

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Listening

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<p>EB students at this level have little or no functional ability to understand spoken English even when interacting with concrete symbols that are combined with highly familiar spoken words.</p>	<p>EB students at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.</p>	<p>EB students at this level participate in listening activities in English when working with spoken short, simple messages.</p>	<p>EB students at this level demonstrate understanding of longer spoken messages of multiple sentences during listening activities in English.</p>	<p>EB students at this level are able to understand detailed and complex spoken messages in English.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine know too little English to understand or react to routine directions and simple conversations even when the topics are familiar and the speaker uses linguistic supports alert to or show reaction to spoken English but do not demonstrate understanding 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand simple familiar spoken words when paired with concrete symbols follow single-word directions when paired with concrete symbols 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand simple familiar spoken words but not how they fit into a larger language context follow single-word directions 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand short simple conversations as well as short simple discussions on familiar topics follow single-step directions consisting of a few words often identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine across settings understand longer and more elaborated directions, conversations, and discussions on familiar and unfamiliar topics but sometimes need processing time follow multi-step directions understand most main points, most important details, and some implicit information during social and academic interactions

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Speaking

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<p>EB students at this level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.</p>	<p>EB students at this level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.</p>	<p>EB students at this level participate in speaking or augmentative and alternative communication activities when working with familiar words.</p>	<p>EB students at this level produce short, simple messages in English or with augmentative and alternative communication.</p>	<p>EB students at this level produce detailed spoken messages in English or with augmentative and alternative communication.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine know too little English to communicate simple ideas even when topics are highly familiar alert to or show reaction to stimuli but do not demonstrate ability to clearly communicate thoughts not initiate spoken communication in English 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine imitate or attempt to imitate use of spoken English words after modeling rarely initiate spoken communication in English independently 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses not understand how words fit into a larger language context hesitate to speak in English and often give up in their attempts to communicate 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine combine spoken words to create simple original messages pause to find words to restate or clarify meaning 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings be able to express detailed ideas through spoken words in social and academic English occasionally pause to search for words and phrases to clarify meaning

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Reading

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<p>EB students at this level have little or no functional use of the English language even when interacting with concrete symbols that are combined with highly familiar letters and words.</p>	<p>EB students at this level participate in routine reading activities that include matching when interacting with concrete symbols that are combined with highly familiar letters and words.</p>	<p>EB students at this level participate in reading activities in English when working with highly familiar words.</p>	<p>EB students at this level participate meaningfully in reading activities in English when working with words and simple text.</p>	<p>EB students at this level are able to read and understand more detailed texts in English.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine alert to or show reaction to concrete symbols, letters, and/or words in English but do not demonstrate understanding alert to or show reaction to letter sounds in English but do not demonstrate understanding not react or respond to letters, words, texts, or concrete symbols 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine understand letters or words when paired with concrete symbols recognize a limited number of concrete symbols combined with letters or high-frequency/high-need sight words 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine understand a few single printed words but not how they fit into a larger language context identify a limited number of high-frequency/high-need sight words demonstrate the ability to pair letters with sounds 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine understand how individual words or phrases connect to other words or phrases decode simple words or phrases 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine across settings understand longer and more detailed social and academic texts in English decode longer and less familiar words, phrases, or sentences

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Writing

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<p>EB students at this level have little or no functional use of written English or augmentative and alternative communication even when interacting with highly familiar letters and words.</p>	<p>EB students at this level approximate writing or augmentative and alternative communication activities in English when interacting with highly familiar letters and words.</p>	<p>EB students at this level participate in writing or augmentative and alternative communication activities in English when working with letters and highly familiar words.</p>	<p>EB students at this level participate meaningfully in writing or using augmentative and alternative communication activities to write simple, short original messages in English.</p>	<p>EB students at this level are able to produce detailed and complex written messages in English or with augmentative and alternative communication.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine know too little English to participate in shared writing activities alert to or show reaction to stimuli but do not demonstrate the ability to communicate their thoughts in writing 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine begin to participate in routine shared writing activities with teacher modeling attempt to write symbols or letters 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine actively participate in shared writing activities when the writing topic is routine and concrete write a few single letters or words but do not understand how they fit into a larger language context* 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine actively participate in shared writing activities when the writing topic is familiar write simple, original messages consisting of a few words or memorized phrases* label, list, and copy high-frequency words and phrases* 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine across settings contribute written text to shared writing activities when the writing topic has been recently experienced* write detailed texts in social and academic English*

*Students using augmentative and alternative communication (AAC) as expressive communication must use symbols that are combined with printed letters or words beginning with the Early Independence level.