

TELPAS Alternate

Observable Behaviors

Listening, Speaking, Reading, and Writing

2019–2020

Notes Version



LISTENING

Directions: Choose the description that matches how the student performs most consistently.

| 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-consonant word presented orally | identifies words that are the same or different after hearing two spoken words in the same word family |
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| L2. The student: | | | | | |
|-----------------------------------|---|---|--|--|---|
| Understanding Conjunctions | may or may not attend to two orally presented single-word options with picture support joined by "or" | makes a selection when given two orally presented single-word options with picture support joined by "or" | makes a selection when given two orally presented single-word options joined by "or" | makes a selection between a few orally presented options joined by "or" or "and" | responds appropriately to detailed requests or questions that contain different conjunctions (e.g., "and," "but," "or") |
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LISTENING

| L3. The student: | | | | | |
|-------------------------|---|--|--|--|---|
| Using Vocabulary | 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 | participates in a short discussion that includes recently learned academic vocabulary |
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| L4. The student: | | | | | |
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| Understanding Media (audio or video) | 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 social topic | sequences a few pictures to retell the events of a media presentation on a familiar academic topic | sequences multiple pictures to retell the events of a media presentation on a recently learned academic topic |
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| L5. The student: | | | | | |
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| Understanding the General Meaning | may or may not attend to spoken English when paired with concrete symbols | matches a single spoken content-based word with picture support to an identical picture | selects a picture that corresponds to the general meaning of a spoken content-based word | selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic | selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic |
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LISTENING

| L6. The student: | | | | | |
|--------------------------------------|---|--|---|---|---|
| Understanding the Main Points | may or may not attend to a repeated word in an orally presented simple story with picture support | matches a picture of a repeated word in an orally presented simple story to an identical picture | selects a picture that corresponds to a repeated word in an orally presented simple story | answers questions about the main points of an orally presented simple story | answers questions about the main points of an orally presented detailed story |
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| L7. The student: | | | | | |
|--------------------------------------|---|--|--|---|--|
| Identifying Important Details | may or may not attend to information about a character in an orally presented simple story with picture support | matches a picture of a character in an orally presented simple story to an identical picture | identifies a character from an orally presented simple story | identifies a detail about a character from an orally presented simple story | identifies details about a character from an orally presented detailed story |
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| L8. The student: | | | | | |
|-----------------------------|---|--|-----------------------------|--|-------------------------------|
| Following Directions | may or may not attend to one-word directions with picture support | follows one-word directions with picture support | follows one-word directions | follows familiar multi-word single-step directions | follows multi-step directions |
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LISTENING

| L9. The student: | | | | | |
|-------------------------|--|---|--|--|--|
| Retelling | may or may not attend to a “first/then” statement with picture support | chooses the correct picture when orally presented with a “first/then” statement | sequences pictures of events of an orally presented simple story | sequences the events of an orally presented simple story | identifies the main points found in an orally presented detailed story |

| L10. The student: | | | | | |
|--------------------------------|--|--|---|--|---|
| Responding to Questions | 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 |

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

SPEAKING

Directions: Choose the description that matches how the student performs most consistently.

| | 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 |

| | S2. The student: | | | | |
|--------------------------------|--|--|--|--|---|
| Classroom Communication | may or may not attend to a teacher naming common classroom items | imitates naming common classroom items | uses single words to name common classroom items | combines a small number of words to talk about classroom items | uses details to talk about items in the classroom |

| | 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 |

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SPEAKING

| S4. The student: | | | | | |
|-------------------------|---|---|---|--|---|
| Asking Questions | may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?) | imitates asking single-word questions after a teacher model | asks simple social questions using a few high-frequency words | asks original social and academic questions using a small number of combined words | asks original, detailed academic questions using content-based vocabulary |

| S5. The student: | | | | | |
|---------------------------|---|---|--|--|--------------------------------------|
| Giving Information | may or may not attend to a teacher model sharing personal experiences | imitates sharing personal experiences after a teacher model | shares personal experiences using a few high-frequency, high-need vocabulary words | shares personal experiences using a small number of combined words | shares detailed personal experiences |

| S6. The student: | | | | | |
|----------------------------|---|---|--|--|--|
| Expressing Opinions | may or may not attend to a teacher model expressing a single-word opinion (e.g., "good," "fun") | imitates expressing a single-word opinion after a teacher model | indicates an opinion between two given options using a few words | conveys an original opinion using a small number of combined words | provides a detailed social or academic opinion |

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SPEAKING

S7. The student:

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|----------------------------|--|--|--|--|---|
| 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 number of combined words (e.g., “feel happy now”) | expresses feelings in detailed phrases or sentences |
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S8. The student:

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|---------------------------|--|--|--|---|---|
| Describing Objects | may or may not attend to a teacher describing familiar objects | imitates using single words when describing familiar objects | uses a few high-frequency words to describe familiar objects | combines a small number of words to describe familiar objects | produces a detailed description of familiar objects |
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S9. The student:

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|-------------------------|---|---|---|---|--|
| 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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SPEAKING

| S10. The student: | | | | | | |
|---|---|--|--|--|--|---|
| Reacting to Media (print, electronic, audio, visual) | <table border="1"><tr><td>may or may not attend to media presentations</td><td>imitates single words heard in media presentations</td><td>responds to media presentations using a few high-frequency words</td><td>provides a simple original response to media presentations</td><td>provides a detailed response to media presentations</td></tr></table> | may or may not attend to media presentations | imitates single words heard in media presentations | responds to media presentations using a few high-frequency words | provides a simple original response to media presentations | provides a detailed response to media presentations |
| may or may not attend to media presentations | imitates single words heard in media presentations | responds to media presentations using a few high-frequency words | provides a simple original response to media presentations | provides a detailed response to media presentations | | |

READING

Directions: Choose the description that matches how the student performs most consistently.

| R1. The student: | | | | | |
|---|--|--|--|--|--|
| Understanding Letter-Sound Relationships | may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations | matches familiar letter/sound combinations to the same letter/sound combinations | pairs the initial sound of words with pictures of objects that have the same initial sound | pairs the sound made by consonant blends (e.g., <i>bl</i> , <i>br</i> , <i>sm</i>) with pictures of words containing that blend | pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i>) with pictures of words containing that digraph |
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| R2. The student: | | | | | |
|-------------------------|---|---|--|--|--|
| Decoding | may or may not attend to familiar word/picture combinations | matches familiar word/picture combinations to identical word/picture combinations | selects requested high-frequency words from a group of words | decodes words or phrases consisting of a few simple high-frequency words | decodes longer phrases or sentences with some unfamiliar words |
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| R3. The student: | | | | | |
|------------------------------------|--|--|---|--|---|
| 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 |
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| | 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 |

| | R5. The student: | | | | |
|-----------------------------------|---|---|--|--|--|
| Using Visual and Textual Supports | may or may not attend to word/picture combinations of content-based vocabulary words in texts | matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud | selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled) | identifies missing words from groups of content-based vocabulary words to complete cloze sentences | completes cloze sentences with recently learned content-based vocabulary words |

| | R6. The student: | | | | |
|---------------------------------|--|---|--|---|-------------------------------------|
| Participating in Shared Reading | may or may not attend to a teacher reading predictable texts | participates with the teacher reading predictable texts | supplies missing single words in predictable texts | supplies missing phrases in predictable texts | reads predictable texts with a peer |

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| | R7. The student: | | | | |
|---|---|--|--|---|--|
| Understanding Ideas/Details in Graphic Sources | may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.) | matches graphic sources with identical graphic sources | selects high-frequency printed words that provide ideas or details from graphic sources when asked | identifies short phrases that provide ideas or details from graphic sources | identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction |

| | 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 |

READING

| R9. The student: | | | | | |
|---------------------------|--|---|--|---|--|
| Making Predictions | may or may not attend to word/picture combinations that predict the next event in a series of pictures | matches word/picture combinations to identical word/picture combinations that represent predictions in short texts read aloud | selects single words to predict the next event in short texts read aloud | identifies simple phrases that predict the next event in a series of pictures with short captions | identifies sentences that predict the next event in short texts read aloud |
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| R10. The student: | | | | | |
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| 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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WRITING

Directions: Choose the description that matches how the student performs most consistently.

| W1. The student: | | | | | |
|---|---|---|--|---|--|
| Representing Sounds with Letters | may or may not attend to routine writing activities that involve letter/sound relationships | attempts to write the initial letter sound for pictures | writes initial and final letters for one-syllable words with picture prompts | writes a few familiar, one-syllable words with correct letter/sound correspondence (i.e., initial, medial, final) | writes simple, familiar phrases with correct letter/sound correspondence |
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| W2. The student: | | | | | |
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| Using New Vocabulary | may or may not attend to writing activities that use new vocabulary from content-based instruction | attempts to write letters that represent recently learned vocabulary from content-based instruction | writes letters or single words that represent recently learned vocabulary from content-based instruction | writes original messages that incorporate a few recently learned vocabulary words from content-based instruction | writes original detailed sentences using recently learned vocabulary from content-based instruction |
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| | W3. The student: | | | | |
|-----------------|---|--|---|--|---|
| Spelling | 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 highly familiar words | spells a small number of familiar words with some accuracy | spells a large number of familiar and unfamiliar words with consistent accuracy |
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| | W4. The student: | | | | |
|------------------------------------|---|---|---------------------------------------|---|---|
| Spelling Patterns and Rules | may or may not attend to word/picture combinations in word families | matches word/picture combinations from word families with other word/picture combinations from the same word families | sorts words into common word families | generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., __at, __an) | consistently applies the spelling rule for a word family (e.g., replaces <i>ch</i> with <i>tr</i> to change “chain” to “train”) |
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| | W5. The student: | | | | |
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| Writing with Subject-Verb Agreement | may or may not attend to writing activities that include subject-verb agreement | matches simple sentences to the same simple sentences with correct subject-verb agreement | completes simple sentences with verbs so that the sentences have subject-verb agreement | identifies subject-verb agreement errors in his or her own writing, but is unable to edit correctly | edits his or her own writing for subject-verb agreement |
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WRITING

W6. The student:

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|--------------------|--|--|--|---|---|
| Verb Tenses | 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 |
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W7. The student:

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| Using Negatives | may or may not attend to writing activities that include a sentence with a negative | sorts sentences with and without negatives that have picture support | completes a familiar sentence stem that includes a negative (e.g., "I do not like") | writes simple messages using a negative | writes original detailed sentences that involve a negative |
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W8. The student:

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|-------------------------|--|---|---|---|--|
| 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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WRITING

W9. The student:

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|------------------|---|--|---|--|---|
| 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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W10. The student:

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|-----------------------------|---|--|--|--|---|
| Descriptive Language | may or may not attend to writing activities that use descriptive language | attempts to write symbols or letters that represent descriptive language | writes single descriptive words or letters that represent descriptive language | writes original messages incorporating a few simple descriptive vocabulary words | writes original detailed sentences incorporating descriptive vocabulary |
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