



TELPAS Alternate Student Eligibility

Purpose of this TELPAS Alternate Training

- **Intended for members of ARD and LPAC committees who make decisions about student eligibility for state assessments**
 - Can be used by others as needed to clarify different aspects of this testing program
- **Describes the specialized population of English learners (ELs) in grades 2-12 who will be assessed with TELPAS Alternate**
- **Explains the eligibility criteria for student participation in TELPAS Alternate**



- **The Every Student Succeeds Act (ESSA) requires each state to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.**
- **The Texas Education Agency (TEA) worked with stakeholders to develop the TELPAS Alternate to evaluate grades 2-12 students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also identified with a significant cognitive disability.**

Who will be 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 take TELPAS K-1 holistically rated assessment for all four language domains.
Grade 2	<ul style="list-style-type: none">• Participation requirements are available on TEA's TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.
Grades 3–12	<ul style="list-style-type: none">• Participation requirements are available on TEA's TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.

TELPAS Alternate Participation Requirements

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	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 is not eligible to participate in TELPAS Alternate.
Grades 3–12	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. 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.

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 (IE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND
Results from the IIE must indicate a deficit in the student's ability to plan, comprehend, and reason. IIE 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 IIE 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 IIE, progress monitoring, and/or the FIE:
 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.

4. Does the student require intensive, individualized instruction in all instructional settings? Yes No

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.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:
 This text box has a 550-character limit.

5. Does the student access and participate in the grade-level TEKS through prerequisite skills? Yes No

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.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:
 This text box has a 450-character limit.

6. Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT on extenuating factors? Yes No

The decision to administer TELPAS Alternate is NOT based on a student's racial or ethnic background, excessive or extended absences, location of service delivery, anticipated disruptive behavior or emotional distress, or any other such factors.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:
 This text box has a 450-character limit.

Step II: Discuss Assurances
 All assurances must be initiated by district personnel for the EL to participate in TELPAS Alternate.

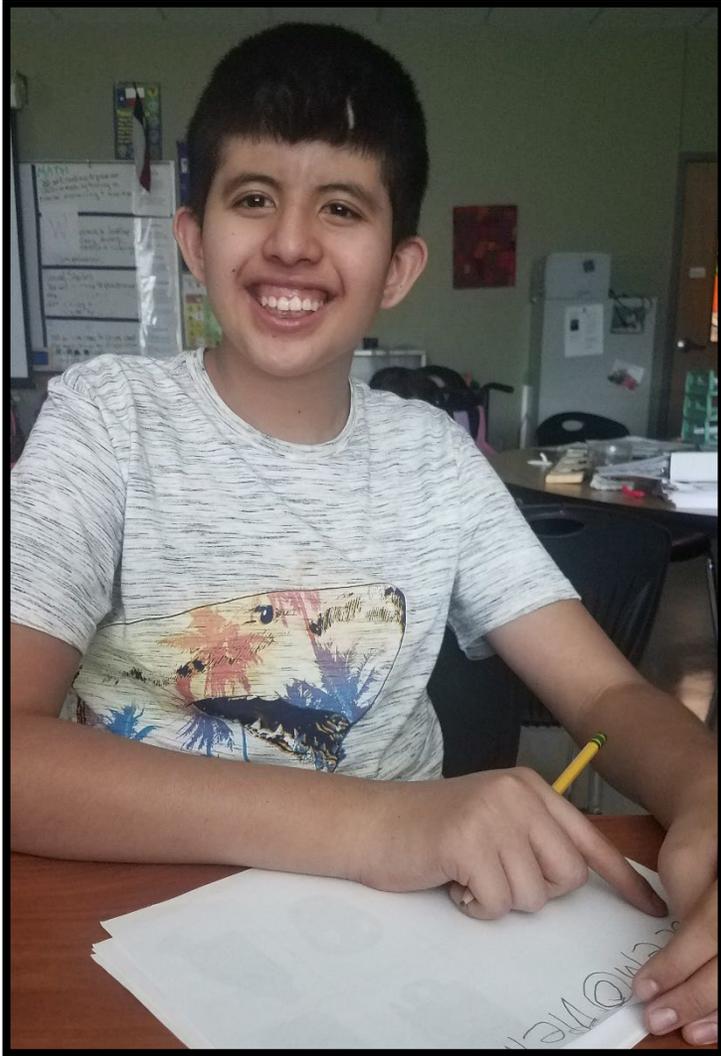
Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b), if the ARD committee, in conjunction with the LPAC, determines that the student will take an alternate assessment, the IEP must provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations.

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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- Participation requirements (in English and Spanish) for grades 2–12 are available on 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 will now answer question 1: "Is the student identified in PEIMS as LEP?" and initial the assurances in Step II.

TELPAS Alternate Participation Requirements: Grades 3-12



- **For grades 3–12, a student must be LEP and be eligible for STAAR Alternate 2 to take TELPAS Alternate.**
 - Completion of the STAAR Alternate 2 Participation Requirements and completion of the TELPAS Alternate Participation Requirements, answering Question 1 and initialing Step II assurances only.
 - For an EL in high school who has completed testing requirements, documentation that the student was previously assessed with STAAR Alternate 2 and completion of the TELPAS Alternate Participation Requirements, answering Question 1 and initialing Step II assurances is sufficient .
 - The LPAC should document assessments the student will take in the permanent record file .

TELPAS Alternate Participation Requirements: Grade 2

- **For grade 2, the TELPAS Alternate Participation Requirements must be reviewed by the ARD committee in conjunction with the LPAC.**
 - Once a determination has been made, the decision must be documented.
 - The assessment decision and participation requirements should be documented in the IEP.
 - The assessment decision should be documented in the student's permanent record file using TEA's [EL Assessment Documentation Forms](#) or a district-created form that captures the same information.
 - The student must meet all 6 eligibility criteria to be eligible to participate in TELPAS Alternate.
 - All YES answers require justification based on evaluation information.
 - If the answer to any question is NO, the student will take TELPAS.
 - The next several slides take you through all 6 questions.



TELPAS Alternate Participation Requirements: Grade 2 (question 1)

1. Is the student identified in PEIMS as LEP?

Yes or No

- **Only students who have been identified in the Public Education Information Management System as limited English proficient are required to take an English language proficiency assessment (i.e., TELPAS or TELPAS Alternate).**
- **This includes students whose parents have declined bilingual or English as a Second Language (ESL) program services.**

TELPAS Alternate Participation Requirements: Grade 2 (question 2)

2. Does the student have a significant cognitive disability?

Yes or No

- **This is determined by the ARD committee based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team and documented in the IEP.**
- **The results must indicate a deficit in the student's ability to plan, comprehend, and reason and adaptive behavior deficits that limit the student's ability to apply social and practical skills.**

TELPAS Alternate Participation Requirements: Grade 2 (question 3)

3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?

Yes or No

- **In order to answer “yes,” the student must require substantially modified materials to access information in alternate ways across all settings.**
- **Also, the student must demonstrate adaptive behaviors that are significantly impaired and impact the student’s ability to live independently and function safely in daily life across all life domains, not just the school environment.**
- **Examples of “specialized, extensive supports” may include:**
 - Voice output devices
 - Assistance with feeding and daily needs
 - Regular and frequent reinforcement system
 - 1:1 instruction
 - Assistance with physical mobility
 - Assistance negotiating social situations

TELPAS Alternate Participation Requirements: Grade 2 (question 4)

4. Does the student require intensive, individualized instruction in all instructional settings?

Yes or No

- **In order to answer “yes,” the student must be receiving individualized instruction in every academic class. This instruction is neither temporary nor limited to specific content areas.**
- **Intensive, individualized instruction may be provided by alternate or non-traditional methods and may include:**
 - Alternate curriculum
 - Modified requirements
 - Modified tasks
 - Frequent prompting

TELPAS Alternate Participation Requirements: Grade 2 (question 5)

5. Does the student access and participate in the grade-level TEKS through prerequisite skills?

Yes or No

- **In order to answer “yes,” the student must be performing significantly below grade-level proficiency.**
 - For example, an elementary student may perform 3 or more grade levels below peers of the same age.
 - For example, a high school student may perform 7–9 grade levels below peers of the same age.
- **Also, teaching may include the following practices beyond what is provided to non-disabled peers:**
 - hands-on materials
 - demonstration of concepts along with verbal directions
 - new tasks broken into small steps
 - prompting or shaping accurate performance
 - repeated student practice
 - multiple opportunities and examples

TELPAS Alternate Participation Requirements: Grade 2 (question 6)

6. Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT on extenuating factors?

Yes or No

- The decision to participate in TELPAS Alternate may NOT be based on a student's racial or academic background, extensive absences, location of educational services, or anticipated disruptive behavior.**

TELPAS Alternate Participation Requirements: Grade 2 (assurances)

- **If Yes is indicated for all six eligibility criteria, the ARD committee, in conjunction with the LPAC, must discuss the following assurances.**

Under 34 Code of Federal Regulations (CFR) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b), if the ARD committee, in conjunction with the LPAC, determines that the student will take an alternate assessment, the IEP must provide a statement of why the student cannot participate in the general assessment (TELPAS) with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all six eligibility criteria are met.

If the ARD committee, in conjunction with the LPAC, determines that the student will take TELPAS Alternate, justification 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.

- **All assurances must be initialed by district personnel for the EL to participate in TELPAS Alternate.**
- **The decision for a student to participate in TELPAS Alternate is based on the ARD committee, in conjunction with the LPAC. The decision cannot be made solely by a campus or district administrator.**

No Authentic Academic Response (NAAR) and Medical Exception

- If the ARD committee determines 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.
- **“N” for NAAR or “M” for Medical Exception will be recorded for the student when responses are submitted online during the testing window.**

Introduction to TELPAS Alternate

Student Eligibility

Speaking Domain

Listening 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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