

TEST ADMINISTRATOR MANUAL

2020



TELPAS Alternate



Contact Information/Resources

2020 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."

2020 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/

2020 Resource Materials	
Resources online include	Located at
<i>District and Campus Coordinator Resources</i>	http://txetests.com/dccr/
TELPAS Alternate Resources	http://tea.texas.gov/student.assessment/telpasalt/
Language Proficiency Assessment Committee Resources	http://tea.texas.gov/student.assessment/ell/lpac/
<i>STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide</i>	https://tx.pearsonaccessnext.com
<i>User Roles and Permissions for the TELPAS Alternate Assessment Management System</i>	http://roles.pearsonassessments.com/texas/
<i>Educator Guide to TELPAS and TELPAS Alternate</i>	http://tea.texas.gov/student.assessment/telpasalt/

Key TELPAS Alternate Dates

Activity	Date
Districts submit registrations	January 10–April 3
Test administrator training sessions	By February 21
TELPAS Alternate assessment window	February 24–April 3
Reports posted to Assessment Management System	Initial: May 8 Final: May 22

Table of Contents

- TELPAS Alternate Purpose and Overview 1
- Student Eligibility Requirements..... 2
- Test Administrator Requirements 2
- Test Security and Confidentiality 3
 - Test Security 3
 - Maintaining Security of Test Materials..... 4
 - Testing Irregularities 5
 - Serious Irregularities 5
 - Procedural Irregularities 6
 - Incidents Involving Student Cheating 8
 - Penalties for Violating Test Security and Confidentiality 9
 - Reporting Testing Irregularities 10
 - Oaths of Security and Confidentiality 10
- Accessibility for TELPAS Alternate 11
 - Accommodations 11
 - Language Domains 12
 - Response Modes 12
- TELPAS Alternate Administration Directions 14
- Complete Test Administration Process..... 15
 - Transcribe Observations into the Assessment Management System..... 15
 - Enter Score Code Information if Necessary..... 16
- Appendix A: TELPAS Alternate Observable Behaviors..... 19
 - Listening..... 23
 - Speaking 25
 - Reading 27
 - Writing 29
- Appendix B: TELPAS Alternate Glossary 31

TELPAS Alternate Purpose and Overview

The Every Student Succeeds Act (ESSA) requires states 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/EL) who also have significant cognitive disabilities.

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 figure contains 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.



*Educator
Guide to
TELPAS and
TELPAS Alternate*

*TELPAS Alternate
Resources*

Figure 1. Sample Observable Behavior for Decoding

R2. The student:	
Decoding	<p>may or may not attend to familiar word/picture combinations</p> <p style="text-align: center;">(A)</p>
	<p>matches familiar word/picture combinations to identical word/picture combinations</p> <p style="text-align: center;">(B)</p>
	<p>selects requested high-frequency words from a group of words</p> <p style="text-align: center;">(C)</p>
	<p>decodes words or phrases consisting of a few simple high-frequency words</p> <p style="text-align: center;">(D)</p>
	<p>decodes longer phrases or sentences with some unfamiliar words</p> <p style="text-align: center;">(E)</p>

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 includes 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/EL 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 ELs 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 an Oath of Test Security and Confidentiality. 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

Test Security

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the high stakes associated with student performance and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that individuals participating in the program preserve the integrity of all test content and student data through strict adherence to the instructions and procedures contained in *District and Campus Coordinator Resources* and the test administrator manuals.

All assessment instruments specified in the Texas Education Code (TEC), Chapter 39, Subchapter B are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. The superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests must develop procedures to ensure the security and confidentiality of the state assessments. These administrators must also ensure that the Texas Education Agency (TEA) Student Assessment Division is notified in accordance with assessment program reporting requirements of any conduct that potentially violates the security or confidentiality of a test. Failure to properly report that an individual has potentially engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation and could result in disciplinary actions.

Test security involves accounting for all secure materials before, during, and after each test administration. Districts must ensure that all district and campus personnel who participate in state-mandated testing or handle secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality.

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to penalty.



*District and
Campus
Coordinator
Resources*

*TELPAS Alternate
Resources*

Maintaining Security of Test Materials

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all secure test materials including test booklets, online assessments and test tickets, and completed answer documents. This requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath, located in the Security section of the *Coordinator Resources*, affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited.
- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations. When using allowable or approved technology, including technology-based accommodations (i.e., accessibility features, designated supports), the following guidelines for test security and validity must be followed and reviewed prior to its use during an assessment. Appropriate review requires knowledge of both the Texas Essential Knowledge and Skills (TEKS) for the specific subject and grade, and the capabilities and functions of the device or software.

Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment. Some technology may be useful during a daily academic setting but cannot be used during a state assessment if it has functionality that creates an assessment concern that cannot be addressed. Additional reviews of technology, including technology-based accommodations, after an upgrade or update must be conducted to determine if it continues to meet the TEA Student Assessment Division guidelines for use during a state assessment. Test administrators must actively monitor the use of the technology, including technology-based accommodations, during an assessment. For a device or software to be considered appropriate for state assessment use, it must:

- be set in a mode that locks the user into a specific software program;
- block the user from accessing functionality that may violate test security, such as
 - the ability to send secure test content (e.g., messages, captured images, videos);
 - the ability to send or receive any person-to-person communication about secure test content (e.g., chat, video); and
 - the ability to save secure test content.

When using applications on a tablet, laptop, or desktop computer, districts must ensure the application does not provide functionality that compromises the content being assessed.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the Security section of the *Coordinator Resources*.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

Serious Irregularities

Conduct that violates the security and confidentiality of a test and are considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally

- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the TEA Student Assessment Division as soon as the coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Procedural Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Some examples of procedural irregularities are included below.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents. Improper monitoring can be detrimental to students. For example, accepting a blank answer document may result in a student not receiving credit for a test that he or she took. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

Examples:

- A test administrator left a room unmonitored while students were testing.
- A test administrator did not verify that a student recorded his or her responses and accepted a blank answer document from the tester.
- A test administrator did not actively monitor students and did not detect the improper use of a dictionary or calculator.
- A test administrator was not actively monitoring when a student went back to the previous day's test and bubbled in answers he had left blank on his answer document.
- A test administrator did not ensure that students worked independently during testing.

- Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.
- Students who had not finished testing were not properly monitored during a break.

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should immediately notify their campus or district testing coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district must determine if the assessment should be invalidated or submitted for scoring. If the district decides to invalidate a student's test, the district should notify the student's parent or guardian. District testing coordinators should contact the TEA Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student
- The district failed to get the required TEA approval for an accommodation.

Eligibility Errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should immediately notify their campus or district testing coordinator if they suspect a student is being or has been tested incorrectly. District testing coordinators should contact the TEA Student Assessment Division for guidance in resolving the issue.

Examples:

- An English learner (EL) whose parents had waived district English as a Second Language (ESL) services was not administered the assessment.
- A grade 9 student who is new to the district, currently enrolled in Algebra I, and eligible to participate in the EOC assessment was not administered the assessment.

Improper Accounting for Secure Materials

Improperly accounting for secure materials typically involves late, lost, or missing materials or failure to maintain the security of the materials. A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not following check-in/check-out procedures). Testing personnel should immediately notify their campus or district testing

coordinator if they locate any secure materials that were not returned after an administration.

Examples:

- Testing personnel lost or misplaced completed answer document(s), test booklet(s), or other secure materials.
- A test administrator did not return testing materials following each day's administration.
- Secure testing materials were left unattended or secure online assessments were left open and visible.
- Secure materials were not returned to the testing contractor by the published dates.
- Scorable materials were found in a closet after testing materials had been returned to the testing contractor.

Other Procedural Irregularities

Procedural testing irregularities that do not fall into one of the four categories listed above are classified as other procedural irregularities.

Examples:

- Testing personnel did not use the test administrator manual or failed to read the test administration script verbatim as outlined in the resources.
- A student was permitted to test beyond the allowed time limit on an assessment or was not provided the full allotment of time to complete an assessment.
- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate oath(s).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued test materials or a test ticket belonging to another tester.

Incidents Involving Student Cheating

Student cheating on state assessments, either by providing or receiving assistance, requires action by the campus or the district coordinator. After investigating the incident, if the district determines that a student has been involved in cheating on a state assessment, the district is required to:

- invalidate the student's test by marking the score code "O" for "Other" on the student's answer document or in the online form for the corresponding test,
- submit a procedural Online Incident Report if the district determines that a testing irregularity (such as inadequate monitoring) contributed to the cheating,
- submit a serious Online Incident Report if the district determines that testing personnel contributed to the cheating, and

- complete the Locally Determined Disciplinary Action form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate incident report will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring.

In addition, it is a serious violation if a student photographs, duplicates, posts, or transmits secure test content or disseminates this information using an electronic device. The TEA Student Assessment Division must be contacted immediately.

Penalties for Violating Test Security and Confidentiality

The Texas Administrative Code (TAC), §101.3031(a)(5) states that any violation of test security or confidential integrity may result in the TEA:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC, Chapter 247 (relating to Educators' Code of Ethics) and TAC, Chapter 249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with Texas Education Code (TEC), §39.057(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, Chapter 39A.

As indicated in TAC, §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a certificate for a set term or issuance of a probated suspension for a set term;
- revocation or cancellation, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently; or
- imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Further, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC, §12.115(a)(4).

As stated in the TEC, §39.0303, Secure Assessment Instruments, Criminal Penalty,

- A person commits an offense if:
 - the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument; and
 - the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.
- An offense under this section is a Class C misdemeanor.

Reporting Testing Irregularities

Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred. All testing personnel have an obligation to report testing irregularities and should follow local reporting procedures. Failure to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation under TAC, §249.15(b)(6) and (b)(8).

Oaths of Security and Confidentiality

All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

Test administrators must complete the general oath. General oaths should be printed and/or saved and provided to the campus testing coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the Security section of the *Coordinator 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 Observable Behavior. 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

The 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 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. 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, the term “English” is 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 domains. 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Administration Directions



*TELPAS Alternate
Resources*

1. Review this manual, noting any questions that may arise about the administration process of TELPAS Alternate. Contact the TEA's Student Assessment Division at 512-463-9536 to resolve these queries.
2. A "notes version" of the Observable Behaviors forms that include space for notes have been provided for test administrators to prepare for the administration and can be accessed on the TELPAS Alternate webpage. This version is for optional use, and can be used prior to test administration to track the student's use of skills and determine when the student achieves consistent demonstration of skills. However, this version should not be used to officially rate eligible students prior to the assessment window.
3. This manual is accompanied by three standalone copies of the Observable Behaviors forms. 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. Test administrators are encouraged to collaborate with other teachers of the student as needed when considering where the student most consistently performs. The test administrator is also 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

R2. The student:					
Decoding	may or may not attend to familiar word/picture combinations <i>(A)</i>	matches familiar word/picture combinations to identical word/picture combinations <i>(B)</i>	selects requested high-frequency words from a group of words <i>(C)</i>	decodes words or phrases consisting of a few simple high-frequency words <i>(D)</i>	decodes longer phrases or sentences with some unfamiliar words <i>(E)</i>

successful bag-1/28 pencil-2/10 sister-3/5

1 time on 3/5. No repeat.

- 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. Test administrators may complete all 40 Observable Behaviors at one time, or may choose to complete the Observable Behaviors for each language domain on separate days within the testing window.
- 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.

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 marked (A, B, C, D, E) on the Observable Behaviors form 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 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 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 four 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 the 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 to stimuli, 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.

The TELPAS Alternate assessment window closes on April 3. Student records must be verified as complete by 5:00 p.m. (CT), April 3. There is not a separate TELPAS Alternate data verification window. 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

2019–2020



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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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”)
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

LISTENING

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 (A)	matches a picture of a repeated word in an orally presented simple story to an identical picture (B)	selects a picture that corresponds to a repeated word in an orally presented simple story (C)	answers questions about the main points of an orally presented simple story (D)	answers questions about the main points of an orally presented detailed story (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 (A)	matches a picture of a character in an orally presented simple story to an identical picture (B)	identifies a character from an orally presented simple story (C)	identifies a detail about a character from an orally presented simple story (D)	identifies details about a character from an orally presented detailed story (E)	
		L8. The student:					
		Following Directions	may or may not attend to one-word directions with picture support (A)	follows one-word directions with picture support (B)	follows one-word directions (C)	follows familiar multi-word single-step directions (D)	follows multi-step directions (E)
L9. The student:							
Retelling			may or may not attend to a “first/then” statement with picture support (A)	chooses the correct picture when orally presented with a “first/then” statement (B)	sequences pictures of events of an orally presented simple story (C)	sequences the events of an orally presented simple story (D)	identifies the main points found in an orally presented detailed story (E)
	L10. The student:						
	Responding to Questions		may or may not attend to an orally presented simple question that is paired with picture support (A)	attempts to respond to an orally presented simple question that is paired with picture support (B)	responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support (C)	responds to an orally presented question that includes only high-frequency vocabulary and is on a familiar topic (D)	responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic (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	may or may not attend to a teacher model retelling simple picture stories (A)	imitates the retelling of simple picture stories by repeating words spoken by the teacher or group (B)	retells simple stories with pictures using a few concrete, high-frequency words (C)	provides a basic retelling of simple stories with pictures using a small number of combined words (D)	provides details (e.g., people, places, actions) when retelling simple stories with or without pictures (E)
S2. The student:					
Classroom Communication	may or may not attend to a teacher naming common classroom items (A)	imitates naming common classroom items (B)	uses single words to name common classroom items (C)	combines a small number of words to talk about classroom items (D)	uses details to talk about items in the classroom (E)
S3. The student:					
Discussing with a Group	may or may not attend to group discussions (A)	imitates or attempts to imitate words heard in group discussions (B)	shares information in group discussions using a few high-frequency, high-need vocabulary words (C)	shares information in group settings using a small number of combined words (D)	shares detailed information in group settings (E)
S4. The student:					
Asking Questions	may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?) (A)	imitates asking single-word questions after a teacher model (B)	asks simple social questions using a few high-frequency words (C)	asks original social and academic questions using a small number of combined words (D)	asks original, detailed academic questions using content-based vocabulary (E)
S5. The student:					
Giving Information	may or may not attend to a teacher model sharing personal experiences (A)	imitates sharing personal experiences after a teacher model (B)	shares personal experiences using a few high-frequency, high-need vocabulary words (C)	shares personal experiences using a small number of combined words (D)	shares detailed personal experiences (E)

SPEAKING

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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 (A)	matches familiar letter/sound combinations to the same letter/sound combinations (B)	pairs the initial sound of words with pictures of objects that have the same initial sound (C)	pairs the sound made by consonant blends (e.g., <i>bl</i> , <i>br</i> , <i>sm</i>) with pictures of words containing that blend (D)	pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i>) with pictures of words containing that digraph (E)
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R2. The student:

Decoding	may or may not attend to familiar word/picture combinations (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple high-frequency words (D)	decodes longer phrases or sentences with some unfamiliar words (E)
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R3. The student:

Developing Sight Vocabulary	may or may not attend to sight word/picture combinations (A)	matches sight word/picture combinations with identical sight word/picture combinations (B)	selects sight words from a group of words (C)	reads short phrases that include simple sight vocabulary (D)	reads longer phrases or sentences that include more content-specific sight vocabulary (E)
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R4. The student:

Understanding Environmental Print	may or may not attend to printed word/picture combinations frequently found in the environment (A)	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations (B)	selects requested printed words that pair with pictures frequently found in the environment (C)	reads a word or words frequently found in the environment (D)	reads academic words frequently found in the instructional environment (E)
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R5. The student:

Using Visual and Textual Supports	may or may not attend to word/picture combinations of content-based vocabulary words in texts (A)	matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud (B)	selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled) (C)	identifies missing words from groups of content-based vocabulary words to complete cloze sentences (D)	completes cloze sentences with recently learned content-based vocabulary words (E)
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READING

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

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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 <i>ch</i> with <i>tr</i> to change “chain” to “train”)
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

WRITING

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

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

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. Examples include the print on signs, labels, logos, street signs, and food wrappers.

Gist: The 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 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., *a t* 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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