



# TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2–12.**

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| <b>Grade 2</b>     | <p>If TELPAS Alternate is being considered for a student’s grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1–6 below and select <b>Yes</b> or <b>No</b> as it applies to the student. Each <b>Yes</b> answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1–6 must be <b>Yes</b>. If the answer to any one of the questions is <b>No</b>, the student must be assessed with TELPAS.</p> <p>If the ARD committee determined that the student met 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.</p> |
| <b>Grades 3–12</b> | <p>If a student entering grades 3–12 has been identified in PEIMS as limited English proficient (LEP), and the ARD committee has followed state guidelines to determine the student’s participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 1–6 below do not need to be answered.</p> <p>If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 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.</p>  |

**1. Is the student identified in PEIMS as LEP?**  Yes  No

**2. Does the student have a significant cognitive disability?**  Yes  No

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| <ul style="list-style-type: none"> <li>• A determination of significant cognitive disability is made by the ARD committee and must be based on the student’s most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND</li> <li>• 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 and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.</li> </ul> | <p><b>Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:</b></p> |
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**3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?**  Yes  No

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| <ul style="list-style-type: none"> <li>• Federal regulations mandate that all students have access to grade-level curriculum. A student with a 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</li> <li>• A student with a 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 specialized supports for the student to function safely in daily life across all life domains, not just the school environment.</li> </ul> | <p><b>Enter justification that must include data from the EL’s individualized education program (IEP), progress monitoring, and/or the FIE:</b></p> |
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| <b>4. Does the student require intensive, individualized instruction in all instructional settings?</b> <span style="float: right;"><input type="radio"/> Yes <input type="radio"/> No</span>  |   |
| <ul style="list-style-type: none"> <li>A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND</li> <li>A student with a 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</li> <li>A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.</li> </ul> | <b>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:</b> |
| <b>5. Does the student access and participate in the grade-level TEKS through prerequisite skills?</b> <span style="float: right;"><input type="radio"/> Yes <input type="radio"/> No</span>   |   |
| <p><i>A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below.</i></p>  | <b>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:</b> |
| <b>6. Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT on extenuating factors?</b> <span style="float: right;"><input type="radio"/> Yes <input type="radio"/> No</span>   |   |
| <p><i>The decision to administer TELPAS Alternate is NOT based on a student's racial or economic background, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.</i></p>   | <b>Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:</b> |

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| <b>Step II: Discuss Assurances</b>  |
| If <b>Yes</b> is indicated for all six eligibility criteria, the ARD committee, in conjunction with the LPAC, must discuss the following assurances. All assurances must be initialed by district personnel for the EL to participate in TELPAS Alternate.  |
| <p>_____ Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b), if the ARD committee, in conjunction with the LPAC, determines that the student will take an alternate assessment, the IEP must provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all six eligibility criteria are met.</p> <p>_____ If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, justification that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.</p> |