



TELPAS Alternate Writing Domain

Purpose of this TELPAS Alternate Training

- **Intended for classroom teachers who will be administering TELPAS Alternate during the testing window**
 - Can be used by others (e.g., test coordinators, administrators, parents) as needed in order to clarify different aspects of this testing program
- **Explains the Alternate Proficiency Level Descriptors and Observable Behaviors for Writing**
- **Provides classroom examples of the Writing Observable Behaviors**
- **Describes ways to make the Writing Observable Behaviors more accessible for students**



Alternate Proficiency Level Descriptors

- **TELPAS Alternate is a holistic inventory aligned to the [Texas English Language Proficiency Standards \(ELPS\)](#).**
- **This inventory is based on [alternate Proficiency Level Descriptors \(PLDs\)](#) that were created to address the specific access needs of English learners with significant cognitive disabilities.**
- **The PLDs can be used to better understand the intent and scope of specific Observable Behaviors.**
- **The PLDs can be used to provide a summary of a student's general English writing ability after scoring.**

Alternate Proficiency Level Descriptors: Writing

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<p>ELs at this level have little or no functional use of written English or augmentative and alternative communication even when interacting with highly familiar letters or words.</p>	<p>ELs at this level approximate writing or augmentative and alternative communication activities in English when interacting with highly familiar letters and words.</p>	<p>ELs at this level participate in writing or augmentative and alternative communication activities in English when working with letters and highly familiar words.</p>	<p>ELs at this level participate meaningfully in writing or using augmentative and alternative communication activities to write simple, short original messages in English.</p>	<p>ELs at this level are able to produce detailed and complex written messages in English or with augmentative and alternative communication.</p>
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine know too little English to participate in shared writing activities alert to or show reaction to stimuli, but do not demonstrate the ability to communicate their thoughts in writing 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine begin to participate in routine shared writing activities with teacher modeling attempt to write symbols or letters 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine actively participate in shared writing activities when the writing topic is routine and concrete write a few single letters or words, but do not understand how they fit into a larger language context* 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine actively participate in shared writing activities when the writing topic is familiar write simple, original messages consisting of a few words or memorized phrases* label, list, and copy high frequency words and phrases* 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic writing activities in English in their daily routine across settings contribute written text to shared writing activities when the writing topic has been recently experienced* write detailed texts in social and academic English*

*Students using augmentative and alternate communication (AAC) as expressive communication must use symbols that are combined with printed letters or words beginning with the “Early Independence” level.

Footnote to the Writing PLDs

Starting with the “Early Independence” level, writing that students produce must involve letters or words. Students who use AAC that is programmed only with pictures or symbols cannot be rated above the “Imitation” level in this domain.

The admission, review, and dismissal (ARD) and the language proficiency assessment committee (LPAC) should keep in mind that some students’ disability may prevent them from demonstrating full proficiency in writing and that those students will probably show strengths in other domains. Not all students will achieve the highest proficiency level in all domains.

What are Observable Behaviors?

- In TELPAS Alternate, the Observable Behaviors are like questions the test administrator answers about a student. Each Observable Behavior measures one skill that is aligned to the ELPS. The skill can be found on the left under the number of the Observable Behavior. The boxes contain descriptions of characteristics that students learning English are likely to demonstrate over time. The descriptors show the progression of second language acquisition from one proficiency level to the next and are aligned to the TELPAS Alternate PLDs.
- A “notes version” of the Observable Behaviors can be found on TEA’s [TELPAS Alternate Resources](#) web page. It is available so that educators can become familiar with the Observable Behaviors and practice using them during the school year.

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

Observable Behaviors and the Glossary

W4. The student:						
Spelling Patterns and Rules	<table border="1"> <tr> <td>may or may not attend to word/picture combinations in word families</td> <td>matches word/picture combinations from word families with other word/picture combinations from the same word families</td> <td>sorts words into common word families</td> <td>generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., __at, __an)</td> <td>consistently applies the spelling rule for a word family (e.g., replaces <i>ch</i> with <i>tr</i> to change "chain" to "train")</td> </tr> </table>	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")
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")		

You may discover vocabulary in the Observable Behaviors that might be used in a way that differs from common classroom usage. The TELPAS Alternate Test Administrator Manual includes a glossary with terms specific to this assessment that may assist you.

TELPAS Alternate Glossary

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

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.

Observable Behaviors with Classroom Examples

- Texas teachers developed classroom examples to 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.

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
	Elementary	Student does not attend to teacher writing the letter of the day.	Teacher holds up a card with a picture of a cat. Student attempts to write the letter c.	Student writes the letters c and t when shown a picture of a cat and asked to write the word.	Student writes the words "hat," "can," and "dog" during a spelling activity.	Student writes the phrase "dog and cat."
	Secondary	Student watches teacher writing first letter of the word "den."	Student writes the letter b in an attempt to write the first letter of the word "den."	Teacher says "den" and shows student a picture of a fox's den. Student inserts letters d and n on whiteboard with "_e_."	Student writes "fox," "den," "eat," and "food" after a science unit about animals and their habitats.	Student writes the phrase "Lives in den and eat bird" after a science unit about animals and their habitats.

An accessible version of the Observable Behaviors and classroom examples can be found at <https://tea.texas.gov/student.assessment/telpasalt/#Alt>

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.**

Observable Behavior W1. Representing Sounds with Letters with Classroom Examples

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

Elementary	Student does not attend to teacher writing the letter of the day.	Teacher holds up a card with a picture of a cat. Student attempts to write the letter <i>c</i> .	Student writes the letters <i>c</i> and <i>t</i> when shown a picture of a cat and asked to write the word.	Student writes the words "hat," "can," and "dog" during a spelling activity.	Student writes the phrase "dog and cat."
Secondary	Student watches teacher writing first letter of the word "den."	Student writes the letter <i>b</i> in an attempt to write the first letter of the word "den."	Teacher says "den" and shows student a picture of a fox's den. Student inserts letters <i>d</i> and <i>n</i> on whiteboard with " <u> </u> e <u> </u> ."	Student writes "fox," "den," "eat," and "food" after a science unit about animals and their habitats.	Student writes the phrase "Lives in den and eat bird" after a science unit about animals and their habitats.

Observable Behavior W2. Using New Vocabulary with Classroom Examples

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

Elementary	Student vocalizes while teacher writes the word “energy” on the board.	Student tries to write the letter e to represent the word “energy.”	Student writes “enrgy” to represent the word “energy.”	Student writes “Sun givs enrgy.” to describe a source of energy.	Student writes “The sun gives lite energy to peple.” to describe a source of energy on which people rely.
Secondary	Student watches other students writing the word “government” in their notebooks.	Student writes g to represent the word “government.”	Student writes “gvnmtt” to represent the word “government.”	Student writes “goverenmet help us” to describe a function of government.	Student writes “The goverenmet help people falo rules.” to describe a function of government.

Observable Behavior W3. Spelling with Classroom Examples

W3. The student:	
Spelling	<p>may or may not attend to writing activities that involve the spelling of familiar words</p> <p>attempts to copy familiar English words using symbols or letters</p> <p>attempts to independently spell highly familiar words</p> <p>spells a small number of familiar words with some accuracy</p> <p>spells a large number of familiar and unfamiliar words with consistent accuracy</p>

Elementary	Student will eye gaze at teacher writing his or her name below a picture of the student.	Student attempts to arrange the magnetic letters of his or her name in order, when looking at a card with his or her name printed on it.	Student writes "Lesa Mare" when attempting to spell her name "Lisa-Marie."	Student labels one of his drawings about what he likes to do after school with the words "frend," "hows," "play," and "ball."	Student writes in her journal in response to a prompt about what she did that weekend by writing "I went to store with my family."
Secondary	Student will attend to teacher writing the word "art" on the daily schedule.	Student attempts to copy the printed word "art" on the schedule by typing "tar."	Student types "pensl" when attempting to type the word "pencil."	Student lists her favorite activities in art class by writing "draw," "pant," "color," and "glu."	Student describes an activity in art class by writing "I make a model of my dog with clay."

Observable Behavior W4. Spelling Patterns and Rules with Classroom Examples

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”)
	Elementary	Student vocalizes while teacher shows and reads the word/picture combinations for “cat,” “rat,” and “hat.”	Student matches the word/picture combination of “cat” to “mat.”	Using a pocket chart, student sorts word/picture cards (bat, pat, sat, pig, fig, dig) into the correct word families of “at” and “ig.”	Student creates words in the “ig” word family by adding a letter card as the beginning sound to the ending “ig” (“big,” “rig,” and “wig”).
Secondary	Student looks at the floor while teacher shows and reads the word/picture combinations for “light,” “fight,” and “night.”	Student matches the word/picture combination of “light” to “right.”	Using a T-chart, student sorts word/picture cards (tight, sight, bright, snake, brake, lake) into the correct word families of “ight” and “ake.”	Student creates words in the “ight” word family by adding a letter card as the beginning sound to the ending “ight” (“fright,” “height,” “might”).	Student identifies that the words “store,” “chore,” “tore,” and “more” all end in “ore.”

Observable Behavior W5. Writing with Subject-Verb Agreement with Classroom Examples

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

Elementary	Student does not pay attention to a writing activity where teacher demonstrates an example of subject-verb agreement.	Student matches the sentence strip with the text “The dog runs” to an identical sentence strip with the text “The dog runs.”	Student completes a cloze sentence by providing the correct verb tense. (Example: “The boy <u>are/is</u> playing ball.”)	When teacher reads aloud a student’s writing, student indicates that there is an error in subject-verb agreement. Student is unable to correct the error.	When teacher reads aloud a student’s writing, student will stop teacher when there is an error in subject-verb agreement. Student will correct the error. (Example: “It should be ‘I run at recess,’ not ‘I runs at recess.’”)
Secondary	Student watches teacher demonstrate an example of subject-verb agreement on the board.	Student matches the sentence “I am hungry” to an identical sentence “I am hungry” on a worksheet.	Student completes a cloze sentence by providing the correct verb tense. (Example: “The sky <u>look/looks</u> cloudy today.”)	When student rereads her writing, she will indicate when there is an error in subject-verb agreement. Student will ask teacher how to revise it.	When student rereads her writing, she will independently revise errors with subject-verb agreement.

Observable Behavior W6. Verb Tenses with Classroom Examples

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

Elementary	Student tries to get his friend's attention while teacher writes a sentence using past tense during the morning message. (Example: "Yesterday we baked a cake.")	Student will find the card with the same past-tense verb as the verb in teacher's sentence. (Example: Student puts the card "baked" on top of the word "baked" from teacher's sentence.)	After teacher writes the words "mixed," "covered," and "baked" on the board, student arranges letter cards to write "mixd," "cover," and "baked."	Student matches a picture of each event to the following phrases: "mixed the cake," "covered the cake," and "baked the cake."	Student writes "I liked the cake" on the board.
Secondary	Student vocalizes while teacher writes a sentence using past tense during a science lesson. (Example: "We planted seeds in a pot yesterday.")	Student will find the card with the word "planted" and place it on top of the word "planted" in teacher's sentence.	After teacher writes the words "planted," "used," and "watered" on the board, student writes "plant," "uze," and "waterd" on whiteboard.	Student matches a picture of each event to the following phrases: "planted the seeds," "used the hose," and "watered the dirt."	Student writes "This morning I pulled weeds" in his science journal.

Observable Behavior W7. Using Negatives with Classroom Examples

W7. The student:	
Using Negatives	<p>may or may not attend to writing activities that include a sentence with a negative</p> <p>sorts sentences with and without negatives that have picture support</p> <p>completes a familiar sentence stem that includes a negative (e.g., "I do not like")</p> <p>writes simple messages using a negative</p> <p>writes original detailed sentences that involve a negative</p>

Elementary	Student vocalizes or eye gazes when teacher writes "I do not like rain."	Student sorts picture/sentence cards into groups of "I like" or "I do not like" on a pocket chart. (Example: Picture/sentence card with "I do not like bugs" goes under the "I do not like" part of the pocket chart.)	Student completes the sentence stem "I do not like ____" by writing the word "snakes."	Student writes "not like nap" in his journal.	Student writes "I do not like gym class. I do not like to jump rope."
Secondary	Student nods and gazes when teacher writes "We don't run in the hall" during a lesson about class rules.	Student sorts picture/sentence cards into groups of "Do" and "Don't" on a graphic organizer. (Example: Picture/sentence cards with "We do listen" and "We don't yell.")	Student completes the sentence stem "We don't ____" by writing the word "hit."	Student writes "don't lie" on the board during a lesson about class rules.	Student writes "In our class we don't hurt others. We are friends that help each other."

Observable Behavior W8. Connecting Words with Classroom Examples

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

Elementary	Student listens as teacher describes the lunch menu: "Today, we are eating chicken nuggets <i>and</i> mashed potatoes."	Student matches a word/picture card for "milk" and a word/picture card for "cookies" with a single word/picture card of "milk and cookies."	After being asked about two things she likes to eat, student writes "grapes and chips."	After being asked what he ate for breakfast, student writes "ate eggs and drank milk."	Student combines the two sentences "I like to eat pizza" and "I like to eat chicken nuggets" by writing "I like to eat pizza and chicken nuggets."
Secondary	Student puts head on desk as teacher writes about the weather: "This morning the weather is sunny <i>but</i> cold."	Student places a word/picture card for "sunny" and a word/picture card for "cold" on either side of "but" in the teacher's sentence.	Student writes two different words to describe the weather and connects them with "but."	Student describes the weather by writing "cold outside but warm inside."	Student writes "The weather is cold outside but warm inside."

Observable Behavior W9. Narrating with Classroom Examples

W9. The student:	
Narrating	<p>may or may not attend to writing activities that narrate events</p> <p>attempts to label a series of pictures that depict the order of events</p> <p>labels a series of pictures that depict the order of events using a few letters or single words</p> <p>writes simple original narratives on self chosen topics consisting of a few words or phrases</p> <p>writes original narratives on self chosen topics with increased length and detail</p>

Elementary	Student watches teacher write about a trip to the beach.	Student incorrectly labels pictures that show the steps a girl took to build a sandcastle.	Student labels three pictures that show the steps a girl took to build a sandcastle (Example: “dg” for “dig,” “water” for “add water,” and “pet” for “pat the sand.”)	Student writes about a day at the beach with the phrase “fun with sand.”	Student writes about a day at the beach: “I go to beach with mom. It is fun and sunny.”
Secondary	Student ignores the teacher as the teacher writes about his weekend.	Student incorrectly labels pictures that show activities that she did over the weekend.	Student labels three pictures that show activities he did over the weekend (Example: “TV,” “cuk” for “cook,” and “plae” for “play.”)	Student writes about his weekend with the phrase “watch TV show with mom.”	Student writes about his weekend: “I watch TV with mom. I cooked with mom and played outside.”

Observable Behavior W10. Descriptive Language with Classroom Examples

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

Elementary	Student watches other students write descriptions of their favorite animals.	Student scribbles on paper in an attempt to describe a dog.	Student writes “nic” (nice) to describe a dog.	Student writes “nic an bown” (nice and brown) to describe a dog.	Student writes “A dog is happy and fun. A dog runs fast.”
Secondary	Student watches other students write descriptions of Martin Luther King, Jr.	Student scribbles on paper in an attempt to describe Martin Luther King, Jr.	Student writes “bav” (brave) to describe Martin Luther King, Jr.	Student writes “was smart an nic” (was smart and nice) to describe Martin Luther King, Jr.	Student writes “He was a brave and smart man. He said the rite thing even if it was hard” to describe Martin Luther King, Jr.

How to Determine Student Proficiency for Each Observable Behavior

1. Test administrators should consider only one Observable Behavior at a time.
2. Test administrators will read the skill and think about recent opportunities the student has had to practice that skill. Then test administrators will read the five descriptions of student performance for the Observable Behavior and use their current knowledge and observations of the student’s English language skills to make individual holistic judgments.

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

How to Determine Student Proficiency for Each Observable Behavior, continued

- 3. Test administrators must consider the ability of each EL to use English in the domain of writing in the context of skills the student is learning and practicing in a classroom setting.**
 - 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 is able to understand or use English when practicing these skills in a classroom setting.
- 4. Select the description that closely matches the student's performance most consistently.**
 - Consistently: almost always acting, behaving, or responding in the same way

- **There is an early, a middle, and a late stage within each TELPAS Alternate proficiency level. Students in the early stage of a proficiency level might demonstrate language that drops down into the previous level at times, especially when working with academic language or new vocabulary and language structures.**
- **Similarly, students in the late stage of a proficiency level will sometimes demonstrate language that reaches into the next level.**
- **For each Observable Behavior, test administrators must consider the description that applies to each student most consistently. Demonstrating a new skill once or even occasionally does not mean a student has crossed over into a higher level of proficiency.**

- **For students who are in the very early or very late stage of a level, it is recommended that test administrators**
 - collaborate with others or ask others familiar with the students for input, and
 - wait until later in the assessment window to see whether a couple of additional days of observation will help clarify the most appropriate description.

Example of Rating a Student “On the Border”: Sihtu

Mr. Ríos is considering the progress that his student Sihtu has made this year in writing narratives. He looks over his notes (see below). He sees that Sihtu began the year consistently performing at the third level. Even though Sihtu has made significant progress and is peaking into the next level, Mr. Ríos determines that Sihtu’s performance is not consistent enough at this level. He marks the third level for this Observable Behavior.

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

Oct. - labels sequence of pictures using single words

Jan. - labels sequence of pictures using 1-2 words

Feb. - still 1-2 word labels

Mar. - beginning to write short narrative "goed to store"

Example of Rating a Student “On the Border”: Deniz

The TELPAS Alternate administration window is open. Mr. Kiang has been gathering information about one of his students, Deniz. Mr. Kiang refers to some notes he has made about Deniz’s progress using past-tense verbs. At the beginning of the year, Deniz was starting to use some simple past-tense verbs such as “walked” and “played” in short phrases, but she struggled with irregular past-tense verbs such as “went,” “ate,” and “ran.” Teachers who work with Deniz have been working with her on this skill and are seeing improvement. Mr. Kiang looks at some of Deniz’s written work from the last month. Over the last two weeks, he is seeing consistent use of a variety of past-tense verbs in sentences and longer phrases. He sees “I went to the stor and got a cany” and “I ran to clas becus I was layt” in journal entries. Mr. Kiang determines that Deniz is consistently demonstrating the ability to use past-tense verbs at the highest level.

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

Alternate Response Modes

- **For TELPAS Alternate, “English” is more inclusive to allow for all modes of communication in English.**
- **Some English learners use sign language, braille, or another method of communication as a substitute for traditional English in one or more language domains.**
- **Test administrators should allow students to use one or more alternate response modes on the following slide if the students regularly use the response mode(s) during instruction and in accordance with the individualized education program (IEP).**
- **Alternate response modes are only intended for students who cannot listen, speak, read, or write in a traditional way. They are intended to address the communication needs of students based on their disability.**



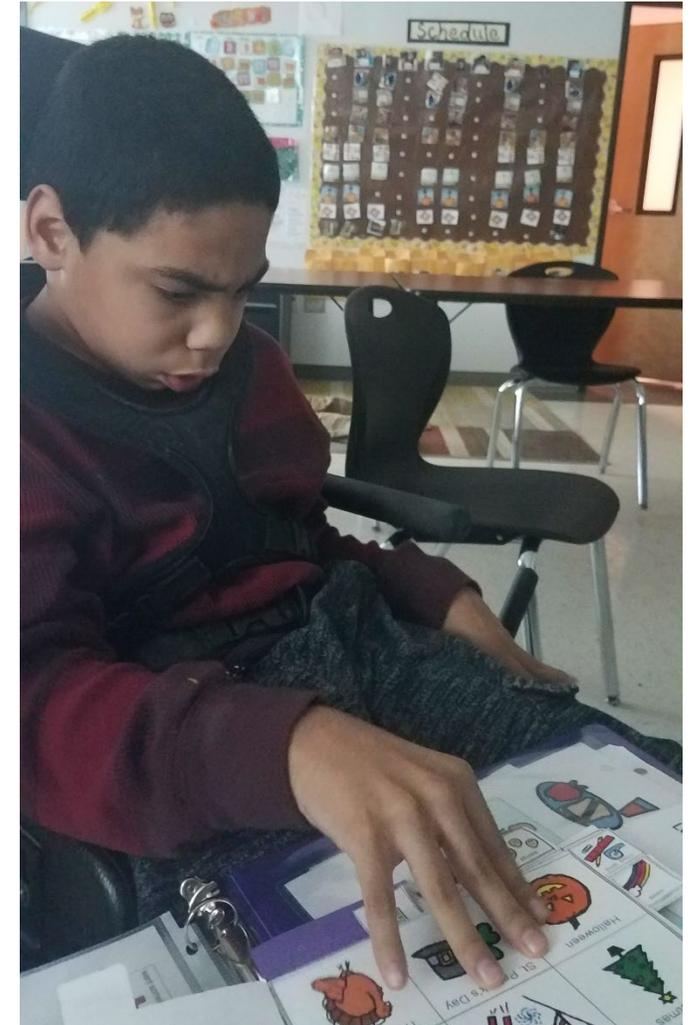
Allowable Response Modes for the Writing Domain

For the writing domain, it is allowable for a student to

- write
- alert to
- gaze at
- point to
- reach for
- touch or pick up
- draw
- circle
- nod
- gesture toward 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

Augmentative and Alternative Communication

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



Prompting Versus Leading

- **Prompting is an action intended to initiate or continue a task that the student is being requested to complete. A prompt pulls the student through each step to the end of the task.**
- **Leading is asking the student to respond in a specific way or with a specific answer. Leading is NOT allowed.**
- **Prompting is allowed for rating the Observable Behaviors on the TELPAS Alternate assessment.**
 - **The purpose of TELPAS Alternate is to accurately measure a student's ability to understand and use English to engage in social and academic learning environments.**
 - **Prompting a student to respond to a task so that his or her ability to understand or use English can be accurately measured is acceptable.**

- Introduction to TELPAS Alternate
- Student Eligibility
- Listening Domain
- Speaking Domain

- Reading Domain
- Writing Domain
- Accessibility
- Test Administration



Contact Information

TEA's Student Assessment Division

512-463-9536

assessment.specialpopulations@tea.texas.gov

Pearson's Customer Service Center

800-627-0225

TxPearsonAccess@support.pearson.com



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