

TELPAS Alternate Updates

Texas Education Agency
Student Assessment Division
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TELPAS Alternate

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Language Domain Definitions

Domain	TELPAS Definition	TELPAS Alternate Definition
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 <u>signed</u> 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 <u>or alternative communication</u> 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, <u>including braille</u> , 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 <u>or alternative communication</u> with content and format to fulfill <u>classroom and community-based</u> assignments.

TELPAS Alternate Participation Requirements

- 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.

State-Required Form



TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name _____
Grade _____
Date _____

Name of District Personnel Completing Form _____
Position _____

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

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

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

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

• A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND

• Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:

This text box has a 550-character limit.

3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment? Yes No

• Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND

• A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.

Enter justification that must include data from the EL's individualized education program (IEP), progress monitoring, and/or the FIE:

This text box has a 450-character limit.

Personnel for the EL to participate in TELPAS Alternate.

§300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b). If the ARD determines that the student will take an alternate assessment, the IEP must not participate in the general assessment (TELPAS) with or without allowable

If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, eligibility that is based on the information in this form and the student's individual allowable accommodations must be documented in the student's IEP and appropriate LPAC documentation.

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TELPAS Alternate Spring Dates

Date	Activity
January 6-10	TELPAS Alternate Test Administrator manual shipped to districts
By January 24	District Coordinator training sessions
By February 7	Campus coordinator training sessions
By February 21	Test Administrator training sessions
January 28	STAAR Alternate 2 and TELPAS Alternate Webinar
February 24-April 3	TELPAS Alternate assessment window

TELPAS Alternate Agenda: Alternate PLDs

- 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

TELPAS Alternate Blueprints and Proficiency Levels

Use the following links to access the TELPAS Blueprints and Proficiency Levels Resources.

- [TELPAS Alternate Blueprints](#) (PDF posted 11/26/18)
- [TELPAS Alternate Proficiency Labels and Definitions](#) (PDF posted 12/04/18)
- [TELPAS Alternate PLDs](#) (PDF updated 01/02/19)

- 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.

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at the awareness level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.	ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.	ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words.	ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication.	ELs at the basic fluency produce detailed spoken messages in English or with augmentative and alternative communication.
<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 communicative activities in their daily routine • know too little English to communicate simple ideas even when topics are highly familiar • alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts • not initiate spoken communication in English 	<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 communicative activities in their daily routine • imitate or attempt to imitate use of spoken English words after modeling • rarely initiate spoken communication in English independently 	<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 communicative activities in their daily routine • communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses • not understand how words fit into a larger language context • hesitate to speak in English and often give up in their attempts to communicate 	<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 communicative activities in their daily routine • combine spoken words to create simple original messages • pause to find words to restate or clarify meaning 	<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 communicative activities in their daily routine across settings • be able to express detailed ideas through spoken words in social and academic English • occasionally pause to search for words and phrases to clarify meaning

- English Language Proficiency Standards
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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.

L3. The student:	
Using Vocabulary	<p>may or may not attend to a single spoken social or academic word with picture support</p> <p style="text-align: center;">(A)</p>
	<p>matches a single spoken social or academic word with picture support to an identical picture</p> <p style="text-align: center;">(B)</p>
	<p>selects a picture corresponding to a spoken social or academic word from a group of pictures</p> <p style="text-align: center;">(C)</p>
	<p>selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations</p> <p style="text-align: center;">(D)</p>
	<p>participates in a short discussion that includes recently learned academic vocabulary</p> <p style="text-align: center;">(E)</p>

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.

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

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.

L3. The student:					
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support (A)	matches a single spoken social or academic word with picture support to an identical picture (B)	selects a picture corresponding to a spoken social or academic word from a group of pictures (C)	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations (D)	participates in a short discussion that includes recently learned academic vocabulary (E)
Elementary Example	The student does not react when teacher says, "schedule" and shows a picture of a schedule.	The student chooses an identical picture of a schedule after the teacher shows a picture of a schedule and says "schedule."	The student points to a picture of the next task from a visual schedule when given the verbal request "What is next?"	The student grabs a word/picture combination for "holiday" from a visual schedule given the verbal request, "What is next?"	The student verbally responds with a short discussion when asked, "What is on your schedule this afternoon?"
Secondary Example	The student does not react when teacher says "vote" and points to a picture of a person voting.	The student chooses an identical picture of a person voting after the teacher shows a picture of a person voting and says "voting."	The student points to a picture of someone voting from a group of pictures when the teacher says, "voting."	The student picks up a word/picture combination for "voting" from a group of word/picture combinations when teacher asks, "Which picture shows voting?"	The student verbally responds with a short discussion when asked, "Why do people vote?"

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.

TELPAS Alternate Agenda: Test Administrator Manual and Training

- English Language Proficiency Standards
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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.

TELPAS Alternate TEST Administrator Manual Activity	Date
Submit counts for TELPAS Alternate test administrator manuals	10/21 - 11/8

- 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

- English Language Proficiency Standards
- TELPAS Overview
- TELPAS Manuals
- TELPAS Holistically Rated Components
- TELPAS Online Tests
- TELPAS Resources
- TELPAS FAQs
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TELPAS Alternate Resources

Resource	Purpose	Audience
Educator Guide to TELPAS and TELPAS Alternate	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS	Administrators, Coordinators, Teachers
Participation Requirements	Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate	Members of ARD committees and LPACs
Observable Behaviors	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	Teachers

More TELPAS Alternate Resources

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

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

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[STAAR Alternate 2](#) Webpage

[TELPAS Resources](#) Webpage

[TELPAS Alternate Resources](#) Webpage