TELPAS Alternate
Proficiency Level Descriptors

TELPAS Alternate
## Grades 2–12 Listening

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Imitation</th>
<th>Early Independence</th>
<th>Developing Independence</th>
<th>Basic Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs at this level have little or no functional ability to understand spoken English even when interacting with concrete symbols that are combined with highly familiar spoken words.</td>
<td>ELs at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.</td>
<td>ELs at this level participate in listening activities in English when working with spoken short, simple messages.</td>
<td>ELs at this level demonstrate understanding of longer spoken messages of multiple sentences during listening activities in English.</td>
<td>ELs at this level are able to understand detailed and complex spoken messages in English.</td>
</tr>
<tr>
<td>These students may:</td>
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<td>These students may:</td>
</tr>
<tr>
<td>• require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</td>
<td>• require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</td>
<td>• require moderate second language acquisition (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</td>
<td>• require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</td>
<td>• require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine across settings</td>
</tr>
<tr>
<td>• know too little English to understand or react to routine directions and simple conversations even when the topics are familiar and the speaker uses linguistic supports</td>
<td>• understand simple familiar spoken words when paired with concrete symbols</td>
<td>• understand simple familiar spoken words, but not how they fit into a larger language context</td>
<td>• understand short simple conversations as well as short simple discussions on familiar topics</td>
<td>• understand longer and more elaborated directions, conversations, and discussions on familiar and unfamiliar topics, but sometimes need processing time</td>
</tr>
<tr>
<td>• alert to or show reaction to spoken English, but do not demonstrate understanding</td>
<td>• follow single-word directions when paired with concrete symbols</td>
<td>• follow single-word directions</td>
<td>• follow single-step directions consisting of a few words</td>
<td>• follow multi-step directions</td>
</tr>
<tr>
<td>• often identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions</td>
<td></td>
<td></td>
<td></td>
<td>• understand most main points, most important details, and some implicit information during social and academic interactions</td>
</tr>
</tbody>
</table>
**TELPAS Alternate Proficiency Level Descriptors**

**Grades 2–12 Speaking**

<table>
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<tr>
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<th>Basic Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs at this level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.</td>
<td>ELs at this level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.</td>
<td>ELs at this level participate in speaking or augmentative and alternative communication activities when working with familiar words.</td>
<td>ELs at this level produce short, simple messages in English or with augmentative and alternative communication.</td>
<td>ELs at this level produce detailed spoken messages in English or with augmentative and alternative communication.</td>
</tr>
</tbody>
</table>

These students may:

- require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine
- know too little English to communicate simple ideas even when topics are highly familiar
- alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts
- not initiate spoken communication in English

These students may:

- require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine
- imitate or attempt to imitate use of spoken English words after modeling
- rarely initiate spoken communication in English independently

These students may:

- require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine
- communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses
- not understand how words fit into a larger language context
- hesitate to speak in English and often give up in their attempts to communicate

These students may:

- require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine
- combine spoken words to create simple original messages
- pause to find words to restate or clarify meaning

These students may:

- require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings
- be able to express detailed ideas through spoken words in social and academic English
- occasionally pause to search for words and phrases to clarify meaning
# TELPAS Alternate Proficiency Level Descriptors

## Grades 2–12 Reading

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<th>Basic Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELs at this level have little or no functional use of the English language even when interacting with concrete symbols that are combined with highly familiar letters and words.</td>
<td>ELs at this level participate in routine reading activities that include matching when interacting with concrete symbols that are combined with highly familiar letters and words.</td>
<td>ELs at this level participate in reading activities in English when working with highly familiar words.</td>
<td>ELs at this level participate meaningfully in reading activities in English when working with words and simple texts.</td>
<td>ELs at this level are able to read and understand more detailed texts in English.</td>
</tr>
</tbody>
</table>

### These students may:
- require full second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine
- alert to or show reaction to concrete symbols, letters, and/or words in English, but do not demonstrate understanding
- alert to or show reaction to letter sounds in English, but do not demonstrate understanding
- not react or respond to letters, words, texts, or concrete symbols

### These students may:
- require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine
- understand letters or words when paired with concrete symbols
- recognize a limited number of concrete symbols combined with letters or high frequency/high need sight words

### These students may:
- require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine
- understand a few single printed words, but not how they fit into a larger language context
- identify a limited number of high frequency/high need sight words
- demonstrate the ability to pair letters with sounds

### These students may:
- require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine
- understand how individual words or phrases connect to other words or phrases
- decode simple words or phrases

### These students may:
- require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine across settings
- understand longer and more detailed social and academic texts in English
- decode longer and less familiar words, phrases, or sentences
## TELPAS Alternate Proficiency Level Descriptors
### Grades 2–12 Writing

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</tr>
</thead>
<tbody>
<tr>
<td>ELs at this level have little or no functional use of written English or augmentative and alternative communication even when interacting with highly familiar letters or words.</td>
<td>ELs at this level approximate writing or augmentative and alternative communication activities in English when interacting with highly familiar letters and words.</td>
<td>ELs at this level participate in writing or augmentative and alternative communication activities in English when working with letters and highly familiar words.</td>
<td>ELs at this level participate meaningfully in writing or using augmentative and alternative communication activities to write simple, short original messages in English.</td>
<td>ELs at this level are able to produce detailed and complex written messages in English or with augmentative and alternative communication.</td>
</tr>
</tbody>
</table>

These students may:
- require full second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine
- know too little English to participate in shared writing activities
- alert to or show reaction to stimuli, but do not demonstrate the ability to communicate their thoughts in writing

These students may:
- require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine
- begin to participate in routine shared writing activities with teacher modeling
- attempt to write symbols or letters

These students may:
- require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine
- actively participate in shared writing activities when the writing topic is routine and concrete
- write a few single letters or words, but do not understand how they fit into a larger language context*

These students may:
- require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine
- actively participate in shared writing activities when the writing topic is familiar
- write simple, original messages consisting of a few words or memorized phrases*
- label, list, and copy high frequency words and phrases*

These students may:
- require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine across settings
- contribute written text to shared writing activities when the writing topic has been recently experienced*
- write detailed texts in social and academic English*

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