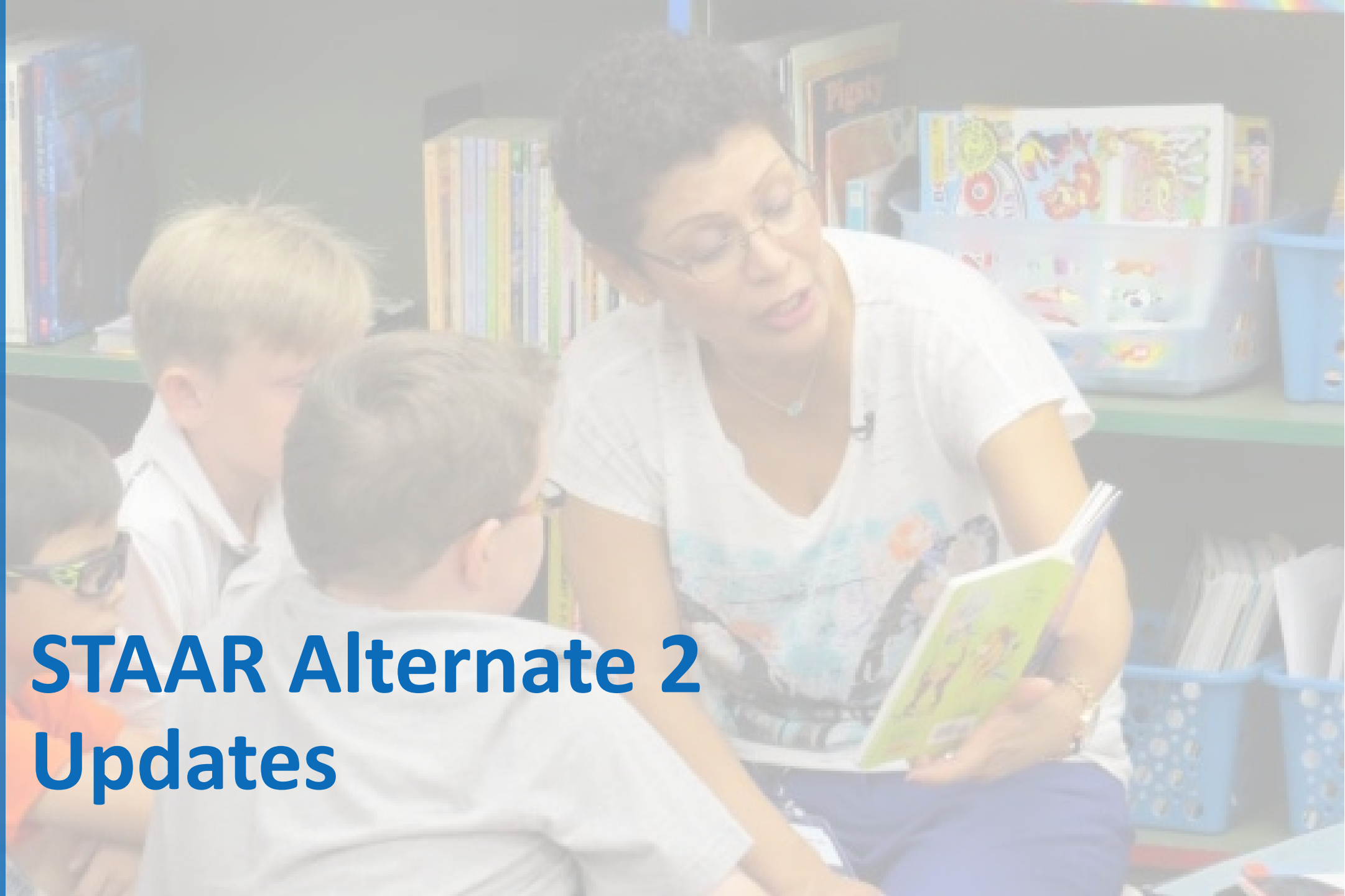**Fall Updates: STAAR Alternate 2, TELPAS, and TELPAS Alternate**

October 19, 2023
Event #1135

1

Agenda

- STAAR Alternate 2 Updates

- TELPAS Updates

- TELPAS Alternate Updates

- Questions

TEA

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, 20[ ] 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 m[ ] than 1.0 percent of all students in the grades assessed using an alternate assessment 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 MARYLAND 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)

TEA

Revised STAAR Alternate 2 Participation Requirements

WHEN AND WHO	WHY
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	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.

TEA

STAAR Alternate 2 Participation Requirements

STAAR Alternate 2 Eligibility Decisions

STAAR Alternate 2 Eligibility Resources
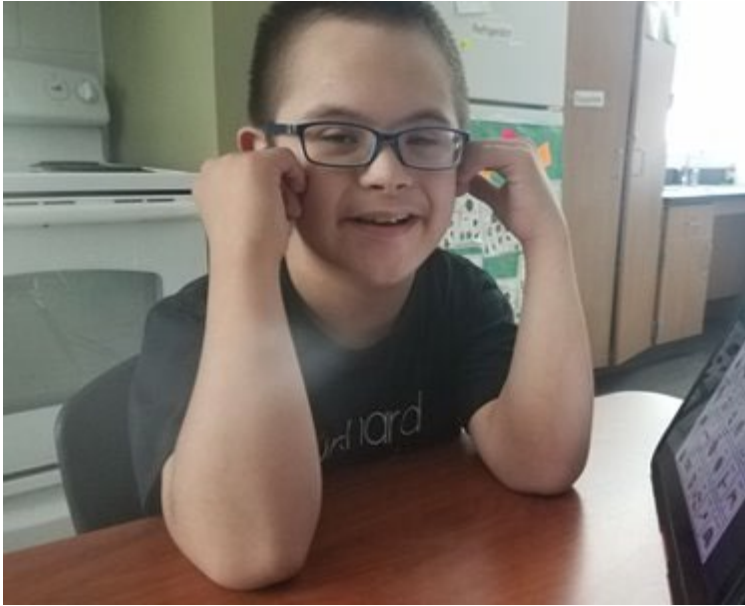
- Revised STAAR Alternate 2 Participation Requirements

- 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)**

TEA

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

TEA

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.**

TEA

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.

STAAR Alternate 2 Program Resources Webpage

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

What Is Tested?

| Blueprints | Curriculum Framework | Essence Statements | TEKS Vertical Alignment | Instructional Terms Lists |

Expand All
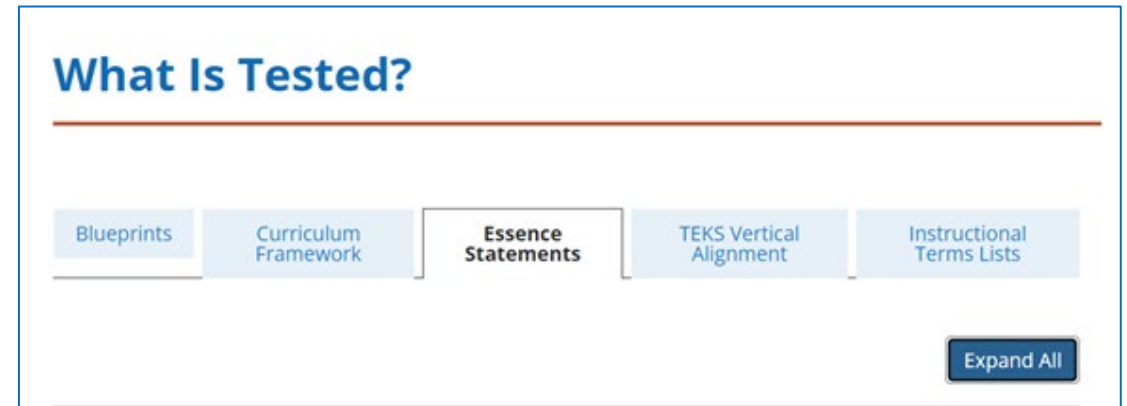
STAAR Alternate 2 Test Administrator Manual and Educator Guide
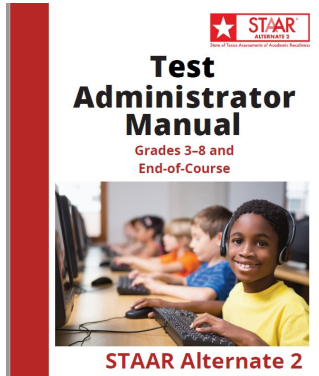
- The STAAR Alternate 2 Test Administrator Manual will be posted in the Test Administration Manuals section of the DCCR.
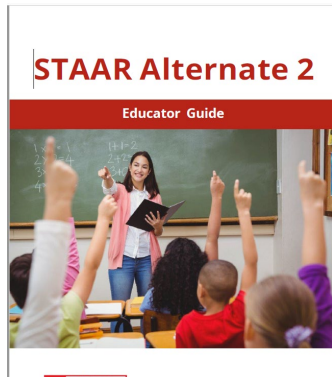
- The STAAR Alternate 2 Educator Guide is posted on the STAAR Alternate 2 Resources webpage.

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
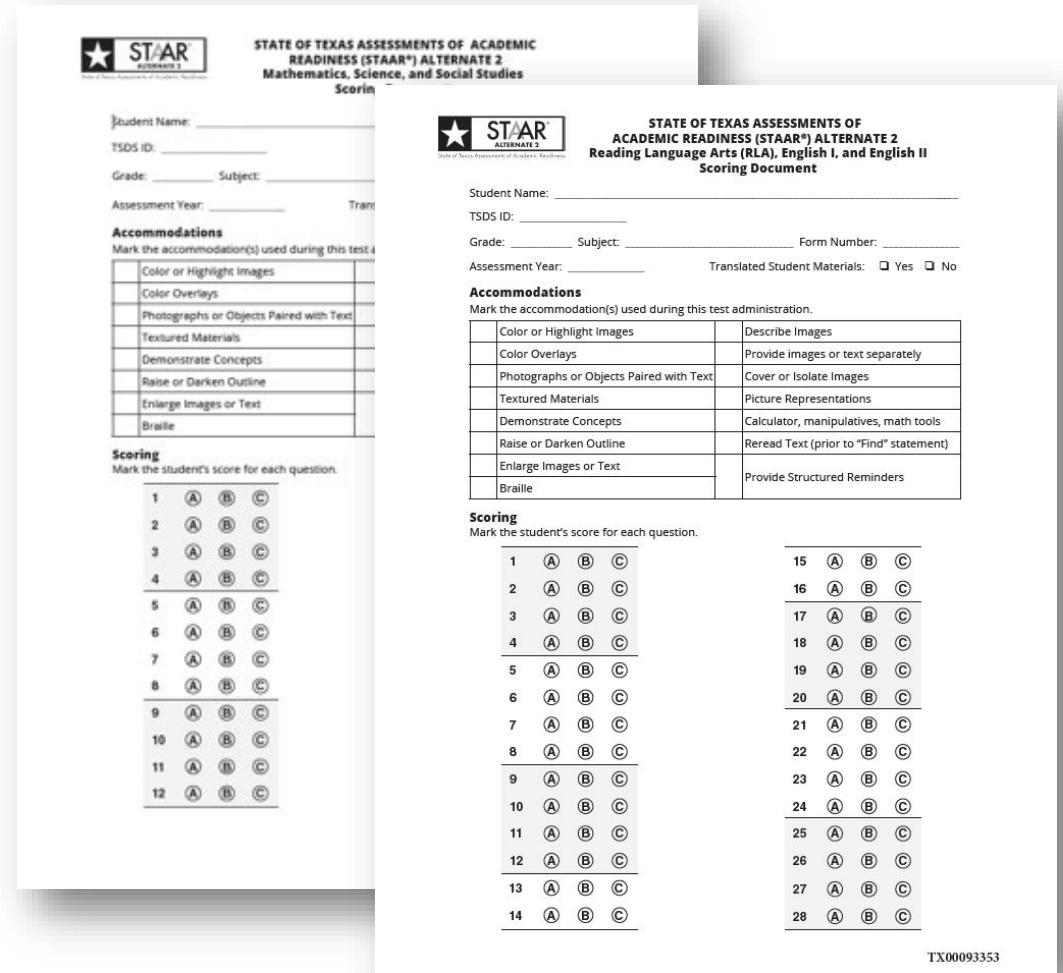
Test Administrator Training Key Topics

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

TEA

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. • 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.

TEA

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.
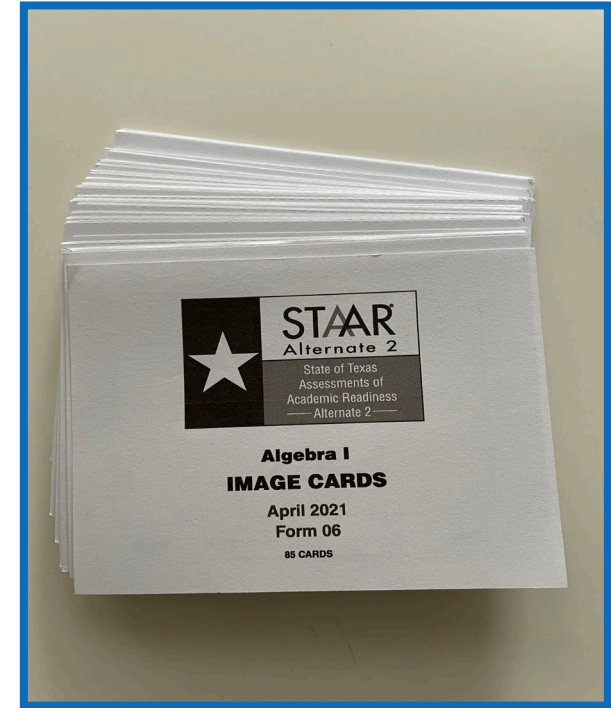
Key Points—Image Cards (cont.)

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

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.)
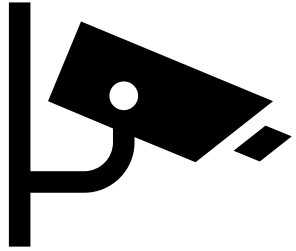
Cameras in the Classroom

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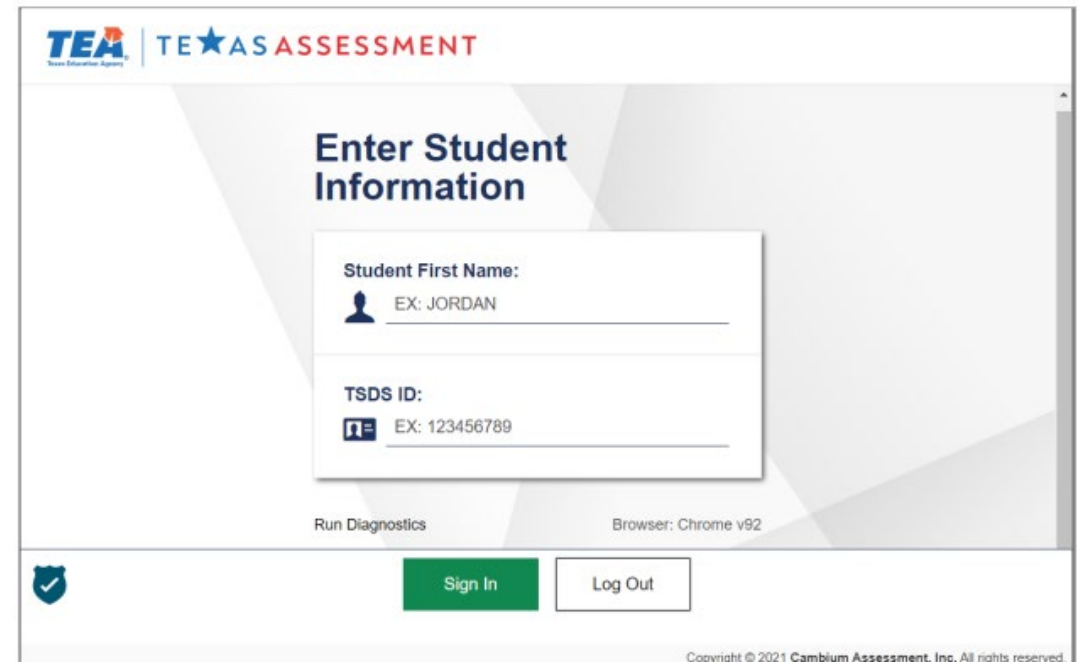
Click on the tabs below to find each year's released test forms or sample test questions.

| **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.

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.

TEA

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.

TEA

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

TEA

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

TEA

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.

TEA

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

An EB student receiving special education services	An EB student from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window
Decision must be made by ARD committee in conjunction with the LPAC.	Will not be assessed by receiving district in the holistically-rated domains.
Participation must be considered on a domain-by-domain basis.	Is required to take the TELPAS listening and speaking test and the reading and writing test.
Reason for not assessing student must be well-supported and documented.	

TEA

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)

TEA

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

TEA

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.

TEA

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	• 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).

TEA

Test Mode and Paper Test Format in TIDE

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.

TEA

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.

TEA

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.

TEA

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

NEW

- 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.

TEA

Headsets/Headphones, Microphones, and Keyboards

Headsets	Headphones with Microphones	Keyboards
Required for the writing domain on the reading and writing test.	• 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.

Microphone Functionality

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

NEW

- There is a <u>maximum</u> 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 <u>no test session may exceed seven hours</u>. Exceptions exist for eligible students who have an approved Extra Day accommodation.

TEA

Scheduling of Online Tests

NEW

- 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.

TEA
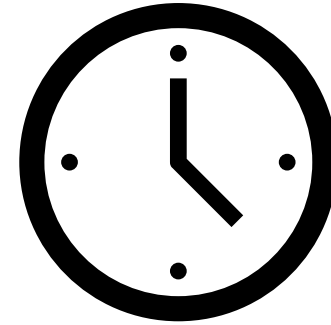
Online Practice and Released Tests

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

NEW

- 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.

TEA

Released Spring 2023 Online Tests:
Scoring Guides

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: Select Grade

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

Please select a grade.

Practice Test Site

Back to Login

← 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 2018 TELPAS Grade 2 Reading Practice Set

→ Start 2020 TELPAS Grade 2 Reading Released Test

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.
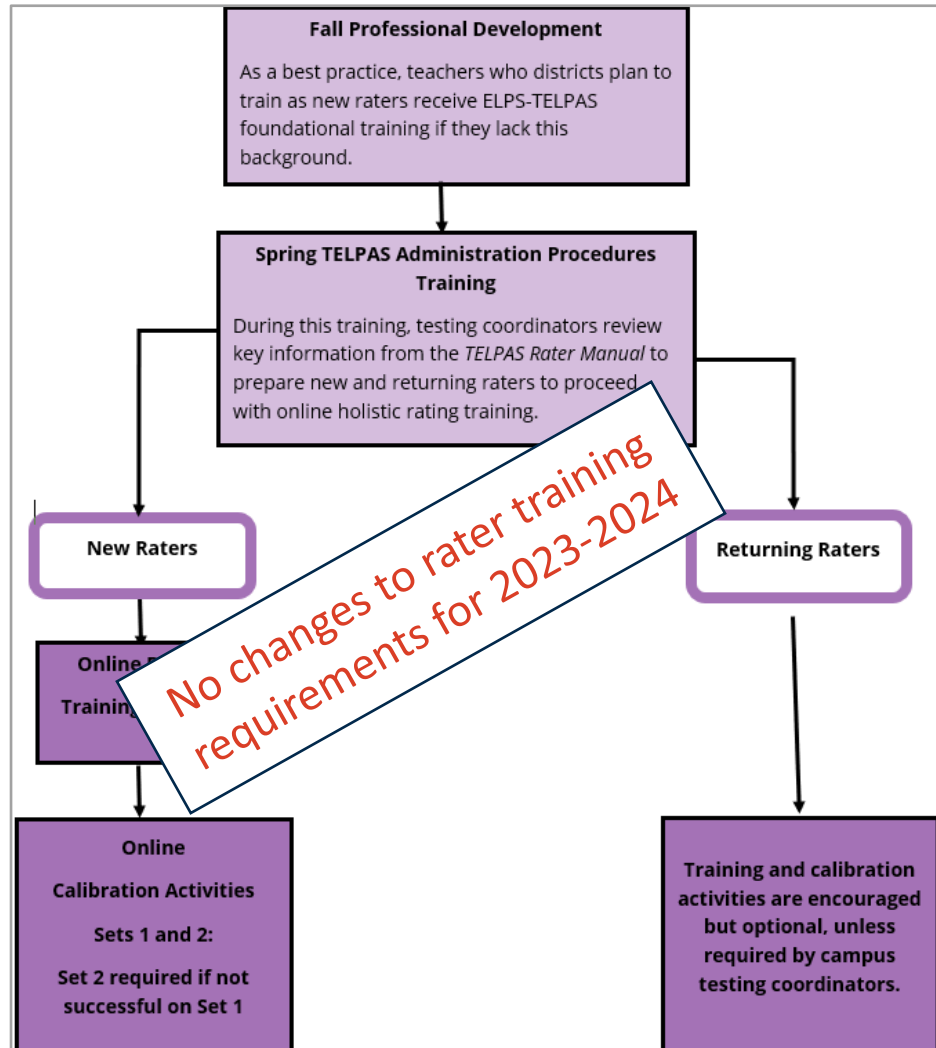
NEW RATERS AND RETURNING RATERS

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.
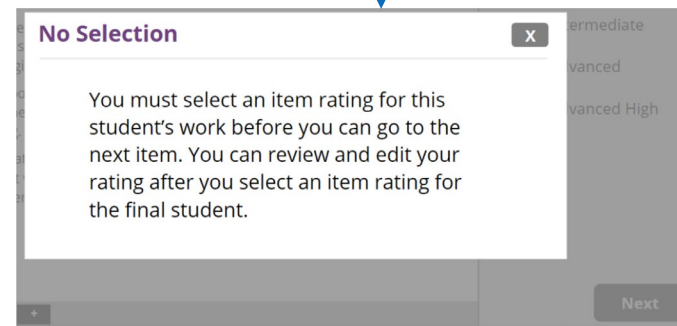
Holistic Rater Training Flowchart

Fall Professional Development

As a best practice, teachers who districts plan to train as new raters receive ELPS-TELPAS foundational training if they lack this background.

Spring TELPAS Administration Procedures Training

During this training, testing coordinators review key information from the *TELPAS Rater Manual* to prepare new and returning raters to proceed with online holistic rating training.

New Raters

Returning Raters

Online Calibration Activities

Training

No changes to rater training requirements for 2023-2024

Online Calibration Activities

Sets 1 and 2:

Set 2 required if not successful on Set 1

Training and calibration activities are encouraged but optional, unless required by campus testing coordinators.

- 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.

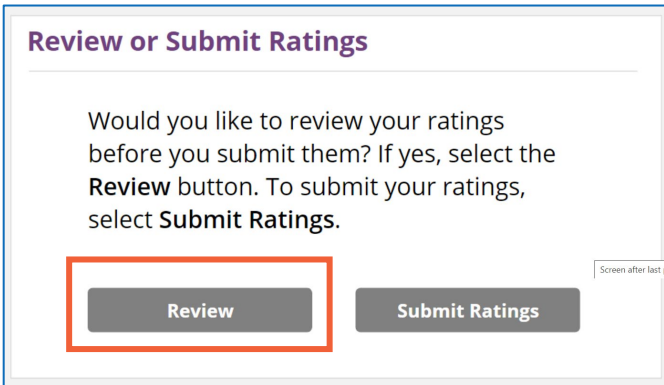- Online rater basic training and calibration will be in the LMS.

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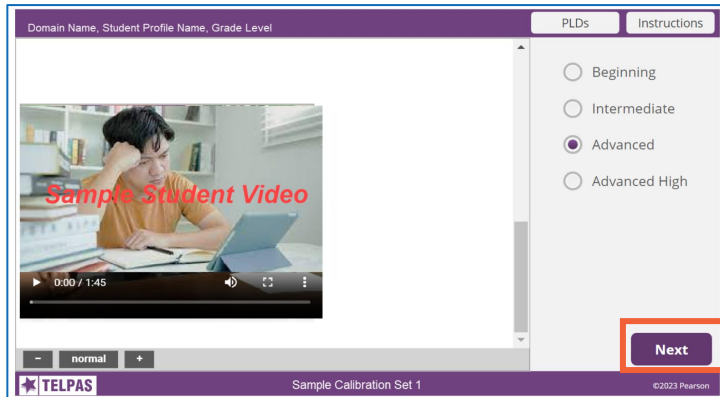
- After reviewing the full student profile (text and video/writing samples), the user must select a rating to move on to the next profile.
- If no rating is selected, the user will get a message.

No Selection

You must select an item rating for this student's work before you can go to the next item. You can review and edit your rating after you select an item rating for the final student.

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.

Review or Submit Ratings

Would you like to review your ratings before you submit them? If yes, select the **Review** button. To submit your ratings, select **Submit Ratings**.

Review   Submit Ratings

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.

Results

4 out of 5

Review Feedback   Retake

Results

Pass

9 out of 10
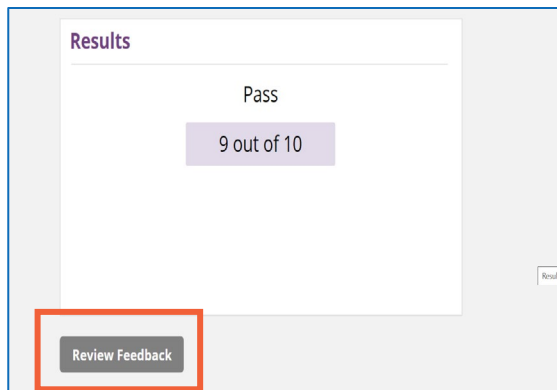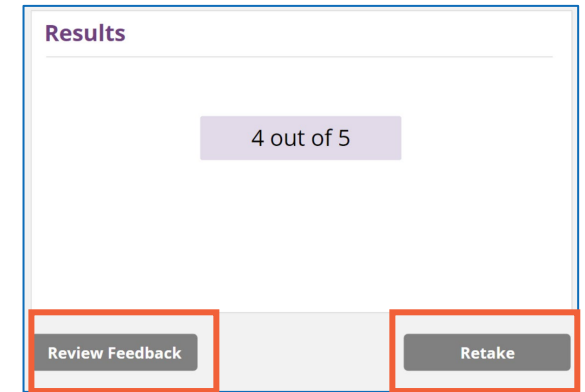
Review Feedback

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.

TELPAS Rater A (Relationship)

TELPAS Rater B (Collaboration)

TELPAS Manuals

Rater Manual (Grades K–1, TELPAS 2022–2023)
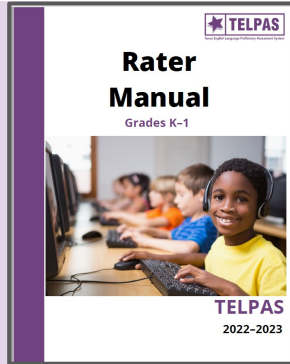
- Available online only
- Includes the *K-12 Listening PLDs, K-12 Speaking PLDs,* K-1 Reading PLDs, K-1 Writing PLDs, and *TELPAS Rating Roster* (which also need to be used for special holistic administrations)

TELPAS (Grades 2–12, Paper and Holistic, Test Administration Information, 2022–2023)
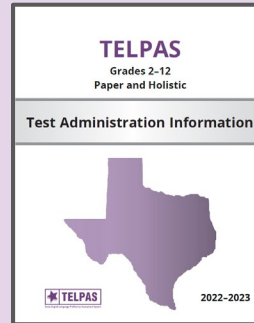
- Available online only to be used in conjunction with *TELPAS Rater Manual*
- Used for special paper admin (regular, large, and braille*) and for special holistic admin (listening, speaking, and writing)
- Standalone Writing Collection Coversheet and Verification Checklist posted online **(new)**

Test Administrator Manual (Grades 2–12, TELPAS 2022–2023)
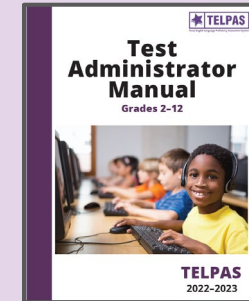
- Printed and shipped, as well as posted online
- Based on student registration #s with 10% overage
- Formula similar to STAAR, 1:15
- AO window is 2/12-3/25 (test materials and up to 4/8 (labels)

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

TEA

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.*
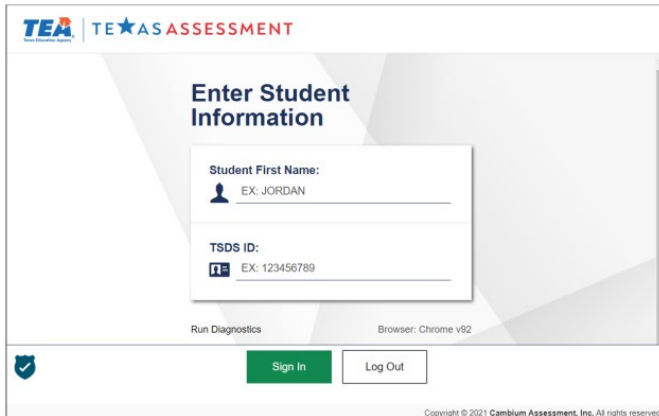
TELPAS Score Codes in TIDE

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.

TEA

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)

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.

NEW

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

TELPAS and TELPAS Alternate Educator Guide

NEW

- 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.

TELPAS and TELPAS Alternate

Educator Guide

Coming soon

TELPAS — Texas English Language Proficiency Assessment System

TELPAS ALTERNATE — Texas English Language Proficiency Assessment System

2022–2023

TEA

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.

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

TEXAS EDUCATION AGENCY
STUDENT ASSESSMENT DIVISION
February 2022

TELPAS
Texas English Language Proficiency Assessment System
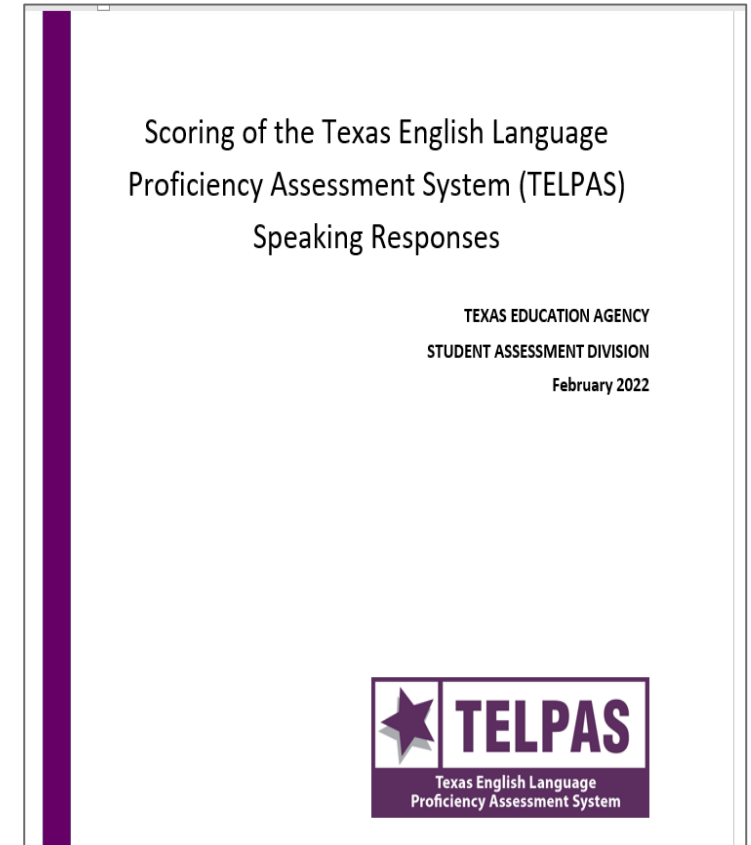
TELPAS Resources

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

TEA

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 rattings) 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

TEA

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.

TEA

Who Is Assessed with TELPAS Alternate?

Grades K–1	• 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	• Participation requirements are available on TEA's <u>TELPAS Alternate Resources</u> 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	• Participation requirements are available on TEA's <u>TELPAS Alternate Resources</u> 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.

TEA

Updated TELPAS Alternate Participation Requirements

- 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.

TEA

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.

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
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.
These students may: • 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	These students may: • 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	These students may: • 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	These students may: • 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	These students may: • 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

TEA

What Are Observable Behaviors?
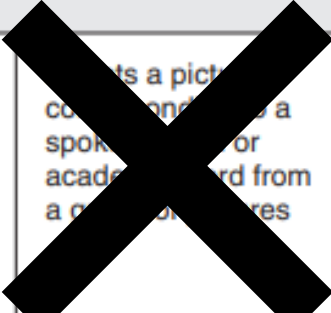
- The "questions" are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.

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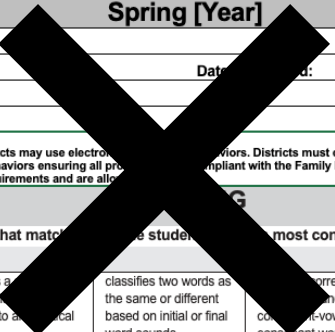
R2.	The student:				
Decoding	may or may not attend to familiar word/picture combinations (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple high-frequency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

TELPAS Alternate Observable Behaviors (Electronic Version)

- 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.

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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.

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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.

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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
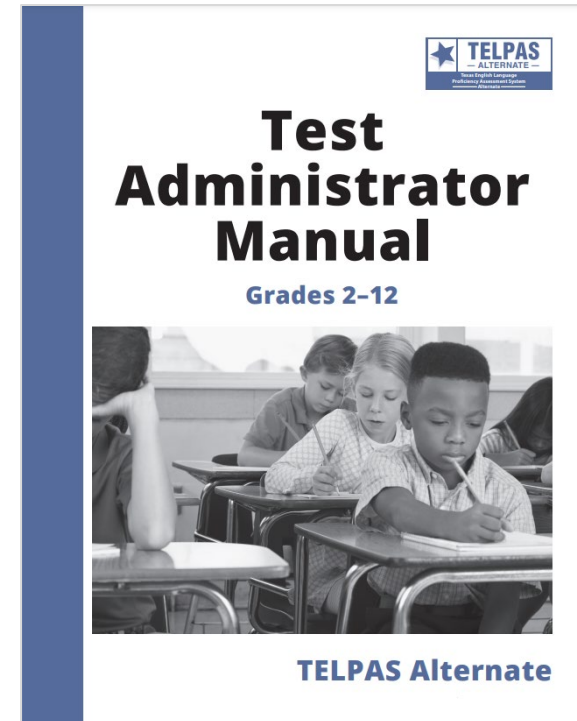
TELPAS Alternate Ratings in DEI

- 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.

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

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TELPAS Alternate Resources (cont.)

Resource	Purpose	Audience
Test Administration Manual	• Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students • Required to be read carefully and followed as written • Will include a fillable version of the TELPAS Alternate Observable Behaviors	Administrators, Coordinators, Teachers serving as test administrators
TELPAS Alternate Training Modules	• 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	• 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

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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.

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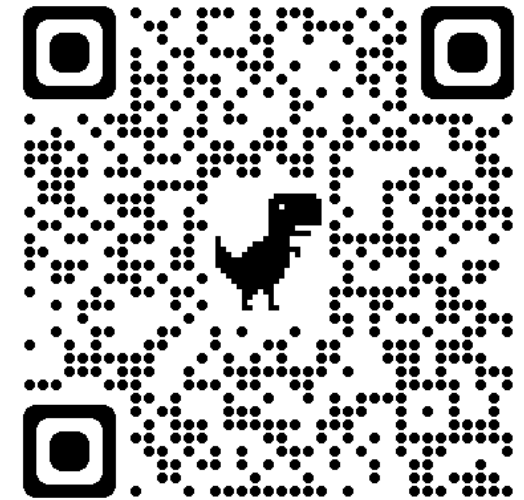
Contact Information

💻 Help Desk: 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