

CompuScholar, Inc.
Alignment to Texas
"English Language Proficiency (ELPS)" Standards
All CompuScholar Courses

Texas Standards:

Standards Name:	English Language Proficiency Standards (ELPS)
Focus Area:	Cross-Disciplinary Standards
Standards Link:	P2017 ELPS Breakouts Science

Description

CompuScholar supports ELPS standards within our course material in order to best serve our students, even though ELPS compliance is not required by Texas for CTE subjects. The ELPS listed below are taken from the Proclamation 2017 "Science" standards. **ELPS items marked as "N/A" in that document are omitted here for clarity.**

Course Standards

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected	
ELPS Requirement	Description
(A) use prior knowledge and experiences to understand meanings in English;	Courses will use real-world examples familiar to today's students to demonstrate and explain new concepts and vocabulary.
(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);	Courses contain opportunities for students to work in small groups, ask for help, and incorporate feedback into finished work. Students are encouraged to present their work to the class.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	
ELPS Requirement	Description
(C-3, C-4) learn new basic and academic vocabulary heard during classroom instruction and interactions;	All courses contain ample opportunity to learn basic and academic vocabulary within the specific subject. Students can hear and see the vocabulary terms in our instructional videos that accompany each lesson.

(D-2) seek clarification [of spoken language] as needed;	Every lesson has teacher-driven classroom discussion questions that give students opportunities to hear technical subjects discussed and to seek clarification as needed.
(E-3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Technical terms and key words are often based in familiar concepts (e.g. using the "+" operator for string concatenation), and these familiar concepts are explained when introducing new ideas.
(I-3, I-5) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests, and taking notes commensurate with content and grade-level needs.	Students have at least two opportunities for listening to spoken English in each lesson - the instructional video and the classroom discussion as detailed in the lesson teacher's guides. Students will participate in the classroom discussion and take appropriate notes.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected

ELPS Requirement	Description
(B-3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	The classroom discussion questions in each lesson give students a chance to hear and use vocabulary terms throughout each course. Terms introduced earlier in the course are naturally reinforced in later chapters.
(C-4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired;	Students have ample opportunities to speak using basic and technical English. Every lesson contains suggested classroom discussion questions, and students are frequently asked to present their work to the class (especially in group project settings).
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	Students have ample opportunities to speak using basic and technical English. Every lesson contains suggested classroom discussion questions, and students are frequently asked to present their work to the class (especially in group project settings).
(E) share information in cooperative learning interactions;	Each course contains one or more group projects where students will cooperate in a variety of roles to define, design, build, and test digital artifacts or coded projects.
(F) ask and give information ranging from 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, to using abstract and content-based vocabulary during extended speaking assignments;	Each course contains one or more group projects where students will cooperate in a variety of roles to define, design, build, and test digital artifacts or coded projects. Extensive interpersonal interaction using basic and technical English is required, and groups are encouraged to present their work to the class.

<p>(H-3) explain with increasing specificity and detail as more English is acquired;</p>	<p>The classroom discussion questions in each lesson give students a chance explain answers using increasingly complex basic and technical English as each course progresses. Terms introduced earlier in the course are naturally reinforced in later chapters.</p>
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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

ELPS Requirement	Description
<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;</p>	<p>Key terms are identified and used throughout each course, and reinforced with common explanations and visual metaphors (e.g. the build and run button in an IDE may look like the green "play" arrow on a DVR).</p>
<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;</p>	<p>Animated and narrated instructional videos introduce and reinforce all lesson concepts, and may be used before and/or after lesson text as needed.</p>
<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;</p>	<p>Animated and narrated instructional videos introduce and reinforce all lesson concepts, and may be used before and/or after lesson text as needed.</p>
<p>(G-2, G-3, G-4) demonstrate comprehension of increasingly complex English by retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;</p>	<p>Students have ample opportunities to speak using basic and technical English. Every lesson contains suggested classroom discussion questions, and students are frequently asked to present their work to the class (especially in group project settings). Students are expected to take appropriate notes from the discussions, videos and lesson text.</p>