

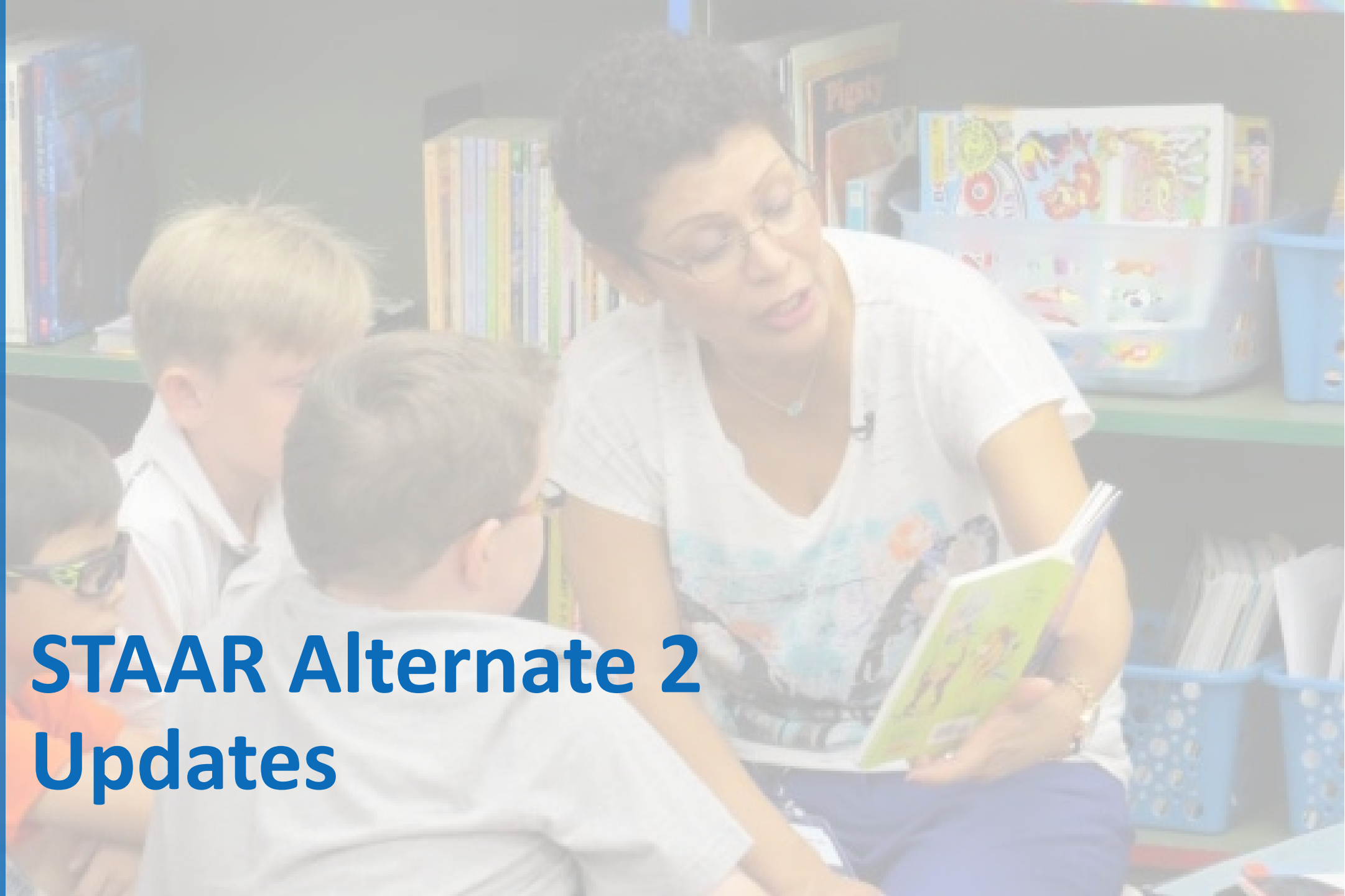


Fall Updates: STAAR Alternate 2, TELPAS, and TELPAS Alternate

October 19, 2023
Event #1135

Agenda

- STAAR Alternate 2 Updates
- TELPAS Updates
- TELPAS Alternate Updates
- Questions



STAAR Alternate 2 Updates

STAAR Alternate 2

- STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards. It is a standardized item-based assessment administered individually to eligible students with the most significant cognitive disabilities who are receiving special education services.
- STAAR Alternate 2 is a paper assessment. Only students who meet the Texas Education Agency (TEA) definition of a student with the most significant cognitive disability may be assessed with STAAR Alternate 2 and are:
 - enrolled in grades 3–8; or
 - enrolled in high school EOC courses Algebra I, Biology, English I, English II, U.S. History.
- Students who meet participation requirements are assessed with STAAR Alternate 2 for all subjects.

ESSA Waiver Denial Notification



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

March 9, 2023

The Honorable Mike Morath
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am writing in response to the Texas Education Agency's (TEA) request on December 21, 2022 for a one-year extension of the State's waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), which stipulates that a State may not assess more than 1.0 percent of all students in the grades assessed using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS). TEA requested this waiver extension because, based on State data for the 2021-2022 school year, TEA has concluded that it will assess more than 1.0 percent of students using an AA-AAAS in reading/language arts (R/LA), mathematics, and science.

After reviewing TEA's waiver extension request, I am declining to exercise my authority under section 8401(b) of the ESEA to grant a one-year (school year 2022-2023) waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, so that the State may assess more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science using an AA-AAAS. TEA has not demonstrated progress in reducing the AA-AAAS participation rate in R/LA, mathematics, and science between the 2018-2019 and 2021-2022 school years.

If the data reported by TEA are incorrect and the State can demonstrate that it has made progress in reducing the percentage of students taking the AA-AAAS between the 2018-2019 and 2021-2022 school years, TEA may revise its waiver request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under 8401(b)(1)(C) and (F) and 34 CFR § 200.6(c)(4)(ii). The revised waiver request must address how the State met the requirements in 34 CFR § 200.6(c)(4), including the requirement to demonstrate substantial progress towards achieving each component of the prior year's plan and timeline. The revised waiver request must be submitted no later than 60 days from the date of this letter.

400 MARVAND AVE SW WASHINGTON DC 20202

After reviewing TEA's waiver extension request, I am declining to exercise my authority under section 8401(b) of the ESEA to grant a one-year (school year 2022-2023) waiver of section 1111(b)(2)(D)(i)(I) of the ESEA, so that the State may assess more than 1.0 percent of the total number of students in the State who are assessed in R/LA, mathematics, and science using an AA-AAAS. TEA has not demonstrated progress in reducing the AA-AAAS participation rate in R/LA, mathematics, and science between the 2018-2019 and 2021-2022 school years.

TABLE 1. SPRING 2022 PARTICIPATION IN ALTERNATE ASSESSMENT BY SUBJECT

DESCRIPTION	NUMBER	PERCENTAGE
STAAR ALTERNATE 2 TESTS, ALL STUDENTS MATHEMATICS	43,270	1.5%
STAAR TESTS, ALL STUDENTS MATHEMATICS	2,856,986	
STAAR ALTERNATE 2 TESTS, ALL STUDENTS RLA	48,795	1.4%
STAAR TESTS, ALL STUDENTS RLA	3,537,439	
STAAR ALTERNATE 2 TESTS, ALL STUDENTS SCIENCE	17,842	1.3%
STAAR TESTS, ALL STUDENTS SCIENCE	1,337,884	

[\(2023 Texas One Percent Waiver Denial Letter\)](#)



Revised STAAR Alternate 2 Participation Requirements



WHEN AND WHO

In August 2023, STAAR Alternate 2 Participation Requirements were revised using recommendations and feedback that included the following stakeholders across the state:

- Special education educators and administrators
- ESC administrators and specialists
- Special education advocates
- TEA Special Populations personnel




WHY

The purpose of revising the participation requirements was

- to clarify the scope of students that are assessed with STAAR Alternate 2, and
- to satisfy the Every Student Succeeds Act (ESSA) requirements.

STAAR Alternate 2 Participation Requirements

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS 

Student Name: _____ Grade: _____ Date: _____
 Name of District Personnel Completing Form: _____ Position: _____

Background and Instructions

Prior to reviewing the participation requirements for the State of Texas Assessments of Academic Readiness (STAAR) Alternate 2, the admission, review, and dismissal (ARD) committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. STAAR Alternate 2 is a statewide assessment that may only be considered for 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 also who 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.

If STAAR Alternate 2 is being considered, the ARD committee 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 (PLAAPF), to determine eligibility. If it is determined that the student meets the participation requirements for STAAR Alternate 2, this form and supporting IEP documentation may serve as the required IEP statement under 19 Texas Administrative Code (TAC) §§ 89.3053(c) and must be available for review during special and targeted monitoring.

STEP I: DETERMINE IF STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS SHOULD BE REVIEWED

1. The student meets eligibility for special education and related services due to a specific learning disability (SLD).

Yes
 No

STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 Code of Federal Regulations (CFR) § 300.803(d)(1). An SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage."

2. The student meets eligibility for special education and related services due to a speech impairment (SI), which is the ONLY disability designation.

Yes
 No


STOP If Yes is marked, stop here. The student does not meet the eligibility criteria as a student with a significant cognitive disability per 34 CFR § 300.803(d)(2). An SI "means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance."

STEP II: DETERMINE IF THE STUDENT HAS THE MOST SIGNIFICANT COGNITIVE DISABILITY

Review the criteria in each row below regarding the student's access to enrolled grade-level curriculum and adaptive behavior skills and check the box that is most applicable to the student. One box must be checked in each of the eight rows. (If after reviewing all available data the committee is struggling to decide between Column 1 and Column 2, presume competence and select the criteria in Column 2.)

Column 1	Column 2
<input type="checkbox"/> Academic goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS) with accommodations or modifications in some or all content areas	<input type="checkbox"/> Academic goals aligned to preeminent skills significantly below enrolled grade-level TEKS in ALL content areas
<input type="checkbox"/> Routinely participates in traditional methods of assessment (e.g., multiple-choice, short answer, essay) with or without individualized support (e.g., modifications, accommodations, assistive technology)	<input type="checkbox"/> Routinely participates in alternate or non-traditional methods of assessment (e.g., listening information, tactile support, pointing to, matching, fill-in, or touching an answer choice; formulating a response using a choice board)

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STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS 

Student Name: _____ Date: _____

<input type="checkbox"/> Needs that impact access and progress in several or all academic areas	<input type="checkbox"/> Significant needs that impact access and progress in ALL academic areas, which affect the student's ability to function independently
<input type="checkbox"/> Functional goals (e.g., study skills, self-advocacy, behavior) to support access to the enrolled grade-level TEKS that may be implemented in one or more settings	<input type="checkbox"/> Functional goals (e.g., personal care and hygiene, communication, social skills) implemented across ALL settings to support access to the enrolled grade-level TEKS with the need for ongoing adult assistance (e.g., prompting, cueing, physical assist) for student progress
<input type="checkbox"/> The need for some additional support (e.g., modifying general reminders, practice) to function safely in daily life and to participate in academic instruction across some or all settings	<input type="checkbox"/> The need for ongoing, individualized, specialized supports (e.g., voice output devices, tactile support, symbol or picture text support, repeated prompting and cueing, orienting information to present one at a time, adult assistance) to function safely in daily life and to participate in academic instruction across ALL settings
<input type="checkbox"/> Initiates, performs, and completes self-care routines (e.g., feeding, dressing, toileting, personal hygiene) with no or minimal adult assistance (e.g., verbal reminders, visual schedule)	<input type="checkbox"/> Requires ongoing adult assistance (e.g., prompting, cueing, physical assist) to initiate, perform, and complete self-care routines (e.g., feeding, dressing, toileting, personal hygiene)
<input type="checkbox"/> Follows age-appropriate directions, daily routines, and schedules with some specialized support (e.g., accommodations, assistive technologies)	<input type="checkbox"/> Requires ongoing, individualized, specialized supports (e.g., modifications, real analysis, direct instruction, assistive technologies, social stories, charts, tactile schedules, social narratives) and ongoing adult assistance (e.g., prompting, cueing, physical assist) to follow directions, daily routines, and schedules
<input type="checkbox"/> Independently uses alternate response modes (e.g., augmentative and alternative communication (AAC)) to participate in academic and social conversations at an age-appropriate level	<input type="checkbox"/> In the process of developing a functional and consistent mode of communication (e.g., currently non-verbal, uses very limited non-symbolic communication)
OR	
<input type="checkbox"/> Independently uses traditional response modes (e.g., verbal, sign language, written) to participate in on-topic academic and social conversations at an age-appropriate level with minimal adult assistance	<input type="checkbox"/> Uses traditional response modes (e.g., verbal, sign language, written) but may be non-verbal when expressing wants and needs AND requires individualized supports to participate in on-topic academic and social exchanges at an age-appropriate level

NOTE: The student's requirement of adult assistance is NOT due to a physical disability alone but rather to the student's significant cognitive disability.

3. Does the student have the MOST significant cognitive disability?

Yes—All criteria marked are in Column 1
 No—One or more criteria is marked in Column 2


STOP If No is marked, stop here. The student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP III: PROVIDE ASSURANCES AND CONFIRM STAAR ALTERNATE 2 PARTICIPATION

All assurances must be reviewed and marked for the student to participate in STAAR Alternate 2.

The ARD committee confirms that the decision to administer STAAR Alternate 2 was NOT based on a student's disability category, educational environment, instructional setting, demographic information (i.e., sex, ethnicity, race, ethnic background, immigrant, emergent bilingual, migrant, economically disadvantaged), need for STAAR accommodations, below-grade-level reading skills, extensive or extended absences, anticipated disruptive behavior or emotional distress, or expected poor performance on STAAR and its impact on accountability calculations.

Texas Education Agency
 Student Assessment Division
 August 2023

STAAR ALTERNATE 2 PARTICIPATION REQUIREMENTS 

Student Name: _____ Date: _____

Under 34 CFR § 300.320(a)(2)(ii), all students who take STAAR Alternate 2 must have two short-term objectives or benchmarks for EVERY annual goal in the student's IEP. (Refer to question 1.18 in [Question and Answer Document: IEP Measurable Annual Goals](#).)

If the ARD committee determines that the student meets the participation requirements for STAAR Alternate 2, the committee understands that instructional and assessment decisions may impact a student's graduation plan in high school as described in 19 TAC §§ 89.3076.

Under 34 CFR § 300.320(a)(8) and 19 TAC §§ 89.3055, if the ARD committee determines that the student will take STAAR Alternate 2, the student's IEP must provide a statement of why the student cannot participate in the general assessment, STAAR, and why the alternate assessment is appropriate for the student. Additionally, if the ARD committee determines that the student is eligible to take STAAR Alternate 2 with individually appropriate and allowable accommodations, the student's IEP must provide a statement of why the accommodations are necessary to measure the academic achievement of the student on the alternate assessment.

Document release letter per 34 CFR § 300.320(a)(8) and 19 TAC §§ 89.3053.

4. Is the answer to question 3 "Yes," and have all assurances been marked?

Yes, the student meets the participation requirements for STAAR Alternate 2.
 No, the student does not meet the participation requirements for STAAR Alternate 2 and must take STAAR.

STEP IV: STAAR ALTERNATE 2 SUMMARY

Complete the information below only for the grade level or course in which the student is enrolled during the applicable school year. A student who meets the participation requirements for STAAR Alternate 2 must take the alternate assessment for all applicable grades/subjects or courses. Note that STAAR Alternate 2 is administered once each school year, and test opportunities are not available.

A student in grade 9–11 who meets the participation requirements for STAAR Alternate 2 should be assessed only in the grade and subjects in which they are enrolled and should NOT be assessed above grade level. Mark the student's enrolled grade during the applicable school year, indicating which STAAR Alternate 2 assessments the student will take.

<input type="checkbox"/> Grade 3 mathematics and RLA	<input type="checkbox"/> Grade 5 mathematics, RLA, and science	<input type="checkbox"/> Grade 7 mathematics and RLA
<input type="checkbox"/> Grade 4 mathematics and RLA	<input type="checkbox"/> Grade 6 mathematics and RLA	<input type="checkbox"/> Grade 8 mathematics, RLA, science, and social studies

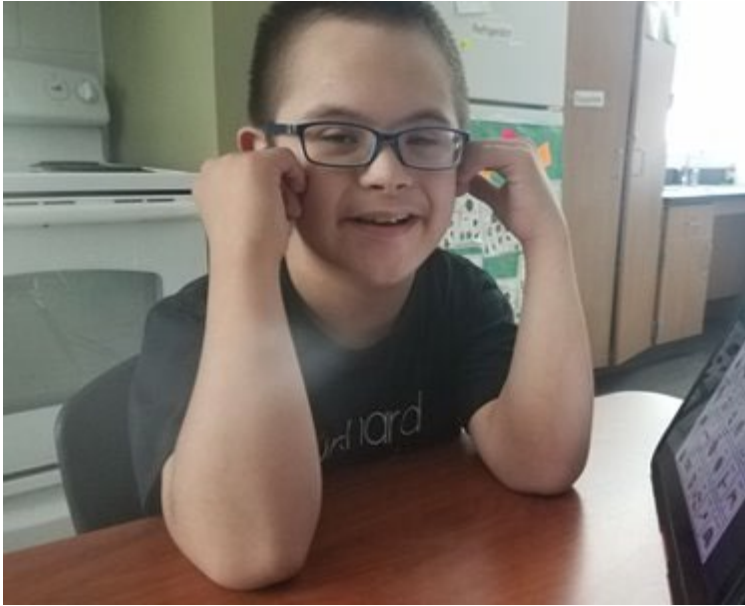
A student in high school who meets the participation requirements for STAAR Alternate 2 and is enrolled in a course that has a Public Education Information Management System (PEIMS) course number indicating that the coursework is assessed through prerequisite skills should take the corresponding end-of-course (EOC) assessment. Mark the alternate high school course(s) with associated PEIMS course numbers in which the student is enrolled during the applicable school year, indicating which STAAR Alternate 2 EOC assessments the student will take.

<input type="checkbox"/> Algebra I Alternate 01200507	<input type="checkbox"/> English I Alternate 01220007	<input type="checkbox"/> English II Alternate 01220007
<input type="checkbox"/> Biology Alternate 03030007	<input type="checkbox"/> U.S. History Alternate 01500007	

Texas Education Agency
 Student Assessment Division
 August 2023

STAAR Alternate 2 Eligibility Decisions

STAAR Alternate 2 Eligibility Resources



- Revised STAAR Alternate 2 Participation Requirements
- STAAR Alternate 2 Participation Requirements Companion Document
- STAAR Alternate 2 Overview and Eligibility Module **(coming soon)**
- STAAR Alternate 2 Before, During, and After the Assessment Course **(coming soon)**
- STAAR Alternate 2 FAQs **(coming soon)**

STAAR Alternate 2 Key Dates 2023-2024

Due Date for Districts to Indicate STAAR Alternate 2 Participation	By 12/14/23
Districts Receive Initial Order of Paper Test Materials	2/26/24—3/1/24
Districts submit Additional Order of Paper Test Materials	3/18/24—4/22/24 Test Materials By 5/6/24 Return Labels
Preview Window	3/11/24—4/26/24
Assessment Window	3/25/24—4/26/24
Submit Score Codes in TIDE and Scoring Information in DEI	4/26/24 11:59 p.m. (CT)
Districts Return Paper Test Materials	By 5/10/24

STAAR Alternate 2 Additional Order (AO) Window

When and What

- The STAAR Alternate 2 additional order window is **3/18-4/22**. As a reminder, the initial order materials are based on the number of STAAR Alternate 2 eligible students noted in TIDE by **12/14**. Form numbers are assigned for initial order materials.
- The additional order window is an opportunity for a district **to order test materials for any additional eligible students** that have enrolled in the district after the 12/14 due date.

Things to Know about AO window

District personnel:

- Should only place an AO **after the district's overage materials have been exhausted**
- Must verify that the **additional STAAR Alternate students have been entered in TIDE**, and
- **Use the previously provided form number assignments** from the initial order materials.

If not, then additional orders may be **rejected**.

Distribution of Materials

- Use the Materials Control Form for the Texas Assessment Program which includes STAAR Alternate 2; it will be used for all test programs with paper test materials during the testing window (and preview window for STAAR Alternate 2).
- Materials control form is available in the *Paper Administration* section of the DCCR.

Materials Control Form for the Texas Assessment Program

Use one form for each test administrator to account for all secure paper materials during the testing windows and during the preview window for STAAR Alternate 2. Secure paper test materials consist of test booklets, including Spanish, regular-print, large-print, and embedded supports versions; secure test instructions; and image cards.

Check Administration: December Spring June 20____
Check Program: STAAR STAAR Alternate 2 TELPAS
Check All Applicable Versions: Regular Print Spanish Embedded Supports
 Large Print Braille

Test administrators log the time the secure materials are checked out in the "TIME OUT" column. Test administrators initial the "Test Administrator Initials" column, signifying that they have received the secure materials indicated and signed an Oath of Test Security and Confidentiality. A test administrator should not initial this form if the information on the secure materials is incorrect.

All materials must be returned to the campus testing coordinator at the end of each day and kept in locked, secure storage throughout the day when not in use. STAAR Alternate 2 secure materials may be checked in and out multiple times during the preview and testing windows. Materials must be checked in and out on a daily basis. Complete a new row each time secure materials are checked in and out. Missing secure materials must be located before the campus coordinator initials the "TIME IN" column. If missing secure materials cannot be located, the campus coordinator should immediately contact the district testing coordinator.

Campus Name: _____ Campus Coordinator: _____ Test Administrator: _____


Date	Secure Materials Description (e.g., STAAR Grade 3 Math Test Booklets)	Total # of Secure Materials	Range of Security Numbers Coded on Secure Materials	TIME OUT	Test Administrator Initials	TIME IN	Campus Coordinator Initials

Duplicate this form as necessary.



STAAR Alternate 2 Program Resources Webpage

STAAR Alternate 2 Resources



The State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 is an alternate assessment based on alternate academic achievement standards. It is a standardized item-based assessment administered individually to eligible students with the most significant cognitive disabilities who are receiving special education services. STAAR Alternate 2 fulfills the requirements of the federal Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, and the Every Student Succeeds Act.

STAAR Alternate 2 is a paper assessment in mathematics, reading language arts (RLA), science, and social studies for students in grades 3–8 and high school.

- STAAR Alternate 2 Educator Guide

Who Is Tested?

A student's admission, review, and dismissal (ARD) committee must determine if the student meets the participation requirements for STAAR Alternate 2. All students enrolled in Texas public schools and open-enrollment charter schools in grades 3–12 who meet the participation requirements are required to participate in STAAR Alternate 2 at their enrolled grade level or course.

- Updated Participation Requirements
- Updated Participation Requirements-Spanish
- Updated Participation Requirements Companion Document
- Updated Participation Requirements Companion Document-Spanish

If an ARD committee determines that a student meets the eligibility criteria for "No Authentic Academic Response" (NAAR) or a "Medical Exception," the student will not be required to participate in STAAR Alternate 2.

- STAAR Alternate 2 and TELPAS Alternate NAAR Eligibility Requirements (Updated 9/28/2023)
- STAAR Alternate 2 and TELPAS Alternate NAAR Eligibility Requirements-Spanish
- STAAR Alternate 2 and TELPAS Alternate Medical Exception Eligibility Requirements (Updated 9/28/2023)
- STAAR Alternate 2 and TELPAS Alternate Medical Exception Eligibility Requirements-Spanish

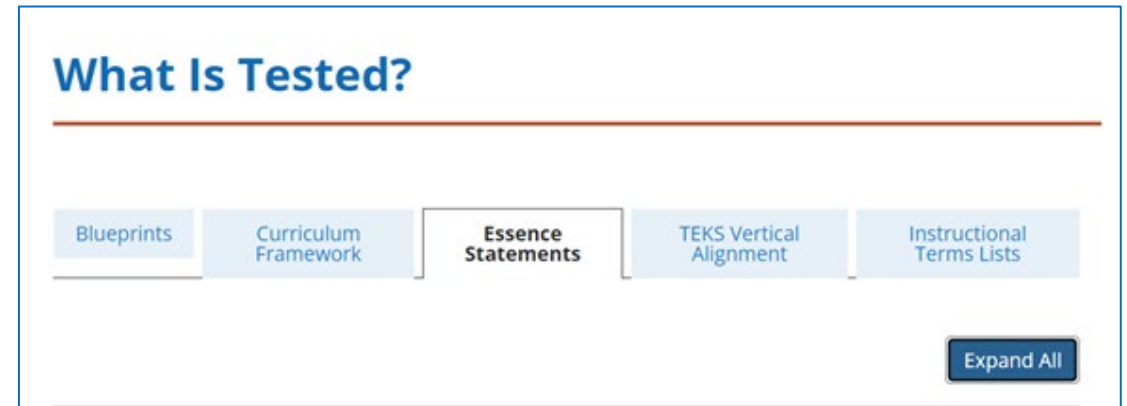
The STAAR Alternate 2 webpage has been updated.

The *Who is Tested?* section includes:

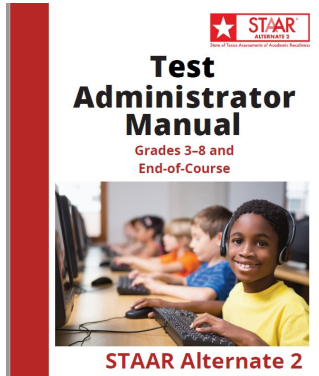
- Revised STAAR Alternate 2 Participation Requirements in English and Spanish
- Updated STAAR Alternate 2 Companion Document in English and Spanish
- STAAR Alternate 2 No Authentic Academic Response (NAAR) in English and Spanish
- STAAR Alternate 2 Medical Exception in English and Spanish

STAAR Alternate 2 Program Resources Webpage (continued)

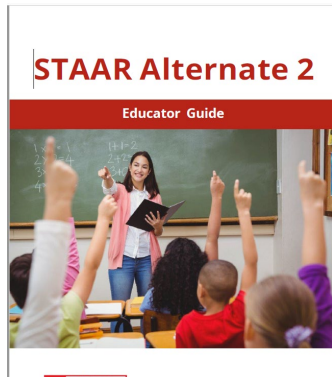
- There are separate tabs in the *What is Tested?* Section. Most of the information found within each tab used to be found on separate webpages.
- The tabs include
 - Blueprints
 - Curriculum Framework
 - Essence Statements (coming soon)
 - TEKS Vertical Alignment
 - Instructional Terms Lists



STAAR Alternate 2 Test Administrator Manual and Educator Guide



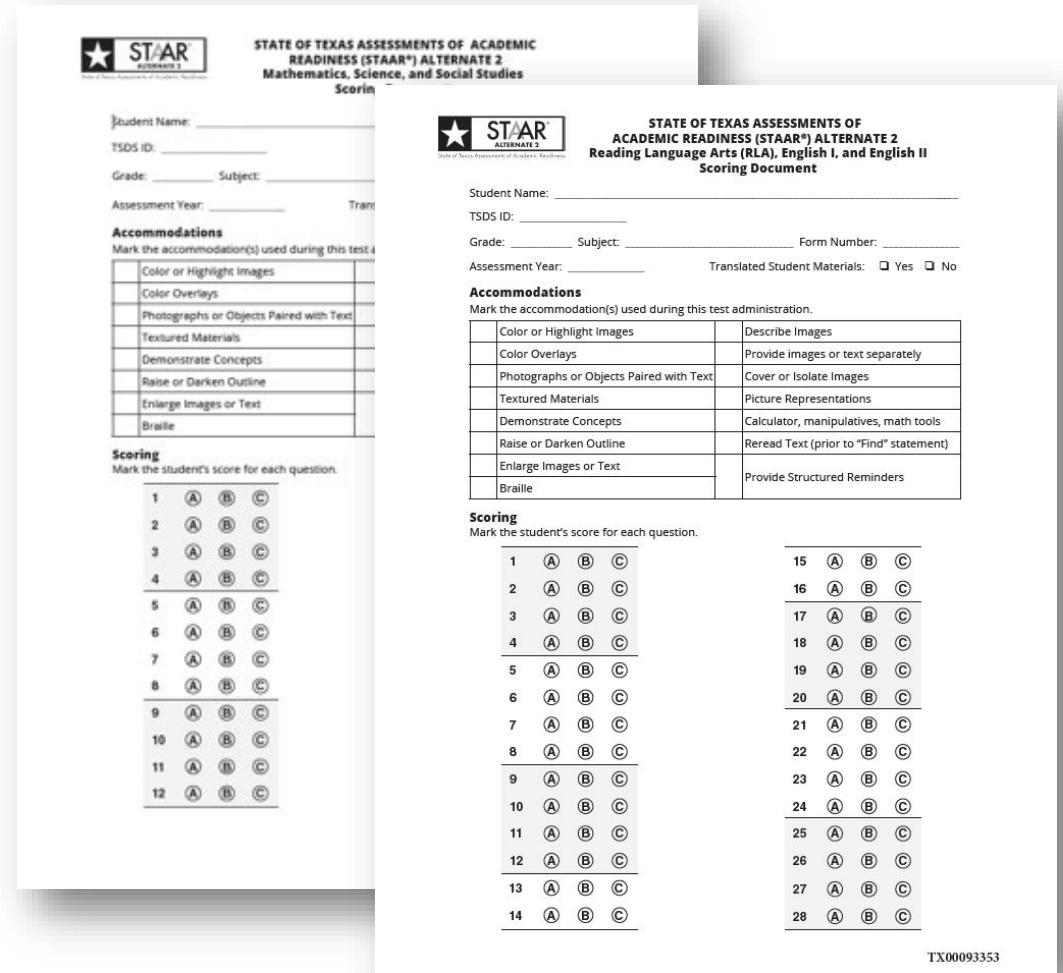
- The STAAR Alternate 2 Test Administrator Manual will be posted in the Test Administration Manuals section of the DCCR.



- The STAAR Alternate 2 Educator Guide is posted on the STAAR Alternate 2 Resources webpage.

STAAR Alternate 2 Scoring Documents

- STAAR Alternate 2 Scoring Documents are specific by subject
- RLA and English I & II assessments will have 28 questions (two additional field test clusters)
- All other subjects (Mathematics, Science and Social Studies) will have 24 questions.
- Scoring Documents are found in the back of the accompanying Teacher Test Booklets or the online Test Administrator Manual



Test Administrator Training Key Topics

Use Online STAAR Alternate 2 Test Administrator Manual






- Preparation for Test Administration (Preview Window 3/11/24-4/26/24)
- Roles and Responsibilities
- Test Security
- Scheduling Test Administrations
- Testing with Accommodations
- Monitoring Test Administrations
- Returning Materials to District Coordinator
- TA Training completed by 3/22/24



STAAR Alternate 2 Test Administrators

- Ideally, the test administrator should be the student's teacher for the subject tested because of the high level of familiarity with the student.
 - Accommodations must be prepared and delivered appropriately so that student responses can be understood.
- Paraprofessionals may serve as test administrators if they are supervised by a certified professional on the same campus throughout the test administration.
- For additional information on test administrators and their responsibilities, refer to the [STAAR Alternate 2 Test Administrator Training](#) section in the DCCR.

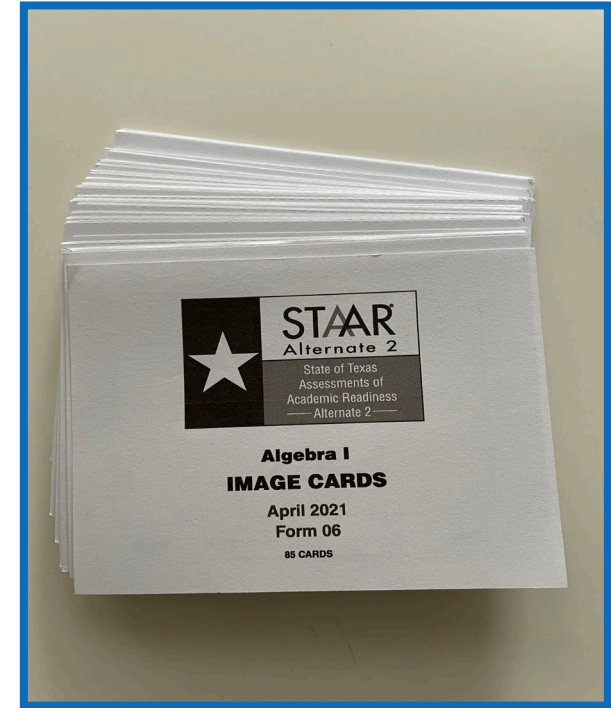
Key Points—Preview Window

Preview Window	3/11—4/26/24
	Practice reading the script and following the presentation instructions before presenting the test stimulus in front of the student.
	Review the scoring instructions for the 3rd item in each cluster in order to plan the teacher assistance that will be used for each individual student.
	Review the student booklet and image cards to plan and prepare accommodations for students as needed.
	May preview and prepare for the test during the administration window as long as testing has not begun for a particular student (generally for new students).
	The preview window is NOT a pre-teach window. <ul style="list-style-type: none">• Any presentation of secure test items or secure test material/information to a student prior to the administration of the test is considered a serious irregularity and should be reported as such.

Key Points—Image Cards

Image Cards

- Students must be presented the test stimulus from the Student Booklet, with Image Cards as an optional support.
- A test administrator may use the same set of image cards for multiple students in the same grade level.
 - Completely clean card
 - NO appearance whatsoever of accommodations applied (highlighting, texture applied, etc.)
- Image cards are returned as a part of non-scorable materials after test administration is complete.
 - There is a barcode on the plastic film used to wrap the image cards. There is no need to keep barcode.



Key Points—Image Cards (cont.)

Image Cards

- Every test "Stimulus A" DOES NOT necessarily have an accompanying image card.
- Every test item will have accompanying image cards that represent answer choices.
- The number of cards in each set is printed on the front of each "cover card" to aid in collection of the entire set at the end of the testing window.

sample from Teacher Test Instructions

Stimulus 16a	Shape	
	Sphere	Cube
	beach ball	number cube
	marble	box
		sugar cube
Stimulus 16b		
	nickel	
	party hat	
	* globe	

A **STAAR Alternate 2 Image Card List** will be posted in TIDE under Resources before the spring administration. The list includes the number of image cards per each grade level assessment and form number.

Testing Environment



Prepare the testing environment.

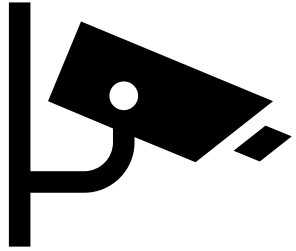
- To minimize distractions
- To maintain the confidentiality of test material and the responses of individual students



STAAR Alternate 2 is administered to each student in a one-to-one setting.

- May need to complete test in a separate setting to eliminate distractions

Key Points—Testing Environment (cont.)



Cameras in the Classroom

- Districts with cameras in self-contained classrooms may administer STAAR Alternate 2 in the room with a camera.
- The "camera in the classroom" rule does not allow for student removal from the camera view for state testing.
- In the case that a request is made to view the video, districts should implement locally developed procedures which communicate the penalties for breaching confidential test material.
- TEC, §29.022

New Enrollment or New Campus Within Testing Window

- **Students must be provided the opportunity to participate in testing. This includes**
 - Students who move within the school district on/after the first day of the STAAR Alternate 2 testing window; AND
 - Students who enroll in a new school district on/after the first day of the STAAR Alternate 2 testing window.
- **In the case of a student who arrives late in the testing window and the school district is unable to complete one or more of the required assessments**
 - Contact TEA through the [Student Assessment Help Desk](#) if the student arrived so late in the window that testing cannot be completed.

2023 STAAR Alternate 2 Released Tests

- The [2023 STAAR Alternate 2 tests](#) were released.
- STAAR Alternate 2 released test forms include secure test instructions for the test administrator to use and a student booklet for each grade/subject and course.
- The secure test instructions include scripted questions, guidelines for presentation of the test stimulus, and scoring information.
- The corresponding student test booklet contains test stimulus images and text that is required for the student to select answers.

STAAR Alternate 2 Released Test Questions

TEA releases two types of test questions for STAAR Alternate 2—test forms and sample questions. A test form is a set of released test questions previously administered together to Texas students and reflects the STAAR Alternate 2 test blueprints. Sample test questions are small subsets of test questions released from the STAAR Alternate 2 test banks. These test questions may have been previously administered.

STAAR Alternate 2 released test forms include secure test instructions for the test administrator to use and a student booklet for each grade/subject and course. The secure test instructions include scripted questions, guidelines for presentation of the test stimulus, and scoring information. The corresponding student test booklet contains test stimulus images and text that is required for the student to select answers.

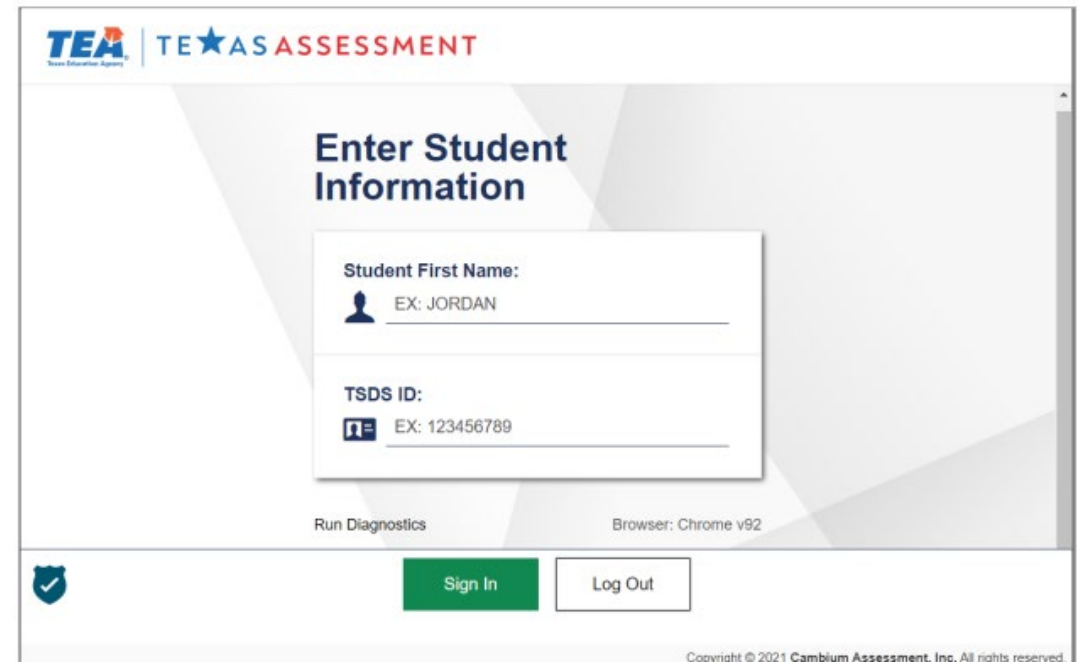
Click on the tabs below to find each year's released test forms or sample test questions.

2023 2019 2016 Sample Test Questions

Expand All

Student Responses in DEI

- All student responses must be entered into DEI and processed by 11:59 p.m. (CT) on 4/26.
- Responses not submitted by the due date will not be scored.
- It is highly recommended that districts reserve the last 2–3 days of the testing window for DEI submissions.



The screenshot shows the 'Enter Student Information' form on the TEA ASSESSMENT website. The form has two input fields: 'Student First Name:' with an example 'EX: JORDAN' and 'TSDS ID:' with an example 'EX: 123456789'. Below the form are links for 'Run Diagnostics' and 'Browser: Chrome v92'. At the bottom, there is a 'Sign In' button and a 'Log Out' button. The footer includes a copyright notice: 'Copyright © 2021 Cambium Assessment, Inc. All rights reserved.'

Score Codes in TIDE

- If a student does not complete a STAAR Alternate 2 assessment, one of the following “do not score” designations must be selected:

Absent (A)	The student is absent throughout the testing window. An "A" score code should not be used if the student was absent on the testing days but also fits one of the score designations below.
Medical Exception (M)	The ARD committee has determined that the student met the STAAR Alternate 2 Medical Exception criteria and is documented in the student's IEP. Decision should be made before administering the test.
No Authentic Academic Response (N)	The ARD committee has determined that the student met the STAAR Alternate 2 NAAR criteria and is documented in the student's IEP. Decision should be made before administering the test.
Other (O)	The student experiences a test administration irregularity or illness during testing.

Accommodations in TIDE

After testing has been completed, accommodations need to be entered into TIDE.

- Only accommodations that were used during the test administration are noted in TIDE.
- There are two options to note accommodations in TIDE.
 - Enter accommodations manually for an individual student
 - Upload multiple students by using the *Additional Student Fields* upload file

A short training video on how to enter accommodations in TIDE will soon be available.

Can the STAAR Alternate 2 be administered in the language the student is routinely instructed in?

- Only the presentation instructions may be translated. The test is an English assessment so only the **“bold” print** in the presentation instructions may be translated into the language the student primarily communicates in.

STAAR Alternate 2 Participation Requirement Resources

Resource	Purpose	Audience
STAAR Alternate 2 Participation Requirements	Used by the ARD committee to determine if a student meets the eligibility for STAAR Alternate 2. The form is available in English and Spanish.	Administrators, Coordinators, Teachers, Parents
STAAR Alternate 2 Companion Document	Used in conjunction with the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 Participation Requirements. Sources of evidence for a student’s eligibility for STAAR Alternate 2 are on page 2 of this document. The document is available in English and Spanish.	Administrators, Coordinators, Teachers, Parents
STAAR Alternate 2 Participation Requirements FAQs	Will include FAQs related to the updated STAAR Alternate 2 Participation. The document will be posted on the STAAR Alternate Resources webpage. (coming soon)	Administrators, Coordinators, Teachers
STAAR Alternate 2 Overview and Eligibility Module	Assists the members of the ARD committee to better understand the unique features of STAAR Alternate 2 and thereby determine the most appropriate assessment for each student. (coming soon to Learning Management System, LMS)	Administrators, Coordinators, Teachers
STAAR Alternate 2: Before, During, and After the Assessment Course	Is designed for STAAR Alternate 2 test administrators. This course is helpful for those new to the test administration process and may also serve as a refresher to experienced test administrators. (coming soon)	Administrators, Coordinators, Teachers

STAAR Alternate 2 Resources

Resource	Purpose	Audience
STAAR Alternate 2 Test Administrator Manual	Provides an overview of the STAAR Alternate 2 program and provides guidance regarding the entire administration of the assessment including scoring instructions. (coming soon)	Administrators, Coordinators, Teachers
STAAR Alternate 2 Educator Guide	Provides in-depth guidance regarding presentation of test stimulus, communicating the directions, and administering accommodations. (coming soon)	Administrators, Coordinators, Teachers
STAAR Alternate 2 Curriculum Framework documents	The STAAR Alternate 2 Curriculum Framework documents list the reporting categories, and TEKS for each grade/subject and EOC tested in STAAR. The Curriculum Framework documents the access points the Teacher Test state curriculum by which students who are assessed with STAAR Alternate 2 are tested.	Administrators, Coordinators, Teachers
STAAR Alternate 2 Released Tests	The STAAR Alternate 2 released tests include a test administrator manual and a student booklet for each subject/grade or course. The corresponding student booklet contains test stimulus images and text that is required for the student to select answers.	Coordinators, Teachers

STAAR Alternate 2 Resources (continued)

Resource	Purpose	Audience
STAAR Alternate 2 Essence Statements	Provide the "big idea" of topics to be assessed on the spring's STAAR Alternate 2 assessment. (coming soon)	Administrators, Coordinators, Teachers
TEKS Vertical Alignment	Provide a total overview of the knowledge and skills statements and align student expectations across the grades. The student expectations provide access points to the general education curriculum by serving as prerequisite skills for STAAR Alternate 2.	Coordinators, Teachers

A photograph of a school staircase with several students. The students are wearing backpacks and casual clothing. The staircase has metal railings and is set against a large window that looks out onto a green landscape. The image is slightly faded and has a blue overlay on the left side.

TELPAS

TELPAS Overview

- TELPAS annually assesses the progress that emergent bilingual (EB) students make in learning the English language.
- All K–12 students classified as emergent bilingual EB/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.

The TELPAS testing window is February 19th to March 29th.

Exceptions to an EB Student Being Assessed in One or More Language Domains

An EB student receiving special education services

Decision must be made by ARD committee in conjunction with the LPAC.

Participation must be considered on a domain-by-domain basis.

Reason for not assessing student must be well-supported and documented.

An EB student from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window

Will not be assessed by receiving district in the holistically-rated domains.

Is required to take the TELPAS listening and speaking test and the reading and writing test.

TELPAS Components

Grades K–1

Holistically-rated Assessments

Listening

Speaking

Reading

Writing

Grades 2–12

Online Tests

Listening and Speaking
(2-3, 4-5, 6-8, 9-12)

Reading and Writing
(2, 3, 4-5, 6-7, 8-9, 10-12)

TELPAS Key Dates for 2023-2024

Due Date for Adding All Students in TIDE	By 11/30/23
Due Date for Districts to Indicate Special Administration (paper and holistic) in TIDE	By 11/30/23
Districts Receive Test Administrator Manuals	1/22/24—1/26/24
Districts submit Additional Order of Paper Test Materials	2/12/24—3/25/24 Test Materials By 4/8/24 Return Labels
Assessment Window	2/19/24—3/29/24
Submit Score Codes and Upload Holistic Ratings in TIDE and Submit Student Responses (paper admin) in DEI; (this means entered/submitted and processed by that date and time)	3/29/24 11:59 p.m. (CT)
Districts Return Paper Test Materials	By 4/12/24

TELPAS Additional Order Window

When is the TELPAS AO window?	The TELPAS additional order window is 2/12-3/25 for test materials and by 4/8 for return labels.
What should I know about the TELPAS AO window?	TELPAS reading paper tests (regular print, large print, braille contracted, and braille uncontracted must be ordered during the additional order window (<u>even if the TELPAS paper test format was indicated in TIDE by 11/30</u>).
What should I take into consideration when placing an AO?	When placing an AO, a district must consider the time it will take to ship materials, administer the assessment, and enter the responses in DEI by 3/29/24

Special Administration of a TELPAS Online Test

- In rare circumstances that prevent a student from testing online, the student must meet eligibility criteria for a special administration of a TELPAS online test (listening and speaking or reading and writing) for grades 2–12.
 - Accommodations cannot be applied
 - Technology access is precluded*
 - Unable to participate in one domain
- A student may receive a special administration (paper test or holistic assessment) of an online test ONLY if this it is noted in the student’s individualized education program (IEP) or Section 504 plan.
- Special administrations for TELPAS reading are paper tests (regular print, large print, or braille), while TELPAS listening, speaking, and writing special administrations are holistic assessments that require training and calibration to administer.

*This applies in rare situations where computers or technology are absolutely not available such as homebound students without internet access, JJAEPs, jails, or detention centers.

Special Administrations for Online TELPAS Tests

Special Administration for TELPAS

Both online TELPAS tests have two language domains combined. If a student is eligible for a special administration in one of the test's domains, the student will need to have a special administration in both domains (if applicable).

TELPAS Listening and Speaking	Holistic for listening and speaking	Holistic administrations conducted by raters that have completed training and calibration successfully
TELPAS Reading and Writing	Paper for reading	Regular print, large print, and braille (contracted and uncontracted)
	Holistic for writing	<ul style="list-style-type: none">• Holistic administration conducted by raters that have completed training and calibration successfully.• Will require writing samples that meet the writing collection criteria.

More information about [special administration of an online TELPAS assessment](#) can be found in the DCCR and in the TELPAS Test Administration Instructions (coming soon).

Test Mode and Paper Test Format in TIDE

The screenshot displays the TIDE interface for configuring test settings. At the top, a 'Test Format Indicator' section contains two tabs: 'Test Mode' and 'Paper Test Format'. Below these are three dropdown menus:

- TELPAS Listening & Speaking:** A dropdown menu with options 'Holistic', 'Online', and 'Holistic' (highlighted).
- TELPAS Reading & Writing:** A dropdown menu with options 'Paper & Holistic', 'Online', and 'Paper & Holistic' (highlighted).
- TELPAS Reading:** A dropdown menu with options '--Select--', '--Select--', 'Regular Print', 'Large Print', 'Braille Contracted', and 'Braille Uncontracted'.

The due date for districts to indicate TELPAS special paper or holistic administration of an online assessment in TIDE is **11/30**. As a reminder, a district will need to submit an AO for TELPAS paper reading test materials.

Administrations in Alternative Education Settings: Before Testing

Home District Personnel Responsibilities

- Inform the alternative education setting of all students who will be testing at that location
- Ensure that students who will be testing at an alternative education setting are appropriately registered in their home district in TIDE.
- Ensure that all test administrators, raters, and personnel handling secure test materials in alternative education settings have been trained and that they complete an Oath of Test Security and Confidentiality.
- Provide a student test ticket to the alternative education setting for each student testing online.

Alternative Education Personnel Responsibilities

- Ensure that the campus coordinator and all test administrators, raters, and verifiers have been trained and complete an Oath of Test Security and Confidentiality.
- Ensure that the technology staff has completed the appropriate online testing systems are in place.
- Receive test materials from the state's testing contractor. All test materials are shipped to the alternative education setting for eligible students who have the alternative education setting set by home district personnel by the deadline.

NOTE: Refer to the Administrations in Alternative Education Settings section in the DCCR for additional and specific information. The information noted on the slide is just an overview.

Administrations in Alternative Education Settings: During Online Testing

Home District Personnel Responsibilities

- Monitor testing by using TIDE to generate reports that provide information about a test administration's progress, as needed.
- Be available to respond to calls from the alternative setting and to contact Texas Testing Support, as needed.

Alternative Education Personnel Responsibilities

- Provide student test tickets to students.
- Administer the assessment.
- If a student takes a break, follow the instructions in the appropriate test administrator manual to ensure that the student clicks the *Pause* button. To resume an assessment that has been paused, the student should log back in to the assessment using the original test ticket.

NOTE: Refer to the Administrations in Alternative Education Settings section in the DCCR for additional and specific information. The information noted on the slide is just an overview.

Administrations in Alternative Education Settings: After Testing

Home District Personnel Responsibilities

- Verify that all students have completed and submitted their assessments, that all data have been submitted in DEI, and that TELPAS holistic ratings have been uploaded into TIDE.
- Clean up data by adding or editing nonparticipation codes for students who did not participate in or complete an administration as intended.
- Results will be reported in the data file to the home campus and district.

Alternative Education Personnel Responsibilities

- Advise the home district that the students have completed testing. Notify the home district coordinator of any needed updates to score codes, rater information, or use of accommodations.
- Submit students' responses for STAAR Alternate 2 and for paper administrations of STAAR and TELPAS in DEI by the last day of the testing window to ensure that they are scored.
- Submit students' ratings for TELPAS holistic administrations in TIDE and for TELPAS Alternate in DEI by the last day of the testing window.

NOTE: Refer to the Administrations in Alternative Education Settings section in the DCCR for additional and specific information. The information noted on the slide is just an overview.

Student's Grade Level during TELPAS Administration Window

- A student should have the same grade level across all domains during the TELPAS administration window (even if the test content is in the same grade band).
- It is recommended that once a student begins testing in one grade level, then the student should complete all testing with that same grade level.
- A student that does not have the same grade level across all domains will not get a composite rating.

Grades 2-12 TELPAS Online Listening and Speaking Tests

- Listening and speaking test grade clusters include 2-3, 4-5, 6-8, and 9-12.
- Listening test questions include passage-based and non-passage-based questions, picture-based questions, and drag-and-drop questions, among others.
- The speaking test questions include a variety of picture-, passage-, and text-based speaking prompts.
- The variety of question types gives EB students the opportunity to show their comprehension and communication skills in various ways.

Grades 2-12 Online Reading and Writing Tests

- Reading and writing tests grade clusters include 2, 3, 4-5, 6-7, 8-9, and 10-12.
- Writing items are interspersed within the reading tests.
- Text-to-speech (TTS) feature is provided for writing direction lines and for constructed responses questions.
- TTS is available for all students, not based on eligibility, and **does not** need to be noted in TIDE. It is considered an online tool for online TELPAS writing.
- If a student is eligible for speech-to-text (STT), this attribute **does** need to be noted in TIDE.

Blank Graphic Organizers for Online TELPAS Tests



- Starting in Spring 2024, students will be allowed to use blank graphic organizers (paper only) for online TELPAS tests (listening and speaking and/or reading and writing). Students could use the blank graphic organizers to plan their speaking and writing responses.
- TELPAS has been added to the Supplemental Aids policy document.
 - Only blank graphic organizers will be allowed. Supplemental aides such as mnemonic devices and organizers with graphics or text will not be allowed.
 - Refer to the policy document for additional information on student eligibility and which committee can make the decision.
- Blank graphic organizers will need to be noted in TIDE as part of the non-embedded supports for TELPAS.

Designated Supports for TELPAS Online Tests




Designated Support	Listening and Speaking	Reading and Writing	Non-embedded Support in TIDE	TEA Approval
Basic Transcribing	X	X	X	
Individualized Structured Reminders	X	X	X	
Manipulating Test Materials	X	X	X	
Complex Transcribing		X	X	X
Extra Day	X	X	X	X
Blank Graphic Organizer, paper only (New for Spring 2024)	X	X	X	



NEW

Specific information, such as student eligibility criteria and special considerations and instructions, can be found in the [Accessibility](#) section of DCCR.

Headsets/Headphones, Microphones, and Keyboards


		
Headsets	Headphones with Microphones	Keyboards
Required for the writing domain on the reading and writing test.	<ul style="list-style-type: none">• Required for both domains on the TELPAS listening and speaking test• Required for a student that is eligible for speech-to-text (STT) for the online writing domain in TELPAS reading and writing test.	Are highly recommended for the TELPAS reading and writing test due to the writing domain.

Audio Playback and Recording Device Checks

- If an assessment has multimedia features, there will be audio playback and recording device checks that must be completed, before a student can start their test.
- For TELPAS listening and speaking, both audio playback and recording device checks are required.
- For TELPAS reading writing, audio playback device check will be required for all students. For students with STT, both audio playback and recording device checks will be required.

Audio Playback Check

Make sure audio playback is working.


 To play the sample sound, press the speaker button.

Next Step:


If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Recording Device Check

Make sure your recording device is working.



1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

Microphone Functionality

Practice and Released Tests Student: Test, Page 13 vsat213.cambiumtds.com/student/V58/Pages/TestShell.aspx

53% 2020 TELPAS Grades 2-3 Listening and Speaking Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

17

Read the directions below. When you are ready to speak, tell as much as you can.

Tell all about your favorite friend. Describe why that friend is your favorite.

90s Remaining

Practice and Released Tests Student: Test, Page 13 vsat213.cambiumtds.com/student/V58/Pages/TestShell.aspx

53% 2020 TELPAS Grades 2-3 Listening and Speaking Released Test GUEST, GUEST (TSDS ID: GUEST) GUEST SESSION

17

Read the directions below. When you are ready to speak, tell as much as you can.

Tell all about your favorite friend. Describe why that friend is your favorite.

Warning

Selecting 'Yes' will delete your response and start recording automatically. Do you want to record your response again?

Yes No

TELPAS Schedules and Administrations



- Based on stakeholder feedback, we will be aligning our scheduling policy for TELPAS with our scheduling policy for STAAR.
- TELPAS assessments should be administered on separate days to allow students sufficient time and opportunity to do their best work (unless there is an extenuating circumstance towards the end of the test administration window).



TELPAS Test Session Time Limit

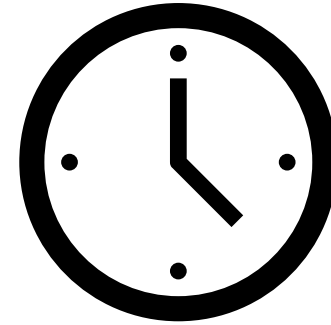


- There is a maximum allowable testing time of seven hours for the Texas English Language Proficiency Assessment System (TELPAS) assessment.
- Students are expected to complete the TELPAS assessment in about three hours; students who are still testing after four hours should be consolidated into a general testing area to continue testing.
- Students must complete the assessment within the same school day, and no test session may exceed seven hours. Exceptions exist for eligible students who have an approved Extra Day accommodation.

Scheduling of Online Tests



- TEA recommends that districts begin testing within one hour of the start of the school day.
- Districts should exercise judgment about starting a test session after lunch and for late students, as some students may not have sufficient time to complete the test before the end of the school day.



Online Practice and Released Tests

INFORMATION



Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.

- Designed to familiarize students with the online testing environment, available tools, and various types of questions.
- Students may sign in with their credentials to practice with their current test attributes, such as a student who is approved for STT. Eligibility needs to be already noted in TIDE, so the attribute is available when the student signs in for his or her practice test.
- Includes STAAR redesign practice tests, STAAR released tests, TELPAS Listening and Speaking practice and released tests, and TELPAS Reading and Writing practice sets.

Released Spring 2023 Online Tests



- TELPAS Reading and Writing Test for Grades 2, 3, 4-5, 6-7, 8-9, 10-12
- TELPAS Listening and Speaking Test for Grades 2-3, 4-5, 6-8, 9-12
- Available in the online testing platform
- Answer Keys are available on the [TELPAS Released Test Questions](#) webpage

INFORMATION



Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.

Released Spring 2023 Online Tests: Scoring Guides

TELPAS Released Test Questions

TEA releases two types of test questions for TELPAS—test forms and sample questions. A test form is a set of released test questions previously administered together to Texas students and reflects the TELPAS test blueprints. Sample test questions are small subsets of test questions released from the TELPAS test banks. These test questions may have been previously administered.

Released test questions for TELPAS grades 2-12 online assessments are available on the Practice Test Site. Beginning in spring 2023, the TELPAS writing assessment was combined with the online reading assessment for grades 2-12.

Click on the tabs below to find each year's released test forms or sample test questions.

2023 | 2020 | 2017 | 2014 | Sample Questions

Expand All

Listening and Speaking

- Grades 2-3 Answer Key
- **Grades 2-3 Speaking Scoring Guide**
- Grades 4-5 Answer Key
- Grades 4-5 Speaking Scoring Guide
- Grades 6-8 Answer Key
- Grades 6-8 Speaking Scoring Guide
- Grades 9-12 Answer Key
- Grades 9-12 Speaking Scoring Guide

NEW

[TELPAS Speaking Scoring Guides and Writing Guides](#) provide exemplar student responses to be used alongside the applicable online test.

TELPAS Released and Practice Tests

INFORMATION



Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.



Your Tests

Select the correct test to continue. If you are not sure, raise your hand

Student Grade Level:

Please select a grade.

- Select Grade
- EOC
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

[Back to Login](#)

[Practice Test Site](#)

TELPAS Released and Practice Tests

TELPAS Writing Sampler

[Start TELPAS Writing Sampler](#)

TELPAS Reading

Grade 2

[Start 2017 TELPAS Grade 2 Reading Released Test](#)

[Start 2020 TELPAS Grade 2 Reading Released Test](#)

[Start 2018 TELPAS Grade 2 Reading Practice Set](#)

TELPAS Listening & Speaking

Grades 2 - 3

[Start 2018 TELPAS Grades 2-3 Listening and Speaking Practice Set](#)

[Start 2020 TELPAS Grades 2-3 Listening and Speaking Released Test](#)



TELPAS Key Dates for Holistic Rater Training and Administrations

TELPAS Assessment Window (Grades K-12 Listening, Speaking, Reading and Writing)	February 19 to March 29
TELPAS online training opens in LMS	January 8
Assembling and Verifying Grades 2–12 Writing Collections course available*	January 8
Online basic training courses for new K–1 and 2–12 raters* available	January 22
Calibration window opens for new and returning K-1 and 2-12* raters	February 5
Earliest eligibility date for TELPAS writing samples*	February 5
*Applicable for 2-12 raters with students with special holistic administration(s)	

Holistic Rater Training

NEW RATERS

K–1 Raters

Complete an online basic training course, which includes practice rating activities for each language domain – listening, speaking, reading, and writing.

2-12 Raters (for Special Holistic Administrations of Listening, Speaking, and/or Writing)

Complete an online basic training course and practice rating activity. Training for listening and speaking includes both domains. Training for writing is only for that domain.

Both K-1 and 2-12 Raters

Complete calibration activities to ensure that they are prepared to apply the PLD rubrics consistently and accurately.

RETURNING RATERS

K–1 and 2-12 Raters

Raters, who have successfully completed calibration activities at least once, are highly encouraged to complete calibration before rating; however, it's optional, unless required by campus testing coordinator.

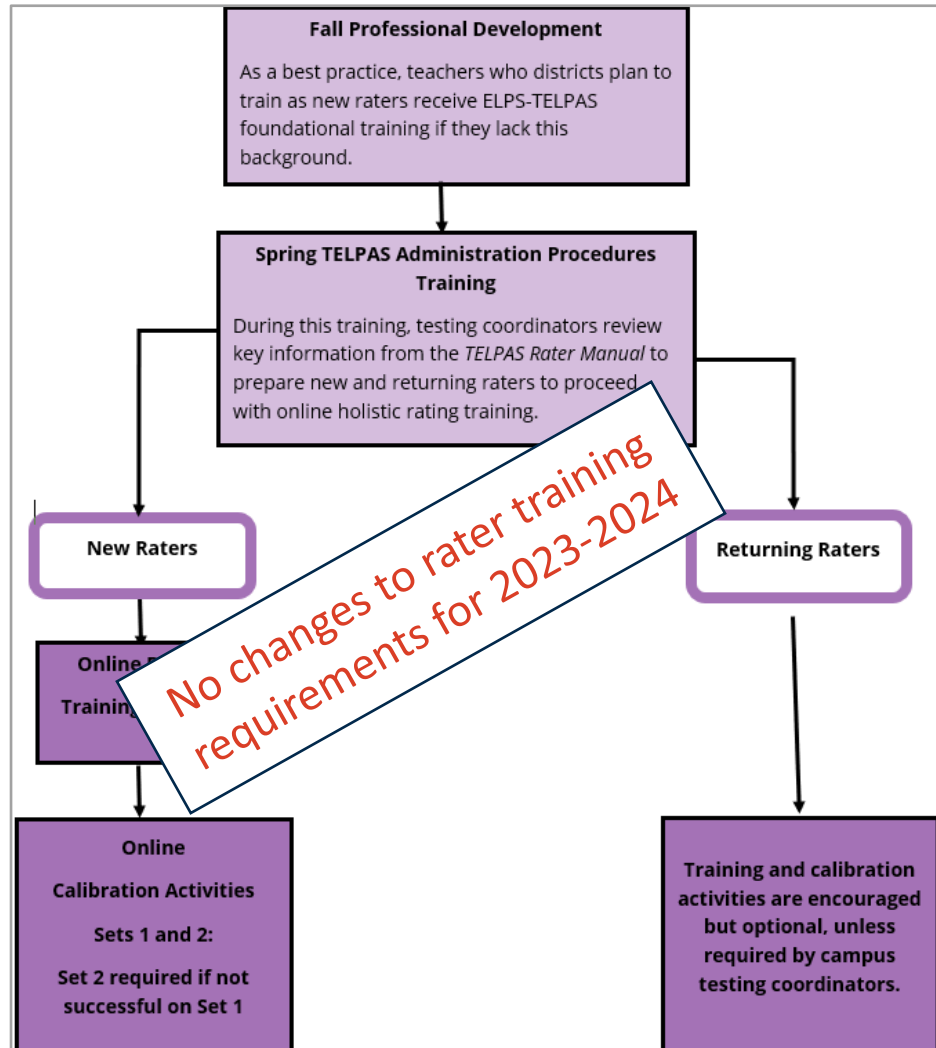
NEW RATERS AND RETURNING RATERS

Annual test security and administration procedures training is strongly encouraged, especially for policies and procedures that have changed.

It is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window.

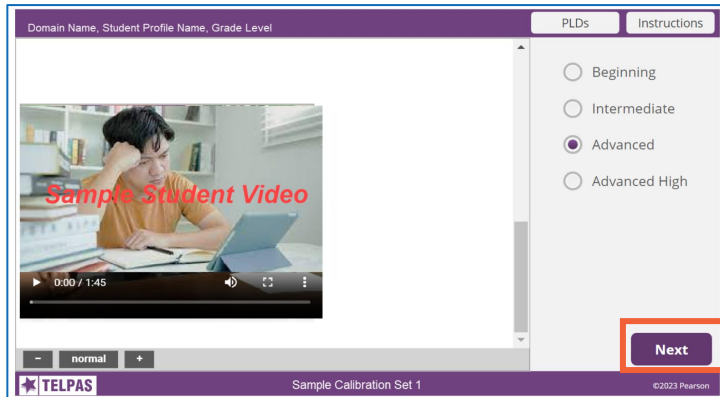
All raters must sign a test security oath.

Holistic Rater Training Flowchart

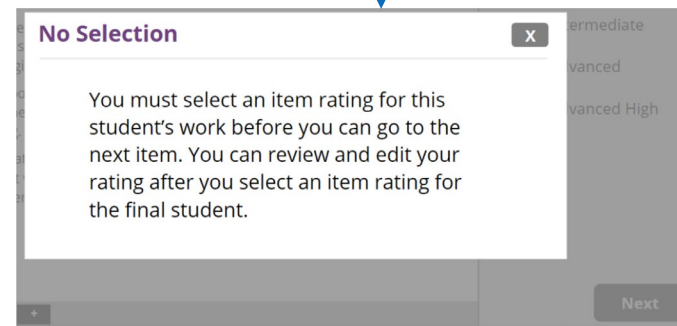


- The Holistic Rater Training Flowchart and additional information on rater training can be found in [TELPAS Rater Training](#) section of the DCCR.
- Information on holistic administrations will be posted in the [Holistic Administrations](#) section of DCCR and in the [TELPAS Test Administration Information](#).
- Online rater basic training and calibration will be in the LMS.

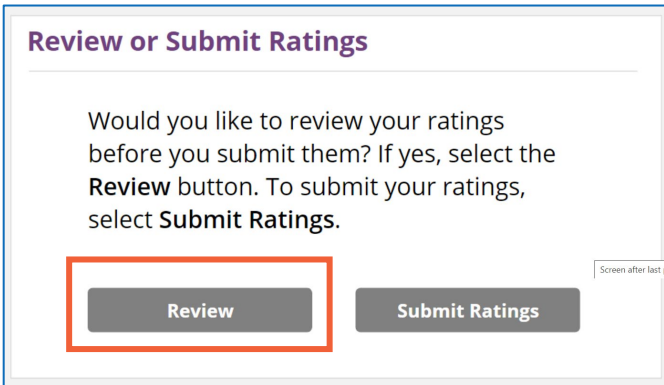
TELPAS Online Rater Training (Practice and Calibration)



- After reviewing the full student profile (text and video/writing samples), the user must select a rating to move on to the next profile.
- If no rating is selected, the user will get a message.



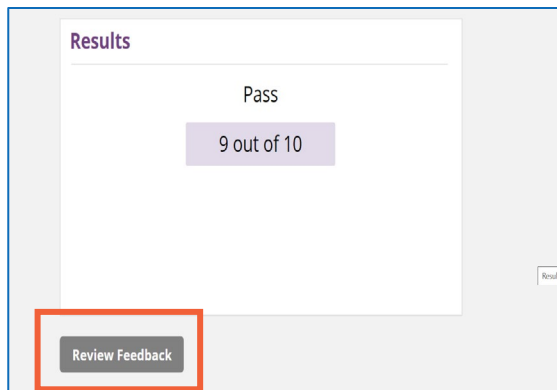
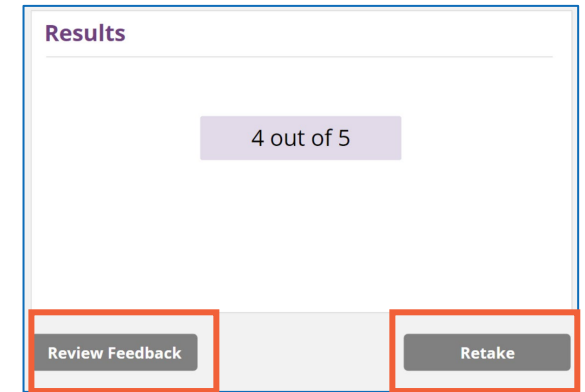
Users will be able to change a rating for a student profile **BEFORE** submitting his or her ratings by clicking on the *Review* button. Ratings cannot be changed once they are submitted.



TELPAS Online Rater Training: Results Page

Online Basic Training Practice Sets

- The summary page will indicate how many response were correct out of the total number of student profiles.
- Users can review the feedback and/or retake the practice set. A separate window will open with feedback.



Calibration Sets

- The summary page will indicate a **Pass** or **Fail** and how many responses were correct out of the total number of student profiles. The user can also review feedback.
- There is not an opportunity to retake a calibration set: however, there are two calibration sets. If a user is not successful on the first set, there is another opportunity with the second set. Users should check with the calibration proctor or campus coordinator regarding second opportunity.

Rater information in TIDE

Rater information needs to be entered in TIDE in the *Additional Student Information* section. It can be uploaded in TIDE by using the Additional Student Fields data file.

Go to section: 1 2 3 4 5 6 7 8 9 10

Additional Student Information

Emergent Bilingual Indicator Code: - Select -

Bilingual Program Type: - Select -

ESL Program Type: - Select -

Migrant: - Select -

Years in U.S. Schools: - Select -

Parental Denial: - Select -

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: - Select -

Interrupted Formal Education Code: - Select -

TELPAS Rater A (Relationship)

6 7 8 9 10

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

- 1 - Bilingual Education Teacher
- 2 - ESL Teacher
- 3 - Elementary General Education Teacher
- 4 - MS or HS General Ed Teacher of Core Subjects
- 5 - Special Education Teacher
- 6 - Gifted and Talented Teacher
- 7 - Teacher of Enrichment Subjects

Unschooled Asylee / Refugee Code: - Select -

Interrupted Formal Education Code: - Select -

TELPAS Rater B (Collaboration)

6 7 8 9 10

TELPAS Rater A (Relationship): - Select -

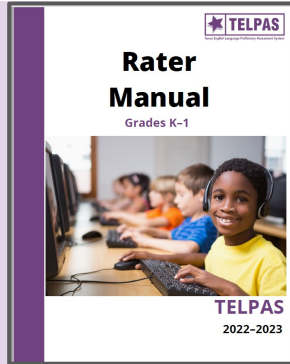
TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: Yes No

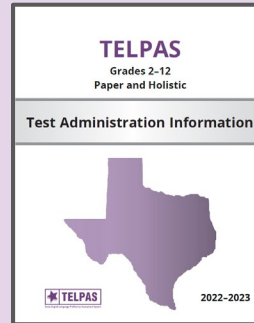
Interrupted Formal Education Code: - Select -



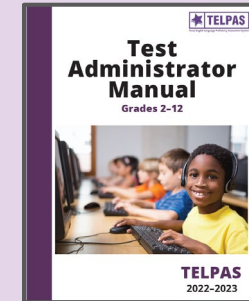
TELPAS Manuals



- Available online only
- Includes the *K-12 Listening PLDs*, *K-12 Speaking PLDs*, *K-1 Reading PLDs*, *K-1 Writing PLDs*, and *TELPAS Rating Roster* (which also need to be used for special holistic administrations)



- Available online only to be used in conjunction with *TELPAS Rater Manual*
- Used for special paper admin (regular, large, and braille*) and for special holistic admin (listening, speaking, and writing)
- Standalone Writing Collection Coversheet and Verification Checklist posted online (**new**)



- Printed and shipped, as well as posted online
- Based on student registration #s with 10% overage
- Formula similar to STAAR, 1:15
- AO window is 2/12-3/25 (test materials and up to 4/8 (labels))

*TELPAS Braille Secure Test Instructions, previously called Specific Braille Instructions, were printed and shipped; one per test.

Students Moving Within the TELPAS Window

- Students can only be actively enrolled in one district/campus in TIDE. If a student moves during the administration window, TELPAS tests (including holistic ratings) will follow the student.
- Rating information or score code (if applicable) can only be entered by a user in the district/campus where the student is enrolled.
- Once the receiving district has enrolled the student in TIDE, the sending district will not be able to upload the student's rating(s) or submit a score code (if applicable) online.

Collaboration Between Sending and Receiving Districts

- Sending districts will need to coordinate with the receiving districts in order to provide them with the rating(s), including the rater information, or score code (if applicable).
- Districts can share the information using the secure file center in TIDE, as an attachment (EXCEL spreadsheet, word or PDF document, etc.).

Reminder: If an EB student enrolls in a Texas public school **BEFORE** February 19 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments. If an EB student enrolls **ON or AFTER** February 19, the receiving campus is responsible only for the grades 2–12 online tests (if the tests were not already administered). The sending campus is responsible for the holistic components even if the ratings were not yet assigned or uploaded/entered online.

TELPAS Information in TIDE

- Deadline is 3/29 at 11:59 p.m. (CT).
- Score codes and student demographic information must be submitted in TIDE.
- Holistic ratings must be uploaded and processed in TIDE using the *Holistic Ratings Upload File Format*.

TELPAS Score Codes in TIDE

Score Codes for Online Tests

X	ARD-decision	An ARD committee, in conjunction with an LPAC, determined that a student should not be assessed in one more language domains due to a disability.
A	Absent	A student was absent each time he or she was scheduled to test or absent throughout the entire testing window.
O	Other	Examples for this score code include a student did not complete test due to illness or a test administration irregularity.

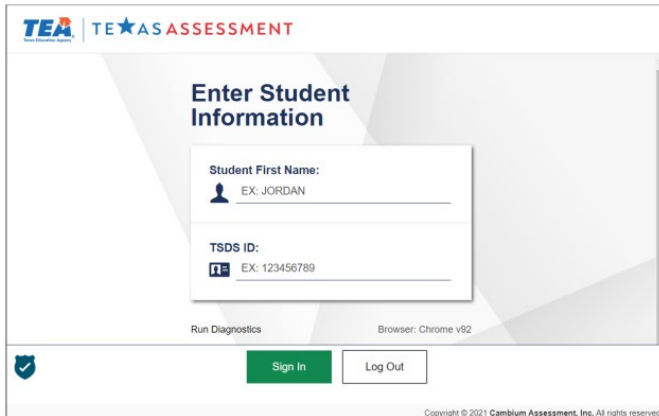
Score Codes for Holistic Assessments

X	ARD-decision	An ARD committee, in conjunction with an LPAC, determined that a student should not be assessed in one more language domains due to a disability.
E	Extenuating Circumstances	An eligible student cannot be rated in the specified domain due to extenuating circumstances. Due to the 6-week testing window, this should be rarely used.

The score codes available in TIDE are by assessment program. It is important to know which TELPAS score codes apply to online tests, and which score codes apply to holistic assessments.

TELPAS and DEI Entries

- DEI entries for TELPAS include student responses for paper tests (regular print, large print, and braille).
- If the reading test does not appear in DEI for an eligible student, verification will need to be made that the correct test mode is noted accurately in TIDE.
- DEI entries must be processed by March 29th, 11:59 p.m. (CT)



The screenshot shows the 'Enter Student Information' form on the TEA TELPAS website. The form has two input fields: 'Student First Name' with an example of 'JORDAN' and 'TSDS ID' with an example of '123456789'. Below the form are 'Run Diagnostics' and 'Browser: Chrome v62' links. At the bottom, there are 'Sign In' and 'Log Out' buttons. The footer includes the TEA logo and copyright information: 'Copyright © 2021 Cambium Assessment, Inc. All rights reserved.'

Years in U.S. Schools

- The calculation for years in U.S. schools is calculated based on consecutive calendar days.
- The Instructions for Years in U.S. Schools Data Collection document is posted on the [Assessments for Special Populations](#) webpage.
- For TELPAS, years in U.S. schools starts at 1st grade. For kindergarten students, the Years in U.S. Schools field is left blank.
- The Student History Worksheet will now be included as part of the document.



Combined Years in U.S. Schools and Student History Worksheet

TEAS ASSESSMENT Years in U.S. Schools

Instructions for Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each emergent bilingual (EB) student has been enrolled in a U.S. school. This information, which is reported to the Texas Education Agency (TEA) through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS Alternate reporting and State of Texas Assessments of Academic Readiness (STAAR®) assessment decisions. It is also used for defining accountability and performance-based monitoring measures.

LPACs must follow state-defined policies and procedures to determine and annually document this critical student data element and must take steps to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. District personnel may use the TEA-provided Student History Worksheet or a similar form to document and annually update this information.

School records or signed verification from the student's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in U.S. schools. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). If a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained. The statement must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification.

District testing personnel are responsible for submitting this information in the Test Information Distribution Engine (TIDE) during the TELPAS and TELPAS Alternate testing windows. Together, the LPAC and district personnel must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1 or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for grade 1 EB students should never be higher than "1st school year" unless the student was retained in grade 1. For students in kindergarten, the Years in U.S. Schools field should be left blank.

A student must have been enrolled for 60 consecutive calendar days in order for that school year to be counted as one year in the calculation. When counting 60 consecutive calendar days for students who withdraw from a U.S. school and then reenroll in another U.S. school, district personnel should restart the count at day one only in cases in which the student was not enrolled in another school for 10 or more consecutive calendar days. Students who reenroll in another school before 10 days have elapsed continue to be counted within the one year of the years in U.S. schools calculation. However, once a student has been enrolled for 60 consecutive calendar days within a school year, that school year will count as one year in the years in U.S. schools calculation regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools (including home schools and private schools) based within the 50

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states and Washington, D.C. and U.S. Department of Defense schools may be considered U.S. schools. Puerto Rico and Guam are not included in this count.

Example 1:

A student arrives from out of the country and enrolls for the first time in a U.S. school at Campus I in early March of school year A. The student remains enrolled for 37 days and then withdraws. The student is not enrolled in any school for seven days. The student then enrolls at Campus II and remains enrolled through the rest of the school year. The student was enrolled for a total of more than 60 days in school year A and was not unenrolled for a period of 10 or more days. Therefore, the LPAC at Campus II must count school year A as year one in U.S. schools for that student. The next year, school year B, the student is considered to be in year two.

Example 2:

A student arrives from out of the country and enrolls for the first time in a U.S. school at Campus I in early April of school year A. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive calendar days, the LPAC at Campus I cannot count school year A as year one in U.S. schools. The next year, school year B, the student is still considered to be in his or her first year in U.S. schools.

TELPAS and TELPAS Alternate Years in U.S. Schools Data Collection	
Document for Each EB Student, as Applicable:	Data Definitions
1st school year	Has been enrolled in U.S. schools for all or part of one school year
2nd school year	Has been enrolled in U.S. schools for all or part of two school years
3rd school year	Has been enrolled in U.S. schools for all or part of three school years
4th school year	Has been enrolled in U.S. schools for all or part of four school years
5th school year	Has been enrolled in U.S. schools for all or part of five school years
6th school year or more	Has been enrolled in U.S. schools for all or part of six school years

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KEEP IN PERMANENT RECORD FILE

Student History Worksheet

Student Name:	Initial Date of Enrollment in U.S. Schools:
Student ID:	Date Identified as an EB Student:

School Year	Grade	Schooling Outside U.S.				Schooling in U.S.				TELPAS/TELPAS Alternate Reading Rating	Test Decision
		Where	All or Partial School Year? (A,P)	Total Time Enrolled If Partial (NS=No schooling)	Where	Enrolled 60 Consecutive Days (Y or N)	Program Participation	School Year of Enrollment in U.S. (Designated LPAC member to sign and date each year)			

- This form can help:
- keep track of a student's EB status, program participation, years in U.S. schools, and TELPAS or TELPAS Alternate reading rating;
 - monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S.; and
 - summarize a student's test history.

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TELPAS and TELPAS Alternate Educator Guide



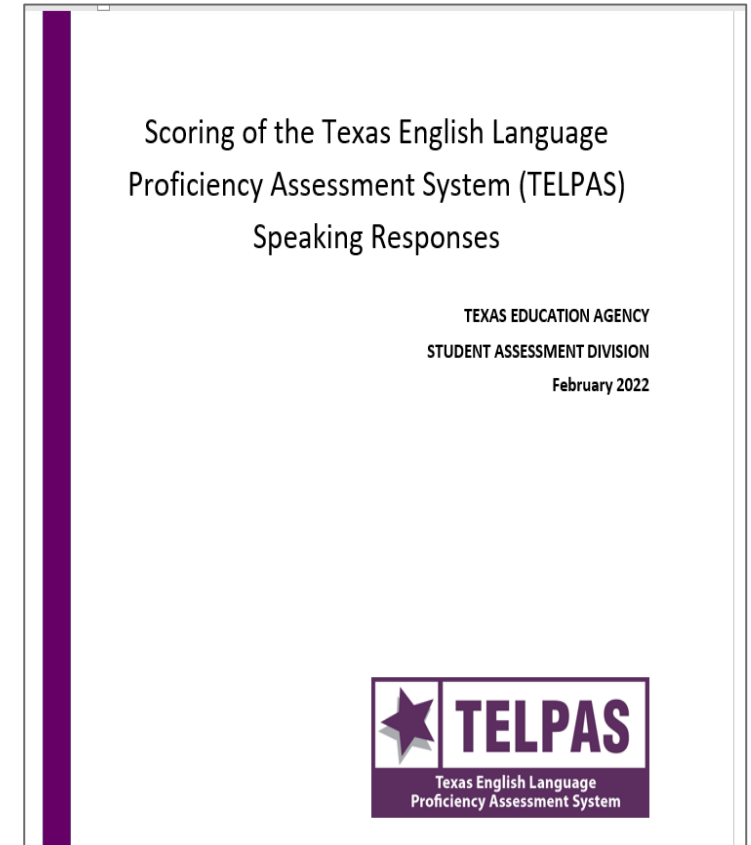
- The TELPAS and TELPAS Alternate Educator Guide will be split for both assessment programs.
- There will be a separate guide for TELPAS and one for TELPAS Alternate.



Scoring of TELPAS Speaking Responses Guide

The Scoring of TELPAS Speaking Responses Guide is available on the TELPAS Resources webpage.

- The guide is an overview explaining how student speaking responses are scored by Pearson.
- It also includes information on requests for rescoring speaking responses which can be made during the rescore request window noted on the [Calendar of Events](#).
- The guide is a resource for educators, administrators, and parents.



TELPAS 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 Texas English Language Proficiency Standards (ELPS) and PLDs to guide instruction. (A standalone TELPAS Educator Guide is coming soon.)	Administrators, Coordinators, Educators
TELPAS Training PowerPoints	Provide introductory training resources for educators, raters, and administrators/coordinators to use to build foundational knowledge of TELPAS	Administrators, Coordinators, Educators
TELPAS Manuals: Rater, Test Administrator, and Test Administration Information	Provides policies and guidance for raters, test administrators, and TELPAS special administrations (holistic and paper). Manuals and supplement materials are updated annually.	Administrators, Coordinators, Educators, Test Administrators
TELPAS Listening, Speaking, Reading, and Writing Blueprints	Provides districts with the test blueprints (listening, speaking, reading, and writing) including reporting categories	Administrators, Coordinators, Educators

TELPAS Resources (cont.)

Resource	Purpose	Audience
TELPAS 2-12 Speaking Rubrics	Derived from the TELPAS proficiency level descriptors (PLDs) and demonstrates the number of score points that a student can achieve based on their performance on each speaking test item	Administrators, Coordinators, Educators
TELPAS 2-12 Writing Rubrics	Derived from the TELPAS PLDs and demonstrates the number of score points that a student can achieve based on their performance on each writing test item.	Administrators, Coordinators, Educators, Parents
TELPAS 2-12 Speaking Scoring Guides	Provide exemplar student responses for the TELPAS online speaking assessment. It is intended to be used alongside the spring 2020 TELPAS listening and speaking released test.	Administrators, Coordinators, Educators, Parents
TELPAS 2-12 Writing Scoring Guides	Provide exemplar student responses and annotations based on score points that students can achieve on the writing constructed response type items.	Administrators, Coordinators, Educators, Parents

TELPAS Resources (cont.)

Resource	Purpose	Audience
Released TELPAS Listening and Speaking & TELPAS Reading and Writing Tests	Available in the online interface and can be used to administer to students for diagnostic purposes	Administrators, Coordinators, Educators, Parents, Students
Answer Keys for TELPAS Released Tests	Provides answers to released tests, reporting category per item, and ELPS student expectation per item. In addition, there are speaking and writing scoring guides that align with released tests.	Administrators, Coordinators, Educators, Parents, Students
TELPAS Practice Sets/Tests	Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items, including recording and playing speaking responses and entering writing responses)	Administrators, Coordinators, Educators, Parents, Students
Scoring Process for TELPAS Speaking Responses	Provides information on the 5-step process for scoring TELPAS speaking responses (includes information on reliability and validity components and rescoring information)	Administrators, Coordinators, Educators, Parents



TELPAS Alternate

TELPAS Alternate Updates

- There are no changes to the actual TELPAS Alternate assessment.



Texas English Language Proficiency Assessment System

The TELPAS Alternate administration window is February 19th to March 29th.

TELPAS Alternate Key Dates for 2023-2024

Due Date for Adding All Students in TIDE	By 11/30/23
Due Date for Districts to Indicate TELPAS Alternate Participation in TIDE	By 11/30/23
Districts Receive Initial Order of Paper Test Materials (Observable Behaviors)	1/22/24—1/26/24
Assessment Window	2/19/24—3/29/24
Submit Score Codes in TIDE and Submit Student Responses (Observable Behavior ratings) in DEI; (this means entered/submitted and processed by that date and time)	3/29/24 11:59 p.m. (CT)

What Is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with the most 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



Who Takes TELPAS Alternate?



Students Eligible for TELPAS Alternate

Are EB students in grades 2–12 who have the most significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.

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.

Please note: Unlike TELPAS, there are no domain-specific exemptions for TELPAS Alternate. Students must be assessed in all 4 language domains.

Who Is Assessed with TELPAS Alternate?

Grades K–1	<ul style="list-style-type: none">• No TELPAS Alternate for K–1.• All EB students, including students receiving special education services, will take TELPAS K–1 holistically rated assessment for all four language domains.
Grade 2	<ul style="list-style-type: none">• Participation requirements are available on TEA’s TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.
Grades 3–12	<ul style="list-style-type: none">• Participation requirements are available on TEA’s TELPAS Alternate Resources webpage.• 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.

Updated TELPAS Alternate Participation Requirements

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name: _____ Date: _____

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

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name: _____ Date: _____

A student does not meet the eligibility criteria as a student with the most significant cognitive disability per 34 Code of Federal Regulations (34 CFR 300.61) if the student meets eligibility criteria for special education and related services that are:

- a specific learning disability (SLD), or
- a speech impairment (SI) that is the ONLY disability designation.

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name: _____ Grade: _____ Date: _____

Name of District Personnel Completing Form: _____ Position: _____

Background and Introduction

Prior to reviewing the participation requirements for the Texas English Language Proficiency Assessment System (TELPAS) Alternate, the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), must understand all assessment systems, including the characteristics of each assessment. TELPAS Alternate is a statewide assessment that may only be considered for emergent bilingual (EB) students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and relative behavior deficits in their ability to plan, compare, and reason, and who also exhibits 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 constant, individualized instruction and needs individualized supports that are neither temporary nor specific to a particular content area. An EB student is a student who has been identified in the Public Education Information Management System (PEIMS) as an EB student (English learner (EL)), and the form includes EB students whose parents have declared bilingual or English as a second language (ESL) program services (PEIMS code C).

If TELPAS Alternate 2 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 the present levels of academic achievement and functional performance (PLAAPF), 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 requirement under 22 Texas Administrative Code (22 TAC) 89.0023(a), and must be available for review during capital and targeted monitoring.

TELPAS Alternate is only available for students enrolled in grades 2-12.

STEP I: DETERMINE IF THE STUDENT MEETS THE PARTICIPATION REQUIREMENTS.

1. Is the student identified in PEIMS as EB/EL?
 Yes
 No

STOP If No is marked, stop here. The student does not meet the participation requirements for TELPAS Alternate.

Specific Instructions based on student's reported grade level

Grade 2 For EB students in grade 2, review questions 2-3 and mark Yes or No.
 If Yes is marked, provide a justification containing evidence that the student meets the criteria.
 If No is marked for any question below, stop. The student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.

Grades 3-12 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 State of Texas Assessments of Academic Readiness (STAAR) Alternate 2, the EB student must take TELPAS Alternate. The TELPAS Alternate 2 participation requirements apply to the remaining participation requirements for these students; therefore, questions 2-3 do not need to be answered.

2. Does the student have the most significant cognitive disability?
 Yes
 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 (IEE). Results from the IEE must indicate a deficit in the student's ability to plan, comprehend, and reason. IEE 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.

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- The TELPAS Alternate Participation Requirements (for grades 2–12) have been updated and are available on TEA’s [TELPAS Alternate Resources](#) webpage.
- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to EB students.
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3–12.
- For student in grades 3–12, 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.

TELPAS Alternate Participation Requirements: Question 6 for Grades 3-12

STEP II: PROVIDE ASSURANCES AND CONFIRM TELPAS ALTERNATE PARTICIPATION

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.

For grades 3-12, if the student has met the updated STAAR Alternate 2 participation requirements,

- all the assurances should be marked, and
- the response should be “Yes” to Question #6.

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

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

Alternate Proficiency Level Descriptors (PLDs)

The Alternate PLDs are domain-specific and define how well EB students at the five proficiency levels are able to understand and use English in social and academic settings.

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.

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 EB students.

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
<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



What Are Observable Behaviors?

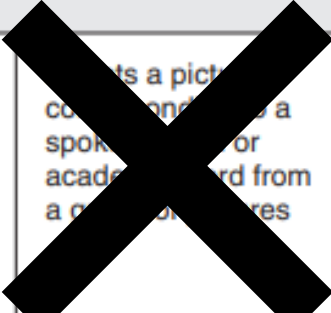
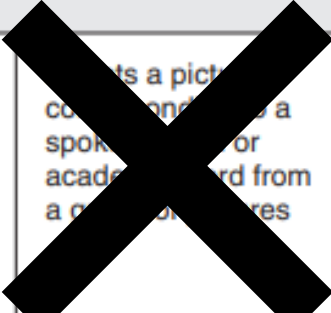
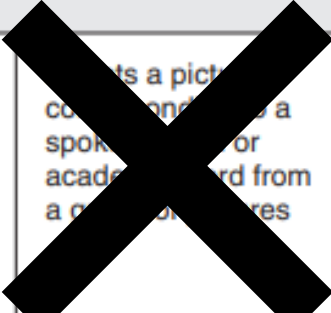
- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.
- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.

Sample Observable Behavior for Decoding

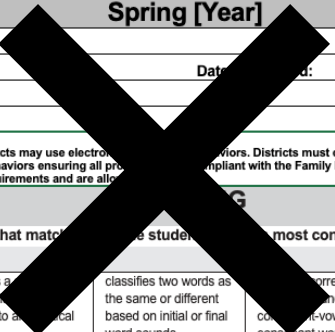
R2. The student:				
Decoding				
may or may not attend to familiar word/picture combinations (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple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

Observable Behaviors: Notes Version

- Starting in the 2023-2024 school year, the “notes version” of the Observable Behaviors will no longer be available on the TELPAS Alternate Resources web page.

L3. The student:						
Using Vocabulary	<table border="1"><tr><td>may or may not attend to a single spoken social or academic word with picture support</td><td>matches a single spoken social or academic word with picture support to an identical picture</td><td></td><td>selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations</td><td>participates in a short discussion that includes recently learned academic vocabulary</td></tr></table>	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 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
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 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		

TELPAS Alternate Observable Behaviors (Electronic Version)



A	B	C	D	E	F	G	H
TELPAS ALTERNATE OBSERVABLE BEHAVIORS INVENTORY							
Spring [Year]							
Student Name							
Enrolled Grade:				Date:			
Name of Teacher:							
Teacher Signature:							
<small>NOTE: For the spring 2021 administration districts may use electronic signatures. Districts must determine which electronic tools will be used to complete the TELPAS Alternate Observable Behaviors ensuring all procedures are compliant with the Family Educational Rights and Privacy Act (FERPA) regulations. Digital signatures meet FERPA requirements and are allowed.</small>							
Directions: Choose the description that matches the student most consistently.							
L1.	The student:						
	may or may not attend to a spoken letter sound with picture support	matches a sound with picture support to an initial picture	classifies two words as the same or different based on initial or final word sounds	identifies words with correct initial consonant-vowel-consonant word presented orally	identifies words that are the same or different after hearing two spoken words in the same word family	L1 Score	
Distinguishing Sounds	A	B	C	D	E		
L2.	The student:						
	may or may not attend	make a selection when	make a selection when	make a selection	responds appropriately		

- The electronic version of the TELPAS Alternate Observable Behaviors will no longer be available.

Observable Behaviors with Classroom Examples

L8. The student:					
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multistep directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door," "walk to the restroom," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."

- Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.
- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

An accessible version of the Observable Behaviors and classroom examples can be found on TEA's [TELPAS Alternate Resources](#) webpage.

Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.
- There are many other classroom activities that could be used as examples for the Observable Behaviors.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

TELPAS Alternate Administration Training

- As with TELPAS administration training, testing personnel are required to receive training at least once in test security and administration procedures and are responsible for complying with state assessment requirements.
- In addition, testing personnel must receive training at least once in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments.

TELPAS Alternate Training

There are two training options.

OPTION 1:

TELPAS Alternate Training Courses in [LMS](#)

- Part 1 includes 4 modules (one per language domain)
- Part 2 includes 4 modules (Introduction, Eligibility, Accessibility, and Test Administration)
- Educators will get CPE hours once both parts are completed.

OPTION 2:

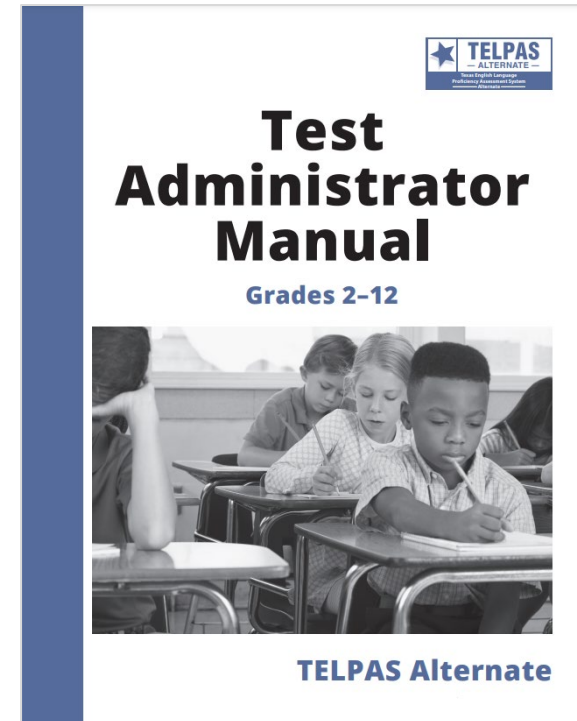
A series of training PowerPoints is also available on TEA's [TELPAS Alternate Resources](#) webpage.

- There are domain-specific PPTs, eligibility requirements, and test administration info.
- Each PPT can be reviewed by in about 10–15 minutes.
- However, CPE hours are not earned for reviewing PPTs.

While training is not required, TEA highly recommends that test administrators rating students, especially if there are new test administrators or have never administered TELPAS Alternate. There is no calibration for TELPAS Alternate test administrators.

TELPAS Alternate Test Administrator Manual

- Manuals
 - available online only
 - not shipped to districts
- Observable Behaviors shipped to districts
 - Based on registration counts + 10% overage
 - Observable Behaviors will be packed in 3's
 - Districts are not able to place additional order
 - Observable Behaviors PDF available online for printing



TELPAS Alternate Ratings in DEI

- TELPAS Alternate ratings are processed in DEI by 3/29, 11:59 p.m. (CT).
- If a student's test is not available in DEI to enter ratings, verify that Emergent Bilingual Indicator has been marked with "1" and the Alternate Student Flag for TELPAS Alternate has been marked with "Yes" for the student.
- Ratings for all 40 Observable Behaviors (10 per each language domain) must be entered in DEI in order for the ratings to be submitted.

Additional Student Information

Emergent Bilingual Indicator Code: 1 - Identified as Emergent ▾

High School Equivalency Program (HSEP): - S

Bilingual Program Type: 1 - Identified as Emergent Bilingual (EB)/English learner (EL)

ESL Program Type: F - Monitored 1st Year (M1), reclassified from EB/EL
S - Monitored 2nd Year (M2), reclassified from EB/EL
3 - Monitored 3rd Year (M3), reclassified from EB/EL
4 - Monitored 4th Year (M4), reclassified from EB/EL

Migrant: 5 - Former EB/EL (Post Monitoring)
0 - Non-Emergent Bilingual (Non-EB)/Non-English learner (Non-EL)

Student Eligibility - Summative

Alternate Student Flag

TELPAS Alternate: Yes ▾

TELPAS Alternate Score Codes in TIDE

Score Codes for TELPAS Alternate

E	Extenuating Circumstances	An eligible student cannot be rated in all 40 Observable Behaviors due to extenuating circumstances.	Due to the 6-week testing window, this score code should be rarely used as teachers must provide multiple opportunities throughout the assessment window for students to demonstrate their ELP.
M	Medical Exception (ME)	The ARD Committee, in conjunction with the LPAC, has determined that the student has met eligibility criteria for ME or for NAAR and will not participate in TELPAS Alternate.	These decisions should have been made prior to attempting to administer the assessment and requires documentation in the student's individualized education program.
N	No Authentic Academic Response (NAAR)		

The deadline for entering score codes and student demographic information in TIDE is 3/29, 11:59 p.m. (CT).

TELPAS Alternate 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. (A standalone TELPAS Alternate Educator Guide is coming soon.)	Administrators, Coordinators, Teachers
Updated Participation Requirements	Used by ARD committees, in conjunction with the LPAC, to make eligibility/participation decisions about TELPAS Alternate participation. The participation requirements have been updated for the 2023-2024 school year.	Members of ARD committees and LPACs
Observable Behaviors (Classroom Examples)	Provide elementary and secondary classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.	Educators

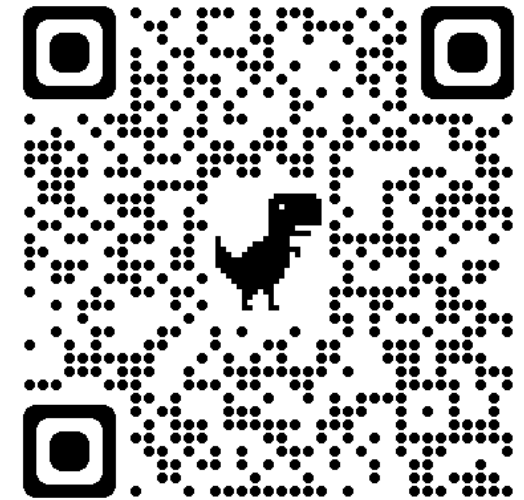
TELPAS Alternate Resources (cont.)

Resource	Purpose	Audience
Test Administration Manual	<ul style="list-style-type: none"> 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 Will include a fillable version of the TELPAS Alternate Observable Behaviors 	Administrators, Coordinators, Teachers serving as test administrators
TELPAS Alternate Training Modules	<ul style="list-style-type: none"> Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Includes two parts; both parts must be completed in order to receive continuing professional education (CPE) hours 	Administrators, Coordinators, Teachers serving as test administrators
Training PowerPoints	<ul style="list-style-type: none"> Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Are optional though highly recommended 	Administrators, Coordinators, Teachers serving as test administrators
Parent Brochure	Communicates (English and Spanish) basic information about TELPAS Alternate. This information is now on Texas Assessment webpage.	Parents

Please register for one of our committees on the Texas Assessment Learning Management System!

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics
- **Standard-setting** – groups of educators are convened to establish cut scores that define the performance levels
- Use the QR code or visit the [Texas Educator Committees](#) page to register for committee.



Contact Information



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



Student Assessment Division: (512) 463-9536



Information on State Assessments for Special Populations:
[Assessments for Special Populations webpage](#)

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- This training is not intended to replace any materials or additional information on the TEA website.

Questions

