



# 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 emergent bilingual (EB) students 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 EB students 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 an EB student and also identified with a most significant cognitive disability.

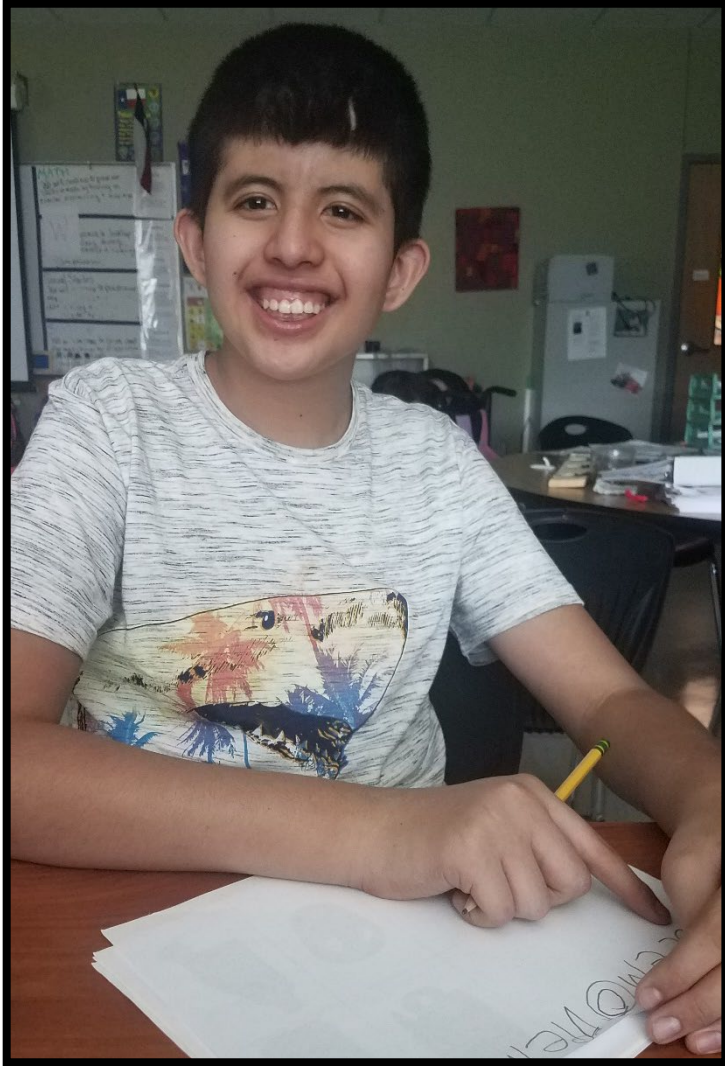
# Who will be assessed with TELPAS Alternate?

|             |   |
|-------------|---|
| Grades K-1  | <ul style="list-style-type: none"><li>▪ No TELPAS Alternate for K-1.</li><li>▪ All EB students, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains.</li></ul>  |
| Grade 2     | <ul style="list-style-type: none"><li>▪ Participation requirements are available on TEA's <a href="#">TELPAS Alternate Resources</a> webpage.</li><li>▪ ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.</li></ul>  |
| Grades 3-12 | <ul style="list-style-type: none"><li>▪ Participation requirements are available on TEA's <a href="#">TELPAS Alternate Resources</a> webpage.</li><li>▪ ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is EB/EL and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.</li></ul> |





# TELPAS Alternate Participation Requirements: Grades 3-12



- For grades 3–12, a student must be an EB student and be eligible for STAAR Alternate 2 to take TELPAS Alternate.
  - Once the ARD committee has determined the EB student is eligible for STAAR Alternate 2, the LPAC will answer question 1: “Is the student identified in PEIMS as EB/EL?”, initial the assurances in Step II, and answer “Yes” in question 6.
  - For an EB student 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, initial the assurances in Step II, and answer “Yes” in question 6.
- The LPAC should document the assessments that 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 [LPAC Documentation Forms](#) or a district-created form that captures the same information.
- The student must meet all the 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 the full participation requirements.



# Background and Instructions

- **Prior to reviewing the participation requirements** for the TELPAS Alternate, the ARD committee, in conjunction with the LPAC, must understand all assessment options, including the characteristics of each assessment. TELPAS Alternate is a statewide assessment that may only be considered for EB students with the most significant cognitive disabilities.
- **A student with the most significant cognitive disability** is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason, and who also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.



# Background and Instructions (continued)

- If TELPAS Alternate is being considered, the ARD committee, in conjunction with the LPAC, must review these participation requirements against the supporting documentation within the individualized education program (IEP), such as in the present levels of academic achievement and functional performance (PLAAFP), to determine eligibility.
- If it is determined that the student meets the participation requirements for TELPAS Alternate, this form and supporting IEP documentation may serve as the required IEP statement under [19 Texas Administrative Code \(TAC\) 89.1055\(b\)](#) and must be available for review during cyclical and targeted monitoring.
- TELPAS Alternate is only available for students in grades 2-12.

# STEP I: Determine if the Student Meets the Participation Requirements – Question 1

1. Is the student identified in PEIMS as EB/EL?

Yes or No

- Only students who have been identified in the Public Education Information Management System EB/EL 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.

*If No is marked, the ARD committee should stop here. The student does not meet the participation requirements for TELPAS Alternate.* 



Note: Question 1 requires a response for EB students in grades 2-12.

# Specific Instructions Based on Student's Enrolled Grade

If the student is identified as an EB student, there are specific instructions based on the student's enrolled grade.

|             |   |
|-------------|---|
| Grade 2     | <i>For EB students in grade 2, review questions 2–5 and mark Yes or No. If Yes is marked, provide a justification containing evidence that the student meets the criterion. If No is marked for any question below, stop. The student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.</i>   |
| Grades 3–12 | <i>For EB students in grades 3–12, if the ARD committee has followed the state guidelines and determined that the student will participate in the STAAR Alternate 2, the EB student must also take TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy the remaining participation requirements for these students; therefore, questions 2–5 do not need to be answered.</i> |



# STEP I: Determine if the Student Meets the Participation Requirements – Question 2

2. Does the student have the most significant cognitive disability?

Yes or No

- *A determination of the most significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE). 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, eating, using money, and other functional skills across all life domains.*



Reminder: Questions 2-5 only need to be answered for EB students in grade 2.

# STEP I: Determine if the Student Meets the Participation Requirements – Question 2 (continued)

- *A student does not meet the eligibility criteria as a student with the most significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c) if the student meets eligibility criteria for special education and related services due to:*
  - *a specific learning disability (SLD), or*
  - *a speech impairment (SI) that is the ONLY disability designation.*
- *The ARD committee must enter a justification, which must include data from the EB student's FIE as evidenced by intellectual and adaptive evaluation information.*

*Enter justification, which must include data from the EB student's FIE as evidenced by intellectual and adaptive evaluation information.*



Reminder: Questions 2-5 only need to be answered for EB students in grade 2.

# STEP I: Determine if the Student Meets the Participation Requirements – Question 3

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

Yes or No

- *Federal regulations mandate that all students have access to grade-level curriculum. A student with the most 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 the most 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 the student to have specialized supports to function safely in daily life across all life domains, not just the school environment.*
- *The ARD committee must enter a justification, which must include data from the EB student's IEP, progress monitoring, or FIE.*



Reminder: Questions 2-5 only need to be answered for EB students in grade 2.



# STEP I: Determine if the Student Meets the Participation Requirements – Question 4

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

Yes or No

- *A student with the most significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND*
- *A student with the most 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 the most significant cognitive disability requires individualized instruction that is neither temporary nor limited to specific content areas.*
- *The ARD committee must enter a justification, which must include data from the EB student's IEP, progress monitoring, or FIE.*



Reminder: Questions 2-5 only need to be answered for EB students in grade 2.

# STEP I: Determine if the Student Meets the Participation Requirements – Question 5

5. Does the student access and participate in the grade-level Texas Essential Knowledge and Skills (TEKS) through prerequisite skills?

Yes or No

- *A student with the most significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the TEKS through prerequisite skills that are significantly below grade-level instruction in all content areas. For example, an elementary student may be 3–4 levels below grade level, while a student in high school may be 7–9 levels below.*
- *The ARD committee must enter a justification, which must include data from the EB student's IEP, progress monitoring, or FIE.*



Reminder: Questions 2-5 only need to be answered for EB students in grade 2.

# STEP II: Provide Assurances and Confirmation TELPAS Alternate Participation – Assurances

All assurances must be reviewed and marked for the student to participate in TELPAS Alternate. For the last assurance, the ARD committee must enter a rationale.

*All assurances must be reviewed and marked for the student to participate in TELPAS Alternate.*

- The ARD committee, in conjunction with the LPAC, confirms that the decision to administer TELPAS Alternate was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, at-risk, homelessness, immigrant, migrant, economically disadvantaged), need for accommodations, below-grade-level reading skills, excessive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on the general assessment and its impact on accountability calculations.
- Under 34 CFR §300.320(a)(6) and 19 Texas Administrative Code (TAC) §89.1055, if the ARD committee, in conjunction with the LPAC, determines that the EB student will take TELPAS Alternate, the student's IEP must provide a statement of why the student cannot participate in the general assessment, TELPAS, with or without accommodations, and why the alternate assessment is appropriate for the student.
- Under 34 CFR §300.320(a)(6) and 19 TAC §89.1055, if the ARD committee, in conjunction with the LPAC, determines that the EB student is eligible to take TELPAS Alternate with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the language proficiency of the student on the alternate assessment.

*Document rationale below per 34 CFR §300.320(a)(6) and 19 TAC §89.1055.*



# STEP II: Provide Assurances and Confirmation

## TELPAS Alternate Participation – Question 6

6. Are the answers to questions 2–5 “Yes,” and have all assurances been marked?

Yes or No

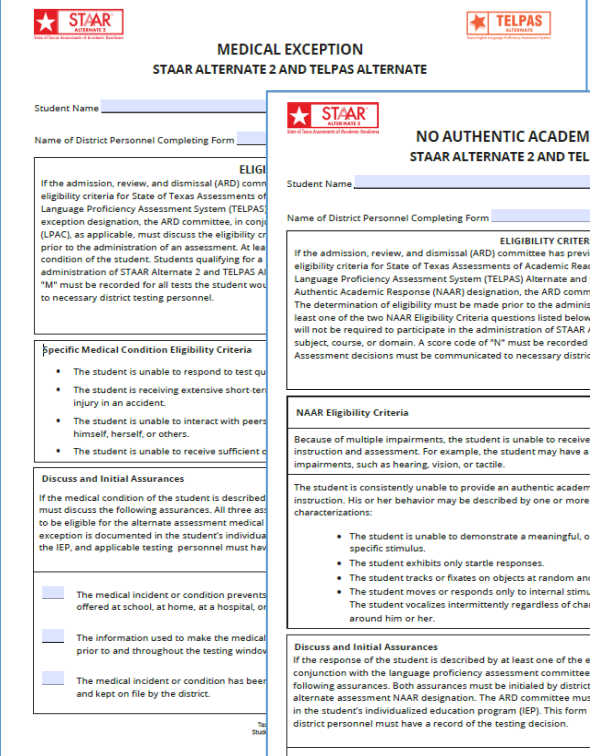
- If the response is “Yes”, then the student meets the participation requirements for TELPAS Alternate and must be rated in all four domains.
- If the response is “No”, then the student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.



Note: Question 6 requires a response for EB students in grades 2-12.

# 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.
- The decision must be made prior to trying to administer TELPAS Alternate.
- The score codes of “N” for NAAR or “M” for Medical Exception will be recorded for the student and must be submitted in TIDE during the testing window.



**MEDICAL EXCEPTION**  
STAAR ALTERNATE 2 AND TELPAS ALTERNATE

Student Name \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_

**ELIGIBILITY CRITERIA**  
If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for State of Texas Assessments of Academic Readiness (STAAR) Alternate 2 and Texas English Language Proficiency Assessment System (TELPAS) Alternate and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD committee must discuss the eligibility criteria below. The determination of eligibility must be made prior to the administration of an assessment. The answer to at least one of the two NAAR Eligibility Criteria questions listed below must be Yes. Students qualifying for NAAR will not be required to participate in the administration of STAAR Alternate 2 and TELPAS Alternate for any subject, course, or domain. A score code of “N” must be recorded for all tests the student would have taken. Assessment decisions must be communicated to necessary district testing personnel.

**Specific Medical Condition Eligibility Criteria**

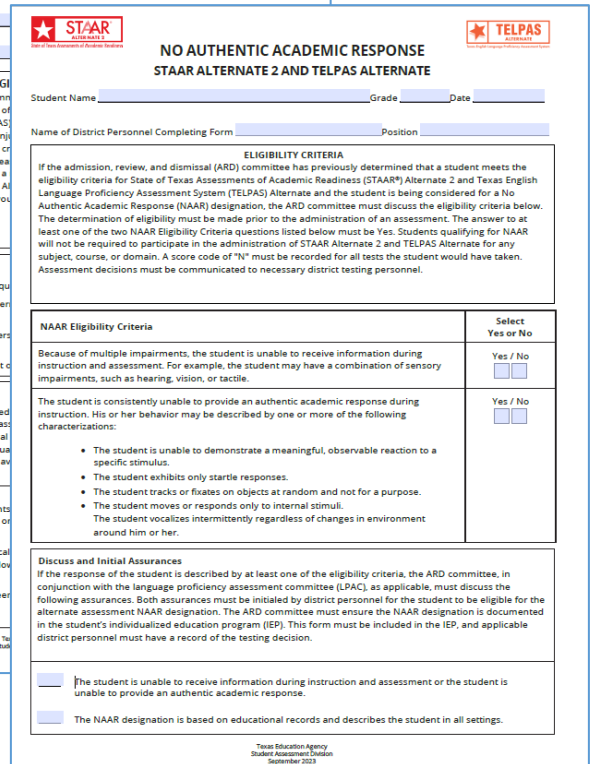
- The student is unable to respond to test questions.
- The student is receiving extensive short-term medical treatment.
- The student is unable to interact with peers, himself, herself, or others.
- The student is unable to receive sufficient instruction.

**Discuss and Initial Assurances**  
If the medical condition of the student is described by the above criteria, the ARD committee must discuss the following assurances. All three assurances must be initiated by district personnel for the student to be eligible for the alternate assessment medical exception. The ARD committee must ensure the NAAR designation is documented in the student's individualized education program (IEP), and applicable district personnel must have a record of the testing decision.

The medical incident or condition prevents the student from participating in the testing window.

The information used to make the medical exception is documented in the student's individualized education program (IEP).

The medical incident or condition has been and kept on file by the district.



**NO AUTHENTIC ACADEMIC RESPONSE**  
STAAR ALTERNATE 2 AND TELPAS ALTERNATE

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Name of District Personnel Completing Form \_\_\_\_\_ Position \_\_\_\_\_

**ELIGIBILITY CRITERIA**  
If the admission, review, and dismissal (ARD) committee has previously determined that a student meets the eligibility criteria for State of Texas Assessments of Academic Readiness (STAAR) Alternate 2 and Texas English Language Proficiency Assessment System (TELPAS) Alternate and the student is being considered for a No Authentic Academic Response (NAAR) designation, the ARD committee must discuss the eligibility criteria below. The determination of eligibility must be made prior to the administration of an assessment. The answer to at least one of the two NAAR Eligibility Criteria questions listed below must be Yes. Students qualifying for NAAR will not be required to participate in the administration of STAAR Alternate 2 and TELPAS Alternate for any subject, course, or domain. A score code of “N” must be recorded for all tests the student would have taken. Assessment decisions must be communicated to necessary district testing personnel.

| NAAR Eligibility Criteria  | Select Yes or No  |
|--|---|
| Because of multiple impairments, the student is unable to receive information during instruction and assessment. For example, the student may have a combination of sensory impairments, such as hearing, vision, or tactile.  | Yes / No<br><input type="checkbox"/> <input type="checkbox"/> |
| The student is consistently unable to provide an authentic academic response during instruction. His or her behavior may be described by one or more of the following characterizations:<br><ul style="list-style-type: none"> <li>• The student is unable to demonstrate a meaningful, observable reaction to a specific stimulus.</li> <li>• The student exhibits only startle responses.</li> <li>• The student tracks or fixates on objects at random and not for a purpose.</li> <li>• The student moves or responds only to internal stimuli.</li> <li>• The student vocalizes intermittently regardless of changes in environment around him or her.</li> </ul> | Yes / No<br><input type="checkbox"/> <input type="checkbox"/> |

**Discuss and Initial Assurances**  
If the response of the student is described by at least one of the eligibility criteria, the ARD committee, in conjunction with the language proficiency assessment committee (LPAC), as applicable, must discuss the following assurances. Both assurances must be initiated by district personnel for the student to be eligible for the alternate assessment NAAR designation. The ARD committee must ensure the NAAR designation is documented in the student's individualized education program (IEP). This form must be included in the IEP, and applicable district personnel must have a record of the testing decision.

The student is unable to receive information during instruction and assessment or the student is unable to provide an authentic academic response.

The NAAR designation is based on educational records and describes the student in all settings.

Texas Education Agency  
Student Assessment Division  
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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**

**Help Desk**  
**[Helpdesk.tea.texas.gov](http://helpdesk.tea.texas.gov)**

**Texas Testing Support**  
**833-601-8821**  
**[TexasTestingSupport@cambiumassessment.com](mailto:TexasTestingSupport@cambiumassessment.com)**





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