

An aerial photograph of Austin, Texas, showing the city skyline with various skyscrapers and buildings. In the foreground, there is a large body of water, likely the Colorado River, with a bridge and some greenery. The sky is blue with some light clouds.

# TELPAS and TELPAS Alternate Spring Updates

February 6, 2020

TETN #921

- **TELPAS Updates and Reminders**
- **TELPAS Alternate Updates and Reminders**
- **LPAC Reminders**

# TELPAS Updates and Reminders

# Calendar of Events

Spring 2020	
Events	Dates
TELPAS Rater Manual available online	October 25
Online training courses for holistically rated assessments	
<ul style="list-style-type: none"> <li>Assembling and Verifying Grades 2–12 Writing Collections course available</li> </ul>	January 13
<ul style="list-style-type: none"> <li>Basic training courses for new K–1 and 2–12 raters available</li> </ul>	January 27
Online calibration window opens	February 10
Earliest eligibility date for TELPAS writing samples	February 10
End date for training raters, assemblers, and verifiers on administration procedures	February 21
TELPAS assessment window	February 24–April 3
Districts receive TELPAS printed reports	May 22–May 29

The TELPAS assessment window includes the time needed for verification. There is not a separate verification window.

- **Enhanced *Educator Guide to TELPAS and TELPAS Alternate***
- **Starting in 2019-2020, the TELPAS Online Training Center will have the capability to save teachers' certificates from year to year**
- **New *Scoring of the TELPAS Speaking Responses* document**
- **New *TELPAS Speaking Rescore Request***
- **Expanded Practice Sets for Listening and Speaking**
- **Spring 2020 released tests for reading, and listening & speaking**
- **Development of the New *TELPAS Speaking Items Scoring Guide***

- **For K-1 (Chapter 3)**
  - 2 examples and 1 rating practice
  - video clips for reading, listening, and speaking domains
  - writing samples for the writing domain
  
- **Located on the [TELPAS](#) and [TELPAS Alternate Resources](#) webpages.**



Chapter 3

During academic interactions, Min Hee sometimes seems to understand the discussions because she nods her head and smiles, and doesn't ask me for clarification. I have to ask probing questions to get a sense of whether she truly comprehends. A similar experience happened yesterday when I conferenced with her about her journal writing, as shown in [video clip 1](#).

On the playground I observe Min Hee struggling to interact with her English-speaking friends. Her friends have to use gestures and simple language to help Min Hee participate in games. I also notice that when I talk to her about a familiar topic such as her family, I have to speak slowly and use other linguistic supports in order for her to understand at least some of the conversation. Last week I asked her about her family's vacation plans, as shown in [video clip 2](#).

During science, Min Hee has difficulty understanding verbal directions for group activities. She frequently watches other students for cues or asks for clarification from classmates that speak her native language. Min Hee also struggles to understand whole-class math instruction. Even when a classroom volunteer or I interact with her individually and provide substantial second language acquisition support, she is often unable to understand key words and concepts that I'm teaching, as shown in [video clip 3](#).

[CLICK HERE](#) to see Min Hee's listening proficiency level rating.

## Chapter 3

As shown in the PLDs, the reading PLDs for K–1 differ from those of ELs in grades 2–12 because they take into account that K–1 students develop the ability to decode written text at different rates regardless of their stage of second language acquisition. The PLDs contain descriptors related to the ability to understand English read aloud as well as the ability to decode and understand written English. For students not yet at the emergent literacy stage of decoding written text, the descriptors related to understanding written English are not used.

The descriptors address the following elements and show the progression of reading proficiency from the beginning to the advanced high level.

<b>1st descriptor</b>	Comprehension of stories read aloud (oral reading)
<b>2nd descriptor</b>	Recognizing/understanding simple environmental print, high-frequency words, sight vocabulary
<b>3rd descriptor</b>	Decoding grade-appropriate English text

## Instruction and Assessment

The following examples show the direct alignment between TELPAS and the ELPS. The first two examples include links to video clips of a student engaged in a performance-based activity from the list on page 29. These type of activities help teachers stay attuned to students' English language reading proficiency in ongoing instruction and for the spring TELPAS administration.

### Reading Example 1: Shared Reading with Big Books, Grade 1



[CLICK HERE](#) to see a teacher who has just finished reading a story aloud. The story was about a gift that a young girl made for a family member by gathering her favorite things and putting them in a basket. The story line was neither highly familiar nor predictable, but the book does have illustrations to support understanding. In the clip, the teacher linguistically accommodates her instruction by tailoring questions about the story to the English language proficiency level of an intermediate EL.

■ **Grades 2-12 Listening/Speaking (Chapter 4)**

- description of item types with annotations for listening and speaking
- links to practice sets and tutorials are included to experience how some items appear in the online format

■ **Located on the [TELPAS](#) and [TELPAS Alternate Resources](#) webpages.**

## Annotated Test Item Descriptions

Descriptions of item types on the TELPAS Listening and Speaking test are included on the following pages. Annotations are provided to describe the alignment of each listening and speaking item type with the ELPS student expectations, and to identify the targeted proficiency level(s) of each listening item type.

### Listening Item Type: Listen to a Description to Identify an Object

<b>Reporting Category</b>	1 – Demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English
<b>SE*</b>	(C) Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
<b>Description</b>	This question type requires the EL to listen to a prompt and identify an object within an image or set of images by clicking on a hotspot.
<b>Targeted Proficiency Level(s)</b>	Beginning, Intermediate

\* ELPS student expectation (SE)

Chapter 4

### Speaking Item Type: Explain a Response or Reaction to a Situation

<b>Reporting Category</b>	1 – Demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations
<b>SE</b>	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments
<b>Description</b>	This question type requires the EL to explain or tell a personal reaction or response, given a situation or scenario.

# Enhanced Educator Guide

- **Grades 2-12 Writing (Chapter 4)**
  - 2 examples and 1 rating practice
- **Located on the [TELPAS](#) and [TELPAS Alternate Resources](#) webpages.**

## Writing Example 2: Expository Writing from Science Content Area, Grade 10



[CLICK HERE](#) to see a writing assignment from a grade 10 EL at the advanced level of English language writing proficiency about why science is important in our lives.

### Benefit to Teaching and Learning

Writing in core content areas such as mathematics, science, and social studies supports both the content attainment and English language acquisition of ELs. Using recently encountered vocabulary and content in a written format helps ELs internalize what they have been taught. Teachers benefit from the ability to evaluate both subject area learning and English language writing proficiency. TELPAS writing collections include writing tasks from a variety of

Biology

Science is important because

Science is a method for studying the natural world. The main categories that science covers are Physical Science, Life Science, and Earth Science. All the three categories are cover everything around us. Which helps discover our life, the world, and many more. Today science helps with technology. Technology is now became a part of our life, ~~Every~~ <sup>Most of the time</sup> ~~day~~ we use electricity, medicine, radio, and more. All these things made our life easy.

- **Starting in 2019-2020, the TELPAS Online Training Center will have the capability to save teachers' certificates from year to year.**
- **Certificates will still be available to print immediately after successful course/calibration completion, but it may take up to 24 hours for emailed certificates to arrive in a user's inbox.**
- **As best practice, it is still recommended that teachers print and keep a copy of their certificates.**

## ■ **Creating accounts in TELPAS Online Training Center**

- Teachers are required to create a new account this year
- Keyword needed to create new account; keyword accessed from DTC
  - December 16<sup>th</sup> communication
  - *TELPAS Online Training Coordinator Resources Information* document posted in PearsonAccess<sup>next</sup> > Reports > Published Reports
- TEA not allowed to give out this keyword

- **Overview of the process of how student speaking responses are scored by Pearson**
- **For educators, administrators, and parents**

Scoring of the Texas English Language  
Proficiency Assessment System (TELPAS)  
Speaking Responses

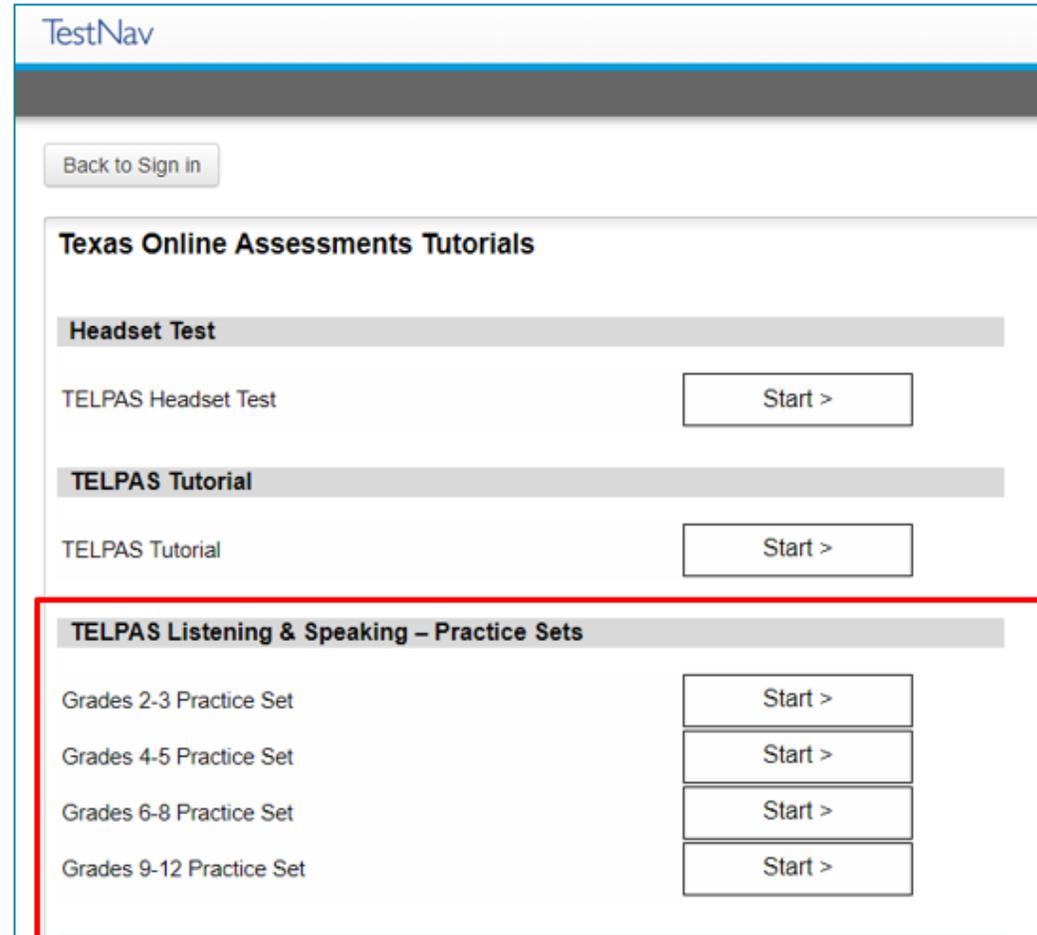
TEXAS EDUCATION AGENCY  
STUDENT ASSESSMENT DIVISION  
JANUARY 2020



# TELPAS Speaking Rescore Request

- **As part of the TELPAS scoring process as mentioned in the new *Scoring of the Texas English Language Proficiency Assessment System (TELPAS) Speaking Responses* document, districts will be able to request a student's speaking test be rescored.**
- **A rescore request form must be completed.**
  - The form can only be submitted by the district testing coordinator.
  - The form will be submitted through TELPAS Assessment Management System.
- **Additional information about the rescore process will be forthcoming.**

- **Now include all four grade bands**
  - 2-3
  - 4-5
  - 6-8
  - 9-12
- **Additional practice items**
- **Additional item types**
- **Will still be accessed through TestNav app**



The screenshot shows the TestNav app interface. At the top, there is a "Back to Sign in" button. Below that is a section titled "Texas Online Assessments Tutorials". Under this section, there are three main categories: "Headset Test", "TELPAS Tutorial", and "TELPAS Listening & Speaking - Practice Sets". The "TELPAS Listening & Speaking - Practice Sets" section is highlighted with a red box and contains four items: "Grades 2-3 Practice Set", "Grades 4-5 Practice Set", "Grades 6-8 Practice Set", and "Grades 9-12 Practice Set", each with a "Start >" button.

# TELPAS Listening and Speaking Practice Sets

- **Are solely for practice (should not be used to predict success on TELPAS)**
- **Created to help students become familiar with the functionality of online listening and speaking items**
- **Include sample items**
  - should not be treated like released tests
  - not a true reflection of the various difficulty levels of items on the test
- **Allow students to practice listening to test items**
- **Allow students to practice recording speaking responses**
  - provide multiple opportunities to interact with microphone
  - encourage students to plan their speaking response before actually recording it (using online notepad or scratch paper)



## **Spring 2020 tests for reading, listening, and speaking**

- **Will be accessible in TestNav**

# Development of TELPAS Speaking Items Scoring Guide

- **Will include exemplars of actual student responses at the different score points for TELPAS speaking items**
- **Will include annotations**

# 2-12 Rater Credentials (writing only)

A bright orange starburst graphic with multiple points, containing the text "New for 2020" in white, sans-serif font.

New for  
2020

- **Starting in 2019-2020, a rater does not need to have the student in class at the time of the spring assessment.**
- **The rater (including a substitute teacher) selected to rate an EL must**
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process\*
- **Paraprofessionals may not serve as raters.**

\*Please note that districts, at their discretion, can implement additional requirements for 2-12 raters of writing collections.



- **Districts have the option to designate one or more centralized raters to rate TELPAS grades 2-12 writing collections districtwide, campus wide or by grade level.**
  - The designated raters will still have to meet the TELPAS rater requirements (training and calibration).
  - Exception: This does not apply to raters of students that have been approved for a special administration of the listening and speaking assessment.



- **The implementation of centralized raters is not a requirement.**
  - It is solely an option to provide districts some flexibility in the TELPAS assessment of grades 2-12 student writing collections.
- **As previously noted, the centralized raters will still have to meet the TELPAS rater requirements.**
  - Districts, at their own discretion, may require additional training for those raters designated as centralized raters.



An orange starburst graphic with a white outline, containing the word "Reminder" in white text.

Reminder

- **Teachers of ELs in grades 2-12 are still required to assemble an EL's writing collection to be rated.**
- **Campus coordinators will need to determine which teachers will be assembling student writing collection(s).**
- **The teacher assembling the collection will confirm the collection is assembled according to set criteria and initial and sign the Writing Collection Verification Checklist and Writing Collection Cover Sheet.**



- **The Printed Name of Teacher and Signature of Teacher lines were added for use only when using centralized raters.**
- **The teacher assembling the writing collection completes these lines confirming the information on the cover sheet.**

**Texas English Language Proficiency Assessment System (TELPAS)**  
**WRITING COLLECTION COVER SHEET**  
SPRING 2020



Student Name _____
Campus Name _____
Enrolled Grade Level _____
Number of Writing Samples _____
<b>Printed Name of Teacher _____</b> <small>(if different from TELPAS rater)</small>
<b>Signature of Teacher _____</b>
Printed Name of TELPAS Rater _____
Signature of TELPAS Rater _____
Printed Name of Additional Rater _____
Signature of Additional Rater _____ <small>(if applicable)</small>

Writing Rating \_\_\_\_\_



**TELPAS**  
Texas English Language Proficiency Assessment System

The writing collection should be kept in the student's permanent record file for two years from the time of rating.

# UPDATED! Writing Collection Verification Checklist

- The Teacher initials column was previously titled Rater but was changed with the addition of the centralized rater option.
- The Printed Name of Teacher and Signature of Teacher lines were also added with the addition of the centralized rater option.
- The teacher assembling the writing collection initials and signs all corresponding teacher sections regardless of serving as a rater or not.

## WRITING COLLECTION VERIFICATION CHECKLIST SPRING 2020

This checklist can be used by both the teacher assembling the writing collection and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the "Teacher" column indicate checks that the teacher is responsible for during the assembly of the collection. The boxes in the "Verifier" column indicate tasks that the verifier must complete.

Please initial each box.

	Teacher	Verifier
1. At least 5 writing samples are included .....	<input type="checkbox"/>	<input type="checkbox"/>
2. At least 1 writing sample designed to elicit past tense is included. ....	<input type="checkbox"/>	<input type="checkbox"/>
3. At least 2 academic writing samples from mathematics, science, or social studies are included .....	<input type="checkbox"/>	<input type="checkbox"/>
4. No writing samples show evidence of borrowed/copied language or heavy use of reference materials .....	<input type="checkbox"/>	N/A
5. No writing samples have been polished through editing by parents, peers, or teachers .....	<input type="checkbox"/>	N/A
6. No worksheets or question-answer assignments are included. ....	<input type="checkbox"/>	<input type="checkbox"/>
7. No writing samples are written primarily in a language other than English .....	<input type="checkbox"/>	<input type="checkbox"/>
8. No writing samples show brief, rushed, or incomplete writing .....	<input type="checkbox"/>	N/A
9. No writing sample date is missing or is prior to February 10, 2020 .....	<input type="checkbox"/>	<input type="checkbox"/>
10. No writing sample is missing the student's name .....	<input type="checkbox"/>	<input type="checkbox"/>
11. No writing sample shows teacher corrections. ....	<input type="checkbox"/>	<input type="checkbox"/>

The verifier's signature is required below once the writing collection meets all assembly criteria.

Printed Name of Teacher	Date
Signature of Teacher	
Printed Name of Verifier	Date
Signature of Verifier	

## Example of a completed Writing Collection Cover Sheet and Writing Collection Verification Checklist when the teacher is the rater.

**Texas English Language Proficiency Assessment System (TELPAS)**  
 WRITING COLLECTION COVER SHEET  
 SPRING 2020



Student Name Student B

Campus Name TEA Elementary School

Enrolled Grade Level 3rd

Number of Writing Samples 5

Printed Name of Teacher \_\_\_\_\_  
(if different from TELPAS rater)

Signature of Teacher \_\_\_\_\_

Printed Name of TELPAS Rater Vanessa Gallardo

Signature of TELPAS Rater Vanessa Gallardo

Printed Name of Additional Rater \_\_\_\_\_

Signature of Additional Rater \_\_\_\_\_  
(if applicable)

Writing Rating Intermediate



The writing collection should be kept in the student's permanent record file for two years from the time of rating.

**WRITING COLLECTION VERIFICATION CHECKLIST**  
 SPRING 2020

This checklist can be used by both the teacher assembling the writing collection and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the "Teacher" column indicate checks that the teacher is responsible for during the assembly of the collection. The boxes in the "Verifier" column indicate tasks that the verifier must complete.

*Please initial each box.*

	Teacher	Verifier
1. At least 5 writing samples are included	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. At least 1 writing sample designed to elicit past tense is included	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. At least 2 academic writing samples from mathematics, science, or social studies are included	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. No writing samples show evidence of borrowed/copied language or heavy use of reference materials	<input checked="" type="checkbox"/>	N/A
5. No writing samples have been polished through editing by parents, peers, or teachers	<input checked="" type="checkbox"/>	N/A
6. No worksheets or question-answer assignments are included	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. No writing samples are written primarily in a language other than English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. No writing samples show brief, rushed, or incomplete writing	<input checked="" type="checkbox"/>	N/A
9. No writing sample date is missing or is prior to February 10, 2020	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. No writing sample is missing the student's name	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11. No writing sample shows teacher corrections	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

The verifier's signature is required below once the writing collection meets all assembly criteria.

Vanessa Gallardo 3 / 27 / 20  
 Printed Name of Teacher Date

Vanessa Gallardo  
Signature of Teacher

José Ríos 3 / 28 / 20  
 Printed Name of Verifier Date

José Ríos  
Signature of Verifier

## Example of a completed Writing Collection Cover Sheet and Writing Collection Verification Checklist when using a centralized rater.

**Texas English Language Proficiency Assessment System (TELPAS)**  
 WRITING COLLECTION COVER SHEET  
 SPRING 2020



Student Name Student Z  
 Campus Name TEA Elementary School  
 Enrolled Grade Level 3  
 Number of Writing Samples 6  
 Printed Name of Teacher Lois Neumeier  
(if different from TELPAS rater)  
 Signature of Teacher *Lois Neumeier*  
 Printed Name of TELPAS Rater Vanessa Gallardo  
 Signature of TELPAS Rater *Vanessa Gallardo*  
 Printed Name of Additional Rater \_\_\_\_\_  
 Signature of Additional Rater \_\_\_\_\_  
(if applicable)

Writing Rating Adv.



The writing collection should be kept in the student's permanent record file for two years from the time of rating.

**WRITING COLLECTION VERIFICATION CHECKLIST**  
 SPRING 2020

This checklist can be used by both the teacher assembling the writing collection and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the "Teacher" column indicate checks that the teacher is responsible for during the assembly of the collection. The boxes in the "Verifier" column indicate tasks that the verifier must complete.

*Please initial each box.*

	Teacher	Verifier
1. At least 5 writing samples are included .....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
2. At least 1 writing sample designed to elicit past tense is included. ....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
3. At least 2 academic writing samples from mathematics, science, or social studies are included .....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
4. No writing samples show evidence of borrowed/copied language or heavy use of reference materials .....	<input type="checkbox"/> LN	N/A
5. No writing samples have been polished through editing by parents, peers, or teachers .....	<input type="checkbox"/> LN	N/A
6. No worksheets or question-answer assignments are included. ....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
7. No writing samples are written primarily in a language other than English .....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
8. No writing samples show brief, rushed, or incomplete writing .....	<input type="checkbox"/> LN	N/A
9. No writing sample date is missing or is prior to February 10, 2020 .....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
10. No writing sample is missing the student's name .....	<input type="checkbox"/> LN	<input type="checkbox"/> JR
11. No writing sample shows teacher corrections .....	<input type="checkbox"/> LN	<input type="checkbox"/> JR

The verifier's signature is required below once the writing collection meets all assembly criteria.

<u>Lois Neumeier</u> Printed Name of Teacher	<u>3</u> / <u>27</u> / <u>20</u> Date
<u><i>Lois Neumeier</i></u> Signature of Teacher	
<u>José Rios</u> Printed Name of Verifier	<u>3</u> / <u>26</u> / <u>20</u> Date
<u><i>José Rios</i></u> Signature of Verifier	

The TELPAS Student Rating Roster was also updated to reflect the centralized rater option.

## TELPAS Student Rating Roster Spring 2020

Use the table below to list each student you rate, the student's grade level, the student's ratings, and the specified rater information. For each domain assessed, indicate the student's English language proficiency rating: B=beginning, I=intermediate, A=advanced, and H=advanced high. The listening and speaking ratings of a student in grades 2-12 will need to be included only if there was a TEA approval for a special administration for listening and speaking. If, in consultation with your campus coordinator, it is determined that a student is unable to be rated in a domain, mark "E" (Extenuating Circumstances) or "X" (ARD Decision) in accordance with the instructions in the *Assessment Management System User's Guide*. Sign and date the roster and return it to the campus coordinator.

Student Name	Grade Level	Rating				Rater Information	
		Listening	Speaking	Writing	Reading (K-1 only)	A (1-8)	B (1-3)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

### TELPAS Rater of Above Students

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### Additional Rater (if applicable)\*

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

### Campus Principal

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Campus Name \_\_\_\_\_

### Rater Information

A. What is the relationship of the rater to the student?

- 1 Bilingual Education Teacher
- 2 ESL Teacher
- 3 Elementary General Education Teacher
- 4 Middle or High School General Education Teacher of Foundation (Core) Subject(s)
- 5 Special Education Teacher
- 6 Gifted and Talented Teacher
- 7 Teacher of Enrichment Subject(s)
- 8 Centralized Rater
- 9 No Domains Rated (E or X in every domain)

B. Did the rater collaborate with others familiar with the student's progress in learning English?

- 1 Yes
- 2 No
- 3 No Domains Rated (E or X in every domain)

**NOTE:** If your rater information is the same for each student you rate, you may fill in the information in the first row and draw an arrow downward through the rest of the rows.

\* Your district may require second or additional ratings as part of a rating verification process. This roster, the TELPAS writing collection cover sheet, and the online submission should reflect final student ratings.

- **Starting in the 2019-2020 school year, the overall composite score will not be provided. Only each domain proficiency rating and the overall composite rating will be provided.**
- **The TELPAS composite results 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 language domain rating is equally weighted at 25%.**
- **Specific information about composite scores, ratings, criteria, and examples can be found in the TELPAS [Interpretive Guide](#).**

## Test Administrators:

- **TAs may read the directions in the gray-box directions.**
  - The gray-box directions may be read, clarified, and/or translated for the student at the student's request.

## Students:

- **Students may prepare their spoken response by planning or writing out their response using either the notepad tool in TestNav or using the scratch paper and pencil provided during the test administration.**
- **Best practice – Students should check their answers, such as making sure an answer is selected for the reading and listening items and listening to their spoken responses to make sure the responses are audible.**
- **Students may listen to the recorded prompts as many times as needed.**

# Gray-Box Directions

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.



1



2



Remaining attempts: 1

# TELPAS Speaking: Best Practices for Students

- **Speak clearly.**
  - Make sure your microphone is close to your mouth but not touching your lips.
  - Avoid whispering.
- **Give as much detail as possible, speak in complete sentences, and use vocabulary (academic language) you have learned in class.**
  - If you do not know a word in English to express yourself use a description of that word to relay your message.
- **Avoid playing with the headset, microphone, or headset cord.**
- **Listen to your answer to make sure you can hear yourself clearly.**
  - Ask yourself if your teacher would ask you to repeat your answer or speak louder.

# TELPAS Alternate Updates and Reminders

TELPAS Alternate Key Dates	Date
Submit counts for TELPAS Alternate test administrator manuals	10/21 - 11/8
Districts receive TELPAS Alternate test administrator manuals	1/6 - 1/10
Submit student registrations for TELPAS Alternate	1/10 - 4/3
<b>TELPAS Alternate assessment window</b>	<b>2/24 – 4/3</b>
TELPAS Alternate reports posted to the Assessment Management System	5/8
Districts submit TELPAS Alternate score code changes	5/8 - 5/15

# Observable Behaviors and 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.**

<b>L2. The student:</b>					
<b>Understanding Conjunctions</b>	may or may not attend to two orally presented single-word options with picture support joined by "or"	makes a selection when given two orally presented single-word options with picture support joined by "or"	makes a selection when given two orally presented single-word options joined by "or"	makes a selection between a few orally presented options joined by "or" or "and"	responds appropriately to detailed requests or questions that contain different conjunctions (e.g., "and," "but," "or")
<b>Elementary</b>	Student does not attend to the pictures of milk and juice after teacher shows the pictures and asks, "milk or juice?"	Student selects a picture of "milk" when given spoken choices paired with pictures of "milk" or "juice."	Student selects "milk" when given spoken choices of "milk" or "juice."	Student selects "milk" when given spoken choices of "milk", "juice", or "water."	Student chooses "white milk and juice" when given spoken choices of "white milk and juice" or "white milk and water."
<b>Secondary</b>	Student does not attend to the pictures of pizza and a hamburger after teacher shows pictures and asks, "pizza or hamburger?"	Student selects a picture of "pizza" when given spoken choices paired with pictures of "pizza" or "hamburger."	Student selects "pizza" when given spoken choices of "pizza" or "hamburger."	Student selects "pizza" when given spoken choices of "pizza", "hamburger" or "salad."	Student selects "cheese pizza and water" when given spoken choices of "pepperoni pizza and water" or "cheese pizza and water."

## TELPAS Alternate Enhancements for Spring 2020

- An additional set of classroom examples were added to 5 of the 10 Observable Behaviors in each domain (listening, speaking, reading, and writing).
- Classroom examples are located on the [TELPAS Alternate](#) webpage.

### LISTENING

L8. The student:					
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multi-step directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," "sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door," "walk to the restroom," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."
Elementary	Student keeps working at a center when told "listen" and shown a picture of a person with mouth closed looking at the teacher.	Student stops walking across the room when told "listen" and shown a picture of a person with mouth closed looking at the teacher.	Student stops activity, sits quietly, and looks at the teacher when told "listen."	During a science activity for sink or float, student follows the directions "Take out your science journal."	During a science activity for sink or float, student follows the directions "Look at the items on your table. Make one group of things that will float and one group that will not float."
Secondary	Student picks up a marker when told "pencil" and shown a picture of a pencil in a hand.	Student touches a number line after hearing the word "touch" and being shown a picture of someone touching a number line.	Student touches a number line on the desk when told "touch."	When given a number line and pencil, student follows the directions "Point to the 20."	When given a number line and pencil, student follows the directions "Start at 20. Add 10. Put an X on the number line to mark your spot."



- **Required training includes**
  - Test security training, and
  - TELPAS Alternate administration procedures training.
- **Test administrators for TELPAS Alternate are not required to complete online basic training or calibrate in order to complete the holistic inventory.**
- **TEA highly recommends that TELPAS Alternate test administrators view a series of short training PowerPoints on the TEA TELPAS Alternate Resources page.**

## TELPAS Alternate Training Resources

Use the links below to access training resources.

- [TELPAS Alternate Test Administrator Manual](#) (posted 10/29/19)
- [Introduction to TELPAS Alternate](#) (PPT posted 09/04/19)
- [Introduction to TELPAS Alternate](#) (PDF posted 09/11/19)
- [TELPAS Alternate Student Eligibility](#) (PDF posted 12/09/19)
- [TELPAS Alternate Student Eligibility](#) (PPT posted 12/09/19)
- [TELPAS Alternate Accessibility](#) (PDF posted 12/19/19)
- [TELPAS Alternate Accessibility](#) (PPT posted 12/19/19)
- [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](#) (PDF posted 12/19/19)
- [TELPAS Alternate Test Administration](#) (PPT posted 12/19/19)

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 updated 02/04/20)



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	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 <b>Yes</b> or <b>No</b> as it applies to the student. Each <b>Yes</b> 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 <b>Yes</b> . If the answer to any one of the questions is <b>No</b> , the student must be assessed with TELPAS.
Grades 3-12	If a student entering grades 3-12 has been identified in PEIMS as limited English proficient (LEP/EL), 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 safety 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/EL?  Yes  No

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

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

Page 1 of 2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

Assessment determination based on the student's significant cognitive disability and learner status and NOT on extenuating factors?  Yes  No

Page 2 of 2

**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.

## TELPAS Alternate Blueprints and Proficiency Levels

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

- [TELPAS Alternate Blueprints](#) (PDF posted 10/21/19)
- [TELPAS Alternate Proficiency Labels and Definitions](#) (PDF posted 10/21/19)
- [TELPAS Alternate PLDs](#) (PDF updated 01/02/19)

## TELPAS Alternate Resources

Use the links to below to access Documentation Forms and Instructional Resources.

### Documentation Forms

Use the links to below to access the Participation, NAAR, and Medical Exception forms.

- [2019–2020 TELPAS Alternate Participation Requirements](#) (updated 10/30/19)
- [2019–2020 TELPAS Alternate Participation Requirements- Spanish](#) (posted 10/21/19)
- [STAAR Alternate 2 and TELPAS Alternate Medical Exception Eligibility Requirements](#) (English PDF updated 10/01/19)
- [STAAR Alternate 2 and TELPAS Alternate Medical Exception Eligibility Requirements](#) (Spanish PDF updated 10/01/19)
- [STAAR Alternate 2 and TELPAS Alternate No Authentic Academic Response \(NAAR\) Eligibility Requirements](#) (English PDF posted 10/21/19)
- [STAAR Alternate 2 and TELPAS Alternate No Authentic Academic Response \(NAAR\) Eligibility Requirements](#) (Spanish PDF posted 11/22/19)

## Instructional Resources

Use the link below to access the Observable Behaviors (notes version).

- [TELPAS Alternate Observable Behaviors \(notes version\)](#) (PDF updated 10/21/19)
- [2020 TELPAS Alternate Glossary](#) (PDF posted 12/19/19)

## TELPAS Alternate Training Resources

Use the links below to access training resources.

- [TELPAS Alternate Test Administrator Manual](#) (posted 10/29/19)
- [Introduction to TELPAS Alternate](#) (PPT posted 09/04/19)
- [Introduction to TELPAS Alternate](#) (PDF posted 09/11/19)
- [TELPAS Alternate Student Eligibility](#) (PDF posted 12/09/19)
- [TELPAS Alternate Student Eligibility](#) (PPT posted 12/09/19)
- [TELPAS Alternate Accessibility](#) (PDF posted 12/19/19)
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- [TELPAS Alternate Reading Domain](#) (PDF posted 09/11/19)
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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 updated 02/04/20)

## TELPAS Alternate Parent Resources

Use the following links to access parent resources.

- [TELPAS Alternate Parent Brochure](#) (PDF posted 12/10/18)
- [TELPAS Alternate Parent Brochure-Spanish](#) (PDF posted 01/18/19)

# LPAC Reminders



- **LPAC sole authority for**
  - Extra time (Same Day)
  - Oral/Signed Administration (TTS for online tests)
  - Content and Language Supports
- **These designated supports decisions are based on a student's particular need for second language acquisition support.**
- **ELs are still eligible to receive other designated supports through other committees (ARD, RTI, 504, etc.) in conjunction with the LPAC.**

An orange starburst graphic with a white outline, containing the word 'Reminder' in white text.

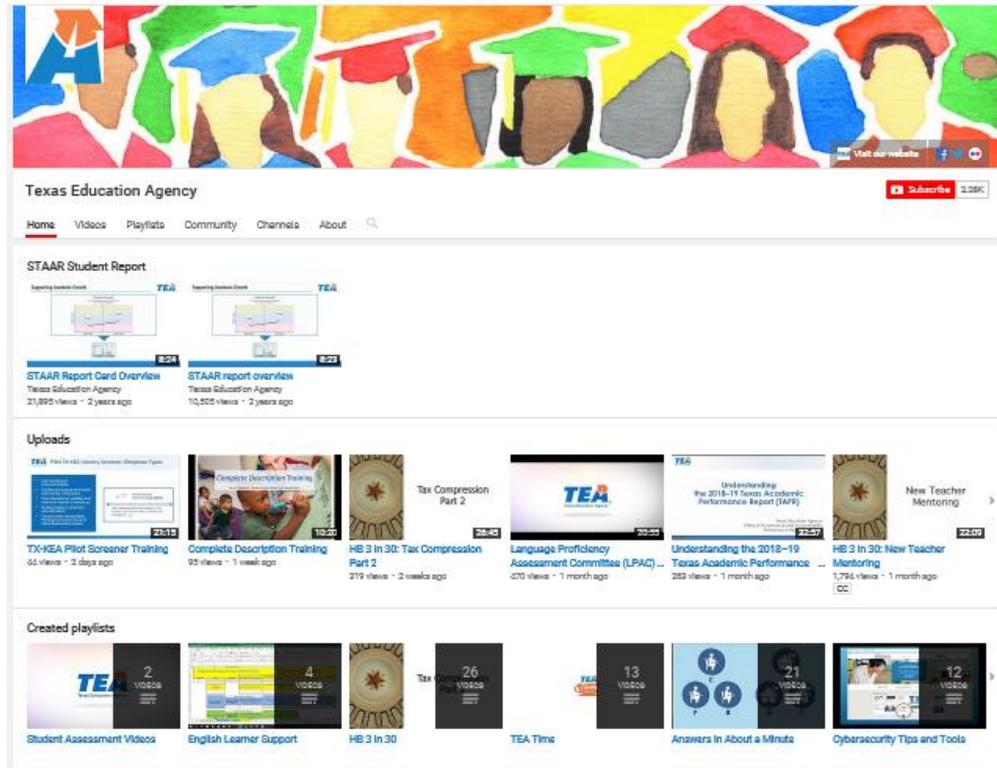
Reminder

**Students for whom the LPAC recommends the following designated supports for any English reading or English EOC assessments, may not be eligible for reclassification at the end of the school year.**

- ✓ Extra time (Same Day)
- ✓ Oral/Signed Administration (TTS for online tests)
- ✓ Content and Language Supports

# Training Available on TEA's YouTube Page

- Access training and informational videos
- Located on [TEA Communications](#) webpage under Social Media heading



[Home](#) / [About TEA](#) / [News & Multimedia](#)

## TEA Communications

The TEA Communications Division is responsible for sharing information to the general public regarding programs, projects and initiatives of the agency. It is the agency's initial point of contact for the members of the media seeking information regarding issues, agency policy and state law regarding public education in Texas.

### News and Information

- News releases are regularly posted on the web.
- Sign up to receive news releases by email. You may also subscribe to other lists at this address.

### For Media Inquiries

- Frank Ward, Director of Media Relations: [frank.ward@tea.texas.gov](mailto:frank.ward@tea.texas.gov)
- Jake Kobersky, Media Relations Specialist: [jacob.kobersky@tea.texas.gov](mailto:jacob.kobersky@tea.texas.gov)
- Melissa Holmes, Press Assistant: [melissa.holmes@tea.texas.gov](mailto:melissa.holmes@tea.texas.gov)

### Social Media

- Follow TEA on [Twitter](#), [Facebook](#) and [Instagram](#).
- Explore #IAmTXed - TEA's social media campaign intended to share the ongoing success stories of Texas teachers in the classroom. (<https://tea.texas.gov/iamtxed>)
- Subscribe to TEA's [RSS feeds](#).
- Follow TEA on [YouTube](#).

# Frequent Questions and Answers



## **Do calibration proctors need to sign an oath?**

Yes, calibration proctors must be trained in TELPAS administration procedures and sign the general oath. Districts **SHOULD NOT** submit the oath to the vendor. Oaths are required to be kept locally.

## **Students who leave/enroll before/during/after the window?**

If the student situation is not covered in the [DCCR](#) please contact Student Assessment at 512-463-9536.



## **Are seating charts required?**

Yes, for TELPAS online tests only, not holistic ratings.

## **Do centralized raters have to be teachers?**

Centralized raters must meet the rater credentials as listed on pages 13-14 of the *TELPAS Rater Manual*.

## **Can a rater also serve as a verifier?**

No, raters are not permitted to serve as verifiers. (*TELPAS Rater Manual*, p.26)



## Should districts set up TELPAS writing sessions to collect samples?

Writing samples should be taken from authentic classroom activities that are grounded in content area TEKS and ELPS. (*TELPAS Rater Manual*, p.23). Separate writing TELPAS sessions are not allowed.

**We have Junior and Senior ELs in our district who have previously met the participation requirements for STAAR Alternate 2 but have completed their EOC testing requirements and therefore not testing this spring. Are they still eligible for TELPAS Alternate?**

If these ELs met participation requirements for STAAR Alternate 2 in the past, then they meet eligibility for TELPAS Alternate.

**Are teachers and service providers with whom the test administrators collaborate required to sign an oath?**

Teachers and service providers with whom the test administrator collaborates do not have to sign an oath, however, they must ensure confidentiality of the information.

## **Students who leave/enroll before/during/after the window?**

If an EL enrolls in a Texas public school BEFORE February 24 (the start of the TELPAS Alternate assessment window), the receiving campus is responsible for all TELPAS Alternate assessments. This is true whether the student enrolls from another Texas school or from another state or country.

If an EL enrolls ON or AFTER February 24, the student does not have to be tested. The receiving campus at the new district can mark the tests complete and assign an "E" score code to the tests. Document the reason for the score code at the local level.

If a student withdraws from your campus before the TELPAS Alternate assessment window begins, remove the student's test assignments. If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the student has test assignments on another campus.

If an EL withdraws ON or AFTER February 24, the sending campus is responsible for TELPAS Alternate of students who were enrolled before February 24 but withdraw before the close of the window. The sending district will either submit the Observable Behaviors entered into the online system for scoring, or assign an "E" score code depending on whether the student was able to be assessed in all four domains (i.e. all 40 Observable Behaviors).



**After the assessment is complete and observations have been transcribed into the online system, do districts need to keep each student's official paper holistic inventory in his or her permanent record file?**

Yes. Districts will need to keep each student's official paper holistic inventory with observations in the student's permanent record file for two years (*TELPAS Alternate Test Administrator Manual*, page 7).

For educators that used the optional Observable Behaviors (notes version) throughout the school year, it is at the district's discretion if they choose to keep the Observable Behaviors (notes version) in the student's permanent record file as well.



## **Are seating charts required?**

No, TELPAS Alternate is a holistic inventory.

## **Do TELPAS Alternate test administrators need to take online training and calibrate?**

TELPAS Alternate test administrators do not calibrate. Refer to page 2 of the *TELPAS Alternate Test Administrator Manual* for additional information on test administrators.

It's highly recommended that TELPAS Alternate test administrators review the short training PowerPoints on the TEA [TELPAS Alternate Resources](#) webpage.

## **Do I need to create test sessions?**

No, test sessions do not need to be created because TELPAS Alternate does not use TestNav.



## **What do I do if I need more observable behaviors?**

Districts may photocopy the separate observable behaviors that were included with their manuals.

## **When do I complete observable behaviors?**

During the scheduled test administration window (Feb. 24–April 3)



## **Where can I find information about calculating years in U.S. schools?**

The *Instructions for Years in U.S. Schools Data Collection* document is located on the TEA [Language Proficiency Assessment Committee Resources](#) page.

## **Where can I find the *2019-2020 Decision-Making Guide for LPACs*?**

The *2019-2020 Decision-Making Guide for LPACs* document is located on the TEA [Language Proficiency Assessment Committee Resources](#) page.

# For Questions Regarding:

## **Identification/Reclassification:**

- **Direct questions regarding EL identification and/or reclassification to English Learner support at 512-463-9414.**

## **Accountability:**

- **Direct questions regarding accountability (i.e. How will \_\_\_\_\_ affect our campus/district rating?) to Performance Reporting at 512-463-9704.**



# For More Information

## **TEA's Student Assessment Division**

512-463-9536

[assessment.specialpopulations@tea.texas.gov](mailto:assessment.specialpopulations@tea.texas.gov)

**[TELPAS Resources](#) Webpage**

**[TELPAS Alternate Resources](#) Webpage**

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