



Texas English Language Proficiency Assessment System - Answer Key

Grade: 03

Subject: Reading

Administration: Spring 2010

Proficiency Levels:

B = Beginning

I = Intermediate

A = Advanced

H = Advanced High

| Item Number | Correct Answer | Proficiency Level | Objective Measured | ELPS Student Expectation |
|-------------|----------------|-------------------|--------------------|--------------------------|
| 1 | D | B | 2 | 4G |
| 2 | C | B | 2 | 4G |
| 3 | A | B | 1 | 4C |
| 4 | A | B | 1 | 4C |
| 5 | B | B | 1 | 4C |
| 6 | A | I | 1 | 4C |
| 7 | D | I | 1 | 4C |
| 8 | B | I | 1 | 4F |
| 9 | D | H | 1 | 4F |
| 10 | B | A | 1 | 4F |
| 11 | D | B | 1 | 4C |
| 12 | A | I | 1 | 4F |
| 13 | B | I | 1 | 4C |
| 14 | C | A | 1 | 4F |
| 15 | D | A | 1 | 4F |
| 16 | C | B | 1 | 4C |
| 17(1) | C | H | 1 | 4F |
| 17(2) | B | H | 1 | 4F |
| 17(3) | A | A | 1 | 4F |
| 17(4) | B | H | 1 | 4F |
| 18 | D | B | 2 | 4I |
| 19 | A | B | 3 | 4J |
| 20 | D | B | 3 | 4J |
| 21 | B | A | 1 | 4F |
| 22 | D | A | 3 | 4K |
| 23 | D | H | 3 | 4J |
| 24 | A | H | 3 | 4K |
| 25 | B | I | 3 | 4J |
| 26 | B | I | 1 | 4F |
| 27 | A | I | 2 | 4I |
| 28 | A | A | 3 | 4K |
| 29 | C | A | 1 | 4F |
| 30 | C | A | 3 | 4K |
| 31 | A | H | 1 | 4F |
| 32 | C | A | 2 | 4I |
| 33 | C | H | 3 | 4K |
| 34 | B | H | 2 | 4I |
| 35 | B | H | 2 | 4I |
| 36 | C | H | 3 | 4J |
| 37 | B | A | 2 | 4I |
| 38 | A | A | 2 | 4I |
| 39 | A | A | 2 | 4I |
| 40 | B | A | 3 | 4K |
| 41 | C | A | 3 | 4J |
| 42 | B | I | 3 | 4J |
| 43 | D | I | 2 | 4I |
| 44 | A | I | 2 | 4I |
| 45 | B | I | 3 | 4K |
| 46 | A | I | 3 | 4J |
| 47 | B | I | 2 | 4I |
| 48 | B | A | 2 | 4I |
| 49 | C | H | 1 | 4F |
| 50 | B | H | 2 | 4I |
| 51 | D | H | 3 | 4K |
| 52 | D | H | 2 | 4I |
| 53 | A | B | 2 | 4I |
| 54 | C | I | 2 | 4I |
| 55 | A | I | 2 | 4I |

ELPS–TELPAS Proficiency Level Descriptors
Grades 2–12 Reading

| Beginning | Intermediate | Advanced | Advanced High |
|--|--|--|---|
| <p>Beginning English language learners (ELLs) have little or no ability to read and understand English used in academic and social contexts.</p> <p>These students:</p> <ul style="list-style-type: none"> • 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"> - environmental print - some very high-frequency words - concrete words that can be represented by pictures • read slowly, word by word • have a very limited sense of English language structures • comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text • are highly dependent on visuals and prior knowledge to derive meaning from text in English • are able to apply reading comprehension skills in English only when reading texts written for this level | <p>Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.</p> <p>These students:</p> <ul style="list-style-type: none"> • 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"> - everyday oral language - literal meanings of common words - routine academic language and terms • commonly used abstract language such as terms used to describe basic feelings • often read slowly and in short phrases; may re-read to clarify meaning • have a growing understanding of basic, routinely used English language structures • 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 • struggle to independently read and understand grade-level texts • are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level | <p>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>These students:</p> <ul style="list-style-type: none"> • read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: <ul style="list-style-type: none"> - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words - demonstrate an emerging ability to understand words and phrases beyond their literal meaning - understand multiple meanings of commonly used words • read longer phrases and simple sentences from familiar text with appropriate rate and speed • are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text • 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 | <p>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>These students:</p> <ul style="list-style-type: none"> • 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 • generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression • 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 • 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 |

Assessment Objectives and English Language Proficiency Standards (ELPS)

ELPS Student Expectations

The cross-curricular second language acquisition student expectations for reading are found in the Texas Administrative Code, Chapter 74.4(c)(4). The introductory paragraph of this section of the code states:

(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.

There are 11 student expectations for reading. These expectations apply to grades K–12. TELPAS reading tests measure the student expectations at the levels of English language proficiency defined in the ELPS proficiency level descriptors. 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.

The majority of the ELPS student expectations are organized under three TELPAS reading assessment objectives, or skill areas, as shown below.

Assessment Objective 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

Assessment Objective 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

Assessment Objective 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 assessment objective.

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