



Texas English Language Proficiency Assessment System

# **Listening and Speaking**

## **English Language Proficiency Standards**

# TELPAS 2–12

## Listening and Speaking

### Listening Reporting Category 1

**The student will demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English.**

The student is expected to:

- (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; and
- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.

### Listening Reporting Category 2

**The student will demonstrate a basic understanding of spoken English used in a variety of contexts.**

The student is expected to:

- (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; 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.

### Listening Reporting Category 3

**The student will demonstrate an ability to analyze and evaluate information and ideas presented in spoken English in a variety of contexts.**

The student is expected to:

- (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations.

The following ELPS SEs are assessed throughout the test and are not specific to any one reporting category:

- (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
- (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed
- (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

## **Speaking Reporting Category 1**

**The student will demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations.**

The student is expected to:

- (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; and
- (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired.

## **Speaking Reporting Category 2**

**The student will demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations.**

The student is expected to:

- (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; 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.

The following ELPS SEs are assessed throughout the test and are not specific to any one reporting category:

- (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
- (I) adapt spoken language appropriately for formal and informal purposes