

Summaries of ELPS: Proficiency Level Descriptors for Instructional Planning (subsection d)

Level	Listening (d1: k-12) The student comprehends...	Speaking (d2: k-12) The student speaks...	Reading (d4: 2-12) The student reads...	Writing (d6: 2-12) The student writes...
Beginning (A)	<p>1A(i) few simple conversations with linguistic support</p> <p>1A(ii) modified conversation</p> <p>1A(iii) few words, does not seek clarification, watches others for cues</p>	<p>2A(i) using single words and short phrases with practiced material; tends to give up on attempts</p> <p>2A(ii) using limited bank of key vocabulary</p> <p>2A(iii) with recently practiced familiar material</p> <p>2A(iv) with frequent errors that hinder communication</p> <p>2A(v) with pronunciation that inhibits communication</p>	<p>4A(i) little except recently practiced terms, environmental print, high frequency words, concrete words represented by pictures</p> <p>4A(ii) slowly, word by word</p> <p>4A(iii) with very limited sense of English structure</p> <p>4A(iv) with comprehension of practiced, familiar text</p> <p>4A(v) with need for visuals and prior knowledge</p> <p>4A(vi) modified and adapted text</p>	<p>6A(i) with little ability to use English</p> <p>6A(ii) without focus and coherence, conventions, organization, voice</p> <p>6A(iii) labels, lists, and copies of printed text and high-frequency words/phrases, short and simple, practiced sentences primarily in present tense with frequent errors that hinder or prevent understanding</p>
Intermediate (B)	<p>1B(i) unfamiliar language with linguistic supports and adaptations</p> <p>1B(ii) unmodified conversation with key words and phrases</p> <p>1B(iii) with requests for clarification by asking speaker to repeat, slow down, or rephrase speech</p>	<p>2B(i) with simple messages and hesitation to think about meaning</p> <p>2B(ii) using basic vocabulary</p> <p>2B(iii) with simple sentence structures and present tense</p> <p>2B(iv) with errors that inhibit unfamiliar communication</p> <p>2B(v) with pronunciation generally understood by those familiar with English language learners</p>	<p>4B(i) wider range of topics: and everyday academic language</p> <p>4B(ii) slowly and rereads</p> <p>4B(iii) basic language structures</p> <p>4B(iv) simple sentences with visual cues, pretaught vocabulary and interaction</p> <p>4B(v) grade-level texts with difficulty</p> <p>4B(vi) at high level with linguistic accommodation</p>	<p>6B(i) with limited ability to use English in content area writing</p> <p>6B(ii) best on topics that are highly familiar with simple English</p> <p>6B(iii) with simple oral tone in messages, high-frequency vocabulary, loosely connected text, repetition of ideas, mostly in the present tense, undetailed descriptions, and frequent errors</p>
Advanced (C)	<p>1C(i) with some processing time, visuals, verbal cues, and gestures; for unfamiliar conversations</p> <p>1C(ii) most unmodified interaction</p> <p>1C(iii) with occasional requests for the speaker to slow down, repeat, rephrase, and clarify meaning</p>	<p>2C(i) in conversations with some pauses to restate, repeat, and clarify terms on familiar topics</p> <p>2C(ii) using content-based and abstract terms with past, present, and future</p> <p>2C(iii) with past, present, and future</p> <p>2C(iv) using complex sentences and grammar with some errors</p> <p>2C(v) with pronunciation usually understood by most</p>	<p>4C(i) abstract grade appropriate text</p> <p>4C(ii) longer phrases and familiar sentences appropriately</p> <p>4C(iii) while developing the ability to construct meaning from text</p> <p>4C(iv) at high comprehension level with linguistic support for unfamiliar topics and to clarify meaning</p>	<p>6C(i) grade appropriate ideas with second language support</p> <p>6C(ii) with extra need for second language support when topics are technical and abstract</p> <p>6C(iii) with a grasp of basic English usage and some understanding of complex usage with emerging grade-appropriate vocabulary and a more academic tone</p>
Advanced High (D)	<p>1D(i) longer discussions on unfamiliar topics</p> <p>1D(ii) spoken information nearly comparable to native speaker</p> <p>1D(iii) with few requests for speaker to slow down, repeat, or rephrase</p>	<p>2D(i) in extended discussions with few pauses</p> <p>2D(ii) using abstract content-based vocabulary except low frequency terms; using idioms</p> <p>2D(iii) with grammar nearly comparable to native speaker</p> <p>2D(iv) with few errors blocking communication</p> <p>2D(v) occasional mispronunciation</p>	<p>4D(i) nearly comparable to native speakers</p> <p>4D(ii) grade appropriate familiar text appropriately</p> <p>4D(iii) while constructing meaning at near native ability level</p> <p>4D(iv) with high level comprehension with minimal linguistic support</p>	<p>6D(i) grade appropriate content area ideas with little need for linguistic support</p> <p>6D(ii) develop and demonstrate grade appropriate writing</p> <p>6D (iii) nearly comparable to native speakers with clarity and precision, with occasional difficulties with naturalness of language.</p>

*These summaries are not appropriate to use in formally identifying student proficiency levels for TELPAS. TELPAS assessment and training materials are provided by the Texas Education Agency Student Assessment Division: http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793