TELPAS Alternate Updates

Texas Education Agency
Student Assessment Division
October 18, 2019
TETN #4851
TELPAS Alternate Agenda

- TELPAS Alternate Overview
- Alternate PLDs
- Observable Behaviors
- TELPAS Alternate Test Administrator Manual and Training
- TELPAS Alternate Resources
- TELPAS Alternate FAQs
What is TELPAS Alternate?

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

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

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

| Grades K – 1 | • No TELPAS Alternate for K-1 at this time.  
• All ELs, including students receiving special education services, will holistically rated assessment for all four language domains. |
| Grade 2 | • Participation requirements are available on the TEA’s [TELPAS](#) webpage.  
• ARD committees in conjunction with the LPAC are required to review requirements and determine and document student eligibility for |
| Grades 3 - 12 | • Participation requirements are available on the TEA’s [TELPAS](#) webpage.  
• ARD committees in conjunction with the LPAC are required to document student eligibility for TELPAS Alternate. If the student is LEP/EL and is eligible for STAAR Alternate 2, he or she will take |
<table>
<thead>
<tr>
<th>Domain</th>
<th>TELPAS Definition</th>
<th>TELPAS Alternate Definition</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
<td>The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided.</td>
<td>The ability to understand spoken or signed language, comprehend and extract information, and follow social and instructional discourse through which information is provided.</td>
</tr>
<tr>
<td>Speaking</td>
<td>The ability to use spoken language appropriately and effectively in learning activities and social interactions.</td>
<td>The ability to use spoken language or alternative communication appropriately and effectively in learning activities and social interactions.</td>
</tr>
<tr>
<td>Reading</td>
<td>The ability to comprehend and interpret written text at the grade-appropriate level.</td>
<td>The ability to comprehend and interpret written text, including braille, at a modified level.</td>
</tr>
<tr>
<td>Writing</td>
<td>The ability to produce written text with content and format to fulfill grade appropriate classroom assignments.</td>
<td>The ability to produce written text or alternative communication with content and format to fulfill classroom and community-based assignments.</td>
</tr>
</tbody>
</table>
Participation requirements (in English and Spanish) for grades 2-12 are available on the TEA’s TELPAS Alternate Resources webpage and have been created to determine an EL’s eligibility for TELPAS Alternate.

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

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

• **UPDATE:** For students in grades 3-12, the LPAC in conjunction with the ARD will now answer question 1: “Is the student identified in PEIMS as LEP/EL?” and initial the assurances in Step II.
## TELPAS Alternate Spring Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6-10</td>
<td>TELPAS Alternate Test Administrator manual shipped to districts</td>
</tr>
<tr>
<td>By January 24</td>
<td>District Coordinator training sessions</td>
</tr>
<tr>
<td>By February 7</td>
<td>Campus coordinator training sessions</td>
</tr>
<tr>
<td>By February 21</td>
<td>Test Administrator training sessions</td>
</tr>
<tr>
<td>January 28</td>
<td>STAAR Alternate 2 and TELPAS Alternate Webinar</td>
</tr>
<tr>
<td>February 24-April 3</td>
<td>TELPAS Alternate assessment window</td>
</tr>
</tbody>
</table>
- English Language Proficiency Standards
- TELPAS Overview
- TELPAS Manuals
- TELPAS Holistically Rated Components
- TELPAS Online Tests
- TELPAS Resources
- TELPAS FAQs

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

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

Located on the TELPAS Alternate Resources webpage.
TELPAS Alternate Agenda: Observable Behaviors

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What are Observable Behaviors?

- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.

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

A “notes version” of the Observable Behaviors can be found on the 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.

<table>
<thead>
<tr>
<th>L3.</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Vocabulary</td>
<td>may or may not attend to a single spoken social or academic word with picture support</td>
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</tbody>
</table>
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.

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**Elementary Example**

<table>
<thead>
<tr>
<th>Level</th>
<th>The student does not react when teacher says “schedule” and shows a picture of a schedule.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>The student chooses an identical picture of a schedule after the teacher shows a picture of a schedule and says “schedule.”</td>
</tr>
<tr>
<td>Level</td>
<td>The student points to a picture of the next task from a visual schedule when given the verbal request “What is next?”</td>
</tr>
<tr>
<td>Level</td>
<td>The student grabs a word/picture combination for “holiday” from a visual schedule given the verbal request, “What is next?”</td>
</tr>
<tr>
<td>Level</td>
<td>The student verbally responds with a short discussion when asked, “What is on your schedule this afternoon?”</td>
</tr>
</tbody>
</table>

**Secondary Example**

<table>
<thead>
<tr>
<th>Level</th>
<th>The student does not react when teacher says “vote” and points to a picture of a person voting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>The student chooses an identical picture of a person voting after the teacher shows a picture of a person voting and says “voting.”</td>
</tr>
<tr>
<td>Level</td>
<td>The student points to a picture of someone voting from a group of pictures when the teacher says, “voting.”</td>
</tr>
<tr>
<td>Level</td>
<td>The student picks up a word/picture combination for “voting” from a group of word/picture combinations when teacher asks, “Which picture shows voting?”</td>
</tr>
<tr>
<td>Level</td>
<td>The student verbally responds with a short discussion when asked, “Why do people vote?”</td>
</tr>
</tbody>
</table>

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An accessible version of the Observable Behaviors and classroom examples can be found at [https://tea.texas.gov/student.assessment/telpasalt/#Alt](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.
English Language Proficiency Standards

TELPAS Overview

TELPAS Manuals

TELPAS Holistically Rated Components

TELPAS Online Tests

TELPAS Resources

TELPAS FAQs

TELPAS Alternate Overview

Alternate PLDs

Observable Behaviors

TELPAS Alternate Test Administrator Manual and Training

TELPAS Alternate Resources

TELPAS Alternate FAQs
NEW

- Districts must submit counts to receive test administrator manuals.
- Manual contains a perforated set of Observable Behaviors that districts can tear out and copy for each student.
- Submitting counts for TELPAS Alternate will also determine the number of copies of Observable Behaviors that districts will receive.

<table>
<thead>
<tr>
<th>TELPAS Alternate TEST Administrator Manual Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit counts for TELPAS Alternate test administrator manuals</td>
<td>10/21 - 11/8</td>
</tr>
</tbody>
</table>
A series of training PowerPoints is available on the TEA’s TELPAS Alternate Resources webpage. Each PPT can be reviewed by in about 10-15 minutes.

Include PPTs for each domain (listening, speaking, reading, and writing) with classroom examples written by teachers.

While the PPTs are not required, the TEA highly recommends that test administrators rating students using TELPAS Alternate view these PPTs to become familiar with unique aspects of a TELPAS Alternate administration.

**TELPAS Alternate Training Resources**

Use the links below to access training resources.

- TELPAS Alternate Test Administrator Manual (coming soon)
- Introduction to TELPAS Alternate (PPT posted 09/04/19)
- Introduction to TELPAS Alternate (PDF posted 09/11/19)
- TELPAS Alternate Student Eligibility (coming soon)
- TELPAS Alternate Accessibility (coming soon)
- TELPAS Alternate Listening Domain (PPT posted 09/05/19)
- TELPAS Alternate Listening Domain (PDF posted 09/11/19)
- TELPAS Alternate Speaking Domain (PPT posted 09/05/19)
- TELPAS Alternate Speaking Domain (PDF posted 09/11/19)
- TELPAS Alternate Reading Domain (PPT posted 09/05/19)
- TELPAS Alternate Reading Domain (PDF posted 09/11/19)
- TELPAS Alternate Writing Domain (PPT posted 09/05/19)
- TELPAS Alternate Writing Domain (PDF posted 09/11/19)
- TELPAS Alternate Test Administration (coming soon)

Use the link below to access the accessible version of the Observable Behaviors and Classroom Examples included in the four domains (Listening, Speaking, Reading, and Writing) training PowerPoints above.

- TELPAS Alternate Observable Behaviors and Classroom Examples (Accessible) (PDF posted 09/05/19)
TELPAS and TELPAS Alternate Agenda

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## TELPAS Alternate Resources

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<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Guide to TELPAS and TELPAS Alternate</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>Participation Requirements</td>
<td>Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate</td>
<td>Members of ARD committees and LPACs</td>
</tr>
<tr>
<td>Observable Behaviors</td>
<td>Measures the student’s use of English and contains a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
More TELPAS Alternate Resources

<table>
<thead>
<tr>
<th>Resource</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Parent Brochure</td>
<td>Communicates (English and Spanish) basic information about TELPAS Alternate</td>
<td>Parents</td>
</tr>
<tr>
<td>Test Administration Manual</td>
<td>Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students Required to be read carefully and followed as written</td>
<td>Administrators, Coordinators, Teachers serving as test administrators</td>
</tr>
<tr>
<td>Training PowerPoints</td>
<td>Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Designed as short PowerPoints that can be viewed in 30 minutes or less Are optional though highly recommended</td>
<td>Administrators, Coordinators, Teachers serving as test administrators</td>
</tr>
</tbody>
</table>
TELPAS Alternate Agenda: FAQs

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We have Junior and Senior ELs in our district who are required to take a TELPAS assessment. These ELs have previously met the participation requirements for STAAR Alternate 2 but have completed their EOC testing requirements and therefore not testing this spring. Should they take TELPAS Alternate?

If these ELs met participation requirements for STAAR Alternate 2 in the past, then they will be assessed with TELPAS Alternate.

Do teachers and service providers with whom the test administrator collaborates have to sign an oath?

The teacher or service providers with whom the test administrator collaborates are not required to sign an oath; however, they must ensure confidentiality of the information.
Do eligible ELs in K-1 also take TELPAS Alternate?

ELs in grades K-1 will be assessed with the general TELPAS holistically rated assessment for all four language domains and not with the TELPAS Alternate assessment. This decision was based on feedback from various stakeholders that the general TELPAS holistically rated assessment was accessible and appropriate for students at this early age, and that some K-1 students have not yet been identified with a disability (i.e., non-categorical). Additionally, there was an overall reluctance to assign labels to young students that would make them eligible for an alternate assessment.
Questions?
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This training is not intended to replace any materials or additional information on the TEA website.
For More Information

TEA’s Student Assessment Division
512-463-9536
assessment.specialpopulations@tea.texas.gov

STAAR Alternate 2 Webpage

TELPAS Resources Webpage

TELPAS Alternate Resources Webpage