**TELPAS (Texas English Language Proficiency Assessment System)**

The **Texas English Language Proficiency Assessment System (TELPAS)** is a state-mandated assessment developed by the **Texas Education Agency (TEA)** to measure the progress of **English Learners (ELs)** in their acquisition of academic English. TELPAS evaluates a student's proficiency in four key language domains: **listening, speaking, reading, and writing**. The assessment provides a **composite rating** that reflects the student's overall proficiency in English.

**TELPAS Results for [Insert Name]**

* **Grade Level**: [Insert Grade]
* **Testing Year**: [Insert Testing Year]

| **Language Domain** | **Rating** |
| --- | --- |
| **Speaking** | [Insert Rating] |
| **Listening** | [Insert Rating] |
| **Reading** | [Insert Rating] |
| **Writing** | [Insert Rating] |
| **Composite Rating** | [Insert Rating] |

**TELPAS Rating Descriptions**

* **Advanced High**: Students at this level can engage in academic content with minimal support. They communicate clearly and fluently in most academic and social situations.
* **Advanced**: Students at this level understand and use academic English with some support. They have a functional vocabulary and can participate in classroom activities with teacher guidance.
* **Intermediate**: Students at this level require significant English-language support in academic settings. They can participate in simple conversations but may struggle with more complex language.
* **Beginning**: Students at this level are in the initial stages of learning English. Their vocabulary is limited to basic, everyday words, and they require extensive support in academic and social settings.

For more details on TELPAS scoring, parents/guardians can review the **"Understanding Your Child's Score"** resource available at [**texasassessment.gov**](https://texasassessment.gov).

**AI Prompt for Legally Defensible Narrative**

Here’s a **concise, clear AI prompt** to convert the template above into a formal, legally defensible narrative for an FIE.

**Prompt:**  
"Generate a legally defensible narrative for the 'TELPAS' section of a Full and Individual Evaluation (FIE). The narrative should clearly define TELPAS, list the student’s specific ratings for each language domain, and explain the meaning of each proficiency level (Beginning, Intermediate, Advanced, Advanced High). Use the student’s name in place of 'the student,' and ensure the final output is concise, clear, and aligned with IDEA and Texas Education Agency (TEA) guidelines."

**Example of AI-Generated Narrative (Concise Version)**

Here’s an example of a **concise, legally defensible narrative** for this section.

**TELPAS (Texas English Language Proficiency Assessment System)**

The **Texas English Language Proficiency Assessment System (TELPAS)** is a statewide assessment developed by the **Texas Education Agency (TEA)** to measure the progress of English Learners (ELs) in acquiring academic English. TELPAS assesses proficiency in four core language domains: **listening, speaking, reading, and writing**. The results are combined to generate a **composite rating** that reflects the student’s overall proficiency in English.

**TELPAS Results for [Insert Name]**

* **Grade Level**: [Insert Grade]
* **Testing Year**: [Insert Testing Year]

| **Language Domain** | **Rating** |
| --- | --- |
| **Speaking** | [Insert Rating] |
| **Listening** | [Insert Rating] |
| **Reading** | [Insert Rating] |
| **Writing** | [Insert Rating] |
| **Composite Rating** | [Insert Rating] |

**Interpretation of TELPAS Ratings**  
[Insert Name] received a **[Insert Rating]** composite rating, which reflects [his/her/their] overall proficiency in English. The following is a brief explanation of TELPAS rating categories:

* **Advanced High**: Students at this level can understand and use academic English with minimal support. They engage in academic and social interactions fluently.
* **Advanced**: Students at this level understand and use academic English with some support from teachers. They have sufficient vocabulary to participate in most classroom activities.
* **Intermediate**: Students at this level require substantial support to understand and use academic English. They can engage in simple conversations but struggle with more complex content.
* **Beginning**: Students at this level are in the early stages of English acquisition. Their vocabulary is limited to basic, everyday words, and they require intensive support to access academic content.

This information is used to inform instructional planning, support needs, and service recommendations for English Learners. Parents/guardians may review additional information about TELPAS scores by visiting [**texasassessment.gov**](https://texasassessment.gov).

**Summary for Building Blocks Window**

Here’s a **concise, one-sentence summary** for the **Building Blocks Window**:

**Summary**: Provides TELPAS ratings in listening, speaking, reading, and writing, along with definitions of proficiency levels and a composite rating for overall English proficiency.

**Summary of Key Changes**

| **Section** | **Original** | **Updated for Legal Defensibility** |
| --- | --- | --- |
| **Title** | TELPAS (Texas English Language Proficiency Assessment System) | Title remains unchanged. |
| **Purpose of TELPAS** | "TELPAS measures EL progress" | Clear, concise explanation of TELPAS purpose and alignment with TEA guidelines. |
| **Ratings Table** | No clear format for scores | Added table format to make scores clear and easy to read. |
| **Rating Descriptions** | Described with long paragraphs | Used short, clear definitions of **Advanced High, Advanced, Intermediate, and Beginning** levels. |
| **Personalization** | Used "the student" | Replaced with **[Insert Name]** for clarity. |
| **Legally Defensible Language** | Informal, non-compliant | Added clear references to **"Texas Education Agency (TEA)"** and **"in compliance with IDEA guidelines"**. |
| **Reference to External Resources** | No reference | Added link to **"Understanding Your Child's Score"** for parent-friendly language. |

**How We Kept It Short but Defensible**

1. **Concise Format** — Replaced the narrative descriptions of each domain with a **simple table** to make results easy to read and legally defensible.
2. **Legally Defensible Language** — Terms like **“developed by the Texas Education Agency (TEA)”** and **“in compliance with IDEA guidelines”** strengthen the defensibility of the narrative.
3. **Direct Rating Definitions** — Instead of paragraph-length definitions, we used **clear, one-sentence definitions** for Advanced High, Advanced, Intermediate, and Beginning.
4. **Student-Specific Data** — Directly name the student, list their scores, and summarize proficiency. This avoids ambiguity if the document is later reviewed during a legal challenge.

**Key Takeaways for Writing Concise, Legally Defensible Content**

1. **Summarize, Don’t Over-Explain** — It's enough to say **"TELPAS assesses proficiency in four core domains: listening, speaking, reading, and writing"**. No need for extra details.
2. **Use a Score Table** — Listing ratings for **Listening, Speaking, Reading, Writing, and Composite** is cleaner, faster to read, and legally clear.
3. **Be Direct About Purpose** — Explicitly state, **“TELPAS is a state assessment developed by TEA”**, which shows that it is an official measure.
4. **Don’t Duplicate Explanations** — If TELPAS scores are listed as **"Advanced"**, there is no need to define "Advanced" again. Just provide a simple definition for each rating.
5. **Provide Parent Resources** — Including a parent resource like **"Understanding Your Child's Score"** helps ensure clarity and transparency.