

The Mimir · Texas EL Support Packet

A school-facing guide to TELPAS / ELPS-informed instructional pathways, mixed-level differentiation, and practical progress monitoring.

Designed for school leaders, bilingual/ESL program leaders, principals, instructional coaches, and teachers.

What's inside

- A high-level overview schools can review quickly.
- TELPAS / ELPS-informed instructional pathways by proficiency level.
- Practical guidance for mixed-level English learner groups.
- A professional framework for monitoring progress and deciding next steps.

Executive Overview

How The Mimir supports TELPAS / ELPS-informed instruction, mixed-level differentiation, and practical progress monitoring.

TELPAS / ELPS-informed pathways

- Schools can use existing TELPAS proficiency information to guide where students begin in The Mimir and how much support they receive.
- Beginning students can focus on access, repetition, and guided support.
- Intermediate students can move into supported reading, comprehension, and short output.
- Advanced and Advanced High students can complete fuller speaking, reading, and production tasks with growing independence.

Consistent lesson design

- Every lesson follows the same structure: Watch → Core → Read → Speak → Game.
- This predictable routine helps teachers and facilitators personalize without building separate lessons for every learner.

Mixed-level flexibility

- Teachers can adjust where students start, how many steps they complete, how much support they receive, and what type of output is expected.

What teachers can do now

- Reduce the pathway when a student is struggling and increase support.
- Increase independence and complexity when a student is succeeding.
- Use lesson progress and performance signals to decide what to emphasize next.

1. TELPAS / ELPS-Informed Instructional Pathways

The Mimir is not a replacement for TELPAS and does not serve as a standalone state assessment. It is designed to work alongside existing Texas English learner data and help schools turn proficiency information into practical daily instruction.

The core instructional priorities The Mimir supports

- Listening and language access
- Vocabulary and sentence development
- Reading comprehension
- Speaking and oral language growth
- Writing and language production
- Differentiated support based on student proficiency

TELPAS level	Recommended emphasis	Teacher focus	Next step
Beginning	Watch, Vocabulary, Sentences, guided Read/Record, simple Game	Build access and confidence	Add supported reading and short speaking
Intermediate	Watch, full Core, Read, Record, Quiz, selected Speak	Strengthen supported comprehension and response	Increase independent reading and output
Advanced	Full Core and Read, stronger Speak, fuller lesson flow	Build independence and transfer	Extend discussion and production
Advanced High	Full five-step sequence, deeper Speak and Production	Deepen precision, fluency, and complexity	Add richer extension and academic language use

Recommended Instructional Pathways by TELPAS Proficiency Level

TELPAS Beginning

Instructional focus: Build access to meaning, confidence, listening development, basic vocabulary, and supported oral language.

Recommended emphasis: Watch; Vocabulary and Sentences; selected listening and noticing tasks in Read; short guided speaking or recording; one simple Game.

What teachers should do now: Model the task first, read directions aloud, pause and replay as needed, and keep the pathway short.

What progress may look like: Greater willingness to participate, stronger understanding of lesson vocabulary, more successful repetition and response, completion of short guided tasks, and early speaking attempts with support.

Recommended next step: Add more supported reading and short speaking tasks once the student is successful with the shorter pathway.

TELPAS Intermediate

Instructional focus: Strengthen vocabulary, sentence-level speaking, supported reading, and short comprehension and response tasks.

Recommended emphasis: Watch; full Core sequence; Read with Listen, Notice, Read, Define, Reflect, Record, and Quiz; selected Speak tasks; Game for reinforcement.

What teachers should do now: Clarify directions when needed, support reading and recording, and encourage complete sentence responses.

What progress may look like: More independent completion of lesson steps, stronger comprehension of short texts, better use of vocabulary and sentence patterns, fuller recorded responses, and more accurate quiz performance.

Recommended next step: Increase reading complexity gradually and ask for more complete speaking or writing output.

Recommended Instructional Pathways by TELPAS Proficiency Level

TELPAS Advanced

Instructional focus: Strengthen comprehension, vocabulary in context, speaking fluency, and transfer from reading into speaking and writing.

Recommended emphasis: Watch; full Core sequence; most Read tasks; Speak tasks involving explanation, dialogue, and revision; Game for reinforcement or extension.

What teachers should do now: Monitor more than direct every step, check for depth of understanding, and encourage fuller answers and clearer language use.

What progress may look like: Stronger reading comprehension, better speaking fluency and detail, more complete recordings, greater independence across the lesson, and stronger transfer into discussion and writing.

Recommended next step: Move students toward fuller lesson completion, richer discussion, and more independent production.

TELPAS Advanced High

Instructional focus: Promote deeper comprehension, stronger fluency, more precise academic language, and more extended speaking and writing.

Recommended emphasis: Full five-step lesson sequence; independent reading and comprehension; strong Speak and production work; Game-based reinforcement, review, or challenge.

What teachers should do now: Push for depth and precision, ask follow-up questions, encourage elaboration and clearer organization, and support stronger academic language and expression.

What progress may look like: Deeper comprehension, stronger organization in speaking, more precise language use, fuller written and oral responses, and greater consistency and independence.

Recommended next step: Increase complexity, extend discussion, and use The Mimir for more independent application and reinforcement.

2. Supporting Mixed-Level English Learners with The Mimir

The Mimir allows students to work on the same lesson topic at different levels of depth. This gives teachers a practical way to differentiate instruction without having to create separate lessons for every learner.

Three practical mixed-level models

- Whole-group, different response levels: all students work on the same topic, but respond at different depths.
- Same lesson, different stopping points: all students begin together, but not all students complete the full lesson.
- Small-group rotation: students are grouped loosely by support level, with each group completing a different portion of the pathway.

Recommended teacher actions by student need

- Students who need strong support: begin with Watch, Vocabulary, Sentences, guided oral response, and one simple Game.
- Students who are developing independence: add full Core, supported Read tasks, Record, Quiz, and selected Speak tasks.
- Students who are ready for greater independence: move toward the full five-step sequence, fuller speaking and writing, richer Production tasks, and extension.

A simple instructional rule: when a student is struggling, reduce the pathway and increase support. When a student is succeeding, increase independence and complexity.

3. Measuring Progress in The Mimir and Deciding What to Do Next

The Mimir gives teachers visibility into both lesson progress and lightweight performance signals. Together, these indicators help teachers see where each student is in the lesson, how the student is performing, and what should be emphasized next.

Core progress data

- StudentName, ClassCode, Language, Level, Unit, Lesson, Module, CurrentStep, Status, LastActiveAt, CompletedAt.
- These fields help teachers answer: Who has started? Who is active? Where is each student in the lesson? Who has completed the lesson?

Lightweight performance signals

- CompletionPercent, EstimatedTimeSpent, GameScore, SpeakPreview, PronunciationScore, PronunciationSummary, AnalysisCompletedAt, TranscriptExcerpt.
- These signals help teachers judge success within the pathway and decide what to emphasize next.

What progress may look like

Progress in The Mimir may be visible through stronger lesson completion, greater independence, increased participation, stronger vocabulary and sentence control, better reading comprehension, more complete speaking output, stronger pronunciation over repeated attempts, and stronger transfer from reading into speaking and writing. Students will not all show progress in the same way; progress should be understood relative to the student's starting point, TELPAS proficiency level, age band, and level of support.

Teacher Response Guide

If a student stops early in Watch or Core

What teachers should do now: Shorten the pathway, model the entry, and focus on Watch, Vocabulary, and Sentences.

Recommended next step: Add a simple Record or Game once the student is more confident.

If a student completes Core but slows down in Read

What teachers should do now: Revisit key vocabulary, use repeated listening, and read in smaller chunks.

Recommended next step: Assign supported Read, Flipcards, or Review before moving back to Quiz or Production.

If a student completes Read but avoids Speak or Record

What teachers should do now: Use sentence frames, oral rehearsal, and partner practice.

Recommended next step: Return to Record with a shorter, lower-stakes speaking task.

If a student does well in Quiz but struggles in Speak or Production

What teachers should do now: Keep the comprehension work in place and add more guided speaking and writing.

Recommended next step: Use Director, Characters, Dialogue, and Polish to move from structured output into fuller production.

If a student shows strong completion but low PronunciationScore

What teachers should do now: Review the PronunciationSummary and choose one or two target areas for practice.

Recommended next step: Have the student re-record after modeling and compare growth over time.

If a student's PronunciationScore improves over time

What teachers should do now: Continue short speaking cycles.

Recommended next step: Gradually increase response length and independence.

If a student has a strong GameScore but weak completion elsewhere

What teachers should do now: Use the game as motivation and connect it directly back to Core, Read, or Record.

Recommended next step: Assign one short lesson task before or after the game to strengthen transfer.

If a student has high EstimatedTimeSpent but low CompletionPercent

What teachers should do now: Shorten the pathway and identify the point where the student slows down.

Recommended next step: Provide a clearer success target and more direct support at that point.

If a student has high CompletionPercent and consistent completion patterns

What teachers should do now: Continue the full pathway.

Recommended next step: Increase complexity, discussion, and richer speaking or writing tasks.