

## TELPAS Alternate Proficiency Level Descriptors

### Grades 2–12 Listening

| Awareness   | Imitation  | Early Independence  | Developing Independence  | Basic Fluency   |
|---|--|---|--|---|
| EB students 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.  | EB students at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.   | EB students at this level participate in listening activities in English when working with spoken short, simple messages.   | EB students at this level demonstrate understanding of longer spoken messages of multiple sentences during listening activities in English.  | EB students at this level are able to understand detailed and complex spoken messages in English.   |
| <p>These students may:</p> <ul style="list-style-type: none"> <li>require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</li> <li>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</li> <li>alert to or show reaction to spoken English but do not demonstrate understanding</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</li> <li>understand simple familiar spoken words when paired with concrete symbols</li> <li>follow single-word directions when paired with concrete symbols</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</li> <li>understand simple familiar spoken words but not how they fit into a larger language context</li> <li>follow single-word directions</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine</li> <li>understand short simple conversations as well as short simple discussions on familiar topics</li> <li>follow single-step directions consisting of a few words</li> <li>often identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine across settings</li> <li>understand longer and more elaborated directions, conversations, and discussions on familiar and unfamiliar topics but sometimes need processing time</li> <li>follow multi-step directions</li> <li>understand most main points, most important details, and some implicit information during social and academic interactions</li> </ul> |

## TELPAS Alternate Proficiency Level Descriptors

### Grades 2–12 Speaking

| Awareness   | Imitation  | Early Independence   | Developing Independence  | Basic Fluency   |
|---|--|--|--|---|
| EB students at this level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.  | EB students at this level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.  | EB students at this level participate in speaking or augmentative and alternative communication activities when working with familiar words.   | EB students at this level produce short, simple messages in English or with augmentative and alternative communication.  | EB students at this level produce detailed spoken messages in English or with augmentative and alternative communication.   |
| <p>These students may:</p> <ul style="list-style-type: none"> <li>require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>know too little English to communicate simple ideas even when topics are highly familiar</li> <li>alert to or show reaction to stimuli but do not demonstrate ability to clearly communicate thoughts</li> <li>not initiate spoken communication in English</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>imitate or attempt to imitate use of spoken English words after modeling</li> <li>rarely initiate spoken communication in English independently</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses</li> <li>not understand how words fit into a larger language context</li> <li>hesitate to speak in English and often give up in their attempts to communicate</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine</li> <li>combine spoken words to create simple original messages</li> <li>pause to find words to restate or clarify meaning</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings</li> <li>be able to express detailed ideas through spoken words in social and academic English</li> <li>occasionally pause to search for words and phrases to clarify meaning</li> </ul> |

## TELPAS Alternate Proficiency Level Descriptors

### Grades 2–12 Reading

| Awareness   | Imitation   | Early Independence   | Developing Independence   | Basic Fluency  |
|---|---|--|---|--|
| EB students 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.  | EB students 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.  | EB students at this level participate in reading activities in English when working with highly familiar words.  | EB students at this level participate meaningfully in reading activities in English when working with words and simple text.  | EB students at this level are able to read and understand more detailed texts in English.  |
| <p>These students may:</p> <ul style="list-style-type: none"> <li>require full second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine</li> <li>alert to or show reaction to concrete symbols, letters, and/or words in English but do not demonstrate understanding</li> <li>alert to or show reaction to letter sounds in English but do not demonstrate understanding</li> <li>not react or respond to letters, words, texts, or concrete symbols</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine</li> <li>understand letters or words when paired with concrete symbols</li> <li>recognize a limited number of concrete symbols combined with letters or high-frequency/high-need sight words</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine</li> <li>understand a few single printed words but not how they fit into a larger language context</li> <li>identify a limited number of high-frequency/high-need sight words</li> <li>demonstrate the ability to pair letters with sounds</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine</li> <li>understand how individual words or phrases connect to other words or phrases</li> <li>decode simple words or phrases</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine across settings</li> <li>understand longer and more detailed social and academic texts in English</li> <li>decode longer and less familiar words, phrases, or sentences</li> </ul> |

## TELPAS Alternate Proficiency Level Descriptors

### Grades 2–12 Writing

| Awareness  | Imitation  | Early Independence  | Developing Independence   | Basic Fluency  |
|--|--|---|---|--|
| EB students at this level have little or no functional use of written English or augmentative and alternative communication even when interacting with highly familiar letters and words.  | EB students at this level approximate writing or augmentative and alternative communication activities in English when interacting with highly familiar letters and words.   | EB students at this level participate in writing or augmentative and alternative communication activities in English when working with letters and highly familiar words.   | EB students at this level participate meaningfully in writing or using augmentative and alternative communication activities to write simple, short original messages in English.   | EB students at this level are able to produce detailed and complex written messages in English or with augmentative and alternative communication.   |
| <p>These students may:</p> <ul style="list-style-type: none"> <li>require full second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine</li> <li>know too little English to participate in shared writing activities</li> <li>alert to or show reaction to stimuli but do not demonstrate the ability to communicate their thoughts in writing</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine</li> <li>begin to participate in routine shared writing activities with teacher modeling</li> <li>attempt to write symbols or letters</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine</li> <li>actively participate in shared writing activities when the writing topic is routine and concrete</li> <li>write a few single letters or words but do not understand how they fit into a larger language context*</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine</li> <li>actively participate in shared writing activities when the writing topic is familiar</li> <li>write simple, original messages consisting of a few words or memorized phrases*</li> <li>label, list, and copy high-frequency words and phrases*</li> </ul> | <p>These students may:</p> <ul style="list-style-type: none"> <li>require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine across settings</li> <li>contribute written text to shared writing activities when the writing topic has been recently experienced*</li> <li>write detailed texts in social and academic English*</li> </ul> |

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