2021 TELPAS and TELPAS Alternate Spring Update
Agenda

Welcome and Introductions
Housekeeping
TELPAS Updates and Reminders
TELPAS Alternate Updates and Reminders
Housekeeping

Dialing in for audio is recommended for best sound and quality.

All attendees’ lines will be muted during the presentation due to the number of participants.

If a district has a question, they should communicate it to the ESC representative. We will have a roll-call for live questions from the ESC representatives at the end of the session.
TELPAS

- Key Dates
- TELPAS Manuals
- Rater Training and Monitored Calibration Activities
- Rater Credentials
- TELPAS Writing Collection Process
- Special Administration of TELPAS
- TELPAS Testing
- TELPAS Composite Rating
- TELPAS Speaking Scoring Guides
Key TELPAS Dates

- TELPAS 2-12 reading testing window extended to April 9th, online assessments only.

*NOTE:
The testing window for a special administration (paper) reading test closes on April 2nd.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Districts receive test administrator manuals</td>
<td>January 4–January 8</td>
</tr>
<tr>
<td>Districts submit student registrations, grades K–12</td>
<td>January 11–April 2</td>
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<tr>
<td>listening, speaking, and writing; grades K–1 reading</td>
<td>January 11–April 9</td>
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<tr>
<td>Districts submit student registrations, grades 2–12 reading</td>
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<tr>
<td>Test session setup begins</td>
<td>January 11</td>
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<tr>
<td>Proctor caching available</td>
<td>February 15</td>
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<tr>
<td>Assessment window, grades K–12 listening, speaking,</td>
<td>February 22–April 2</td>
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<tr>
<td>and writing; grades K–1 reading</td>
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<tr>
<td>Assessment window, grades 2–12 reading</td>
<td>February 22–April 9</td>
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<tr>
<td>Districts ship all nonscorable materials</td>
<td>April 16</td>
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<tr>
<td>Reports posted to Assessment Management System</td>
<td>May 21</td>
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<tr>
<td>Student results available in Texas Assessment portals</td>
<td>May 24</td>
</tr>
<tr>
<td>Districts receive printed reports</td>
<td>May 21–May 28</td>
</tr>
<tr>
<td>Districts submit score code and language changes</td>
<td>May 21–May 28</td>
</tr>
<tr>
<td>Updated report cards and data files posted</td>
<td>June 4</td>
</tr>
</tbody>
</table>
Holistic ratings must be submitted and verified (including district validity and reliability checks) by April 2nd. Ratings will not be able to be entered after this date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>October 19</td>
<td>TELPAS Rater Manual available online</td>
</tr>
<tr>
<td>January 11</td>
<td>TELPAS Online Training Center opens; Assembling and Verifying Grades 2–12 Writing Collections course available</td>
</tr>
<tr>
<td>January 22</td>
<td>End date for district coordinator training—all TELPAS components</td>
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<tr>
<td>January 25</td>
<td>Online basic training courses for new K–1 and 2–12 raters available</td>
</tr>
<tr>
<td>February 5</td>
<td>End date for campus coordinator training—all TELPAS components</td>
</tr>
<tr>
<td>February 8</td>
<td>Calibration window opens for new and returning raters</td>
</tr>
<tr>
<td>February 8</td>
<td>Earliest eligibility date for TELPAS writing samples</td>
</tr>
<tr>
<td>February 19</td>
<td>End date for training raters and verifiers on administration procedures</td>
</tr>
<tr>
<td>February 22–April 2</td>
<td>TELPAS assessment window, grades K–12 listening, speaking, and writing and grades K–1 reading</td>
</tr>
</tbody>
</table>
TELPAS Manuals: Rater and Test Administrator

- **TELPAS Rater Manual**: only online (not shipped to districts)
- **TELPAS Test Administrator Manual**: online as well as printed and shipped to districts
- Both manuals posted on TELPAS Resources webpage and in District and Campus Coordinator Resources (DCCR)
Remote completion of rating process

Starting in 2020–2021, the rating process may be completed remotely. If completing the rating process remotely, districts should follow the TELPAS administration procedures to ensure validity and reliability. Districts must determine which electronic tools will be used to complete the TELPAS rating process and must ensure that all procedures are compliant with FERPA regulations. Digital signatures and initials (signatures and initials ensuring authentication) meet FERPA requirements and are allowable. Campuses chosen to participate in a TEA audit of TELPAS writing will need to print writing collections for submission even if they rated the writing collections electronically. *(TELPAS Rater Manual, p. 14)*

The rating process includes collection of writing samples, assembling collections, verification of writing collections, and rating.
Online Basic Training Activities

- Completed by new raters and returning raters who have not completed calibration activities in the last 3 years.
- Test coordinators may require returning raters to complete activities.
- Training course and practice activities must be completed independently.
- It is a violation of state assessment procedures to record, discuss, or share answers to the rating practice.
Rater Training Activities

Online Basic Training Activities

- The online basic training may be completed in a remote setting and should be completed independently. Completion of the online basic training is required for new raters and for raters who have not completed calibration activities within the last three years. This course is divided into modules so that it can be completed in more than one sitting, if necessary.


- For returning raters if your email address has changed, do not create a new account. Please contact the Pearson Customer Service Center by calling 800-627-0225. They can assist you in updating the email address associated with your account.
Rater Training Activities

Online Calibration Activities

- Completed by new and returning raters.
- Must be completed in a monitored setting.
- Prior to creating a TELPAS Online Training Center account, raters are required to read an online statement and affirm that they will complete the rating activities independently.
- It is a violation of state assessment procedures to record, discuss, or share answers to the calibration activities.
- May be completed virtually (Zoom, TEAMS, Google Meet, etc.) for spring 2021.
Monitored Calibration in a Remote Setting

- Due to the state’s current health situation, the agency is allowing districts the option to conduct monitored calibration activities in a virtual or remote setting (e.g., Zoom, TEAMS meeting, Google Meet, etc.). Calibration must still be completed in one sitting and be monitored by a proctor.

- A district, at their discretion, may require face-to-face monitored calibration activities. However, they must still adhere to appropriate public health protocols. Individuals are not authorized to serve as TELPAS raters until they complete the state-required training and calibration activities.

Calibration proctors must be able to view all participants in a session on one screen as they complete their calibration activity. Participants should remain in the proctor’s view at all times. A calibration proctor may not have a session with breakout groups and should not need to scroll to see all the participants at one time. In addition, the chat or message feature should be disabled since raters are required to calibrate independently.

For additional guidance see Spring 2021 Assessment Guidance document, Spring 2021 TELPAS Administration section, “How should calibration activities conducted in a remote setting be monitored?” for additional information.
K-1 Rater Credentials

- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student’s ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains

- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.
2-12 Rater Credentials (writing only)

- A rater (centralized rater) does not need to have the student in class at the time of the spring assessment.
- The rater (including a substitute teacher) selected to rate an EL must
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process*
- A teacher of record is required to assemble an EL's writing collection.
- Districts that designate centralized raters (districtwide, campuswide, or by grade levels) will need to develop their own process to gather and verify the writing collections.
- Paraprofessionals may not serve as raters.

*Please note that districts, at their discretion, can implement additional requirements for grades 2-12 raters of writing collections.
Districts have the option to designate one or more centralized raters to rate TELPAS grades 2-12 writing collections districtwide, campuswide, or by grade level.

- The implementation of centralized raters is not a requirement.
  - It is solely an option to provide districts some flexibility in the TELPAS assessment of grades 2-12 student writing collections.

- The centralized raters will still have to meet the TELPAS rater requirements (training and calibration).

**Exception:** This does not apply to raters of students that have been approved for a special administration of the TELPAS listening and speaking assessment.
Teachers of ELs in 2-12 are still required to assemble an EL’s writing collection to be rated.

- Teachers assembling the writing collection(s)
  - are required to receive TELPAS administration procedures training in order to ensure that writing collections are assembled appropriately, and
  - should be familiar with the student's ability to communicate in writing in English and choose writing assignments most reflective of the student's ability to communicate in writing in English.

- Only one teacher of record for the EL needs to serve as the official teacher assembling the collection and initialing/signing the verification checklist.

- Districts using centralized raters will need to develop their own process to gather the writing collections districtwide, campuswide, or by grade level.
2-12 Rater Credentials (listening, speaking, and writing)

- In rare circumstances, an EL may be approved for a **special administration** for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains.

- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student’s ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains

- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.
Collecting Writing Samples: Remote Learning Environment

- Writing samples may be typed and collected in electronic or printed form provided that spell check and grammar check are disabled for students not eligible for this designated support.

- **Reminder**: Writing assignments must include the student’s name and date.

- When collections are being assembled the teacher should select writing samples that are reflective of the student’s current level of proficiency. If a teacher believes that a student received too much assistance on a piece of writing (including editing tools), the writing assignment should not be included in the collection.
Updated! Writing Collection Cover Sheet

- “Name of Teacher” section removed
- Only includes name and signature of TELPAS rater
Example of a completed Writing Collection Cover Sheet and Writing Collection Verification Checklist for a rater who is the teacher of record.
Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded
  - ARD exempt in one domain of TELPAS

The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).

- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer. Request can be found on the Coordinator Resources.
To ensure equity for all students, a student must be present at a monitored testing session and must be supervised by a trained test administrator. Most administrations for the 2020–2021 school year have been extended to give districts more flexibility in scheduling assessments and more opportunity to test all eligible students. Districts should continue to follow appropriate public health protocols during any administration.

For additional guidance see Spring 2021 Assessment Guidance document, General section.
Teachers must provide multiple opportunities throughout the assessment window for students to demonstrate their level of English language proficiency. This can be done remotely as long as raters gather sufficient information to designate an accurate rating. If permitted, districts must determine locally if electronic tools (e.g., text, email, video conferencing software, etc.) will be allowed to complete the holistic rating process. Districts must ensure that the holistic rating process is valid and that FERPA regulations are maintained.

For additional guidance see Spring 2021 Assessment Guidance document, General section.
TELPAS Testing: Allowable Activities

Test Administrators:
- TAs may read the directions in the gray-box directions.
  - The gray-box directions may be read, clarified, and/or translated for the student at the student’s request.

Students:
- Students may prepare their spoken response by planning or writing out their response using either the notepad tool in TestNav or using the scratch paper and pencil provided during the test administration.
- Best practice – Students should check their answers, such as making sure an answer is selected for the reading and listening items and listening to their spoken responses to make sure the responses are audible.
- Students may listen to the recorded prompts as many times as needed.
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.
TELPAS Speaking: Best Practices for Students

- **Speak clearly.**
  - Make sure your microphone is close to your mouth but not touching your lips.
  - Avoid whispering.

- **Give as much detail as possible, speak in complete sentences, and use vocabulary (academic language) you have learned in class.**
  - If you do not know a word in English to express yourself use a description of that word to relay your message.

- **Avoid playing with the headset, microphone, or headset cord.**

- **Listen to your answer to make sure you can hear yourself clearly.**
  - Ask yourself if your teacher would ask you to repeat your answer or speak louder.
TELPAS Composite Rating

- Starting in the 2019-2020 school year, only each domain proficiency rating and the overall composite rating will be provided.
- The TELPAS composite results indicate a student’s overall level of English language proficiency and are determined from the student’s listening, speaking, reading, and writing proficiency ratings.
- Each language domain rating is equally weighted at 25%.
- Specific information about composite scores, ratings, criteria, and examples can be found in the TELPAS Interpretive Guide.
Speaking Scoring Guides

- Released July of 2020
- Include transcription of student’s scored speaking response and annotation
- Accessed through TELPAS Resources webpage or Pearson’s Texas Resource Center webpage
Speaking Scoring Guide: Grades 2-3 Example

Grades 2-3 Speaking Questions and Scored Responses

Question 8

At the beginning of the video, Sashia has a problem. Describe:
1. what her problem is
2. her idea to solve her problem
3. why her idea does not work

Response 4

Her problem is that she [...] she did not want to look for food anymore, and the idea that she saw the cat in the boy's house, so she wanted to go in the boy's house so she can eat food too, and it didn't work because she was a skunk.

The student generally communicates comfortably on a familiar social topic. The response includes some details on the topic, but the vocabulary mostly consists of common words (she wanted to go in the boy's house so she can eat food too, and it didn't work because she was a skunk). The student demonstrates an overall familiarity using basic grammar features but makes a syntax error when attempting a long, complex sentence (the idea that she saw the cat in the boy's house, so she wanted to go in the boy's house). Although the student pauses briefly to search for words, communication otherwise flows smoothly.
# TELPAS Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
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<tbody>
<tr>
<td>TELPAS and TELPAS Alternate Educator Guide</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the Texas English Language Proficiency Standards (ELPS) and PLDs to guide instruction</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Training PowerPoints</td>
<td>Provide introductory training resources for educators, raters, and administrators/coordinators to use to build foundational knowledge of TELPAS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Reading, Listening, and Speaking Blueprints</td>
<td>Provides districts with the test blueprints (reading, listening, and speaking)</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Speaking Rubrics</td>
<td>Derived from the TELPAS proficiency level descriptors (PLDs) and demonstrates the number of score points that a student can achieve based on their performance on each speaking test item</td>
<td>Administrators, Coordinators, Teachers</td>
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## TELPAS Resources (continued)

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<th>Resource</th>
<th>Purpose</th>
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<tbody>
<tr>
<td><strong>TELPA Released Tests</strong></td>
<td>Available for reading, listening, and speaking in the online interface and can be used to administer to students for diagnostic purposes</td>
<td>Administrators, Coordinators, Teachers, Students</td>
</tr>
<tr>
<td><strong>TELPA Speaking Scoring Guides</strong></td>
<td>Provides exemplar student speaking responses along with annotations to illustrate how the language of the rubric is applied to each response to determine a score. These guides are intended to be used alongside the spring 2020 TELPAS listening and speaking tests.</td>
<td>Administrators, Coordinators, Teachers, Parents</td>
</tr>
<tr>
<td><strong>TELPA Tutorial</strong></td>
<td>Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)</td>
<td>Administrators, Coordinators, Teachers, Students</td>
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<tr>
<td>Resource</td>
<td>Purpose</td>
<td>Audience</td>
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<tr>
<td><strong>TELPAS Listening and Speaking Practice Sets</strong></td>
<td>Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses</td>
<td>Administrators, Coordinators, Teachers, Students</td>
</tr>
<tr>
<td><strong>TELPAS Microphone and Headset Check</strong></td>
<td>Available in the TestNav app under the “Practice Tests” link for districts to test connection, recording, and audio playback of headsets prior to utilizing the TELPAS tutorial, listening and speaking practice sets, released tests and definitely before testing</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Parent Resources</strong></td>
<td>Provides parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains</td>
<td>Administrators, Coordinators, Teachers, Parents</td>
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</table>
Frequent Questions and Answers

Can a rater also serve as a verifier?

No, raters are not permitted to serve as verifiers. Raters and verifiers have specific responsibilities that contribute to assessing a student in the writing domain. This policy provides an additional level of validity and reliability when assessing a student’s writing collection.

What if we do not collect at least 5 writing samples to complete the writing collection?

All efforts should be made throughout the TELPAS window to collect authentic student writing. If a collection is still incomplete, contact TEA Student Assessment toward the end of the window for guidance.
Frequent Questions and Answers

Do all teachers collecting writing samples have to sign the verification checklist?

No, only one teacher will officially assemble the writing collection and sign the verification checklist.

If writing collections are done electronically, do we have to print them out?

Student writing collections should be kept in the student’s permanent record file for two years from the time of rating. If collections are completed electronically and the online program, software, etc. will serve as the electronic student record file, then the collection does not need to be printed. However, printing should be available if needed for auditing or other student record purposes.
Frequent Questions and Answers

What do I do if a student who is receiving remote instruction does not participate in the spring 2021 administrations?

For any eligible student receiving remote instruction who does not go to the campus or designated testing site to take a STAAR, STAAR Alternate 2, or TELPAS online assessment in spring 2021, the district should indicate “O” for other in the SCORE CODE field and “0” under column D in the AGENCY USE field. Students who are scheduled to take EOC assessments for STAAR or STAAR Alternate 2 will be missing an opportunity to meet assessment graduation requirements. ELs will be missing an opportunity to potentially be reclassified as English proficient. (Spring 2021 Assessment Guidance document)
TELPAS Alternate
What’s New, Updates and Reminders

- Key Dates
- TELPAS Alternate Review
- Observable Behaviors Inventory Updates
- TELPAS Alternate Test Administrator Manual Updates
# Key TELPAS Alternate Dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td>Districts submit counts for test administrator manuals</td>
<td>October 19–November 6</td>
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<tr>
<td>Districts receive test administrator manuals</td>
<td>January 4–January 8</td>
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<tr>
<td>Districts submit student registrations</td>
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<tr>
<td><strong>Assessment window</strong></td>
<td><strong>February 22–April 9</strong></td>
</tr>
<tr>
<td>Reports posted to Assessment Management System</td>
<td>May 14</td>
</tr>
<tr>
<td>Student results available in Texas Assessment portals</td>
<td>May 17</td>
</tr>
<tr>
<td>Districts receive printed reports</td>
<td>May 14–May 21</td>
</tr>
<tr>
<td>Districts submit score code changes</td>
<td>May 14–May 21</td>
</tr>
<tr>
<td>Updated report cards and data files posted</td>
<td>May 28</td>
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</tbody>
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What is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12
- Aligned to the Texas English Language Proficiency Standards (ELPS)
- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population
Who takes TELPAS Alternate?

- Students taking TELPAS Alternate are English learners in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.

- These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.
**Who is assessed with TELPAS Alternate?**

| Grades K – 1 | • No TELPAS Alternate for K-1  
|              | • All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains. |

| Grade 2 | • Participation requirements are available on TEA’s [TELPAS Alternate Resources](#) webpage.  
|         | • ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate. |

| Grades 3 - 12 | • Participation requirements are available on TEA’s [TELPAS Alternate Resources](#) webpage.  
|               | • ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP/EL and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate. |
Participation requirements (in English and Spanish) for grades 2-12 are available on TEA’s TELPAS Alternate Resources webpage.

Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.

Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.

For students in grades 3-12, the LPAC will answer question 1: “Is the student identified in PEIMS as LEP/EL?” and initial the assurances in Step II.

Update: Digital initials now allowed.
Alternate Proficiency Level Descriptors (PLDs)

- The Alternate PLDs are domain-specific and define how well ELs at the five proficiency levels are able to understand and use English in social and academic settings.

- The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELs.

- Located on the TELPAS Alternate Resources webpage.
Observable Behaviors Inventory

- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using the alternate ELPS-aligned Observable Behaviors.

- Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.

<table>
<thead>
<tr>
<th>Distinguishing Sounds</th>
<th>The student:</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>may or may not attend to a spoken letter sound with picture support</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>matches a spoken letter sound with picture support to an identical picture</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>classifies two words as the same or different based on initial or final word sounds</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>identifies words that are the same or different after hearing two spoken words in the same word family</td>
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</tbody>
</table>
Districts must
- determine electronic tools and procedures used to complete Observable Behaviors
- ensure that all procedures meet the Family Educational Rights and Privacy Act (FERPA) regulations.

On TELPAS Alternate Resources webpage
Educators can use these during the school year to become familiar with the Observable Behaviors.

The “notes version” can be found on TEA’s TELPAS Alternate Resources web page.
Teacher-developed classroom examples help test administrators better understand the descriptions of student performance for each Observable Behavior.

Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

An accessible version of the Observable Behaviors and classroom examples can be found on TEA’s TELPAS Alternate Resources webpage.
Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.
- There are many other classroom activities that could be used as examples for the Observable Behaviors.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student’s ability to understand and use English.
“Official” Observable Behaviors Inventory cover sheet will need to be completed and signed by test administrators.

Electronic version of “official” Observable Behaviors Inventory will need to be completed and allows for digital signatures.
Observable Behaviors Inventory: Classroom Examples and Notes Version

- Unofficial, no signatures
- Used by test administrators during the school year to
  - take notes that can be used when marking the official Observable Behaviors Inventory during the assessment window
  - view classroom examples which illustrate how a student could demonstrate a particular skill at each proficiency level
Test Administrator: Manual Updates

- Test Administrator Checklist
  - Tool for keeping track of assessment activities
TELPAS Alternate Training

- TELPAS Alternate Test Administrator Manual
- A series of training PowerPoints is available on TEA’s TELPAS Alternate Resources webpage. Each PPT can be reviewed in about 10-15 minutes.
  - Introduction to TELPAS Alternate
  - TELPAS Alternate Student Eligibility
  - TELPAS Alternate Accessibility
  - TELPAS Alternate Listening Domain
  - TELPAS Alternate Speaking Domain
  - TELPAS Alternate Reading Domain
  - TELPAS Alternate Writing Domain
  - TELPAS Alternate Test Administration
- While the PPTs are not required, TEA highly recommends that TELPAS Alternate test administrators view these PPTs to become familiar with unique aspects of a TELPAS Alternate administration.
# TELPAS Alternate Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS and TELPAS Alternate Educator Guide</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>Participation Requirements</td>
<td>Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate</td>
<td>Members of ARD committees and LPACs</td>
</tr>
<tr>
<td>Observable Behaviors (Notes Version)</td>
<td>Measures the student’s use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window</td>
<td>Teachers</td>
</tr>
<tr>
<td>Resource</td>
<td>Purpose</td>
<td>Audience</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Parent Brochure</td>
<td>Communicates (English and Spanish) basic information about TELPAS Alternate</td>
<td>Parents</td>
</tr>
</tbody>
</table>
| Test Administration Manual | Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students  
Required to be read carefully and followed as written | Administrators, Coordinators, Teachers serving as test administrators |
| Training PowerPoints     | Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors  
Designed as short PowerPoints that can be viewed in 10 to 15 minutes  
Are optional though highly recommended | Administrators, Coordinators, Teachers serving as test administrators |
New My Pearson Support Webpage

- Access TELPAS and TELPAS Alternate Resources
- Easy access and simple to navigate
- tx.mypearsonsupport.com
Frequently Asked Questions

How can a student who receives remote instruction be administered TELPAS Alternate during the spring administration window?

Teachers must provide multiple opportunities throughout the assessment window for students to demonstrate their level of English language proficiency. This can be done remotely as long as raters gather sufficient information to designate an accurate rating. If permitted, districts must determine locally if electronic tools (e.g., text, email, video conferencing software, etc.) will be allowed to complete the holistic rating process. Districts must ensure that the holistic rating process is valid and that FERPA regulations are maintained. (Spring 2021 Assessment Guidance document)
Can students be ARD exempt from participating in specific domains for TELPAS Alternate?

No, there are no domain specific exemptions for the TELPAS Alternate. Students must be assessed in all domains (listening, speaking, reading and writing) for TELPAS Alternate. There is the Medical Exception for those students who meet eligibility.
Frequently Asked Questions

What are the training requirements for TELPAS Alternate test administrators?

TELPAS Alternate test administrators are required to be trained annually in TELPAS Alternate administration procedures. (TELPAS Alternate Test Administrator Manual, p. 16) There are optional training presentations on the TELPAS Alternate Resources webpage that TEA strongly recommends view to become familiar with the unique aspects of a TELPAS Alternate administration.
What do we do with the Observable Behaviors Inventory after transcribing all information into the online system?

After the assessment is complete and observations have been transcribed into the online system, districts will need to keep each student’s holistic inventory with observations in the student’s permanent record file for two years. For electronic holistic inventories and student permanent record files, districts must ensure compliance with FERPA regulations. (TELPAS Alternate Test Administrator Manual, p. 20)
Contact Information

For inquiries regarding:
- English learner policies for all assessments, including assessing ELs receiving special education services
- General questions about TELPAS and TELPAS Alternate assessments

Student Assessment Division
(512) 463-9536
Student Assessment Help Desk

For inquiries related to:
- Bilingual and ESL program support
- Reclassification

Division of English Learner Support
(512) 463-9414
EnglishLearnerSupport@tea.Texas.gov
QUESTIONS