



Introduction to TELPAS Alternate

Purpose of this TELPAS Alternate Training

- **Intended for any individual who needs a general overview of TELPAS Alternate**
 - Can be used as one of several training PowerPoints for test coordinators and test administrators
 - Can be shown to administrators or parents who need to have a basic understanding of TELPAS Alternate
- **Describes the TELPAS Alternate assessment and the reason for its development**
- **Provides a definition of the students in this special population**
- **Outlines a schedule of events and additional training resources**

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

What is TELPAS Alternate?



- **A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12**
- **Aligned to the Texas English Language Proficiency Standards (ELPS)**
- **Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population**

Observable Behaviors

S3. The student:					
Discussing with a Group	may or may not attend to group discussions	imitates or attempts to imitate words heard in group discussions	shares information in group discussions using a few high- frequency, high-need vocabulary words	shares information in group settings using a small number of combined words	shares detailed information in group settings
	(A)	(B)	(C)	(D)	(E)

The “test questions” in TELPAS Alternate are called observable behaviors. They are descriptions of student behaviors in the language domains of listening, speaking, reading, and writing. Test administrators consider how well students understand and use English in a variety of social and academic situations.

Who takes TELPAS Alternate?

Students taking TELPAS Alternate are English learners* in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing. These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.



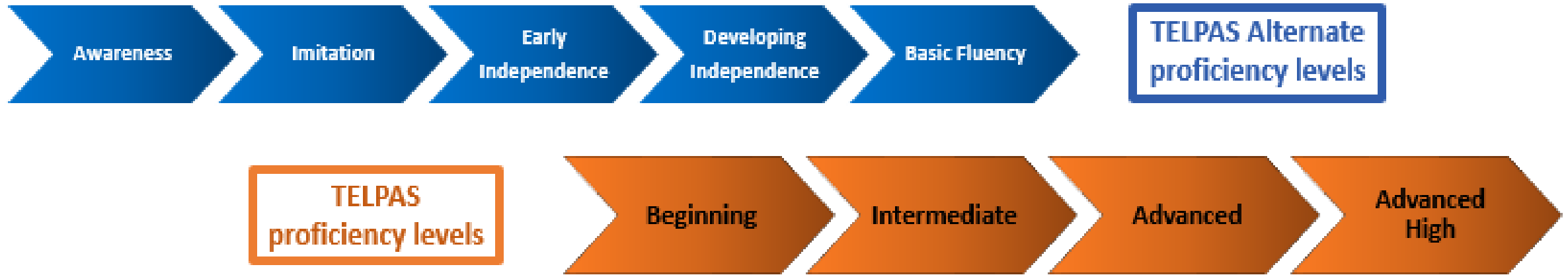
*ELs whose parents have declined bilingual or English as a Second Language (ESL) program services are required to be assessed with either TELPAS or TELPAS Alternate.

Alternate Response Modes

- For TELPAS Alternate, "English" is more inclusive to allow for all modes of communication in English.
- Some English learners use sign language, braille, or another method of communication as a substitute for traditional English in one or more language domains.
- Teachers should take into account whether an alternate response mode is an appropriate way for an individual student to demonstrate English proficiency in a specific language domain.



TELPAS Alternate Proficiency Level Labels



- For each language domain, TELPAS Alternate measures five levels, or stages, of increasing English language proficiency versus the four levels in TELPAS (the general English language proficiency assessment).
- Some TELPAS Alternate proficiency levels overlap some of the TELPAS proficiency levels.
- By stretching out the Beginning and Intermediate levels of TELPAS, TELPAS Alternate provides more granular information about English language proficiency for students with significant cognitive disabilities. This can help educators more specifically assess growth and target instruction from year to year.

TELPAS Alternate Proficiency Level Global Definitions



- **Global definitions provide a common definition of the characteristics specific to each proficiency level across all four language domains and explain what it means for a student to be classified as: Awareness, Imitation, Early Independence, Developing Independence, or Basic Fluency.**
- **Understanding the global definitions and features provides the foundation for understanding the language acquisition skills students possess at each proficiency level.**

TELPAS Alternate Proficiency Level Labels and Global Definitions

Proficiency Level Label	Global Definition
Awareness	Students who receive this rating may be aware of English sounds or print ; however, they have little or no functional ability to participate in communication activities in English.
Imitation	Students who receive this rating match, imitate, or approximate some English in their environment; however, they are not able to independently understand or produce English. They participate in routine communication activities in a familiar environment when the activities are significantly linguistically accommodated.
Early Independence	Students who receive this rating understand short, simple messages and produce messages of one or two high-need, high-frequency words (e.g., book, cafeteria, teacher). They are starting to participate in linguistically accommodated communication activities in English in familiar environments.
Developing Independence	Students who receive this rating understand longer messages of multiple sentences in English and produce simple, descriptive, original messages by combining two or more words (e.g., new red bike, big fast truck). They participate meaningfully in linguistically accommodated communication activities in English in familiar environments.
Basic Fluency	Students who receive this rating understand and produce more detailed, complex, and elaborate messages with multiple sentences in English . These students participate independently in communication activities in English in familiar environments .

Alternate Proficiency Level Descriptors

- While the global definitions from the previous slide apply across all four language domains, the [alternate PLDs](#) present the major characteristics of students who are classified at the Awareness, Imitation, Early Independence, Developing Independence, or Basic Fluency proficiency level for reading, writing, speaking, and listening.
- The PLDs are domain-specific and define how well ELs at the five proficiency levels are able to understand and use English in social and academic settings.
- The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELs.
- They provide a common framework for understanding the language acquisition skills needed to be classified within each proficiency level.

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at the awareness level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.	ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.	ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words.	ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication.	ELs at the basic fluency produce detailed spoken messages in English or with augmentative and alternative communication.
<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine know too little English to communicate simple ideas even when topics are highly familiar alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts not initiate spoken communication in English 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine imitate or attempt to imitate use of spoken English words after modeling rarely initiate spoken communication in English independently 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses not understand how words fit into a larger language context hesitate to speak in English and often give up in their attempts to communicate 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine combine spoken words to create simple original messages pause to find words to restate or clarify meaning 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings be able to express detailed ideas through spoken words in social and academic English occasionally pause to search for words and phrases to clarify meaning

TELPAS Alternate Test Blueprint Development

- **TELPAS organizes the majority of the ELPS student expectations under several reporting categories, or skill areas, on the test blueprints.**
- **In order to create the TELPAS Alternate test blueprints, educators from around the state reviewed the ELPS student expectations and determined those most accessible and assessable for ELs with significant cognitive disabilities.**
- **These student expectations were then organized under the same reporting categories as TELPAS; however, the blueprints are not identical.**
 - TELPAS contains more test questions than TELPAS Alternate.
 - Some student expectations were deemed not accessible and therefore not assessable for students with significant cognitive disabilities.
- **TELPAS Alternate test blueprints illustrate the number of observable behaviors assessed in each reporting category with a total test length of 10 observable behaviors per language domain.**

TELPAS Alternate Test Blueprints

Domain	Reporting Category	Number of Observable Behaviors
Listening	Reporting Category 1: Understand spoken words and language structures	4
	Reporting Category 2: Basic understanding of spoken English	6
	Total	10
Speaking	Reporting Category 1: Provide and summarize information	7
	Reporting Category 2: Share opinions and analyze information	3
	Total	10

Domain	Reporting Category	Number of Observable Behaviors
Reading	Reporting Category 1: Understand words and language structures	5
	Reporting Category 2: Basic understanding of a variety of texts written in English	3
	Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	2
	Total	10
Writing	Reporting Category 1: Demonstrate an ability to use English vocabulary and language structures in a variety of academic and social situations	4
	Reporting Category 2: Demonstrate an ability to apply knowledge of English to complete a variety of writing tasks	6
	Total	10

Process for Considering Reclassification of English Learners with Special Needs

For questions regarding reclassification:

- [Bilingual and English as a Second Language Education Programs](#) webpage
- Division of English Learner Support: 512-463-9414
- EnglishLearnerSupport@tea.texas.gov

Program Requirement Resource Web pages

- [Framework Manual for the Language Proficiency Assessment Committee \(LPAC\) Process](#) (outside source)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [Bilingual Education Exception and ESL Waiver Resources](#)
- Single, Statewide Assessments for English Learners
 - **Identification:** Data Recognition Corporation (DRC) [LAS Links Battery of Assessments](#) (Texas-dedicated site)
 - **Reclassification** (Academic Achievement Component - Grades 1, 2, 11, and 12): [Riverside Insights](#), Iowa Assessments, Form F (Texas-dedicated site)

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Guidance Related to ARD Committee and LPAC Collaboration

When a student with a disability is, or might be identified as an English language learner (ELL), the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to determine appropriate entry and exit criteria for a bilingual education or English as a Second Language (ESL) program. (19 TAC §589.1226(h), (l), and (m)).

Identifying a Student for an English Learning Program

The ARD committee in conjunction with the LPAC will identify a student as an English learner if the student's ability in English is so limited or the student's disabilities are so severe that the English oral language proficiency or norm-referenced assessments described in 19 TAC §89.1226(c) cannot be administered. Local education agencies (LEAs) shall implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESC services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience.

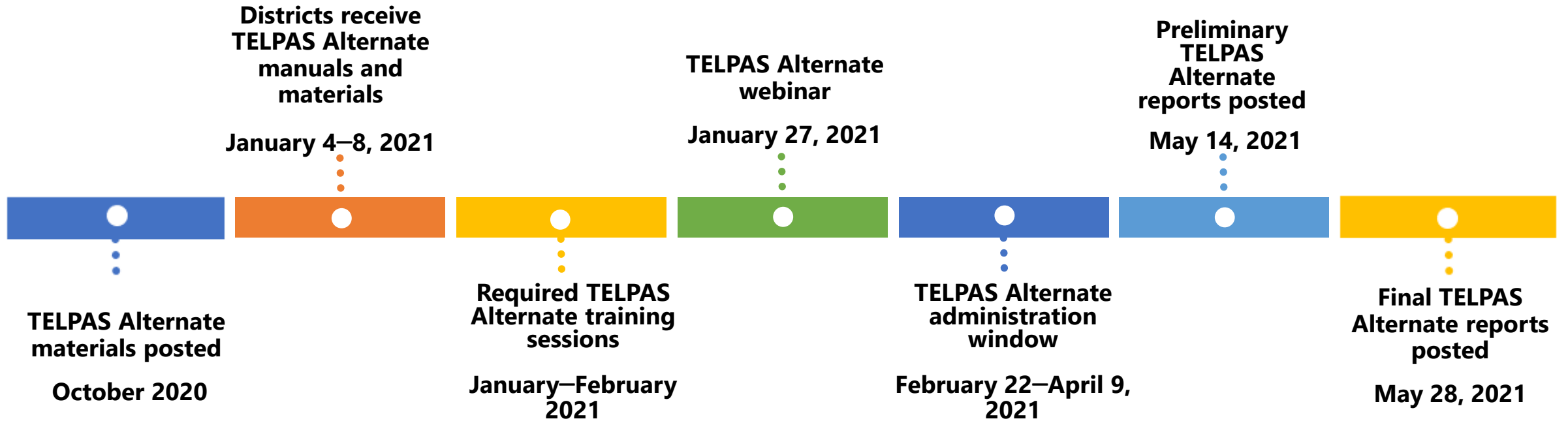
Exiting a Student from an English Learning Program

For English learners who are also eligible for special education services, the standardized process for English learner program exit is followed in accordance with applicable provisions 19 TAC §89.1226(i). However, annual meetings to review student progress and make recommendations for program exit may occur but must be conducted by the ARD committee in conjunction with the LPAC. Additionally, LEAs must implement assessment procedures that differentiate between language proficiency and disabling conditions to ensure a bilingual education or English as a second language program is not refused solely because the student has a disability.

In rare cases, an English learner with significant cognitive disabilities who is receiving special education services may qualify to be reclassified using permitted criteria under TAC §89.1226(m), which gives special consideration to an English learner for whom assessments and/or standards used in the regular reclassification process are not appropriate because of the nature of a student's disabling condition. Students eligible to be considered using the reclassification criteria under TAC §89.1226(m) should only be those designated meeting the **definition of a student with a significant cognitive disability** as determined by the ARD committee in conjunction with the LPAC.

[Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration](#)

Schedule of Events



TELPAS Alternate Training Resources

Resource	Purpose	Audience
TELPAS and TELPAS Alternate Educator Guide	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS	Administrators, Coordinators, Teachers
Participation Requirements	Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate	Members of ARD committees and LPACs
Observable Behaviors	Measures the student's use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window	Teachers

TELPAS Alternate Resources webpage:

[https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Texas_English_Language_Proficiency_Assessment_System_\(TELPAS\)/TELPAS_Alternate/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Texas_English_Language_Proficiency_Assessment_System_(TELPAS)/TELPAS_Alternate/)

TELPAS Alternate Training Resources (continued)

Resource	Purpose	Audience
Parent Brochure	Communicates basic information about TELPAS Alternate	Parents
Test Administration Manual	Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students Required to be read carefully and followed as written	Administrators, Coordinators, Teachers serving as test administrators
Training PowerPoints (See list on next slide)	Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Designed as short PowerPoints that can be viewed in 10-15 minutes Are optional though highly recommended	Administrators, Coordinators, Teachers serving as test administrators

TELPAS Alternate Resources webpage:

[https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Texas_English_Language_Proficiency_Assessment_System_\(TELPAS\)/TELPAS_Alternate/](https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Texas_English_Language_Proficiency_Assessment_System_(TELPAS)/TELPAS_Alternate/)



☒ 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

Pearson's Customer Service Center

800-627-0225

TxPearsonAccess@support.pearson.com

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