Observable Behaviors
Listening, Speaking, Reading, and Writing

2019–2020

Notes Version

Texas English Language Proficiency Assessment System Alternate
### LISTENING

**Directions:** Choose the description that matches how the student performs most consistently.

<table>
<thead>
<tr>
<th>L1.</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguishing Sounds</strong></td>
<td>may or may not attend to a spoken letter sound with picture support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L2.</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Conjunctions</strong></td>
<td>may or may not attend to two orally presented single-word options with picture support joined by “or”</td>
</tr>
</tbody>
</table>

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### L6. The student:

| Understanding the Main Points | may or may not attend to a repeated word in an orally presented simple story with picture support | matches a picture of a repeated word in an orally presented simple story to an identical picture | selects a picture that corresponds to a repeated word in an orally presented simple story | answers questions about the main points of an orally presented simple story | answers questions about the main points of an orally presented detailed story |

### L7. The student:

| Identifying Important Details | may or may not attend to information about a character in an orally presented simple story with picture support | matches a picture of a character in an orally presented simple story to an identical picture | identifies a character from an orally presented simple story | identifies a detail about a character from an orally presented simple story | identifies details about a character from an orally presented detailed story |

### L8. The student:

| Following Directions | may or may not attend to one-word directions with picture support | follows one-word directions with picture support | follows one-word directions | follows familiar multi-word single-step directions | follows multi-step directions |
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<table>
<thead>
<tr>
<th>L9.</th>
<th>The student:</th>
<th>Retelling</th>
<th>chooses the correct picture when orally presented with a “first/then” statement</th>
<th>sequences pictures of events of an orally presented simple story</th>
<th>sequences the events of an orally presented simple story</th>
<th>identifies the main points found in an orally presented detailed story</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a “first/then” statement with picture support</td>
<td>attempts to respond to an orally presented simple question that is paired with picture support</td>
<td>responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support</td>
<td>responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L10.</th>
<th>The student:</th>
<th>Responding to Questions</th>
<th>attempts to respond to an orally presented simple question that is paired with picture support</th>
<th>responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to an orally presented simple question that is paired with picture support</td>
<td>responds to a orally presented question that includes only high-frequency vocabulary and is on a familiar topic</td>
<td>responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information should be presented orally with the exception of students who receive their input through sign language.
**Directions:** Choose the description that matches how the student performs most consistently.

<table>
<thead>
<tr>
<th>S1. The student:</th>
<th>Retelling Stories</th>
<th>imitates the retelling of simple picture stories by repeating words spoken by the teacher or group</th>
<th>retells simple stories with pictures using a few concrete, high-frequency words</th>
<th>provides a basic retelling of simple stories with pictures using a small number of combined words</th>
<th>provides details (e.g., people, places, actions) when retelling simple stories with or without pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a teacher model retelling simple picture stories</td>
<td>imitates the retelling of simple picture stories by repeating words spoken by the teacher or group</td>
<td>retells simple stories with pictures using a few concrete, high-frequency words</td>
<td>provides a basic retelling of simple stories with pictures using a small number of combined words</td>
<td>provides details (e.g., people, places, actions) when retelling simple stories with or without pictures</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>S2. The student:</th>
<th>Classroom Communication</th>
<th>imitates naming common classroom items</th>
<th>uses single words to name common classroom items</th>
<th>combines a small number of words to talk about classroom items</th>
<th>uses details to talk about items in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a teacher naming common classroom items</td>
<td>imitates naming common classroom items</td>
<td>uses single words to name common classroom items</td>
<td>combines a small number of words to talk about classroom items</td>
<td>uses details to talk about items in the classroom</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>S3. The student:</th>
<th>Discussing with a Group</th>
<th>imitates or attempts to imitate words heard in group discussions</th>
<th>shares information in group discussions using a few high-frequency, high-need vocabulary words</th>
<th>shares information in group settings using a small number of combined words</th>
<th>shares detailed information in group settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to group discussions</td>
<td>imitates or attempts to imitate words heard in group discussions</td>
<td>shares information in group discussions using a few high-frequency, high-need vocabulary words</td>
<td>shares information in group settings using a small number of combined words</td>
<td>shares detailed information in group settings</td>
<td></td>
</tr>
</tbody>
</table>

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**S4. The student:**

| Asking Questions | may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?) | imitates asking single-word questions after a teacher model | asks simple social questions using a few high-frequency words | asks original social and academic questions using a small number of combined words | asks original, detailed academic questions using content-based vocabulary |

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**S5. The student:**

| Giving Information | may or may not attend to a teacher model sharing personal experiences | imitates sharing personal experiences after a teacher model | shares personal experiences using a few high-frequency, high-need vocabulary words | shares personal experiences using a small number of combined words | shares detailed personal experiences |

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**S6. The student:**

| Expressing Opinions | may or may not attend to a teacher model expressing a single-word opinion (e.g., “good,” “fun”) | imitates expressing a single-word opinion after a teacher model | indicates an opinion between two given options using a few words | conveys an original opinion using a small number of combined words | provides a detailed social or academic opinion |
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<table>
<thead>
<tr>
<th>S7. Expressing Feelings</th>
<th>The student:</th>
<th>may or may not attend to a teacher model expressing feelings</th>
<th>imitates expressing single-word feelings after a teacher model</th>
<th>expresses feelings using high-frequency words (e.g., “sad,” “mad”)</th>
<th>expresses feelings using a small number of combined words (e.g., “feel happy now”)</th>
<th>expresses feelings in detailed phrases or sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S8. Describing Objects</th>
<th>The student:</th>
<th>may or may not attend to a teacher describing familiar objects</th>
<th>imitates using single words when describing familiar objects</th>
<th>uses a few high-frequency words to describe familiar objects</th>
<th>combines a small number of words to describe familiar objects</th>
<th>produces a detailed description of familiar objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S9. Explaining Tasks</th>
<th>The student:</th>
<th>may or may not attend to a teacher model explaining routine tasks</th>
<th>imitates explaining routine tasks after a teacher model</th>
<th>explains routine tasks using high-frequency words</th>
<th>explains routine tasks using a small number of newly learned vocabulary words</th>
<th>gives detailed explanations of routine tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>S10.</th>
<th>The student:</th>
<th>Reacting to Media (print, electronic, audio, visual)</th>
<th>imitates single words heard in media presentations</th>
<th>responds to media presentations using a few high-frequency words</th>
<th>provides a simple original response to media presentations</th>
<th>provides a detailed response to media presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>may or may not attend to media presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Choose the description that matches how the student performs most consistently.

<table>
<thead>
<tr>
<th>R1. Understanding Letter-Sound Relationships</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations</td>
<td>matches familiar letter/sound combinations to the same letter/sound combinations</td>
</tr>
<tr>
<td></td>
<td>pairs the initial sound of words with pictures of objects that have the same initial sound</td>
</tr>
<tr>
<td></td>
<td>pairs the sound made by consonant blends (e.g., <em>bl</em>, <em>br</em>, <em>sm</em>) with pictures of words containing that blend</td>
</tr>
<tr>
<td></td>
<td>pairs the sound made by digraphs (e.g., <em>wh</em>, <em>sh</em>, <em>ch</em>) with pictures of words containing that digraph</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R2. Decoding</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to familiar word/picture combinations</td>
<td>matches familiar word/picture combinations to identical word/picture combinations</td>
</tr>
<tr>
<td></td>
<td>selects requested high-frequency words from a group of words</td>
</tr>
<tr>
<td></td>
<td>decodes words or phrases consisting of a few simple high-frequency words</td>
</tr>
<tr>
<td></td>
<td>decodes longer phrases or sentences with some unfamiliar words</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>R3. Developing Sight Vocabulary</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to sight word/picture combinations</td>
<td>matches sight word/picture combinations with identical sight word/picture combinations</td>
</tr>
<tr>
<td></td>
<td>selects sight words from a group of words</td>
</tr>
<tr>
<td></td>
<td>reads short phrases that include simple sight vocabulary</td>
</tr>
<tr>
<td></td>
<td>reads longer phrases or sentences that include more content-specific sight vocabulary</td>
</tr>
</tbody>
</table>

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### R4. Understanding Environmental Print

<table>
<thead>
<tr>
<th>The student:</th>
<th>matches printed word/picture combinations frequently found in the environment</th>
<th>selects requested printed words that pair with pictures frequently found in the environment</th>
<th>reads a word or words frequently found in the environment</th>
<th>reads academic words frequently found in the instructional environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to printed word/picture combinations frequently found in the environment</td>
<td>matches printed word/picture combinations frequently found in the environment</td>
<td>selects requested printed words that pair with pictures frequently found in the environment</td>
<td>reads a word or words frequently found in the environment</td>
<td>reads academic words frequently found in the instructional environment</td>
</tr>
</tbody>
</table>

### R5. Using Visual and Textual Supports

<table>
<thead>
<tr>
<th>The student:</th>
<th>matches word/picture combinations that represent content-based vocabulary words found in related visuals in texts read aloud</th>
<th>selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled)</th>
<th>identifies missing words from groups of content-based vocabulary words to complete cloze sentences</th>
<th>completes cloze sentences with recently learned content-based vocabulary words</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to word/picture combinations of content-based vocabulary words in texts</td>
<td>matches word/picture combinations that represent content-based vocabulary words found in related visuals in texts read aloud</td>
<td>selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled)</td>
<td>identifies missing words from groups of content-based vocabulary words to complete cloze sentences</td>
<td>completes cloze sentences with recently learned content-based vocabulary words</td>
</tr>
</tbody>
</table>

### R6. Participating in Shared Reading

<table>
<thead>
<tr>
<th>The student:</th>
<th>participates with the teacher reading predictable texts</th>
<th>supplies missing single words in predictable texts</th>
<th>supplies missing phrases in predictable texts</th>
<th>reads predictable texts with a peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a teacher reading predictable texts</td>
<td>participates with the teacher reading predictable texts</td>
<td>supplies missing single words in predictable texts</td>
<td>supplies missing phrases in predictable texts</td>
<td>reads predictable texts with a peer</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>R7. The student:</th>
<th>matches graphic sources with identical graphic sources</th>
<th>selects high-frequency printed words that provide ideas or details from graphic sources when asked</th>
<th>identifies short phrases that provide ideas or details from graphic sources</th>
<th>identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Ideas/Details in Graphic Sources</td>
<td>may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R8. The student:</td>
<td>matches word/picture combinations that represent the main idea of texts</td>
<td>selects word/picture combinations that represent details (e.g., who, what, when, where) from texts</td>
<td>identifies the details of simple short texts</td>
<td>identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences</td>
</tr>
<tr>
<td>Identifying the Main Idea/Details</td>
<td>may or not attend to word/picture combinations that represent the main idea of texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>R9</th>
<th>The student:</th>
<th>may or may not attend to word/picture combinations that predict the next event in a series of pictures</th>
<th>matches word/picture combinations to identical word/picture combinations that represent predictions in short texts read aloud</th>
<th>selects single words to predict the next event in short texts read aloud</th>
<th>identifies simple phrases that predict the next event in a series of pictures with short captions</th>
<th>identifies sentences that predict the next event in short texts read aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>R10</td>
<td>The student:</td>
<td>may or may not attend to a teacher sharing personal connections to word/picture combinations</td>
<td>matches pictures to similar pictures representing ideas shared from texts read aloud</td>
<td>indicates which pictures identify shared ideas between two texts read aloud</td>
<td>identifies shared ideas after reading two simple short texts</td>
<td>identifies shared ideas after reading two more detailed texts</td>
</tr>
<tr>
<td></td>
<td>Making Predictions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making Connections between Ideas</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**WRITING**

**Directions:** Choose the description that matches how the student performs most consistently.

<table>
<thead>
<tr>
<th>W1. Representing Sounds with Letters</th>
<th>The student:</th>
<th>attempts to write the initial letter sound for pictures</th>
<th>writes initial and final letters for one-syllable words with picture prompts</th>
<th>writes a few familiar, one-syllable words with correct letter/sound correspondence (i.e., initial, medial, final)</th>
<th>writes simple, familiar phrases with correct letter/sound correspondence</th>
</tr>
</thead>
<tbody>
<tr>
<td>W2. Using New Vocabulary</td>
<td>The student:</td>
<td>attempts to write letters that represent recently learned vocabulary from content-based instruction</td>
<td>writes letters or single words that represent recently learned vocabulary from content-based instruction</td>
<td>writes original messages that incorporate a few recently learned vocabulary words from content-based instruction</td>
<td>writes original detailed sentences using recently learned vocabulary from content-based instruction</td>
</tr>
</tbody>
</table>

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### W3. The student:

<table>
<thead>
<tr>
<th>Spelling</th>
<th>attempts to copy familiar English words using symbols or letters</th>
<th>attempts to independently spell highly familiar words</th>
<th>spells a small number of familiar words with some accuracy</th>
<th>spells a large number of familiar and unfamiliar words with consistent accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to writing activities that involve the spelling of familiar words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### W4. The student:

<table>
<thead>
<tr>
<th>Spelling Patterns and Rules</th>
<th>matches word/picture combinations from word families with other word/picture combinations from the same word families</th>
<th>sorts words into common word families</th>
<th>generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., _at, _an)</th>
<th>consistently applies the spelling rule for a word family (e.g., replaces ch with tr to change “chain” to “train”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to word/picture combinations in word families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### W5. The student:

<table>
<thead>
<tr>
<th>Writing with Subject-Verb Agreement</th>
<th>matches simple sentences to the same simple sentences with correct subject-verb agreement</th>
<th>completes simple sentences with verbs so that the sentences have subject-verb agreement</th>
<th>identifies subject-verb agreement errors in his or her own writing, but is unable to edit correctly</th>
<th>edits his or her own writing for subject-verb agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to writing activities that include subject-verb agreement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### W6. The student:

<table>
<thead>
<tr>
<th>Verb Tenses</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a teacher using past tense to talk about events</td>
<td>matches simple past-tense verbs to identical simple past-tense verbs</td>
<td>attempts to write a few simple, regular past-tense verbs after a teacher model</td>
<td>identifies some simple, regular past-tense verbs combined with a few other words to communicate past events</td>
<td>writes simple past-tense verbs in phrases or sentences to communicate past events</td>
</tr>
</tbody>
</table>

### W7. The student:

<table>
<thead>
<tr>
<th>Using Negatives</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to writing activities that include a sentence with a negative</td>
<td>sorts sentences with and without negatives that have picture support</td>
<td>completes a familiar sentence stem that includes a negative (e.g., “I do not like”)</td>
<td>writes simple messages using a negative</td>
<td>writes original detailed sentences that involve a negative</td>
</tr>
</tbody>
</table>

### W8. The student:

<table>
<thead>
<tr>
<th>Connecting Words</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to a teacher connecting two ideas with a conjunction</td>
<td>matches pictures of two ideas that are combined with a conjunction with identical pictures that are combined with a conjunction</td>
<td>uses conjunctions in writing to combine two words</td>
<td>uses conjunctions in writing to combine two phrases</td>
<td>uses conjunctions in writing to combine ideas from two sentences</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>W9. Narrating</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to writing activities that narrate events</td>
<td>attempts to label a series of pictures that depict the order of events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W10. Descriptive Language</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>may or may not attend to writing activities that use descriptive language</td>
<td>attempts to write symbols or letters that represent descriptive language</td>
</tr>
</tbody>
</table>