

Test Administrator Manual

Grades 2–12



TELPAS Alternate

2022–2023

Information about the Texas Assessment Program can be found on the [TEA Student Assessment Division](#) website.

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General Resources

General Resources	
Online Resource	Located at
Texas Assessment Program	http://tea.texas.gov/student.assessment/
TELPAS Alternate Resources	https://tea.texas.gov/student-assessment/testing/telpas/telpas-alternate-resources
Assessments for Students with Disabilities	https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities
Testing Calendars	https://tea.texas.gov/student-assessment/testing/student-assessment-overview/testing-calendars
Assessments for Emergent Bilingual Students	https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/information-on-state-assessments-for-emergent-bilingual-students
2022–2023 District and Campus Coordinator Resources <ul style="list-style-type: none"> • Test Security • <i>Data Entry Interface (DEI) User Guide</i> • <i>Test Information Distribution Engine (TIDE) User Guide</i> 	https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview

General Information

About This Manual

The instructions in this manual explain the responsibilities of test administrators for the Texas English Language Proficiency Assessment System (TELPAS) Alternate administration. You must carefully read this manual prior to administering TELPAS Alternate holistic inventories. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide.

The TELPAS Alternate Program

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS); however, TELPAS Alternate is based on alternate proficiency level descriptors (PLDs). This assessment is designed to address the specific access needs of emergent bilingual (EB) students in grades 2–12 with the most significant cognitive disabilities. TELPAS Alternate fulfills the Every Student Succeeds Act (ESSA) requirements for assessing the English language proficiency of EB students with significant cognitive disabilities in four language domains: listening, speaking, reading, and writing.

TELPAS Alternate assesses students in grades 2–12 in listening, speaking, reading, and writing.

TELPAS Alternate is administered only once a year, in the spring, and retest opportunities are not offered.

Policies and Procedures

Test Mode

TELPAS Alternate is a holistic inventory in which observations are submitted through the Data Entry Interface (DEI).

Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools are required to participate in the Texas Assessment Program. EB students are required to be assessed annually until they meet emergent bilingual reclassification criteria.

The admission, review, and dismissal (ARD) committee, in conjunction with the Language Proficiency Assessment Committee (LPAC), should determine if an EB student receiving special education services is eligible for TELPAS Alternate. Refer to the TELPAS Alternate Participation Requirements on the [TELPAS Alternate Resources](#) webpage.

- Students in grades 3–12 who meet ALL the participation requirements will take TELPAS Alternate.
- For students in grade 2, the ARD committee, in conjunction with the LPAC, will be required to make an assessment determination for TELPAS Alternate.
- Students in kindergarten and grade 1 are not eligible for TELPAS Alternate. They will be assessed with TELPAS holistically rated assessments.

If the ARD committee determines that an EB student in grades 2–12 meets the eligibility criteria for “No Authentic Academic Response” or a “Medical Exception,” the student will not be required to participate in TELPAS Alternate. For eligibility criteria, refer to the TELPAS Alternate Resources webpage.

Scheduling Test Administrations

For the 2022–2023 school year, the Texas Education Agency (TEA) will offer a six-week test administration window for TELPAS Alternate. Each district should establish a local schedule to administer TELPAS Alternate during the assessment window indicated on the [Student Assessment Testing Calendar](#). Districts should plan to complete holistic ratings during the first five and a half weeks of the testing window and reserve the last two to three days to enter data into DEI and verify that all data are entered.

Accommodations

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

Test Security and Confidentiality

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

Secure Materials

TELPAS Alternate is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. Secure materials include all TELPAS Alternate Observable Behaviors ratings. Observable Behaviors Inventories become secure once student information or ratings are recorded. Test security involves accounting for all secure materials before, during, and after each test administration. Secure test materials must be handled in strict accordance with the instructions contained in the Coordinator Resources and the test administrator manuals.

Testing Irregularities

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

Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious violations and typically result from minor deviations in testing procedures. Routine training on test security and administration procedures is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

Accommodation Errors

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

Accounting Errors

Improperly accounting for secure materials typically involves late, lost, or missing materials;

failure to maintain the security of the materials; or improperly accounting for students' tests, responses, and results. Most situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures.

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

For all incidents where secure materials were left unattended, district coordinators are required to submit a testing irregularity form and indicate if there was a breach in security or confidentiality.

Examples:

- Testing personnel lost or misplaced secure test materials (e.g., TELPAS Alternate Observable Behaviors Inventory).
- Secure test materials were left unattended.
- A student's Observable Behaviors ratings were submitted incorrectly (e.g., wrong subject or domain, wrong student).
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Eligibility Errors

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

Examples:

- An eligible student (e.g., emergent bilingual [EB] student whose parents waived district English as a second language (ESL) services) was not administered a test.
- An ineligible student was incorrectly administered a test.
- District testing personnel failed to enter student ratings from holistic administrations into DEI.
- District testing personnel failed to properly account for all eligible testers.

Training Errors

Training errors involve mistakes in training or security oaths.

Examples:

- Personnel were permitted to administer tests or handle secure materials even though they were not properly trained or did not sign an [Oath of Test Security and Confidentiality](#).

Serious Testing Violations

Any alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the Student Assessment Division as soon as the district coordinator is made aware of the incident. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation. An incident that violates the security and confidentiality of a test and is considered a serious testing violation includes the following conduct:

- directly or indirectly assisting students with responses to test questions
- tampering with student ratings
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student ratings
- duplicating, recording, or electronically capturing (e.g., taking pictures or capturing screenshots of) confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described above or in any other serious violation of security and confidentiality

Penalties for Violating Security and Confidentiality of Assessments

[Texas Administrative Code \(TAC\) §101.3031\(a\)\(5\)](#) states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247 (relating to Educators' Code of Ethics) and TAC §249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with [Texas Education Code \(TEC\) §39.003\(d\)](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC §39A.

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

As indicated in TAC §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any

person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

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

Specifically, TAC §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, "A person commits an offense if the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument, and the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument. An offense under this section is a Class C misdemeanor."

Training

☐ Review Resources

- Review and become familiar with the following resources:
 - resources available on the [TELPAS Alternate Resources](#) webpage;
 - TELPAS Alternate training modules on the Learning Management System ([LMS](#)); and
 - the [DEI User Guide](#), if applicable.
- Read this test administrator manual before the training session.
- Bring a copy of this manual to the training session.

☐ Complete Holistic Training

- Training for TELPAS Alternate differs from that of TELPAS in that test administrators for TELPAS Alternate are not required to calibrate to complete the holistic inventory. This is why it is highly recommended that administrators view the short training modules on LMS to ensure their ratings are valid interpretations of a student's English language proficiency for each Observable Behavior.
- These holistic training modules prepare teachers to use their knowledge and observations to measure an EB student's ability to understand and use English when engaging in social and academic learning environments.

☐ Attend Test Administration Training

- Test administrators and other campus personnel participating in the TELPAS Alternate administration are required to receive training in test security and administration procedures at least once, as well as training in procedures unique to this administration.
- Test administrators or other campus personnel who are responsible for entering student ratings into DEI must be provided with additional training in specific security protocols regarding transcribing. Tampering with or changing student ratings is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.
- Campus coordinators will schedule and conduct training sessions before testing begins. Required topics for test administrator training include:
 - Test security
 - test security procedures and test security oaths
 - reporting testing irregularities
 - handling testing irregularities
 - consequences for adult cheating
 - Testing window
 - Preparing for test administrations
 - identifying eligible students

- receiving test materials
- optional training modules on the LMS
- Testing with accommodations
 - understanding accommodation policies
 - understanding allowable response modes
 - understanding that student performance is indicated when practicing the skills in a typical classroom setting with the student's individual accommodations applied
- Entering and verifying student data in TIDE and DEI, if applicable
 - score codes
 - program information
 - student ratings
- Returning materials to the campus coordinator

❑ Access Online Systems, if Applicable

It is not necessary for you to access the online systems to administer TELPAS Alternate. However, if your campus coordinator has assigned you to enter student ratings into DEI or edit demographic information in TIDE, you will receive access information and additional training.

❑ Review and Sign an Oath of Test Security and Confidentiality

- Test administrators and other campus personnel participating in the TELPAS Alternate administration must complete an [Oath of Test Security and Confidentiality](#) after training and before handling secure test materials and content.
- In addition, test administrators and other campus personnel who are responsible for entering information into DEI must confirm compliance with security requirements by completing specific sections of a test security oath.
- A copy of the completed test security oath (electronic or paper) should be submitted to the campus coordinator.

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

Prepare for Administrations

☐ Understand Responsibilities

- Test administrators must:
 - implement the test administration processes and procedures stated in this manual;
 - maintain confidentiality of test materials, including materials containing personally identifiable information and ratings;
 - report any suspected violation of test security to the campus coordinator;
 - complete the inventory for all domains and for all 40 Observable Behaviors; and
 - complete inventories in sufficient time for the information to be entered and submitted in DEI.

☐ Understand Student Response Modes

For the purposes of TELPAS Alternate, “English” is not limited to the typical spoken or written English of other state assessments. It is important to recognize that some EB students use sign language, braille, or another method of communication as a substitute for traditional English in one or more domains. Test administrators should consider whether an alternate response mode for a student is an appropriate way to demonstrate proficiency in a specific language domain.

Domain	Allowable Response Modes
For the listening domain, it is allowable for a student to	<ul style="list-style-type: none">▪ alert to▪ gaze at▪ point to▪ reach for▪ touch/pick up▪ draw▪ circle▪ nod▪ gesture towards the targeted stimulus
For the speaking domain, it is allowable for a student to	<ul style="list-style-type: none">▪ verbalize▪ form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary▪ sign responses

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

☐ Prepare to Rate Students

- Prior to rating students, test administrators should review the appropriate portions of the [TELPAS and TELPAS Alternate Educator Guide](#) and the domain-specific trainings.
- A "notes version" of the Observable Behaviors Inventory that includes space for notes has been provided for test administrators to prepare for the test administration and can be accessed on the [TELPAS Alternate Resources](#) webpage. This version is optional and can be used prior to the test administration to track the student's use of skills and determine when the student achieves consistent demonstration of those skills. However, this version should not be used to officially rate eligible students prior to the assessment window.
- Obtain official copies of the Observable Behaviors Inventory from your campus coordinator. If additional copies are needed, you may print a copy from this manual or use a stand-alone copy to make photocopies. If using the electronic version of the Observable Behaviors, districts must determine which electronic tools will be used to

complete the TELPAS Alternate rating process and must ensure that all procedures are compliant with the FERPA regulations.

- Test administrators will complete all 40 Observable Behaviors for each student who participates in TELPAS Alternate. Test administrators must consider a student's use of English language related to each specific Observable Behavior and select the behavior that best describes how the student performs most consistently. The overall selection should be based on the student's consistent demonstration of the skill. "Consistent" means that the student is almost always acting, behaving, or responding in the same way.
- Test administrators should observe students' use of English in a variety of instructional activities that are targeted to address each specific ELPS-aligned Observable Behavior.
- Test administrators may collaborate with other teachers or service providers of eligible students to help ensure that results in all domains reflect the ability of the students to understand and use English in different content areas. This is especially helpful to determine the ratings of students near the border between levels in the Observable Behaviors.

Rate Students

❑ Complete the Observable Behaviors Inventory

- Use the official Observable Behaviors Inventory and the other TELPAS Alternate training materials to rate students.
- Choose one student and one domain to consider first. Look at each of the 10 Observable Behaviors for that domain along with the five descriptions of student performance for each Observable Behavior. It is not necessary to consider the Observable Behaviors in the order in which they appear. Refer to the glossary in Appendix B explaining how some terms are used in the Observable Behaviors.
- Considering one Observable Behavior at a time, think about the description that closely matches the student's performance most consistently. Think about how well the student has demonstrated the ability to understand or use English in the context of skills the student is learning. Think about how well the student can understand or use English when practicing these skills in instructional settings.
- Collaborate with the student's other teachers as needed when considering where the student most consistently performs.
- Mark the description of the Observable Behaviors (A, B, C, D, or E) that closely matches the student's most consistent use of English. You may only mark one bubble.
- Once all 10 Observable Behaviors have been completed for the first domain, continue with the three remaining domains until all 40 Observable Behaviors have been addressed. Test administrators may complete all 40 Observable Behaviors at one time or may choose to complete the Observable Behaviors for each language domain on separate days within the testing window.
- When all 40 Observable Behaviors have been completed for a student, ensure that the information you record on the inventory is accurate and complete.

The Observable Behaviors Inventories become secure test materials once student information has been added. Keep Observable Behaviors Inventories, which contain confidential student information, in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

Complete Administrations

☐ Collect and Return Test Materials to the Campus Coordinator

- Collect TELPAS Observable Behaviors Inventories and any other testing resources used.
- Account for all secure materials prior to returning materials.
- Make sure that you have completed, signed, and dated each TELPAS Observable Behaviors Inventory. If completing the inventory electronically, make sure that digital signatures (signatures ensuring authentication) meet FERPA requirements and are allowable.

☐ Enter Student Information in Online Systems, if Applicable

If your campus coordinator has assigned you to enter student ratings into DEI or other student information into TIDE, you will receive access information and additional training.

Appendix A

TELPAS Alternate Observable Behaviors Inventory

TELPAS Alternate

Observable Behaviors Inventory

Listening, Speaking, Reading, and Writing

Spring 2023

Name of Student: _____

Enrolled Grade: _____

TSDS ID: _____

Date Completed: _____

Printed Name of Test Administrator: _____

Signature of Test Administrator: _____



Texas English Language Proficiency Assessment System

LISTENING

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

L1. The student:					
Distinguishing Sounds	may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	classifies two words as the same or different based on initial or final word sounds	identifies correct initial and final sounds in a consonant-vowel-consonant word presented orally	identifies words that are the same or different after hearing two spoken words in the same word family
	(A)	(B)	(C)	(D)	(E)
L2. The student:					
Understanding Conjunctions	may or may not attend to two orally presented single-word options with picture support joined by "or"	makes a selection when given two orally presented single-word options with picture support joined by "or"	makes a selection when given two orally presented single-word options joined by "or"	makes a selection between a few orally presented options joined by "or" or "and"	responds appropriately to detailed requests or questions that contain different conjunctions (e.g., "and," "but," "or")
	(A)	(B)	(C)	(D)	(E)
L3. The student:					
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations	participates in a short discussion that includes recently learned academic vocabulary
	(A)	(B)	(C)	(D)	(E)
L4. The student:					
Understanding Media (audio or video)	may or may not attend to a media presentation	selects a picture/symbol that represents the gist of a media presentation shared frequently in class	selects a picture/symbol that represents the gist of a media presentation on a familiar social topic	sequences a few pictures to retell the events of a media presentation on a familiar academic topic	sequences multiple pictures to retell the events of a media presentation on a recently learned academic topic
	(A)	(B)	(C)	(D)	(E)
L5. The student:					
Understanding the General Meaning	may or may not attend to spoken English when paired with concrete symbols	matches a single spoken content-based word with picture support to an identical picture	selects a picture that corresponds to the general meaning of a spoken content-based word	selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic	selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic
	(A)	(B)	(C)	(D)	(E)

LISTENING

L6. The student:					
Understanding the Main Points	may or may not attend to a repeated word in an orally presented simple story with picture support	matches a picture of a repeated word in an orally presented simple story to an identical picture	selects a picture that corresponds to a repeated word in an orally presented simple story	answers questions about the main points of an orally presented simple story	answers questions about the main points of an orally presented detailed story
	(A)	(B)	(C)	(D)	(E)

L7. The student:					
Identifying Important Details	may or may not attend to information about a character in an orally presented simple story with picture support	matches a picture of a character in an orally presented simple story to an identical picture	identifies a character from an orally presented simple story	identifies a detail about a character from an orally presented simple story	identifies details about a character from an orally presented detailed story
	(A)	(B)	(C)	(D)	(E)

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 multi-step directions
	(A)	(B)	(C)	(D)	(E)

L9. The student:					
Retelling	may or may not attend to a "first/then" statement with picture support	chooses the correct picture when orally presented with a "first/then" statement	sequences pictures of events of an orally presented simple story	sequences the events of an orally presented simple story	identifies the main points found in an orally presented detailed story
	(A)	(B)	(C)	(D)	(E)

L10. The student:					
Responding to Questions	may or may not attend to an orally presented simple question that is paired with picture support	attempts to respond to an orally presented simple question that is paired with picture support	responds to an orally presented simple question that includes only familiar, high-frequency vocabulary and is paired with picture support	responds to an orally presented question that includes only high-frequency vocabulary and is on a familiar topic	responds to an orally presented detailed question that includes recently learned vocabulary on a familiar or unfamiliar topic
	(A)	(B)	(C)	(D)	(E)

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

SPEAKING

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

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

SPEAKING

S6. The student:					
Expressing Opinions	may or may not attend to a teacher model expressing a single-word opinion (e.g., "good," "fun")	imitates expressing a single-word opinion after a teacher model	indicates an opinion between two given options using a few words	conveys an original opinion using a small number of combined words	provides a detailed social or academic opinion
	(A)	(B)	(C)	(D)	(E)
S7. The student:					
Expressing Feelings	may or may not attend to a teacher model expressing feelings	imitates expressing single-word feelings after a teacher model	expresses feelings using high-frequency words (e.g., "sad," "mad")	expresses feelings using a small number of combined words (e.g., "feel happy now")	expresses feelings in detailed phrases or sentences
	(A)	(B)	(C)	(D)	(E)
S8. The student:					
Describing Objects	may or may not attend to a teacher model describing familiar objects	imitates using single words when describing familiar objects	uses a few high-frequency words to describe familiar objects	combines a small number of words to describe familiar objects	produces a detailed description of familiar objects
	(A)	(B)	(C)	(D)	(E)
S9. The student:					
Explaining Tasks	may or may not attend to a teacher model explaining routine tasks	imitates explaining routine tasks after a teacher model	explains routine tasks using high-frequency words	explains routine tasks using a small number of newly learned vocabulary words	gives detailed explanations of routine tasks
	(A)	(B)	(C)	(D)	(E)
S10. The student:					
Reacting to Media (print, electronic, audio, visual)	may or may not attend to media presentations	imitates single words heard in media presentations	responds to media presentations using a few high-frequency words	provides a simple original response to media presentations	provides a detailed response to media presentations
	(A)	(B)	(C)	(D)	(E)

READING

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

R1. The student:					
Understanding Letter-Sound Relationships	may or may not attend to a teacher modeling matching letter/sound combinations to the same letter/sound combinations (A)	matches familiar letter/sound combinations to the same letter/sound combinations (B)	pairs the initial sound of words with pictures of objects that have the same initial sound (C)	pairs the sound made by consonant blends (e.g., <i>bl</i> , <i>br</i> , <i>sm</i>) with pictures of words containing that blend (D)	pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i>) with pictures of words containing that digraph (E)
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)
R3. The student:					
Developing Sight Vocabulary	may or may not attend to sight word/picture combinations (A)	matches sight word/picture combinations with identical sight word/picture combinations (B)	selects sight words from a group of words (C)	reads short phrases that include simple sight vocabulary (D)	reads longer phrases or sentences that include more content-specific sight vocabulary (E)
R4. The student:					
Understanding Environmental Print	may or may not attend to printed word/picture combinations frequently found in the environment (A)	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations (B)	selects requested printed words that pair with pictures frequently found in the environment (C)	reads a word or words frequently found in the environment (D)	reads academic words frequently found in the instructional environment (E)
R5. The student:					
Using Visual and Textual Supports	may or may not attend to word/picture combinations of content-based vocabulary words in texts (A)	matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud (B)	selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled) (C)	identifies missing words from groups of content-based vocabulary words to complete cloze sentences (D)	completes cloze sentences with recently learned content-based vocabulary words (E)

READING

R6. The student:					
Participating in Shared Reading	may or may not attend to a teacher reading predictable texts	participates with the teacher reading predictable texts	supplies missing single words in predictable texts	supplies missing phrases in predictable texts	reads predictable texts with a peer
	(A)	(B)	(C)	(D)	(E)
R7. The student:					
Understanding Ideas/Details in Graphic Sources	may or may not attend to graphic sources (pictures, maps, charts, diagrams, etc.)	matches graphic sources with identical graphic sources	selects high-frequency printed words that provide ideas or details from graphic sources when asked	identifies short phrases that provide ideas or details from graphic sources	identifies a few sentences that describe ideas or details from graphic sources used during content-based instruction
	(A)	(B)	(C)	(D)	(E)
R8. The student:					
Identifying the Main Idea/Details	may or may not attend to word/picture combinations that represent the main idea of texts	matches word/picture combinations that represent the main idea of texts with identical word/picture combinations	selects word/picture combinations that represent details (e.g., who, what, when, where) from texts	identifies the details of simple short texts	identifies the main idea of texts that consist of longer and less familiar words, phrases, or sentences
	(A)	(B)	(C)	(D)	(E)
R9. The student:					
Making Predictions	may or may not attend to word/picture combinations that predict the next event in a series of pictures	matches word/picture combinations to identical word/picture combinations that represent predictions in short texts read aloud	selects single words to predict the next event in short texts read aloud	identifies simple phrases that predict the next event in a series of pictures with short captions	identifies sentences that predict the next event in short texts read aloud
	(A)	(B)	(C)	(D)	(E)
R10. The student:					
Making Connections Between Ideas	may or may not attend to a teacher sharing personal connections to word/picture combinations	matches pictures to similar pictures representing ideas shared from texts read aloud	indicates which pictures identify shared ideas between two texts read aloud	identifies shared ideas after reading two simple short texts	identifies shared ideas after reading two more detailed texts
	(A)	(B)	(C)	(D)	(E)

WRITING

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

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

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

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

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

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

WRITING

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

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

Appendix B

TELPAS Alternate Glossary

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TE★AS ASSESSMENT