



TELPAS Alternate Test Administration Procedures

Purpose of this TELPAS Alternate Training

- Intended for any school personnel who may serve as a test administrator
- Describes qualifications to serve as a test administrator
- Addresses test security and confidentiality
- Lists the steps for administering TELPAS Alternate

Note: This training PowerPoint should not be used as the sole resource for test administrators. Training should include information from the TELPAS Alternate Test Administrator Manual as well as the District and Campus Coordinator Resources (DCCR).



- **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/EL) and also identified with a significant cognitive disability.**



Required Training for Test Coordinators and Test Administrators

Summary of TELPAS Alternate Training Requirements

Who must be trained	Type of training needed	Training due by
District testing coordinators	Annual training in TELPAS Alternate administration procedures and test security	January 24
Campus testing coordinators	Annual training in TELPAS Alternate administration procedures and test security	February 7
Grades 2–12 test administrators, monitors, or assistants	Annual training in test security and TELPAS Alternate test procedures for grades 2–12	February 21
Technology staff and others assigned to TELPAS Alternate Assessment Management System roles	Annual training in test security, applicable TELPAS Alternate administration procedures, and the TestNav testing system	February 21

Resources for Test Coordinators

District and Campus Coordinator

Resources at

<https://txassessmentdocs.atlassian.net/wiki/disc-over/all-updates>



- **The Training section includes information for district and campus testing coordinators, test administrators, and other testing personnel.**
- **The Online Administrations section focuses on details for technology staff and test administrators who transcribe student scoring information into the Assessment Management System.**



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 - STAAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide, pp. A-75

Assessment Management System User's Guide at

<http://avocet.pearson.com/TX/Home>

Step-by-step instructions for:

- Managing enrollment
- Importing student data files
- Entering student responses and score codes



- All test administrators should read and become familiar with the entire *TELPAS Alternate Test Administrator Manual*.

<https://tea.texas.gov/student.assessment/telpasalt/#Alt>

- Test administrators should also receive training on security, test procedures, and the Assessment Management System from the district coordinator (DC) or campus coordinator (CC).

- **Test administrators may include**
 - Special education teachers
 - Bilingual or ESL teachers
 - Other service providers who regularly work with the students
- **Test administrators must have a high level of interaction and familiarity with the student.**
- **Test administrators must hold valid education credentials, such as Texas educator certificates and permits.**
- **Test administrators must sign the security oath following training and before handling secure test materials.**

Note: Districts must assign the same test administrator to evaluate a student in all four domains.

Certified and noncertified paraprofessionals

- **may serve as test administrators or assistants only if they are trained in test administration procedures and sign the oath, and**
- **must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration.**

Test Security and Confidentiality

- **TELPAS Alternate test materials are not secure until a student's name or observational information has been added as part of the holistic inventory.**
 - For example, when the teacher writes the student's name or other personal information on the paper inventory and begins to take notes, that document must be kept confidential.
- **During testing keep all test materials with confidential student information in locked storage.**
- **Completed inventories must be kept in the student's permanent record files for two years from the time of being rated.**
- **See the *District and Campus Coordinator Resources* for more detailed test security information at**

<https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191694176/Security>

Before Administering TELPAS Alternate

- Read the entire *TELPAS Alternate Test Administration Manual*. Contact your district or campus testing coordinator with any questions.
- It is recommended to use the Observable Behaviors “notes version” throughout the school year to prepare for the administration. Record the student’s progress in developing English while practicing the skills of the Observable Behaviors. Use your notes to make a determination if questions arise about the student’s consistency in demonstrating an Observable Behavior.

R2. The student:						
Decoding	<table border="1"> <tr> <td> <p>may or may not attend to familiar word/picture combinations</p> <p>(A)</p> </td> <td> <p>matches familiar word/picture combinations to identical word/picture combinations</p> <p>(B)</p> <p><i>successful bag-1/28 pencil-2/10 sister-3/5</i></p> </td> <td> <p>selects requested high-frequency words from a group of words</p> <p>(C)</p> <p><i>1 time on 3/5. No repeat.</i></p> </td> <td> <p>decodes words or phrases consisting of a few simple high-frequency words</p> <p>(D)</p> </td> <td> <p>decodes longer phrases or sentences with some unfamiliar words</p> <p>(E)</p> </td> </tr> </table>	<p>may or may not attend to familiar word/picture combinations</p> <p>(A)</p>	<p>matches familiar word/picture combinations to identical word/picture combinations</p> <p>(B)</p> <p><i>successful bag-1/28 pencil-2/10 sister-3/5</i></p>	<p>selects requested high-frequency words from a group of words</p> <p>(C)</p> <p><i>1 time on 3/5. No repeat.</i></p>	<p>decodes words or phrases consisting of a few simple high-frequency words</p> <p>(D)</p>	<p>decodes longer phrases or sentences with some unfamiliar words</p> <p>(E)</p>
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Note: The test administrator may have no notes or different types of notes. This is intended only as an example.

Administering TELPAS Alternate (steps 1–3)

- 1. Start with one student and one domain.**
- 2. Review each of the ten Observable Behaviors for that domain along with the five descriptions of student performance. It is not necessary to consider the Observable Behaviors in the order they appear.**
- 3. Consider one Observable Behavior at a time.**
 - Think about the description that most closely matches the student's performance most consistently.
 - Think about how well the student has demonstrated the ability to understand or use English in the context of skills the student is learning.
 - Think about how well the student was able to understand or use English when practicing these skills in a classroom setting.

Administering TELPAS Alternate (steps 4–5)

L1. The student:	
Distinguishing Sounds	<p>may or may not attend to a spoken letter sound with picture support</p> <p style="text-align: center;">(A)</p>
	<p>matches a spoken letter sound with picture support to an identical picture</p> <p style="text-align: center;">(B)</p>
	<p>classifies two words as the same or different based on initial or final word sounds</p> <p style="text-align: center;">(C)</p>
	<p>identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally</p> <p style="text-align: center;"><input checked="" type="radio"/> (D)</p>
	<p>identifies words that are the same or different after hearing two spoken words in the same word family</p> <p style="text-align: center;">(E)</p>

L2. The student:	
Understanding Conjunctions	<p>may or may not attend to two orally presented single-word options with picture support joined by "or"</p> <p style="text-align: center;">(A)</p>
	<p>makes a selection when given two orally presented single-word options with picture support joined by "or"</p> <p style="text-align: center;">(B)</p>
	<p>makes a selection when given two orally presented single-word options joined by "or"</p> <p style="text-align: center;"><input checked="" type="radio"/> (C)</p>
	<p>makes a selection between a few orally presented options joined by "or" or "and"</p> <p style="text-align: center;">(D)</p>
	<p>responds appropriately to detailed requests or questions that contain different conjunctions (e.g., "and," "but," "or")</p> <p style="text-align: center;">(E)</p>

4. Mark the bubble (A, B, C, D, E) under the description that closely matches the student's most consistent use of English. Mark only one bubble.

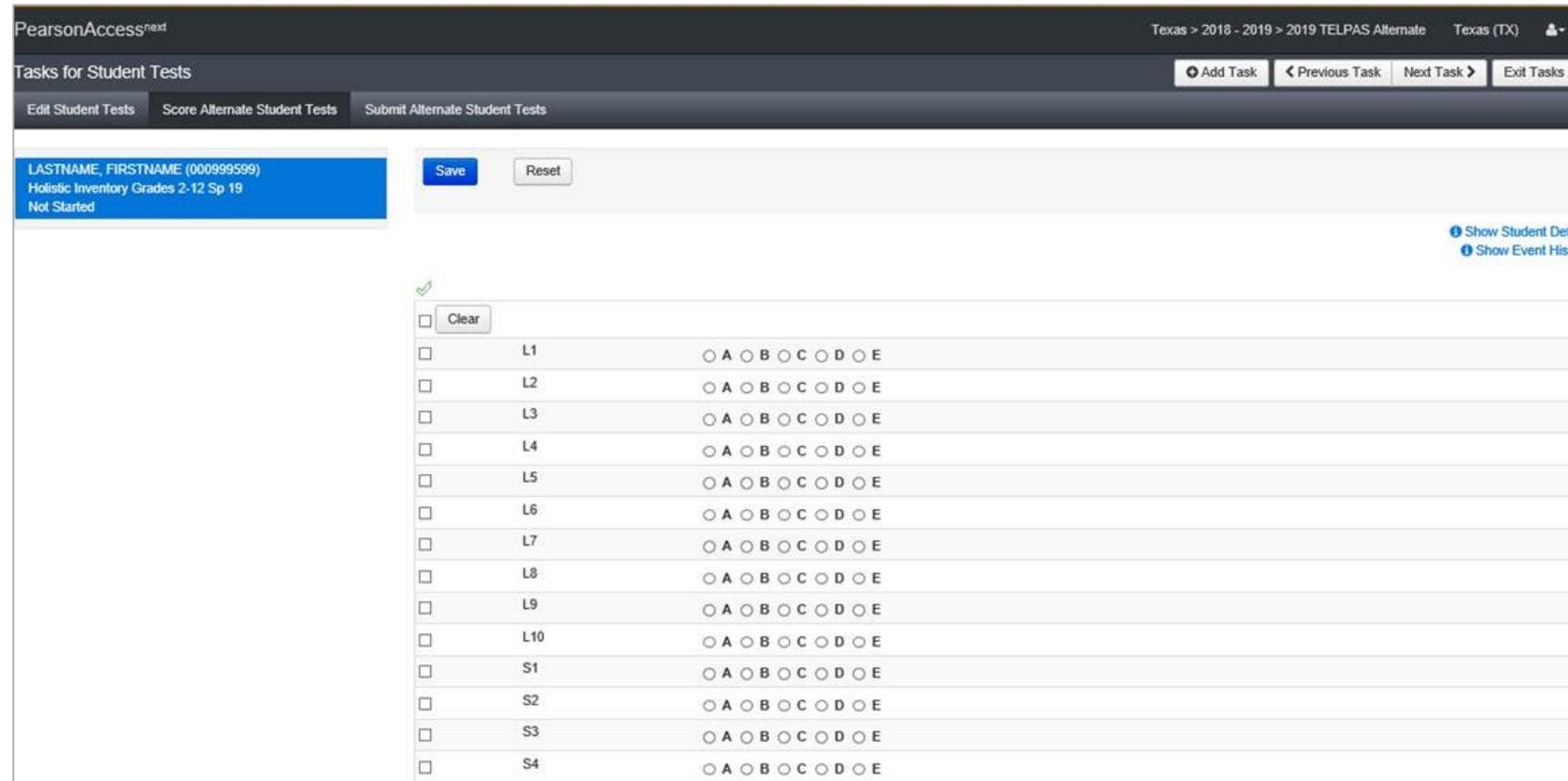
5. After finishing all ten Observable Behaviors for the first domain, continue with the three remaining domains.

After Administering TELPAS Alternate

- **Once the entire inventory is complete, the observations must be transcribed into the Assessment Management System for scoring.**
- **Students must be registered for the TELPAS Alternate administration and assigned to a test in the system before observations can be transcribed.**
- **If the test administrator will be transcribing the information, a user account must be created in the Assessment Management System by the district or campus coordinator.**

Transcribing Observations

- The test administrator or designated testing personnel will log in to the Assessment Management System and use the information from the paper inventory to enter the letter (A, B, C, D, E) that corresponds to each of the 40 Observable Behaviors. Notes are not transcribed.
- After all 40 observations are transcribed, click the *Submit* button.



PearsonAccess^{next} Texas > 2018 - 2019 > 2019 TELPAS Alternate Texas (TX)

Tasks for Student Tests Add Task Previous Task Next Task Exit Tasks

Edit Student Tests Score Alternate Student Tests Submit Alternate Student Tests

LASTNAME, FIRSTNAME (000999599)
Holistic Inventory Grades 2-12 Sp 19
Not Started

Save Reset

Show Student Det Show Event Hist

Clear

<input type="checkbox"/>	L1	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L2	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L4	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L5	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L6	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L7	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L8	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L9	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	L10	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	S1	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	S2	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	S3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
<input type="checkbox"/>	S4	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E

“Do Not Score” Designations

- **If a student does not participate in TELPAS Alternate, a “do not score” designation must be selected from the *Test Details* screen. It will apply to all domains.**
- **“Do not score” designations:**
 - E = Extenuating Circumstances
 - M = Medical Exception
 - N = No Authentic Academic Response (NAAR)

“Do Not Score” Designation (E) Extenuating Circumstances

- **The student is unable to be assessed in all four domains due to extenuating circumstances.**
 - For example, a student was hospitalized or became sick and didn't return until after the testing window closed. The test administrator was able to successfully rate the student in one or a couple of domains, but not in **all** domains. The test can not be submitted unless all Observable Behaviors have been marked, so the score code for this student would be E.
- **This score code designation is rare and should be made in consultation with TEA.**

“Do Not Score” Designation (M) Medical Exception

- **The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student’s medical condition, as determined by the ARD committee and documented in the student’s individualized education program (IEP).**
- **A decision not to assess a student should be rare.**
- **Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances:**
 - The student is in the final stages of a chronic, terminal, or degenerative illness.
 - The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
 - The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
 - The student is unable to receive sufficient or consistent homebound services due to medical issues.
- **The Medical Exception form can be found at: <https://tea.texas.gov/student.assessment/telpasalt/>**

“Do Not Score” Designation (N) No Authentic Academic Response

- **The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student’s disability, resulting in the inability to make an authentic academic response to stimuli, as determined by the ARD committee and documented in the student’s IEP.**
- **A decision not to assess a student should be rare.**
- **Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.**
 - The student is unable to demonstrate any observable reaction to a specific stimulus.
 - The student exhibits only startle responses.
 - The student tracks or fixates on objects at random and not for a purpose.
 - The student moves or responds only to internal stimuli.
 - The student vocalizes intermittently regardless of changes in the environment around him or her.
- **The NAAR form can be found at: <https://tea.texas.gov/student.assessment/telpasalt/>**

Important Reminders

- **Districts are required to assess all eligible students who are in attendance during the testing window.**
- **Students who are eligible for TELPAS Alternate must**
 - have the test submitted, or
 - have the appropriate score code set.

- **A glossary explaining how some terms are used in the Observable Behaviors is provided in Appendix B of the *TELPAS Alternate Test Administration Manual*.**
- **For the listening domain, information should be presented to students orally, except for students who receive their input through sign language.**
- **For the writing domain, students using augmentative and alternative communication (AAC) as expressive communication must use symbols that are combined with printed letters or words beginning with the “Early Independence” level.**



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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