

TELPAS ACADEMY

SPEAKING

Accelerating EL Progress through
Cognitive and Linguistic
Scaffolding Routines

Claudia Coronado

Niranda Flores

Lileana Rios-Ledezma

Bilingual/ESL Specialists

Region One ESC

lledezma@esc1.net



Workshop #: 160113

© 2020

Intellectual Property Statement

All materials, content, and forms contained in this training/presentation are the intellectual property of the Region One Education Service Center and are intended for use by session participant at the classroom, campus, or district level only. Materials are to be used “as is” without modification.

Materials may not be used for personal benefit or financial gain or for use outside of the school system.



Session Objectives

Content Objective

- Today I will explore **TELPAS speaking domain** in order to craft connections to TELPAS PLDs.

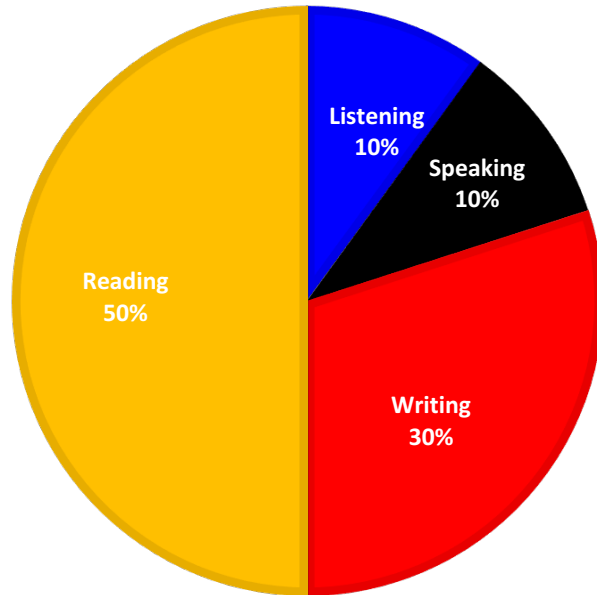
Language Objective

- Today I will share different ideas on **how to implement scaffolding strategies** in the classroom based on TELPAS speaking PLDs.

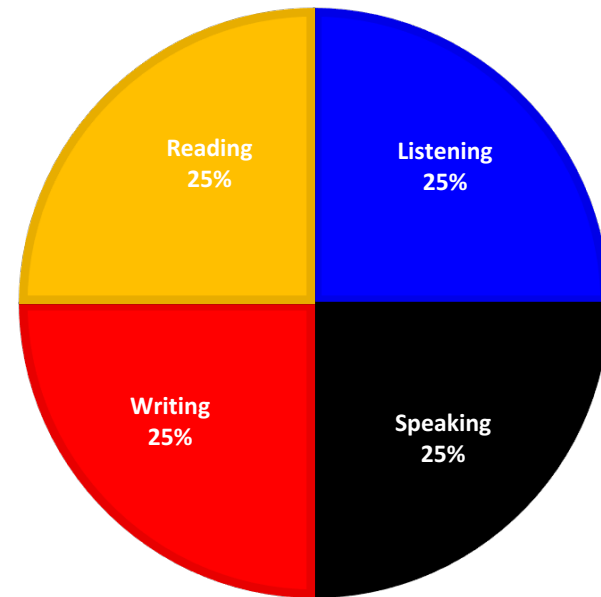


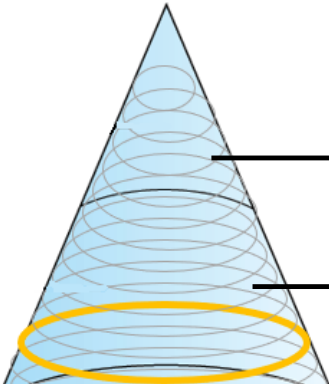
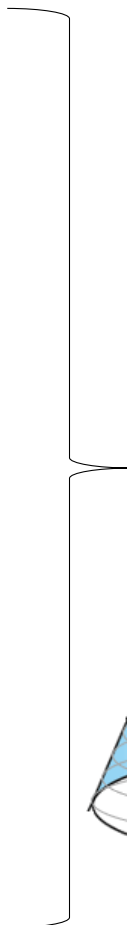
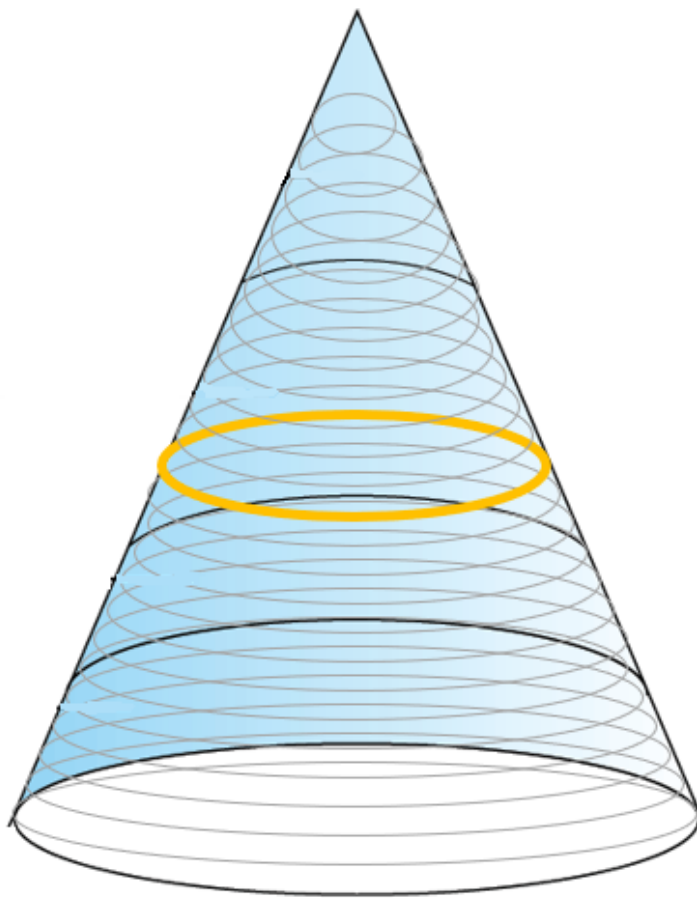
TELPAS Composite Rating

2017



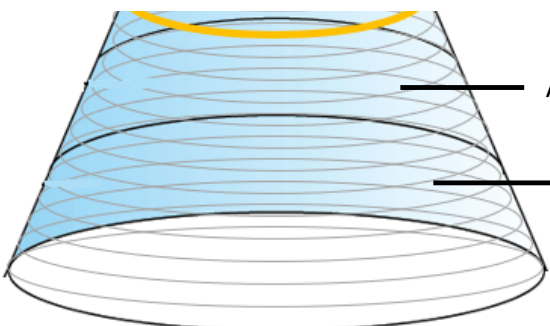
2018 - Present





Beginner
Intermediate

BICS

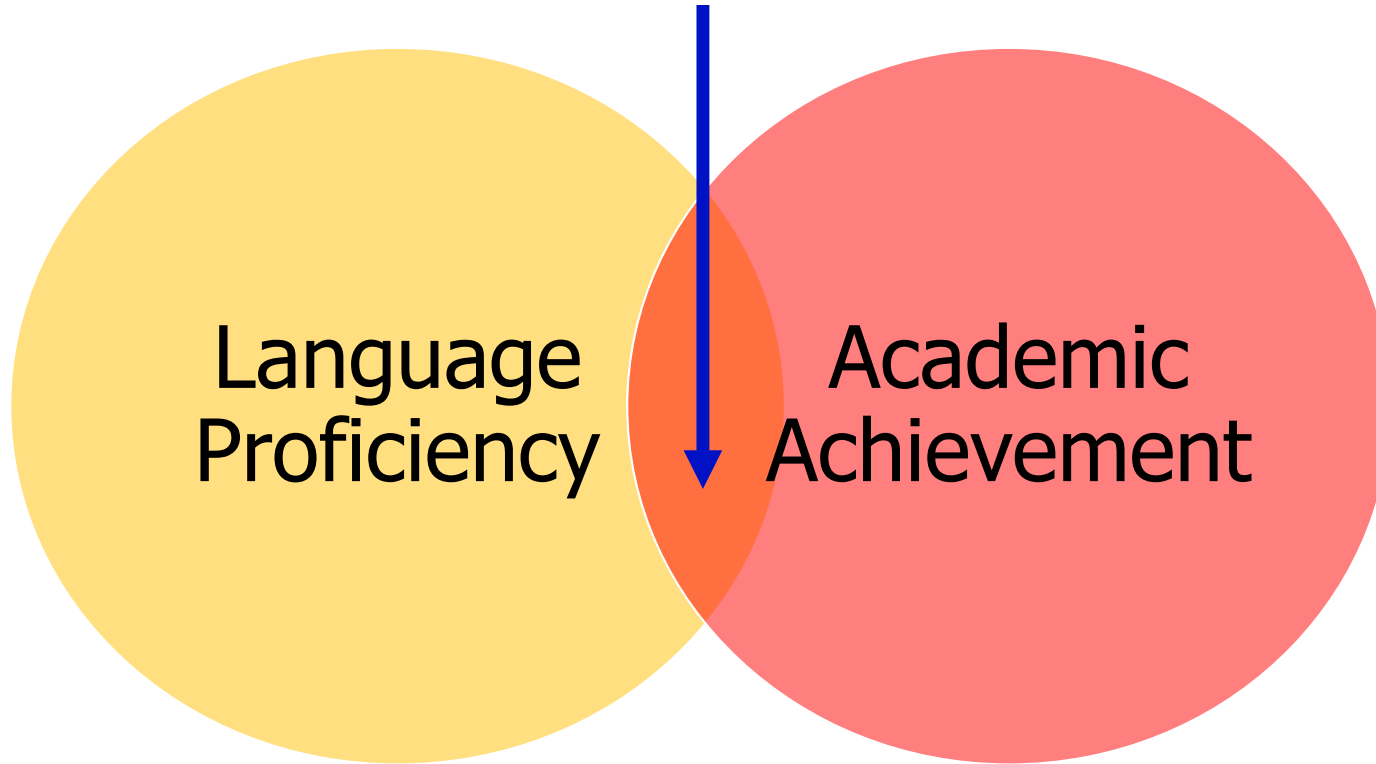


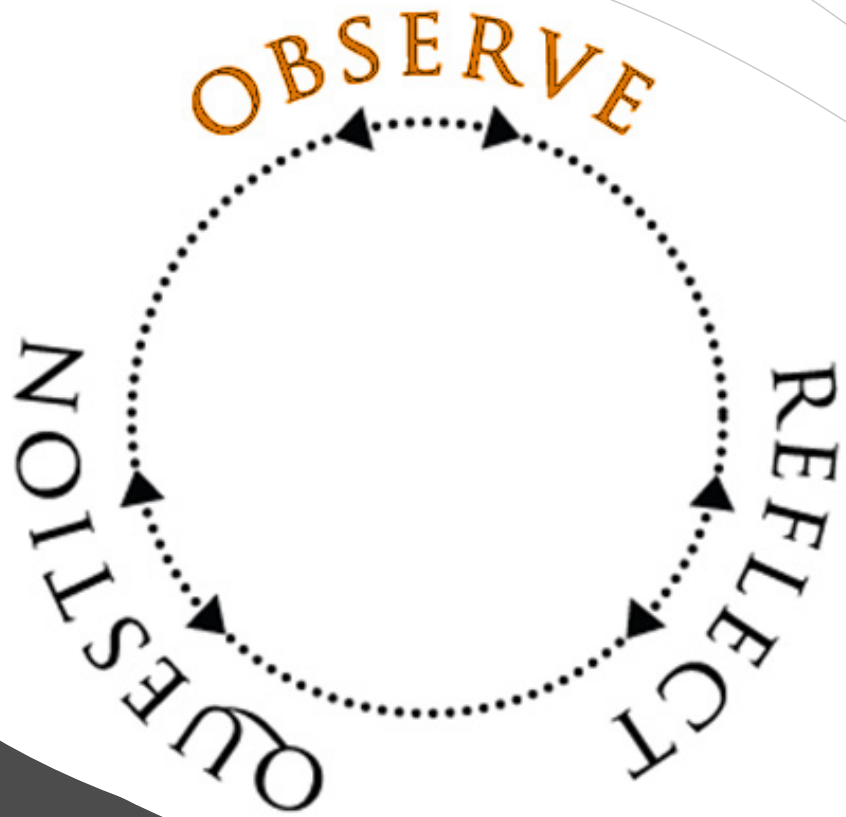
Advanced
Advanced High

CALP



Academic Language Proficiency







TE

Remote Check-In Code: speaking

What changed about Alina's answer?

What prompted those changes?



General Information About TELPAS Online Tests





ESSAY.WS WRITING SERVICE © 2020

TELPAS Speaking




Creator: elenabs | Credit: Getty Images/iStockphoto



Remote Check-In Code: speaking

© 2020

BICS vs CALP

Domain	Examples of BICS	Examples of CALP
<p style="text-align: center; font-size: 2em; color: blue;">Speaking</p>	<p>Highly routine classroom interactions; interacting informally with friends and classmates</p>	<p>Participating in class discussions to build and demonstrate conceptual understanding; listening to presentations; understanding language used in cognitively demanding explanations; presenting information to others</p>
	<p style="text-align: center;">May I go to the bathroom?</p> 	<p style="text-align: center;"> rigorous summary generate summarize strategy dictionary strategize rigor assessment predict hypothesis appendix glossary dispute angle axiom literal anthology multiply fraction assess hierarchy reason dialect strategic sum figurative syllabic syllable phoneme </p>



TELPAS Grade Level Clusters

Speaking
Grades 2-3
Grades 4-5
Grades 6-8
Grades 9-12





TELPAS Grades 2–12 Speaking Blueprint Possible Points

Speaking	Reporting Category 1: Provide and summarize information	16
	Reporting Category 2: Share opinions and analyze information	20
	Total	36



Speaking Reporting
Category 1

summarize, narrate,
describe and explain

Basic communication in
academic / social context

Very limited bank of high-
frequency vocabulary

Key words / expressions

Specificity and details

★ Use abstract and
content-based vocabulary



Types of Questions for RC1

Formulate
and Ask a
Question

Explain a
Response or
Reaction to
a Situation

Describe a
Picture

Talk About a
Future Event

Give
Directions

Explain a
Process

Tell a Story
Based on
Picture Cues

Explain or
Summarize a
Recorded
Stimulus



Question Design



Look at the picture and read the question. When you are ready to speak, answer the question.

What question is the woman probably asking herself?



Remaining attempts: 2

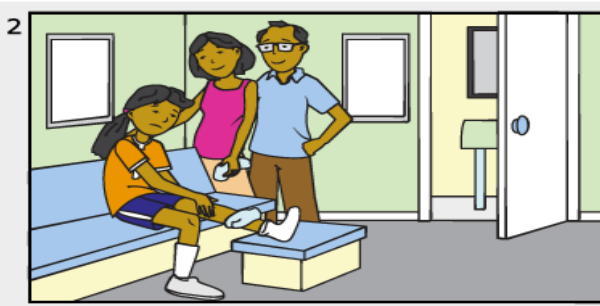
Formulate and Ask a Question




Remote Check-In Code: speaking

© 2020

Look at the pictures. You will use the pictures to tell a story. When you are ready to speak, talk about each picture in order. Tell as much as you can.



 Remaining attempts: 2

Tell a Story Based on Picture Cues

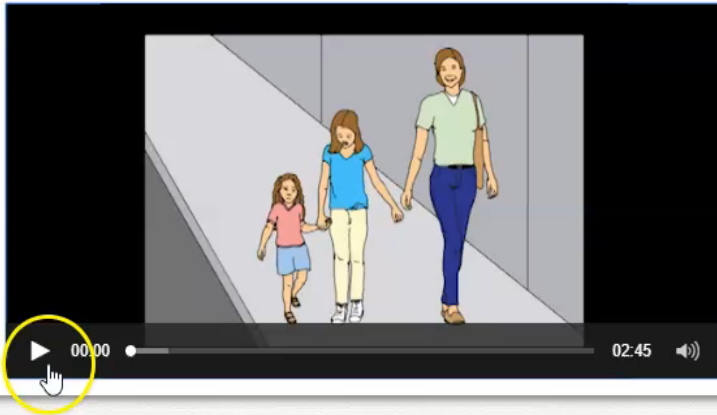


Look at the pictures. You will use the pictures to tell a story. When you are ready to speak, talk about each picture in order. Tell as much as you can.

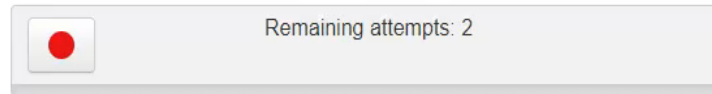




Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak.



What is Nina's problem in this story? How does Jessica help Nina solve the problem?



Explain or Summarize a Recorded Stimulus

Read the information below. You will use the map to give directions. When you are ready to speak, tell as much as you can.

Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.

Give Directions



Remaining attempts: 1

Read the information below. You will use the map to give directions. When you are ready to speak, tell as much as you can.

Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.



Remote Check-In Code: speaking

TELPAS Speaking – 2 point

- Two-point item
 - direct
 - predict using a stimulus (picture)
 - using map to provide directions
- **45 seconds** to respond

+2



TELPAS Speaking – 4 point

- **Four-point item**

- open ended
- series of pictures to explain a multi-step process
- comparing and contrasting
- taking and defending a position

- **90 seconds** to respond

+ 4



TELPAS Speaking Rubric



	(1) A response at a score point 1 may	(2) A response at a score point 2 may	(3) A response at a score point 3 may	(4) A response at a score point 4 may
Completeness of Response	<ul style="list-style-type: none"> be silent and not attempt to address the task attempt to address the task, but may be limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases 	<ul style="list-style-type: none"> address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics 	<ul style="list-style-type: none"> address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	<ul style="list-style-type: none"> consist of single words, short phrases and/or occasional short sentences seem memorized, formulaic and/or highly practiced include many grammar features of another language that inhibit communication 	<ul style="list-style-type: none"> contain mostly simple sentences in the present tense include simple English language structures include grammar errors that limit communication 	<ul style="list-style-type: none"> generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures include grammar errors when using less common language structures, which interfere somewhat with communication 	<ul style="list-style-type: none"> generally include complex sentences and grammar structures nearly comparable to native English-speaking peers include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	<ul style="list-style-type: none"> be repetitive and not demonstrate an ability to use words to make an original message be mostly limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> rely mostly on high-frequency or basic vocabulary, but still convey an original message rarely include details because of the student's limited vocabulary 	<ul style="list-style-type: none"> include common abstract and academic vocabulary words include some details on familiar topics 	<ul style="list-style-type: none"> feature vocabulary at a level nearly comparable to their native English-speaking peers include idioms or colloquialisms used by native English-speaking peers include abstract and academic vocabulary with minor, infrequent errors; word choice may occasionally still be awkward or imprecise
Pronunciation and Fluency	<ul style="list-style-type: none"> include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up include pronunciation that is extremely difficult to understand 	<ul style="list-style-type: none"> include pauses to search for words include some pronunciation errors that limit understanding 	<ul style="list-style-type: none"> include brief pauses when searching for words or attempting to restate or clarify include pronunciation errors but generally still be understandable 	<ul style="list-style-type: none"> include few brief pauses include few pronunciation errors; these errors rarely interfere with understanding
Use of L1	<ul style="list-style-type: none"> be entirely or mostly in another language 	<ul style="list-style-type: none"> include some words in another language 		



TELPAS Speaking Rubric



Summarize the rubric. Read the "score point" column according to your Breakout Room #. Summarize the main characteristics in one sentence, write three bullet points, and choose an image to place in the google slide.

Break Out Room #1 = Slide # 1

Break Out Room #5 = Slide # 5

Break Out Room #2 = Slide # 2

Break Out Room #6 = Slide # 6

Break Out Room #3 = Slide # 3

Break Out Room #7 = Slide # 7

Break Out Room #4 = Slide # 4

Break Out Room #8 = Slide # 8



<https://tinyurl.com/y37vqjd5>

	(1) A response at a score point 1 may	(2) A response at a score point 2 may	(3) A response at a score point 3 may	(4) A response at a score point 4 may
Completeness of Response	<ul style="list-style-type: none"> be <u>silent</u> and not attempt to address the task attempt to address the task, but may be limited to simple, <u>high-frequency</u> words and phrases 	<ul style="list-style-type: none"> address the task <u>in a limited way</u> by communicating simple, original ideas, using sentences and <u>occasional phrases</u> 	<ul style="list-style-type: none"> address the task somewhat successfully by generally communicating comfortably on <u>common social and grade-appropriate academic topics</u> 	<ul style="list-style-type: none"> address the task completely by communicating, with or without elaboration, <u>on a variety of social and grade-appropriate academic topics</u>
Syntax/Sentence Structure, Grammar	<ul style="list-style-type: none"> consist of <u>single words</u>, short phrases and/or occasional short sentences seem memorized, formulaic and/or highly practiced include many grammar features of another language that inhibit communication 	<ul style="list-style-type: none"> contain mostly <u>simple sentences</u> in the present tense include simple English language structures include grammar errors that limit communication 	<ul style="list-style-type: none"> generally include the correct verb tense for the task, but have some errors, especially when using <u>irregular or complex tenses</u> demonstrate overall familiarity using basic grammar features and may include some <u>complex grammatical structures</u> include grammar errors when using less common language structures, which interfere somewhat with communication 	<ul style="list-style-type: none"> generally include <u>complex sentences</u> and grammar structures nearly comparable to native English-speaking peers include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	<ul style="list-style-type: none"> be <u>repetitive</u> and not demonstrate an ability to use words to make an original message be mostly limited to simple, high-frequency words and phrases 	<ul style="list-style-type: none"> rely mostly on high-frequency or basic vocabulary, but still convey an original message <u>rarely include details</u> because of the student's limited vocabulary 	<ul style="list-style-type: none"> include <u>common abstract and academic</u> vocabulary words include some details on familiar topics 	<ul style="list-style-type: none"> <u>feature vocabulary</u> at a level nearly comparable to their native English-speaking peers include <u>idioms or colloquialisms</u> used by native English-speaking peers include <u>abstract and academic vocabulary</u> with minor, infrequent errors; word choice may occasionally still be awkward or imprecise
Pronunciation and Fluency	<ul style="list-style-type: none"> include <u>frequent and long pauses</u>, that may indicate that the student is struggling to communicate and/or has given up include pronunciation that is extremely difficult to understand 	<ul style="list-style-type: none"> include <u>pauses to search for words</u> include some pronunciation errors that limit understanding 	<ul style="list-style-type: none"> include <u>brief pauses when searching for words</u> or attempting to restate or clarify include pronunciation errors but generally still be understandable 	<ul style="list-style-type: none"> include few brief pauses include few pronunciation errors; these errors rarely interfere with understanding
Use of L1	<ul style="list-style-type: none"> be <u>entirely or mostly in another language</u> 	<ul style="list-style-type: none"> include some words in another language 		



Speaking Raw Score Range

PROFICIENCY LEVEL	2 nd – 3 rd Raw Score Range	4 th – 5 th Raw Score Range	6 th – 8 th Raw Score Range	9 th – 12 th Raw Score Range
Beginner	0-15	0-19	0-16	0-18
Intermediate	16-24	20-25	17-26	19-25
Advanced	25-28	26-28	27-30	26-29
Adv High	29-36	29-36	31-36	30-36

TELPAS Speaking Conversion Table Spring 2019 Grades 2-3

Raw Score	Scale Score
10	1280
11	1324
12	1353
13	1371
14	1386
15	1399
16	1411
17	1423
18	1435
19	1446
20	1458
21	1470
22	1483
23	1496
24	1510
25	1525
26	1542
27	1561
28	1581
29	1602
30	1621
31	1639
32	1657
33	1675
34	1696
35	1727
36	1774

Scale Score Range	Proficiency Rating
1000-1410	Beginning
1411-1524	Intermediate
1525-1599	Advanced
1600-2000	Advanced High



Differences in Proficiency Level Questions

Beginning and Intermediate

measure the ability to understand everyday, high-frequency spoken English and routine academic language.

Advanced and Advanced High

measure whether students are acquiring the academic language necessary to understand spoken information during grade appropriate instruction in all content areas



TELPAS Speaking 2-12



Text of prompt is available on screen and also available in audio file.



Record, listen and **re-record** if not satisfied.

Students have **ONLY two opportunities** to record a response.



Simple prompts – **45 seconds**

Open ended / complex prompts – **90 seconds**



ELPS-TELPAS PLDs

2-12 Speaking

Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.

- Mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate
- Speak using a very limited bank of a high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts
- Lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material
- Exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material
- Typically use pronunciation that significantly inhibits communication

Fluency

Vocabulary

**Grammar
Structure**

Accuracy

Pronunciation

Intermediate ELLs have the ability to speak in simple manner using English commonly heard in routine academic and social settings.

- Are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning
- Speak simply using basic vocabulary needed in everyday social interactions and routine academic context; rarely have vocabulary to speak in detail
- Exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense
- Exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English
- Use pronunciation that can usually be understood by people accustomed to interacting with ELLs



Performance-Based Speaking Activities

Grades 2–12 Performance-Based Speaking Activities

- Cooperative group work
- Oral presentations
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences





Remote Check-In Code: speaking

© 2020

Beginner



Remote Check-In Code: speaking

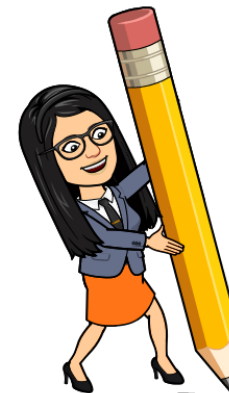


REPORTERS

RECORDERS

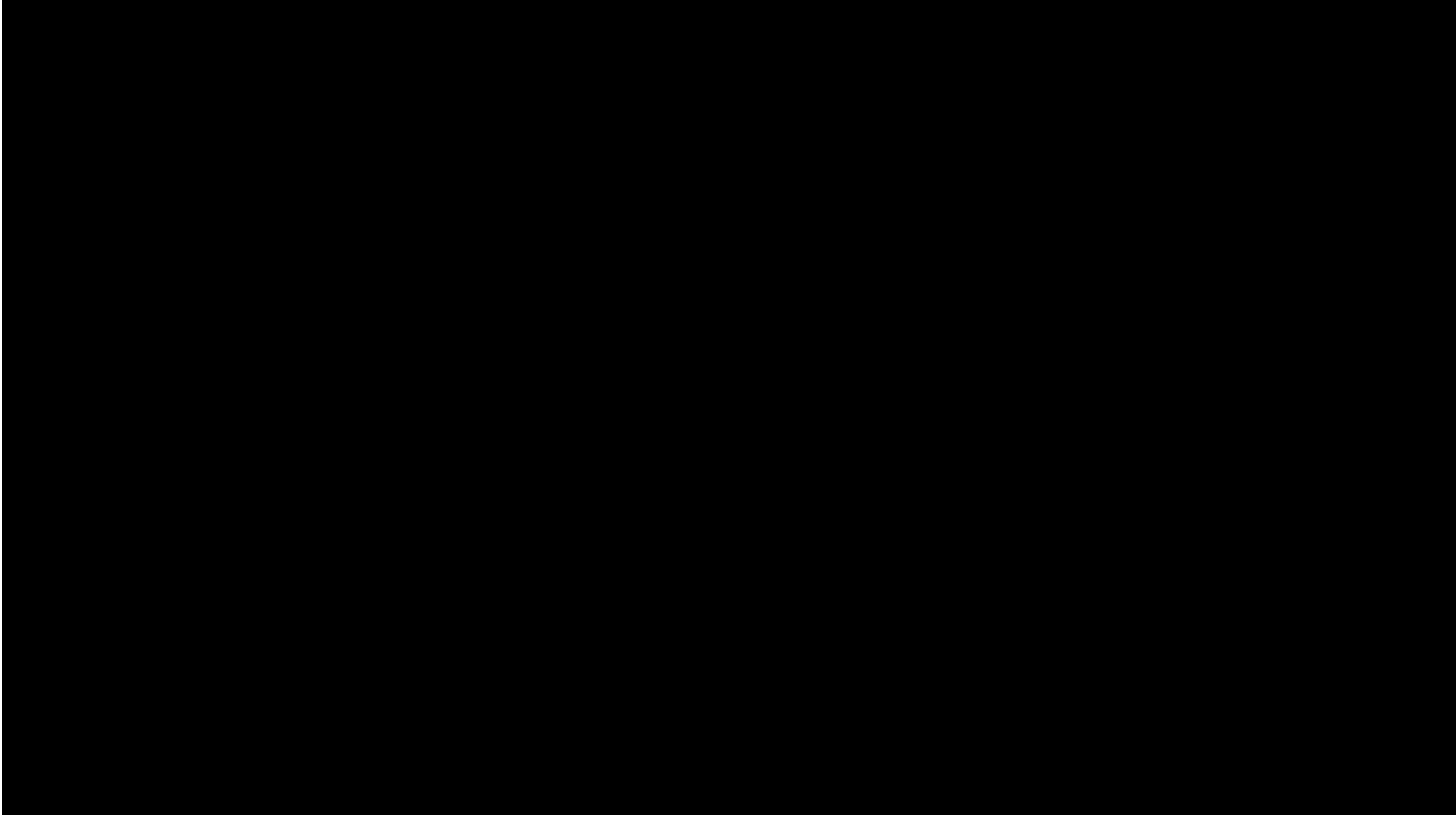


Tell Remember Predict



Beginner	Intermediate
<ul style="list-style-type: none"> Typically uses pronunciation that significantly inhibits communication. 	<ul style="list-style-type: none"> Use pronunciation that can usually be understood by people accustomed to interacting with ELS







I predict that _____ because _____.



I predict that _____ because
_____.





Remote Check-In Code: Soeaking

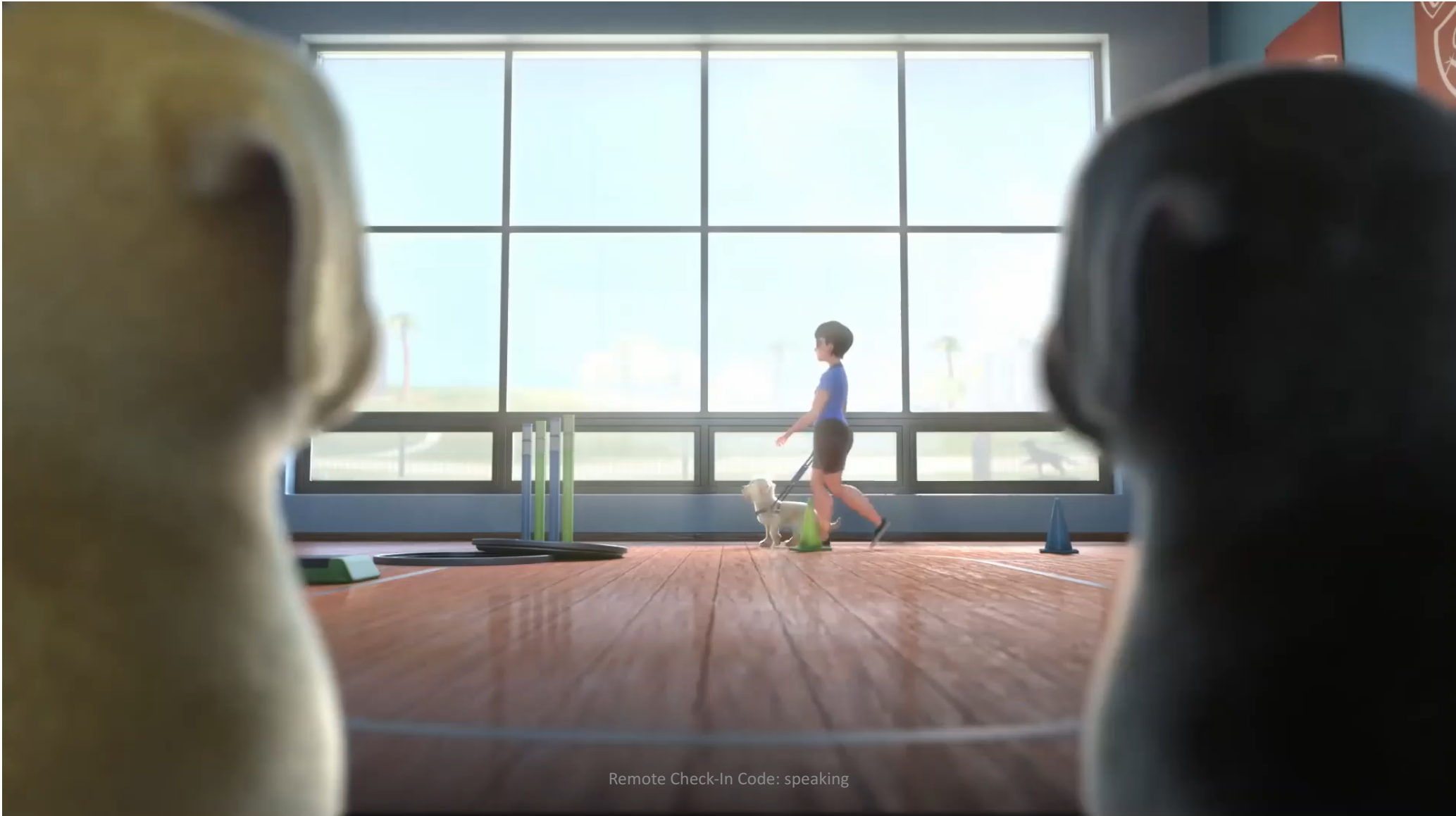


I can predict that _____ will happen next because _____.



**I can predict that _____ will happen next
because _____.**





Remote Check-In Code: speaking



I think the story will end with _____ because _____ .





Remote Check-In Code: speaking



My prediction was _____, but now I know that _____ .

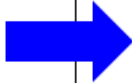


Look at the picture and read the question. When you are ready to speak, answer the question.

What can you predict will happen next?

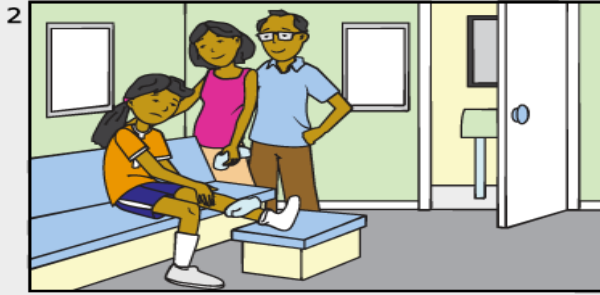



Story Pyramid

Beginner	Intermediate
<ul style="list-style-type: none">• Speak using single words• Uses short phrases• Based on highly familiar material	 <ul style="list-style-type: none">• Express simple, original messages• Uses sentences in short conversations



Look at the pictures. You will use the pictures to tell a story. When you are ready to speak, talk about each picture in order. Tell as much as you can.



 Remaining attempts: 2

Tell a Story Based on Picture Cues



Story Pyramid



1. _____ Main Character (give it a name)

2. _____ Supporting Characters

3. _____ Setting

4. _____ 1st event

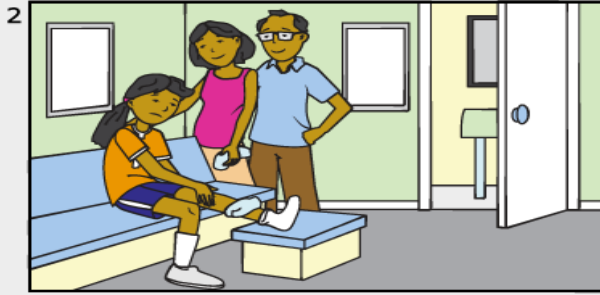
5. _____ 2nd event
Transition

6. _____ 3rd event
Transition

7. _____ Solution
Transition



Look at the pictures. You will use the pictures to tell a story. When you are ready to speak, talk about each picture in order. Tell as much as you can.



Remaining attempts: 2



Tell a Story Based on Picture Cues



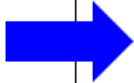
<https://flipgrid.com/84bccf67>



Remote Check-In Code: speaking

© 2020

See Think Wonder

Beginner	Intermediate
<ul style="list-style-type: none">• Speak using single words• Uses short phrases• Based on highly familiar material	 <ul style="list-style-type: none">• Express simple, original messages• Uses sentences in short conversations

Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey Bass, 2011.



| see....

| think

| wonder....

Remote Check-In Code: speaking

Look at the picture. You will describe the picture. When you are ready to speak, describe at least three things in the picture. Tell as much as you can.



Describe a Picture



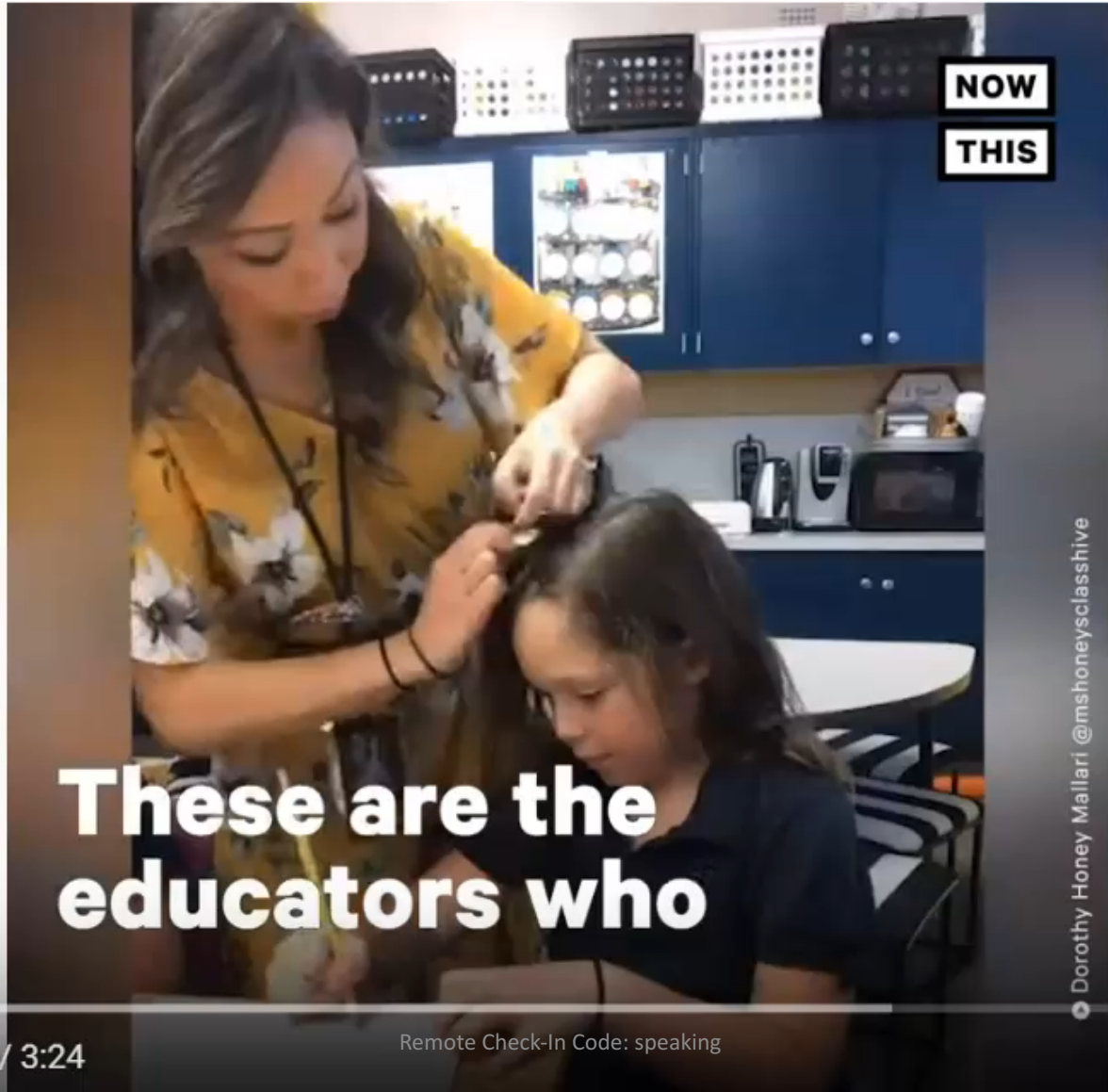
Remaining attempts: 2

https://padlet.com/lileana_riosled/telpasSpeaking



Remote Check-In Code: speaking

© 2020



NOW

THIS

**These are the
educators who**

Dorothy Honey Mallari @mshoneysclasshive

Play (k)

SUBSCRIBE



0:00 / 3:24

Remote Check-In Code: speaking





IT'S MY
pleasure
TO SERVE YOU

Lileana Ríos-Ledezma
Bilingual/ESL Specialist
Region One ESC
lledezma@esc1.net

Remote Check-In Code: speaking