



TEXAS ELPS/TELPAS and LAS LINKS PROFICIENCY LEVEL ALIGNMENT



Permission to copy the ELPS-TELPAS Proficiency Level Descriptors is hereby extended to Texas school officials and their agents for their exclusive use in determining the English language proficiency ratings of their limited English proficient students.

KINDERGARTEN* - SPEAKING

*LAS Links Kindergarten is to be used for Formative purposes only; preLAS is to be used for the purpose of identification of English learners in Kindergarten.

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations and use basic vocabulary and simple phrases or sentences related to a sequence or pictures about familiar settings. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Intermediate students typically use appropriate words and phrases when conducting transactions and making requests in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences with errors that do not interfere with communication when describing social situations. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate vocabulary to label and describe the purpose of less-common objects, and use appropriate words and phrases when describing a process. They tell a simple story with mostly correct vocabulary and grammar. Minor errors do not interfere with communication. Above Proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom or describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to their age.

KINDERGARTEN* - LISTENING

*LAS Links Kindergarten is to be used for Formative purposes only; preLAS is to be used for the purpose of identification of English learners in Kindergarten.

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations. They identify main ideas and make some inferences from simple oral stories. Errors interfere with communication and comprehension.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences. Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.

1ST GRADE - SPEAKING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings. Restricted vocabulary and developing grammar limit expression. Errors frequently impede communication.	Intermediate students typically use appropriate words and phrases when making requests and conducting transactions in social and academic settings, produce accurate labels for common objects and describe common functions, and produce sentences when describing social situations. They narrate a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary. They provide mostly clear information although errors interfere with communication.	Proficient students typically produce simple sentences with minor errors when making requests and conducting transactions in the classroom, use accurate labels for less-common objects and briefly describe their purpose, and describe school-related processes. They tell a simple story with mostly correct vocabulary and simple grammar. Minor errors do not interfere with communication. Above proficient students typically produce simple sentences with no grammatical errors when making requests and conducting transactions in the classroom, describing familiar social situations or a process. They tell a simple story with native-like vocabulary and grammar appropriate to their age.

1ST GRADE - LISTENING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks, academic vocabulary, identification of basic shapes, letters, and numbers, and common locations. They identify details in simple oral stories. Their restricted vocabulary and developing grammar limit comprehension. Errors frequently impede communication and comprehension.	Intermediate students typically follow simple oral directions by distinguishing between letters, words, shapes, and/or numbers and determining described locations. They identify main ideas and make simple inferences from simple oral stories. Errors interfere with communication and comprehension.	Proficient students typically follow simple oral directions by distinguishing the location of an object in relation to another object, recall stated details in an oral story, and make simple inferences. Above Proficient students typically recall minor details and stated sequence of events and determine the main idea in an oral story.

2ND – 3RD GRADE - SPEAKING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically use vocabulary for common objects in social and academic situations, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases or sentences related to a sequence of pictures about familiar settings. Errors frequently impede communication.	Intermediate students typically use appropriate words and phrases when expressing a preference, asking questions, providing information and explanations, naming common objects, and describing common functions; produce sentences with errors when describing social situations; and tell a simple story with frequent errors that interfere with communication.	Proficient students typically converse in complete sentences with grammar and/or vocabulary errors, produce accurate labels for less-common objects, produce grammatically correct sentences when describing social situations or a multi-step process or explaining reasoning, and tell a simple story with mostly correct vocabulary and simple grammar. Minor errors do not interfere with communication. Above Proficient students typically produce sentences with more sophisticated vocabulary and without errors in grammar when providing information, describing social situations, describing a multi-step process, or explaining reasoning.

2ND – 3RD GRADE - LISTENING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
<p style="text-align: center;">LAS Links Level 1 (Beginning)</p>	<p style="text-align: center;">LAS Links Level 2 (Early Intermediate)</p>	<p style="text-align: center;">LAS Links Level 3 (Intermediate)</p>	<p style="text-align: center;">LAS Links Levels 4 & 5 (Proficient & Above Proficient)</p>
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow simple oral directions and identify high-frequency vocabulary related to home/school environment. They recall details, identify main ideas, and draw inferences in more complex oral stories. Errors interfere with communication and comprehension.	Intermediate students typically follow oral directions using vocabulary related to home/school environment, recall stated details in an oral story, and make simple inferences.	Proficient students typically follow more complex directions, recall subtle details in an oral story, and determine main idea of an oral story. Above Proficient students typically follow directions using academic vocabulary. Students typically recall details and sequence of events, and determine main ideas in oral stories that have advanced vocabulary.

2ND – 3RD GRADE - READING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify beginning sounds and classify related objects in a group. Students typically understand word meanings and synonyms, possess basic knowledge of morphemes and syllables, identify one syllable words, recognize simple rhyming words, and make simple inferences. Errors frequently impede comprehension.	Intermediate students typically identify one-syllable words and ending sounds, match words to definitions or descriptions, recall stated details, and determine a character's feeling. Errors interfere with comprehension.	Proficient students typically identify rhyming words written with diphthongs, identify short and long vowel sounds and less-frequent ending sounds, identify synonyms of social and academic vocabulary, use context clues to determine meaning, recall implicit details, describe a character, make inferences in context, and transfer concepts to new situations. Errors do not interfere with comprehension. Above Proficient students typically identify two-syllable words and rhyming words written with digraphs, use common multiple-meaning words, determine story sequence and main idea of fiction and academic texts, draw conclusions and generalizations, and use self monitoring techniques to check for understanding.

2ND – 3RD GRADE - WRITING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication. Students demonstrate basic vocabulary knowledge and grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions. Errors frequently impede communication.	Intermediate students typically use auxiliary verb constructions, describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication. Errors interfere with communication.	Proficient students typically use correct basic grammar; use writing conventions such as capitalization and basic punctuation; differentiate complete sentences from fragments and use standard word order; and write a story using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication. Above Proficient students typically use verb tense agreement, appropriate indefinite articles, punctuation in dates. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors.

4TH – 5TH GRADE - SPEAKING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify very common objects in social situations and describe their function in simple phrases, produce words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings. Errors frequently impede communication.	Intermediate students typically use appropriate words and phrases when providing information, conducting transactions, giving directions, and describing location; produce accurate labels for common objects and functions; produce sentences with some errors when describing social situations, and tell a simple story with frequent errors in grammar and vocabulary. Errors interfere with communication.	Proficient students typically produce complete sentences with minor errors in grammar/ vocabulary when providing information, asking questions, explaining a process, and expressing an opinion, produce accurate labels for less-common objects and describe the purpose of common objects, and tell a simple story with mostly correct vocabulary and simple grammar. Minor errors do not interfere with communication. Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location; they use precise vocabulary to identify and describe objects.

4TH – 5TH GRADE - LISTENING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically recall important basic details in an oral story. Students typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Intermediate students typically follow oral directions using basic academic vocabulary and interpret specific vocabulary within a school setting. They identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension.	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify sequence of steps, and determine main idea of a class lesson. They make inferences from more complex oral stories and interpret tables and other graphic organizers. Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task. They make sophisticated inferences from classroom discussions and lessons.

4TH – 5TH GRADE - READING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically identify beginning sounds and classify related objects in a group. Students typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Intermediate students typically divide unfamiliar words into affix and root word, use knowledge of high frequency affixes to determine word meaning, and recall stated details. Errors interfere with comprehension.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning; identify synonyms; use context clues to determine meaning; read for specific information in a chart, table, or diagram; recall implicit details; infer information and draw conclusions; and determine the organizational structure of a passage. Errors do not interfere with comprehension. Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding.

4TH – 5TH GRADE - WRITING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4 & 5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	Intermediate students typically use correct basic grammar; use standard word order; describe or explain with simple phrases or sentences that may contain some errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	Proficient students typically use verb tense agreement and object pronouns; use capitalization and basic punctuation; differentiate complete sentences from fragments; correctly place adjectives and adverbs in sentences; write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication. Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics that do not interfere with communication.

6TH – 8TH GRADE - SPEAKING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically produce words and phrases when describing social situations and giving directions, use simple sentences with errors in grammar and vocabulary that interfere with communication when describing location, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings. Errors frequently impede communication.	Intermediate students typically use appropriate words and phrases when expressing an opinion, providing information, conducting a transaction, or describing common functions; produce sentences with some errors when describing common social situations; and tell a simple story with frequent grammar and/or vocabulary errors that interfere with communication.	Proficient students typically produce sentences with minor errors when expressing an opinion, providing information, conducting a transaction, making a request, explaining a process, giving directions, and describing locations and social situations; use accurate labels for common objects; and tell a simple story with mostly correct vocabulary and grammar. They organize responses in logical and sequential order and incorporate idiomatic expressions. Speech is coherent and clear but lacks elaboration or detail. Above Proficient students typically produce sentences with sophisticated vocabulary and without grammar errors when expressing an opinion, providing information, conducting transactions, or making requests; produce precise vocabulary when identifying and describing objects; use complex sentence structure and accurate vocabulary when explaining a process.

6TH – 8TH GRADE - LISTENING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically recall important basic details in a classroom discussion. They identify details. Errors frequently impede communication and comprehension.	Intermediate students typically follow multi-step directions using academic vocabulary and recall stated details in a classroom discussion or a short oral story. They interpret graphic organizers and extrapolate conclusions from discussions. Errors interfere with communication and comprehension.	Proficient students typically determine main idea of a classroom discussion, infer directions from statements, and infer simple conclusions from an oral story. They understand metaphorical language and uncommon idiomatic expressions, and recognize technical academic vocabulary. Above Proficient students typically follow directions using phrasal verbs, recall subtle details from a classroom discussion or a lengthy oral story, determine key information to summarize a task, and draw conclusions about a character in an oral story. They understand increasingly abstract idiomatic expressions, locate new information in a wider context, and distinguish relevant from extraneous information.

6TH – 8TH GRADE - READING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.
<p style="text-align: center;">LAS Links Level 1 (Beginning)</p>	<p style="text-align: center;">LAS Links Level 2 (Early Intermediate)</p>	<p style="text-align: center;">LAS Links Level 3 (Intermediate)</p>	<p style="text-align: center;">LAS Links Levels 4&5 (Proficient & Above Proficient)</p>
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically interpret high-frequency idioms. Students typically follow simple oral directions and understand common vocabulary and idiomatic expressions. They identify some details. Errors frequently impede comprehension.	Intermediate students typically divide words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, and identify synonyms of high-frequency social and academic vocabulary. They distinguish main ideas from supporting details and make inferences from clues in text. Errors interfere with comprehension.	Proficient students typically use knowledge of lower-frequency prefixes to determine word meaning; interpret lower-frequency idioms; recall stated and implicit details in a variety of genres; read for specific information in a chart, table, or diagram; determine main idea in fiction and academic texts; and identify character traits. Errors do not interfere with comprehension. Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words, synonyms, and antonyms, interpret low-frequency idioms, use prediction to read fluently, recall subtle details, identify author's purpose and explain author's techniques, and interpret metaphor in poetry.

6TH – 8TH GRADE - WRITING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	Intermediate students typically use basic grammar; describe a picture or explain a preference by writing simple phrases or sentences that may contain some errors that do not impede understanding; and write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	Proficient students typically use verb tense agreement and subordinating conjunctions; use capitalization and basic punctuation; correctly place adjectives and adverbs; differentiate complete sentences from fragments; write with complete sentences, accurate vocabulary, and ease approaching a native writer; errors do not interfere with communication. Above Proficient students typically form irregular plurals, use subject/verb agreement with indefinite pronouns, use appropriate prepositions, differentiate complete sentences from run-ons, and write fluently to describe a picture or explain a preference; communication is clear and complete, though it may contain minor errors that do not interfere with communication.

9TH - 12TH GRADE - SPEAKING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
LAS Links Level 1 (Beginning)	LAS Links Level 2 (Early Intermediate)	LAS Links Level 3 (Intermediate)	LAS Links Levels 4&5 (Proficient & Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically produce words and phrases when describing social situations, use words and phrases when giving directions, and use basic vocabulary and simple phrases when explaining personal preferences or describing a sequence of pictures about familiar settings. Minimal vocabulary and grammar knowledge and errors frequently impede communication.	Intermediate students typically use appropriate words and phrases when providing information, expressing a preference, conducting a transaction, and describing personal experience; produce sentences with errors when describing social situations, or giving directions; and tell a simple story with grammar/vocabulary errors that interfere with communication. They are capable of communicating some nuances of meaning. Grammatical or vocabulary errors interfere with communication, but the intended meaning is somewhat clear.	Proficient students typically produce complete sentences with minor errors in grammar/vocabulary when expressing and explaining a preference, conducting transactions, and describing a location, process, or personal experience; use accurate vocabulary when describing the purpose of common objects; and tell a story with mostly correct vocabulary and grammar. They organize responses in logical and sequential order and incorporate idiomatic expressions. They convey subtle distinctions through rich, specific, and varied vocabulary. Above Proficient students typically produce sentences with sophisticated vocabulary and without grammar errors when expressing a preference, conducting transactions, giving directions, and describing a location, process, or social situation; use precise vocabulary to identify and describe objects; and tell a story using accurate vocabulary and grammar.

9TH - 12TH GRADE - LISTENING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
LAS Links Proficiency Level 1 (Beginning)	LAS Links Proficiency Level 2 (Early Intermediate)	LAS Links Proficiency Level 3 (Intermediate)	LAS Links Proficiency Levels 4&5 (Proficient and Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically follow multi-step directions. They identify main ideas and make simple inferences and draw conclusions. Errors frequently impede communication and comprehension.	Intermediate students typically interpret simple academic vocabulary and recall stated details in a classroom discussion or an oral story. They extrapolate logical outcomes, place new information in a broader context, and recall details from classroom discussions or oral stories. Errors interfere with communication and comprehension.	Proficient students typically recall subtle details from a classroom discussion, interpret idiomatic expressions and complex academic vocabulary concepts, and determine key information to summarize a task. They distinguish essential details and nuances of meaning, synthesize answers from fragmentary information, and determine key information to summarize a task from complex narratives and discussions. Above Proficient students typically interpret more complex grammar and academic vocabulary to follow complex instructions, use context clues to interpret new vocabulary, and draw conclusions about a character in an oral story. They distinguish subtleties of tone and point of view, recall extensive details, grasp abstract and uncommon idiomatic expressions, and analyze the structure of oral passages.

9TH - 12TH GRADE - READING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.
LAS Links Proficiency Level 1 (Beginning)	LAS Links Proficiency Level 2 (Early Intermediate)	LAS Links Proficiency Level 3 (Intermediate)	LAS Links Proficiency Levels 4&5 (Proficient and Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically divide words into affix and root word. Students recall simple information from text, identify main ideas and supporting details, and make simple inferences. They identify common idiomatic expressions and paraphrase passages. Errors frequently impede comprehension.	Intermediate students typically use knowledge of high-frequency affixes to determine word meaning, identify synonyms of high-frequency social and academic vocabulary, and recall stated and implicit details in a simple narrative. Errors interfere with comprehension.	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning, interpret high-frequency idioms and figurative expressions, determine main idea, infer information, draw conclusions, identify character traits, follow instructions to fill out a form, and determine the organization of a passage and the purpose of a document. Errors do not interfere with comprehension. Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words, synonyms, and antonyms, interpret low-frequency idioms, use prediction to read fluently, infer information from challenging texts, explain author's techniques, and use self-monitoring technique.

9TH - 12TH GRADE - WRITING

ELPS - TELPAS Beginning	ELPS - TELPAS Intermediate	ELPS - TELPAS Advanced	ELPS - TELPAS Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
LAS Links Proficiency Level 1 (Beginning)	LAS Links Proficiency Level 2 (Early Intermediate)	LAS Links Proficiency Level 3 (Intermediate)	LAS Links Proficiency Levels 4 & 5 (Proficient and Above Proficient)
Beginning students are beginning to develop receptive and productive skills in English.	Early Intermediate students typically attempt to write to describe, explain, compare, or express in simple phrases that convey meaning but may contain errors in structure, grammar, word choice, and/or mechanics that impede communication.	Intermediate students typically use correct basic grammar; use correct word order in questions; describe or explain with simple phrases or sentences that may contain errors that do not impede understanding; write simple sentences suggested by a series of pictures with organizational, grammatical, syntactic, and/or mechanical errors that limit communication.	Proficient students typically use tense agreement and auxiliary verbs; use capitalization and basic punctuation; differentiate complete declarative sentences from fragments; correctly place adjectives and adverbs; and write using complete sentences with accurate vocabulary and ease approaching a native writer; errors do not interfere with communication. Above Proficient students typically form irregular plurals, differentiate complete declarative and imperative sentences from run-ons and complex fragments, and write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors that do not interfere with communication.

