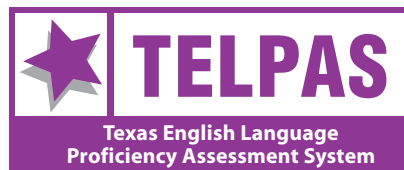


# EDUCATOR GUIDE TO TELPAS



**Grades K–12**

Revised September 2011

**Texas Education Agency  
Student Assessment Division**



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## *Acronyms Used in This Guide*

<b>BICS</b>	Basic interpersonal communicative skills
<b>CALP</b>	Cognitive academic language proficiency
<b>ELL</b>	English language learner
<b>ELPS</b>	English Language Proficiency Standards
<b>ESL</b>	English as a second language
<b>PLDs</b>	Proficiency level descriptors
<b>SE</b>	Student expectation
<b>TAC</b>	Texas Administrative Code
<b>TEKS</b>	Texas Essential Knowledge and Skills
<b>TELPAS</b>	Texas English Language Proficiency Assessment System

# General Information

## Introduction

This Web-based guide is provided to familiarize educators with the Texas English Language Proficiency Assessment System (TELPAS), an assessment program for English language learners (ELLs). To show the integral relationship between TELPAS and the Texas English Language Proficiency Standards (ELPS), this guide includes explanatory information as well as student video segments, authentic student writing, and sample test questions. This guide provides an overview of TELPAS and serves as a tool to support effective implementation of the ELPS.

## TELPAS Assessment Components

TELPAS assesses the English language proficiency of K–12 ELLs in four language domains—listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K–1 and 2–12 differ in the following ways:

- **Grades K–1:** TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- **Grades 2–12:** TELPAS includes multiple-choice reading tests, holistically rated student writing collections, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on ongoing classroom observations and student interactions.

English language proficiency tests in reading have been administered as part of the Texas Student Assessment Program since 1999–2000. The holistically rated assessments have been administered since 2003–2004.

Historical information about TELPAS may be found in the annual Texas Student Assessment Program Technical Digest at <http://www.tea.state.tx.us/student.assessment/resources/techdigest>.

## Alignment with State Curriculum

TELPAS assesses the ELPS, which districts are required to implement as an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

### ELPS Overview

Approved by the State Board of Education in 2007–2008, the ELPS are second language acquisition curriculum standards that support the ability of ELLs to learn the academic English they need for meaningful engagement in subject-area instruction. The ELPS are set forth in Title 19, Chapter 74.4 of the Texas Administrative Code (TAC).

Chapter 74.4 (a)(1) requires the ELPS to be published along with the TEKS for each subject. Every teacher who has an ELL in class is responsible for fulfilling the requirements of the subject-area TEKS and the ELPS. There are three instructional components of the ELPS:

### 1. Cross-curricular second language acquisition essential knowledge and skills

These standards, which apply across the curriculum, represent what ELLs need to learn to become proficient in English in the context of academic instruction. The knowledge and skills are stated as **student expectations** and are divided into five sections—**learning strategies, listening, speaking, reading, and writing**.

### 2. Proficiency level descriptors (PLDs)

These descriptors define four stages of second language acquisition called English language proficiency levels. The four proficiency levels are **beginning, intermediate, advanced, and advanced high**. The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading, and writing.

### 3. Linguistic accommodations

Linguistic accommodations are English-language supports that help make content area instruction accessible to ELLs. The proficiency level descriptors, which describe the English that ELLs are able to understand and use at each proficiency level, guide teachers in providing appropriate linguistic supports and accommodations.

These three instructional components work together to accelerate the rate at which ELLs learn English and subject matter.

### *Relationship of ELPS to Content Area TEKS*

The ELPS are implemented as part of ongoing content area instruction and as such are integrally linked with the content area TEKS. The ELPS help teachers meet the language and subject-matter needs of ELLs simultaneously.

The ELPS do not vary by subject, and with few exceptions they are the same from grade to grade. Despite their uniformity, they fully support and align with the learning of subject-specific and grade-specific English. The ELPS require content area teachers to build the English-language skills that enable ELLs to understand and use grade-appropriate English in class. Using the ELPS, grade 6 mathematics teachers help ELLs learn the English used in grade 6 mathematics TEKS instruction. High school biology teachers help ELLs learn the English used in high school biology TEKS instruction.

### *ELPS-TELPAS Alignment*

TELPAS assesses English language proficiency in direct alignment with the ELPS. It measures the ELPS student expectations in accordance with the four levels of English language proficiency defined in the PLDs. TELPAS is designed to directly support the state's educational goals for meeting the language and content needs of ELLs. Throughout this guide, the integral relationship between the ELPS, content area TEKS, and TELPAS is shown.

## Test Development Process

As with all Texas assessments, the Texas Education Agency (TEA) involved a wide variety of educators, assessment experts, and administrators in the test development process. During the TELPAS design, field-test review, and standard-setting phases, TEA involved

- bilingual/ESL and general education teachers,
- bilingual/ESL coordinators,
- district and campus testing coordinators and administrators,



- assessment experts, and
- second language acquisition experts and researchers.

Committees of Texas educators convene annually to review new field-test items. Teachers and school district administrators provide feedback on the holistically rated assessment components through evaluations of TELPAS rater training, Web-based surveys, and audit questionnaires.

## Test Results

TELPAS score reports include the individual proficiency level ratings of students (beginning, intermediate, advanced, advanced high) in each of the four language domains assessed (listening, speaking, reading, writing). Composite proficiency ratings and composite comprehension scores are also provided.

- Composite proficiency ratings provide a single overall level of English language proficiency derived from the proficiency ratings in the four language domains. The reading and writing ratings weigh most heavily in composite ratings.
- Composite comprehension scores are derived from the listening and reading ratings.

Brochures that explain TELPAS results to parents are produced in English and Spanish and sent to districts with students' test results. These brochures, called *Understanding the Confidential Student Report—A Guide for Parents*, may be accessed at [http://www.tea.state.tx.us/student.assessment/resources/guides/parent\\_csr](http://www.tea.state.tx.us/student.assessment/resources/guides/parent_csr).

Detailed information about TELPAS score reports is provided in the TEA publication titled *Interpreting Assessment Reports*, which is updated annually and posted on the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/resources/guides/interpretive>.

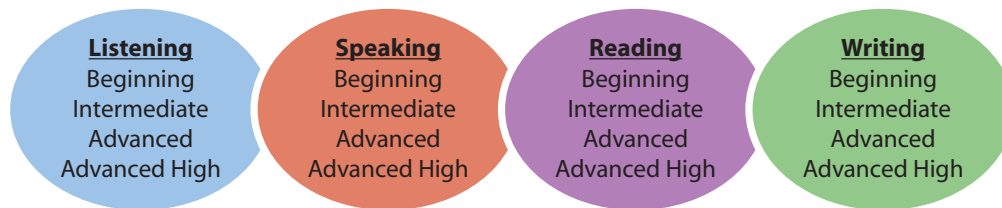
TELPAS results are used in the following ways:

- To help parents monitor the progress their children make in learning English
- To inform instructional planning and program exit decisions for individual students
- To report performance to local school boards, school professionals, and the community
- To evaluate programs, resources, and staffing patterns
- To evaluate districts and campuses in a variety of state and federal accountability measures

# Developing and Assessing Proficiency in a Second Language

The ELPS and TELPAS are designed to work together to enable ELLs to make steady progress in learning the English that is necessary for meaningful engagement in grade-appropriate content area instruction. The second language acquisition knowledge and skills in the ELPS are the means for helping ELLs learn English simultaneously with academic subject matter. Together, the ELPS and TELPAS provide formative and summative assessment opportunities that support teaching and learning.

Learning a second language is different from learning a first language. Individuals may begin learning a second language at any age and in a variety of different contexts (social, school, work). Second languages are learned along a continuum that can be divided into stages called language proficiency levels. The ELPS identify four language proficiency levels (beginning, intermediate, advanced, advanced high) for each of the four language domains assessed (listening, speaking, reading, writing).



English language proficiency assessments report progress from one proficiency level to the next rather than passing scores, because proceeding from little or no English to full English proficiency takes place over time, not within a school year. ELLs in U.S. school systems are a diverse group of students. Some are born in the U.S. and educated here from the beginning, while others are immigrants who may be in any grade when they arrive in the U.S. ELLs differ widely in their educational backgrounds, sociocultural experiences, and knowledge of English upon enrollment. These factors affect how long it takes for them to learn English.

It is difficult to learn and advance academically without the ability to fully understand the language of one's instruction. In bilingual education programs, students receive native language support as they learn English and grade-level academic skills. In English as a second language programs, students face the challenge of learning rigorous academic subject matter in English, the language they struggle to understand.

## Language Domains

For assessment purposes the second language acquisition domains of listening, speaking, reading, and writing are defined as follows:

<b>Listening</b>	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
<b>Speaking</b>	The ability to use spoken language appropriately and effectively in learning activities and social interactions
<b>Reading</b>	The ability to comprehend and interpret written text at the grade-appropriate level
<b>Writing</b>	The ability to produce written text with content and format to fulfill grade-appropriate classroom assignments

The definitions are not tied to academic achievement but to the communication skills that second language learners need in order to use the English language as an effective medium for grade-level academic instruction.

## Cross-Curricular Second Language Acquisition Knowledge and Skills

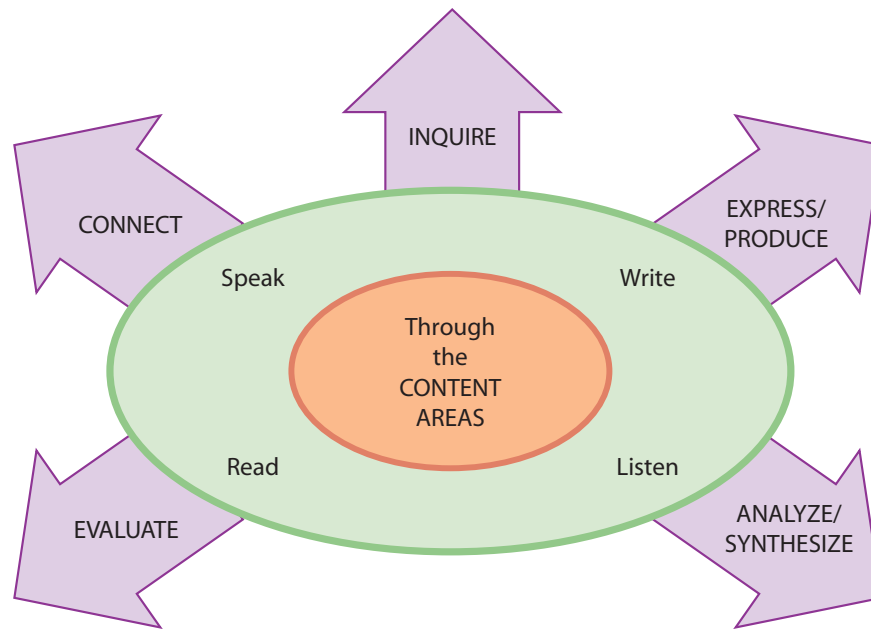
For each language domain, the ELPS outline what ELLs must know and be able to do to become proficient in academic English. The TEKS require teachers of ELLs to integrate these student expectations into their subject-matter lessons. The student expectations are cross-curricular and divided into five sections—**learning strategies, listening, speaking, reading, and writing**.

A student expectation from each of the five sections is provided below. The complete sets of student expectations for the four language domains are provided in the corresponding chapters of this guide. The student expectations for the learning strategies section are found in the Appendix.

### Examples of Cross-Curricular Second Language Acquisition Knowledge and Skills, 19 TAC 74.4(c)

<b>Learning Strategies</b>	(1)(A) use prior knowledge and experiences to understand meanings in English
<b>Listening</b>	(2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<b>Speaking</b>	(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
<b>Reading</b>	(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
<b>Writing</b>	(5)(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

Integrating the ELPS student expectations during content area instruction involves giving ELLs frequent, targeted practice in listening, speaking, reading, and writing in English. Effective implementation of the ELPS engages ELLs in activities that are appropriately scaffolded to help them learn both subject matter and English.



ELLs need abundant opportunities to practice using new English words and language structures, many of which are already familiar to native English speakers. ELLs new to the English language are bombarded with unfamiliar language in classes taught in English. New English learners begin by picking up English that is concrete and supported heavily with pictures and gestures. As learning proceeds, the language that “sticks” most readily is that which

- builds on known English and familiar topics,
- occurs frequently,
- is presented in interesting and relevant contexts, and
- is used orally and in writing.

Having ongoing, appropriately scaffolded speaking and writing opportunities during content area instruction is beneficial for all students but is *particularly* important for ELLs. It gives ELLs the opportunity to verbalize, think through, and reinforce what they are learning, in terms of both new subject matter and new English.

### Proficiency Level Descriptors

The ELPS proficiency level descriptors (PLDs) present the major characteristics of each language proficiency level in each language domain. The PLDs define how well ELLs at the four proficiency levels are able to understand and use English in grade-level academic settings. The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELLs.

For ease of use, the PLDs are presented in a chart format rather than the legal format in which they appear in the Texas Administrative Code. For statewide consistency, the PLDs are used in the format shown on the following page. This format is used for TELPAS.

**Proficiency Level** →  
**Summary Statement** →

**Descriptors** }

ELPS–TELPAS Proficiency Level Descriptors Grades K–12 Listening			
Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)</li> <li>struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</li> <li>often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>understand most main points, most important details, and some explicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

There is one set of PLDs for listening and one set for speaking. For reading and writing, there are two sets. The separate sets of K–1 PLDs address emergent literacy. The PLD charts are included in the corresponding chapters of this guide.

**Listening  
Grades K–12**

**Speaking  
Grades K–12**

**Reading  
Grades K–1**

**Reading  
Grades 2–12**

**Writing  
Grades K–1**

**Writing  
Grades 2–12**

While the proficiency level descriptors are language-domain specific, the global definitions and key features of each proficiency level remain constant across language domains. Understanding the global definitions and features provides the foundation for learning the characteristics that are specific to each language domain.

Global Definitions of the Proficiency Levels	Key Features
<p><b>Beginning</b></p> <p>Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.</p>	<p><b>Beginning</b></p> <p>Little or no English ability</p>
<p><b>Intermediate</b></p> <p>Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.</p>	<p><b>Intermediate</b></p> <p>Limited ability, simple language structures, high-frequency vocabulary, routine contexts</p>

Global Definitions of the Proficiency Levels	Key Features
<p><b>Advanced</b></p> <p>Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.</p>	<p><b>Advanced</b></p> <p>Ability to engage in grade-appropriate academic instruction with second language acquisition support</p>
<p><b>Advanced High</b></p> <p>Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p><b>Advanced High</b></p> <p>Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support</p>

### Advanced High English Language Proficiency Versus High Academic Achievement

Note that high academic achievement is not mentioned in the definition of the advanced high level of English language proficiency. High academic achievement is not a prerequisite of English language proficiency. Advanced high ELLs exhibit a range of academic achievement just as native English speakers do.

High academic achievement is the goal of all schooling and is demonstrated through content area assessments. Advanced high English language proficiency **supports** the ability of ELLs to achieve academically but is not sufficient to guarantee it. An ELL with an advanced high level of English language proficiency who is not achieving academically needs interventions related to the subject matter taught, not second language acquisition.

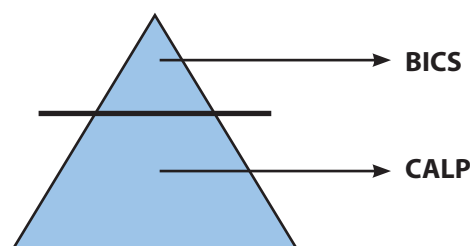
## Fundamentals of Second Language Acquisition

### Two Types of Second Language Acquisition

Two types of second language acquisition are important for success in school. Students must be able to understand and use the English of everyday social and routine classroom interactions, as well as the English needed for accessing and negotiating learning, processing cognitively demanding information, and building conceptual understanding. The terms **basic interpersonal communicative skills (BICS)** and **cognitive academic language proficiency (CALP)** were introduced in the 1980s by a researcher and professor, Jim Cummins, to describe these types of language proficiency.

<b>BICS</b>	Everyday language needed for daily social and routine classroom interactions
<b>CALP</b>	Language students need in order to think critically, understand and learn new concepts, cognitively process complex academic material, and interact and communicate in academic contexts

Cummins used an “iceberg” model to explain that BICS are often easy to observe (as is the part of the iceberg above the water), while CALP (the submerged part) has more depth, takes longer to acquire, and may require probing in order to be observed and evaluated.



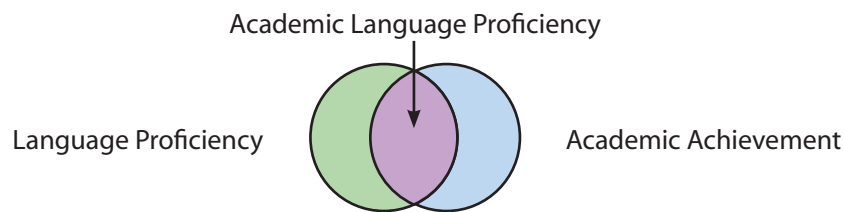
The table below provides examples of BICS and CALP by language domain.

Domains	Examples of BICS	Examples of CALP
<b>Listening and Speaking</b>	Highly routine classroom interactions; interacting informally with friends and classmates	Participating in class discussions to build and demonstrate conceptual understanding; listening to presentations; understanding language used in cognitively demanding explanations; presenting information to others
<b>Reading and Writing Grades K–1</b>	Reading environmental print; making a short note (for students who have learned to read and write)	Learning to read; listening to and interpreting stories read aloud; reading stories; learning to write; participating in shared writing activities; reading and writing to complete class assignments; writing stories
<b>Reading and Writing Grades 2–12</b>	Reading a note from a friend; composing/reading casual letters and e-mails; reading bulletin boards, announcements, and other basic environmental print; making to-do lists	Reading a book or article to gain information; reading literature; writing an essay, explanation, or story; building conceptual knowledge through reading classroom materials

### Academic Language Proficiency Versus Academic Achievement

Academic language proficiency is not the same as academic achievement, but it is an essential enabling component of academic achievement. English language learners who have academic language proficiency understand the English that makes the learning of academic concepts and skills fully accessible. Academic language proficiency, therefore, provides the foundation for and access to academic achievement. Language proficiency encompasses both social language proficiency (BICS) and academic language proficiency (CALP).

The graphic below helps show the relationship between **language proficiency** as a whole, **academic achievement** as a whole, and the overlapping section—**academic language proficiency**.

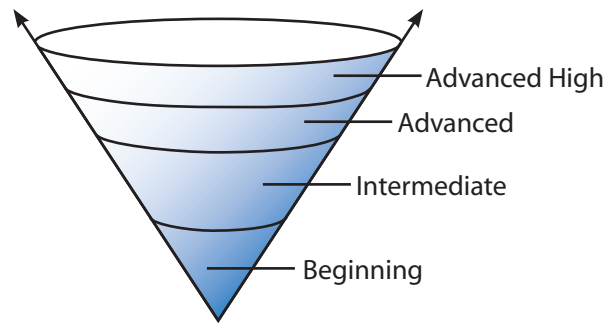


Social Language Proficiency	Academic Language Proficiency	Academic Achievement
<ul style="list-style-type: none"> <li>• Language of social interaction</li> <li>• Language acquisition often outside of school</li> <li>• Tied to everyday life</li> <li>• Grounded in language proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>• Language of content-based instruction</li> <li>• Language acquisition mainly within school</li> <li>• Tied to school life</li> <li>• Grounded in language proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of content-based instruction</li> <li>• Conceptual development</li> <li>• Tied to curriculum in specific content areas</li> <li>• Grounded in academic content standards</li> </ul>



## Building Language Proficiency

The cone-shaped model below depicts the cumulative, spiraling, building nature of second language learning. The body of language skills associated with a given stage of proficiency is prerequisite to the broader range of skills at the next stage. The arrows indicate that language continues to develop beyond the advanced high level. This level is not intended to equal the English language proficiency of a student whose first language is English. Over time, advanced high ELLs understand finer nuances of English meaning, use more natural phrasing, and learn low-frequency words, idioms, sayings, etc., that are typically familiar to individuals whose first language is English.



Individuals progress through the proficiency levels at different rates depending on factors such as age, language facility, and instructional variables. Such factors cause some students to progress more quickly in certain domains than others (e.g., some students may progress more quickly in speaking than writing). In addition, students may move through certain levels more quickly or slowly than other levels. Without appropriate instruction, for example, some learners may “plateau” at the intermediate or advanced level. These students need carefully targeted linguistic support to help them attain the level of English they need to make the learning of academic concepts easier.

Each proficiency level encompasses a range of growth and has an early, middle, and late stage. Students in the late stages of a level demonstrate language that “peaks” into the next level. Students in the early stages of a new level occasionally demonstrate language that “spikes” down to the previous level. Students progress to a new level when they perform **most consistently** at that level.

## ELPS in Instruction and Ongoing Formative Assessment

The ELPS call for teachers to use the PLDs to monitor the proficiency levels of their students and provide linguistically accommodated instruction commensurate with their proficiency level needs. All instruction provided to ELLs, whether it is second language acquisition instruction guided by the ELPS student expectations or content area instruction guided by the subject-matter TEKS, is to be linguistically accommodated (communicated, sequenced, and scaffolded) in accordance with the student’s level of English language proficiency.

Teachers are responsible for using the ELPS student expectations and the PLDs to

- monitor the English language proficiency of ELLs,
- help the students progress to higher English language proficiency levels, and
- make learning accessible through linguistically accommodated instruction.

Using the PLDs, teachers tune in to how well their ELLs understand and use English

- when academic material is presented,
- when they engage in cooperative learning activities, and



- when they interact informally with others.

The ongoing use of the PLDs to assess and promote student progress is an example of formative assessment.

### **Role of the PLDs in Linguistically Accommodated Instruction**

The PLDs play an important role in linguistically accommodated instruction. The PLDs describe the degree to which students at each of the four proficiency levels need linguistic supports and accommodations to engage meaningfully in grade-level instruction. The PLDs are, thus, a key resource to use in determining the kinds of linguistic accommodations to provide. As students progress from one proficiency level to the next, they gain more and more facility with English and need fewer and fewer linguistic accommodations.

Teachers who internalize the meaning of the PLDs understand what a student can currently comprehend and communicate in English as well as what communication skills are associated with the next proficiency level. This knowledge helps teachers adjust content area instruction to make it comprehensible in accordance with the student's current proficiency level. Teachers are also able to better sequence and scaffold instruction to help the student acquire the English abilities of the next proficiency level. Using the PLDs as a formative assessment tool leads to linguistically accommodated instruction that helps students "get from point A to point B" in both subject matter instruction and the learning of English.

### **Design of TELPAS Holistically Rated Assessments**

A holistically rated assessment process is used for the following grades and language domains of TELPAS:

- Grades K–1: listening, speaking, reading, writing
- Grades 2–12: listening, speaking, writing

In alignment with the ELPS, these assessments directly measure the ability of each ELL to understand and use English to engage in grade-appropriate content area TEKS instruction. The assessments, which are conducted by teachers, are based on the performance of the students in daily instruction.

### **Spring Summative Assessment**

TELPAS assesses the English language proficiency of ELLs as a summative spring assessment. Districts assign specific teachers of the ELLs to conduct the assessment. While a given student has just one official TELPAS rater, other teachers of the ELL often collaborate with the rater.

The PLDs in the ELPS are the same as those used for TELPAS. TELPAS raters receive in-depth, Web-based training shortly before the spring assessment so that they are prepared to use the PLDs as rubrics to rate the English language proficiency of ELLs in a consistent and accurate manner statewide.

The training that TELPAS raters receive supports the administration of TELPAS and provides teachers with ongoing professional development to support effective implementation of the ELPS. Detailed information about the TELPAS rater training process can be accessed at <http://www.tea.state.tx.us/student.assessment/ELL>.

#### **Holistic Assessment Approaches**

Holistic assessment approaches measure abilities as a whole rather than as skills in isolation. Holistic assessments are useful for evaluating abilities that are performed in a synthesized, rather than isolated, way. In a holistic assessment of swimming, for example, individuals are evaluated on their ability to actually swim rather than on how well they perform isolated skills related to floating, kicking, breathing, speed, and stamina. Holistic evaluation approaches are often used to assess abilities that are directly observable, such as the ability to sing, drive, swim, write, or use a second language.

### ***Setting and Maintaining Performance Standards***

The standardization of a large-scale assessment is established through setting performance standards and maintaining them from one administration of the assessment to the next. The performance standards for the holistically rated components of TELPAS are the PLDs.

The standards are maintained through the annual Web-based training of raters. The training includes authentic student exemplars and rating feedback to provide raters with the guidance, practice, and calibration they need for the statewide assessment. Schools implement rating verification processes during the assessment, and the Texas Education Agency conducts periodic audits to provide evidence of the validity and reliability of the test results.

### ***Design of TELPAS Multiple-Choice Reading Assessments***

The reading component of TELPAS for students in grades 2–12 is administered online. A classic multiple-choice testing approach is used.

In addition, the reading selections and test questions are written to measure the proficiency levels defined by the reading PLDs. In alignment with the PLDs, the degree to which the reading material is linguistically accommodated diminishes as the proficiency level assessed increases. Test material measuring the beginning and intermediate proficiency levels assesses the ability to read and understand basic English and routine academic language. Test material measuring the advanced and advanced high levels increases in linguistic and cognitive complexity in order to assess the ability to read and comprehend the type of English typically used in grade-level instructional texts.

### ***Spring Summative Assessment***

Teachers incorporate the ELPS student expectations for reading during instruction and use the PLDs formatively throughout the year. During the spring assessment window, students take the summative TELPAS reading tests online.

### ***Setting and Maintaining Performance Standards***

Standard setting for the TELPAS reading tests was conducted to support the ability of the tests to measure and report performance in alignment with the PLDs, such that the proficiency levels reported coincide with the proficiency levels of the students as defined by the PLDs. The standard-setting process resulted in determinations about how well students must perform on the test to be classified into each proficiency level category. The performance standards are maintained across school years through a test equating process. More information about the TELPAS reading standard-setting process can be accessed at <http://www.tea.state.tx.us/student.assessment/resources/techdigest>.

# TELPAS Listening, Grades K–12

English language proficiency in listening is defined for TELPAS as the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided. ELLs who are English-proficient in the domain of listening understand spoken English well enough to participate meaningfully and with minimal second language acquisition support in grade-level academic instruction.

As described in Chapter 2, the K–12 TELPAS listening assessments are performance-based and holistically rated by teachers of the students. TELPAS assessments are administered in the spring of the year, but teachers who are TELPAS-trained become adept at using the holistic assessment process in formative ways throughout the year to identify and respond to the needs of their ELLs.

As a part of ongoing routine instruction in the spring, TELPAS raters engage ELLs in performance-based listening activities and use the PLDs to formally determine the students' listening proficiency level. Teachers who routinely interact with and observe their ELLs during performance-based activities are usually able to determine a student's proficiency rating by simply reflecting on the PLDs and the student's current listening proficiency level.

## Performance-Based Activities

The following types of performance-based activities are recommended to teachers as ways to gather information about the listening proficiency of students. The list of activities is not intended to be exhaustive.

### K–12 Performance-Based Listening Activities

- Reacting to oral presentations
- Responding to text read aloud
- Following directions
- Cooperative group work
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Individual student conferences

## ELPS Student Expectations

The following cross-curricular second language acquisition student expectations are found in the Texas Administrative Code, Chapter 74.4(c)(2). There are nine student expectations for listening. These apply to grades K–12.

## ELPS Student Expectations for Listening, 19 TAC 74.4(c)(2)

**(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. 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. The student is expected to:**

- (A) distinguish sounds and intonation patterns of English with increasing ease;
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;
- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;
- (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;
- (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;
- (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and
- (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

### Proficiency Level Descriptors

The following proficiency level descriptors for K–12 listening are found in the Texas Administrative Code, Chapter 74.4(d)(1). The PLDs for listening present the characteristics of the four proficiency levels—beginning, intermediate, advanced, and advanced high.

**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4 (d)(1)  
Grades K–12 Listening**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs have little or no ability to understand spoken English used in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures</li> <li>(ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>(B) Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary</li> <li>(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p><b>(C) Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>(ii) understand most main points, most important details, and some implicit instructional interactions that have not been intentionally modified for ELLs</li> <li>(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>(D) Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. When rating students, teachers are directed to read the proficiency levels as a whole and determine the level that best describes the student’s current overall listening proficiency in English. For students who are in the early or late stages of a proficiency level, raters are directed to determine the level at which the students perform most consistently.

The descriptors in each column define the summary statements. The progression of second language acquisition can be seen by reading the descriptors across the columns, from the beginning to advanced high level.

<b>1st descriptor</b>	Type of spoken English understood and how much the understanding is dependent on supports and linguistic adaptations
<b>2nd descriptor</b>	Degree of comprehension demonstrated when interactions are not modified to include supports and linguistic adaptations
<b>3rd descriptor</b>	Degree of need to seek clarification to understand or confirm meaning of spoken English

## Instruction and Assessment

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include a link to a video clip of a student applying listening skills during a performance-based activity from page 13. These types of activities help teachers stay attuned to students’ listening proficiency in ongoing instruction and for the spring TELPAS administration.

### Listening Example 1: Individual Student Conference, Grade 2



**CLICK HERE** to see a grade 2 ELL at the beginning level being asked about the word-search activity he is working on. In this clip, the teacher observes the student’s verbal and nonverbal responses as she questions him about the activity. Although she slows her speech, rephrases her questions, and uses gestures and visual supports, the student struggles to understand.

### *Benefit to Teaching and Learning*

Individual student conferences provide the teacher with the opportunity to check the English listening comprehension of their ELLs, watch for progress, and provide support as needed.

Teachers who stay attuned to the English that their ELLs are and are not able to understand, as described in the PLDs, are able to integrate the ELPS student expectations more appropriately, make content area instruction more linguistically accessible, and ultimately accelerate the learning of both English and the content area. In the spring of the year, at the time of the TELPAS administration, it takes little effort to check and confirm the level of proficiency the student displays most consistently.

### *ELPS-TELPAS Alignment*

The ELPS student expectations and proficiency level descriptors addressed in this example are shown on the following page.

## ELPS-TELPAS ALIGNMENT

Student Expectations 19 TAC §74.4(c)(2)	Proficiency Level Descriptors 19 TAC §74.4(d)(1)
<p><b>The student is expected to:</b></p> <p>(A) distinguish sounds and intonation patterns of English with increasing ease</p> <p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>(I) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p>	<p>(A) Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:</p> <p>(i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures</p> <p>(ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</p> <p>(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</p>

Some student expectations and PLDs may be abbreviated.

## Listening Example 2: Large-Group Interactions, Grade 9



**CLICK HERE** to see a grade 9 advanced high student in an interactive, large-group biology lesson. In this clip the teacher does not significantly modify her speech nor provide much visual support when she involves the student in the interaction. As she teaches, she asks comprehension questions to ensure that the student understands the information provided and can arrive at the correct conclusion.

### *Benefit to Teaching and Learning*

In challenging this ELL to follow a minimally accommodated explanation and line of questioning in a large-group interaction, the teacher builds the student's academic language proficiency while monitoring his level of comprehension. In doing so, she responds to his content area and language needs simultaneously. It is important for teachers to consciously build the academic language proficiency of ELLs at higher English language proficiency levels while monitoring the extent to which they may still need some linguistic accommodation and scaffolding.

Knowing and responding to a student's listening proficiency level is critical to providing instruction that is meaningful, and it helps ELLs meet grade-level learning expectations across the curriculum.

### *ELPS-TELPAS Alignment*

The ELPS student expectations and proficiency level descriptors addressed in this example are shown on the following page.




## ELPS-TELPAS ALIGNMENT

Student Expectations 19 TAC §74.4(c)(2)	Proficiency Level Descriptors 19 TAC §74.4(d)(1)
<p><b>The student is expected to:</b></p> <ul style="list-style-type: none"> <li>(A) distinguish sounds and intonation patterns of English with increasing ease</li> <li>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</li> <li>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</li> <li>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</li> <li>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</li> <li>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</li> <li>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</li> <li>(I) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</li> </ul>	<ul style="list-style-type: none"> <li>(D) Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:             <ul style="list-style-type: none"> <li>(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul> </li> </ul>

Some student expectations and PLDs may be abbreviated.


### Listening Example 3: Rating a Student’s English Language Proficiency, Grade 3


Example 3 includes teacher observations of a student’s listening proficiency and several video clips of the student. The clips are provided to illustrate how teachers use the PLDs to holistically rate the overall listening proficiency of their ELLs. A link to the student’s proficiency level rating, including the key features of the PLDs exhibited, is also provided.

Throughout the school day, Ahmad has little difficulty understanding highly routine instructions, such as taking out a textbook or lining up for music class. However, in a recent activity that required him to follow directions that were less practiced, he sometimes depended on visuals and gestures, and he occasionally looked at a classmate to see what to do. He needed these supports in order to understand most of the instructions I gave, as shown in  [video clip 1](#).

After completing science experiments, I meet with students in groups to have them talk about what they did and what they learned. Ahmad is usually able to understand the gist of the discussions, though he relies on visuals and gestures to support his understanding. He often asks me to repeat what was said when he doesn’t understand.



When we play “Simon Says,” sometimes I don’t model the motions so I can observe how well the students understand the English I use. When I didn’t model the motions during a recent game, I noticed that Ahmad was still generally able to understand the high-frequency vocabulary I used and follow my simple directions, as shown in  [video clip 2](#).

In small reading groups, my students recently read a book about the different jobs that people in the community do. As we read each page, I tried to facilitate their understanding by having them make personal connections to the book. When it was Ahmad’s turn, I had to simplify my questions and repeat myself in order for him to understand the gist of my questions, as shown in  [video clip 3](#).

[CLICK HERE](#) to see Ahmad’s listening proficiency level rating.

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Teachers do not use video recordings during the actual administration of TELPAS. They use the knowledge of the student’s English language proficiency level obtained through daily classroom observations and interactions. Video clips similar to these are used during TELPAS rater training to calibrate teachers to use the PLDs consistently and accurately for the spring assessment.

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# TELPAS Speaking, Grades K–12

English language proficiency in speaking is defined for TELPAS as the ability to use spoken English appropriately and effectively in learning activities and social interactions. The definition relates specifically to the communication skills that an ELL needs in order to use English as an effective medium for academic instruction.

As described in Chapter 2, the K–12 TELPAS speaking assessments are performance-based and holistically rated by teachers of the students. Though TELPAS is administered in the spring of the year, teachers trained as TELPAS raters become adept at using the holistic assessment process in formative ways throughout the year to identify and respond to the needs of their ELLs.

As a part of ongoing routine instruction in the spring, TELPAS raters interact with their ELLs and use the PLDs to formally determine the students' speaking proficiency level for TELPAS. Teachers who implement the ELPS in daily instruction are typically able to determine a student's proficiency rating for TELPAS by simply reflecting on the PLDs and the student's current speaking proficiency level.

## Performance-Based Activities

The following types of performance-based activities are recommended to teachers as ways to gather information about the speaking proficiency of ELLs. The list of activities is not intended to be exhaustive.

### K–12 Performance-Based Speaking Activities

- Cooperative group work
- Oral presentations
- Informal interactions with peers
- Large-group and small-group instructional interactions
- One-on-one interviews
- Classroom discussions
- Articulation of problem-solving strategies
- Individual student conferences

## ELPS Student Expectations

The following cross-curricular second language acquisition student expectations are found in the Texas Administrative Code, Chapter 74.4(c)(3). There are 10 student expectations for speaking. These expectations apply to grades K–12.

### ELPS Student Expectations for Speaking K–12, 19 TAC 74.4(c)(3)

**(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. 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. The student is expected to:**

- (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
- (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
- (C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
- (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
- (E) share information in cooperative learning interactions;
- (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;
- (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
- (I) adapt spoken language appropriately for formal and informal purposes; and
- (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

### Proficiency Level Descriptors

The following proficiency level descriptors for K–12 speaking are found in the Texas Administrative Code, Chapter 74.4(d)(2). The PLDs for speaking present the characteristics of the four proficiency levels—beginning, intermediate, advanced, and advanced high.

## ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4 (d)(2) Grades K–12 Speaking

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p>(A) Beginning ELLs have little or no ability to speak English in academic and social settings.</p>	<p>(B) Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p>	<p>(C) Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p>	<p>(D) Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate</li> <li>(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts</li> <li>(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material</li> <li>(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</li> <li>(v) typically use pronunciation that significantly inhibits communication</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning</li> <li>(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</li> <li>(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</li> <li>(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</li> <li>(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning</li> <li>(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</li> <li>(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features</li> <li>(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</li> <li>(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</li> <li>(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers</li> <li>(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</li> <li>(iv) make few second language acquisition errors that interfere with overall communication</li> <li>(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication</li> </ul>

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. When rating students, teachers are directed to read the proficiency levels as a whole and determine the level that best describes the student’s current overall speaking proficiency in English. For students who are in the early or late stages of a proficiency level, raters are directed to determine the level at which the students perform most consistently.

The descriptors for the speaking PLDs address the following elements:

<b>1st descriptor</b>	Discourse type and length; fluency
<b>2nd descriptor</b>	Vocabulary
<b>3rd descriptor</b>	Grammar structures
<b>4th descriptor</b>	Accuracy
<b>5th descriptor</b>	Pronunciation

## Instruction and Assessment

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include links to video clips of a student engaged in a performance-based activity from the list on page 20. These types of activities help teachers stay attuned to students’ speaking proficiency in ongoing instruction and for the spring TELPAS administration.

### Speaking Example 1: Small-Group Instructional Interaction, Grade 9



**CLICK HERE** to see a grade 9 beginning ELL attempt to contrast school in her home country to school here. The clip starts after she has heard some of her ELL classmates discuss differences in schools in their home countries.

#### *Benefit to Teaching and Learning*

Small-group instructional interactions give ELLs the opportunity to practice and internalize new vocabulary and language structures in ways that help them progress from one proficiency level to the next. This beginning ELL benefited from hearing the vocabulary and language used by her classmates and from the opportunity to try to formulate a brief response of her own in a nonthreatening small-group setting. Such activities help keep beginning ELLs engaged and making rapid progress toward the intermediate level.

Through activities such as these, teachers address several ELPS second language acquisition student expectations. The PLDs provide the means for both formative and summative assessment by helping teachers

- understand what the proficiency levels mean,
- stay aware of students’ current levels,
- better understand how to help students reach the next proficiency level, and
- better understand how to linguistically tailor subject matter instruction to make it comprehensible and accessible.

## ELPS-TELPAS Alignment

The ELPS student expectations and proficiency level descriptors addressed in this example are shown in the chart below.

ELPS-TELPAS ALIGNMENT	
Student Expectations 19 TAC §74.4(c)(3)	Proficiency Level Descriptors 19 TAC §74.4(d)(2)
<b>The student is expected to:</b>	
(A) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	(A) Beginning ELLs have little or no ability to speak English in academic and social settings. These students:
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words and using routine language needed for classroom communication	(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate
(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts
(E) share information in cooperative learning interactions	(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material
(F) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(v) typically use pronunciation that significantly inhibits communication
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	
(I) adapt spoken language appropriately for formal and informal purposes	

Some student expectations and PLDs may be abbreviated.

### Speaking Example 2: Individual Student Conference, Grade 7

In this example, a teacher interacts with a grade 7 intermediate ELL during two different student conferences.



**CLICK HERE** to see the teacher engaging the student in talking about memories from her native country.



**CLICK HERE** to see the teacher ask the student about what she is learning in a history selection she is reading.

### Benefit to Teaching and Learning

Intermittent individual student conferences give teachers the opportunity to monitor the ELL's subject matter learning and growing ability to use English for successful communication inside and outside of school. Students get practice using and internalizing new vocabulary and language structures, and teachers model and reinforce correct use of English.

For both formative purposes and the summative TELPAS assessment, it is important to know how well ELLs communicate on basic conversational topics as well as academic topics. Engaging students in conversations calling for everyday English helps teachers understand the students' language needs related to the basic

English that non-ELL grade-level peers already know. Engaging ELLs in academic discourse helps them acquire grade-level academic language and academic concepts. To benefit fully from academic instruction delivered in English, ELLs need foundational basic language proficiency as well as grade-level academic language proficiency.

### ELPS-TELPAS Alignment

The ELPS student expectations and proficiency level descriptors addressed in this example are shown in the chart below.

ELPS-TELPAS ALIGNMENT	
Student Expectations 19 TAC §74.4(c)(3)	Proficiency Level Descriptors 19 TAC §74.4(d)(2)
<p><b>The student is expected to:</b></p> <p>(A) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p> <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words and using routine language needed for classroom communication</p> <p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> <p>(F) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> <p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(B) Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:</p> <p>(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning</p> <p>(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</p> <p>(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</p> <p>(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</p> <p>(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs</p>



Some student expectations and PLDs may be abbreviated.


### Speaking Example 3: Rating a Student’s English Language Proficiency, Grade 4


Example 3 includes teacher observations of a student’s speaking proficiency and several video clips of the student. The clips are provided to illustrate how teachers use the PLDs to holistically rate the speaking proficiency of their ELLs. A link to the student’s proficiency level rating, including the key features of the proficiency level descriptors exhibited, is also provided.



In the last few months, Luis has gotten more comfortable connecting his thoughts and ideas to speak in more extended ways during formal learning situations and informal interactions with me and other students.

In a recent mathematics project on describing the attributes of geometric figures, Luis communicated fairly comfortably using formal geometric vocabulary to answer my questions, as shown in  [video clip 1](#). As part of the same project, students worked with a partner to construct robots out of geometric shapes. Luis explained some things his robot would be able to do, as shown in  [video clip 2](#).

During a science lesson, a visiting aide conferenced with Luis about a writing assignment on safety rules. Luis was able to respond, with some hesitations to think about what to say and how to say it in English, as shown in  [video clip 3](#).

Luis communicates pretty comfortably now on conversational topics, though with some hesitations and speaking errors. In  [video clip 4](#), he talks about playing his favorite sport.

[CLICK HERE](#) to see Luis's proficiency level rating.

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**Reminder:** Teachers do not use video recordings during the actual administration of TELPAS. They use the knowledge of the student's English language proficiency level obtained through daily classroom observations and interactions. Video clips are used during TELPAS rater training to calibrate teachers to use the PLDs consistently and accurately for the spring assessment.

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# TELPAS Reading, Grades K–1

As described in Chapter 2, the TELPAS reading assessments for kindergarten and grade 1 are performance-based and holistically rated by teachers of the students.

English language proficiency in reading is defined for TELPAS as the ability to comprehend and interpret written text at the grade-appropriate level.

Students in kindergarten and grade 1 (ELLs and non-ELLs) vary in how quickly they learn to decode written text. K–1 ELLs may be at different developmental stages of emerging literacy regardless of their stage of second language acquisition. As is customary in K–1 instruction, students build foundational reading skills through texts read aloud as well as through activities that support their emerging ability to read written texts.

Throughout the year, teachers monitor and develop the reading proficiency levels of their K–1 ELLs during ongoing classroom instruction as they incorporate the ELPS and content area TEKS in daily instruction. In the spring, teachers trained as raters engage their ELLs in a variety of performance-based reading activities and use the PLDs to identify the students' English language proficiency levels for the summative TELPAS assessment.

## Performance-Based Activities

The following types of performance-based activities are recommended to teachers as ways to gather information about the English language proficiency of K–1 ELLs in the domain of reading. The list of activities is not intended to be exhaustive.

### K–1 Performance-Based Reading Activities

- Paired reading
- Sing-alongs and read-alongs, including chants and poems
- Shared reading with big books, charts, overhead transparencies, and other displays
- Guided reading with leveled readers
- Reading subject-area texts and related materials
- Independent reading
- Cooperative group work
- Reading-response journals

## ELPS Student Expectations

The following cross-curricular second language acquisition student expectations are found in the Texas Administrative Code, Chapter 74.4(c)(4). There are 11 student expectations for reading. These expectations apply to grades K–12.

### ELPS Student Expectations for Reading K–1, 19 TAC 74.4(c)(4)

**(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. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. 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;
- (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;
- (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;
- (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;
- (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;
- (H) read silently with increasing ease and comprehension for longer periods;
- (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;
- (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; and
- (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.

## Proficiency Level Descriptors

The reading PLDs for K–1 differ from those of ELLs in grades 2–12 because they take into account that K–1 students develop the ability to decode written text at different rates regardless of their stage of second language acquisition. The PLDs contain descriptors related to the ability to understand English read aloud as well as the ability to decode and understand written English. For students not yet at the emergent literacy stage of decoding written text, the descriptors related to understanding written English are not used.

The following proficiency level descriptors for K–1 reading are found in the Texas Administrative Code, Chapter 74.4(d)(3). The PLDs present the characteristics of the four proficiency levels—beginning, intermediate, advanced, and advanced high.

ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4 (d)(3)  
 Grades K–1 Reading

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p>(A) Beginning ELLs have little or no ability to use the English language to build foundational reading skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are read in short “chunks”</li> <li>(ii) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced</li> <li>(iii) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech</li> <li>(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos</li> <li>(iii) have difficulty decoding most grade-appropriate English text because they *</li> <li>(i) understand the meaning of very few words in English</li> <li>(ii) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English</li> </ul>	<p>(B) Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include                             <ul style="list-style-type: none"> <li>(I) predictable story lines</li> <li>(II) highly familiar topics</li> <li>(III) primarily high-frequency, concrete vocabulary</li> <li>(IV) short, simple sentences</li> <li>(V) visual and linguistic supports</li> </ul> </li> <li>(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, and logos</li> <li>(iii) have difficulty decoding grade-appropriate English text because they *</li> <li>(I) understand the meaning of only those English words they hear frequently</li> <li>(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</li> </ul>	<p>(C) Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning</li> <li>(ii) recognize some basic English vocabulary and high-frequency words in isolated print</li> <li>(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they *</li> <li>(I) understand the meaning of most grade-appropriate English words</li> <li>(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</li> </ul>	<p>(D) Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English                             <ul style="list-style-type: none"> <li>(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers</li> <li>(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *</li> </ul> </li> </ul>

\* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. When rating students, teachers are directed to read the proficiency levels as a whole and determine the level that best describes the student’s current overall reading proficiency in English. For a student in the early or late stages of a proficiency level, raters are directed to determine the level at which the student performs most consistently.

The descriptors address the following elements and show the progression of reading proficiency from the beginning to advanced high level:

<b>1st descriptor</b>	Comprehension of stories read aloud (oral reading)
<b>2nd descriptor</b>	Recognizing/understanding simple environmental print, high-frequency words, sight vocabulary
<b>3rd descriptor</b>	Decoding grade-appropriate English text

## Instruction and Assessment

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include links to video clips of a student engaged in a performance-based activity from the list on page 27. These type of activities help teachers stay attuned to students’ English language reading proficiency in ongoing instruction and for the spring TELPAS administration.

### Reading Example 1: Shared Reading with Big Books, Grade 1



**CLICK HERE** to see a teacher who has just finished reading a story aloud. The story was about a gift that a young girl made for a family member by gathering her favorite things and putting them in a basket. The story line was neither highly familiar nor predictable, but the book does have illustrations to support understanding. In the clip, the teacher linguistically accommodates her instruction by tailoring questions about the story to the English language proficiency level of an intermediate ELL.

### *Benefit to Teaching and Learning*

Shared reading activities enable teachers to monitor the reading comprehension of ELLs for both formative and summative assessment purposes. For students at lower proficiency levels, story visuals can be used to enhance comprehension, and teachers can tailor questions to the proficiency levels of the students to keep them engaged in the activity and monitor their growth over time. These kinds of activities help ELLs develop not only reading comprehension skills in English but listening and speaking skills as well.

### *ELPS-TELPAS Alignment*

In this activity, the teacher addresses several ELPS student expectations and gathers information aligned to PLDs that describe how well students comprehend stories read aloud in English.

## ELPS-TELPAS ALIGNMENT

Student Expectations 19 TAC §74.4(c)(4)	Proficiency Level Descriptors 19 TAC §74.4(d)(3)
<p><b>The student is expected to:</b></p> <p>(F) use visual and contextual support and support from teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary and grasp of language structures to comprehend increasingly challenging language</p> <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material and responding to questions commensurate with content area and grade level needs</p> <p>(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 commensurate with content area needs</p>	<p>(B) Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:</p> <p>(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include</p> <p>(I) predictable story lines</p> <p>(II) highly familiar topics</p> <p>(III) primarily high-frequency, concrete vocabulary</p> <p>(IV) short, simple sentences</p> <p>(V) visual and linguistic supports</p>

Some student expectations and PLDs may be abbreviated.

### Reading Example 2: Reading-Response Journal, Grade 1



**CLICK HERE** to see an advanced ELL using what she wrote in her journal to retell *The Very Hungry Caterpillar*. The story features a predictable story line and concrete vocabulary that can be supported through illustrations. This student is able to decode written text.

#### *Benefit to Teaching and Learning*

Students use reading-response journals to communicate their thoughts about books they have read. The responses provide a means for monitoring their developing reading ability. Students not yet at the developmental stage of decoding written text can respond to stories read aloud by drawing pictures to show understanding. The interactions between the teacher and student also give the student opportunities to practice and internalize new English vocabulary and language structures that are necessary prerequisites for developing grade-level reading skills in English.

#### *ELPS-TELPAS Alignment*

The ELPS student expectations and proficiency level descriptors addressed in this example are shown on the following page.

## ELPS-TELPAS ALIGNMENT


Student Expectations 19 TAC §74.4(c)(4)	Proficiency Level Descriptors 19 TAC §74.4(d)(3)
<p><b>The student is expected to:</b></p> <p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom</p> <p>(C) comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>(F) use visual and contextual support and support from teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary and grasp of language structures to comprehend increasingly challenging language</p> <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material and responding to questions commensurate with content area and grade level needs</p> <p>(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 commensurate with content area needs</p>	<p>(C) Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:</p> <p>(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning</p> <p>(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they</p> <p>(I) understand the meaning of most grade-appropriate English words</p> <p>(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</p>


Some student expectations and PLDs may be abbreviated.


### Reading Example 3: Rating a Student's English Language Proficiency, Grade 1

Example 3 includes teacher observations of a student's reading proficiency and several video clips of the student. The clips are provided to illustrate how teachers use the PLDs to holistically rate the reading proficiency of their K-1 ELLs. A link to the student's proficiency level rating, including the key features of the proficiency level descriptors exhibited, is also provided.

Seung enjoys listening to me read books aloud to the class. Without relying on visuals much, he's able to retell the main events and answer comprehension questions.

Seung needs little second language acquisition support when he reads books in his reading group. Recently, we read a book about an owl. He successfully read without assistance, as shown in  [video clip 1](#).

Later during that reading group, Seung showed he understood the story by answering comprehension questions correctly, as shown in  [video clip 2](#).

Seung is able to decode words in books and on the word wall at a level similar to his native English-speaking classmates. Last week, he successfully read from a grade-level book, as shown in  [video clip 3](#).

[CLICK HERE](#) to see Seung's reading proficiency level rating.

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**Reminder:** Teachers do not use video recordings during the actual administration of TELPAS. They use the knowledge of the student’s English language proficiency level obtained through daily classroom observations and interactions. Video clips are used during TELPAS rater training to calibrate teachers to use the PLDs consistently and accurately for the spring assessment.

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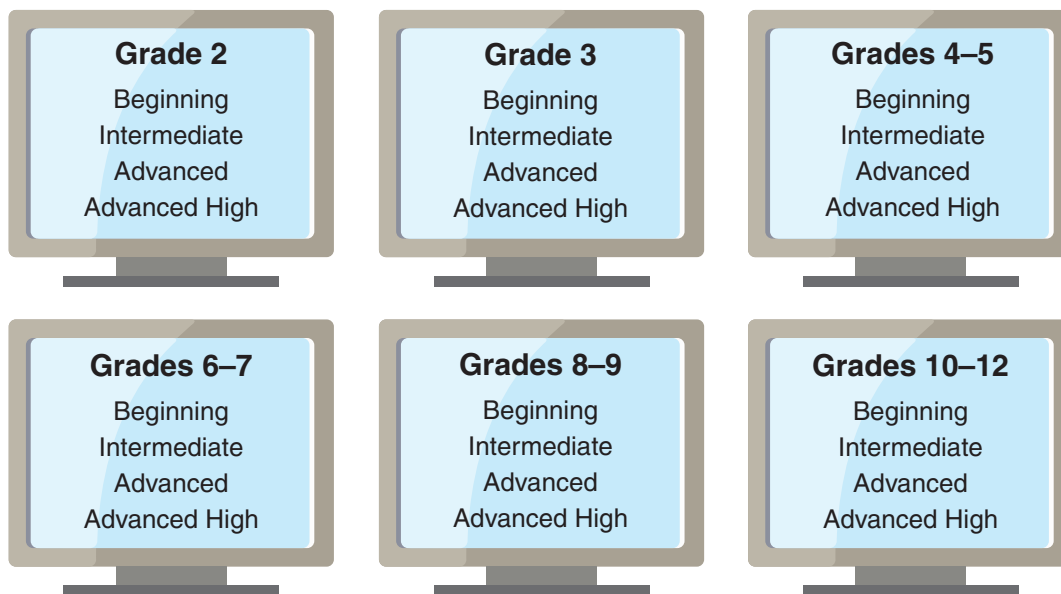
# TELPAS Reading, Grades 2–12

As described in Chapter 2, the TELPAS reading assessments for grades 2–12 are multiple-choice tests administered online.

English language proficiency in reading is defined for TELPAS as the ability to comprehend and interpret written text at the grade-appropriate level. The definition is not tied specifically to the language arts discipline but more broadly to the ability to read texts typically encountered during all grade-level instruction.

## Test Design

TELPAS reading tests are designed to measure English language reading proficiency in alignment with the beginning, intermediate, advanced, and advanced high reading PLDs. The tests measure what students can and cannot yet read and understand as a function of their level of English language proficiency. There is a multiple-choice test for each of the six grade clusters shown below. Each test measures the four proficiency levels.



## Reading Domain of English Language Proficiency Versus Language Arts

TELPAS reading tests differ from language arts reading tests in two ways:

- 1) TELPAS reading tests measure more specifically the ability to read in mathematics and science contexts.
- 2) TELPAS reading tests are designed around the stages of second language acquisition, while language arts reading tests are designed around grade-level reading expectations. Non-ELLs are assumed to have had the same amount of time to learn English and meet grade-level reading expectations. Because ELLs may begin learning English at any age, assumptions cannot be made about how much English they can be expected to understand and read at a given

grade level. The advanced high reading material on TELPAS includes texts similar to those encountered in grade-level instruction, because this is the stage at which students need minimal second language acquisition support to read grade-level material. The tests also, however, include reading material designed to assess the stages of second language acquisition that lead up to the advanced high level.

It is important to keep in mind that ELLs who struggle to read grade-level English do not necessarily struggle to read in their native language.

## Measuring Reading at the Four English Language Proficiency Levels

TELPAS reading tests are composed of four mini-tests written to measure the four proficiency levels defined in the PLDs. The PLDs describe the degree of linguistic accommodation that students at each proficiency level need in order to be able to apply and build basic, inferential, and analytical reading comprehension skills during instruction. Each reading selection and test question on the TELPAS reading tests is written to be comprehensible to students at the targeted proficiency level. That is, for each proficiency level, the reading material reflects the degree of linguistic accommodation that ELLs need in order to be able to independently demonstrate basic, inferential, and analytical reading comprehension skills. As shown below, the built-in textual linguistic supports gradually diminish as the proficiency level of the TELPAS reading material increases.

### Staged Linguistic Accommodation Test Design

TELPAS Reading Levels	Degree of Linguistic Accommodation Applied to Passage and Item Development	
Advanced High	Minimal	Minimal linguistic accommodation; texts highly comparable to those written for native English speakers
Advanced	Moderate	Occasional picture support; contextual aids and organizational features support comprehension of longer texts on both familiar and unfamiliar language arts and content area topics
Intermediate	Substantial	Frequent picture support; short texts written primarily on familiar topics; commonly used, everyday English and routine academic English
Beginning	Extensive	Maximum picture support; short texts that require comprehension of words, phrases, and short sentences that use the type of high-frequency, concrete vocabulary first acquired by learners of a second language

Within each proficiency level mini-test, the test questions assess ELPS reading student expectations. The students' performance on the test items at each proficiency level provides information about their stage of English language acquisition in reading and the extent to which they need second language acquisition support to demonstrate basic and higher-order reading comprehension skills.

The PLDs define the advanced high proficiency level as the level at which ELLs need minimal second language acquisition support (linguistic accommodation) to comprehend and think analytically about what they read in grade-level texts. ELLs with an advanced high level of English reading ability have little difficulty reading the English they encounter in content area instruction and little difficulty reading the language used on state content area assessments written in English. TELPAS reading selections and test questions provide educators

with a clear picture of the type of English that ELLs can read and understand *independently* at the four proficiency levels.

## Test Layout and Administration

Students taking TELPAS reading assessments answer test questions for all proficiency levels. In response to input from Texas educators, the items do not appear in strict proficiency level order. Each test starts with items from lower proficiency levels. As students proceed through the test, the proficiency levels are mixed so that more difficult reading selections are interspersed with easier ones.

The test administration directions read aloud before the test inform students that they will encounter reading selections and questions that are quite easy or quite difficult depending on how much English they know and that the wide range of difficulty will help measure their annual progress. Students are encouraged to do their best on the parts of the test they can understand and are advised that they may leave questions they do not understand blank or choose the answers they think might be correct. Students new to the English language are encouraged to continue testing when they encounter a selection that is difficult to understand, as easier selections will likely follow.

## ELPS-TELPAS Alignment

TELPAS measures the ELPS cross-curricular student expectations for reading in accordance with the proficiency levels described in the PLDs.

### 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 reporting categories, or skill areas, as shown on the following page.

## Reporting Category 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

## Reporting Category 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

## Reporting Category 3

**The student will demonstrate an ability to analyze and evaluate information and ideas in a variety of texts written in English.**

- (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 reporting category.

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

### Proficiency Level Descriptors

The proficiency level descriptors for the grades 2–12 reading are found in the Texas Administrative Code, Chapter 74.4(d)(4). Each TELPAS reading selection and test question is written for a particular proficiency level in alignment with the proficiency level descriptors.

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. The PLDs give teachers information that helps them linguistically support the ability of ELLs to comprehend information in grade-level texts and advance to the next proficiency level.

**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4 (d)(4)  
Grades 2–12 Reading**

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

## Test Blueprints

The following tables show the number of test questions per proficiency level and reporting category on each grade-cluster TEPAS reading test.

### Grade 2

Reporting Categories	Proficiency Levels			
	Beginning	Intermediate	Advanced	Advanced High
Reporting Category 1: Understanding of words and language structures	7	6	6	6
Reporting Category 2: Basic understanding of a variety of texts	0	8	4	4
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts			4	4
<b>Total Items per Proficiency Level</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>14</b>

### Grade 3

Reporting Categories	Proficiency Levels			
	Beginning	Intermediate	Advanced	Advanced High
Reporting Category 1: Understanding of words and language structures	5	6	6	6
Reporting Category 2: Basic understanding of a variety of texts	6	6	5	4
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts		4	5	5
<b>Total Items per Proficiency Level</b>	<b>11</b>	<b>16</b>	<b>16</b>	<b>15</b>

### Grades 4-5

Reporting Categories	Proficiency Levels			
	Beginning	Intermediate	Advanced	Advanced High
Reporting Category 1: Understanding of words and language structures	5	6	7	7
Reporting Category 2: Basic understanding of a variety of texts	6	6	5	5
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts		4	5	5
<b>Total Items per Proficiency Level</b>	<b>11</b>	<b>16</b>	<b>17</b>	<b>17</b>

## Grades 6-7

Reporting Categories	Proficiency Levels			
	Beginning	Intermediate	Advanced	Advanced High
Reporting Category 1: Understanding of words and language structures	5	6	7	7
Reporting Category 2: Basic understanding of a variety of texts	6	6	5	5
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts		4	6	6
<b>Total Items per Proficiency Level</b>	<b>11</b>	<b>16</b>	<b>18</b>	<b>18</b>

## Grades 8-9

Reporting Categories	Proficiency Levels			
	Beginning	Intermediate	Advanced	Advanced High
Reporting Category 1: Understanding of words and language structures	5	6	7	7
Reporting Category 2: Basic understanding of a variety of texts	6	6	5	5
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts		4	6	6
<b>Total Items per Proficiency Level</b>	<b>11</b>	<b>16</b>	<b>18</b>	<b>18</b>

## Grades 10-12

Reporting Categories	Proficiency Levels			
	Beginning	Intermediate	Advanced	Advanced High
Reporting Category 1: Understanding of words and language structures	4	6	7	7
Reporting Category 2: Basic understanding of a variety of texts	6	6	5	6
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts		4	6	7
<b>Total Items per Proficiency Level</b>	<b>10</b>	<b>16</b>	<b>18</b>	<b>20</b>

## Test Format

- Beginning and intermediate level reading material measures the ability to read and understand everyday, high-frequency English and routine academic language. Advanced and advanced high reading material measures whether students are acquiring the academic language proficiency necessary for reading and processing information during grade-appropriate instruction in language arts, mathematics, science, and social studies.



- The tests consist primarily of reading selections and test questions aligned to the four proficiency levels defined in the PLDs. Some items are not associated with a reading selection. Such items use either a cloze format (fill-in-the-blank) or include questions based on illustrations. Some reading selections use a cloze format.
- A variety of narrative, procedural, and informational reading selections are included. Selections span a wide variety of purposes, such as reading for enjoyment and literary appreciation, reading to engage in core subject-area instruction, and reading for everyday, practical purposes.
- The reading selections and test questions are designed to be age-appropriate.
- There is no specified length for reading selections. Beginning level selections may be less than 50 words long. Texts generally increase in length as proficiency levels increase.
- Although most test items that accompany a reading selection assess the same proficiency level, the proficiency level of the items that appear with a selection may vary.

### Annotated Test Samples

TELPAS reading sample test questions and reading selections are shown on the following pages. The four proficiency levels are represented as well as the six grade clusters. Annotations are provided to describe the item types and alignment of the test with the ELPS student expectations and PLDs. The samples are not formatted as they appear in the online tests. See the section below for information about how to access the samples in the online format.

### Online Test Samples and Released Tests

Several TELPAS reading online resources are available at [www.TexasAssessment.com/downloads](http://www.TexasAssessment.com/downloads).

- **2010 released TELPAS reading tests for grades 2–12**  
<http://www.TexasAssessment.com/TELPAS-released-tests>  
 These released tests can be administered to students for diagnostic purposes. Individual student raw scores results (number of items answered correctly) will be provided. Version 2.13 of the ePAT launcher must be used in order for a test to be scored. To determine a student’s proficiency level rating, the spring 2010 TELPAS reading test raw score conversion tables should be used.
- **Student tutorials**  
<http://www.TexasAssessment.com/TELPAS-tutorials>  
 Online student tutorials contain approximately 20 sample test items per grade cluster. The tutorials give students practice with the online test format, interface, and tools.
- **Grades 2–12 reading test samples from this guide**  
<http://www.TexasAssessment.com/TELPAS-reading-test-samples>  
 The grades 2–12 reading test samples from this guide are shown as they appear to students during operational online test administrations.

## Word Identification Items

## Grades 8–9 Beginning

This is a \_\_\_\_\_.



- plate
- bear
- glass
- bottle

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE*</b>	(C) Develop basic sight vocabulary
<b>Item Description</b>	This item type requires the ELL to fill in the blank in a short sentence with the English word pictured. Words assessed are among the earliest learned by students new to the English language. This item type assesses the early stages of the beginning level and is developed for all grades.
<b>PLDs**</b>	(A) (i) Beginning ELLs read and understand the very limited recently practiced, memorized, or highly familiar English they have learned, such as high-frequency words and concrete words that can be represented by pictures.

\* ELPS student expectation (SE)

\*\* ELPS proficiency level descriptors (PLDs)

## Cloze Items Assessing Everyday and Routine Academic Language

### Grades 10–12 Intermediate

Sal needs help because he cannot \_\_\_\_\_ the math problem.



- ask
- solve
- father
- homework

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(C) Comprehend English vocabulary and language structures used routinely in written classroom materials
<b>Item Description</b>	This item type has a cloze (fill-in-the-blank) format with one or two sentences. Strong picture support is provided, and high-frequency English, short sentences, and simple language structures are used. This type of item is developed at all grades to assess the beginning and intermediate levels.
<b>PLDs</b>	(B) (i), (iii), (iv) Intermediate ELLs read and understand vocabulary on a somewhat wider range of topics, including everyday oral language and routine academic language. They have a growing understanding of basic language structures, understand short, connected sentences, and depend on visual support to sustain comprehension.

## Responding to Questions About Pictures

### Grades 4–5 Beginning



What is the girl doing?

- She is playing the piano.
- She is playing the guitar.
- She is eleven years old.
- She is looking for her guitar.

<b>Reporting Category</b>	2 – Demonstrate basic understanding of a variety of texts
<b>SE</b>	(G) Demonstrate comprehension of increasingly complex English by responding to questions
<b>Item Description</b>	This item type requires the ELL to answer a basic question about a picture. Short sentences featuring simple language structures and high-frequency words are used. These items measure comprehension of the kinds of questions that students at the assessed proficiency level can read and understand. The item type is developed for the intermediate level at grade 2 and the beginning level at other grades.
<b>PLDs</b>	(A) (i), (iii), (iv), (v) Beginning ELLs read and understand some very high-frequency words and some sentences in highly routine contexts or recently practiced, highly familiar text. They have a very limited sense of English language structures and are highly dependent on visuals to derive meaning from text in English.

## Content Area Cloze Items—Science

### Grades 8–9 Advanced High

Feathers cover a bird’s body and wings and give the bird a smooth appearance. Each feather has a central shaft with many side branches \_\_\_\_\_ barbs. These barbs are linked together by barbules to make a smooth, flat surface.



- shiny
- flat
- called
- covered

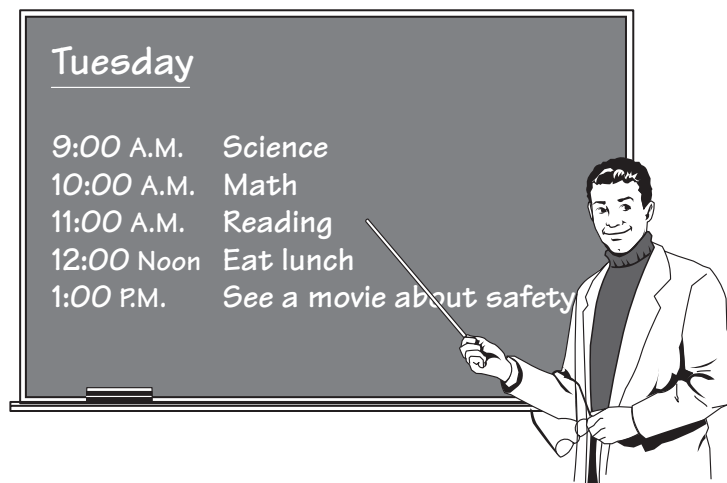
<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text and develop grasp of language structures to comprehend increasingly challenging language.
<b>Item Description</b>	This cloze format requires the ELL to read content-based English text consisting of several sentences. Mathematics and science contexts are most often used. The student is not expected to perform or have mastered a content-based skill. The student uses academic English vocabulary and language structures to select the word that best fits the context. This item type is primarily developed for the advanced and advanced high levels.
<b>PLDs</b>	(D) (i), (iii) Advanced high ELLs are able to read and understand vocabulary at a level nearly comparable to their native English-speaking peers, and they are able to use their familiarity with English language structures to construct meaning of grade-appropriate text.

## Procedural Reading Selection, Grades 4–5, Beginning

This type of short reading selection assesses the later stages of the beginning proficiency level. As indicated in the PLDs, beginning ELLs comprehend predominantly isolated familiar words and phrases. As they progress within the beginning level, they comprehend some sentences in highly routine contexts. They are dependent on visuals and prior knowledge to derive meaning from English text. ELLs at the later stages of this level are able to begin to independently apply reading comprehension skills in English when reading texts designed for the beginning proficiency level.

### A Day in Class

“Good morning, class,” Mr. Cruz says. He points to the board. “This is what we will do today.”



At what time will the class have reading?

- 9:00 A.M.
- 10:00 A.M.
- 11:00 A.M.
- 12:00 noon

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to understand ideas and details in graphic sources
<b>Item Description</b>	This item assesses the ability of beginning ELLs to read and understand the test question and extract a detail from a graphic source, in this case a highly familiar type of class schedule that uses mostly isolated words.
<b>PLDs</b>	(A) (iv), (v), (vi) Beginning ELLs comprehend predominantly familiar isolated words, phrases, and some sentences within highly familiar routine contexts. They are highly dependent on visuals and prior knowledge to derive meaning from text in English, and they are able to apply reading comprehension skills in English only when reading texts that are written for this level.

On what day does this story take place?

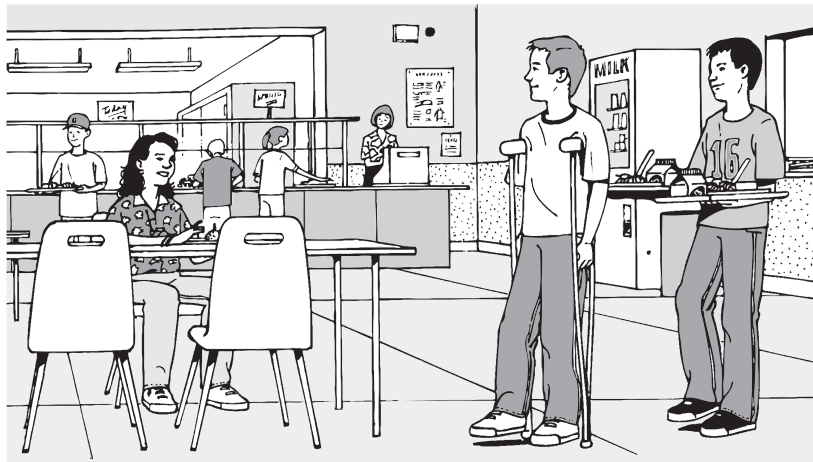
- Monday
- Tuesday
- Wednesday
- Friday

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing conclusions from text and graphic sources
<b>Item Description</b>	This item requires the beginning ELL to understand the test question and draw a simple conclusion by connecting information in the text with information in the class schedule. Beginning students are able to do this when reading short texts that are linguistically accommodated for the beginning proficiency level.
<b>PLDs</b>	(A) (vi) Beginning ELLs are able to apply reading comprehension skills in English only when reading texts that are written for the beginning level.

## Narrative Selection, Grade 3, Intermediate

Intermediate level students can read short reading selections that feature simple sentences and highly familiar English, but they are dependent on visual cues and story predictability to sustain comprehension. As compared to beginners, intermediate students are able to read and understand English vocabulary on a wider range of topics and with increased depth. The topic of this selection is familiar—friends at school helping each other. The illustration supports one of the story’s main events. Narrative selections with appropriate linguistic supports are developed to assess all proficiency levels.

### Good Friends



- 1 Jeff fell off his bike and hurt his leg. He had to use a pair of crutches to help him walk.
- 2 Jeff needed help from his classmates at school. Rosa helped carry his books to class. Dave helped Jeff at lunchtime. He carried Jeff’s tray of food to the table in the cafeteria.
- 3 Soon Jeff’s leg was better. He could walk on his own. He thanked Dave and Rosa for all the things they did for him.



“Please let me know if I can help you with anything,” Jeff said.

4 Dave and Rosa looked at each other and smiled. “Maybe you could help us study for the math test we’re going to have next week,” Dave said.

5 “I’ll be glad to help you and Rosa study,” Jeff said with a smile. “We can start this afternoon.”

Who carries Jeff’s books to class?

- Jeff’s mother
- Jeff’s teacher
- Dave
- Rosa

What is this story mostly about?

- How a boy gets hurt
- Why a boy likes school
- How friends help each other
- Why a boy studies for a math test

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to understand supporting details and to distinguish main ideas from details commensurate with content area needs
<b>Item Description</b>	The first item measures the ability to understand a supporting detail of the story. The second item measures the ability to distinguish the main idea of the story from details. The questions use everyday language that intermediate students can understand.
<b>PLDs</b>	(B) (vi) Intermediate ELLs are able to apply basic comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.

You can tell from the story that Rosa and Dave are —

- tired
- brave
- proud
- helpful

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing inferences from text
<b>Item Description</b>	This item measures the student’s ability to analyze the story to determine that the two characters are best described as helpful.
<b>PLDs</b>	(B) (vi) Intermediate ELLs are able to apply some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this proficiency level.

Informational texts are mainly written for the advanced and advanced high proficiency levels. This text is science-related. At the advanced level, ELLs demonstrate the ability to read about unfamiliar topics at a grade-appropriate level when suitable linguistic supports are included.

# Starfish

- 1 Starfish live in the ocean. They move very slowly. They crawl on rocks and sand. Another name for starfish is sea star.
- 2 Most starfish have five arms, or rays. Some starfish have many more arms. Most starfish can grow a new arm if one falls off.
- 3 Some starfish are as small as a dime, but others are bigger. Starfish can be different colors. Some are red. Others are orange, yellow, or blue. Starfish have rough skin that feels like sand.
- 4 Starfish eat small sea animals that live in shells. Starfish move too slowly to catch fish.



© Darrell Gulin/CORBIS

A group of starfish

What do starfish eat?

- Stars
- Arms
- Rocks
- Animals

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to understand supporting details commensurate with content area needs
<b>Item Description</b>	This item measures the ability to read and understand important details in a content-based text.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

In this story, the word crawl means —

- play in the sand
- move slowly
- catch fish
- eat small animals

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text
<b>Item Description</b>	In this item the ELL uses the textual cue “They move very slowly” as context for understanding the meaning of the English word “crawl.” Textual cues are written to be comprehensible to students at the targeted proficiency level. Visual and textual cues help ELLs broaden their bank of English vocabulary and confirm the meaning of words they find difficult to sound out.
<b>PLDs</b>	(C) (i), (iii), (iv) Advanced ELLs read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary in academic contexts and use their growing familiarity with English language structures to construct meaning of grade-appropriate text. They can apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

You can guess that starfish get their name from their —

- size
- color
- shape
- food

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing conclusions from text
<b>Item Description</b>	This item measures the ability of the students to move beyond basic comprehension of content-based text to think inferentially about what they have read.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

## Narrative Selection, Grade 3, Advanced

This story is relayed using fairly noncomplex text and at first glance may appear to be accessible to intermediate ELLs. However, the story has a surprise twist. Advanced level ELLs have enough command of English to follow unpredictable story lines in noncomplex text, enabling them to read beyond the lines of the text to make implicit connections. Intermediate ELLs, by contrast, rely on familiar and predictable story lines as a road map to derive and confirm meaning when they engage in independent reading tasks.

### Maggie and the Lunch Bag

- 1 One day someone left the gate to Mr. Ward’s backyard open. Later Mr. Ward saw that his dog Maggie was missing. He looked around the neighborhood for her. Then he saw Maggie running up the street in front of the school. She was carrying a lunch bag in her mouth.
- 2 “I see you’ve been to school,” Mr. Ward said as he looked at the bag in Maggie’s mouth. “Give me the bag,” Mr. Ward said. Maggie quickly dropped the bag. “Good dog,” Mr. Ward said. He noticed that she had not opened the bag.
- 3 Mr. Ward looked inside the lunch bag and saw a boy’s name. He thought for a moment and had an idea that made him smile. He hurried home with Maggie and wrote a note. Then he took the bag and the note to the school office. This is what the note said:

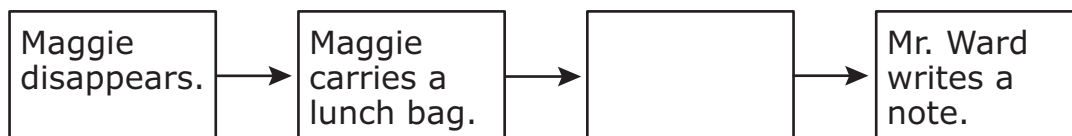
Dear Tom,

This morning I was out looking for bones, and I found your lunch bag outside the school. It smelled very good. I tried to bring it home, but my owner says it belongs to you. I am a big black dog.

Yours truly,  
Maggie



Read this time line of events in the story. Then answer the question. -



Which of these events belongs in the empty box?

- Someone leaves the gate open.
- Mr. Ward takes the bag to school.
- Mr. Ward finds a boy's name.
- Mr. Ward searches for Maggie.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item measures the ability of students to evaluate the graphic and use their understanding of the sequence of events in the story to fill in the empty box.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

Which sentence tells what this story is about?

- A dog runs away from home because it is hungry.
- A man finds his lost dog playing in a school yard.
- A man writes a letter to a boy who found his dog.
- A dog finds a lunch bag, and the dog’s owner returns it.

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to summarize text commensurate with content area needs
<b>Item Description</b>	This item measures the ability to understand what the story is generally about and provides evidence of whether the ELL has reached the advanced level of English reading proficiency.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

What is strange about the note in this story?

- Maggie thinks it is good to eat.
- It looks as if Maggie wrote it.
- It is written to Tom.
- It is written very quickly.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item measures whether the student understands the ending of the story. A thorough understanding is required to realize that the note is unusual and why.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.



Which sentence from the story shows that Maggie listens to Mr. Ward?

- One day someone left the gate to Mr. Ward’s backyard open.*
- Then he saw Maggie running up the street in front of the school.*
- Maggie quickly dropped the bag.*
- Mr. Ward looked inside the lunch bag and saw a boy’s name.*

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills such as drawing conclusions from text
<b>Item Description</b>	This item requires the student to use evidence from the text to support the conclusion that Maggie listens to Mr. Ward.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

## Content Area Cloze Selection, Grades 6–7

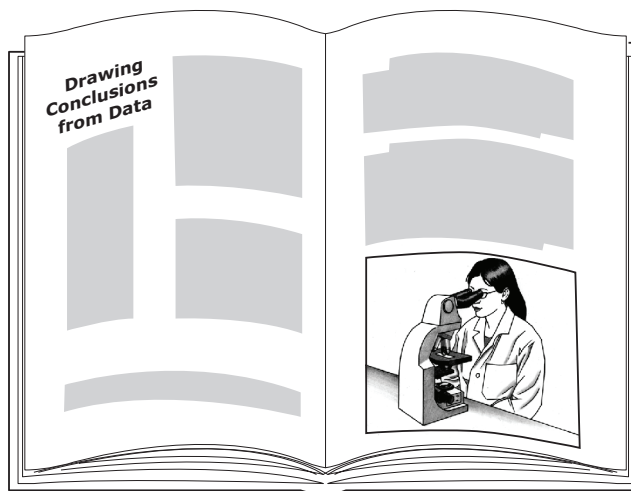
Content area cloze selections measure comprehension of language encountered by students during subject-area instruction. These selections require students to fill in blanks with words that fit the surrounding context. This test format provides evidence of the extent to which ELLs are developing the academic literacy in English necessary for understanding language and constructing meaning in subject-area instructional materials.

### In Science Class

*Today students are reading about the steps they should follow when conducting scientific investigations. The selection below is about the step of drawing conclusions from data.*

After you collect and organize your data, you are ready to draw your conclusions. Will the data support the predictions you made? You might be concerned if the results are not what you 1. This does not necessarily mean your investigation was unsuccessful.

Think about the following example. When scientists look for an antibiotic to kill a specific bacteria, they spend years finding out which antibiotics will 2 and which ones will not. Each time scientists find that a particular antibiotic does not work, they learn some new information. They use this 3 to help make other antibiotics that have a better chance of working. Investigations can be successful even when the results do not turn out the way you had originally 4.



- 1 **A** followed  
**B\*** expected  
**C** appeared  
**D** ordered

- 3 **A** location  
**B** doctor  
**C** time  
**D\*** knowledge

- 2 **A** organize  
**B** report  
**C\*** work  
**D** learn

- 4 **A\*** predicted  
**B** looked  
**C** learned  
**D** arranged

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text and develop grasp of language structures to comprehend increasingly challenging language.
<b>Item Description</b>	Students fill in blanks in a content-based cloze selection. Mathematics and science contexts are most often used. Students are not expected to perform or have mastered a content-based skill. They use their English vocabulary and familiarity with English language structures to fill in the blank with the word that best fits the context. This item type is primarily developed for the advanced and advanced high levels.
<b>PLDs</b>	<p><b>Items 1 and 2:</b> (C) (i), (iii) Advanced students are able to read and understand a variety of grade-appropriate English vocabulary in academic contexts when they have second language acquisition support, and they are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text.</p> <p><b>Items 3 and 4:</b> (D) (i), (iii) Advanced high students are able to read and understand vocabulary at a level nearly comparable to their native English-speaking peers, and they are able to use their familiarity with English language structures to construct meaning of grade-appropriate text.</p>

## Literary Narrative Selection, Grades 10–12, Advanced High

The language complexity in this advanced high selection is similar to that of grade-level materials. The way ELLs answer comprehension questions about these types of literary texts provides evidence of their reading vocabulary level and overall ability to independently synthesize the meaning of the English they encounter in high school English reading selections.

### The Boatman

*The boatmen of New England in the 1930s earned their living on the rough waters of the Atlantic Ocean. They often had to work in stormy conditions, catching fish and then hauling them toward the lights and safety of their home port.*

- 1 Changes in light, like the sun rising, wake some people. Sounds wake others.
- 2 For the boatman, it was certain smells. The aromas of fresh-brewed coffee, strong and black, and fresh ham sizzling on the griddle were more than enough to rouse him from his bed at home. Perhaps that was why it was usually so hard for him to crawl out of the tiny bed on his fishing boat, the *Eloise*. Out here on the open water, he was alone. There was no one to prepare a breakfast feast for him. He would have to wait until he was back home.
- 3 On this particular day, it was neither smells nor changes in light that woke the boatman. It was the seagulls. Their shrieks and cries pierced his sleep like a sewing needle through cloth. He peered through the small round window near his head. The fog on the water was separating into strands of cloud, rotating in elegant, wispy columns off the surface and eventually vanishing into the blue air above. Through the fog, he saw the seagulls that had served as his alarm clock. He heard small waves slapping against the anchored boat as the morning tide rolled past. The boatman rose stiffly from the little bed, his old bones creaking and cracking like the wood used to build the *Eloise* a long time ago.
- 4 He took out an ancient coffeepot and dumped ground coffee into its metal basket. Then he filled the pot and set it on the small gas burner he used to warm his meals. The boatman checked his watch and then the barometer on the cabin wall. The barometric pressure had dropped a little since last night. "Probably a storm is coming," he thought as he started the engine. It sputtered and then settled into a steady hum. The boatman, who prided himself on keeping his boat in good shape, smiled and thought, "Ah, that's my *Eloise*. I can always count on her."

5 The change in weather meant a change in plans for the boatman. Instead of turning east and heading out to sea another 10 miles, he decided to head north a mile before sailing westward toward home. With luck, he would be able to catch two hundred pounds of fish before going back to the port. He pulled up the anchor and bent down to gather his big net. Struggling a little with its weight, he threw it over the side of the boat and watched it unroll in the green-gray water. Then he grabbed the wheel and gradually increased the boat's speed, going toward a place in the ocean he knew was deep and full of fish.

6 The sun had burned off the remaining fog, and the sky to the north and east was bright blue. But off to the west, the boatman saw a line of heavy gray clouds growing on the horizon. Thirty minutes was all the time he could spend fishing these waters before heading home. The boat slowed down as the net filled. Finally the boatman turned off the engine so he could get the net out of the water. He turned on the electric winch and watched as it pulled the net out of the water and lowered it onto the deck. It was full of fish. He hurried to open a door on the boat's floor, revealing a snowy bed of crushed ice in the space below. The net released a shower of fish onto the ice. "Around 350 pounds," he said out loud as he closed and locked the door. Not a bad catch for a short morning.

7 By now the wind was stronger, and the waves were bigger. The gray line of clouds had moved closer. The boatman opened his locker and pulled out his heavy yellow raincoat. He returned to the wheel and slowly turned the vessel into the approaching storm toward home. The wind was steady, a good sign, but the sky ahead was heavy and dark with rain.

8 There were three miles between the *Eloise* and the lighthouse at Leary's Point. On a clear day the boatman would have seen the rocky outline of the point's shoreline, but not today. Today he squinted into sheets of rain, searching for the lighthouse beacon that had guided so many of his ancestors past the rocks of the cove to safety. Huge drops splattered against the sides of the cabin windows. The boatman was alone in a world of water.



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- 9 He gripped the wheel and thought of his wife at home, anxiously watching the storm and fretting. He thought of her calling the harbormaster, asking what boats had come ashore. And he thought of her running through the rain, shaking from both the cold and concern, and then climbing the stairs of the lighthouse to check the light. He knew the light would be there because he knew his wife. His Eloise was constant and true.
- 10 The rain was coming down so heavily now that it was impossible to tell where the sea ended and the sky began. The boatman gripped the wheel, checking his course. According to the channel markers, he was only half a mile from Leary’s Point. To his left he saw one flash of lightning and then another. A shiver of dread ran down his spine. But a moment later he realized that it was the lighthouse beacon, not lightning, that was interrupting the grayness.
- 11 The boatman smiled as he turned his boat toward the beam. “Ah, that’s my Eloise,” he thought. “I can always count on her.”

When the boatman first sees the light of the lighthouse, what does he think it is?

- Flashes of lightning
- A light from another boat
- A change in light from the sun
- Lights from the port

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to demonstrate understanding of supporting details in text commensurate with content area needs
<b>Item Description</b>	This item measures whether the student understands supporting details of the text’s main idea.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic comprehension skills when reading grade-appropriate text.

In paragraph 2, what does rouse mean?

- Surprise
- Interrupt
- Awaken
- Bother

<b>Reporting Category</b>	1 – Understand words and language structures necessary for constructing meaning in English
<b>SE</b>	(F) Use contextual support to read grade-appropriate content area text
<b>Item Description</b>	This item requires the student to use contextual cues in paragraphs 1 and 2 to understand the meaning of “rouse.”
<b>PLDs</b>	(D) (i) Advanced high ELLs read and understand vocabulary at a level nearly comparable to their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used.

What is the significance of the boat’s name?

- The boat is named after the boatman’s wife because, like her, it is reliable and trustworthy.
- The boatman would only marry a woman who had the same name as his boat.
- It is good luck for a boatman to name his boat after his wife.
- The boatman had always liked the name Eloise.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item assesses the ability to read analytically and beyond a basic understanding of a text to a deeper, more complete understanding of ideas and themes conveyed in literary texts.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

The setting is critical to this story because —

- the central conflict and plot are determined by the character's surroundings
- the main characters could have existed only during the early twentieth century
- the plot centers on several true historical events mentioned in the story
- some of the sights and sounds of the sea are used to illustrate the theme

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item requires the student to evaluate the relevance of the selection's setting. Correct answers to this question provide evidence of the student's ability to synthesize the overall meaning of high school texts in order to exercise higher-order reading comprehension skills. The answer choices contain academic language used routinely during language arts instruction.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.



This advanced high narrative incorporates the real-life application of a mathematics skill, the addition of two-digit numbers. In these types of selections, students are not assessed on their mastery of content-based skills but on the practical ability to think and reason using academic English during grade-appropriate content area instruction.

### Miles to Aunt Patty’s House

- 1 One Saturday morning Lena and her mother went to visit Aunt Patty. They got in the car to make the long drive.
- 2 “Did you remember to bring your homework?” Mom asked. “We will not be home until Sunday night.”
- 3 “Yes, Mom. I only have math homework. I have to write about a way that I use math outside of school.”
- 4 “What will you write about?” her mom asked.
- 5 “I’m not sure,” Lena said.
- 6 During the drive, Lena and her mom stopped to buy flowers for Aunt Patty. Lena’s mom parked the car in front of the flower shop. Just then, Lena had an idea. She asked, “Mom, how many miles have we driven?”
- 7 “We have driven 32 miles so far,” her mother said.



- 8 They bought daisies for Aunt Patty. Then they got back in the car to finish their trip.
- 9 When they got to Aunt Patty's house, Lena asked, "How many miles have we driven now, Mom?"
- 10 "Well," said Mom, "we drove 32 miles from our house to the flower shop. Then we drove 25 more miles to get here."
- 11 Lena knew she had to add 32 and 25 to find the total number of miles they had driven. Lena wrote her math problem down on paper. She added the ones, and then she added the tens.

	Tens	Ones
	3	2
+	2	5
	5	7

- 12 Finally, Lena said, "Mom, we drove 57 miles in all!"
- 13 "Good job, Lena," said her mom. "Are you ready to go inside and see Aunt Patty?"
- 14 "Yes," answered Lena. "Then I will write down the steps I used to solve my problem."

Why does Lena add 32 and 25?

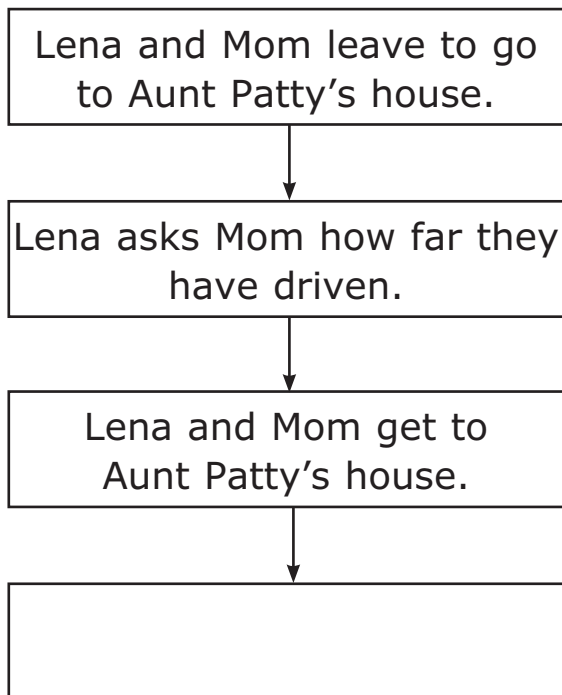
- She wants to make a chart.
- She wants to know how far they have driven.
- She thinks Aunt Patty lives too far away.
- She wants to see how much money she has to spend.

What is Lena’s idea in this story?

- To stop and buy flowers
- To find the number of miles to Aunt Patty’s house
- To visit Aunt Patty
- To count the cars she sees on the way to Aunt Patty’s

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills commensurate with content area needs
<b>Item Description</b>	These items require the student to make key inferences in a real-life, mathematical context. Correct answers provide evidence of the student’s overall ability to read between and across the lines of a text to understand important implicit points and ideas. Both items provide evidence of whether the ELL has enough command of academic English to think and reason in English during challenging content area instruction.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

Look at the chart below.



Where does this story mostly take place?

- At Aunt Patty's house
- In a flower shop
- At Lena's school
- In Mom's car

Which of the following belongs in the empty box?

- Lena's teacher gives Lena math homework.
- Mom asks Lena about her math homework.
- Lena finds out how many miles they have driven.
- Mom and Lena buy flowers at a flower shop.

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	These items require the student to read English with minimal difficulty to gain a thorough understanding of grade-appropriate text. The item on the left requires the student to evaluate the graphic and the sequence of events in the story. The item on the right requires the student to evaluate the story events from beginning to end to analyze how long particular events take.
<b>PLDs</b>	(D) (iv) Advanced high ELLs are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, higher-order comprehension skills when reading grade-appropriate text.

In this advanced selection, the ELL reads about a mathematics assignment in which two students conduct a survey and decide how to best represent the results in a graph. This type of selection is designed to assess not mastery of mathematics concepts or skills but the ability to think and reason using academic English when reading and learning in grade-level mathematical contexts. Advanced selections provide linguistically accommodated text features appropriate for this English language proficiency level.

## Emma and Ryan’s Graph

- 1 In math class, Ms. Rosales is having her students conduct surveys and display the results on a graph.
- 2 Emma and Ryan think it would be interesting to find out which sports students in their school like best. They choose five sports to ask about, and they survey 100 students in all. Here are the results.

Favorite Sports

Sport	Number of Responses	Percent
Soccer	30	30%
Track	25	25%
Baseball	20	20%
Basketball	20	20%
Gymnastics	5	5%

- 3 Now Emma and Ryan think about the best graph to use to display their results. They discuss whether they should use a line graph or a circle graph. They remember that a line graph is useful for showing changes over time. For example, line graphs are good at showing how computer sales have increased in the last 30 years. Since Emma and Ryan’s survey isn’t about changes over time, they decide to use a circle graph. This graph will help

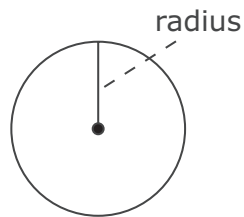
their classmates quickly see which sports the students in their school like most and least. Emma and Ryan follow the steps below to make the circle graph.

*Step 1: They calculate the measure of each central angle.*

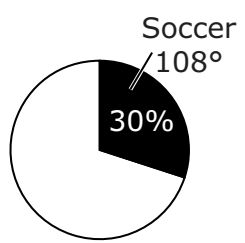
To calculate the measure of each central angle, Emma and Ryan multiply  $360^\circ$  by the equivalent decimal or fraction. They decide to multiply using decimals. Emma and Ryan present their calculations in the table below.

Soccer	30% $\rightarrow$ $0.30 \times 360^\circ = 108^\circ$
Track	25% $\rightarrow$ $0.25 \times 360^\circ = 90^\circ$
Baseball	20% $\rightarrow$ $0.20 \times 360^\circ = 72^\circ$
Basketball	20% $\rightarrow$ $0.20 \times 360^\circ = 72^\circ$
Gymnastics	5% $\rightarrow$ $0.05 \times 360^\circ = 18^\circ$

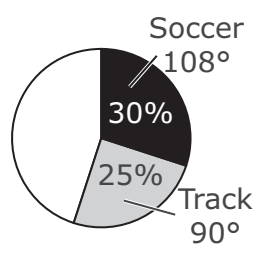
*Step 2: They use a compass to draw a circle, and then they draw a radius.*



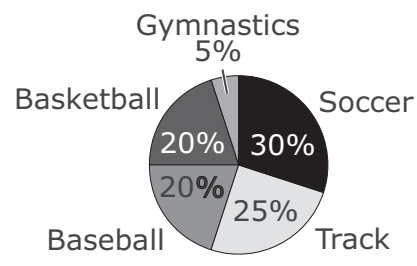
Step 3: They use a protractor to measure and draw the first central angle.



Step 4: They draw the second central angle.



Step 5: They continue until the graph is complete.



What is the class’s math assignment?

- To discuss line graphs and circle graphs
- To show which sports Emma and Ryan like the best
- To see if Emma and Ryan’s multiplication is correct
- To conduct a survey and show the results in a graph

<b>Reporting Category</b>	2 – Basic understanding of a variety of texts
<b>SE</b>	(I) Employ basic reading skills to demonstrate understanding of supporting and main ideas in text commensurate with content area needs
<b>Item Description</b>	This item assesses understanding of sufficient English to know what the teacher has assigned the class to do, which provides evidence of the ELL’s ability to demonstrate a similar level of English proficiency during subject-area instruction.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply basic comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

What does the table in Step 1 mainly show?

- How Emma and Ryan calculate the measures of the central angles
- Why students like soccer better than other sports
- Why Emma and Ryan use decimals instead of fractions
- Which sport 5% of the students like best

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(K) Employ analytical skills commensurate with content area needs
<b>Item Description</b>	This item requires the student to evaluate the mathematics table and explanatory text in Step 1 of the instructions. This item type does not measure mastery of a mathematical skill but of the extent to which the ELL has acquired the ability to read academic English and synthesize information during grade-appropriate subject-area instruction.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.



Why do Emma and Ryan decide not to use a line graph?

- They like to measure central angles.
- Their survey is not about changes over time.
- Line graphs are too difficult to make.
- Their survey is not about computers.

What question do Emma and Ryan probably ask in their survey?

- "Do you think we should use a line graph or a circle graph?"
- "Which of these five sports do you like the best?"
- "Do you like tennis better than volleyball?"
- "Is it easier to multiply  $360^\circ$  by decimals or fractions?"

<b>Reporting Category</b>	3 – Analyze and evaluate information and ideas in a variety of texts
<b>SE</b>	(J) Employ inferential skills commensurate with content area needs
<b>Item Description</b>	These items require the ELL to demonstrate the ability to think inferentially when reading classroom-based mathematical text materials that have some linguistically supportive text features. The items provide information about the growing ability of ELLs to read and think analytically during their own mathematics instruction.
<b>PLDs</b>	(C) (iv) Advanced ELLs are able to apply higher-order comprehension skills when reading grade-appropriate text but are occasionally dependent on visuals and other linguistically accommodated text features in order to determine or clarify meaning, particularly with unfamiliar topics.

# TELPAS Writing, Grades K–1

As described in Chapter 2, the TELPAS writing assessments for kindergarten and grade 1 are performance-based and holistically rated by teachers of the students.

English language proficiency in writing is defined for TELPAS as the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments.

Students in kindergarten and grade 1 (ELLs and non-ELLs) vary developmentally in how quickly they learn to write. K–1 ELLs may be at different developmental stages of learning to write regardless of their English language proficiency. As is customary in K–1 instruction, students build foundational writing skills through applicable oral prerequisite activities, activities based on emergent forms of writing, and activities that involve self-generated connected written text.

Throughout the year, teachers monitor and develop the English language writing proficiency levels of their K–1 ELLs as they incorporate the ELPS and content area TEKS in daily instruction. As part of routine instruction in the spring, teachers trained as TELPAS raters engage their ELLs in a variety of performance-based writing activities and use the PLDs to identify the students' English language proficiency levels for the summative TELPAS assessment.

## Performance-Based Activities

The following types of performance-based activities are recommended as ways to gather information about the English language proficiency of K–1 ELLs in the domain of writing. The list of activities is not intended to be exhaustive.

### K–1 Performance-Based Writing Activities

- Journal writing for personal reflections
- Shared writing for literacy and content area development
- Language experience dictation
- Organization of thoughts and ideas through prewriting strategies
- Publishing and presenting
- Making lists for specific purposes
- Labeling pictures, objects, and items from projects
- Cooperative group work
- First drafts

## ELPS Student Expectations

The following cross-curricular second language acquisition student expectations are found in the Texas Administrative Code, Chapter 74.4(c)(5). There are seven student expectations for writing. These expectations apply to grades K–12. As indicated, certain student expectations for K–1 students do not apply until the student has reached the stage of generating original written text using a standard writing system.

### ELPS Student Expectations for Writing K–1, 19 TAC 74.4(c)(5)

**(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across 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. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:**

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
- (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
- (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
- (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
  - (i) using correct verbs, tenses, and pronouns/antecedents;
  - (ii) using possessive case (apostrophe s) correctly; and
  - (iii) using negatives and contractions correctly.
- (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

## Proficiency Level Descriptors

The writing PLDs for K–1 differ from those of ELLs in grades 2–12 because they take into account that K–1 students, whether they are ELLs or non-ELLs, develop the ability to generate original written text at different rates. The following proficiency level descriptors for K–1 writing are found in the Texas Administrative Code, Chapter 74.4(d)(5). The PLDs present the characteristics of the four proficiency levels—beginning, intermediate, advanced, and advanced high.

**ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4 (d)(5)  
Grades K–1 Writing**

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs have little or no ability to use the English language to build foundational writing skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)</li> <li>(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language</li> <li>(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized *</li> <li>(iv) may demonstrate little or no awareness of English print conventions</li> </ul>	<p><b>(B) Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English</li> <li>(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English</li> <li>(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class *</li> <li>(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating *</li> </ul>	<p><b>(C) Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing</li> <li>(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</li> <li>(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner *</li> <li>(iv) occasionally exhibit second language acquisition errors when writing in English *</li> </ul>	<p><b>(D) Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing</li> <li>(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language</li> <li>(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *</li> </ul>

\* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. In rating students, the asterisked descriptors are used only for students who have reached the emergent literacy stage of being able to generate connected written text using a standard writing system. A student who has not yet reached this developmental stage is eligible to receive any of the four English language proficiency ratings based on the remaining PLDs.

Taking the student's stage of emergent writing into account, teachers are directed to read the proficiency levels as a whole and determine the student's current overall English language writing proficiency. For students in the early or late stages of a proficiency level, raters are directed to determine the level at which the students perform most consistently.

The descriptors of the writing PLDs address the following elements and show the progress of writing proficiency from the beginning to advanced high level:

<b>1st descriptor</b>	Use of English to explain self-generated writing, including emergent forms of writing
<b>2nd descriptor</b>	Use of English to participate in shared writing activities
<b>3rd descriptor</b>	Use of English in self-generated, connected written text
<b>4th descriptor</b>	Print awareness and primary language features

## Instruction and Assessment

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include links to video clips of a student engaged in a performance-based activity from the list on page 76. These types of activities help teachers stay attuned to students' English language writing proficiency in ongoing instruction and for the spring TELPAS administration.

### Writing Example 1: Journal Writing, Kindergarten



**CLICK HERE** to see a kindergarten student at the intermediate level explaining an emergent form of self-generated writing. The topic is highly familiar and concrete and allows the student to use the high-frequency English he knows.

### Benefit to Teaching and Learning

Journal writing develops habits of writing and precursory literacy skills for emergent writers who have not yet learned to turn spoken language into a standard piece of writing. Journal writing is particularly beneficial for ELLs. As teachers interact with young ELLs about the contents of their journals, they gather information about the ELLs' literacy development as well as their ability to express themselves in English. The interactions contribute to building prerequisite oral proficiency as well as writing proficiency in English. When teachers address both the ELPS and language arts SEs in instruction, they are able to respond appropriately to promote both second language acquisition and early literacy.

### ELPS-TELPAS Alignment

The ELPS student expectations and proficiency level descriptors addressed in this example are shown on the following page.

## ELPS-TELPAS ALIGNMENT

Student Expectations 19 TAC §74.4(c)(5)	Proficiency Level Descriptors 19 TAC §74.4(d)(5)
<p><b>The student is expected to:</b></p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(B) Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:</p> <p>(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English</p> <p>(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English</p>

Some student expectations and PLDs may be abbreviated.

## Writing Example 2: Shared Writing for Literacy and Content Area Development, Grade 1



**CLICK HERE** to see grade 1 intermediate and advanced ELLs participating in a shared writing activity in which they describe ways teachers help students.

### Benefit to Teaching and Learning

In shared writing activities, teachers and students collaborate to write a text together. This active demonstration of the writing process is an important experience for developing students' literacy skills. These activities also provide teachers with ongoing information about the extent to which an ELL's English limitations may or may not be obstructing the student's ability to build foundational writing skills.

### ELPS-TELPAS Alignment

The ELPS student expectations and proficiency level descriptors addressed in this example are shown below.

## ELPS-TELPAS ALIGNMENT

Student Expectations 19 TAC §74.4(c)(5)	Proficiency Level Descriptors 19 TAC §74.4(d)(5)
<p><b>The student is expected to:</b></p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations</p> <p>(i) using correct verbs, tenses, and pronouns/ antecedents</p> <p>(ii) using possessive case (apostrophe s) correctly</p> <p>(iii) using negatives and contractions correctly</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(B) Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:</p> <p>(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English</p> <p>(C) Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:</p> <p>(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</p>

Some student expectations and PLDs may be abbreviated.

### Writing Example 3: Rating a Student’s English Language Proficiency, Kindergarten

Example 3 includes teacher observations of a student’s writing proficiency and several writing samples for the student. The writing samples are provided to illustrate how teachers use the PLDs to holistically rate the writing proficiency of their K–1 ELLs. A link to the student’s proficiency level rating, including the key features of the PLDs exhibited, is also provided.

Graciana is not yet beyond the stage of using emergent forms of writing. Yesterday during journal time, Graciana wrote a **story about playing with a friend at recess**. She read the story to me. She could use only simple English to explain her writing on this highly familiar topic.

In shared writing activities such as Morning Message, Graciana has difficulty contributing when the topic is unfamiliar. However, Graciana participates more meaningfully using high-frequency English when the topic is familiar.

After a science activity that included working in the class garden, Graciana wrote a **story about how we all worked together to pull weeds**. The topic was concrete and familiar to her, so she was able to explain her writing simply, although she displayed some primary language features.

Last week after Family Math Night, Graciana wrote a **story about what her family did**. She used high-frequency words, and there were several primary language features.

[CLICK HERE](#) to see Graciana’s writing proficiency level rating.

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**Reminder:** Teachers do not use video recordings during the actual administration of TELPAS. They use the knowledge of the student’s English language proficiency level obtained through daily classroom observations and interactions. Video clips are used during TELPAS rater training to calibrate teachers to use the PLDs consistently and accurately for the spring assessment.

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# TELPAS Writing, Grades 2–12

English language proficiency in writing is defined for TELPAS as the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments. The definition relates specifically to the communication skills that an ELL needs in order to use English as an effective medium for academic instruction.

As described in Chapter 2, the K–12 TELPAS writing assessments comprise performance-based student writing collections holistically rated by teachers of the students. Though TELPAS is administered in the spring of the year, teachers use the holistic assessment process in formative ways throughout the year to identify and respond to the needs their ELLs have related to learning to express themselves clearly in English.

In the spring of the year, teachers assemble writing assignments from routine instruction to form TELPAS writing collections. The assembly requirements are outlined below. Teachers trained as TELPAS raters use the writing PLDs for grades 2–12 to rate the English language proficiency exhibited in the writing collections.

## TELPAS Writing Collections

The assignments in TELPAS writing collections are taken from authentic, performance-based classroom instruction that is grounded in the content area TEKS and ELPS student expectations. Below are some eligible types of writing assignments. The list is not intended to be exhaustive.

### Types of Grades 2–12 Writing Assignments

- Descriptive writing on a familiar topic
- Writing about a familiar process
- Narrative writing about a past event
- Reflective writing
- Extended writing from language arts classes
- Expository or procedural writing from science, mathematics, and social studies classes

TELPAS writing collections are required to contain at least five writing assignments, including

- at least one assignment about a past event, and
- at least two writing assignments from the mathematics, science, or social studies content areas.

Writing samples that best portray the overall English language proficiency of the student are chosen for the collection. The included samples show how clearly and extensively the student is able to express thoughts, ideas, and information in English to complete writing assignments in core content areas. Short-answer writing assignments are not appropriate for the collections. More information about the assembly of TELPAS writing



collections can be found in the *TELPAS Manual for Raters and Test Administrators* and the PowerPoint presentation titled *TELPAS Writing Collection Overview* at <http://www.tea.state.tx.us/student.assessment/ell/>.

## ELPS Student Expectations

The following cross-curricular second language acquisition student expectations are found in the Texas Administrative Code, Chapter 74.4(c)(5). There are seven student expectations for writing. These expectations apply to grades K–12.

### ELPS Student Expectations for Writing 2–12, 19 TAC 74.4(c)(5)

- (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across 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. The student is expected to:**
- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
  - (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;
  - (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;
  - (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;
  - (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
    - (i) using correct verbs, tenses, and pronouns/antecedents;
    - (ii) using possessive case (apostrophe s) correctly; and
    - (iii) using negatives and contractions correctly.
  - (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and
  - (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

## Proficiency Level Descriptors

The following proficiency level descriptors are found in the Texas Administrative Code, Chapter 74.4(d)(6). The PLDs present the characteristics of the four proficiency levels—beginning, intermediate, advanced, and advanced high. The PLDs apply to grades 2–12.

ELPS–TELPAS Proficiency Level Descriptors, 19 TAC 74.4 (d)(6)  
Grades 2–12 Writing

BEGINNING	INTERMEDIATE	ADVANCED	ADVANCED HIGH
<p><b>(A) Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English</li> <li>(iii) exhibit writing features typical at this level, including                             <ul style="list-style-type: none"> <li>(I) ability to label, list, and copy</li> <li>(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate</li> <li>(III) present tense used primarily</li> <li>(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs</li> </ul> </li> </ul>	<p><b>(B) Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English</li> <li>(iii) exhibit writing features typical at this level, including                             <ul style="list-style-type: none"> <li>(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</li> <li>(II) high-frequency vocabulary; academic writing often has an oral tone</li> <li>(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</li> <li>(IV) repetition of ideas due to lack of vocabulary and language structures</li> <li>(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies</li> <li>(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas</li> <li>(VII) primary language features and errors associated with second language acquisition may be frequent</li> <li>(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing</li> </ul> </li> </ul>	<p><b>(C) Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar</li> <li>(iii) exhibit writing features typical at this level, including                             <ul style="list-style-type: none"> <li>(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</li> <li>(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone</li> <li>(III) use of a variety of common cohesive devices, although some redundancy may occur</li> <li>(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required</li> <li>(V) occasional second language acquisition errors</li> <li>(VI) communications are usually understood by individuals not accustomed to the writing of ELLs</li> </ul> </li> </ul>	<p><b>(D) Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</li> <li>(iii) exhibit writing features typical at this level, including                             <ul style="list-style-type: none"> <li>(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary</li> <li>(II) occasional difficulty with naturalness of phrasing and expression</li> <li>(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</li> </ul> </li> </ul>

As shown in the PLDs, the summary statement and descriptors for each proficiency level form a student profile. When rating students, teachers are directed to read the proficiency levels as a whole and determine the level that best describes the student’s current overall writing proficiency in English. For students who are in the early or late stages of a proficiency level, raters are directed to determine the level at which the students perform most consistently.

The top two descriptors address the following major elements. Typical writing features associated with each proficiency level are also shown.

<b>1st descriptor</b>	Ability to use English to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
<b>2nd descriptor</b>	Ability to use English to develop or demonstrate elements of grade-appropriate writing in English (e.g., focus and coherence, conventions, organization, voice, and development of ideas)

During rater training, participants engage in guided and independent practice activities in which they use the PLDs to evaluate authentic student writing samples. In subsequent calibration sets, they independently rate student writing collections in preparation for applying the rubrics consistently and accurately during the TELPAS administration.

## ELPS-TELPAS Alignment Examples

The following writing of Texas ELLs illustrates the direct alignment between TELPAS and the ELPS. Each example links to the writing of a student. The students address the eligible types of writing on page 82.

Giving students, whether they are ELLs or not, frequent, meaningful writing assignments across curriculum areas develops critical reasoning skills, language arts skills, and other subject-matter knowledge and skills. This practice has the added benefit of helping ELLs internalize, get feedback on, and perfect the new English vocabulary and language structures they are in the process of acquiring.

ELLs have the opportunity to address all ELPS student expectations for writing when they engage in assignments that require them to write in order to fulfill the purposes of content area instruction. Teachers who incorporate the ELPS student expectations effectively in instruction attend not only to the subject-matter development of the student but also to the student’s learning of the vocabulary, structures, and mechanics of the English language. For formative and summative assessment purposes, the PLDs are used to evaluate where on the English language proficiency continuum the student is in acquiring the ability to use English vocabulary and language structures to address grade-appropriate writing tasks.

### Writing Example 1: Extended Writing on a Topic from Language Arts, Grade 2



**CLICK HERE** to see a writing assignment from a grade 2 ELL at the advanced high writing proficiency level. The student describes things that are important to have on a camping trip.

#### *Benefit to Teaching and Learning*

Extended writing assignments such as these develop and help show the ability of ELLs to express themselves clearly on grade-level language arts topics. This is one of several writing samples the teacher of this student included in his TELPAS writing collection to portray his overall English language writing proficiency.

## ELPS-TELPAS Alignment

This writing sample shows the alignment between the ELPS and TELPAS. The ELPS student expectations and proficiency level descriptors addressed are shown below.

ELPS-TELPAS ALIGNMENT	
Student Expectations 19 TAC §74.4(c)(5)	Proficiency Level Descriptors 19 TAC §74.4(d)(6)
<p><b>The student is expected to:</b></p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <ul style="list-style-type: none"> <li>(i) using correct verbs, tenses, and pronouns/ antecedents</li> <li>(ii) using possessive case (apostrophe s) correctly</li> <li>(iii) using negatives and contractions correctly</li> </ul> <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(D) Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:</p> <ul style="list-style-type: none"> <li>(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</li> <li>(iii) exhibit writing features typical at this level, including           <ul style="list-style-type: none"> <li>(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary</li> <li>(II) occasional difficulty with naturalness of phrasing and expression</li> <li>(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors made rarely interfere with communication</li> </ul> </li> </ul>

Student expectations and PLDs may be abbreviated.

## Writing Example 2: Expository Writing from Science Content Area, Grade 10



[CLICK HERE](#) to see a grade 10 advanced ELL's writing about why science is important in our lives.

### Benefit to Teaching and Learning

Writing in core content areas such as mathematics, science, and social studies supports both the content attainment and English language acquisition of ELLs. Using recently encountered vocabulary and content in a written format helps ELLs internalize what they have been taught. Teachers benefit from the ability to evaluate both subject area learning and English language writing proficiency. TELPAS writing collections include writing tasks from a variety of disciplines in order to portray the students' overall ability to use English to engage meaningfully in grade-level instruction.

### ELPS-TELPAS Alignment

This writing sample shows the alignment between the ELPS and TELPAS. The ELPS student expectations and proficiency level descriptors addressed are shown on the following page.

## ELPS-TELPAS ALIGNMENT

Student Expectations 19 TAC §74.4(c)(5)	Proficiency Level Descriptors 19 TAC §74.4(d)(6)
<p><b>The student is expected to:</b></p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <ul style="list-style-type: none"> <li>(i) using correct verbs, tenses, and pronouns/antecedents</li> <li>(ii) using possessive case (apostrophe s) correctly</li> <li>(iii) using negatives and contractions correctly</li> </ul> <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(C) Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:</p> <ul style="list-style-type: none"> <li>(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar</li> <li>(iii) exhibit writing features typical at this level, including <ul style="list-style-type: none"> <li>(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</li> <li>(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone</li> <li>(III) use of a variety of common cohesive devices, although some redundancy may occur</li> <li>(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required</li> <li>(V) occasional second language acquisition errors</li> <li>(VI) communications are usually understood by individuals not accustomed to the writing of ELLs</li> </ul> </li> </ul>

Student expectations and PLDs may be abbreviated.

### Writing Example 3: Rating a Student's English Language Proficiency, Grade 8

Links to the writing samples in a student's TELPAS writing collection are provided below to illustrate how teachers use the PLDs to holistically rate the English language writing proficiency of their ELLs. A link to the student's proficiency level rating, including the key features of the proficiency level descriptors exhibited, is also provided. All ELPS student expectations are addressed across the collection.

#### TELPAS Student Writing Collection

[Writing assignment 1](#) Mathematics procedural writing — graphing equations

[Writing assignment 2](#) Science procedural writing — the scientific method

[Writing assignment 3](#) Descriptive writing on a familiar topic — personal description

[Writing assignment 4](#) Descriptive writing on a familiar topic — describing photographs

[Writing assignment 5](#) Narrative writing about a past event — going to school

[CLICK HERE](#) to see the student's writing proficiency level rating.



# *Appendix*



## ELPS Student Expectations: Learning Strategies

### Texas Administrative Code, Chapter 74.4(c)(1)

In addition to student expectations for the four language domains of listening, speaking, reading, and writing, the ELPS include student expectations related to learning strategies. The skills in this strand help ELLs become active and strategic language learners. Learning to employ these strategies in the context of content area instruction supports the learning of both English and content area knowledge and skills.

Each individual student expectation spans one or more of the four language domains. Additionally, some strategies apply equally at all stages of second language acquisition, while others are more relevant at lower or higher proficiency levels. As teachers become familiar with the ELPS proficiency level descriptors, they gain an understanding of when the various strategies become most useful.

Learning strategies are vital in supporting and accelerating second language acquisition across the four language domains and should be equally emphasized in teachers' lesson plans.

### Learning Strategies, 19 TAC, Chapter 74.4(c)(1)

**(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. 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. The student is expected to:**

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
- (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
- (F) use accessible language and learn new and essential language in the process;
- (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
- (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.