

Chapter 7 TELPAS Alternate

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Overview

The Texas English Language Proficiency Assessment System (TELPAS) Alternate measures the progress that English learners (ELs) with the most significant cognitive disabilities make in acquiring the English language, as required by the Every Student Succeeds Act (ESSA).

TELPAS Alternate is not a traditional multiple-choice assessment. Instead, test administrators use their knowledge of eligible students to evaluate their performance against a set of performance descriptors. Administrators record student performance ratings through the [Texas Assessment Management System](#).

As with TELPAS, TELPAS Alternate is aligned to the Texas English Language proficiency Standards (ELPS), and measures English language proficiency in listening, speaking, reading, and writing. TELPAS Alternate also uses [proficiency level descriptors \(PLDs\)](#) to describe student performance at each level. However, the PLDs created for TELPAS Alternate are unique in that they were developed specifically in consideration of the needs of this special population.





TELPAS Alternate contains descriptions of [Observable Behaviors](#) aligned to the PLDs that teachers use to document a student’s progress in English language acquisition. The intent of this observational design is to increase student access to TELPAS Alternate and account for a student’s communication mode, thereby resulting in more accurate measurement of a student’s English proficiency level.

TEA piloted the TELPAS Alternate assessment during a 10-day window from April 23 to May 4, 2018. The pilot test was designed to evaluate the feasibility of the alternate assessment. TEA used results from the pilot test to improve the test administrator instructions and training prior to the first operational implementation in the 2018–2019 school year.

TELPAS and TELPAS Alternate are used to show the extent to which districts and the state meet the ESSA requirements for development of English language proficiency. Composite performance, rather than performances on individual domains, is used to determine ELs progress in achieving English language proficiency in TELPAS Alternate. For information about how TELPAS Alternate composite results are generated, refer to the [TELPAS Alternate Composite Scores](#) section in this chapter.

Participation Requirements

Students who are eligible to participate in TELPAS Alternate are identified as limited English proficient (LEP) who receive special education services and have significant cognitive disabilities. This includes all students classified as LEP whose parents have declined bilingual/English as a second language (ESL) program services. ELs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP. These students exhibit intellectual and adaptive behavior deficits that limit their ability to plan, comprehend, reason, and apply social and practical skills. Such skills include personal care, social problem-solving skills, dressing, eating, using money, and other functional skills across life domains. Students with significant cognitive disabilities require extensive, direct, individualized instruction, as well as a need for substantial supports that are neither temporary nor content-specific. For these students, TELPAS Alternate has [specific participation requirements](#) that an admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), must carefully consider. Prior to reviewing the eligibility criteria for TELPAS Alternate, the ARD committee and the LPAC must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

When considering TELPAS Alternate for a student, the ARD committee, in conjunction with the LPAC, must review the six questions below and indicate whether the description is applicable to the student. For a student to be eligible to participate in TELPAS Alternate, the answer to all six questions below must be “Yes.” If the answer to any question is “No,” the student is not eligible to participate in TELPAS Alternate and must be assessed with TELPAS. Each “Yes” answer must be justified by evidence that the student meets the criterion.



1. **Is the student identified in PEIMS as LEP?**
2. **Does the student have a significant cognitive disability?**
 - 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.
3. **Does the student require specialized, extensive supports to access the grade-level curriculum and environment?**
 - 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.
4. **Does the student require intensive, individualized instruction in all instructional settings?**
 - A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND
 - A student with a significant cognitive disability requires classroom assessments administered in alternate or non-traditional methods to demonstrate acquisition, maintenance, and generalization of discrete skills across academic settings. AND
 - A student with a significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.



5. **Does the student access and participate in the grade-level TEKS through prerequisite skills?**
 - A student with a significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the Texas Essential Knowledge and Skills (TEKS) through prerequisite skills that are significantly below grade-level instruction. For instance, an elementary student may be 3–4 levels below grade-level instruction while a student in high school may be 7–9 levels below.
6. **Is the TELPAS Alternate assessment determination based on the student’s significant cognitive disability and English learner status and NOT on extenuating factors?**
 - The decision to administer TELPAS Alternate is NOT based on a student’s racial or economic background, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Test Development

TELPAS Alternate assesses the ELPS, which districts are required to implement as an integral part of each foundation and enrichment subject of the TEKS. The ELPS are second-language acquisition standards that include three instructional components: cross-curricular second language acquisition essential knowledge and skills, PLDs, and linguistic accommodations.

To achieve the state’s educational goals for meeting the language and content needs of ELs who have one or more significant cognitive disabilities, TEA developed alternate PLDs to describe how well ELs with significant cognitive disabilities can understand and use English. There are [alternate PLDs](#) for each of the four language domains.

TELPAS Alternate uses the same language domains (listening, speaking, reading, and writing) as TELPAS; however, the definitions of the language domains are broader in TELPAS Alternate to allow for alternate forms of expressive and receptive language, as shown below in Table 7.1.



Table 7.1. Refined definitions of TELPAS Alternate language domains

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 <i>or signed language</i> , 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 <i>or alternative communication</i> 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, <i>including braille</i> , 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 <i>alternative communication</i> with content and format to fulfill classroom <i>and community-based</i> assignments

For purposes of TELPAS Alternate, “English” is not limited to the typical spoken or written English of other state assessments. It is important to recognize that some ELs use sign language, braille, or another method of communication as a substitute for traditional English in one or more domain. Administrators who evaluate how well their students participate in classroom activities in English should consider whether an alternate response mode is an appropriate way to demonstrate proficiency in a specific language domain. For a detailed list of response modes for each domain, see the [TELPAS Alternate Test Administrator Manual](#).

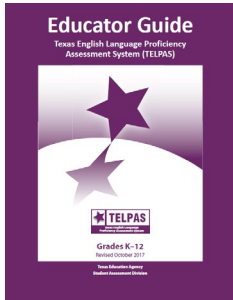
TEA involved a wide variety of educators, assessment experts, and administrators in the test development process. These included:

- bilingual/ESL and special education teachers
- bilingual/ESL coordinators
- district and campus testing coordinators and administrators
- assessment experts
- second language acquisition experts and researchers

These educators, assessment experts, and administrators provided feedback on many components of this alternate assessment. These included:

- observable behaviors for the holistic inventory

- alternate PLDs
- eligibility requirements
- classroom examples for each observable behavior



More information about TELPAS Alternate is available in the [Educator Guide to TELPAS and TELPAS Alternate](#) on TEA's Student Assessment Division website. This guide is provided to familiarize educators with TELPAS and TELPAS Alternate. It shows the integral relationship between TELPAS Alternate and the ELPS, and includes explanatory information on the TELPAS Alternate language domains of listening, speaking, reading, and writing, as well as a sample of Observable Behaviors for reading.

TELPAS Alternate Holistically-Rated Assessments

TELPAS Alternate is a holistic inventory aligned to the ELPS and based on alternate PLDs that describe the English language acquisition progress of a student with significant cognitive disabilities. The inventory includes 40 Observable Behaviors for test administrators to consider regarding each student's use of the English language in the four language domains. Each Observable Behavior has descriptions at each of the five levels of proficiency.

Each Observable Behavior includes descriptions of characteristics that students with significant cognitive disabilities learning English demonstrate as they gain proficiency. Test administrators read the continuum of descriptions for each Observable Behavior and indicate the description that most accurately describes a student's skills for that Observable Behavior at the time of the administration. Test administrators then submit student ratings through the [Texas Assessment Management System](#).

Training

To increase awareness of the new TELPAS Alternate assessment, TEA posted training PowerPoints to the [TELPAS Alternate Training Resources](#) section of the TELPAS Alternate webpage. The trainings were designed to allow test administrators, testing coordinators, and campus administrators to get an overview of the assessment, including eligibility, accessibility, and administration. Additional training materials were posted for test administrators. Listening, speaking, reading, and writing domain PowerPoint presentations help test administrators understand the language of the inventory, provide rating examples, and suggest ways that the Observable Behaviors could be demonstrated in class.



Test Administrations

During the 2018–2019 school year, over 6,300 TELPAS Alternate assessments were administered. Districts administered the TELPAS Alternate assessments to eligible students as indicated in Table 7.2.

Table 7.2. TELPAS Alternate Assessments Administered in 2018–2019

Grade	Number of Assessments
Grade 2	865
Grade 3	1024
Grade 4	949
Grade 5	870
Grade 6	734
Grade 7	530
Grade 8	418
Grade 9	355
Grade 10	277
Grade 11	176
Grade 12	153

Scores and Reports

English language proficiency tests are not designed to measure mastery of learning objectives with a pass or fail score because the process of acquiring and becoming academically proficient in a second language takes longer than a school year. TELPAS Alternate results provide an annual indicator of where each EL is on a continuum of English language development designed for second-language learners with significant cognitive disabilities. This continuum is divided into five proficiency levels: Awareness, Imitation, Early Independence, Developing Independence, and Basic Fluency. The progress of students along this continuum is the basis for the TELPAS Alternate reporting system, which enables districts and the state to evaluate whether ELs in this special population are making steady annual growth in learning to listen, speak, read, and write in English in the context of academic instruction.

Students who take TELPAS Alternate receive proficiency ratings in each language domain assessed—listening, speaking, reading, and writing—as well as a composite rating that combines the domain ratings into one overall English language proficiency rating. While the [TELPAS Alternate Performance Level Descriptors](#) are domain-specific, they derive from policy definitions that remain constant from domain to domain. These policy definitions appear in Table 7.3.

Table 7.3. TELPAS Alternate Performance Levels and Policy Definitions

Awareness	Students who receive this rating may be aware of English sounds or print; however, they have little or no functional ability to participate in communication activities in English.
Imitation	Students who receive this rating match, imitate, or approximate some English in their environment; however, they are not able to independently understand or produce English. They participate in routine communication activities in a familiar environment when the activities are significantly linguistically accommodated.
Early Independence	Students who receive this rating understand short, simple messages and produce messages of one or two high-need, high-frequency words (e.g., book, cafeteria, teacher). They are starting to participate in linguistically accommodated communication activities in English in familiar environments.
Developing Independence	Students who receive this rating understand longer messages of multiple sentences in English and produce simple, descriptive, original messages by combining two or more words (e.g., new red bike, big fast truck). They participate meaningfully in linguistically accommodated communication activities in English in familiar environments.
Basic Fluency	Students who receive this rating understand and produce more detailed, complex, and elaborate messages with multiple sentences in English. These students participate independently in communication activities in English in familiar environments.

Language Domain Scores

Results for TELPAS Alternate include proficiency level ratings, the number of raw score points received, and scale scores. Test administrators submit their ratings via the [Texas Assessment Management System](#).

RAW SCORE

The number of total points scored on the Observable Behaviors is provided separately for each domain. The raw score can be interpreted only in terms of the specific set of items on a test form, because the difficulty of items might vary across different test forms over time. While all TELPAS Alternate students receive the same set of items in an administration, if there are changes to the Observable Behaviors then differences in student performance across years cannot be compared using raw scores alone. To facilitate fair comparisons of student performance across different administrations, raw scores are converted to scale scores.

SCALE SCORE

A scale score is a conversion of the raw score onto a scale that is common to all test forms for that assessment, including forms that have been administered in different school years. Scale scores permit direct comparisons of student performance between different test administrations.



A student's scale score on a TELPAS Alternate domain determines that student's proficiency level for that domain. To facilitate the monitoring of a student's progress from one year to the next, TELPAS Alternate results for individual students include the student's proficiency level rating and scale score for both the previous and current year. Proficiency level cut scores are discussed in the [Performance Standards](#) section of this chapter.

TELPAS Alternate Composite Scores

In addition to receiving a rating of Awareness, Imitation, Early Independence, Developing Independence, or Basic Fluency for each domain, students also receive a composite score and composite rating.

The TELPAS Alternate composite score and rating indicate a student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. Each domain is weighted, as shown in Table 7.4.

Table 7.4. Language Domain Weights in TELPAS Alternate Composite Scores

Listening	Speaking	Reading	Writing
25%	25%	25%	25%

After a TELPAS Alternate composite score is calculated, a composite rating is determined according to the rules below. All the criteria listed for a rating must be met for a student to receive that rating:

- Basic Fluency
 - A TELPAS Alternate composite score greater than or equal to 4
 - At least two domains with a proficiency level of Basic Fluency
 - All domains with a proficiency level of Early Independence or higher
- Developing Independence
 - A TELPAS Alternate composite score greater than or equal to 3.25
 - At least two domains with a proficiency level of Developing Independence or higher
 - All domains with a proficiency level of Imitation or higher
- Early Independence
 - A TELPAS Alternate composite score greater than or equal to 2.25



- At least two domains with a proficiency level of Early Independence or higher
- At least three domains with a proficiency level of Imitation or higher
- Imitation
 - A TELPAS Alternate composite score greater than or equal to 1.5
 - At least two domains with a proficiency level of Imitation or higher
- Awareness
 - A student whose composite score fails to meet the Imitation requirements will receive an Awareness rating.

Figure 7.1 provides a student example to show how composite results are generated.

Figure 7.1. Sample Calculation of Composite Results

Each domain rating is converted to a domain score from 1 (Awareness) to 5 (Basic Fluency).

Domain	Proficiency Level	Domain Score
Listening	Developing Independence	3
Speaking	Early Independence	2
Reading	Developing Independence	2
Writing	Imitation	2

Each domain score is multiplied by the appropriate weight in Table 7.4 and then summed to obtain the TELPAS Alternate composite score, as shown:

$$\text{Composite Score} = (\text{Listening} \times 0.25) + (\text{Speaking} \times 0.25) + (\text{Reading} \times 0.25) + (\text{Writing} \times 0.25)$$

Using the sample scores from the chart above, the composite score is calculated as follows:

$$\text{Composite Score} = (3 \times 0.25) + (2 \times 0.25) + (2 \times 0.25) + (2 \times 0.25) = 2.50$$

The TELPAS Alternate composite scores are converted to the TELPAS Alternate composite ratings. This example composite score of 2.50 would result in a composite rating of Early Independence due to the ratings profile having:

- a TELPAS Alternate composite score of 2.25 or higher
- at least two domains with a proficiency level of Early Independence or higher
- at least three domains with a proficiency level of Imitation or higher



Assessment Reports

Standard reports for TELPAS Alternate are provided automatically to districts. Information contained in standard reports satisfies mandatory reporting requirements. To receive additional copies of the student report cards or the confidential student labels, a district must select the corresponding additional reports in the [Texas Assessment Management System](#). Districts are required to pay a nominal fee for additional copies requested.

For more information about reporting of the TELPAS Alternate results, refer to the TEA publication [Interpreting Assessment Reports](#).

Use of Test Results

The TELPAS Alternate student performance reports are used in the following ways:

- helping parents monitor the progress their child is making in acquiring English
- informing instructional planning for individual students
- reporting results to local school boards, school professionals, and the community
- evaluating programs, resources, and staffing patterns
- evaluating district effectiveness in accountability measures

Audits

The 2018–2019 school year marks the first operational administration of TELPAS Alternate. An audit process for this assessment is under development.

Performance Standards

Performance standards relate levels of test performance directly to what students are expected to learn, as defined in the statewide curriculum. This is done by establishing cut scores that distinguish between performance levels or categories. Standard setting is the process of establishing these cut scores that define the performance levels for an assessment.

TELPAS Alternate proficiency level standards were established in summer 2019. Table 7.5 shows the scale score ranges as established by the standard setting committee. The scale score ranges will remain constant from year to year, even though slight fluctuations in raw cut scores might occur. For more information about scale scores and the potential for raw score fluctuations in standardized assessments, refer to the Equating section in [chapter 3, “Standard Technical Processes.”](#) More detailed information about the standard setting process is available in the [TELPAS Alternate Standard Setting Technical Report](#) on TEA’s Student Assessment Division website.

**Table 7.5. Approved Scale Score Cut Scores from
2019 TELPAS Alternate Standard Setting**

Domain	Awareness Level	Imitation Level	Early Independence Level	Developing Independence Level	Basic Fluency Level
Listening	600–698	699–749	750–799	800–857	858–1000
Speaking	600–681	682–749	750–799	800–863	864–1000
Reading	600–703	704–749	750–799	800–848	849–1000
Writing	600–700	701–749	750–799	800–852	853–1000

Scaling

Scaling is a statistical procedure that places raw scores on a common scoring metric to make test scores easier to interpret and compare across test administrations. As with many of the other programs in the Texas assessment program, the TELPAS Alternate assessments for grades 2–12 use the Rasch partial-credit model (RPCM) to place test items for a given TELPAS Alternate assessment on the same scale across administrations. Once performance standards have been set for an assessment, its Rasch scale is then transformed to a more user-friendly metric to facilitate interpretation of the test scores. Details of the RPCM scaling method used in Texas are provided in [chapter 3, “Standard Technical Processes.”](#)

Reporting Scales

Scale scores for TELPAS Alternate are reported on a separate scale by domain. Scale scores allow for direct comparisons of student performance between specific sets of test items from different administrations. TELPAS Alternate is administered to all the grades 2-12 students using one form. Refer to [chapter 3, “Standard Technical Processes,”](#) for detailed information about the scaling process for the different types of reporting scales.

REPORTING SCALES

Scale scores are reported on a horizontal scale for each TELPAS Alternate domain. The reporting scale for the four domains (listening, speaking, reading, and writing) are independent scales with lowest obtainable scale scores of 600 and highest obtainable scale scores of 1000. The cut scores on the reporting scale for the Early Independence and Developing Independence proficiency levels are 750 and 800, respectively, to create common points of reference across the assessments for each grade and domain. It is important to note that although the Early Independence and Developing Independence scale score values are fixed across horizontally scaled assessments, the Imitation and Basic Fluency scale score values vary across TELPAS Alternate domains. For a given assessment, the proficiency level cut score scale score values remain constant over time.



The TELPAS Alternate scale scores represent linear transformations of Rasch proficiency level estimates (θ). Specifically, the transformation is made by first multiplying θ by a slope constant (A) and then adding an intercept constant (B). This operation is described by Equation 1 below:

$$SS_{\theta} = A * \theta + B \quad (1)$$

where SS_{θ} is the scale score for a Rasch proficiency level estimate (θ). A and B are referred to as horizontal scaling constants. The values of A and B for the TELPAS Alternate assessments are provided in Table 7.6. Once established, these same transformations are applied each year to the proficiency level estimates for that year's set of test questions.

Table 7.6. Scaling Constants for TELPAS Tests

	A	B
Listening	22.6974	770.8089
Speaking	20.9486	772.9659
Reading	22.0080	778.9801
Writing	20.3990	785.4575

Further information about scaling appears in [chapter 3, “Standard Technical Processes.”](#)

SCALE FOR COMPOSITE SCORES AND RATING

The TELPAS Alternate composite score and composite rating use a scale from 1.0 to 5.0. More information about the calculation of the composite rating is available in the [TELPAS Alternate Composite Scores](#) section of this chapter.

Equating

Used in conjunction with the scaling process, equating is the statistical process that considers slight differences in difficulty across administrations and allows scores to be placed onto a common scale. Refer to [chapter 3, “Standard Technical Processes,”](#) for detailed information about equating.

Pre-Equating

The pre-equating process takes place prior to test administration. It links a newly developed test form onto the scale of the item bank by using a set of items that appeared previously on one or more test forms. This permits the difficulty level of the newly developed form to be closely determined even prior to its administration, and thus, the anticipated raw scores that correspond to scale scores at performance standards can be identified. Pre-equating will be conducted for TELPAS Alternate

forms during the test construction process every year and for final scoring tables, if no Observable Behaviors are replaced.

Post-Equating

If Observable Behaviors are replaced in future administrations, then post-equating will be conducted for TELPAS Alternate after the administration. The post-equating process uses data from the operational test administration to re-estimate item difficulties and place them onto the scale of the item bank. For TELPAS Alternate, post-equating will use conventional common-item/non-equivalent groups equating procedures, as described in the technical details and procedures in [chapter 3, “Standard Technical Processes.”](#)

Field-Test Equating

Newly developed Observable Behaviors must be field-tested and equated to the item bank scale as described in the technical details and procedures in [chapter 3, “Standard Technical Processes.”](#) If needed, embedded designs will be used to field-test new Observable Behaviors so that it will not be possible to distinguish between field-test Observable Behaviors and operational Observable Behaviors.

Reliability

Reliability estimates for the TELPAS Alternate scores were obtained mainly through analyses of internal consistency, classical standard error of measurement, conditional standard error of measurement, classification accuracy, and interrater reliability. Refer to [chapter 3, “Standard Technical Processes,”](#) for detailed information about reliability.

Internal Consistency

As a rule, reliability coefficients from 0.70 to 0.79 are considered adequate, those from 0.80 to 0.89 are considered good, and those greater than 0.90 are considered excellent. However, what is considered appropriate might vary depending on how assessment results are used. For the spring 2019 TELPAS Alternate assessments, internal consistency estimates were very high and ranged from 0.96 to 0.98. This indicates that the reliability estimates were all in the excellent range in terms of appropriateness for student-level interpretations. In addition to the overall test reliability, [Appendix E](#) presents reliability estimates by reporting category and by gender as well.

Classical Standard Error of Measurement

Classical standard error of measurement (SEM) represents the amount of variance in a score that results from factors other than what the assessment is intended to measure. The SEM is helpful for quantifying the margin of uncertainty that occurs on every test. Refer to [chapter 3, “Standard Technical Processes,”](#) for detailed information about SEM. The SEM values (shown in [Appendix E](#)) for TELPAS Alternate are between 1.7 to 2.1 raw score points across domains.



Conditional Standard Error of Measurement

The SEM index provides only an estimate of the average test score error for all students regardless of their individual levels of proficiency. By comparison, conditional standard error of measurement (CSEM) provides an estimate of test score error at each score point on a test. More specifically, CSEM is an estimate of the average test score measurement error that is conditional on the proficiency or scale score estimate. [Appendix E](#) provides CSEM values for all domains of TELPAS Alternate.

Classification Consistency and Accuracy

Classification consistency provides an estimate of the consistency of student classifications into proficiency levels for parallel test forms. Classification accuracy provides an estimate of the accuracy of student classifications into proficiency levels based on current test results. [Appendix E](#) provides classification consistency and accuracy rates for TELPAS Alternate by domain.

Composite Reliability

The composite score reliability estimates of TELPAS Alternate are analyzed annually to evaluate the impact of the reliability of the listening, speaking, reading, and writing domains on the TELPAS Alternate composite reliability estimates. The composite score reliability estimates were calculated using a stratified alpha approach. The internal consistency values of listening, speaking, and reading on the categorical scale were estimated based on their internal consistency values on the continuous scale. The results of these analyses, presented in Table 7.7, show that the weighted TELPAS Alternate composite score has a reliability estimate of 0.983.

Table 7.7. Estimated Reliability of the TELPAS Alternate Composite Score

Subject	μ	σ	Internal consistency	Composite Reliability
Listening	3.279	1.241	0.929	0.983
Speaking	3.211	1.345	0.952	
Reading	2.950	1.377	0.937	
Writing	2.617	1.299	0.941	

Validity

Validity refers to the extent a test measures what it is intended to measure. The results of TELPAS Alternate are used to guide instructional planning related to the progress that ELs with significant cognitive disabilities make in acquiring English. Validity evidence for an assessment can come from a variety of sources, including test content, response processes, internal structure, relationships with other variables, and analysis of the consequences of testing.

The sections that follow describe how these types of validity evidence were collected for TELPAS Alternate in 2018–2019.



Evidence Based on Test Content

Validity evidence based on test content refers to evidence of the relationship between tested content and the construct the test is intended to measure. TELPAS Alternate measures student performance in direct alignment with the English language acquisition skills and [alternate PLDs](#), defined by the Texas ELPS that are part of the TEKS curriculum. The ELPS outline the instruction that ELs must receive to support their ability to develop academic English language proficiency. TELPAS Alternate assesses the ELPS for listening, speaking, reading, and writing.

Test Design and Alignment with Standards. TELPAS Alternate is designed to assess English language proficiency in a manner that provides information about how well grades 2–12 ELs with significant cognitive disabilities understand and produce the English they need for academic success in Texas schools, as well as the types of language supports they require to independently comprehend written or spoken English.

The tests are built using five levels, or degrees, of linguistic support, addressing the gradually reduced degree of linguistic accommodation that ELs need as they progress from knowing little or no English to approaching the level of Basic Fluency. The levels of linguistic support are integrally related to the proficiency levels assessed.

The test blueprints require ten Observable Behaviors per domain, for a total of 40. Score reports inform administrators about how successfully students demonstrate the listening, speaking, reading, and writing skills of the ELPS at the five proficiency levels.

Test Development. The test development process for TELPAS Alternate adheres to the Standards for Educational and Psychological Testing (AERA/APA/NCME, 2014), is grounded in the state’s standards, and is guided by assessment experts, as well as by bilingual and special education educators, who have first-hand knowledge of the standards and the students.

Evidence Based on Response Processes

An additional source of validity evidence is whether the way students respond to test questions on the TELPAS Alternate assessments supports the accurate measurement of the construct.

Theoretical and empirical evidence was gathered to find that the way administrators respond to Observable Behaviors does not add construct-irrelevant variance. Additionally, evidence was gathered confirming that response processes do not result in an advantage or disadvantage for any student group. When the Observable Behaviors were first considered for TELPAS Alternate, cognitive labs were used to gather this type of evidence and to study the way test administrators engage with the Observable Behaviors and classroom examples.



Evidence about student responses is also gathered about Observable Behaviors through educator and expert reviews and analyses of responses. When Observable Behaviors are field-tested, response data are gathered. Data such as item difficulty, item point-biserial correlations, and differential item functioning are all evaluated. For additional information, see the Item Analyses section of [chapter 3, “Standard Technical Processes.”](#)

Evidence Based on Internal Structure

Texas collects evidence that reflects the relationship between test item performance and proficiency levels to verify that patterns of item performance are consistent with the constructs the test is intended to measure.

Evidence of the validity of TELPAS Alternate is supported by training and administration procedures that prepare administrators to perform their duties and prepare district administrators to follow procedures to maintain the integrity of the test administration.

Internal structure is evaluated annually by estimating the internal consistency reliability for the TELPAS Alternate ratings of student performances. Internal consistency reliability estimates provide a measure of the consistency with which raters rate student responses in the assessment. The internal consistency of the online TELPAS Alternate tests is evaluated each year using coefficient alpha statistics that can be found in [Appendix E](#).

The TELPAS Alternate assessments directly support the state’s goal of having a valid and authentic assessment. These holistically rated assessments also serve an ongoing and critical role as a professional development tool that supports effective instruction, enabling administrators to better understand and meet the educational needs of ELs.

Evidence Based on Relationships to Other Variables

Another way that Texas provides validity evidence for TELPAS Alternate is by analyzing the relationship between test performance and performance on external measures. By examining this relationship, evidence can be collected to show that the relationships are consistent with those expected at the level of the construct underlying the proposed score interpretations.

TELPAS Alternate Reading Proficiency Levels and STAAR Alternate 2 Reading Performance Standards

Evidence based on external measures comes from an analysis of the relationship between 2019 TELPAS Alternate reading performance and 2019 STAAR Alternate 2 reading or English I and English II end-of-course (EOC) performance.

As indicated earlier in this chapter, TELPAS Alternate reading measures English language proficiency in reading, or, how well ELs are learning to understand written English and apply reading skills for meaningful engagement in content-area instruction. STAAR Alternate 2 assumes that students already understand the English language



and focuses on assessing the degree to which students can apply literary and analytical reading skills as required by the language arts TEKS. Because of the differences in the designs and purposes of these two assessments, one would not expect ELs to perform at the same level of proficiency on the two assessments. One would, however, expect ELs who have comparatively little difficulty understanding and reading English to score higher on the STAAR Alternate 2 reading tests when compared with ELs who are in earlier stages of English fluency.

To examine the relationship between performance on the two tests, average performance for STAAR Alternate 2 grades 3–8 reading, English I, and English II was calculated separately for the students classified in each of the TELPAS Alternate reading English language proficiency levels (Awareness, Imitation, Basic Independence, Developing Independence, and Basic Fluent). For each grade level, starting with grade 3, and including the TELPAS Alternate proficiency level breakout group, two types of performance data were examined:

- average STAAR Alternate 2 scale scores
- STAAR Alternate 2 passing rates (Level II: Satisfactory)

Below, data are presented for STAAR Alternate 2 grades 3–8 and English I and II. Table 7.8 shows that within a grade level, the average STAAR Alternate 2 scale score increases as a student’s TELPAS Alternate proficiency level increases. In addition, the passing rate on STAAR Alternate 2 increases as the TELPAS Alternate proficiency level increases within each grade level. State passing rates for all STAAR Alternate 2 students can be found in the Test Results section of [chapter 5, “STAAR Alternate 2.”](#)



Table 7.8. 2019 STAAR Alternate 2 Grades 3–8 Reading, English I, and English II Performance by TELPAS Alternate Reading Proficiency Level for Students Who Participated in Both Assessments

Grade/ Course	TELPAS Alternate Reading Proficiency Level	N	2019 Average STAAR Alternate 2 Reading/English Scale Score*	STAAR Alternate 2 Passing Rate, 2019 Level II: Satisfactory Standard
3	Awareness	246	324	79%
	Imitation	213	345	94%
	Early Independence	282	349	95%
	Developing Independence	197	356	98%
	Basic Fluency	77	367	98%
4	Awareness	164	322	75%
	Imitation	150	352	96%
	Early Independence	262	356	98%
	Developing Independence	231	369	100%
	Basic Fluency	138	378	100%
5	Awareness	127	316	70%
	Imitation	130	346	92%
	Early Independence	210	360	96%
	Developing Independence	221	372	99%
	Basic Fluency	171	385	99%
6	Awareness	121	313	71%
	Imitation	118	348	95%
	Early Independence	151	351	95%
	Developing Independence	153	363	100%
	Basic Fluency	180	367	100%
7	Awareness	88	329	77%
	Imitation	86	349	93%
	Early Independence	96	364	98%
	Developing Independence	119	368	100%
	Basic Fluency	136	384	100%
8	Awareness	74	328	80%
	Imitation	68	348	96%
	Early Independence	70	358	95%
	Developing Independence	95	370	100%
	Basic Fluency	103	381	100%
English I (reading and writing)	Awareness	77	337	91%
	Imitation	60	351	95%
	Early Independence	65	356	98%
	Developing Independence	61	360	100%
	Basic Fluency	80	373	98%
English II (reading and writing)	Awareness	57	324	75%
	Imitation	43	356	100%
	Early Independence	45	359	95%
	Developing Independence	52	374	98%
	Basic Fluency	70	393	100%

* A 300-scale score is necessary to meet the STAAR Alternate 2 Level II: Satisfactory performance level.



TELPAS ALTERNATE WRITING PROFICIENCY LEVELS AND STAAR ALTERNATE 2 WRITING PERFORMANCE STANDARDS

TELPAS Alternate performance was also compared to STAAR Alternate 2 writing performance by looking at average STAAR Alternate 2 grades 4 and 7 writing and STAAR Alternate 2 English I and English II scale scores and passing rates for each of the five TELPAS Alternate writing proficiency levels. Table 7.9 shows that within a grade level, the average STAAR Alternate 2 scale score increases as a student’s TELPAS Alternate writing proficiency level increases. In addition, the passing rate on STAAR Alternate 2 tends to increase as a student’s TELPAS Alternate proficiency level increases within a grade level.

Table 7.9. 2019 STAAR Alternate 2 Grades 4 and 7 Writing*, English I, and English II Performance by TELPAS Alternate Writing Proficiency Rating for Students Who Participated in Both Assessments

Grade/ Course	TELPAS Writing Proficiency Level	N	2019 Average STAAR Alternate 2 Writing/English Scale Score*	STAAR Alternate 2 Passing Rate, 2019 Level II: Satisfactory Standard
4	Awareness	194	323	78%
	Imitation	250	355	97%
	Early Independence	272	362	98%
	Developing Independence	173	374	100%
	Basic Fluency	56	385	100%
7	Awareness	111	329	79%
	Imitation	96	359	94%
	Early Independence	110	369	100%
	Developing Independence	113	376	100%
	Basic Fluency	95	380	100%
English I (reading and writing)	Awareness	83	335	91%
	Imitation	67	351	97%
	Early Independence	75	358	97%
	Developing Independence	64	363	100%
	Basic Fluency	54	378	98%
English II (reading and writing)	Awareness	66	326	79%
	Imitation	42	356	95%
	Early Independence	52	363	100%
	Developing Independence	56	384	99%
	Basic Fluency	51	393	100%

* A 300-scale score is necessary to meet the STAAR Alternate 2 Level II: Satisfactory performance level.

In summary, the positive empirical relationship between TELPAS Alternate reading proficiency levels and success rates on grade-level STAAR Alternate 2 grades 3–8 reading and English I and English II assessments add to the body of the TELPAS Alternate validity evidence, as does the positive empirical relationship between TELPAS Alternate writing proficiency levels and success rates on STAAR Alternate 2 grades 4 and 7 writing and English I and English II assessments.



Evidence Based on Consequences of Testing

Another source of validity evidence comes from documenting the intended and unintended consequences of administering an assessment. The effect an assessment has on the instructional environment after the assessment is given is referred to by some researchers as consequential validity (Kane, 1992; Messick, 1989; Shepard, 1997). The administration of the TELPAS Alternate assessments leads to improvements in students' academic language acquisition resulting from what educators learn during the rater training process and through direct application of the assessment process for both formative and summative purposes. Logical consequences of administering TELPAS Alternate are that educators

- learn how developing academic language proficiency in English relates to and supports academic achievement in English;
- learn how to adjust content instruction for ELs with significant cognitive disabilities to make it more comprehensible and how to target steady progress in English acquisition; and
- practice observing student behaviors in the instructional environment for making better instructional decisions about students.

Furthermore, as evidenced by the survey results, the administration of TELPAS Alternate assessments has led to an increase in students receiving support from bilingual/ESL staff and an increase in special education teachers getting ESL certified to better serve this population of students.

Sampling

Since 2018–2019 was the first operational administration of TELPAS Alternate, no audits, and, hence, no sampling, were conducted for this administration.

Test Results

[Appendix E](#) provides frequency distributions and summary statistics for the TELPAS Alternate assessments administered in 2018–2019, based on scale scores as well as mean p-values and reliability estimates by grade level. The percentage of students in each of the TELPAS Alternate composite proficiency levels is provided in Table 7.10. The percentages are available by domain in the [TELPAS Alternate Statewide Summary Reports](#) on TEA's Student Assessment Division website.



Table 7.10. Percentages* of Students in Each of the TELPAS Alternate Composite Proficiency Levels in 2019

Grade	Number of Students	Composite Proficiency Levels				
		Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
Grade 2	865	18%	30%	29%	18%	5%
Grade 3	1024	14%	23%	27%	26%	10%
Grade 4	949	11%	16%	27%	31%	16%
Grade 5	870	9%	14%	22%	31%	23%
Grade 6	734	11%	15%	23%	25%	25%
Grade 7	530	11%	15%	21%	25%	28%
Grade 8	418	12%	16%	19%	27%	26%
Grade 9	355	15%	18%	22%	21%	24%
Grade 10	277	14%	17%	18%	24%	27%
Grade 11	176	16%	21%	18%	15%	30%
Grade 12	153	18%	22%	16%	21%	24%

* Percentages may not sum to 100 due to rounding.