

# TELPAS Alternate

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## Observable Behaviors Inventory and Classroom Examples

Listening, Speaking, Reading, and Writing

2020–2021

Elementary and Secondary  
Examples



# LISTENING

L1. The student:					
Distinguishing Sounds	may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	classifies two words as the same or different based on initial or final word sounds	identifies correct initial and final sounds in a consonant-vowel	55.9(nso)]TJ 08.9(o)-7.9(u)-



**LISTENING**

<b>L3. The student:</b>					
<b>Using Vocabulary</b>	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations	

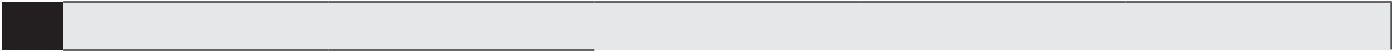
**LISTENING**

<b>L4. The student:</b>				
<b>Understanding Media (audio or video)</b>	may or may not attend to a media presentation	selects a picture/ symbol that represents the gist of a media presentation shared frequently in class	selects a picture/ symbol that represents the gist of a media presentation on a familiar soccoresentation a -10.9(n a f)TJ 0.008 6c -0.009 6(e)- /The_Student_2 <</e(98.9(.	



LISTENING

L7. The student:	
Identifying	





**LISTENING**

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

<b>Elementary</b>	Student gazes at the pencil when asked, "Where is the pencil?"	Student points to a picture when asked, "Which one is blue?"	Student grabs a word/picture card of a pencil when asked, "What do you use to write your name?"	Student selects the correct mode of transportation when asked, "How do you get to school?"	Student verbally responds to the questions, "What time do you wake up," "What time do you get to school," and "What time do you eat lunch?"
<b>Secondary</b>	Student looks at the speaker when asked, "What is your name?"	When asked, "What city do you live in?" and presented with a picture representing his/her city, student gives a partial answer. (Ex: "Antonio" for "San Antonio.")	When asked, "What city do you live in?" and presented with a picture representing his/her city, student verbalizes a correct response.	When asked, "What state do you live in?" student grabs a representation of the state of Texas when given three choices.	Student verbally answers when asked, "What city, state and country do you live in?"

Information should be presented orally with the exception of students who receive their input through sign language.

# SPEAKING

## S1. The student:

Retelling Stories	may or may not attend to a teacher model retelling simple picture stories	imitates the retelling of simple picture stories by repeating words spoken by the teacher or group	retells simple stories with pictures using a few concrete, high-frequency words	provides a basic retelling of simple stories with pictures using a small number of combined words	provides details (e.g., people, places, actions) when retelling simple stories with or without pictures
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Elementary	Teacher retells "The Three Little Pigs" story. Student does not turn his head toward the teacher.	Teacher retells "The Three Little Pigs" story. Student approximates the words "pig" and "wolf."	Student uses pictures from "The Three Little Pigs" to communicate "pigs," "houses," "wolf," and "fall."	Student independently produces "pigs build house" using a communication device when retelling the story "The Three Little Pigs."	Student independently signs "the wolf," "huff," "puff," "straw house," and "blow down" when retelling the story using pictures.
Secondary	Student keeps eye gaze on "Life Cycle of Butterfly" book.	Student uses gestures for "egg" and "butterfly" as the teacher retells the life cycle progression of a butterfly.	Student independently points to the key words "pupa," "larvae," and "butterfly" to retell the life cycle of a butterfly.	Student independently signs "lay an egg," "caterpillar eats," and "turns into butterfly" to retell the life cycle of a butterfly.	Student uses a graphic organizer with transitional words as prompts to retell the life cycle of a butterfly.

SPEAKING

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


SPEAKING

S5.


SPEAKING

S7. The student:				
Expressing Feelings	may or may not attend to a teacher model expressing feelings	imitates expressing single-word feelings after a teacher model	expresses feelings using high-frequency words (e.g., "sad," "mad")	expresses feelings using a small 0.09(n)-8.5(g a s)-10.4(m)-10.3(a)-6.9(7)(a)

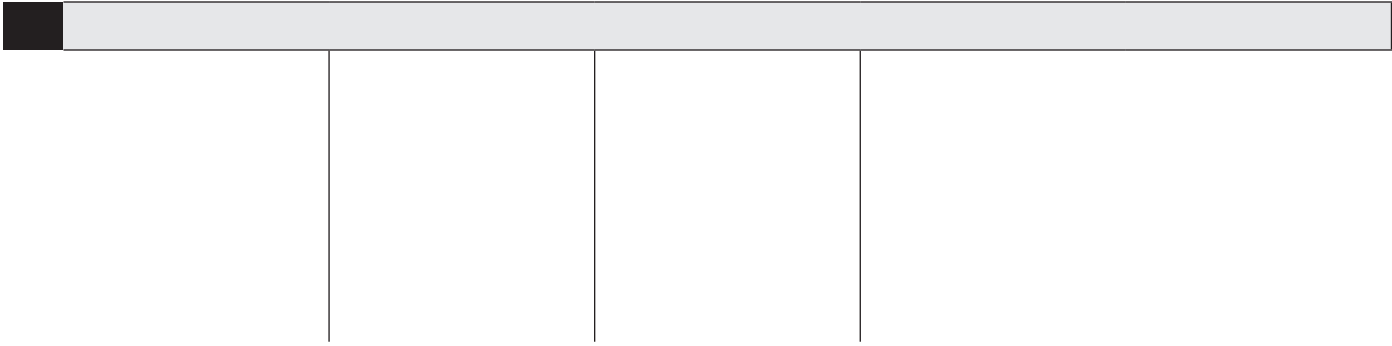
SPEAKING

**S9. The student:**

Explaining Tasks	may or may not attend to a teacher model explaining routine tasks	imitates explaining routine tasks after a teacher model	explains routine tasks using high-frequency words	explains routine tasks using a small number of newly learned vocabulary words	gives detailed explanations of routine tasks
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Elementary	Student looks at the teacher, who is explaining how to sharpen a pencil.	Student approximates "sharp" as the teacher is modeling how to sharpen a pencil.	Student independently produces the words "pencil" and "sharpen" when the teacher asks what to do when the pencil lead breaks.	Student independently says "make pencil point."	Student independently says "First I put my pencil in the pencil sharpener. It makes a noise. I pull the pencil out to check it."
Secondary	Student eye gazes at the teacher as she explains how to transition to breakfast.	Student tries to say "note" as the teacher checks his backpack asking for notes from home.	Student independently produces "money" and "buy" when entering the classroom, indicating that he wants to buy a school T-shirt.	Student independently says "time lunch" after morning work.	Student independently says "It's time to go home on the bus. I need my backpack" at the end of the day.

SPEAKING







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

Elementary	Teacher presents a word/picture combination of "tiger." Student walks away.	Teacher reads a book to student with the word "tiger" in it. Teacher then presents a word/picture combination of "tiger" to student. Student matches the word/picture combination of "tiger" to an identical word/picture combination of "tiger."	Teacher presents the word cards "tiger," "dog," and "bird" and asks student to find the "tiger." Student locates "tiger."	Student reads the phrase, "big orange tiger" from the sentence "The big orange tiger has black stripes."	Student reads the sentence, "Tigers hunt for food at night."
	Teacher presents a word/picture combination of "water." Student walks away.	Teacher reads a book about animals that live in the water. Teacher then presents a word/picture combination of "water" to student. Student matches the word/picture combination of "water" to an identical word/picture combination of "water."	Students play vocabulary bingo about animals that live in the water. Teacher displays the vocabulary card "shark" and students locate and mark the appropriate words found on their cards.	Student reads the phrase, "sharks eat" and "fish" from the sentence "Sharks eat many different kinds of fish."	Student reads the phrase "water moves over the gills" from the sentence "Sharks breathe when oxygen is absorbed as water moves over the gills."

R4. The student:					
Understanding Environmental Print	may or may not attend to printed word/picture combinations frequently found in the environment	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations	selects requested printed words that pair with pictures frequently found in the environment	reads a word or words frequently found in the environment	reads academic words frequently found in the instructional environment

Elementary	Student turns away when presented with a picture of food items labeled "fruit" on a classroom poster about healthy food.	Student selects a word/picture combination titled "fruit" from a group of word/picture combinations when presented with an identical titled picture of "fruit."	Teacher presents student with a picture of fruit. Student selects the printed word "fruit" from a group of other simple printed words.	Student reads the printed words "fruits" and "vegetables" on a classroom poster about healthy food.	Student selects the printed word for "healthy" and "balanced diet" from a classroom poster about healthy food.
	Student looks at the printed word for "computer" when shown a picture of a computer.	Student selects the picture titled "computer" from a group of word/picture combinations when presented with an identical titled picture of a computer.	Student selects the printed word "computer" from a group of other simple printed words when presented with a picture of a computer.	Student reads the words "computer," "mouse," and "keyboard" from labels around the computer lab.	Student reads the printed words "technology" and "software" from the word wall in the classroom.



**R6.** The student:

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<b>R7.</b>	<b>The student:</b>			

R8. The student:					
Identifying the Main Idea/Details	may or may not attend to word/picture combinations that represent the main idea of texts	matches word/picture combinations that represent the main idea of texts with identical word/picture combinations	selects word/picture combinations that represent details (e.g., who, what, when, where) from texts	identifies the details of simple short texts	identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences

Elementary	Teacher presents an adapted version of the book "Cloudy with a Chance of Meatballs." Teacher shows pre-made word/picture cards of the important illustrations from the book. Student pays close attention to teacher.	Teacher presents a labeled picture of the main character. Teacher asks student to find the same character from a group of characters. Student points to a matching labeled			

R9.

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**R10. The student:**

Making Connections between Ideas	may or may not attend to a teacher sharing personal connections to word/picture combinations	matches pictures to similar pictures representing ideas shared from texts read aloud	indicates which pictures identify shared ideas between two texts read aloud	identifies shared ideas after reading two simple short texts	identifies shared ideas after reading two more detailed texts
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Elementary	Teacher reads aloud an excerpt of "First Day Jitters." Teacher shares				



# WRITING



WRITING

<b>W3.</b>	<b>The student:</b>				
<b>Spelling</b>	may or may not attend to writing activities that involve the spelling of familiar words	attempts to copy familiar English words using symbols or letters	attempts to independently spell <b>highly</b> familiar words	spells a small number of familiar words with some accuracy	spells a large number of familiar and unfamiliar words with consistent accuracy

<b>Elementary</b>	Student will eye gaze at teacher writing his/				



WRITING

<b>W6. The student:</b>					
<b>Verb Tenses</b>	may or may not attend to a teacher using past tense to talk about events	matches simple past-tense verbs to identical simple past-tense verbs	attempts to write a few simple, regular past-tense verbs after a teacher model	identifies some simple, regular past-tense verbs combined with a few other words to communicate past events	writes simple past-tense verbs in phrases or sentences to communicate past events

<b>Elementary</b>	<p>Student tries to get his friend's attention while teacher writes a sentence using past tense during the morning message. (Example: Yesterday we baked a cake.)</p>	<p>Student will find the card with the same past-tense verb as the verb in teacher's sentence. (Example: Student puts the card "baked" on top of the word "baked" from teachers' sentence.)</p>	<p>After teacher writes the words "mixed," "covered," and "baked" on the</p>		

W7. The student:				
Using Negatives	may or may not attend to writing			

**W8. The student:**

Connecting Words	may or may not attend to a teacher connecting two ideas with a conjunction	matches pictures of two ideas that are combined with a conjunction with identical pictures that are combined with a conjunction	uses conjunctions in writing to combine two words	uses conjunctions in writing to combine two phrases	uses conjunctions in writing to combine ideas from two sentences
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Elementary	Student listens as teacher describes the lunch menu: "Today, we are eating chicken nuggets and mashed potatoes."	Student matches a word/picture card for "milk" and a word/picture card for "cookies" with a single word/picture card of "milk and cookies."	After being asked about two things she likes to eat, student writes "grapes and chips."	After being asked what he ate for breakfast, student writes "ate eggs and drank milk."	Student combines the two sentences: "I like to eat pizza." and "I like to eat chicken nuggets." by writing "I like to eat pizza and chicken nuggets."
Secondary	Student puts head on desk as teacher writes about the weather: "This morning, the weather is sunny but cold."	Student places a word/picture card for "sunny" and a word/picture card for "cold" on either side of "but" in the teacher's sentence.	Student writes two different words to describe the weather and connects them with "but."	Student describes the weather by writing "cold outside but warm inside."	Student writes "The weather is cold outside but warm inside."

**W9. The student:**

Narrating	may or may not attend to writing activities that narrate events	attempts to label a series of pictures that depict the order of events	labels a series of pictures that depict the order of events using a few letters or single words	writes simple original narratives on self-chosen topics consisting of a few words or phrases	writes original narratives on self-chosen topics with increased length and detail
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WRITING

W10. The student:				
Descriptive Language	may or may not attend to writing			