

Test Administrator Manual

Grades 2-12



TELPAS Alternate
2020-2021

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Contact Information and Resources

Contact Information	
For questions about	Contact
TELPAS Alternate testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Help Desk: https://teastudentassessments.zendesk.com/hc/en-us/categories/360002017872-Student-Assessment
accessing online resources or help with technical concerns or issues	Customer Service Center Telephone: 800-627-0225 Online Form: Go to http://tx.pearsonaccessnext.com and select Pearson Customer Support Form under "Contact Us." Live Chat: Go to http://tx.pearsonaccessnext.com and click "Chat Now."

General Information Resources	
For general information related to	Access
the student assessment program	www.tea.texas.gov/student.assessment/
EL assessments	www.tea.texas.gov/student.assessment/ell/
technology information	https://TexasAssessment.gov/administrators/technology/

Resource Materials	
Resources online include	Located at
<i>District and Campus Coordinator Resources</i>	www.txetests.com/dccr/
TELPAS Alternate Resources	www.tea.texas.gov/student.assessment/telpasalt/
Language Proficiency Assessment Committee Resources	www.tea.texas.gov/student.assessment/ell/lpac/
<i>STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide</i>	https://tx.mypearsonsupport.com/training-resources/
User Roles Permissions Matrix	https://tx.mypearsonsupport.com/training-resources/
<i>TELPAS and TELPAS Alternate Educator Guide</i>	www.tea.texas.gov/student.assessment/telpasalt/

Calendar of Events

Activity	Date
Districts submit registrations	January 11–April 9
Test administrator training sessions	By February 19
TELPAS Alternate assessment window	February 22–April 9
Reports posted to Assessment Management System	Initial: May 14 Final: May 28

TELPAS Alternate Purpose and Overview

The Every Student Succeeds Act (ESSA) requires states 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. In response, the Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternate to evaluate students identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP/EL) who also have significant cognitive disabilities.

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate proficiency level descriptors (PLDs) that were created to address the specific access needs of this student population. As with TELPAS, students assessed with TELPAS Alternate will be assessed in four language domains: listening, speaking, reading, and writing. For more information about TELPAS Alternate and second language acquisition in general, refer to the [TELPAS and TELPAS Alternate Educator Guide](#).

TELPAS Alternate is not a traditional test in which students answer questions. The holistic inventory contains descriptions of behaviors, called Observable Behaviors, for test administrators to consider regarding each student’s use of the English language in each of the four domains. In TELPAS Alternate, each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency. Figure 1 shows an example of an Observable Behavior that addresses the skill of decoding within the reading domain. The figure contains five characteristics students may demonstrate. All the Observable Behaviors that the test administrator will use to assess a student in each domain are located in Appendix A.

Figure 1. Sample Observable Behavior for Decoding

R2. The student:	
Decoding	<div style="display: flex; justify-content: space-between;"> <div style="width: 18%;"> <p>may or may not attend to familiar word/picture combinations</p> <p style="text-align: center;">Ⓐ</p> </div> <div style="width: 18%;"> <p>matches familiar word/picture combinations to identical word/picture combinations</p> <p style="text-align: center;">Ⓑ</p> </div> <div style="width: 18%;"> <p>selects requested high-frequency words from a group of words</p> <p style="text-align: center;">Ⓒ</p> </div> <div style="width: 18%;"> <p>decodes words or phrases consisting of a few simple high-frequency words</p> <p style="text-align: center;">Ⓓ</p> </div> <div style="width: 18%;"> <p>decodes longer phrases or sentences with some unfamiliar words</p> <p style="text-align: center;">Ⓔ</p> </div> </div>

Test administrators needing additional information about assessing students with the Observable Behaviors can review several domain-specific training presentations found on the [TELPAS Alternate Resources](#) webpage. These training presentations are intended to be viewed in ten or fifteen minutes so that educators can maximize their professional and instructional time. The content of each training presentation was created by Texas educators and includes authentic classroom examples that show how to use the Observable Behaviors to assess students during everyday instruction.

Scheduling

Each district is responsible for developing a local schedule for the TELPAS Alternate assessments during the designated test administration window specified in the [Calendar of Events](#). Your campus coordinator will inform you of the schedule to follow.

Submission of Student Data and Assessment Information for TELPAS Alternate

TELPAS Alternate is administered as an online assessment program. Two types of information are submitted.

- **Student data consisting of student identification, demographic, and program information**

This includes the student's Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS Alternate assessment information**

This includes the Observable Behaviors Inventory listening, speaking, reading and writing scores of each student and any reasons why a student was unable to be assessed. Instructions for submitting this information are provided in the [State of Texas Assessments of Academic Readiness \(STAAR®\) Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide](#).

Student Eligibility Requirements

Students in grades 3–12 who meet ALL the eligibility criteria listed below will take TELPAS Alternate.

- student is classified as LEP/EL in PEIMS
- student is receiving special education services
- student meets the participation requirements for STAAR Alternate 2

For ELs enrolled in grade 2, the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), must review the [TELPAS Alternate Participation Requirements](#) to determine and document whether a student is eligible to participate in TELPAS Alternate.

If the ARD committee determines that a student meets 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.

All ELs enrolled in kindergarten and grade 1 will take the TELPAS holistically rated assessments for all four language domains.

Test Administrator Requirements

The TELPAS Alternate test administrator must have a high level of interaction and familiarity with the student. The test administrator must be able to determine how the student’s understanding and use of English can be demonstrated and described through Observable Behaviors.

All test administrators must hold valid education credentials, such as Texas educator certificates and permits. Test administrators may include

- special education teachers,
- bilingual or ESL teachers,
- paraprofessionals, or
- other service providers who regularly work with the students.

Certified and noncertified paraprofessionals may serve as test administrators or assistants only if they are trained in test administration procedures and sign an [Oath of Test Security and Confidentiality](#). Paraprofessionals must be supervised, either directly or indirectly, by a certified professional on the same campus throughout the test administration. Other district or campus personnel who do not hold the appropriate credentials may administer tests under the supervision of a professional on the same campus who does meet the criteria. All test administrators must sign the appropriate security oath following training and before handling test materials.

Test administrators must complete the inventory for all domains. Districts must assign the same test administrator to test a student in all four domains.

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the *Coordinator Resources* and the test administrator manuals.

All assessment instruments specified in the Texas Education Code (TEC), Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. Test security involves accounting for all secure materials before, during, and after each test administration. Districts must ensure that all district and campus personnel who participate in state-mandated testing or handle secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality.

Maintaining Security of Test Materials

All secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Districts and campuses must identify a suitable location where secure test materials can be kept in locked storage when not in use. Access to these secure locations should be limited to no more than a few essential personnel and these individuals should be the only people who possess keys to the storage area.

Districts that choose to participate in the optional testing window extensions must maintain test security and confidentiality throughout the extended windows. This includes ensuring that all test materials (e.g., online test tickets) are securely stored and students are cautioned about sharing secure test content.

All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited. Each person participating in the student assessment program is required to maintain and preserve the confidentiality of all secure test content including test booklets, online assessments, online test tickets, completed answer documents, STAAR

Alternate 2 image cards, TELPAS holistically rated components, and TELPAS calibration activities.

Maintaining the confidentiality of the Texas student assessment program requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath, located in the Security section of the *Coordinator Resources*, affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited.
- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments. By signing the appropriate oath, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to

report any suspected testing irregularity to the district or campus testing coordinator, principal, or the TEA Student Assessment Division, and are aware of the range of penalties that may result from a violation.

The Student Assessment Division has developed web-based training modules for test administrators as part of the ongoing effort to improve security measures in the state’s testing program and to help ensure that test results are meaningful and valid. The training modules are provided to supplement the mandatory training required of all personnel involved in testing. This online training is optional but strongly recommended.

The training modules can be found on the [Training](#) webpage.

Testing Irregularities

Testing irregularities can occur before, during, and after testing and are categorized as serious violations or procedural irregularities. This section includes examples of both types of irregularities, as well as incidents involving student cheating. It is important for district testing personnel to understand the different types of irregularities so that each type of irregularity may be properly addressed.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality

- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

For all incidents involving assistance, tampering, or falsifying, districts are required to provide a determination on the Online Incident Report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated. Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA's Student Assessment Division as soon as the coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Procedural Testing Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Some examples of specific types of procedural irregularities are included below.

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district must determine if the assessment should be invalidated or submitted for scoring. If the district decides to invalidate a student's test, the district should notify the student's parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- The district failed to get the required TEA approval for an accommodation.

Eligibility Errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being or has been tested incorrectly. District coordinators should contact Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A specific test was administered on the incorrect day (e.g., administered a reading test on the math test day).
- An eligible student was not administered a test (e.g., an English learner (EL) whose parents had waived district bilingual/ESL services was not administered the assessment).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).
- The district failed to properly account for all eligible testers.

Improper Accounting for Secure Materials

Improperly accounting for secure materials typically involves late, lost, or missing materials or failure to maintain the security of the materials. A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets, etc.).

If testing personnel locate any secure materials that were not returned after an administration, contact the Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether the items were kept secure or if there was a breach in confidentiality.

For all incidents where secure materials were left unattended, districts are required to provide a determination on the Online Incident Report form of whether the secure materials were accessed and confidentiality was breached.

Examples:

- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- A test administrator did not return secure test materials following each day's administration.
- Secure test materials were left unattended or secure online assessments were left open and visible.
- Secure test materials were not returned to the testing contractor by the published dates.
- Scorable materials were found after test materials had been returned to the testing contractor.
- Students' test results or test performance was improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Other Procedural Irregularities

Procedural testing irregularities that do not fall into one of the categories listed above are classified as other procedural irregularities.

Examples:

- Testing personnel did not use the test administrator manual or failed to read the test administration script verbatim as outlined in the resources.
- A student was permitted to test beyond the allowed time limit on an assessment or was not provided the full allotment of time to complete an assessment.
- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate oath(s).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued test materials or a test ticket belonging to another tester.

Penalties for Violating Security and Confidentiality of Assessments

TAC, §101.3031(a)(5), states that any violation of test security or confidential integrity may result in TEA

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC, Chapter 247 (relating to

Educators' Code of Ethics) and TAC, Chapter 249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and

- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with Texas Education Code (TEC), §39.057(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, Chapter 39(a).

As indicated in TAC, §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a certificate for a set term or issuance of a probated suspension for a set term;
- revocation or cancellation, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently; or
- imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Specifically, TAC, §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who intentionally manipulates the results or violates the security or confidential integrity of any statewide assessment.

Further, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC, §12.115(a)(4).

As stated in the TEC, §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument; and
- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Investigating and Reporting Testing Irregularities

Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. All testing personnel have an obligation to report testing irregularities and should follow local reporting procedures. Failure to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation under TAC, §249.15(b)(6) and (b)(8).

Oaths of Security and Confidentiality

All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

Test administrators must complete the general oath. General oaths should be printed or saved and provided to the campus coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the [Security](#) section of the *Coordinator Resources*.

Accessibility for TELPAS Alternate

Test administrators will complete the same Observable Behaviors for each student who participates in TELPAS Alternate. The test administrator will consider a student's use of the English language related to each specific Observable Behavior and select the behavior that best describes how the student performs most consistently. The overall selection should be based on the student's consistent demonstration of the skill. Test administrators should observe students' use of English in a variety of instructional activities that are targeted to address each specific ELPS-aligned Observable Behavior. In addition, collaboration during the administration helps ensure that results in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements. The test administrator should collaborate with other teachers or service providers of eligible students. This is especially helpful to determine the ratings of students near the border between the levels in the Observable Behaviors. Test administrators needing additional information about rating students near the border between the levels in the Observable Behaviors can review several domain-specific training presentations found on the [TELPAS Alternate Resources](#) webpage.

Accommodations

The TEA defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. Because TELPAS Alternate is an assessment based on a year of quality English instruction, the student performance described in the Observable Behaviors occurs while students have access to the instructional accommodations indicated in their individualized education program (IEP). For the most part, teacher determination of English proficiency of students with significant cognitive disabilities using TELPAS Alternate will reflect student performance in English using the same accommodations used in daily instruction. However, there are a few exceptions in the writing domain where specific accommodations would nullify a performance level indicated in the Observable Behaviors. Refer to the note at the end of the writing Observable Behaviors.

Language Domains

The definitions of the TELPAS language domains are broader in TELPAS Alternate to allow for alternate forms of expressive and receptive language.

Domain	TELPAS Definition	TELPAS Alternate Refinement
Listening	the ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided	the ability to understand spoken or signed language, comprehend and extract information, and follow social and instructional discourse through which information is provided
Speaking	the ability to use spoken language appropriately and effectively in learning activities and social interactions	the ability to use spoken language or alternative communication appropriately and effectively in learning activities and social interactions
Reading	the ability to comprehend and interpret written text at the grade-appropriate level	the ability to comprehend and interpret written text, including braille, at a modified level
Writing	the ability to produce written text with content and format to fulfill grade-appropriate classroom assignments	the ability to produce written text or alternative communication with content and format to fulfill classroom and community-based assignments

Response Modes

For TELPAS Alternate, the term “English” is inclusive to allow for all modes of communication in English. It is important to recognize that some ELs are using sign language, braille, or another method of communication as a substitute for traditional English in one or more domains. Teachers who are evaluating how well their students participate in classroom activities in English should take into account whether an alternate response mode is an appropriate way to demonstrate proficiency in a specific language domain.

NOTES

Domain	Allowable Response Modes
<p>For the listening domain, it is allowable for a student to</p>	<ul style="list-style-type: none"> • alert to • gaze at • point to • reach for • touch/pick up • draw • circle • nod • gesture towards the targeted stimulus
<p>For the speaking domain, it is allowable for a student to</p>	<ul style="list-style-type: none"> • verbalize • form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary • sign responses
<p>For the reading domain, it is allowable for a student to</p>	<ul style="list-style-type: none"> • read • alert to • gaze at • point to • reach for • touch/pick up • draw • circle • nod • gesture towards the targeted stimulus • verbalize or sign by responding to letters, words, or numbers to form a response when a wide range of manipulatives are available • arrange letters, words, or numbers to form a response when a wide range of manipulatives are available • form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary • indicate yes or no when presented with three or more choices and being asked, "Is this the ___?"
<p>For the writing domain, it is allowable for a student to</p>	<ul style="list-style-type: none"> • write • alert to • gaze at • point to • reach for • touch/pick up • draw • circle • nod • gesture towards the targeted stimulus • use adaptive writing equipment (typing, keyboarding) • arrange letters, words, or numbers to form a response when a wide range of manipulatives are available

Test Administrator Checklist

This checklist will help you keep track of the activities involved in preparing for the assessment, completing the assessment, and returning materials. Follow the dates on the [Calendar of Events](#) and other dates given to you by your campus coordinator. Detailed instructions for required tasks are in the following section of this manual. Instructions for some tasks may be provided by your campus coordinator. This page can be duplicated as needed.

Depending on your role in the holistic assessment process, some of the responsibilities noted below may or may not be applicable. If you have any questions, be sure to consult with your campus coordinator.

Training

- Attend training session on administration procedures.
- Review optional training presentations.

Prepare for and Complete Assessments

- Prepare to mark the Observable Behaviors Inventory for each student.
- Complete the Observable Behaviors Inventory for each student.
- Transcribe observations into the online system, if so directed.

Return Materials

- Prepare materials for return.

Training

Attend training session on administration procedures.

All test administrators are required to be trained annually in TELPAS Alternate administration procedures. Your campus coordinator will schedule and conduct the training session.

Test administrators must carefully review the [Oath of Test Security and Confidentiality](#) located in the *Coordinator Resources*. All test administrators must sign the appropriate security oath following the required annual administration procedures training and before completing the holistic inventory.

Grades 2–12 TELPAS Alternate Test Administrator Training

Fall Professional Development

As a best practice, individuals who lack familiarity with the ELPS and TELPAS Alternate and who will be trained as test administrators in the spring should receive foundational training in the TELPAS Alternate Observable Behaviors and Alternate PLDs. Optional training presentations and notes versions of the Observable Behaviors, available on the TELPAS Alternate Resources webpage, can be used to supplement this training.



Spring TELPAS Alternate Administration Procedures Training

During this training, test coordinators review key information from the *TELPAS Alternate Test Administrator Manual* and the TELPAS Alternate webinar to train test administrators.

Review optional training presentations.

Training presentations for test administrators are available on TEA's [TELPAS Alternate Resources](#) webpage. While not required, TEA strongly recommends that TELPAS Alternate test administrators view these presentations to become familiar with unique aspects of a TELPAS Alternate administration. These short training presentations provide test administrators with foundational knowledge that will assist them when evaluating their students in the spring.

Test administrators for TELPAS Alternate are not required to calibrate in order to complete the holistic inventory. This is why it is important for test administrators to view the training presentations and resources to ensure their ratings are valid interpretations of a student's English language proficiency for each Observable Behavior.

Prepare for and Complete Assessments

Prepare to mark the Observable Behaviors Inventory for each student.

1. Review this manual, noting any questions that may arise about the administration process of TELPAS Alternate, and contact your campus coordinator.
2. A “notes version” of the Observable Behaviors Inventory that includes space for notes has been provided for test administrators to prepare for the administration and can be accessed on the [TELPAS Alternate Resources](#) webpage. This version is optional and can be used prior to test administration to track the student’s use of skills and determine when the student achieves consistent demonstration of skills. However, this version should not be used to officially rate eligible students prior to the assessment window.
3. This manual is accompanied by three standalone copies of the Observable Behaviors Inventory. If additional copies are needed, you may remove the copy from this manual or use a standalone copy to make photocopies. You may also use the electronic version of the Observable Behaviors located on the TELPAS Alternate Resources webpage. If using the electronic version of the Observable Behaviors, districts must determine which electronic tools will be used to complete the TELPAS Alternate rating process and must ensure that all procedures are compliant with the FERPA regulations.

Complete the Observable Behaviors Inventory for each student.

1. For each student, complete the required information on the paper TELPAS Alternate Observable Behaviors Inventory cover sheet or on the top rows of the electronic Observable Behaviors Inventory. Digital signatures (signatures ensuring authentication) meet FERPA regulations and are allowable.
2. Choose one student and one domain to consider first. Look at each of the ten Observable Behaviors for that domain along with the five descriptions of student performance for each Observable Behavior. It is not necessary to consider the Observable Behaviors in the order they appear. A glossary

explaining how some terms are used in the Observable Behaviors is provided in Appendix B.

3. Considering one Observable Behavior at a time, think about the description that 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 is able to understand or use English when practicing these skills in instructional settings. Test administrators needing clarification about this process can review several domain-specific training presentations found on the [TELPAS Alternate Resources](#) webpage. These training presentations include authentic classroom examples that show how to rate students’ English language proficiency using the Observable Behaviors.
4. Mark the description of the Observable Behaviors (A, B, C, D, or E) that closely matches the student’s most consistent use of English. “Consistent” means that the student is almost always acting, behaving, or responding in the same way. You may only mark one bubble. Test administrators are encouraged to collaborate with other teachers of the student as needed when considering where the student most consistently performs. The test administrator is also encouraged to use the paper or electronic inventory to make any notes relevant to the student’s performance.

Using the sample Observable Behavior for the reading skill of decoding found in Figure 2 as an example, the test administrator may determine the following for a student. This is intended only as an example. The test administrator may have no notes or may have different types of notes.

Figure 2. Example of Notes by Test Administrator Using Paper Inventory

R2. The student:						
Decoding	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;"> may or may not attend to familiar word/picture combinations (A) </td> <td style="width: 20%; border: 2px solid black;"> matches familiar word/picture combinations to identical word/picture combinations (B) </td> <td style="width: 20%;"> selects requested high-frequency words from a group of words (C) </td> <td style="width: 20%; border: 1px dashed black;"> decodes words or phrases consisting of a few simple high-frequency words (D) </td> <td style="width: 20%; border: 1px dashed black;"> decodes longer phrases or sentences with some unfamiliar words (E) </td> </tr> </table>	may or may not attend to familiar word/picture combinations (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple high-frequency words (D)	decodes longer phrases or sentences with some unfamiliar words (E)
may or may not attend to familiar word/picture combinations (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple high-frequency words (D)	decodes longer phrases or sentences with some unfamiliar words (E)		
	<p style="text-align: center;"><i>successful bag-2/26 pencil-3/5 sister-3/19</i></p> <p style="text-align: center;"><i>1 time on 3/5. No repeat.</i></p>					

- Once all ten Observable Behaviors have been completed for the first domain, continue with the three remaining domains until all 40 Observable Behaviors have been addressed. Test administrators may complete all 40 Observable Behaviors at one time or may choose to complete the Observable Behaviors for each language domain on separate days within the testing window.
- When all 40 Observable Behaviors for the four domains have been completed for a student, ensure all information on the cover page is completed, including the test administrator’s signature. If completing the Observable Behaviors

electronically, digital signatures (signatures ensuring authentication) meet FERPA requirements and are allowable.

- When all 40 Observable Behaviors for the four domains have been completed for a student, follow the procedures for transcribing observations into the [Assessment Management System](#) in the next section of this manual.

The Observable Behaviors become secure test materials as soon as any student information is recorded on the document. Keep Observable Behaviors that contain confidential student information in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

Transcribe observations into the online system, if so directed.

After completing the inventory for each eligible student, the observations will need to be transcribed into the online system for scoring. Using the information that was recorded on the paper or electronic inventory, the test administrator or other designated testing personnel will be responsible for entering the information into the Assessment Management System. Only the letter marked (A, B, C, D, or E) on the Observable Behaviors Inventory for each of the 40 Observable Behaviors will be transcribed into the Assessment Management System. Testing personnel must make a selection for each of the 40 Observable Behaviors, or the form cannot be submitted. Test administrator notes are not transcribed into the online system. After the assessment is complete and observations have been transcribed into the online system, districts will need to keep each student's holistic inventory with observations in the student's permanent record file for two years. For electronic holistic inventories and student permanent record files, districts must ensure compliance with FERPA regulations.

Enter Score Code Information, if Necessary

A student's transcribed scoring information is automatically scored when the **Submit** button is clicked after transcribing the observations. If a student does not participate in the test, one of the following "do not score" designations must be selected from the *Test Details* screen. The "do not score" designation is for the entire test and will apply to all four domains. Refer to the [Assessment Management System User's Guide](#) for instructions.

E = Extenuating Circumstances

The student is unable to be assessed in all four domains due to extenuating circumstances. This score designation is rare and should be made in consultation with TEA.

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 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.

N = No Authentic Academic Response (NAAR)

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 a meaningful, 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 environment around him/her.

NOTE: A district is required to provide testing opportunities to all eligible students who are in attendance during the testing window. Students who are eligible for TELPAS Alternate must have the test submitted or the appropriate score code set.

The TELPAS Alternate assessment window closes on April 9. Student records must be verified as complete by 5:00 p.m. (CT), April 9.

Return Materials

Prepare materials for return.

Complete the following tasks before you return your TELPAS Alternate materials to your campus coordinator:

- Verify that the Observable Behaviors observations are accurately entered into the online system.
- Review the accuracy of any other student data you have been asked to verify.

Return the following TELPAS Alternate materials to the campus coordinator:

- TELPAS Alternate Observable Behaviors Inventory (paper)
- *TELPAS Alternate Test Administrator Manual*

Your oath will be kept on file for at least five years, and completed Observable Behaviors Inventories will be kept in the students' permanent record files for two years from the time of completion.

Appendix A

TELPAS Alternate Observable Behaviors Inventory

TELPAS Alternate

Observable Behaviors Inventory

Listening, Speaking, Reading, and Writing

Spring 2021

Name of Student: _____

Enrolled Grade: _____

Date Completed: _____

Printed Name of Test Administrator: _____

Signature of Test Administrator: _____



LISTENING

Directions: Choose the description that matches how the student performs most consistently.

L1. The student:					
Distinguishing Sounds	may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	classifies two words as the same or different based on initial or final word sounds	identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally	identifies words that are the same or different after hearing two spoken words in the same word family
	(A)	(B)	(C)	(D)	(E)

L2. The student:					
Understanding Conjunctions	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")
	(A)	(B)	(C)	(D)	(E)

L3. The student:					
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations	participates in a short discussion that includes recently learned academic vocabulary
	(A)	(B)	(C)	(D)	(E)

L4. The student:					
Understanding Media (audio or video)	may or may not attend to a media presentation	selects a picture/symbol that represents the gist of a media presentation shared frequently in class	selects a picture/symbol that represents the gist of a media presentation on a familiar social topic	sequences a few pictures to retell the events of a media presentation on a familiar academic topic	sequences multiple pictures to retell the events of a media presentation on a recently learned academic topic
	(A)	(B)	(C)	(D)	(E)

L5. The student:					
Understanding the General Meaning	may or may not attend to spoken English when paired with concrete symbols	matches a single spoken content-based word with picture support to an identical picture	selects a picture that corresponds to the general meaning of a spoken content-based word	selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic	selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic
	(A)	(B)	(C)	(D)	(E)

LISTENING

L6. The student:							
Understanding the Main Points	may or may not attend to a repeated word in an orally presented simple story with picture support (A)	matches a picture of a repeated word in an orally presented simple story to an identical picture (B)	selects a picture that corresponds to a repeated word in an orally presented simple story (C)	answers questions about the main points of an orally presented simple story (D)	answers questions about the main points of an orally presented detailed story (E)		
	L7. The student:						
	Identifying Important Details	may or may not attend to information about a character in an orally presented simple story with picture support (A)	matches a picture of a character in an orally presented simple story to an identical picture (B)	identifies a character from an orally presented simple story (C)	identifies a detail about a character from an orally presented simple story (D)	identifies details about a character from an orally presented detailed story (E)	
		L8. The student:					
		Following Directions	may or may not attend to one-word directions with picture support (A)	follows one-word directions with picture support (B)	follows one-word directions (C)	follows familiar multi-word single-step directions (D)	follows multi-step directions (E)
L9. The student:							
Retelling			may or may not attend to a “first/ then” statement with picture support (A)	chooses the correct picture when orally presented with a “first/then” statement (B)	sequences pictures of events of an orally presented simple story (C)	sequences the events of an orally presented simple story (D)	identifies the main points found in an orally presented detailed story (E)
	L10. The student:						
	Responding to Questions		may or may not attend to an orally presented simple question that is paired with picture support (A)	attempts to respond to an orally presented simple question that is paired with picture support (B)	responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support (C)	responds to an orally presented question that includes only high-frequency vocabulary and is on a familiar topic (D)	responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic (E)

Information should be presented orally with the exception of students who receive their input through sign language.

SPEAKING

Directions: Choose the description that matches how the student performs most consistently.

S1. The student:					
Retelling Stories	may or may not attend to a teacher model retelling simple picture stories (A)	imitates the retelling of simple picture stories by repeating words spoken by the teacher or group (B)	retells simple stories with pictures using a few concrete, high-frequency words (C)	provides a basic retelling of simple stories with pictures using a small number of combined words (D)	provides details (e.g., people, places, actions) when retelling simple stories with or without pictures (E)
S2. The student:					
Classroom Communication	may or may not attend to a teacher naming common classroom items (A)	imitates naming common classroom items (B)	uses single words to name common classroom items (C)	combines a small number of words to talk about classroom items (D)	uses details to talk about items in the classroom (E)
S3. The student:					
Discussing with a Group	may or may not attend to group discussions (A)	imitates or attempts to imitate words heard in group discussions (B)	shares information in group discussions using a few high-frequency, high-need vocabulary words (C)	shares information in group settings using a small number of combined words (D)	shares detailed information in group settings (E)
S4. The student:					
Asking Questions	may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?) (A)	imitates asking single-word questions after a teacher model (B)	asks simple social questions using a few high-frequency words (C)	asks original social and academic questions using a small number of combined words (D)	asks original, detailed academic questions using content-based vocabulary (E)
S5. The student:					
Giving Information	may or may not attend to a teacher model sharing personal experiences (A)	imitates sharing personal experiences after a teacher model (B)	shares personal experiences using a few high-frequency, high-need vocabulary words (C)	shares personal experiences using a small number of combined words (D)	shares detailed personal experiences (E)

SPEAKING

S6. The student:					
Expressing Opinions	may or may not attend to a teacher model expressing a single-word opinion (e.g., “good,” “fun”)	imitates expressing a single-word opinion after a teacher model	indicates an opinion between two given options using a few words	conveys an original opinion using a small number of combined words	provides a detailed social or academic opinion
	(A)	(B)	(C)	(D)	(E)

S7. The student:					
Expressing Feelings	may or may not attend to a teacher model expressing feelings	imitates expressing single-word feelings after a teacher model	expresses feelings using high-frequency words (e.g., “sad,” “mad”)	expresses feelings using a small number of combined words (e.g., “feel happy now”)	expresses feelings in detailed phrases or sentences
	(A)	(B)	(C)	(D)	(E)

S8. The student:					
Describing Objects	may or may not attend to a teacher describing familiar objects	imitates using single words when describing familiar objects	uses a few high-frequency words to describe familiar objects	combines a small number of words to describe familiar objects	produces a detailed description of familiar objects
	(A)	(B)	(C)	(D)	(E)

S9. The student:					
Explaining Tasks	may or may not attend to a teacher model explaining routine tasks	imitates explaining routine tasks after a teacher model	explains routine tasks using high-frequency words	explains routine tasks using a small number of newly learned vocabulary words	gives detailed explanations of routine tasks
	(A)	(B)	(C)	(D)	(E)

S10. The student:					
Reacting to Media (print, electronic, audio, visual)	may or may not attend to media presentations	imitates single words heard in media presentations	responds to media presentations using a few high-frequency words	provides a simple original response to media presentations	provides a detailed response to media presentations
	(A)	(B)	(C)	(D)	(E)

READING

Directions: Choose the description that matches how the student performs most consistently.

R1. The student:					
Understanding Letter-Sound Relationships	may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations	matches familiar letter/sound combinations to the same letter/sound combinations	pairs the initial sound of words with pictures of objects that have the same initial sound	pairs the sound made by consonant blends (e.g., <i>bl</i> , <i>br</i> , <i>sm</i>) with pictures of words containing that blend	pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i>) with pictures of words containing that digraph
	(A)	(B)	(C)	(D)	(E)

R2. The student:					
Decoding	may or may not attend to familiar word/picture combinations	matches familiar word/picture combinations to identical word/picture combinations	selects requested high-frequency words from a group of words	decodes words or phrases consisting of a few simple high-frequency words	decodes longer phrases or sentences with some unfamiliar words
	(A)	(B)	(C)	(D)	(E)

R3. The student:					
Developing Sight Vocabulary	may or may not attend to sight word/picture combinations	matches sight word/picture combinations with identical sight word/picture combinations	selects sight words from a group of words	reads short phrases that include simple sight vocabulary	reads longer phrases or sentences that include more content-specific sight vocabulary
	(A)	(B)	(C)	(D)	(E)

R4. The student:					
Understanding Environmental Print	may or may not attend to printed word/picture combinations frequently found in the environment	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations	selects requested printed words that pair with pictures frequently found in the environment	reads a word or words frequently found in the environment	reads academic words frequently found in the instructional environment
	(A)	(B)	(C)	(D)	(E)

R5. The student:					
Using Visual and Textual Supports	may or may not attend to word/picture combinations of content-based vocabulary words in texts	matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud	selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled)	identifies missing words from groups of content-based vocabulary words to complete cloze sentences	completes cloze sentences with recently learned content-based vocabulary words
	(A)	(B)	(C)	(D)	(E)

READING

R6. The student:					
Participating in Shared Reading	may or may not attend to a teacher reading predictable texts	participates with the teacher reading predictable texts	supplies missing single words in predictable texts	supplies missing phrases in predictable texts	reads predictable texts with a peer
	(A)	(B)	(C)	(D)	(E)

R7. The student:					
Understanding Ideas/Details in Graphic Sources	may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.)	matches graphic sources with identical graphic sources	selects high-frequency printed words that provide ideas or details from graphic sources when asked	identifies short phrases that provide ideas or details from graphic sources	identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction
	(A)	(B)	(C)	(D)	(E)

R8. The student:					
Identifying the Main Idea/Details	may or may not attend to word/picture combinations that represent the main idea of texts	matches word/picture combinations that represent the main idea of texts with identical word/picture combinations	selects word/picture combinations that represent details (e.g., who, what, when, where) from texts	identifies the details of simple short texts	identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences
	(A)	(B)	(C)	(D)	(E)

R9. The student:					
Making Predictions	may or may not attend to word/picture combinations that predict the next event in a series of pictures	matches word/picture combinations to identical word/picture combinations that represent predictions in short texts read aloud	selects single words to predict the next event in short texts read aloud	identifies simple phrases that predict the next event in a series of pictures with short captions	identifies sentences that predict the next event in short texts read aloud
	(A)	(B)	(C)	(D)	(E)

R10. The student:					
Making Connections Between Ideas	may or may not attend to a teacher sharing personal connections to word/picture combinations	matches pictures to similar pictures representing ideas shared from texts read aloud	indicates which pictures identify shared ideas between two texts read aloud	identifies shared ideas after reading two simple short texts	identifies shared ideas after reading two more detailed texts
	(A)	(B)	(C)	(D)	(E)

WRITING

Directions: Choose the description that matches how the student performs most consistently.

W1. The student:					
Representing Sounds with Letters	may or may not attend to routine writing activities that involve letter/sound relationships	attempts to write the initial letter sound for pictures	writes initial and final letters for one-syllable words with picture prompts	writes a few familiar, one-syllable words with correct letter/sound correspondence (i.e., initial, medial, final)	writes simple, familiar phrases with correct letter/sound correspondence
	(A)	(B)	(C)	(D)	(E)

W2. The student:					
Using New Vocabulary	may or may not attend to writing activities that use new vocabulary from content-based instruction	attempts to write letters that represent recently learned vocabulary from content-based instruction	writes letters or single words that represent recently learned vocabulary from content-based instruction	writes original messages that incorporate a few recently learned vocabulary words from content-based instruction	writes original detailed sentences using recently learned vocabulary from content-based instruction
	(A)	(B)	(C)	(D)	(E)

W3. The student:					
Spelling	may or may not attend to writing activities that involve the spelling of familiar words	attempts to copy familiar English words using symbols or letters	attempts to independently spell highly familiar words	spells a small number of familiar words with some accuracy	spells a large number of familiar and unfamiliar words with consistent accuracy
	(A)	(B)	(C)	(D)	(E)

W4. The student:					
Spelling Patterns and Rules	may or may not attend to word/picture combinations in word families	matches word/picture combinations from word families with other word/picture combinations from the same word families	sorts words into common word families	generates the onset (initial sound) when given the rime (word chunk) of words that belong in a word family (e.g., __at, __an)	consistently applies the spelling rule for a word family (e.g., replaces <i>ch</i> with <i>tr</i> to change “chain” to “train”)
	(A)	(B)	(C)	(D)	(E)

W5. The student:					
Writing with Subject-Verb Agreement	may or may not attend to writing activities that include subject-verb agreement	matches simple sentences to the same simple sentences with correct subject-verb agreement	completes simple sentences with verbs so that the sentences have subject-verb agreement	identifies subject-verb agreement errors in his or her own writing, but is unable to edit correctly	edits his or her own writing for subject-verb agreement
	(A)	(B)	(C)	(D)	(E)

WRITING

W6. The student:					
Verb Tenses	may or may not attend to a teacher using past tense to talk about events (A)	matches simple past-tense verbs to identical simple past-tense verbs (B)	attempts to write a few simple, regular past-tense verbs after a teacher model (C)	identifies some simple, regular past-tense verbs combined with a few other words to communicate past events (D)	writes simple past-tense verbs in phrases or sentences to communicate past events (E)
W7. The student:					
Using Negatives	may or may not attend to writing activities that include a sentence with a negative (A)	sorts sentences with and without negatives that have picture support (B)	completes a familiar sentence stem that includes a negative (e.g., "I do not like") (C)	writes simple messages using a negative (D)	writes original detailed sentences that involve a negative (E)
W8. The student:					
Connecting Words	may or may not attend to a teacher connecting two ideas with a conjunction (A)	matches pictures of two ideas that are combined with a conjunction with identical pictures that are combined with a conjunction (B)	uses conjunctions in writing to combine two words (C)	uses conjunctions in writing to combine two phrases (D)	uses conjunctions in writing to combine ideas from two sentences (E)
W9. The student:					
Narrating	may or may not attend to writing activities that narrate events (A)	attempts to label a series of pictures that depict the order of events (B)	labels a series of pictures that depict the order of events using a few letters or single words (C)	writes simple original narratives on self-chosen topics consisting of a few words or phrases (D)	writes original narratives on self-chosen topics with increased length and detail (E)
W10. The student:					
Descriptive Language	may or may not attend to writing activities that use descriptive language (A)	attempts to write symbols or letters that represent descriptive language (B)	writes single descriptive words or letters that represent descriptive language (C)	writes original messages incorporating a few simple descriptive vocabulary words (D)	writes original detailed sentences incorporating descriptive vocabulary (E)

Students using augmentative and alternative communication (AAC) as expressive communication must use symbols that are combined with printed letters or words from Level 3 through Level 5.

Appendix B

TELPAS Alternate Glossary

TELPAS Alternate Glossary

This glossary is intended to explain how terms are used for the TELPAS Alternate assessment.

Academic: Academic language is related to ideas or language used on tests and assignments during instruction in reading, writing, science, and social studies. Examples include, but are not limited to, analyze, compare, and conclude.

Attend to: “Attend to” refers to a way by which the student shows active engagement with a task and presenter. Examples include, but are not limited to, eye gaze, head turn, vocalization, gestures, and changes in facial expression.

Augmentative and alternative communication (AAC): AAC is a means other than traditional communication by which a student can share a message, spoken or written, with others. Examples include, but are not limited to, gestures, facial expressions, picture cards, picture boards, sign language, speech-generating devices, alternative pencils, print flip charts, switch-based output devices, and real objects.

Cloze: A cloze activity is a reading comprehension activity in which words are omitted from text and students are required to fill in the blanks.

Combined words: These are two or more words, often from different parts of speech, that are meaningfully joined together (e.g., new red book, big fast truck).

Consistently: “Consistently” means that the student almost always acts, behaves, or responds in the same way.

Content-based: “Content-based” can refer to instruction, vocabulary, discussion, or other academic tasks related to the content areas of reading, writing, mathematics, science, and social studies.

Environmental print: This is the print that students frequently encounter in everyday life, both inside and outside of the classroom. Examples include the print on signs, labels, logos, street signs, and food wrappers.

Gist: The gist is the general topic or basic idea of something said or written that doesn't include all of the words, supporting ideas, or details.

High-frequency/high-need vocabulary: This vocabulary includes words that ELs who know very little English encounter very frequently and can be made to understand through content, gestures, and pictures. These words (e.g., book, cafeteria, teacher) are used regularly for instructional or personal needs.

Media presentation: A media presentation is a presentation that includes more than one medium, such as text, graphic, audio, visual, etc.

Onset and rime: The “onset” is the initial phonological unit of any word (e.g. “c” in cat), and the “rime” refers to the string of letters that follow, usually a vowel and final consonants (e.g., “a” and “t” in cat).

Original message: An original message is a message that includes a combination of words put together by a student in a unique way. It may be prompted by a picture prompt.

Predictable text: Predictable text repeats the same sentence pattern multiple times with minor (one or two) changes in each sentence. This small change is often represented by a picture. Each predictable text has a different pattern for the student to read.

Prompting: Prompting is action intended to initiate or continue a task that the student is being requested to complete. Prompting is NOT leading, which is an action intended to get the student to respond in a specific way or with a specific answer.

Sight words: These are words that a reader automatically recognizes without having to use picture clues or sound them out. The sight words are both common, frequently used words, and foundational words that a student can use to build vocabulary.

Word families: Word families are groups of words that have a common feature or pattern; these words (e.g., brain, chain, gain, pain) have some of the same combinations of letters in them and a similar sound.

TEXAS ASSESSMENT



TX00089120

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