



Texas English Language Proficiency Assessment System (TELPAS) Alternate Proficiency Level Labels and Definitions

Students taking TELPAS Alternate are English learners with significant cognitive disabilities who are in the process of acquiring English proficiency in listening, speaking, reading, and writing. These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

AWARENESS

Students who receive this rating may be aware of English sounds or print; however, they have little or no functional ability to participate in communication activities in English.

IMITATION

Students who receive this rating match, imitate, or approximate some English in their environment; however, they are not able to independently understand or produce English. They participate in routine communication activities in a familiar environment when the activities are significantly linguistically accommodated.

EARLY INDEPENDENCE

Students who receive this rating understand short, simple messages and produce messages of one or two high-need, high-frequency words (e.g., book, cafeteria, teacher). They are starting to participate in linguistically accommodated communication activities in English in familiar environments.

DEVELOPING INDEPENDENCE

Students who receive this rating understand longer messages of multiple sentences in English and produce simple, descriptive, original messages by combining two or more words (e.g., new red bike, big fast truck). They participate meaningfully in linguistically accommodated communication activities in English in familiar environments.

BASIC FLUENCY

Students who receive this rating understand and produce more detailed, complex, and elaborate messages with multiple sentences in English. These students participate independently in communication activities in English in familiar environments.