement	Write questions using wh words with consistency in verb agreement or modal auxiliary verbs with increasing accuracy Apply standard English grammar and usage, including contractions and abbreviations such as Km, mi, Kg, L, lbs., TX, Mr.	Write increasingly complex sentences using questions words and modal verbs accurately Apply standard English grammar and usage, including contractions, possessives, and abbreviations such as Km, mi, Kg, L, lbs., TX, Mr.	
K-3: Writing ELPS 5 4-12: Writing ELPS 4 Sentences	Scribble, draw pictures, and copy words to respond to a topic	Write using provided high-frequency words, simple phrases, or patterns that may convey ideas or information	Write simple phrases using visual support or word banks	Write sentences with increasing accuracy	Write increasingly complex sentences using connecting words and newly acquired vocabulary	Draw pictures, label, list, and copy words	Write using provided high-frequency words, simple phrases, or patterns that may convey ideas or information	Write simple phrases using visual support or word banks	Write sentences with increasing accuracy	Write increasingly complex sentences using connecting words and newly acquired vocabulary	
K-3: Writing ELPS 6 4:12: ELPS 5 Descriptive Vocabulary **Discourse** *rename to Discourse	Illustrate or copy print to show understanding of academic content	Write using a combination of images and print to narrate, describe, explain, or persuade using acquired information or personal experiences	Write using frequently modeled content-specific language to narrate, describe, explain, or persuade using acquired information or personal experiences using content-specific terminology with details	Write using language common to content-specific language to narrate, describe, explain, or persuade using acquired information or personal experiences using content-specific terminology with relevant details	Write using precise content-specific language to narrate, describe, explain, or persuade using content-specific terminology with relevant and appropriate details		Write using a combination of images and print to narrate, describe, explain, or justify understanding of ideas, solutions, evidence-based findings, or representation	Write using frequently modeled content-specific language to narrate, describe, explain, or justify understanding of ideas, solutions, evidence-based findings, or representation	Write using language common to content-specific language to narrate, describe, explain, or justify the reasonableness of ideas, solutions, evidence-based findings, or representations	Write using precise content-specific language to narrate, describe, explain, or justify the reasonableness of ideas, solutions, evidence-based findings, or representations	

Language Patterns/SE	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Writing ELPS 6 4:12: ELPS 5 Descriptive Vocabulary **Discourse** *rename to Discourse	Identify descriptive words	Write descriptive words to add details to written texts or pictures	Write an idea with specific and relevant details using descriptive phrases	Write to explain an idea with specific and relevant details using simple sentences with increasing accuracy	Write to explain an idea with specific and relevant details using increasingly complex sentences	Identify descriptive words	Write descriptive words to add details and evidence to written texts or pictures	Write an idea with specific and relevant details and evidence using descriptive phrases	Write to explain an idea with specific and relevant details and evidence using simple sentences with increasing accuracy	Write to explain an idea with specific and relevant details and evidence using increasingly complex sentences	

ELPS WRITING: English Language Arts

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Writing ELPS 1 4-12: Writing ELPS 0 Phonological Awareness		Write uppercase and lowercase letters when dictating to them	Encode words while writing phrases and sounding out the phonemes	Write multisyllabic words, pattern phrases, and short sentences while sounding out the words (it may be some words written phonologically)	Write sentences independently, sounding out the letters of the words with increasing accuracy		Write uppercase and lowercase letters when dictating to them	Encode words while writing phrases and sounding out the phonemes	Write multisyllabic words, pattern phrases, and short sentences while sounding out the words (it may be some words written phonologically)	Write sentences independently, sounding out the letters of the words with increasing accuracy	
K-3: Writing ELPS3 4-12: Writing ELPS 2 Spelling		Identify and spell sight words and consonant vowel consonant (CVC) words	Identify and spell family words following a pattern	Spell words that follow specific rules such as double ee, oo, ending in e, compound words with increasing accuracy	Spell multisyllabic words following patterns and rules consistently		Identify and spell sight words and consonant vowel consonant (CVC) words	Identify and spell family words following a pattern	Spell words that follow specific rules such as double ee, oo, ending in e, compound words with increasing accuracy	Spell multisyllabic words following patterns and rules consistently	*Consider removing informal and formal texts in 4-12 ELPS 2
K-3: Writing ELPS 4 4-12: Writing ELPS 3 Grammar	Identify parts of speech by sorting or labeling	Identify common nouns and verbs	Use provided pronouns, nouns, verbs, and articles to write phrases	Use common pronouns, articles, nouns, verbs, adjectives, adverbs, and conjunctions to write complete sentences	Write pronouns, articles, nouns and verbs adjectives, adverbs, and prepositions, with increasing accuracy	Identify parts of speech by sorting, labeling, or listing	Use one word to label, describe, or indicate nouns, pronouns, articles adjectives, and verbs	Combine provided nouns, pronouns, articles, verbs, conjunctions, and adjectives to write simple high-frequency phrases such as subject-verb-object (S-V-O) to convey information	Combine common nouns, pronouns, articles, verbs, adverbs, prepositions, conjunctions, and adjectives to write sentences using a variety of patterns to convey information	Write sentences with increasing accuracy and complexity to convey information	*Consider adding a statement regarding K-1 ability to reach high intermediate and advanced PLDs *ELPS 3 4-12 includes the term **evaluate** which doesn't show up in the TEKS until 11-12 grade – consider removing the word evaluate from 4-12
K-3: Writing ELPS 4 4-12: Writing ELPS 3 Grammar		Write simple present tense verbs	Write simple phrases using present tense and present progressive tense verbs with subject verb agreement	Write sentences using past, present, and progressive tense verbs with subject verb agreement with increasing accuracy	Write sentences using past, present, progressive, and future tense verbs with subject verb agreement with accuracy		Write simple present tense verbs	Write simple phrases using present tense and present progressive tense verbs with subject verb agreement	Write sentences using past, present, perfect, and progressive tense verbs with subject verb agreement with increasing accuracy	Write sentences using past, present, perfect, progressive, and future tense verbs with subject verb agreement with accuracy	

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Writing ELPS 4 4-12: Writing ELPS 3 Grammar				Apply standard English grammar and usage with increasing accuracy	Apply standard English grammar and usage with accuracy						
K-3: Writing ELPS 5 4-12: Writing ELPS 4 Sentences	Identify spaces between words in a sentence	Separate words in a phrase	Write simple high-frequency phrase patterns such as subject-verb (S-V)	Write simple high-frequency sentence patterns such as subject-verb-object (S-V-O)	Write text by combining transition words and sentences with increasing accuracy		Copy writing for various contexts or purposes with increasing accuracy	Write simple phrases for various contexts or purposes using high frequency words	Write genre-specific text using simple sentences and transition words to combine phrases and sentences with increasing accuracy	Write genre-specific text using a variety of sentence lengths and types of transition words to combine phrases, clauses, and sentences with increasing accuracy and complexity	
K-3: Writing ELPS 6 4-12: Writing ELPS 5 Descriptive Vocabulary *rename to Discourse								Write phrases to depict a narrative, describe a process or image, or support a position	Write sentences to create a narrative, describe a process, or support a position or claim with increasing detail and accuracy	Write sentences to create a narrative, describe a process, or support a position or claim with detail and accuracy with an emphasis on purpose, audience, register, and genre	

ELPS WRITING: Math

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	**2 BEGINNING** (sound to word)	**3 INTERMEDIATE** (word to phrase)	**4 HIGH INTERMEDIATE** (phrase to sentence)	**5 ADVANCED** (sentence to discourse)	**1 PRE-PRODUCTION** (silent period to sound)	**2 BEGINNING** (sound to word)	**3 INTERMEDIATE** (word to phrase)	**4 HIGH INTERMEDIATE** (phrase to sentence)	**5 ADVANCED** (sentence to discourse)	
K-3: Writing ELPS 2 4-12: Writing ELPS 1 Vocabulary	Identify common mathematical symbols such as (=), (+), (-), and (,)	Copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), (&), (.), and (,) in modeled word problems	Write common mathematical phrases and symbols such as equal to, divided by, (=), (&), (.), and (,) in dictated word problems	Write common mathematical phrases and symbols such as equal to, divided by, (=), (&), (.), and (,) in student generated word problems with increasing accuracy	Write common mathematical phrases and symbols such as equal to, divided by, (=), (&), (.), and (,) in student generated word problems with accuracy	Identify common mathematical symbols such as (=), (+), (-), and (,)	Copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), greater than, (>), (&), (.), and (,) in modeled word problems	Write common mathematical phrases and symbols such as equal to, divided by, (=), greater than, (>), (&), (.), and (,) in dictated word problems	Write common mathematical phrases and symbols such as equal to, divided by, (=), greater than, (>), (&), (.), and (,) in student generated word problems with increasing accuracy	Write common mathematical phrases and symbols such as equal to, divided by, (=), greater than, (>), (&), (.), and (,) in student generated word problems with accuracy	
K-3: Writing ELPS 6 4-12: Writing ELPS 5 Descriptive Vocabulary *rename to Discourse		Copy simple word problems using frequently modeled mathematical language	Write simple word problems and explain mathematical thinking using high frequency mathematical language	Write simple word problems and explain mathematical thinking using high frequency mathematical language with relevant details	Write word problems and explain mathematical thinking using precise mathematical language with relevant and accurate details		Copy simple word problems using frequently modeled mathematical language	Write simple word problems and explain mathematical thinking using high frequency mathematical language	Write simple word problems and explain or justify mathematical thinking using high frequency mathematical language with relevant details	Write word problems and explain or justify mathematical thinking using precise mathematical language with relevant and appropriate details	

ELPS WRITING: Science

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					Comments
	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	1 PRE-PRODUCTION (silent period to sound)	2 BEGINNING (sound to word)	3 INTERMEDIATE (word to phrase)	4 HIGH INTERMEDIATE (phrase to sentence)	5 ADVANCED (sentence to discourse)	
K-3: Writing ELPS 2 4-12: Writing ELPS 1 Vocabulary	Identify academic terms that are cognates	Copy academic terms that are cognates such as cycle and ciclo, organism and organismo	Write phrases with academic terms that are cognates such as cycle and ciclo, organism and organismo	Write sentences with academic terms that are cognates such as cycle and ciclo, organism and organismo	Write sentences that include content-compatible academic terms	Identify academic terms that are cognates	Copy academic terms that are cognates such as cycle and ciclo, organism and organismo	Write using high frequency scientific terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	Write using scientific terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy	Write using scientific terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy	
K-3: Writing ELPS 6 4-12: Writing ELPS 5 Descriptive Vocabulary *rename to Discourse		Copy information using frequently modeled science and engineering language	Record information using high frequency scientific and engineering language with details	Record general information using scientific and engineering language with relevant details	Record pertinent information using precise science and engineering language with relevant and accurate details		Copy information using frequently modeled science and engineering language	Record and explain information using high frequency scientific and engineering language with evidence	Record, explain, and justify information using general scientific and engineering language with relevant evidence	Record, explain, and justify information using precise science and engineering language with relevant and accurate evidence	Used "record" instead of "write" to align with science language

ELPS WRITING: Social Studies

Language Patterns	K–3 Proficiency Level Descriptors					4–12 Proficiency Level Descriptors					
	1 PRE-PRODUCTION (silent period to sound)	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**1 PRE-PRODUCTION (silent period to sound)**	**2 BEGINNING (sound to word)**	**3 INTERMEDIATE (word to phrase)**	**4 HIGH INTERMEDIATE (phrase to sentence)**	**5 ADVANCED (sentence to discourse)**	**Comments**
K-3: Writing ELPS 2 4-12: Writing ELPS 1 Vocabulary	Identify academic terms that are cognates	Copy academic terms that are cognates such as community and comunidad, history and historia	Write phrases with academic terms that are cognates such as community and comunidad, history and historia	Write sentences with academic terms that are cognates such as community and comunidad, history and historia	Write sentences that include content-compatible academic terms	Identify academic terms that are cognates	Copy academic terms that are cognates such as community and comunidad, history and historia	Write using high frequency social studies terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	Write using social studies terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy	Write using social studies terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy	
K-3: Writing ELPS 6 4-12: Writing ELPS 5 Descriptive Vocabulary *rename to Discourse		Copy high-frequency vocabulary related to cause and effect and chronology	Write phrases using high frequency social studies language related to cause and effect, chronology, or comparison	Write sentences using high frequency social studies language related to cause and effect, chronology, or comparison with relevant details	Write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details		Copy high-frequency social studies language	Write phrases to describe and explain information using high frequency social studies language	Write sentences to explain and justify information using high frequency social studies language with relevant details	Write sentences to explain and justify information using precise social studies language with relevant and accurate details	