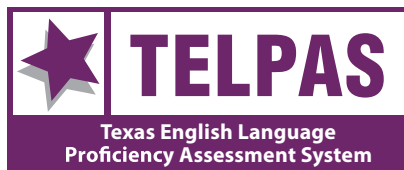


# Educator Guide

## Texas English Language Proficiency Assessment System (TELPAS)



**Grades K–12**

Revised October 2017

Texas Education Agency  
Student Assessment Division



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# Resources

General Information Resources	
For general information related to	Access
the student assessment program	<a href="http://tea.texas.gov/student.assessment/">http://tea.texas.gov/student.assessment/</a>
TELPAS resources	<a href="http://tea.texas.gov/student.assessment/ell/telpas/">http://tea.texas.gov/student.assessment/ell/telpas/</a>
online testing technology	<a href="http://www.texasassessment.com/administrators/technology/">http://www.texasassessment.com/administrators/technology/</a>
Online Resource Materials	
Reference materials available online	Located at
coordinator manual resources	<a href="http://tea.texas.gov/student.assessment/manuals/dccm/">http://tea.texas.gov/student.assessment/manuals/dccm/</a>
2018 TELPAS test administrator manuals	<a href="http://tea.texas.gov/student.assessment/ell/telpas/manuals/">http://tea.texas.gov/student.assessment/ell/telpas/manuals/</a>
accommodation resources	<a href="http://tea.texas.gov/student.assessment/accommodations/">http://tea.texas.gov/student.assessment/accommodations/</a>
<i>Interpreting Assessment Reports</i>	<a href="http://tea.texas.gov/student.assessment/interpguide/">http://tea.texas.gov/student.assessment/interpguide/</a>
introductory training on the PLDs	<a href="http://tea.texas.gov/student.assessment/ell/telpas/">http://tea.texas.gov/student.assessment/ell/telpas/</a>
Texas Administrative Code	<a href="http://ritter.tea.state.tx.us/rules/tac/">http://ritter.tea.state.tx.us/rules/tac/</a>
TELPAS Report Card	<a href="http://tea.texas.gov/student.assessment/ell/telpas/">http://tea.texas.gov/student.assessment/ell/telpas/</a>
English language proficiency standards (ELPS)	<a href="http://tea.texas.gov/index2.aspx?id=6148">http://tea.texas.gov/index2.aspx?id=6148</a>
Proficiency level descriptors (PLDs)	<a href="http://tea.texas.gov/student.assessment/ell/telpas/">http://tea.texas.gov/student.assessment/ell/telpas/</a>
online test student tutorials	<a href="http://www.TexasAssessment.com/TELPAS-tutorials">http://www.TexasAssessment.com/TELPAS-tutorials</a>

# How to Use This Educator Guide

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This guide provides information about the Texas English Language Proficiency Assessment System (TELPAS), an assessment program for English language learners (ELLs). This guide provides an overview of TELPAS and serves to support effective implementation of the Texas English Language Proficiency Standards (ELPS).

## Acronyms

<b>BICS</b>	Basic interpersonal communicative skills
<b>CALP</b>	Cognitive academic language proficiency
<b>ELL</b>	English language learner
<b>ELPS</b>	English Language Proficiency Standards
<b>ESL</b>	English as a second language
<b>PLDs</b>	Proficiency level descriptors
<b>SE</b>	Student expectation
<b>TAC</b>	Texas Administrative Code
<b>TEKS</b>	Texas Essential Knowledge and Skills
<b>TELPAS</b>	Texas English Language Proficiency Assessment System

# Chapter 1 General Information

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## Introduction

This online guide provides an overview of the Texas English Language Proficiency Assessment System (TELPAS), an assessment program for English language learners (ELLs). To show the integral relationship between TELPAS and the Texas English Language Proficiency Standards (ELPS), this guide includes the standards, proficiency level descriptors, explanatory information, and sample test questions. This guide provides an overview of TELPAS and serves as a tool to support effective implementation of the ELPS.

## TELPAS Assessment Components

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

- **Grades K–1:** TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- **Grades 2–12:** TELPAS includes online reading and listening and speaking tests and holistically rated student writing collections.

## Alignment with State Curriculum

TELPAS assesses the ELPS, which districts are required to implement as an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

## ELPS Overview

Approved by the State Board of Education in 2007–2008, the ELPS are second language acquisition curriculum standards that support the ability of ELLs to learn the academic English they need for meaningful engagement in subject-area instruction. The ELPS are set forth in Title 19, Chapter 74.4 of the Texas Administrative Code (TAC).

Chapter 74.4 (a)(1) requires the ELPS to be published along with the TEKS for each subject. Every teacher who has an ELL in class is responsible for fulfilling the requirements of the subject-area TEKS and the ELPS.

There are three instructional components of the ELPS:

1. **Cross-curricular second language acquisition essential knowledge and skills**  
These standards, which apply across the curriculum, represent what ELLs need to learn to become proficient in English in the context of academic instruction. The knowledge and skills are stated as **student expectations** and are divided into five sections—**learning strategies, listening, speaking, reading, and writing**.
2. **Proficiency level descriptors (PLDs)**  
These descriptors define four stages of second language acquisition called English language proficiency levels. The four proficiency levels are **beginning, intermediate, advanced, and advanced high**. The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading, and writing.
3. **Linguistic accommodations**  
Linguistic accommodations are English-language supports that help make content area instruction accessible to ELLs. The proficiency level descriptors, which describe the English that ELLs are able to understand and use at each proficiency level, guide teachers in providing appropriate linguistic supports and accommodations.

These three instructional components work together to accelerate the rate at which ELLs learn English and subject matter.

## Relationship of ELPS to Content Area TEKS

The ELPS are implemented as part of ongoing content area instruction and as such are integrally linked with the content area TEKS. The ELPS help teachers meet the language and subject-matter needs of ELLs simultaneously.

The ELPS do not vary by subject, and with few exceptions they are the same from grade to grade. Despite their uniformity, they fully support and align with the learning of subject-specific and grade-specific English. The ELPS require content area teachers to build the English-language skills that enable ELLs to understand and use grade-appropriate English in class. Using the ELPS, grade 6 mathematics teachers help ELLs learn the English used in grade 6 mathematics TEKS instruction. High school biology teachers help ELLs learn the English used in high school biology TEKS instruction.

## ELPS-TELPAS Alignment

TELPAS assesses English language proficiency in direct alignment with the ELPS. It measures the ELPS student expectations in accordance with the four levels of English language proficiency defined in the PLDs. TELPAS is designed to directly support the state's educational goals for meeting the language and content needs of ELLs. Throughout this guide, the integral relationship between the ELPS, content area TEKS, and TELPAS is shown.



## Test Development Process

As with all Texas assessments, the Texas Education Agency (TEA) involved a wide variety of educators, assessment experts, and administrators in the test development process. During the TELPAS design, field-test review, and standard-setting phases, TEA involved:

- bilingual/ESL and general education teachers,
- bilingual/ESL coordinators,
- district and campus testing coordinators and administrators,
- assessment experts, and
- second language acquisition experts and researchers.

Committees of Texas educators convene annually to review new field-test items. Teachers and school district administrators provide feedback on the holistically rated assessment components through evaluations of TELPAS rater training, online surveys, and audit questionnaires.

## Test Results

TELPAS score reports include the individual proficiency level ratings of students (beginning, intermediate, advanced, advanced high) in each of the four language domains assessed (listening, speaking, reading, writing). Composite proficiency ratings and composite comprehension scores are also provided.

- Composite proficiency ratings provide a single overall level of English language proficiency derived from the proficiency ratings in the four language domains. The reading and writing ratings weigh most heavily in composite ratings.
- Composite comprehension scores are derived from the listening and reading ratings.

TELPAS Report Cards are reports that explain TELPAS results to parents. They are produced in English and Spanish and sent to districts with students' test results.

Detailed information about TELPAS score reports is provided on the TEA's Interpreting Assessment Reports webpage.

TELPAS results are used in the following ways:

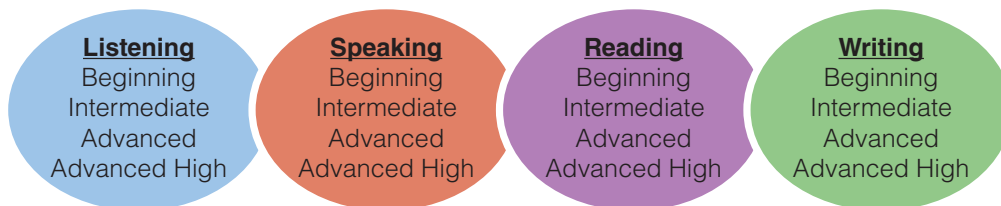
- To help parents monitor the progress their children make in learning English
- To inform instructional planning and program exit decisions for individual students
- To report performance to local school boards, school professionals, and the community
- To evaluate programs, resources, and staffing patterns
- To evaluate districts and campuses in a variety of state and federal accountability measures

## Chapter 2 Developing and Assessing Proficiency in a Second Language

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The ELPS and TELPAS are designed to work together to enable ELLs to make steady progress in learning the English that is necessary for meaningful engagement in grade-appropriate content area instruction. The second language acquisition knowledge and skills in the ELPS are the means for helping ELLs learn English simultaneously with academic subject matter. Together, the ELPS and TELPAS provide formative and summative assessment opportunities that support teaching and learning.

Learning a second language is different from learning a first language. Individuals may begin learning a second language at any age and in a variety of different contexts (social, school, work). Second languages are learned along a continuum that can be divided into stages called language proficiency levels. The ELPS identify four language proficiency levels (beginning, intermediate, advanced, advanced high) for each of the four language domains assessed (listening, speaking, reading, writing).



English language proficiency assessments report progress from one proficiency level to the next rather than passing scores, because proceeding from little or no English to full English proficiency takes place over time, not within a school year. ELLs in U.S. school systems are a diverse group of students. Some are born in the U.S. and educated here from the beginning, while others are immigrants who may be in any grade when they arrive in the U.S. ELLs differ widely in their educational backgrounds, sociocultural experiences, and knowledge of English upon enrollment. These factors affect how long it takes for them to learn English.

It is difficult to learn and advance academically without the ability to fully understand the language of one's instruction. In bilingual education programs, students receive native language support as they learn English and grade-level academic skills. In English as a second language (ESL) programs, students face the challenge of learning rigorous academic subject matter in English, the language they struggle to understand.

## Language Domains

For assessment purposes the second language acquisition domains of listening, speaking, reading, and writing are defined as follows:

<b>Listening</b>	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
<b>Speaking</b>	The ability to use spoken language appropriately and effectively in learning activities and social interactions
<b>Reading</b>	The ability to comprehend and interpret written text at the grade-appropriate level
<b>Writing</b>	The ability to produce written text with content and format to fulfill grade-appropriate classroom assignments

The definitions are not tied to academic achievement but to the communication skills that second language learners need in order to use the English language as an effective medium for grade-level academic instruction.

## Cross-Curricular Second Language Acquisition Knowledge and Skills

For each language domain, the ELPS outline what ELLs must know and be able to do to become proficient in academic English. The TEKS require teachers of ELLs to integrate these student expectations into their subject-matter lessons. The student expectations are cross-curricular and divided into five sections—**learning strategies, listening, speaking, reading, and writing**.

A student expectation from each of the five sections is provided in the chart below. The complete sets of student expectations for the four language domains are provided in the corresponding chapters of this guide. The student expectations for the learning strategies are found in the Appendix.

### Examples of Cross-Curricular Second Language Acquisition Knowledge and Skills, 19 TAC 74.4(c)

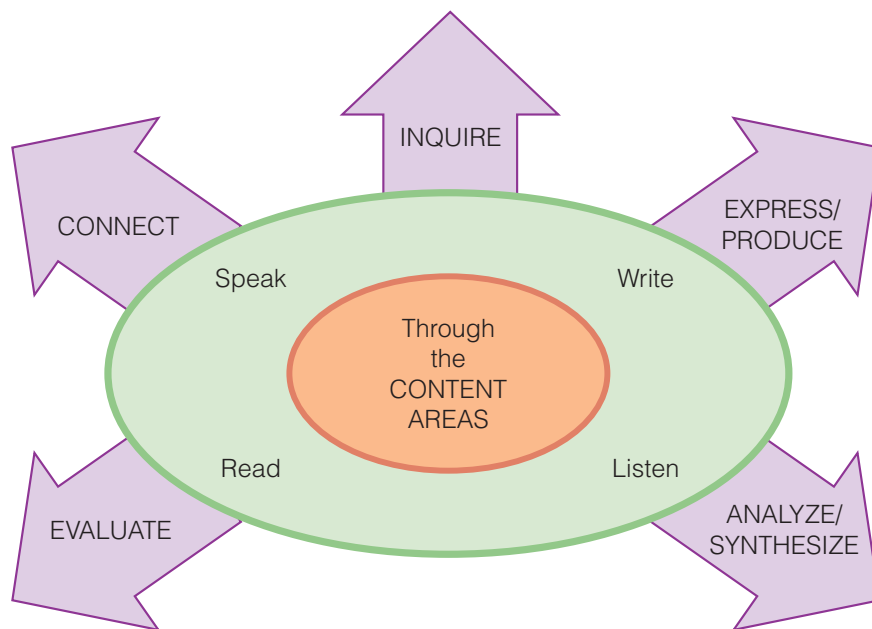
<b>Learning Strategies</b>	(1)(A) use prior knowledge and experiences to understand meanings in English
<b>Listening</b>	(2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<b>Speaking</b>	(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
<b>Reading</b>	(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
<b>Writing</b>	(5)(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

Integrating the ELPS student expectations during content area instruction involves giving ELLs frequent, targeted practice in listening, speaking, reading, and writing in English. Effective implementation of the ELPS engages ELLs in activities that are appropriately scaffolded to help them learn both subject matter and English.

ELLs need abundant opportunities to practice using new English words and language structures, many of which are already familiar to native English speakers. ELLs new to the English language are bombarded with unfamiliar language in classes taught in English. New English learners begin by picking up English that is concrete and supported heavily with pictures and gestures. As learning proceeds, the language that “sticks” most readily is that which

- builds on known English and familiar topics,
- occurs frequently,
- is presented in interesting and relevant contexts, and
- is used orally and in writing.

Having ongoing, appropriately scaffolded speaking and writing opportunities during content area instruction is beneficial for all students but is particularly important for ELLs. It gives ELLs the opportunity to verbalize, think through, and reinforce what they are learning, in terms of both new subject matter and new English.



## Proficiency Level Descriptors

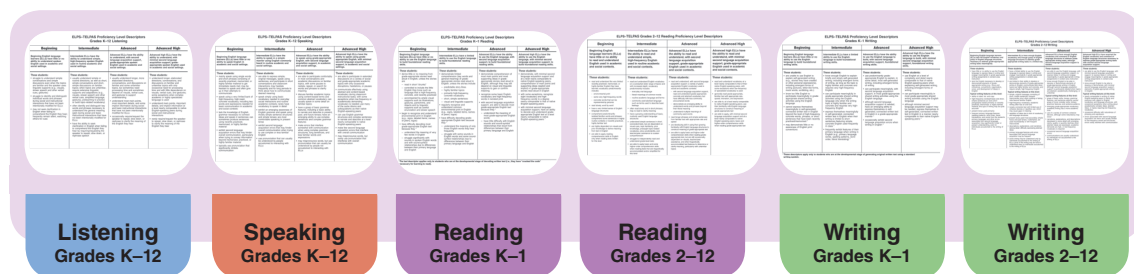
The ELPS proficiency level descriptors (PLDs) present the major characteristics of each language proficiency level in each language domain. The PLDs define how well ELLs at the four proficiency levels are able to understand and use English in grade-level academic settings. The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELLs.

For ease of use, the PLDs are presented in a chart format rather than the legal format in which they appear in the Texas Administrative Code. For statewide consistency, the PLDs are used in the format shown below. This format is used for TELPAS.

Proficiency Level		ELPS–TELPAS Proficiency Level Descriptors Grades K–12 Listening			
Summary Statement		Beginning	Intermediate	Advanced	Advanced High
Descriptors		Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
		<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)</li> <li>struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</li> <li>often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>have the ability to seek clarification in English when failing to comprehend the English they hear by requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

## Chapter 2

There is one set of PLDs for listening and one set for speaking. For reading and writing, there are two sets. The separate sets of K–1 PLDs address emergent literacy. The PLD charts are included in the corresponding chapters of this guide.



While the proficiency level descriptors are language-domain specific, the global definitions and key features of each proficiency level remain constant across language domains. Understanding the global definitions and features provides the foundation for learning the characteristics that are specific to each language domain.

Global Definitions of the Proficiency Levels	Key Features
<b>Beginning</b> Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	<b>Beginning</b> Little or no English ability
<b>Intermediate</b> Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	<b>Intermediate</b> Limited ability, simple language structures, high-frequency vocabulary, routine contexts
<b>Advanced</b> Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	<b>Advanced</b> Ability to engage in grade-appropriate academic instruction with second language acquisition support
<b>Advanced High</b> Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	<b>Advanced High</b> Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support

## Advanced High English Language Proficiency Versus High Academic Achievement

Note that high academic achievement is not mentioned in the definition of the advanced high level of English language proficiency. High academic achievement is not a prerequisite of English language proficiency. Advanced high ELLs exhibit a range of academic achievement just as native English speakers do.

High academic achievement is the goal of all schooling and is demonstrated through content area assessments. Advanced high English language proficiency **supports** the ability of ELLs to achieve academically but is not sufficient to guarantee it. An ELL with an advanced high level of English language proficiency who is not achieving academically needs interventions related to the subject matter taught, not second language acquisition.

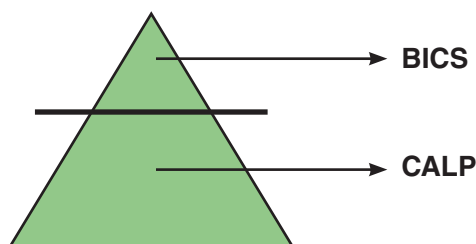
## Fundamentals of Second Language Acquisition

### Two Types of Second Language Acquisition

Two types of second language acquisition are important for success in school. Students must be able to understand and use the English of everyday social and routine classroom interactions, as well as the English needed for accessing and negotiating learning, processing cognitively demanding information, and building conceptual understanding. The terms **basic interpersonal communicative skills (BICS)** and **cognitive academic language proficiency (CALP)** were introduced in the 1980s by a researcher and professor, Jim Cummins, to describe these types of language proficiency.

<b>BICS</b>	Everyday language needed for daily social and routine classroom interactions
<b>CALP</b>	Language students need in order to think critically, understand and learn new concepts, cognitively process complex academic material, and interact and communicate in academic contexts

Cummins used an “iceberg” model to explain that BICS are often easy to observe (as is the part of the iceberg above the water), while CALP (the submerged part) has more depth, takes longer to acquire, and may require probing in order to be observed and evaluated.



The table below provides examples of BICS and CALP by language domain.

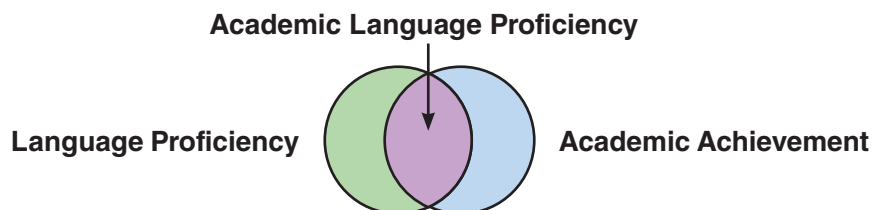
Domains	Examples of BICS	Examples of CALP
Listening and Speaking	Highly routine classroom interactions; interacting informally with friends and classmates	Participating in class discussions to build and demonstrate conceptual understanding; listening to presentations; understanding language used in cognitively demanding explanations; presenting information to others
Reading and Writing Grades K–1	Reading environmental print; making a short note (for students who have learned to read and write)	Learning to read; listening to and interpreting stories read aloud; reading stories; learning to write; participating in shared writing activities; reading and writing to complete class assignments; writing stories
Reading and Writing Grades 2–12	Reading a note from a friend; composing/reading casual letters and e-mails; reading bulletin boards, announcements, and other basic environmental print; making to-do lists	Reading a book or article to gain information; reading literature; writing an essay, explanation, or story; building conceptual knowledge through reading classroom materials

### Academic Language Proficiency Versus Academic Achievement

Academic language proficiency is not the same as academic achievement, but it is an essential enabling component of academic achievement. English language learners who have academic language proficiency understand the English that makes the learning of academic concepts and skills fully accessible. Academic language proficiency, therefore, provides the foundation for and access to academic achievement. Language proficiency encompasses both social language proficiency (BICS) and academic language proficiency (CALP).



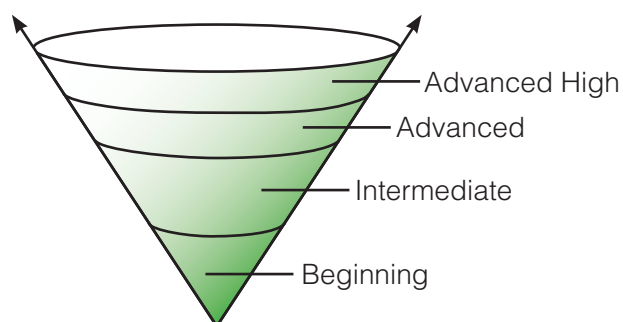
The graphic below helps show the relationship between **language proficiency** as a whole, **academic achievement** as a whole, and the overlapping section—**academic language proficiency**.



Social Language Proficiency	Academic Language Proficiency	Academic Achievement
<ul style="list-style-type: none"> <li>• Language of social interaction</li> <li>• Language acquisition often outside of school</li> <li>• Tied to everyday life</li> <li>• Grounded in language proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>• Language of content-based instruction</li> <li>• Language acquisition mainly within school</li> <li>• Tied to school life</li> <li>• Grounded in language proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of content-based instruction</li> <li>• Conceptual development</li> <li>• Tied to curriculum in specific content areas</li> <li>• Grounded in academic content standards</li> </ul>

## Building Language Proficiency

The cone-shaped model below depicts the cumulative, spiraling, building nature of second language learning. The body of language skills associated with a given stage of proficiency is prerequisite to the broader range of skills at the next stage. The arrows indicate that language continues to develop beyond the advanced high level. This level is not intended to equal the English language proficiency of a student whose first language is English. Over time, advanced high ELLs understand finer nuances of English meaning, use more natural phrasing, and learn low-frequency words, idioms, sayings, etc., that are typically familiar to individuals whose first language is English.



Individuals progress through the proficiency levels at different rates depending on factors such as age, language facility, and instructional variables. Such factors cause some students to progress

more quickly in certain domains than others. In addition, students may move through certain levels more quickly or slowly than other levels. Without appropriate instruction, for example, some learners may plateau at the intermediate or advanced level. These students need targeted linguistic support to attain the level of English they need to make the learning of academic concepts easier.

Each proficiency level encompasses a range of growth and has an early, middle, and late stage. Students in the late stages of a level demonstrate language that “peaks” into the next level. Students in the early stages of a new level occasionally demonstrate language that “spikes” down to the previous level. Students progress to a new level when they perform **most consistently** at that level.

## ELPS in Instruction and Ongoing Formative Assessment

The ELPS call for teachers to use the PLDs to monitor the proficiency levels of their students and provide linguistically accommodated instruction commensurate with students’ proficiency level needs. All instruction provided to ELLs, whether it is second language acquisition instruction guided by the ELPS student expectations or content area instruction guided by the subject-matter TEKS, is to be linguistically accommodated (communicated, sequenced, and scaffolded) in accordance with the student’s level of English language proficiency.

Teachers are responsible for using the ELPS student expectations and the PLDs to

- monitor the English language proficiency of ELLs,
- help the students progress to higher English language proficiency levels, and
- make learning accessible through linguistically accommodated instruction.

Using the PLDs, teachers tune in to how well their ELLs understand and use English

- when academic material is presented,
- when they engage in cooperative learning activities, and
- when they interact informally with others.

The ongoing use of the PLDs to assess and promote student progress is an example of formative assessment.

## Role of the PLDs in Linguistically Accommodated Instruction

The PLDs play an important role in linguistically accommodated instruction. The PLDs describe the degree to which students at each of the four proficiency levels need linguistic supports and accommodations to engage meaningfully in grade-level instruction. The PLDs are, thus, a key resource to use in determining the kinds of linguistic accommodations to provide. As students progress from one proficiency level to the next, they gain more and more facility with English and need fewer and fewer linguistic accommodations.

Teachers who internalize the meaning of the PLDs understand what a student can currently comprehend and communicate in English as well as what communication skills are associated with the next proficiency level. This knowledge helps teachers adjust content area instruction to make it comprehensible in accordance with the student's current proficiency level. Teachers are also able to better sequence and scaffold instruction to help the student acquire the English abilities of the next proficiency level. Using the PLDs as a formative assessment tool leads to linguistically accommodated instruction that helps students “get from point A to point B” in both subject matter instruction and the learning of English.

## Design of TELPAS Holistically Rated Assessments

A holistically rated assessment process is used for the following grades and language domains of TELPAS:

- Grades K–1: listening, speaking, reading, writing
- Grades 2–12: writing

In alignment with the ELPS, these assessments measure the ability of each ELL to understand and use English to engage in grade-appropriate content-area TEKS instruction. The assessments are conducted by teachers and are based on the performance of students in daily instruction.

### Spring Summative Assessment

TELPAS assesses the English language proficiency of ELLs as a summative spring assessment. Districts assign specific teachers of the ELLs to conduct the assessment. While a given student has only one TELPAS rater, other teachers of the ELL often collaborate with the rater.

The PLDs in the ELPS are the same as those used for TELPAS. TELPAS raters complete in-depth, online training shortly before the spring assessment to prepare to use the PLDs as rubrics to rate the English proficiency of ELLs in a consistent and accurate manner statewide.

The training that TELPAS raters receive supports the administration of TELPAS and provides teachers with ongoing professional development to support effective implementation of the ELPS. Detailed information about the TELPAS rater training process can be accessed on the TELPAS Resources webpage.

### Setting and Maintaining Performance Standards

The standardization of a large-scale assessment is established through setting performance standards and maintaining them from one administration of the assessment to the next. The performance standards for the holistically rated components of TELPAS are the PLDs.

The standards are maintained through the annual online training of raters. The training includes authentic student exemplars and rating feedback to provide raters with the guidance, practice, and calibration they need for the statewide assessment. Schools implement rating verification

processes during the assessment, and the Texas Education Agency conducts periodic audits to provide evidence of the validity and reliability of the test results.

## **Design of TELPAS Online Assessments**

The TELPAS reading, listening, and speaking components for students in grades 2–12 are administered online. TELPAS online tests are designed to measure English language reading, listening, and speaking proficiency in alignment with the beginning, intermediate, advanced, and advanced high PLDs for each domain. A classic multiple-choice testing approach is used for the reading assessment. Listening and speaking are tested together on one assessment that includes a variety of question types. Listening test items include passage-based and non-passage-based items, picture-based items, and drag-and-drop items, among others. The speaking test items include a variety of picture-, passage-, and text-based speaking prompts. The variety of item types gives ELLs the opportunity to show their comprehension and communication skills in various ways.

In addition, the reading and listening selections and test questions are written to measure the proficiency levels defined by the PLDs. In alignment with the PLDs, the degree to which the material is linguistically accommodated diminishes as the proficiency level assessed increases. Test material measuring the beginning and intermediate proficiency levels assesses the student's reading and listening comprehension of basic English and routine academic language. Test material measuring the advanced and advanced high levels increases in linguistic and cognitive complexity in order to assess the student's reading and listening comprehension of the type of English typically used in grade-level instructional texts.

## **Spring Summative Assessments**

Teachers incorporate the ELPS student expectations for reading, listening, and speaking during instruction and use the PLDs formatively throughout the year. During the spring assessment window, students take the summative TELPAS reading test and TELPAS listening and speaking test online.

## **Setting and Maintaining Performance Standards**

Standard setting for the TELPAS reading and the TELPAS listening and speaking tests is conducted to support the ability of the tests to measure and report performance in alignment with the PLDs such that the proficiency levels reported coincide with the proficiency levels of the students as defined by the PLDs. The standard-setting process determines how well students must perform on the test to be classified into each proficiency level category. The performance standards are maintained across school years through a test equating process.

## Chapter 3 TELPAS, Grades K–1

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As described in Chapter 2, for kindergarten and grade 1 TELPAS assessments, all four domains are performance-based and holistically rated by teachers of the students. TELPAS assessments are administered in the spring of the year, but teachers who are trained as TELPAS raters become adept at using the holistic assessment process in formative ways throughout the year to identify and respond to the needs of their ELLs.

As a part of ongoing routine instruction in the spring, TELPAS raters engage ELLs in performance-based activities and use the PLDs to determine a student's proficiency level for each domain. The summary statement and descriptors for each proficiency level in the PLDs form a student profile. When rating students, teachers can review the proficiency levels as a whole and determine the level that best describes the student's current overall proficiency in English for the relevant domain. For a student in early or late stages of a proficiency level, raters are directed to determine the level at which the student performs most consistently.

### TELPAS Listening, Grades K–1

English language proficiency in listening is defined for TELPAS as the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse. ELLs who are English-proficient in the domain of listening understand spoken English well enough to participate meaningfully and with minimal second language acquisition support in grade-level academic instruction.

#### Performance-Based Listening Activities

The following types of performance-based activities are recommended to teachers as ways to gather information about the listening proficiency of students. The list of activities is not exhaustive.

##### **Grades K–1 Performance-Based Listening Activities**

- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Individual student conferences

## ELPS Student Expectations and PLDs

These are the nine student expectations for listening that apply to grades K–12:

### **ELPS Student Expectations for Listening, 19 TAC 74.4(c)(2)**

**(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:

- (A) distinguish sounds and intonation patterns of English with increasing ease;
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(1)**  
**Grades K–12 Listening**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p>(A) Beginning ELLs have little or no ability to understand spoken English used in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures</li> <li>(ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p>(B) Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary</li> <li>(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p>(C) Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p>(D) Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

As shown in the PLDs, the descriptors in each column define the summary statements. The progression of second language acquisition can be seen by reading the descriptors across the columns, from the beginning to the advanced high level.

<b>1st descriptor</b>	Type of spoken English understood and how much the understanding is dependent on supports and linguistic adaptations
<b>2nd descriptor</b>	Degree of comprehension demonstrated when interactions are not modified to include supports and linguistic adaptations
<b>3rd descriptor</b>	Degree of need to seek clarification to understand or confirm meaning of spoken English

## TELPAS Speaking, Grades K–1

English language proficiency in speaking is defined for TELPAS as the ability to use spoken English appropriately and effectively in learning activities and social interactions. The definition relates specifically to the communication skills that an ELL needs in order to use English as an effective medium for academic instruction.

### Performance-Based Speaking Activities

The following types of performance-based activities are recommended to teachers as ways to gather information about the speaking proficiency of ELLs. The list of activities is not exhaustive.

#### **Grades K–1 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



## ELPS Student Expectations and PLDs

These are the 10 student expectations for speaking that apply to grades K–12:

### ELPS Student Expectations for Speaking K–12, 19 TAC 74.4(c)(3)

- (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 to:
- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
  - (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
  - (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
  - (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
  - (E) share information in cooperative learning interactions;
  - (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;
  - (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
  - (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
  - (I) adapt spoken language appropriately for formal and informal purposes; and
  - (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

## ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(2) Grades K–1 Speaking

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A)</b> Beginning ELLs have little or no ability to speak English in academic and social settings.</p>	<p><b>(B)</b> Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p>	<p><b>(C)</b> Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p>	<p><b>(D)</b> Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p>
<p><b>These students:</b></p> <p><b>(i)</b> 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</p> <p><b>(ii)</b> speak 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</p> <p><b>(iii)</b> 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</p> <p><b>(iv)</b> exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</p> <p><b>(v)</b> typically use pronunciation that significantly inhibits communication</p>	<p><b>These students:</b></p> <p><b>(i)</b> 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</p> <p><b>(ii)</b> speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</p> <p><b>(iii)</b> exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</p> <p><b>(iv)</b> exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</p> <p><b>(v)</b> use pronunciation that can usually be understood by people accustomed to interacting with ELLs</p>	<p><b>These students:</b></p> <p><b>(i)</b> are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning</p> <p><b>(ii)</b> discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</p> <p><b>(iii)</b> have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features</p> <p><b>(iv)</b> make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</p> <p><b>(v)</b> may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs</p>	<p><b>These students:</b></p> <p><b>(i)</b> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</p> <p><b>(ii)</b> communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers</p> <p><b>(iii)</b> can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</p> <p><b>(iv)</b> make few second language acquisition errors that interfere with overall communication</p> <p><b>(v)</b> may mispronounce words, but rarely use pronunciation that interferes with overall communication</p>

As shown in the PLDs, the descriptors for the speaking PLDs address the following elements:

<b>1st descriptor</b>	Discourse type and length; fluency
<b>2nd descriptor</b>	Vocabulary
<b>3rd descriptor</b>	Grammar structures
<b>4th descriptor</b>	Accuracy
<b>5th descriptor</b>	Pronunciation

## TELPAS Reading, Grades K–1

English language proficiency in reading is defined for TELPAS as the ability to comprehend and interpret written text at the grade-appropriate level.

Students in kindergarten and grade 1 (ELLs and non-ELLs) vary in how quickly they learn to decode written text. K–1 ELLs may be at different developmental stages of emerging literacy regardless of their stage of second language acquisition. As is customary in K–1 instruction, students build foundational reading skills through texts read aloud as well as through activities that support their emerging ability to read written texts.

Throughout the year, teachers monitor and develop the reading proficiency levels of their K–1 ELLs during ongoing classroom instruction as they incorporate the ELPS and content area TEKS in daily instruction.

### Performance-Based Reading Activities

The following types of performance-based activities are recommended to teachers as ways to gather information about the English language proficiency of K–1 ELLs in the domain of reading. The list of activities is not exhaustive.

#### Grades K–1 Performance-Based Reading Activities

- Paired reading
- Sing-alongs and read-alongs, including chants and poems
- Shared reading with big books, charts, overhead transparencies, and other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading-response journals

## ELPS Student Expectations and PLDs

These are the 11 student expectations for reading that apply to grades K–12:

### ELPS Student Expectations for Reading K–1, 19 TAC 74.4(c)(4)

**(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:**

- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
- (B) recognize directionality of English reading such as left to right and top to bottom;
- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
- (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
- (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;
- (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
- (H) read silently with increasing ease and comprehension for longer periods;
- (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
- (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
- (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(3)**  
**Grades K–1 Reading**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs have little or no ability to use the English language to build foundational reading skills.</b></p>	<p><b>(B) Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.</b></p>	<p><b>(C) Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</b></p>	<p><b>(D) Advanced high ELLs have the ability to use the English language with minimal second language acquisition support, to build foundational reading skills.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are               <ul style="list-style-type: none"> <li><b>(I)</b> read in short “chunks”</li> <li><b>(II)</b> controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced</li> <li><b>(III)</b> accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech</li> </ul> </li> <li><b>(ii)</b> begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos</li> <li><b>(iii)</b> have difficulty decoding most grade-appropriate English text because they *               <ul style="list-style-type: none"> <li><b>(I)</b> understand the meaning of very few words in English</li> <li><b>(II)</b> struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English</li> </ul> </li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include               <ul style="list-style-type: none"> <li><b>(I)</b> predictable story lines</li> <li><b>(II)</b> highly familiar topics</li> <li><b>(III)</b> primarily high-frequency, concrete vocabulary</li> <li><b>(IV)</b> short, simple sentences</li> <li><b>(V)</b> visual and linguistic supports</li> </ul> </li> <li><b>(ii)</b> regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, and logos</li> <li><b>(iii)</b> have difficulty decoding grade-appropriate English text because they *               <ul style="list-style-type: none"> <li><b>(I)</b> understand the meaning of only those English words they hear frequently</li> <li><b>(II)</b> struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</li> </ul> </li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning</li> <li><b>(ii)</b> recognize some basic English vocabulary and high-frequency words in isolated print</li> <li><b>(iii)</b> with second language acquisition support, are able to decode most grade-appropriate English text because they *               <ul style="list-style-type: none"> <li><b>(I)</b> understand the meaning of most grade-appropriate English words</li> <li><b>(II)</b> have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</li> </ul> </li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English</li> <li><b>(ii)</b> with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers</li> <li><b>(iii)</b> with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *</li> </ul>

\* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

As shown in the PLDs, the reading PLDs for K–1 differ from those of ELLs in grades 2–12 because they take into account that K–1 students develop the ability to decode written text at different rates regardless of their stage of second language acquisition. The PLDs contain descriptors related to the ability to understand English read aloud as well as the ability to decode and understand written English. For students not yet at the emergent literacy stage of decoding written text, the descriptors related to understanding written English are not used.

The descriptors address the following elements and show the progression of reading proficiency from the beginning to the advanced high level:

<b>1st descriptor</b>	Comprehension of stories read aloud (oral reading)
<b>2nd descriptor</b>	Recognizing/understanding simple environmental print, high-frequency words, sight vocabulary
<b>3rd descriptor</b>	Decoding grade-appropriate English text

## TELPAS Writing, Grades K–1

English language proficiency in writing is defined for TELPAS as the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments.

Students in kindergarten and grade 1 (ELLs and non-ELLs) vary in how quickly they learn to write. K–1 ELLs may be at different developmental stages of learning to write regardless of their English language proficiency. As is customary in K–1 instruction, students build foundational writing skills through applicable oral prerequisite activities, activities based on emergent forms of writing, and activities that involve self-generated connected written text.

Throughout the year, teachers monitor and develop the English language writing proficiency levels of their K–1 ELLs as they incorporate the ELPS and content area TEKS in daily instruction. The TELPAS writing assessments for kindergarten and grade 1 are performance-based and holistically rated by teachers of the students.

### Performance-Based Writing Activities

The following types of performance-based activities are recommended as ways to gather information about the English language proficiency of K–1 ELLs in the domain of writing. The list of activities is not exhaustive.

#### Grades K–1 Performance-Based Writing Activities

- Journal writing for personal reflections
- Shared writing for literacy and content area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Publishing and presenting
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Cooperative group work
- First drafts

## ELPS Student Expectations and PLDs

Certain student expectations for K–1 students do not apply until the student has reached the stage of generating original written text using a standard writing system.

### ELPS Student Expectations for Writing K–1, 19 TAC 74.4(c)(5)

- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across 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 do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:**
- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
  - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
  - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
  - (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
  - (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
    - (i) using correct verbs, tenses, and pronouns/antecedents;
    - (ii) using possessive case (apostrophe s) correctly; and
    - (iii) using negatives and contractions correctly.
  - (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
  - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.



**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(5)**  
**Grades K–1 Writing**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs have little or no ability to use the English language to build foundational writing skills.</b></p>	<p><b>(B) Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.</b></p>	<p><b>(C) Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</b></p>	<p><b>(D) Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)</li> <li><b>(ii)</b> know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language</li> <li><b>(iii)</b> cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized *</li> <li><b>(iv)</b> may demonstrate little or no awareness of English print conventions</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English</li> <li><b>(ii)</b> can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English</li> <li><b>(iii)</b> express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class *</li> <li><b>(iv)</b> frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating *</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing</li> <li><b>(ii)</b> can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</li> <li><b>(iii)</b> although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner *</li> <li><b>(iv)</b> occasionally exhibit second language acquisition errors when writing in English *</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing</li> <li><b>(ii)</b> can participate meaningfully in most grade-appropriate shared writing activities using the English language</li> <li><b>(iii)</b> although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *</li> </ul>

\* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.



As shown in the PLDs, the writing PLDs for K–1 differ from those of ELLs in grades 2–12 because they take into account that K–1 students, whether they are ELLs or non-ELLs, develop the ability to generate original written text at different rates. The asterisked descriptors are used only for students who have reached the emergent literacy stage of being able to generate connected written text using a standard writing system. A student who has not yet reached this developmental stage is eligible to receive any of the four English language proficiency ratings based on the remaining PLDs.

Taking the student's stage of emergent writing into account, teachers are directed to read the proficiency levels as a whole and determine the student's current overall English language writing proficiency. For students in the early or late stages of a proficiency level, raters are directed to determine the level at which the students perform most consistently.

The descriptors of the writing PLDs address the following elements and show the progress of writing proficiency from the beginning to advanced high level:

<b>1st descriptor</b>	Use of English to explain self-generated writing, including emergent forms of writing
<b>2nd descriptor</b>	Use of English to participate in shared writing activities
<b>3rd descriptor</b>	Use of English in self-generated, connected written text
<b>4th descriptor</b>	Print awareness and primary language features

## Chapter 4 TELPAS, Grades 2–12

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As described in Chapter 2, the TELPAS reading and TELPAS listening and speaking assessments for grades 2–12 are administered online, and the grades 2–12 writing assessment is holistically rated. Both online and holistically rated TELPAS assessments are administered in the spring of the year.

### Layout and Administration of TELPAS Online Tests

Students taking the TELPAS reading and TELPAS listening and speaking online tests will respond to test items of all proficiency levels. In response to input from Texas educators, the items do not appear in strict proficiency level order. Each test starts with items from lower proficiency levels. As students proceed through each test, the proficiency levels are mixed so that more difficult test items and passages are interspersed with easier ones.

The test administration directions read aloud before each test inform students that they will encounter test items/passages that are easy or difficult, depending on how much English they know. Students are informed that each test measures how much English they learn each year. Students are encouraged to do their best on the parts of the test they can understand and not to worry about the parts that they do not. Students new to the English language are encouraged to continue testing when they encounter a test item or passage that is difficult to understand, as easier test items and passages will likely follow.

### TELPAS Listening, Grades 2–12

English language proficiency in listening is defined for TELPAS as the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse. ELLs who are English proficient in the domain of listening understand spoken English well enough to participate meaningfully and with minimal second language acquisition support in grade-level academic instruction.

### Performance-Based Listening Activities

The following types of performance-based activities are recommended as ways to develop the listening proficiency of students. They can also be used for formative assessment throughout the year. The list of activities is not exhaustive.

#### **Grades 2–12 Performance-Based Listening Activities**

- |  |                                    |
|--|------------------------------------|
| ■ Reacting to oral presentations                         | ■ Cooperative group work           |
| ■ Responding to text read aloud                          | ■ Informal interactions with peers |
| ■ Following directions                                   | ■ One-on-one interviews            |
| ■ Large-group and small-group instructional interactions | ■ Individual student conferences   |

## ELPS Student Expectations and PLDs

TELPAS listening and speaking tests measure the student expectations for listening at the levels of English language proficiency defined in the ELPS proficiency level descriptors.

### ELPS Student Expectations for Listening, 19 TAC 74.4(c)(2)

**(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:**

- (A) distinguish sounds and intonation patterns of English with increasing ease;
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(1)**  
**Grades K–12 Listening**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs have little or no ability to understand spoken English used in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures</li> <li><b>(ii)</b> struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li><b>(iii)</b> may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>(B) Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary</li> <li><b>(ii)</b> often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li><b>(iii)</b> have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p><b>(C) Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li><b>(ii)</b> understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li><b>(iii)</b> occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>(D) Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li><b>(ii)</b> understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li><b>(iii)</b> rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

As shown in the PLDs, the descriptors in each column define the summary statements. The progression of second language acquisition can be seen by reading the descriptors across the columns, from the beginning to the advanced high level.

<b>1st descriptor</b>	Type of spoken English understood and how much the understanding is dependent on supports and linguistic adaptations
<b>2nd descriptor</b>	Degree of comprehension demonstrated when interactions are not modified to include supports and linguistic adaptations
<b>3rd descriptor</b>	Degree of need to seek clarification to understand or confirm meaning of spoken English

## TELPAS Speaking, Grades 2–12

English language proficiency in speaking is defined for TELPAS as the ability to use spoken English appropriately and effectively in learning activities and social interactions. The definition relates specifically to the communication skills that an ELL needs in order to use English as an effective medium for academic instruction.

### Performance-Based Speaking Activities

The following types of performance-based activities are recommended as ways to develop the speaking proficiency of students. They can also be used for formative assessment throughout the year. The list of activities is not exhaustive.

#### 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

## ELPS Student Expectations and PLDs

TELPAS listening and speaking tests measure the student expectations for speaking at the levels of English language proficiency defined in the ELPS proficiency level descriptors.

### ELPS Student Expectations for Speaking K–12, 19 TAC 74.4(c)(3)

**(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 to:**

- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
- (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
- (E) share information in cooperative learning interactions;
- (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;
- (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
- (I) adapt spoken language appropriately for formal and informal purposes; and
- (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

# **ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(2)** **Grades 2–12 Speaking**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs have little or no ability to speak English in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> 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</li> <li><b>(ii)</b> speak 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</li> <li><b>(iii)</b> 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</li> <li><b>(iv)</b> exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</li> <li><b>(v)</b> typically use pronunciation that significantly inhibits communication</li> </ul>	<p><b>(B) Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> 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</li> <li><b>(ii)</b> speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</li> <li><b>(iii)</b> exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</li> <li><b>(iv)</b> exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</li> <li><b>(v)</b> use pronunciation that can usually be understood by people accustomed to interacting with ELLs</li> </ul>	<p><b>(C) Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning</li> <li><b>(ii)</b> discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</li> <li><b>(iii)</b> have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features</li> <li><b>(iv)</b> make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</li> <li><b>(v)</b> may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs</li> </ul>	<p><b>(D) Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</li> <li><b>(ii)</b> communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers</li> <li><b>(iii)</b> can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</li> <li><b>(iv)</b> make few second language acquisition errors that interfere with overall communication</li> <li><b>(v)</b> may mispronounce words, but rarely use pronunciation that interferes with overall communication</li> </ul>

As shown in the PLDs, the descriptors for the speaking PLDs address the following elements:

<b>1st descriptor</b>	Discourse type and length; fluency
<b>2nd descriptor</b>	Vocabulary
<b>3rd descriptor</b>	Grammar structures
<b>4th descriptor</b>	Accuracy
<b>5th descriptor</b>	Pronunciation

## TELPAS Online Listening and Speaking Test

### Listening and Speaking Test Blueprint

The following table shows the number of possible points a student may earn per reporting category for the TELPAS listening and speaking test.

	Reporting Category	Possible Points
<b>Listening</b>	Reporting Category 1: Understand spoken words and language structures	5
	Reporting Category 2: Basic understanding of spoken English	16
	Reporting Category 3: Analyze and evaluate information in spoken English	6
	<b>Total</b>	27
<b>Speaking</b>	Reporting Category 1: Provide and summarize information	16
	Reporting Category 2: Share opinions and analyze information	20
	<b>Total</b>	36

### Listening Reporting Categories

The majority of the ELPS student expectations for listening are organized under three TELPAS listening reporting categories, or skill areas, which follow.

#### Listening Reporting Category 1

**The student will demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English.**

The student is expected to:

- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;



- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

## Listening Reporting Category 2

**The student will demonstrate a basic understanding of spoken English used in a variety of contexts.**

The student is expected to:

- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

## Listening Reporting Category 3

**The student will demonstrate an ability to analyze and evaluate information and ideas presented in spoken English in a variety of contexts.**

The student is expected to:

- H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations

The following ELPS student expectations are assessed throughout the test and are not specific to any one reporting category:

- (A) distinguish sounds and intonation patterns of English with increasing ease;
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment

## Speaking Reporting Categories

The majority of the ELPS student expectations are organized under two TELPAS speaking reporting categories, or skill areas, which follow.

**Speaking Reporting Category 1**

**The student will demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations.**

The student is expected to:

- (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;
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired

**Speaking Reporting Category 2**

**The student will demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations.**

The student is expected to:

- (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
- (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

The following ELPS student expectations are assessed throughout the test and are not specific to any one reporting category:

- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
- (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

- (E) share information in cooperative learning interactions;
- (I) adapt spoken language appropriately for formal and informal purposes

## Test Format

- Beginning- and intermediate-level listening test items measure the ability to understand everyday, high-frequency spoken English and routine academic language. Advanced and advanced high listening test items measure whether students are acquiring the academic language necessary to understand spoken information during grade-appropriate instruction in language arts, mathematics, science, and social studies.
- The tests consist of listening and speaking stimuli and test items aligned to the four proficiency levels defined in the PLDs.
- A variety of narrative, procedural, and informational stimuli are included. Listening passages may focus on social interactions or academic content and are accompanied by passage-based listening comprehension items. Standalone listening items might be accompanied by a prompt asking the student to click on an object in a picture, to identify the picture that matches the prompt, or to put a number of pictures in order according to a story.
- A variety of stimuli requiring a variety of spoken responses are included. Responses require a range of vocabulary encompassing social and academic language. For example, students may be shown a map and prompted to explain how to get from one location to another. They may be prompted to tell a story, describe a picture, or compare two pictures. Students are encouraged to speak as much as they can when responding to speaking prompts.
- Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses. For simple prompts, students have 45 seconds to respond; for open-ended, more complex prompts, students have 90 seconds. The student's response to the prompt determines the student's proficiency level.
- To interact with speaking items, students will use audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.
- All test content is designed to be age appropriate.

## **TELPAS Reading, Grades 2–12**

English language proficiency in reading is defined for TELPAS as the ability to comprehend and interpret written text at the grade-appropriate level. The definition is not tied specifically to the language arts discipline but more broadly to the ability to read texts typically encountered during all grade-level instruction.

### **Reading Domain of English Language Proficiency Versus Language Arts**

TELPAS reading tests differ from language arts reading tests in two ways:

1. TELPAS reading tests measure more specifically the ability to read in mathematics, science, and social studies contexts.
2. TELPAS reading tests are designed around the stages of second language acquisition, while language arts reading tests are designed around grade-level reading expectations. Non-ELLs are assumed to have had the same amount of time to learn English and meet grade-level reading expectations. Because ELLs may begin learning English at any age, assumptions cannot be made about how much English they can be expected to understand and read at a given grade level. The advanced high reading material on TELPAS includes texts similar to those encountered in grade-level instruction, because this is the stage at which students need minimal second language acquisition support to read grade-level material. The tests also, however, include reading material designed to assess the stages of second language acquisition that lead up to the advanced high level.

It is important to keep in mind that ELLs who struggle to read grade-level English do not necessarily struggle to read in their native language.

### **ELPS Student Expectations and PLDs**

Some portions of the student expectations apply strictly to instructional activities. TELPAS assesses the portions of the student expectations that can be measured in a standardized, multiple-choice test format.

Each TELPAS reading selection and test question is written for a particular proficiency level in alignment with the proficiency level descriptors.

## ELPS Student Expectations for Reading 2–12, 19 TAC 74.4(c)(4)

- (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:
- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;
  - (B) recognize directionality of English reading such as left to right and top to bottom;
  - (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
  - (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
  - (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;
  - (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;
  - (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
  - (H) read silently with increasing ease and comprehension for longer periods;
  - (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
  - (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
  - (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

# ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(4) Grades 2–12 Reading

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A)</b> Beginning ELLs have little or no ability to read and understand English used in academic and social contexts.</p>	<p><b>(B)</b> Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.</p>	<p><b>(C)</b> Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.</p>	<p><b>(D)</b> Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts.</p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes               <ul style="list-style-type: none"> <li><b>(I)</b> environmental print</li> <li><b>(II)</b> some very high-frequency words</li> <li><b>(III)</b> concrete words that can be represented by pictures</li> </ul> </li> <li><b>(ii)</b> read slowly, word by word</li> <li><b>(iii)</b> have a very limited sense of English language structures</li> <li><b>(iv)</b> comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text</li> <li><b>(v)</b> are highly dependent on visuals and prior knowledge to derive meaning from text in English</li> <li><b>(vi)</b> are able to apply reading comprehension skills in English only when reading texts written for this level</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes               <ul style="list-style-type: none"> <li><b>(I)</b> everyday oral language</li> <li><b>(II)</b> literal meanings of common words</li> <li><b>(III)</b> routine academic language and terms</li> <li><b>(IV)</b> commonly used abstract language such as terms used to describe basic feelings</li> </ul> </li> <li><b>(ii)</b> often read slowly and in short phrases; may re-read to clarify meaning</li> <li><b>(iii)</b> have a growing understanding of basic, routinely used English language structures</li> <li><b>(iv)</b> understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension</li> <li><b>(v)</b> struggle to independently read and understand grade-level texts</li> <li><b>(vi)</b> are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts</li> <li><b>(II)</b> with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words</li> <li><b>(II)</b> demonstrate an emerging ability to understand words and phrases beyond their literal meaning</li> <li><b>(III)</b> understand multiple meanings of commonly used words</li> <li><b>(ii)</b> read longer phrases and simple sentences from familiar text with appropriate rate and speed</li> <li><b>(iii)</b> are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text</li> <li><b>(iv)</b> are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li><b>(i)</b> read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used</li> <li><b>(ii)</b> generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression</li> <li><b>(iii)</b> are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text</li> <li><b>(iv)</b> are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text</li> </ul>

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. The PLDs give teachers information that helps them linguistically support the ability of ELLs to comprehend information in grade-level texts and advance to the next proficiency level.

## Test Blueprints

The following tables show the number of test items per proficiency level and reporting category on each grade-cluster TELPAS reading test.

Grade 2	
Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	7
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	11
<b>Total</b>	<b>30</b>

Grade 3	
Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	9
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	13
<b>Total</b>	<b>34</b>

Grades 4–5	
Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	10
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	14
<b>Total</b>	<b>36</b>

## Chapter 4

Grades 6–7	
Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	10
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	15
<b>Total</b>	<b>37</b>

Grades 8–9	
Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	10
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	15
<b>Total</b>	<b>37</b>

Grades 10–12	
Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	10
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	15
<b>Total</b>	<b>37</b>



## Reading Reporting Categories

The majority of the ELPS student expectations are organized under three TELPAS reading reporting categories, or skill areas, which follow.

### Reading Reporting Category 1

**The student will demonstrate an understanding of words and language structures necessary for constructing meaning in English.**

The student is expected to:

- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials
- (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

### Reading Reporting Category 2

**The student will demonstrate a basic understanding of a variety of texts written in English.**

The student is expected to:

- (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs
- (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs

### Reading Reporting Category 3

**The student will demonstrate an ability to analyze and evaluate information and ideas in a variety of texts written in English.**

The student is expected to:

- J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs
- (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs

The following ELPS student expectations are assessed throughout the test and are not specific to any one reporting category.

The student is expected to:

- (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words
- (B) recognize directionality of English reading such as left to right and top to bottom
- (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
- (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
- (H) read silently with increasing ease and comprehension for longer periods

### Test Format

- Beginning- and intermediate-level reading material measures the ability to read and understand everyday, high-frequency English and routine academic language. Advanced and advanced high reading material measures whether students are acquiring the academic language proficiency necessary for reading and processing information during grade-appropriate instruction in language arts, mathematics, science, and social studies.
- The tests consist primarily of reading passages and test questions aligned to the four proficiency levels defined in the PLDs. Some items are not associated with a reading passage. Such items may use a cloze format (fill-in-the-blank), include questions based on illustrations, include a short text followed by a multiple-choice question, or include items with a drag-and-drop functionality to test vocabulary.
- A variety of narrative, procedural, and informational reading passages are included. Passages span a wide variety of purposes, such as reading for enjoyment and literary appreciation, reading to engage in core subject-area instruction, and reading for everyday, practical purposes.
- The reading passages and test questions are designed to be age-appropriate.
- There is no specified length for reading passages. Texts generally increase in length as proficiency levels increase.
- Although most test items that accompany a reading passage assess the same proficiency level, the proficiency level of the items that appear with a passage may vary.

## Annotated Test Samples

TELPAS reading sample test questions and reading passages are shown on the following pages. The four proficiency levels are represented as well as the six grade clusters. Annotations are provided to describe the item types and alignment of the test with the ELPS student expectations and PLDs. The samples are not formatted as they appear in the online tests. See the next section for information about how to access the samples in the online format.

### Word Identification Items

#### Grades 8–9 Beginning

These are \_\_\_\_\_.



- ☐ trees
- ☐ birds
- ☐ cars
- ☒ clouds

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE*</b>	(C) Develop basic sight vocabulary
<b>Item Description</b>	This item type requires the ELL to fill in the blank in a short sentence with the English word pictured. Words assessed are among the earliest learned by students new to the English language. This item type assesses the early stages of the beginning level and is developed for all grades.
<b>PLDs**</b>	(A) (i) Beginning ELLs read and understand the very limited recently practiced, memorized, or highly familiar English they have learned, such as high-frequency words and concrete words that can be represented by pictures.

\* ELPS student expectation (SE)

\*\* ELPS proficiency level descriptors (PLDs)

## Cloze Items Assessing Everyday and Routine Academic Language

### Grades 10–12 Intermediate

Rosario wants to make a sandwich. First she puts two \_\_\_\_\_ of bread on a plate.

☐ meats

☐ hands

☐ cheese

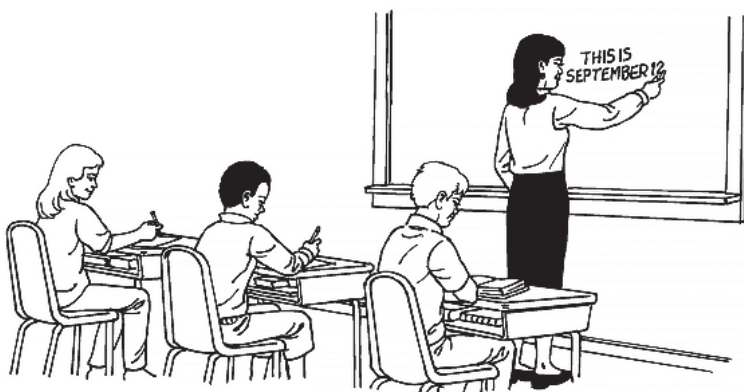
☒ slices



<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(C) Comprehend English vocabulary and language structures used routinely in written classroom materials
<b>Item Description</b>	This item type has a cloze (fill-in-the-blank) format with one or two sentences. Strong picture support is provided, and high-frequency English, short sentences, and simple language structures are used. This type of item is developed at all grades to assess the beginning and intermediate levels.
<b>PLDs</b>	(B) (i), (iii), (iv) Intermediate ELLs read and understand vocabulary on a somewhat wider range of topics, including everyday oral language and routine academic language. They have a growing understanding of basic language structures, understand short, connected sentences, and depend on visual support to sustain comprehension.

## Responding to Questions About Pictures

### Grades 4–5 Beginning



What is the teacher doing?

- ☐ The teacher has chalk.
- ☐ There are three students.
- ☐ The students are working
- ☒ The teacher is writing.

<b>Reporting Category</b>	2 – Demonstrate basic understanding of a variety of texts
<b>SE</b>	(G) Demonstrate comprehension of increasingly complex English by responding to questions
<b>Item Description</b>	This item type requires the ELL to answer a basic question about a picture. Short sentences featuring simple language structures and high-frequency words are used. These items measure comprehension of the kinds of questions that students at the assessed proficiency level can read and understand. The item type is developed for the intermediate level at grade 2 and the beginning level at other grades.
<b>PLDs</b>	(A) (i), (iii), (iv), (v) Beginning ELLs read and understand some very high-frequency words and some sentences in highly routine contexts or recently practiced, highly familiar text. They have a very limited sense of English language structures and are highly dependent on visuals to derive meaning from text in English.

# Content Area Cloze Items—Science

## Grades 8–9 Advanced High

Wendy was riding in a car. The driver stopped the car suddenly, and Wendy jerked forward until she was caught by her seat belt. Wendy realized that this was an example of Newton's first law of motion. After the car stopped \_\_\_\_\_, Wendy continued moving forward because of inertia.



- ☐ specifically
- ☐ positively
- ☐ narrowly
- ☒ abruptly

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text and develop grasp of language structures to comprehend increasingly challenging language.
<b>Item Description</b>	This cloze format requires the ELL to read content-based English text consisting of several sentences. Mathematics and science contexts are most often used. The student is not expected to perform or have mastered a content-based skill. The student uses academic English vocabulary and language structures to select the word that best fits the context. This item type is primarily developed for the advanced and advanced high levels.
<b>PLDs</b>	(D) (i), (iii) Advanced high ELLs are able to read and understand vocabulary at a level nearly comparable to their native English-speaking peers, and they are able to use their familiarity with English language structures to construct meaning of grade-appropriate text.

## Narrative Selection, Grade 3, Intermediate

Intermediate level students can read short reading passages that feature simple sentences and highly familiar English, but they are dependent on visual cues and story predictability to sustain comprehension. As compared to beginners, intermediate students are able to read and understand English vocabulary on a wider range of topics and with increased depth. The topic of this passage is familiar. The illustration supports one of the story's main events. Narrative passages with appropriate linguistic supports are developed to assess all proficiency levels.

### A Day with Dad



- 1 Joe's dad works on Saturdays. He is a bus driver.
- 2 One day Dad says, "Would you like to come to work with me on Saturday?"
- 3 "Yes!" Joe says happily as he jumps up and down.
- 4 On Saturday Joe and Dad go to the bus station. Joe finds a seat on the bus and sits down. All day Dad drives back and forth across the city. He drives to the park, to the mall, and to the library.
- 5 Joe's dad smiles and says hello to everyone who gets on the bus. At one stop a woman with a cane gets on the bus. Joe's dad waits until the woman sits down. Then he drives on.
- 6 At the end of the day, Joe's dad returns the bus to the station. Then they go home. It has been a long day, but Joe was happy to see how his dad helps people.

## Chapter 4

Where do Joe and his dad get on the bus?

- ☐ At the library
- ☐ At the park
- ☐ At the mall
- ☒ At the station

What is this story mostly about?

- ☐ Joe helps a woman get on the bus.
- ☒ Joe goes to work with his dad.
- ☐ Joe plays with his dad on Saturday.
- ☐ Joe learns how to drive a bus.

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to understand supporting details and to distinguish main ideas from details commensurate with content area needs
<b>Item Description</b>	The first item measures the ability to understand a supporting detail of the story. The second item measures the ability to distinguish the main idea of the story from details. The questions use everyday language that intermediate students can understand.
<b>PLDs</b>	(B) (vi) Intermediate ELLs are able to apply basic comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.

You can tell from this story that Joe's dad is —

- ☐ lazy
- ☐ brave
- ☐ funny
- ☒ kind

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing inferences from text
<b>Item Description</b>	This item measures the student's ability to analyze the story to determine that the character of Joe's dad is best described as kind.
<b>PLDs</b>	(B) (vi) Intermediate ELLs are able to apply some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.



## Informational Selection, Grade 2, Advanced

Informational texts are mainly written for the advanced and advanced high proficiency levels. This text is science-related. At the advanced level, ELLs demonstrate the ability to read about unfamiliar topics at a grade-appropriate level when suitable linguistic supports are included.



1 Lemurs are interesting animals. They come from only one place in the world. That place is Madagascar, a big island next to Africa.



2 Lemurs can be different sizes. The smallest lemur is the size of a mouse. The largest lemur is about the size of a large house cat.

3 Most lemurs live in trees. Their hands and feet help them grab tree branches. Lemurs have long, strong toes on their feet and thumbs on their hands. Most lemurs also have a long, furry tail. Their tail helps them balance so they do not fall off tree branches. Lemurs jump from tree to tree looking for food. They eat mostly flowers, leaves, and fruit.



© Ken Schafer/CORBIS

4 Some mother lemurs carry their babies in their mouth when they are very small. Most lemur babies ride on their mother's back when they are old enough to cling to her fur with their hands.

Some lemurs can be the size of a —

- ☐ butterfly
- ☒ house cat
- ☐ pig
- ☐ giraffe

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to understand supporting details commensurate with content area needs
<b>Item Description</b>	This item measures the ability to read and understand important details in a content-based text.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

In paragraph 3, which words best help the reader understand what balance means?

- ☐ *live in trees*
- ☐ *looking for food*
- ☐ *jump from tree to tree*
- ☒ *so they do not fall*

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text
<b>Item Description</b>	In this item the ELL uses the textual cue “so they do not fall” as context for understanding the meaning of the English word “balance.” Textual cues are written to be comprehensible to students at the targeted proficiency level. Visual and textual cues help ELLs broaden their bank of English vocabulary and confirm the meaning of words they find difficult to sound out.
<b>PLDs</b>	(C) (i), (iii), (iv) Advanced ELLs read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary in academic contexts and use their growing familiarity with English language structures to construct meaning of grade-appropriate text. They can apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Lemurs are like people because they —

- ☐ *live mostly in trees*
- ☐ *carry babies in their mouth*
- ☒ *have thumbs on their hands*
- ☐ *have long tails*

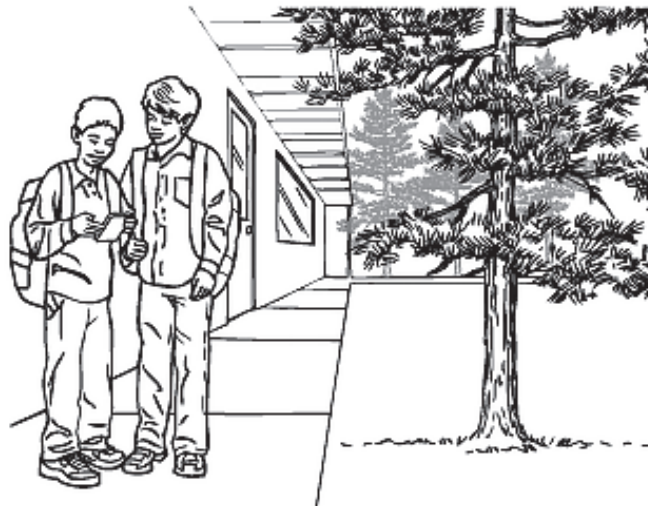
<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing conclusions from text
<b>Item Description</b>	This item measures the ability of the students to move beyond basic comprehension of content-based text to think inferentially about what they have read.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

## Narrative Selection, Grade 3, Advanced

This story is relayed using fairly noncomplex text and at first glance may appear to be accessible to intermediate ELLs. However, the story has a surprise twist. Advanced level ELLs have enough command of English to follow unpredictable story lines in noncomplex text, enabling them to read beyond the lines of the text to make implicit connections. Intermediate ELLs, by contrast, rely on familiar and predictable story lines as a road map to derive and confirm meaning when they engage in independent reading tasks.

### What William Found

- 1 William and Caleb looked at magazines in the library. "There it is!" William said, pointing to a picture. "That's the game I want."
- 2 "Cool," said Caleb. "But it costs \$20. That's a lot of money."
- 3 "I'm trying to save money," William said. He took some coins out of his pocket. "I have \$0.85 so far. I need to save a lot more to get \$20."
- 4 The friends checked out some books and went outside. In front of the library, William stopped to tie his shoe. As he bent down, he noticed something brown at the base of a nearby tree. At first William thought the brown thing was an animal. Then he saw that it was a wallet.
- 5 William picked up the wallet. "Look what I found," he said.
- 6 "It's your lucky day!" said Caleb. "I'll bet there's money in it. Open it."



**7** “I don’t know,” William said slowly. He hesitated. He looked around. No one else was in front of the library. William didn’t feel good about opening the wallet. He turned it over. The wallet was made of brown leather and was stuffed full of something. Maybe it was full of money.

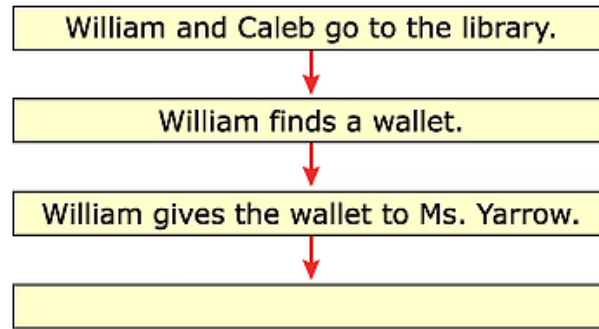
**8** “Let’s look inside and see how much money is in it,” Caleb said. “Think of all the things you could buy. You could get that game you want!”

**9** William stood quietly holding the wallet. He looked around again. No one was looking for a lost object.

**10** William didn’t open the wallet. Instead he walked back into the library. William told the librarian about the wallet. Ms. Yarrow took the wallet, thanked William, and said she would try to find the owner.

**11** The next morning the phone rang at William’s house. It was Ms. Yarrow. “William,” she said, “Mr. Chang was so happy that you found his lost wallet. Mr. Chang is glad that you decided not to keep the wallet and the money inside of it. He wants to give you a reward for being honest. Please come to the library. I have \$20 for you. The money is your reward.”

Read the diagram below.



Which of these belongs in the empty box?

- ☐ William and Caleb check out books from the library.
- ☐ Caleb tells William to open the wallet.
- ☒ William gets a reward.
- ☐ William ties his shoe.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item measures the ability of students to evaluate the graphic and use their understanding of the sequence of events in the story to fill in the empty box.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Which of these is the best summary of the story?

- ☒ William finds a wallet. He decides not to keep it. The owner of the wallet gives William a reward.
- ☐ William and his friend go to the library. They look at magazines. Then they check out books.
- ☐ William finds a brown wallet. He wonders what is inside the wallet.
- ☐ William needs \$20 to buy a game. Mr. Chang gives him the money.

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to summarize text commensurate with content area needs
<b>Item Description</b>	This item measures the ability to understand what the story is generally about and provides evidence of whether the ELL has reached the advanced level of English reading proficiency.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.



Based on the story, which of these will William probably do with the reward money?

- ☐ He will buy a new wallet.
- ☐ He will give it to Ms. Yarrow.
- ☒ He will buy the game he wants.
- ☐ He will give it to Caleb.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as predicting commensurate with content area needs
<b>Item Description</b>	This item measures whether the student understands the story. A thorough understanding is required to understand that William chose to be honest rather than take money from the wallet he found to buy the game he wanted.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Which word best describes William in this story?

- ☒ Honest
- ☐ Funny
- ☐ Careless
- ☐ Relaxed

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing conclusions from text
<b>Item Description</b>	This item measures the student's ability to analyze the story to determine that the character is best described as honest.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.



## Narrative Selection, Grades 10–12, Advanced High

The language complexity in this advanced high passage is similar to that of grade-level materials. The way ELLs answer comprehension questions about these types of literary texts provides evidence of their reading vocabulary level and overall ability to independently synthesize the meaning of the English they encounter in high school English reading passages.

### The Boatman

*The boatmen of New England in the 1930s earned their living on the rough waters of the Atlantic Ocean. They often had to work in stormy conditions, catching fish and then hauling them toward the lights and safety of their home port.*

- 1 Changes in light, like the sun rising, wake some people. Sounds wake others.
- 2 For the boatman, it was certain smells. The aromas of fresh-brewed coffee, strong and black, and fresh ham sizzling on the griddle were more than enough to rouse him from his bed at home. Perhaps that was why it was usually so hard for him to crawl out of the tiny bed on his fishing boat, the *Eloise*. Out here on the open water, he was alone. There was no one to prepare a breakfast feast for him. He would have to wait until he was back home.
- 3 On this particular day, it was neither smells nor changes in light that woke the boatman. It was the seagulls. Their shrieks and cries pierced his sleep like a sewing needle through cloth. He peered through the small round window near his head. The fog on the water was separating into strands of cloud, rotating in elegant, wispy columns off the surface and eventually vanishing into the blue air above. Through the fog, he saw the seagulls that had served as his alarm clock. He heard small waves slapping against the anchored boat as the morning tide rolled past. The boatman rose stiffly from the little bed, his old bones creaking and cracking like the wood used to build the *Eloise* a long time ago.
- 4 He took out an ancient coffeepot and dumped ground coffee into its metal basket. Then he filled the pot and set it on the small gas burner he used to warm his meals. The boatman checked his watch and then the barometer on the cabin wall. The barometric pressure had dropped a little since last night. "Probably a storm is coming," he thought as he started the engine. It sputtered and then settled into a steady hum. The boatman, who prided himself on keeping his boat in good shape, smiled and thought, "Ah, that's my *Eloise*. I can always count on her."

- 5 The change in weather meant a change in plans for the boatman. Instead of turning east and heading out to sea another 10 miles, he decided to head north a mile before sailing westward toward home. With luck, he would be able to catch two hundred pounds of fish before going back to the port. He pulled up the anchor and bent down to gather his big net. Struggling a little with its weight, he threw it over the side of the boat and watched it unroll in the green-gray water. Then he grabbed the wheel and gradually increased the boat's speed, going toward a place in the ocean he knew was deep and full of fish.
- 6 The sun had burned off the remaining fog, and the sky to the north and east was bright blue. But off to the west, the boatman saw a line of heavy gray clouds growing on the horizon. Thirty minutes was all the time he could spend fishing these waters before heading home. The boat slowed down as the net filled. Finally the boatman turned off the engine so he could get the net out of the water. He turned on the electric winch and watched as it pulled the net out of the water and lowered it onto the deck. It was full of fish. He hurried to open a door on the boat's floor, revealing a snowy bed of crushed ice in the space below. The net released a shower of fish onto the ice. "Around 350 pounds," he said out loud as he closed and locked the door. Not a bad catch for a short morning.
- 7 By now the wind was stronger, and the waves were bigger. The gray line of clouds had moved closer. The boatman opened his locker and pulled out his heavy yellow raincoat. He returned to the wheel and slowly turned the vessel into the approaching storm toward home. The wind was steady, a good sign, but the sky ahead was heavy and dark with rain.
- 8 There were three miles between the *Eloise* and the lighthouse at Leary's Point. On a clear day the boatman would have seen the rocky outline of the point's shoreline, but not today. Today he squinted into sheets of rain, searching for the lighthouse beacon that had guided so many of his ancestors past the rocks of the cove to safety. Huge drops splattered against the sides of the cabin windows. The boatman was alone in a world of water.



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- 9 He gripped the wheel and thought of his wife at home, anxiously watching the storm and fretting. He thought of her calling the harbormaster, asking what boats had come ashore. And he thought of her running through the rain, shaking from both the cold and concern, and then climbing the stairs of the lighthouse to check the light. He knew the light would be there because he knew his wife. His Eloise was constant and true.
- 10 The rain was coming down so heavily now that it was impossible to tell where the sea ended and the sky began. The boatman gripped the wheel, checking his course. According to the channel markers, he was only half a mile from Leary's Point. To his left he saw one flash of lightning and then another. A shiver of dread ran down his spine. But a moment later he realized that it was the lighthouse beacon, not lightning, that was interrupting the grayness.
- 11 The boatman smiled as he turned his boat toward the beam. "Ah, that's my Eloise," he thought. "I can always count on her."

When the boatman first sees the light of the lighthouse, what does he think it is?

- ☒ Flashes of lightning
- ☐ A light from another boat
- ☐ A change in light from the sun
- ☐ Lights from the port

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to demonstrate understanding of supporting details in text commensurate with content area needs
<b>Item Description</b>	This item measures whether the student understands supporting details of the text's main idea.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic comprehension skills when reading grade-appropriate text.

In paragraph 2, what does rouse mean?

- ☐ Surprise
- ☐ Interrupt
- ☒ Awaken
- ☐ Bother

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text
<b>Item Description</b>	This item requires the student to use contextual cues in paragraphs 1 and 2 to understand the meaning of “rouse.”
<b>PLDs</b>	(D) (i) Advanced high ELLs read and understand vocabulary at a level nearly comparable to their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used.

What is the significance of the boat’s name?

- ☒ The boat is named after the boatman’s wife because, like her, it is reliable and trustworthy. -
- ☐ The boatman would only marry a woman who had the same name as his boat.
- ☐ It is good luck for a boatman to name his boat after his wife.
- ☐ The boatman had always liked the name Eloise.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item assesses the ability to read analytically and beyond a basic understanding of a text to a deeper, more complete understanding of ideas and themes conveyed in literary texts.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

The setting is critical to this story because —

- ☒ the central conflict and plot are determined by the character's surroundings
- ☐ the main characters could have existed only during the early twentieth century
- ☐ the plot centers on several true historical events mentioned in the story
- ☐ some of the sights and sounds of the sea are used to illustrate the theme

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item requires the student to evaluate the relevance of the selection's setting. Correct answers to this question provide evidence of the student's ability to synthesize the overall meaning of high school texts in order to exercise higher-order reading comprehension skills. The answer choices contain academic language used routinely during language arts instruction.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

## Narrative Selection, Grade 2, Advanced High

This advanced high narrative incorporates the real-life application of a mathematics skill, the addition of two-digit numbers. In these types of selections, students are not assessed on their mastery of content-based skills but on the practical ability to think and reason using academic English during grade-appropriate content area instruction.

### When Do People Go to the Zoo?

- 1 When Ms. Medina's students walked into their classroom Monday morning, they noticed something different. Ms. Medina had drawn a large calendar on the board. The students sat down and waited to begin the math lesson.
- 2 Ms. Medina said, "This calendar shows the attendance at the Parkland Zoo last month. Each day of the week has a circle with a number inside it. That number tells us how many people went to the zoo that day."

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Zoo closed	2 57	3 62	4 99	5 74	6 80	7 310
8 Zoo closed	9 164	10 189	11 214	12 172	13 143	14 412
15 Zoo closed	16 68	17 105	18 92	19 81	20 73	21 327
22 Zoo closed	23 72	24 66	25 93	26 51	27 84	28 384
29 Zoo closed	30 86	31 73				

- 3 Ms. Medina continued, "Please look at the first week on the calendar. What day of the week was March 2?"
- 4 "Monday," Olivia answered.
- 5 "Right," said Ms. Medina. "How many people went to the zoo that day?"



- 6** Lyle said, "I see that 57 people went to the zoo that day."
- 7** "Right again," said Ms. Medina. "Now let's look at March 7. What day of the week was that? How many people visited the zoo?"
- 8** "That day was a Saturday, and there were 310 people at the zoo," replied Ava.
- 9** "Correct," said Ms. Medina. "Which day had the higher attendance, March 2 or March 7?"
- 10** Phan said, "More people went to the zoo on March 7, because 310 is greater than 57."
- 11** "Yes," said Ms. Medina. "Why do you think that more people went to the zoo on Saturday than on Monday?"
- 12** Lyle answered, "Well, there is no school on Saturday, so maybe more people could go to the zoo that day."
- 13** "Great thinking," said Ms. Medina. "Now look at the other weeks on the calendar. Do you see a pattern?"
- 14** Olivia said, "The numbers on Saturdays are greater than the numbers on other days of the week. The pattern is that more people went to the zoo on Saturdays than on any other day."
- 15** "Yes, the zoo was busiest on Saturdays," Ms. Medina said. "What else do you notice about the numbers in the calendar?"
- 16** Phan frowned and said, "Look at the second week in March. The attendance number is greater than 100 each day that week. Why?"
- 17** The class was silent. Then Ava said, "Oh! I think I know! That week was Spring Break! Kids did not have to go to school. I suppose a lot of people went to the zoo, maybe because they had more free time."

**18** Lyle asked, “What about March 17? It was a Tuesday, and 105 people went to the zoo. Why did so many people go on that day?”

**19** “Good question,” Ms. Medina replied. “On March 17 the Parkland Zoo sold tickets at a discount. A zoo ticket cost \$2 less than the normal price. People probably decided to visit the zoo on that day because they could pay less money.”

**20** Then Ms. Medina said, “Everyone has done a good job understanding the information on the calendar. Now I have one more thing to share. We will visit the Parkland Zoo next Wednesday on our field trip!”

**21** “Wow!” said Lyle. “I bet attendance will be really high that day!”

Attendance numbers at the zoo are higher on Saturdays because —

- ☐ people can see more animals
- ☐ zoo tickets cost less on Saturdays
- ☒ children do not have to go to school
- ☐ the zoo stays open later on Saturdays

The calendar on the board in Ms. Medina's classroom shows the —

- ☒ number of visitors at the zoo on different days
- ☐ date of the class field trip to the zoo
- ☐ amount of money the zoo earned
- ☐ attendance of students in Ms. Medina's class

<b>Reporting Category</b>	2 – Basic understanding of variety of texts written in English
<b>SE</b>	(I) Employ basic reading skills such as demonstrating understanding of supporting ideas and details in text commensurate with content area needs
<b>Item Description</b>	The first item measures whether the student understands supporting details of the text's main idea. The second item measures whether the student understands important details from the text and graphic provided.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.



You can tell from the story that the students in Ms. Medina's class —

- ☐ enjoy making calendars
- ☐ visit the zoo often
- ☒ know how to read a calendar
- ☐ want to study zoo animals

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE*</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item requires the student to read English with minimal difficulty to gain a thorough understanding of grade-appropriate text. The item requires the student to analyze events in the story and draw a conclusion.
<b>PLDs**</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

**Informational Selection, Grades 8–9, Advanced**

In this advanced selection, the ELL reads about the green anaconda. This type of selection is not designed to assess mastery of science concepts or skills, but the ability to think and reason using academic English when reading and learning in grade-level science contexts. Advanced selections provide linguistically accommodated text features appropriate for this English language proficiency level.

## **The Green Anaconda**

**1** Are you thinking about getting a pet snake? Don't put the green anaconda on your list! Your home is not big enough or wet enough for an anaconda. The green anaconda is the world's largest snake. This massive creature can grow as long as 30 feet. It can weigh up to 550 pounds and be 12 inches around.



### **Habitat**

**2** Green anacondas live in swamps and rivers in South American rain forests. They are excellent swimmers, and they spend most of their time in the water. Anacondas cannot move around easily on land. However, the snakes will sometimes lie on rocks or tree branches in the sun.

**3** The green anaconda is active at night and sleeps during the day. It lives alone and comes together with other anacondas only during mating season.

## Diet

**4** In some parts of the world, the anaconda is called “elephant killer.” Early Spanish settlers in South America called it *matatoro*, which means “bull killer.” However, the green anaconda does not eat elephants or bulls. It eats turtles, birds, pigs, and deer.

**5** The anaconda is an excellent hunter. The snake’s nose and eyes are on the top of its head. This enables the anaconda to hide just under the water’s surface. The anaconda waits under the surface for its prey to come near the water. Then it grabs its victim. The snake coils its strong body around the prey and squeezes until the animal stops breathing. Then the anaconda opens its jaws and works the prey into its mouth. The snake’s jaws stretch wide enough to swallow the prey whole. Strong muscles crush the animal and push it down into the snake’s stomach. It can take weeks and sometimes months for the anaconda to digest its food.



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## Young

**6** Green anacondas give birth to live young, as opposed to many other snakes, which lay eggs. The female has about 20 to 30 babies at one time. After giving birth, the mother’s job is finished. The baby snakes know right away how to hunt for food and take care of themselves.

## Predators

**7** Jaguars and large reptiles eat young anacondas. However, humans are the anaconda's most dangerous predator. Some people hunt anacondas for their skins. Others capture the snakes to sell illegally as pets. People who live in the rain forests sometimes kill anacondas because they want to protect themselves and their animals.

**8** There are many stories and myths that tell of anaconda attacks. The snake's huge size might be a reason for some of the fantastic snake tales. Regardless of the stories and myths, it is probably best to view the snake in a book or in a zoo.

What is paragraph 5 mostly about?

- ☐ How the anaconda's jaws work
- ☐ What the anaconda eats
- ☐ Where the anaconda waits for prey
- ☒ How the anaconda captures food

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to demonstrate understanding of supporting and main ideas in text commensurate with content area needs
<b>Item Description</b>	This item assesses understanding of sufficient English to determine the main idea of a paragraph.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

Which paragraph gives information about the kinds of animals that hunt anacondas?

- ☐ Paragraph 5
- ☐ Paragraph 6
- ☒ Paragraph 7
- ☐ Paragraph 8

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item requires the student to analyze the passage and its main ideas. This item type does not measure mastery of science but the extent to which the ELL has acquired the ability to read academic English and analyze information during grade-appropriate subject-area instruction.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

The anaconda has been called “elephant killer” and “bull killer” probably because —

- ☐ it is the same size as an elephant
- ☒ it can kill and eat large animals
- ☐ it kills and eats elephants and bulls
- ☐ it lives in South American rain forests

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills commensurate with content area needs
<b>Item Description</b>	This item requires the ELL to demonstrate the ability to think inferentially when reading classroom-based science materials that have some linguistically supportive text features. The item provides information about the growing ability of ELLs to read and think analytically during their own science instruction.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

## Released Tests and Student Tutorials

Several TELPAS reading online resources are available at <http://tea.texas.gov/student.assessment/ell/telpas/>.

- **Student Tutorials**

<http://www.TexasAssessment.com/TELPAS-tutorials>

Online student tutorials give students practice with the online test format, interface, and tools for both the reading tests and the listening and speaking tests.

- **2014 and 2017 released TELPAS reading tests for grades 2–12**

<http://tea.texas.gov/student.assessment/ell/telpas/released-tests/>

These released tests can be administered to students for diagnostic purposes. Individual student raw score results (number of items answered correctly) will be provided. To determine a student's proficiency level rating, the reading test raw score conversion tables on the TELPAS Resources webpage (<https://tea.texas.gov/student.assessment/ell/telpas/>) should be used.

## TELPAS Writing, Grades 2–12

English language proficiency in writing is defined for TELPAS as the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments. The definition relates specifically to the communication skills that an ELL needs in order to use English as an effective medium for academic instruction.

As described in Chapter 2, the 2–12 TELPAS writing assessments comprise performance-based student writing collections holistically rated by teachers of the students. Though TELPAS is administered in the spring of the year, teachers use the holistic assessment process in formative ways throughout the year to identify and respond to the needs their ELLs have related to learning to express themselves clearly in English.

In the spring of the year, teachers assemble writing assignments from routine instruction to form TELPAS writing collections. The assembly requirements are outlined below. Teachers trained as TELPAS raters use the writing PLDs for grades 2–12 to rate the English language proficiency exhibited in the writing collections.

## TELPAS Writing Collections

The assignments in TELPAS writing collections are taken from authentic, performance-based classroom instruction that is grounded in the content area TEKS and ELPS student expectations. Below are some eligible types of writing assignments. The list is not exhaustive.

**Types of Grades 2–12 Writing Assignments**

- Descriptive writing on a familiar topic
- Writing about a familiar process
- Narrative writing about a past event
- Reflective writing
- Extended writing from language arts classes
- Expository or procedural writing from science, mathematics, and social studies classes.

TELPAS writing collections are required to contain at least five writing assignments, including

- at least one assignment that elicits the use of past tense, and
- at least two writing assignments from the mathematics, science, or social studies content areas.

Writing samples that best portray the overall English language proficiency of the student are chosen for the collection. The included samples show how clearly and extensively the student is able to express thoughts, ideas, and information in English to complete writing assignments in core content areas. Short-answer writing assignments are not appropriate for the collections. More information about the assembly of TELPAS writing collections can be found in the *TELPAS Rater Manual* and the training presentation titled *Grades 2–12 Writing Collection Overview* on the TELPAS Resources webpage.



**ELPS Student Expectations and PLDs****ELPS Student Expectations for Writing 2–12, 19 TAC 74.4(c)(5)**

**(5) Cross-curricular second language acquisition/writing.** The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across 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:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
  - (i) using correct verbs, tenses, and pronouns/antecedents;
  - (ii) using possessive case (apostrophe s) correctly; and
  - (iii) using negatives and contractions correctly.
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.



# ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4(d)(6) Grades 2–12 Writing

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p>(A) Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p>	<p>(B) Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p>	<p>(C) Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p>	<p>(D) Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p>
<p><b>These students:</b></p> <p>(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</p> <p>(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English</p> <p>(iii) exhibit writing features typical at this level, including</p> <p>(I) ability to label, list, and copy</p> <p>(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate</p> <p>(III) present tense used primarily</p> <p>(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs</p>	<p><b>These students:</b></p> <p>(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</p> <p>(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English</p> <p>(iii) exhibit writing features typical at this level, including</p> <p>(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</p> <p>(II) high-frequency vocabulary; academic writing often has an oral tone</p> <p>(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</p> <p>(IV) repetition of ideas due to lack of vocabulary and language structures</p> <p>(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies</p> <p>(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas</p> <p>(VII) primary language features and errors associated with second language acquisition may be frequent</p> <p>(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing</p>	<p><b>These students:</b></p> <p>(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</p> <p>(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</p> <p>(iii) exhibit writing features typical at this level, including</p> <p>(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary</p> <p>(II) occasional difficulty with naturalness of phrasing and expression</p> <p>(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</p>	<p><b>These students:</b></p> <p>(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</p> <p>(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar</p> <p>(iii) exhibit writing features typical at this level, including</p> <p>(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</p> <p>(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone</p> <p>(III) use of a variety of common cohesive devices, although some redundancy may occur</p> <p>(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required</p> <p>(V) occasional second language acquisition errors</p> <p>(VI) communications are usually understood by individuals not accustomed to the writing of ELLs</p>

## Chapter 4

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. When rating students, teachers are directed to read the proficiency levels as a whole and determine the level that best describes the student's current overall writing proficiency in English. For students who are in the early or late stages of a proficiency level, raters are directed to determine the level at which the students perform most consistently.

The top two descriptors address the following major elements. Typical writing features associated with each proficiency level are also shown.

<b>1st descriptor</b>	Ability to use English to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
<b>2nd descriptor</b>	Ability to use English to develop or demonstrate elements of grade-appropriate writing in English (e.g., focus and coherence, conventions, organization, voice, and development of ideas)

During rater training, participants engage in guided and independent practice activities in which they use the PLDs to evaluate authentic student writing samples. In subsequent calibration sets, they independently rate student writing collections in preparation for applying the rubrics consistently and accurately during the TELPAS administration.

# Appendix

# Appendix: ELPS Student Expectations, Learning Strategies

## Texas Administrative Code, Chapter 74.4(c)(1)

In addition to student expectations for the four language domains of listening, speaking, reading, and writing, the ELPS include student expectations related to learning strategies. The skills in this strand help ELLs become active and strategic language learners. Learning to employ these strategies in the context of content area instruction supports the learning of both English and content area knowledge and skills.

Each individual student expectation spans one or more of the four language domains. Additionally, some strategies apply equally at all stages of second language acquisition, while others are more relevant at lower or higher proficiency levels. As teachers become familiar with the ELPS proficiency level descriptors, they gain an understanding of when the various strategies become most useful.

Learning strategies are vital in supporting and accelerating second language acquisition across the four language domains and should be equally emphasized in teachers' lesson plans.

## Learning Strategies, 19 TAC, Chapter 74.4(c)(1)

**(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 to:**

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level 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);
- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
- (F) use accessible language and learn new and essential language in the process;
- (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
- (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.



