Assessments for Special Populations
Part B: TELPAS, STAAR Alternate 2, and TELPAS Alternate

ESMERALDA CAVAZOS, M.ED.
ANGELA WILKINS, M.ED.
STUDENT ASSESSMENT DIVISION
TEXAS EDUCATION AGENCY
NOVEMBER 13, 2018
Agenda

- Overview of TELPAS Administration
- Overview of STAAR Alternate 2
- TELPAS Alternate
Texas English Language Proficiency Assessment (TELPAS)

TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.

All K-12 students classified as LEP in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.
## TELPAS Components

<table>
<thead>
<tr>
<th>Grades K-1</th>
<th>Grades 2-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistically-rated assessments in listening, speaking, reading, and writing</td>
<td>Online tests for reading, listening, and speaking</td>
</tr>
<tr>
<td>• Classroom observations and student interactions</td>
<td>• Holistically-rated student writing collection</td>
</tr>
</tbody>
</table>

Texas Assessment Conference - November 2018
There are exceptions to an EL being assessed in one or more language domains.

ARD decision
- Determined by the ARD in conjunction with LPAC
- Considered on a domain-by-domain basis
- Must be well supported and documented
- Refer to new ARD decision-making resource

Enrollment on or after the first day of the TELPAS testing window
- Enrolled from another Texas school district, state or country
- Will not be assessed by receiving district in the holistically-rated domains
- Is required to take the TELPAS reading test and the listening and speaking test
In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a grades 2-12 TELPAS reading test or listening and speaking test.

**Accommodations cannot be applied**

- Prior to requesting a special administration, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval.

**Technology access is precluded**

- Districts must make every effort to administer tests online.
Special Administration of TELPAS

- The decision to recommend a special administration of TELPAS must be determined by the ARD committee in conjunction with the LPAC.

- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer.

- If approved for a special administration, instructions will be provided with the approval for the special administration.

- Special administration of TELPAS is dependent upon TEA approval.
TELPAS Holistic Rater Training

- Grades 2-12 training and calibration only includes the domain of writing.
- Calibration must be completed in monitored setting and raters have two opportunities to calibrate.
- Raters must print and retain a copy of their training and calibration certificates.
- The Online Training Center does not save a rater’s training history or certificates after the end of the training window.
The rater manual and test administrator manual will be combined.

It is not a required that every rater have a rater manual. However, raters must be trained and have the appropriate resources for training and rating purposes.

Rater resources can be accessed from the online version of the TELPAS Manual for Raters and Test Administrators.
### TELPAS Rater Resources – Training

<table>
<thead>
<tr>
<th>For training purposes:</th>
<th>K-1 Raters</th>
<th>2-12 Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-12 Listening PLDs</td>
<td>2-12 Writing PLDs</td>
</tr>
<tr>
<td></td>
<td>K-12 Speaking PLDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-1 Reading PLDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-1 Writing PLDs</td>
<td></td>
</tr>
</tbody>
</table>

*If approved for a special administration of listening and speaking test, 2-12 raters will also need:*
- K-12 Listening PLDs
- K-12 Speaking PLDs
# TELPAS Rater Resources – Rating

<table>
<thead>
<tr>
<th>K-1 Raters</th>
<th>2-12 Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td>For rating purposes:</td>
<td>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</td>
</tr>
<tr>
<td>▪ K-12 Listening PLDs</td>
<td>▪ 2-12 Writing PLDs</td>
</tr>
<tr>
<td>▪ K-12 Speaking PLDs</td>
<td>▪ TELPAS Student Rating Roster</td>
</tr>
<tr>
<td>▪ K-1 Reading PLDs</td>
<td>▪ Writing Collection Cover Sheet</td>
</tr>
<tr>
<td>▪ K-1 Writing PLDs</td>
<td>▪ Writing Collection Verification Checklist</td>
</tr>
<tr>
<td>▪ TELPAS Student Rating Roster</td>
<td></td>
</tr>
</tbody>
</table>

Texas Assessment Conference - November 2018
Students receiving special education services with results for at least two domains will receive a composite score.

- This is ONLY applicable to students who have an ARD decision in 1-2 domains and have a score in other domains.
- This does not apply to students who were absent, received a score code of “O” for other, or an “E” for extenuating circumstances.
## 2019 TELPAS Student Report Card

<table>
<thead>
<tr>
<th>Component</th>
<th>2018 Student Report Card</th>
<th>2019 Student Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency Rating for Each Language Domain</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Composite Rating</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Composite Score</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Comprehension Score</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of the writing audit is to provide ongoing evidence of the validity and reliability of the holistically-rated writing component of TELPAS.

Sampling
- Target sample size – 2,000
- Grades 2-12 students from across state (all 20 regions)
- Across grade bands and proficiency levels

Questionnaires
- Given to DTCs, CTCs, and raters
- Used to gather information about training and qualification procedures

Notification
- Will be received by districts in May 2019
In cases of grade level reclassification, during the TELPAS administration window, a student needs to be assessed in the same grade level across all TELPAS components (holistic, reading test, listening & speaking test).

When different grade levels are entered for an individual student, it causes an issue within the Assessment Management System.
TELPAS Tutorials and Listening and Speaking Practice Sets

- **TELPAS Tutorials**
  - Help students become familiar with online testing
  - Show students how to move through a test, use tools in the test, and work with different types of items

- **Listening and Speaking Practice Sets**
  - Are two different practice sets (one for elementary and one for secondary)
  - Are solely for students to practice on listening and speaking items
  - Should not be used for diagnostic purposes

- It is recommended that you perform the headset test prior to starting the TELPAS tutorial to ensure the headset is set up correctly.
  - Headset test is located in the TestNav app under the “Practice Tests” link.
The text of the stimulus and/or prompt is not available on screen.

Students will be using “click on the correct answer” and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.

Students will need to wear headsets.

Audio is provided for the stimulus/task.
  - All audio is recorded in a studio; no text-to-speech audio is used.
Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.

- For simple prompts, students have 45 seconds to respond.
- For open-ended, more complex prompts, students have 90 seconds.
- The student’s response to the prompt determines the student’s proficiency level.

Students have two opportunities to record a response.

- To interact with speaking items, students will
  - use audio capture functionality to record a response,
  - listen to the response, and delete, and
  - re-record if not satisfied with their first response.
Most appropriate headsets based on Pearson analysis:

<table>
<thead>
<tr>
<th>Headset</th>
<th>Jack/USB</th>
<th>Operating Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kidz Gear wired headphones for Kids</td>
<td>Jack</td>
<td>iOS 9, iOS 10, Android 6.0</td>
</tr>
<tr>
<td>Avid AE-36</td>
<td>Jack</td>
<td>iOS 9, iOS 10, Android 5.0</td>
</tr>
<tr>
<td>Logitech USB headsets H390</td>
<td>USB</td>
<td>macOS 10.9-10.12, Windows 7, 10</td>
</tr>
</tbody>
</table>
Scoring system may not be confident about certain tests that include responses with the following characteristics:

- Technical issues (such as too much static)
- Loud background speech or noise
- Mumbled or faint speech
- Foreign languages
- Not represented by those used to train the scoring engine

Sent to human scorers for final rating
The acoustic models are optimized for various accents. The system is forgiving of speech-sound errors and recognizes mispronounced words.
<table>
<thead>
<tr>
<th>Grade Band</th>
<th># of Students</th>
<th>Mean</th>
<th>Grade Band</th>
<th># of Students</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>104217</td>
<td>59</td>
<td>Grades 2-3</td>
<td>210220</td>
<td>76</td>
</tr>
<tr>
<td>Grade 3</td>
<td>105532</td>
<td>76</td>
<td>Grades 4-5</td>
<td>182673</td>
<td>89</td>
</tr>
<tr>
<td>Grades 4-5</td>
<td>182871</td>
<td>91</td>
<td>Grades 6-8</td>
<td>186066</td>
<td>70</td>
</tr>
<tr>
<td>Grades 6-7</td>
<td>132285</td>
<td>81</td>
<td>Grades 9-12</td>
<td>134872</td>
<td>80</td>
</tr>
<tr>
<td>Grades 8-9</td>
<td>102022</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 10-12</td>
<td>84350</td>
<td>87</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Addressing the 1% Participation Rate for STAAR Alternate 2
In 2015, with the reauthorization of the Elementary and Secondary Education Act (ESEA) as the Every Student Succeeds Act (ESSA), the requirements changed for alternate academic assessments by placing a 1% state cap on the participation rate.

The 1% threshold applies to the state participation rate for each of the following content areas.
- Reading/ELA
- Math
- Science

The participation rate is based on the total number of all students in the state assessed in the content area.

\[
\text{# of students assessed with STAAR Alternate 2 in SUBJECT} \div \text{# of ALL students assessed in SUBJECT}
\]
What does this mean for the State?

The Texas Education Agency will:

- conduct a review of state data
- request for information from districts/charters exceeding the 1% threshold
- provide oversight and guidance to districts who are exceeding 1% threshold
- not place a cap on the participation rates of districts/charters
States should make substantial progress towards 1% participation by 2020

“Further, should a State request a waiver for an additional year, under § 200.6(c)(4)(v) the Department expects to see substantial progress towards the State’s plan and timeline for meeting the requirement to assess no more than 1.0 percent of students with an AA–AAAS.”
Information is based on 2017-2018 participation rates
- Justification describing the need to exceed the 1% threshold
  - Small student population justification
  - School, community, or health program(s) that draw large numbers of students with significant cognitive disabilities.
  - Other
- Statement describing training opportunities provided to school personnel and parents explaining STAAR Alternate 2
- Assurances that the district/charter followed state guidelines for participation in an alternate assessment
Waiver Justification Online Form

STAAR Alternate 2 Explanation and Assurances Form

DEVELOPMENT SITE

Provide the information requested below. Required fields are highlighted in yellow.

District: Abilene ISD
County/District Number: 221 - 901

Contacts

Submitter (caller name)
First Name:
Last Name: Last Name
Title: Title
Phone: (325) 677 - 1444 ext. 2613
Email: online.testing@txetests.com

Superintendent/Chief Administrative Officer
First Name: David
Last Name: Young
Title: Superintendent/Chief Administrative Officer
Phone: (325) 677 - 1444 x2613
Email: online.testing@txetests.com
# Explanation

Please complete 1 and 2 below. Do not provide personally identifying information about individual students.

1. Describe the training opportunities your district/charter school provides to ARD committees regarding making assessment decisions for students with the most significant cognitive disabilities.

   Character Count 0 (Max. 3000 characters)

2. Provide a justification for why your district/charter school has more than 1% of its students participating in STAAR Alternate 2. Complete all that apply.
   
   a. My district/charter school has a small overall student population, and it takes only a few students participating in STAAR Alternate 2 to exceed 1%
      
      Indicate overall student population: 

   b. My district/charter school includes school, community, or health program(s) that draw large numbers of students with significant cognitive disabilities.
      
      Specify program(s):

   c. Neither of the two situations above (2a or 2b) apply.
      
      d. List variables that may contribute to a high number of students in your district/charter school who participate in STAAR Alternate 2.

      Character Count 0 (Max. 3000 characters)
Assurances

Please mark each box to indicate agreement with each statement.

☐ Your district/charter school implements clear and appropriate guidelines, consistent with the STAAR Alternate 2 Participation Requirements, to use in determining when a student’s significant cognitive disability justifies participation in this alternate assessment.

☐ Your district/charter school will address any disproportionality in the percentage of students in any subgroup taking STAAR Alternate 2.

☐ Parents are informed when their student will be assessed based on alternate achievement standards, including information about the implications of participation in STAAR Alternate 2.

☐ Students with the most significant cognitive disabilities are included, to the extent possible, in the general curriculum and assessments aligned with that curriculum.

☐ Your district/charter school disseminates information and promotes the use of appropriate accommodations to increase the number of students with the most significant cognitive disabilities who are tested against grade-level academic achievement standards.

☐ General and special education teachers and other appropriate staff are knowledgeable about the administration of assessments, including making appropriate use of accommodations for students with the most significant cognitive disabilities.

Make certain that all information is correct before submitting this form. Upon clicking the "SEND" button, any fields that are highlighted in red indicate required information that is missing and must be entered in order to complete this process. After clicking the "SEND" button, a receipt of submission page with an identification number will appear. You may wish to print the Confirmation receipt for your records.

☐ I affirm that the superintendent of the district or the chief administrative officer of the charter school is aware of the information I am submitting on this form.

SEND
Assurances

- Your district/charter school implements clear and appropriate guidelines, consistent with the STAAR Alternate 2 Participation Requirements, to use in determining when a student’s significant cognitive disability justifies participation in this alternate assessment.

- Your district/charter school will address any disproportionality in the percentage of students in any subgroup taking STAAR Alternate 2.

- Parents are informed when their student will be assessed based on alternate achievement standards, including information about the implications of participation in STAAR Alternate 2.
Assurances

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- General and special education teachers and other appropriate staff are knowledgeable about the administration of assessments, including making appropriate use of accommodations for students with the most significant cognitive disabilities.
TEA’s Plan to Address the 1% Threshold

- **February 2018**: State definition of students with the most significant cognitive disabilities
- **May 2018**: Revision of STAAR Alt 2 participation requirements
- **September 2018**: Training to support use of appropriate accommodations for STAAR assessments
- **October 2018**: Determine definitions and implementation plan for data monitoring
- **November-December 2018**: Request for district information and submission of waiver
- **Fall 2018 through Spring 2019**: Training to support ARD assessment decisions for educators and parents
State Definition for Significant Cognitive Disability

Students with a significant cognitive disability

- exhibit significant intellectual and adaptive behavior deficits and indicate adaptive behavior deficits that limit their ability to apply social and practical skills across life domains
- NOT identified based on EL designation, low academic achievement, or the need for accommodations
- require extensive, direct individualized instruction and need substantial supports that are not temporary nor specific to a particular content area
Revised Participation Requirements

- The STAAR Alternate 2 Participation Requirements were revised in order to
  - clarify the scope of students who are taking STAAR Alternate 2 and
  - satisfy requirements of ESSA 2015.

## Statewide Student Participation Data

<table>
<thead>
<tr>
<th>2017-2018 Participation Data</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate 2 Tests, All Students Mathematics</td>
<td>40,646</td>
<td>1.4%</td>
</tr>
<tr>
<td>All Students, STAAR Mathematics</td>
<td>2,804,047</td>
<td></td>
</tr>
<tr>
<td>Alternate 2 Tests, All Students Reading/ELA</td>
<td>45,392</td>
<td>1.3%</td>
</tr>
<tr>
<td>All Students, STAAR Reading/ELA</td>
<td>3,487,018</td>
<td></td>
</tr>
<tr>
<td>Alternate 2 Tests, All Students Science</td>
<td>16,780</td>
<td>1.3%</td>
</tr>
<tr>
<td>All Students, STAAR Science</td>
<td>1,271,379</td>
<td></td>
</tr>
</tbody>
</table>
District/Charter School Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>At or Under 1%</th>
<th>Over 1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>360</td>
<td>778</td>
</tr>
<tr>
<td>2017-2018</td>
<td>422</td>
<td>741</td>
</tr>
</tbody>
</table>
District Strategies for Helping the State Meet the 1% Threshold on STAAR Alternate 2
Meeting the 1% Threshold

DISTRICT PARTICIPATION DATA TALKS
Trends in schools, grade patterns, etc.

Adherence to definition of significant cognitive disabilities and participation requirements

DISTRICT DISABILITY DATA TALKS
“Who is currently taking STAAR Alternate 2?”

Professional development for ARD committees and other educators

Parent training for ARD committee decision making
Spring 2018 State Results
STAAR Alternate 2 Participation Rates
District Data Analyses: Trends in Data

- Combine data analyses with investigation into what does not seem typical or likely based on state trends.
  - Requires both collecting evidence from empirical data analyses AND a follow-up inquiry that takes into account local context.

- It is important to detect atypical or “exceptional” values.
  - Students with significant cognitive disabilities tend to enter special education early and rarely show “spikes” in participation in STAAR Alternate 2.
    - Texas data decreases in EOC subjects however.
  - Performance of students with the most significant cognitive disabilities does not generally have significant score variations from year to year.
District Analyses: Trends in Data

- There should be a method applied to deal with uncertainty.
  - Uncertainty is a reality.
  - Uncertainty is a critical issue when dealing with small n-sizes.
  - Uncertainty can be quantified into what is probable.

- The culminating decision and subsequent actions based on the evidence are:
  - Findings should be considered holistic
  - Related to unique context and circumstances
  - No single piece of evidence is likely to form a firm conclusion about whether the participation rate is “expected” or “exceptional”.
Data provided by TEA allows districts over 1% to compare:
- subjects
- grade levels
- race/ethnicity/gender
- economically disadvantaged
- English Learners (ELs)
District Analyses: Other Questions

- Are there pockets of schools where numbers are higher than expected? Why?

- Are there unique reasons for higher numbers of students participating in STAAR Alternate 2 at specific grade levels?

- Transition to middle school
  - Are there assumptions about certain programs? Schools?

- General assumptions
  - Example: Parents assume less differentiation at middle school or high school.
Priority of Action

- Number one focus is to ensure that students are being assessed using the most appropriate tool aligned to the standards-based instruction students are receiving.

- **Instruction first, then the assessment**
  - Well-written PLAAFPs will help provide evidence for alternate assessment or not
  - Standards-based IEPs
  - The assessment where the student can best show what they know
  - Eligibility for STAAR Alternate 2 does not equal location of services.

- **ARD committees made up of educators, administrators, and parents are the decision makers.**

- **Only students with significant cognitive disabilities are being assessed with STAAR Alternate 2.**
Conduct a Review of Current Practices: State Assessment Guidelines

- Definition for Students with Significant Cognitive Disabilities
- STAAR Alternate 2 Participation Requirements
- Companion Document to Participation Requirements

COMING SOON
Disability Categories Represented in STAAR Alternate 2 Data

- **Most students are in the categories of:**
  - Intellectual disabilities
  - Autism
  - Multiple disabilities

- **Does district data reflect students outside of those norms?**
  - Identify the outliers.
  - Who are they?
  - How do they meet eligibility?
State Disability Data

- Intellectual Disability: 23,764
- Autism: 13,215
- Other Health Impaired: 4,825
- Orthopedic Impairment: 694
- Learning Disability: 348
- Emotional Disturbance: 343
- Traumatic Brain Injury: 316
- Auditory Impairment: 261
- Deaf/Blind: 95
Data Dig into Disability Categories

- What systems are already in place reviewing similar district data?
- How does district data compare with state data?
- What systems are already in place to see similarities and differences with cohort districts?
- What schoolwide systems are in place to support ARD decisions for students entering the district
  - from other states
  - from specialized or residential programs
Data Dig into Disability Categories

- What support do ARD committees need when considering a student assessment change?

- What are the communication systems for students who participate in STAAR Alternate 2?
  - What communication systems are students with significant cognitive disabilities accessing?
  - What steps are being taken to identify appropriate communication systems for students who do not currently have one?
Professional Development

- **ARD decision making for students with significant cognitive disabilities for educators**
  - IEP development and evidence for determining eligibility
  - STAAR accessibility for students with disabilities

- **ARD decision making for students with significant cognitive disabilities for parents**
  - Graduation implications of alternate assessments

- **Training for educators and administrators**
  - The nature of STAAR Alternate 2 – what does it test?
  - Administering STAAR Alternate 2 – the unique format
Communication with Key Stakeholders

• District Testing Coordinators, ESC training October 2 & 3, 2018
• Special Education Directors and Support Staff, TCASE, February 2019
• Evaluation Staff
• Region training – prioritized by need
TELPAS Alternate
Every Student Succeeds Act (ESSA), requires each state to administer an alternate English language proficiency (ELP) assessment for ELs with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.
TEA worked with stakeholders to develop the TELPAS Alternate for grades 2-12 to evaluate students

- receiving special education services identified in PEIMS as LEP, and
- have also been identified with a significant cognitive disability.
Who will be assessed with TELPAS Alternate?

- Students tested with TELPAS
- Students projected to be tested with TELPAS Alternate based on 2016-2017 data

About 4.5% overall

980,000 students

4600 student
TELPA S Alternate Timeline

- Creation of Observable Behaviors (Fall 2017)
- Teacher-Created Classroom Examples for each Observable Behaviors (September 2018)
- Pilot and Cognitive Lab (Spring 2018)
- Materials Posted (Fall 2018)

Note: Focus group meetings throughout development
TELPAS Alternate Timeline

- Required Training (February 2019)
- Data Analysis and Standard Setting (Summer 2019)
- TELPAS Alternate Administration Window (February 25 - April 5, 2019)
- TELPAS Alternate Reporting (Summer 2019)

Note: Focus group meetings throughout development
All ELs in grades K-1 will take the TELPAS K-1 holistically-rated assessment for all four language domains.

- Based on feedback from various stakeholders, the holistically-rated assessment was appropriate for this student population since:
  - K-1 students are not yet identified as having significant cognitive disabilities.
  - We don’t want to underestimate a child’s potential at such a young age.
Grade 2-12 ELs have to meet participation requirements.

TELPAS Alternate Participation Form is posted on the TELPAS and TELPAS Alternate webpage.

Grade 2:
- Participation requirements are similar to STAAR Alternate 2.
- ARD/LPAC committees required to make assessment determination for TELPAS Alternate.

Grades 3-12:
- ELs eligible to take STAAR Alternate 2 will take TELPAS Alternate.
Is the student identified in PEIMS as LEP?
Does the student have a significant cognitive disability?
Does the student require specialized, extensive supports to access the grade-level curriculum and environment?
Does the student require intensive, individualized instructions in all instructional settings?
Does the student access and participate in the grade-level TEKS through prerequisite skills?
Is the assessment determination based on the student’s significant cognitive disability and English learner status and NOT an extenuating factors?
No Authentic Academic Response (NAAR) and Medical Exception (ME) will be addressed differently for TELPAS Alternate.

- For Grade 2:
  - If the ARD committee determined that the student met the eligibility criteria for TELPAS Alternate and also qualifies for NAAR or ME, the student will not be required to participate in TELPAS Alternate.

- For Grades 3-12:
  - If the ARD committee determined that the student met the eligibility criteria for STAAR Alternate 2 and also qualifies for NAAR or ME, the student will not be required to participate in TELPAS Alternate.
Cognitive Lab and Pilot Feedback

- **Observable behaviors**
  - More space needed for teachers to take notes or a separate note-taking document
  - Examples of student scenarios needed for clarity (to aid understanding of observable behaviors for each domain)

- **Test Administrators**
  - Training earlier in the year
  - More time with the materials
  - Post Observable Behaviors in the fall
Alternate PLDs were developed for TELPAS Alternate.

Currently, the alternate PLDs have each level labeled as 1, 2, 3, 4, and 5.

- Titles for these 5 levels have been created and are now in the approval process.
- If districts need the alternate PLDs to make reclassification decisions for English learners who also have identified needs, they can be accessed from the TELPAS Alternate Pilot Manual which is posted in Pearson Access Next.
- Once the proficiency titles are approved, the alternate PLDs will be posted on the TELPAS and TELPAS Alternate webpage.
The “questions” are called observable behaviors.

Each observable behavior describes characteristics that students with significant cognitive disabilities learning English demonstrate as they gain proficiency.

Observable behaviors were written and reviewed by educators.
### Classroom Examples Written by Educators

**Elementary Example**

<table>
<thead>
<tr>
<th>S6. The student:</th>
<th>may or may not attend to a teacher model expressing a single-word opinion (e.g., “good,” “fun”)</th>
<th>imitates expressing a single-word opinion after a teacher model</th>
<th>indicates an opinion between two given options using a few words</th>
<th>conveys an original opinion using a small number of combined words</th>
<th>provides a detailed social or academic opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>The student smiles when the teacher is discussing a field trip to the zoo “being fun.”</td>
<td>The student activates a switch for “fun” after the teacher models expressing that the “field trip will be fun.”</td>
<td>The teacher asks the student if the field trip will be fun or not fun. The student responds “It’s fun.”</td>
<td>The student independently signs “bus will be fun” in response to a question about whether the field trip will be fun.</td>
<td>The student independently vocalizes, “I think that the field trip will be fun.”</td>
</tr>
</tbody>
</table>

**Secondary Example**

| The student makes a vocalization when the teacher says “good citizens vote.” | The student repeats “good” when the teacher says “Voting is a civic responsibility, it is good to vote.” | The student independently signs that he will vote for a particular candidate for student council when given the two choices. | The student independently uses a communication device to produce “good citizen votes.” | The student independently says, “I voted, I am a good citizen.” |
• TELPAS Alternate test administration manual

• Several short training PPTs will provide more specific information about assessing students with TELPAS Alternate.
  • Overview
  • TELPAS Alternate Listening Domain Training
  • TELPAS Alternate Speaking Domain Training
  • TELPAS Alternate Reading Domain Training
  • TELPAS Alternate Writing Domain Training
  • Accessibility
  • Purpose and Eligibility Training
  • Assessment Procedures Training
TELPAS Alternate Resources – Coming Soon

- Reporting Categories
- Performance level descriptions
- TELPAS Alternate Parent FAQ
- TELPAS Alternate Post-Administration Survey
- TELPAS Alternate Webinar (February 1, 2019)
Contact Information

Student Assessment Division
(512) 463-9536
Assessment.SpecialPopulations@tea.texas.gov