TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name: _____ Grade: _____ Date: _____

Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

Prior to reviewing the participation requirements for the Texas English Language Proficiency Assessment System (TELPAS) Alternate, the admission, review, and dismissal (ARD) committee, in collaboration with the language proficiency assessment committee (LPAC), must understand all assessment options, including the characteristics of each assessment. TELPAS Alternate is a statewide assessment that may be considered only for emergent bilingual (EB) students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in his or her ability to plan, comprehend, and reason, and who also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area. An EB student is a student who has been identified in the Public Education Information Management System (PEIMS) as an EB student/English learner (EB/EL), and the term includes EB students whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C).

If TELPAS Alternate is being considered, the ARD committee, in collaboration with the LPAC, must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAFP), to determine eligibility. If it is determined that the student meets the participation requirements for TELPAS Alternate, this form and supporting IEP documentation may serve as the required IEP statement under 19 Texas Administrative Code (TAC) §89.1055(b) and must be available for review during cyclical and targeted monitoring.

TELPAS Alternate is available only for students enrolled in grades 2–12.

STEP I: DETERMINE IF THE STUDENT MEETS THE PARTICIPATION REQUIREMENTS

1. Is the student identified in PEIMS as EB/EL?

☐ Yes
☐ No

STOP *If No is marked, stop here. The student does not meet the participation requirements for TELPAS Alternate.*

Specific instructions based on student's enrolled grade level	
Grade 2	*For EB students in grade 2, review questions 2–5 and mark Yes or No.* *If Yes is marked, provide a justification containing evidence that the student meets the criterion.* STOP *If No is marked for any question below, stop. The student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.*
Grades 3–12	*For EB students in grades 3–12, if the ARD committee has followed the state guidelines and determined that the student will participate in the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the EB student must also take TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy the remaining participation requirements for these students in questions 2–5. You may skip questions 2–5 and mark Yes for question 6.*

2. Does the student have the most significant cognitive disability?

☐ Yes
☐ No

A determination of the most significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE). Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across all life domains.

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A student does not meet the eligibility criteria as a student with the most significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c) if the student meets eligibility criteria for special education and related services due to:

- *a specific learning disability (SLD), or*
- *a speech impairment (SI) that is the ONLY disability designation.*

Enter justification, which must include data from the EB student's FIE as evidenced by intellectual and adaptive evaluation information.

3. Does the student require ongoing, individualized, specialized supports to access the enrolled grade-level curriculum and environment?

☐ Yes
☐ No

Federal regulations mandate that all students have access to grade-level curriculum. A student with the most significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across all settings.

AND

A student with the most significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require the student to have specialized supports to function safely in daily life across all life domains, not just the school environment.

Enter justification, which must include data from the EB student's IEP, progress monitoring, or FIE.

4. Does the student require extensive, direct, individualized instruction in all instructional settings?

☐ Yes
☐ No

A student with the most significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives.

AND

A student with the most significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings.

AND

A student with the most significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.

Enter justification, which must include data from the EB student's IEP, progress monitoring, or FIE.

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5. Does the student access and participate in the grade-level Texas Essential Knowledge and Skills (TEKS) through prerequisite skills?

☐ Yes
☐ No

A student with the most significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the TEKS through prerequisite skills that are significantly below grade-level instruction in all content areas. For example, an elementary student may be 3–4 levels below grade level, while a student in high school may be 7–9 levels below.

Enter justification, which must include data from the EB student's IEP, progress monitoring, or FIE.

STEP II: PROVIDE ASSURANCES AND CONFIRM TELPAS ALTERNATE PARTICIPATION

All assurances must be reviewed and marked for the student to participate in TELPAS Alternate.

☐ The ARD committee, in collaboration with the LPAC, confirms that the decision to administer TELPAS Alternate was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, migrant, economically disadvantaged), need for accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on the general assessment and its impact on accountability calculations.

☐ Under 34 CFR §300.320(a)(6) and 19 Texas Administrative Code (TAC) §89.1055, if the ARD committee, in collaboration with the LPAC, determines that the EB student will take TELPAS Alternate, the student's IEP must provide a statement of why the student cannot participate in the general assessment, TELPAS, with or without accommodations, and why the alternate assessment is appropriate for the student.

☐ Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee, in collaboration with the LPAC, determines that the EB student is eligible to take TELPAS Alternate with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the language proficiency of the student on the alternate assessment.

Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.

6. Are the answers to questions 2–5 "Yes," and have all assurances been marked?

☐ Yes. The student meets the participation requirements for TELPAS Alternate and must be rated in all four domains.
☐ No. The student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.