TELPAS Alternate
TEST ADMINISTRATION MANUAL
2019

TELPAS Alternate

TELPAS
— ALTERNATE —

Texas English Language
Proficiency Assessment System
— Alternate —

Contact Information/Resources

2019 Contact Information	
For questions about	**Contact**
TELPAS Alternate testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: assessment.specialpopulations@tea.texas.gov
accessing online resources or help with technical concerns or issues	Customer Service Center Telephone: 800-627-0225 Online Form: Go to http://tx.pearsonaccessnext.com and select Pearson Customer Support Form under "Contact Us." Live Chat: Go to http://tx.pearsonaccessnext.com and click "Chat Now."

2019 General Information Resources	
For general information related to	**Access**
student assessment program	TEA Student Assessment Division website at http://www.tea.texas.gov/student.assessment/
EL assessments	http://tea.texas.gov/student.assessment/ell/
technology information	http://www.TexasAssessment.com/technology/

2019 Resource Materials	
Resource materials available online	**Located at**
2018–2019 District and Campus Coordinator Resources	http://txetests.com/dccr/
TELPAS Alternate Resources	http://tea.texas.gov/student.assessment/telpasalt/
Accommodation Resources	http://tea.texas.gov/student.assessment/accommodations/
Language Proficiency Assessment Committee Resources	http://tea.texas.gov/student.assessment/ell/lpac/
STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide	https://tx.pearsonaccessnext.com
User Roles and Permissions for the TELPAS Alternate Assessment Management System	http://roles.pearsonassessments.com/texas/
Educator Guide to TELPAS and TELPAS Alternate	https://tea.texas.gov/student.assessment/ell/telpas/

Key TELPAS Alternate Dates

Activity	Date
Districts submit registrations	January 9–April 5
Test administrator training sessions	By February 22
TELPAS Alternate assessment window	February 25–April 5
Reports posted to Assessment Management System	Initial: May 10 Final: August 2

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TELPAS Alternate Purpose and Overview

According to the Every Student Succeeds Act (ESSA), the state is required to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations. In response, the Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternate to evaluate students identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) who also have a significant cognitive disability.

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate Proficiency Level Descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing. For more information about TELPAS Alternate and second language acquisition in general, refer to the *Educator Guide to TELPAS and TELPAS Alternate*.

TELPAS Alternate is not a traditional test in which students answer questions. The holistic inventory contains descriptions of behaviors, called observable behaviors, for test administrators to consider regarding each student's use of the English language in each of the four domains. In TELPAS Alternate, each observable behavior describes characteristics that students learning English demonstrate as they gain proficiency. Figure 1 shows an example of an observable behavior that addresses the skill of decoding within the reading domain. The boxes contain the five characteristics students may demonstrate. All the observable behaviors that the test administrator will use to assess a student in each domain are located in Appendix A.

Figure 1. Sample Observable Behavior for Decoding

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
	(A)	(B)	(C)	(D)	(E)

Test administrators needing additional information about assessing students with the observable behaviors can review several domain-specific training presentations found on the TELPAS Alternate webpage. These training presentations are intended to be viewed in thirty minutes or less so that educators can maximize their professional and instructional time. The content of each training presentation was created by Texas educators and include authentic classroom examples that show how to use the observable behaviors to assess students during everyday instruction.

Student Eligibility Requirements

Students in grades 3–12 who meet ALL the eligibility criteria listed below will take TELPAS Alternate.

- student is classified as LEP in PEIMS
- student is receiving special education services
- student meets the participation requirements for STAAR Alternate 2

For LEP students enrolled in grade 2, the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), must review the TELPAS Alternate Participation Requirements to determine and document whether a student is eligible to participate in TELPAS Alternate.

If the ARD committee determines that a student meets eligibility criteria for TELPAS Alternate and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.

All LEP students enrolled in kindergarten and grade 1 will take the TELPAS holistically rated assessments for all four language domains.

Test Administrator Requirements

The TELPAS Alternate test administrator must have a high level of interaction and familiarity with the student. The test administrator must be able to determine how the student's understanding and use of English can be demonstrated and described through observable behaviors.

All test administrators must hold valid education credentials, such as Texas educator certificates and permits. Test administrators may include

- special education teachers,
- bilingual or ESL teachers,
- paraprofessionals, or
- other service providers who regularly work with the students.

Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign the oath. Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration. Other district or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional on the same campus who does meet the criteria. All test administrators must sign the appropriate security oath following training and before handling test materials.

Test administrators must complete the inventory for all domains. Districts must assign the same test administrator to test a student in all four domains.

Test Security and Confidentiality

TELPAS Alternate materials are not secure, but any student data is considered secure. During the assessment window, the observable behaviors become secure test material once a student's name and observational information has been noted as part of the holistic inventory. For example, if a test administrator writes the student's name on the paper inventory and marks his or her observations or makes any notes, that information must be kept confidential like any other student data. Likewise, the testing personnel who transcribes the observations into the online system and other teachers and service providers with whom the test administrator collaborates must also ensure confidentiality of the information. Keep student holistic inventories that contain confidential student information in locked storage (for example, a locked filing cabinet or a locked closet) when not in use. The student holistic inventories will need to be kept in the student's permanent record files for two years from the time of being rated.

See the *District and Campus Coordinator Resources* for detailed test security information.

District and Campus Coordinator Resources

TELPAS Alternate Resources

Accessibility for TELPAS Alternate

Test administrators will complete the same observable behaviors for each student who participates in TELPAS Alternate. The test administrator will consider a student's use of the English language related to each specific observable behavior and select the behavior that best describes how the student performs most consistently. The overall selection should be based on the student's consistent demonstration of the skill. Test administrators should observe students' use of English in a variety of instructional activities that are targeted to address each specific ELPS-aligned OB. In addition, collaboration during the administration helps ensure that results in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements. The test administrator should collaborate with other teachers or service providers of eligible students. This is especially helpful to determine the ratings of students near the border between the levels in the observable behaviors. Test administrators needing additional information about rating students near the border between the levels in the observable behaviors can review several domain-specific training presentations found on the TELPAS Alternate webpage.

Accommodations

TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. Because TELPAS Alternate is an assessment based on a year of quality English instruction, the student performance described in the observable behaviors occurs while students have access to the instructional accommodations indicated in their individualized education program (IEP). For the most part, teacher determination of English proficiency of students with significant cognitive disabilities using TELPAS Alternate will reflect student performance in English using the same accommodations used in daily instruction. However, there are a few exceptions in the writing domain where specific accommodations would nullify a performance level indicated in the observable behaviors. Please refer to the note at the end of the writing observable behaviors.

Language Domains

The definitions of the TELPAS language domains are broader in TELPAS Alternate to allow for alternate forms of expressive and receptive language.

Domain	TELPAS Definition	TELPAS Alternate Refinement
Listening	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided	The ability to understand spoken or signed language, comprehend and extract information, and follow social and instructional discourse through which information is provided
Speaking	The ability to use spoken language appropriately and effectively in learning activities and social interactions	The ability to use spoken language or alternative communication appropriately and effectively in learning activities and social interactions
Reading	The ability to comprehend and interpret written text at the grade-appropriate level	The ability to comprehend and interpret written text, including braille, at a modified level
Writing	The ability to produce written text with content and format to fulfill grade-appropriate classroom assignments	The ability to produce written text or alternative communication with content and format to fulfill classroom and community-based assignments

Response Modes

For TELPAS Alternate, "English" is more inclusive to allow for all modes of communication in English. It is important to recognize that some ELs are using sign language, braille, or another method of communication as a substitute for traditional English in one or more domain. Teachers who are evaluating how well their students participate in classroom activities in English should take into account whether an alternate response mode is an appropriate way to demonstrate proficiency in a specific language domain.

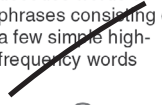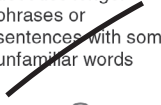| Domain	Allowable Response Modes
For the **listening** domain, it is allowable for a student to	- alert to - gaze at - point to - reach for - touch/pick up - draw - circle - nod - gesture towards the targeted stimulus
For the **speaking** domain, it is allowable for a student to	- verbalize - form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary - sign responses
For the **reading** domain, it is allowable for a student to	- read - alert to - gaze at - point to - reach for - touch/pick up - draw - circle - nod - gesture towards the targeted stimulus - verbalize or sign by responding to letters, words, or numbers to form a response when a wide range of manipulatives are available - arrange letters, words, or numbers to form a response when a wide range of manipulatives are available - form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary - indicate yes/no when presented with three or more choices and being asked, "Is this the___?"
For the **writing** domain, it is allowable for a student to	- write - alert to - gaze at - point to - reach for - touch/pick up - draw - circle - nod - gesture towards the targeted stimulus - use adaptive writing equipment (typing, keyboarding) - arrange letters, words, or numbers to form a response when a wide range of manipulatives are available.

TELPAS Alternate Resources

TELPAS Alternate Administration Directions

1. Review this manual, noting any questions that may arise about the administration process of TELPAS Alternate. Contact TEA's Student Assessment Division at 512-463-9536 to resolve these queries.

2. A version of the Observable Behaviors that includes space for notes has been provided for test administrators to prepare for the administration. These can be accessed on the TELPAS Alternate webpage. This version can be used prior to test administration to record the student's use of skills and determine when the student achieves consistent demonstration of skills.

3. This manual is accompanied by three standalone copies of the Observable Behaviors. If additional copies are needed, you may remove the copy from this manual, or use a standalone copy to make photocopies. Then, label each copy with a student's name.

4. Choose one student and one domain to consider first. Look at each of the ten observable behaviors for that domain along with the five descriptions of student performance for each observable behavior. It is not necessary to consider the observable behaviors in the order they appear. A glossary explaining how some terms are used in the observable behaviors is provided in Appendix B.

5 Considering one observable behavior at a time, think about the description that closely matches the student's performance most consistently. Think about how well the student has demonstrated the ability to understand or use English in the context of skills the student is learning. Think about how well the student was able to understand or use English when practicing these skills in a classroom setting. Test administrators needing clarification about this process can review several domain-specific training presentations found on the TELPAS Alternate webpage. These training presentations include authentic classroom examples that show how to rate students' English language proficiency using the observable behaviors.

6. Mark the bubble (A, B, C, D, E) under the description that closely matches the student's most consistent use of English. Consistent means that the student is almost always acting, behaving, or responding in the same way. You may only mark one bubble. The test administrator is encouraged to use the paper inventory to make any notes relevant to the student's performance.

   Using the sample observable behavior for the reading skill of decoding found in figure 2 as an example, the test administrator may determine the following for a student. This is intended only as an example. The test administrator may have no notes or may have different types of notes.

Figure 2. Example of Notes by Test Administrator

Once all ten observable behaviors have been completed for the first domain, continue with the three remaining domains until all 40 observable behaviors have been addressed.

When all 40 observable behaviors for the four domains have been completed for a student, follow the procedures for transcribing observations into the TELPAS Alternate Assessment Management System in the next section of this manual.

When TELPAS Alternate transcription has been completed for all participating students, the test administrator should complete the post-administration survey found at https://tx.pearsonaccessnext.com.

Complete Test Administration Process

Transcribe Observations into the Assessment Management System

After completing the inventory for each eligible student, the observations will need to be transcribed into the online system for scoring. Using the information that was recorded on the paper inventory, the test administrator or other designated testing personnel will be responsible for entering the information into the Assessment Management System. Only the letter corresponding to the description (A, B, C, D, E) for each of the 40 observable behaviors will be transcribed into the Assessment Management System. Testing personnel must make a selection for each of the 40 observable behaviors, or the form cannot be submitted. Test administrator notes are not transcribed. After the assessment is complete and observations have been transcribed into the online system, districts will need to keep each student's paper holistic inventory with observations and notes in the student's permanent record file for two years.

TELPAS Alternate Assessment Management System

User Roles and Permissions for the Assessment Management System

Enter Score Code Information if Necessary

A student's transcribed scoring information is automatically scored when the **Submit** button is clicked after transcribing the observations. If a student does not participate in the test, one of the following "do not score" designations must be selected from the *Test Details* screen. The "do not score" designation is for the entire test and will apply to all domains. Refer to the *Assessment Management System User's Guide* for instructions.

E = Extenuating Circumstances
The student is unable to be assessed in all four domains due to extenuating circumstances. This score designation is rare and should be made in consultation with TEA.

M = Medical Exception
The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student's medical condition, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a chronic, terminal, or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

N = No Authentic Academic Response (NAAR)
The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student's disability, resulting in the inability to make an authentic academic response during instruction, as determined by the ARD committee and documented in the student's IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student is unable to demonstrate any observable reaction to a specific stimulus.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in the environment around him or her.

NOTE: A district is required to provide testing opportunities to all eligible students who are in attendance during the testing window. Students who are eligible for TELPAS Alternate must have the test submitted or the appropriate score code set.

If score codes and student records are not completed or are inaccurate, refer to the *Assessment Management System User's Guide.*

Appendix A

TELPAS Alternate Observable Behaviors

TELPAS Alternate

Observable Behaviors

Listening, Speaking, Reading, and Writing

2018–2019

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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
(A)	(B)	(C)	(D)	(E)

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")
(A)	(B)	(C)	(D)	(E)

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
(A)	(B)	(C)	(D)	(E)

L4. The student:

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
(A)	(B)	(C)	(D)	(E)

L5. The student:

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
(A)	(B)	(C)	(D)	(E)

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
	(A)	(B)	(C)	(D)	(E)

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
	(A)	(B)	(C)	(D)	(E)

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 multistep directions
	(A)	(B)	(C)	(D)	(E)

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
	(A)	(B)	(C)	(D)	(E)

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
	(A)	(B)	(C)	(D)	(E)

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

A	B	C	D	E
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

A	B	C	D	E
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

A	B	C	D	E
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

S4. The student:

Asking Questions

A	B	C	D	E
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

A	B	C	D	E
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
A	B	C	D	E

S7. The student:

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
A	B	C	D	E

S8. The student:

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
A	B	C	D	E

S9. The student:

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
A	B	C	D	E

S10. The student:

Reacting to Media (print, electronic, audio, visual)

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
A	B	C	D	E

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., *bl*, *br*, *sm*) with pictures of words containing that blend	pairs the sound made by digraphs (e.g., *wh*, *sh*, *ch*) with pictures of words containing that diagraph
(A)	(B)	(C)	(D)	(E)

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
(A)	(B)	(C)	(D)	(E)

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
(A)	(B)	(C)	(D)	(E)

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
(A)	(B)	(C)	(D)	(E)

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
(A)	(B)	(C)	(D)	(E)

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

R10. **The student:**

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	A	B	C	D	E

W2. The student:

	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
	A	B	C	D	E

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
	A	B	C	D	E

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 *ch* with *tr* to change "chain" to "train")
	A	B	C	D	E

W5. The student:

	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
	A	B	C	D	E

W6. The student:

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
A	B	C	D	E

W7. The student:

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
A	B	C	D	E

W8. The student:

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
A	B	C	D	E

W9. The student:

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
A	B	C	D	E

W10. The student:

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
A	B	C	D	E

NOTE: Students using augmentative and alternative communication (AAC) as expressive communication must use symbols that are combined with printed letters or words from Level 3 through Level 5.

Appendix B

TELPAS Alternate Glossary

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TELPAS Alternate Glossary

This glossary is intended to explain how terms are used for the TELPAS Alternate assessment.

Academic: Academic language is related to ideas or language used on tests and assignments during instruction in reading, writing, science, and social studies. Examples include, but are not limited to, analyze, compare, and conclude.

Attend to: "Attend to" refers to a way by which the student shows active engagement with a task and presenter. Examples include, but are not limited to, eye gaze, head turn, vocalization, gestures, and changes in facial expression.

Augmentative and Alternative Communication (AAC): AAC is a means other than traditional communication by which a student can share a message, spoken or written, with others. Examples include, but are not limited to, gestures, facial expressions, picture cards, picture boards, sign language, speech generating devices, alternative pencils, print flip charts, switch-based output devices, and real objects.

Cloze: A cloze activity is a reading comprehension activity in which words are omitted from text and students are required to fill in the blanks.

Combined words: These are two or more words, often from different parts of speech, that are meaningfully joined together (e.g., new red book, big fast truck).

Consistently: Consistently means that the student almost always acts, behaves, or responds in the same way.

Content-based: Content-based can refer to instruction, vocabulary, discussion, or other academic tasks related to the content areas of reading, writing, mathematics, science, and social studies.

Environmental print: This is the print that students frequently encounter in everyday life, both inside and outside of the classroom; the name given to the print that appears in signs, labels, and logos, street signs, food wrappers, etc.

Gist: Gist is the general topic or basic idea of something said or written that doesn't include all of the words, supporting ideas, or details.

High-frequency/high-need vocabulary: This vocabulary includes words that ELs who know very little English encounter very frequently and can be made to understand through content, gestures, and pictures. These words (e.g., book, cafeteria, teacher) are used regularly for instructional or for personal needs.

Media presentation: A media presentation is a presentation that includes more than one medium, such as text, graphic, audio, visual, etc.

Onset and Rime: The "onset" is the initial phonological unit of any word (e.g. "c" in cat) and the "rime" refers to the string of letters that follow, usually a vowel and final consonants (e.g. "at" in cat).

Original message: An original message is a message that includes a combination of words put together by a student in a unique way. It may be prompted by a picture prompt.

Predictable text: Predictable text repeats the same sentence pattern multiple times with minor (one or two) changes in each sentence. This small change is often represented by a picture. Each predictable text has a different pattern for the student to read.

Prompting: Prompting is action intended to initiate or continue a task that the student is being requested to complete. Prompting is NOT leading, which is an action intended to get the student to respond in a specific way or with a specific answer.

Sight words: These are words that a reader automatically recognizes without having to use picture clues or sound them out. The sight words are both common, frequently used words and foundational words that a student can use to build vocabulary.

Word Families: Word families are groups of words that have a common feature or pattern; these words (e.g., brain, chain, gain, pain) have some of the same combinations of letters in them and a similar sound.

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