

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Listening

<p>EB student s at this level have little or no functional ability to understand spoken English even when interacting with concrete symbols that are combined with highly familiar spoken words.</p>	<p>EB student s at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.</p>	<p>EB student s at this level participate in listening activities in English when working with spoken short, simple messages.</p>	<p>EB student s at this level dem onstrate understanding of longer spoken messages of multiple sentences during listening activities in English.</p>	<p>EB student s at this level are able to understand detailed and complex spoken messages in English.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine know too little English to understand or react to routine directions and simple conversations even when the topics are familiar and the s peaker uses linguistic supports alert to or show reaction to spoken English but do not demonstrate understanding 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, 			

TELPAS Alternate

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Grades 2–12 Reading

EB students at this level have little or no functional use of the English language even when interacting with concrete symbols that are combined with highly familiar letters and words.	EB students at this level participate in routine reading			

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Writing

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<p>EB students at this level have little or no functional use of written English or augmentative and alternative communication even when interacting with highly familiar letters and words.</p>	<p>EB students at this level approximate writing or augmentative and alternative communication activities in English when interacting with highly familiar letters and words.</p>	<p>EB students at this level participate in writing or augmentative and alternative communication activities in English when working with letters and highly familiar words.</p>	<p>EB students at this level participate meaningfully in writing or using augmentative and alternative communication activities to write simple, short original messages in English.</p>	<p>EB students at this level are able to produce detailed and complex written messages in English or with augmentative and alternative communication.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine know too little English to participate in shared writing activities alert to or show reaction to stimuli but do not demonstrate the ability to communicate their thoughts in writing 		<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine 		