

# Test Administrator Manual

**Grades 2–12**



**TELPAS Alternate**  
**2021—2022**

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

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# Contact Information and Resources

Contact Information	
For questions about	Contact
TELPAS Alternate testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 <a href="#">Help Desk</a>
accessing online resources or help with technical concerns or issues	Texas Testing Support Phone: 833-601-8821 TexasTestingSupport@cambiumassessment.com Live Chat: Go to <a href="https://www.texasassessment.gov/contact.html">https://www.texasassessment.gov/contact.html</a> and click "Chat Now."

General Information Resources	
For general information related to	Access
the student assessment program	<a href="http://www.tea.texas.gov/student.assessment/">www.tea.texas.gov/student.assessment/</a>
EL assessments	<a href="http://www.tea.texas.gov/student.assessment/ell/">www.tea.texas.gov/student.assessment/ell/</a>
technology information	<a href="https://www.texasassessment.gov/testing-tech-resources.html">https://www.texasassessment.gov/testing-tech-resources.html</a>

Resource Materials	
Resources online include	Located at
<i>District and Campus Coordinator Resources</i>	<a href="http://www.txetests.com/dccr/">www.txetests.com/dccr/</a>
TELPAS Alternate Resources	<a href="http://www.tea.texas.gov/student.assessment/telpasalt/">www.tea.texas.gov/student.assessment/telpasalt/</a>
Language Proficiency Assessment Committee (LPAC) Resources	<a href="http://www.tea.texas.gov/student.assessment/ell/lpac/">www.tea.texas.gov/student.assessment/ell/lpac/</a>
<i>Test Delivery System (TDS) User Guide</i>	<a href="https://www.texasassessment.gov/resources/system-user-guides/test-delivery-system-user-guide">https://www.texasassessment.gov/resources/system-user-guides/test-delivery-system-user-guide</a>
<i>Test Information Distribution Engine (TIDE) User Guide</i>	<a href="https://www.texasassessment.gov/resources/system-user-guides/tide-user-guide">https://www.texasassessment.gov/resources/system-user-guides/tide-user-guide</a>
<i>Data Entry Interface (DEI) User Guide</i>	<a href="https://www.texasassessment.gov/resources/system-user-guides/dei-user-guide">https://www.texasassessment.gov/resources/system-user-guides/dei-user-guide</a>
<i>TELPAS and TELPAS Alternate Educator Guide</i>	<a href="http://www.tea.texas.gov/student.assessment/telpasalt/">www.tea.texas.gov/student.assessment/telpasalt/</a>

## Key Dates

Activity	Date
Districts submit registrations	November 5–November 19
Test administrator training sessions	By February 18
TELPAS Alternate assessment window	February 21–April 1
Reports posted to Centralized Reporting System (CRS)	Initial: April 4 Final: May 23

## TELPAS Alternate Purpose and Overview

According to the Every Student Succeeds Act (ESSA), the state is required to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations. In response, the Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternate to evaluate students in grades 2–12 identified in the Public Education Information Management System (PEIMS) as emergent bilingual (EB/EL) and who also have a significant cognitive disability. Note that when this resource refers to ELs, it applies to students identified as emergent bilingual (EB), per the terminology changes made in the 87th Texas Legislature, 2021.

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

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

students may demonstrate. All the Observable Behaviors that the test administrator will use to assess a student in each domain are located in Appendix A.

**Figure 1. Sample Observable Behavior for Decoding**

<b>R2. The student:</b>						
<b>Decoding</b>	<table border="1"> <tr> <td>may or may not attend to familiar word/picture combinations  (A)</td> <td>matches familiar word/picture combinations to identical word/picture combinations  (B)</td> <td>selects requested high-frequency words from a group of words  (C)</td> <td>decodes words or phrases consisting of a few simple high-frequency words  (D)</td> <td>decodes longer phrases or sentences with some unfamiliar words  (E)</td> </tr> </table>	may or may not attend to familiar word/picture combinations  (A)	matches familiar word/picture combinations to identical word/picture combinations  (B)	selects requested high-frequency words from a group of words  (C)	decodes words or phrases consisting of a few simple high-frequency words  (D)	decodes longer phrases or sentences with some unfamiliar words  (E)
may or may not attend to familiar word/picture combinations  (A)	matches familiar word/picture combinations to identical word/picture combinations  (B)	selects requested high-frequency words from a group of words  (C)	decodes words or phrases consisting of a few simple high-frequency words  (D)	decodes longer phrases or sentences with some unfamiliar words  (E)		

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

## Scheduling

Each district is responsible for developing a local schedule for administering TELPAS Alternate during the designated testing window specified in the [Student Assessment Testing Calendar](#). Your campus coordinator will inform you of the schedule to follow.

## Submission of Student Data and Assessment Information for TELPAS Alternate

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

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

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

- **TELPAS Alternate assessment information**

This includes the Observable Behaviors Inventory listening, speaking, reading and writing ratings of each student and any reasons why a student was unable to be assessed.

## Student Eligibility Requirements

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

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

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

If the ARD committee determines that a student meets eligibility criteria for TELPAS Alternate and also qualifies for “No Authentic Academic Response” or a “Medical Exception,” the student will not be required to participate in the administration of TELPAS Alternate.

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

## Test Administrator Requirements

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

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

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

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

NOTES

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

# Test Security and Confidentiality

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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 *District and Campus 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. This includes

- TELPAS Alternate Observable Behaviors ratings.

In addition, district coordinators should verify that procedures are in place to collect and promptly destroy any online test tickets and any reference materials, scratch paper, graph paper, or recordings used during the test administration.

All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited.

## 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 type of irregularity may be properly reported and addressed.

## **Serious Testing Violations**

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

- falsifying holistic ratings or student responses
- 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 in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items listed above or in any other serious violation of security and confidentiality.

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA’s Student Assessment Division as soon as the district testing coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

## **Procedural Testing Irregularities**

Procedural testing irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Routine training 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 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. A majority of the situations that involve the loss or late return of secure materials results from not establishing or

implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets).

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

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

Examples:

- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- Secure test materials were left unattended or secure online assessments were left open and visible.
- Secure test materials were destroyed.
- Scorable materials were found after test materials had been returned to the testing contractor.
- A student's responses, holistic ratings, or observable behaviors were submitted incorrectly (e.g., wrong subject or domain or 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 tested or has been tested incorrectly. District coordinators should contact the Student Assessment Division for guidance in resolving the issue.

Examples:

- An eligible student was not administered a test (e.g., English learner (EL) whose parents had waived district English as a Second Language (ESL) services was not administered the assessment).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).

- The district or campus failed to submit STAAR Alternate 2 student responses, TELPAS holistic ratings, or TELPAS Alternate Observable Behaviors Inventory.
- The district failed to properly account for all eligible testers.

### **Training errors**

Training errors involve mistakes in training, calibration, or security oaths.

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate Oath of Test Security and Confidentiality.

### **Penalties for Violating Security and Confidentiality of Assessments**

Any violation of test security or confidential integrity may result in TEA:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for 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:
  - placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
  - issuance of an inscribed or non-inscribed reprimand;
  - suspension of a certificate for a set term or issuance of a probated suspension for a set term;
  - revocation or cancellation, which includes accepting the surrender, of a certificate without opportunity for reapplication for a set term or permanently; or
  - imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.
- 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 TEC, §39.033(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, §39(A).

Specifically, Texas Administrative Code, §249.17(g) indicates that an educator who is found guilty of intentionally manipulating the results or violating the security or confidential integrity of a state assessment may not receive a sanction of less than a one-year suspension.

## Accessibility for TELPAS Alternate

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

### Accommodations

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

## Language Domains

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

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

## Response Modes

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

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

## Test Administrator Checklist

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

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

### Training

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

### Prepare for and Complete Assessments

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

### Return Materials

- Prepare materials for return.

# Training

## Attend training session on administration procedures.

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

Sign an [Oath of Test Security and Confidentiality](#), located in the Security section of the *Coordinator Resources*, following training and before completing the holistic inventory.

### *Grades 2–12 TELPAS Alternate Test Administrator Training*

#### **Fall Professional Development**

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



#### **Spring TELPAS Alternate Administration Procedures Training**

During this training, test coordinators review key information from this manual and the TELPAS Alternate webinar to train test administrators.

## Review optional training presentations.

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Training presentations for test administrators are available on TEA's [TELPAS Alternate Resources](#) webpage. Note that narrated versions of these trainings are posted on the [Learning Management System \(LMS\)](#). While not required, TEA strongly recommends

that TELPAS Alternate test administrators view these presentations to become familiar with unique aspects of a TELPAS Alternate administration. These short training presentations provide test administrators with foundational knowledge that will assist them when evaluating their students in the spring.

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

# Prepare for and Complete Assessments

## Prepare to mark the Observable Behaviors Inventory for each student.

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1. Review this manual, noting any questions that may arise about the administration process of TELPAS Alternate, and contact your campus coordinator.
2. A “notes version” of the Observable Behaviors Inventory that includes space for notes has been provided for test administrators to prepare for the administration and can be accessed on the [TELPAS Alternate Resources](#) webpage. This version is optional and can be used prior to 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.
3. Standalone copies of the Observable Behaviors Inventory were sent in packages of three to campuses based on the number of students registered for TELPAS Alternate. If additional copies are needed, you may print a copy from this manual or use a standalone copy to make photocopies. You may also use the electronic version of the Observable Behaviors located on [TexasAssessment.gov](#). If using the electronic version of the Observable Behaviors, districts must determine which electronic tools will be used to complete the TELPAS Alternate rating process and must ensure that all procedures are compliant with the FERPA regulations.

## Complete the Observable Behaviors Inventory for each student.

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

consider the Observable Behaviors in the order they appear. A glossary explaining how some terms are used in the Observable Behaviors is provided in Appendix B.

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

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

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

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

5. Once all ten Observable Behaviors have been completed for the first domain, continue with the three remaining domains until all 40 Observable Behaviors have been addressed. Test administrators may complete all 40 Observable Behaviors at one time or may choose to complete the Observable Behaviors for each language domain on separate days within the testing window.

6. When all 40 Observable Behaviors for the four domains have been completed for a student, ensure all information on the cover page is completed, including the test administrator's signature. If completing the Observable Behaviors electronically, digital signatures (signatures ensuring authentication) meet FERPA requirements and are allowable.
7. When all 40 Observable Behaviors for the four domains have been completed for a student, follow the procedures for transcribing observations into the [Data Entry Interface \(DEI\)](#) in the next section of this manual.

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

## Transcribe observations into the online system, if so directed.

---

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

## Enter Score Code Information, if Necessary

A student's transcribed scoring information is automatically scored when the *Submit* button is clicked after transcribing the observations. If a student does not participate in the test, one of the following "do not score" designations must be assigned in the

[Test Information Distribution Engine \(TIDE\)](#). The “do not score” designation is for the entire test and will apply to all four domains. Use the instructions found in the [TIDE User Guide](#) to update score codes.

**E = Extenuating Circumstances**

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

**M = Medical Exception**

The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student’s medical condition, as determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are medically fragile and cannot attend to or tolerate any academic interaction can qualify for a medical exception for the following circumstances.

- The student is in the final stages of a chronic, terminal, or degenerative illness.
- The student is receiving extensive short-term medical treatment due to a medical emergency or serious injury in an accident.
- The student is unable to interact with peers or staff without risk of infection or contamination to him/herself or others.
- The student is unable to receive sufficient or consistent homebound services due to medical issues.

**N = No Authentic Academic Response (NAAR)**

The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student’s disability, resulting in the inability to make an authentic academic response to stimuli, as determined by the ARD committee and documented in the student’s IEP. A decision not to assess a student should be rare. Students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition rather than a medical condition can qualify for a NAAR exception for the following circumstances.

- The student is unable to demonstrate a meaningful, observable reaction to a specific stimulus.
- The student exhibits only startle responses.
- The student tracks or fixates on objects at random and not for a purpose.
- The student moves or responds only to internal stimuli.
- The student vocalizes intermittently regardless of changes in environment around him or her.

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

The TELPAS Alternate assessment window closes on April 1. Student records must be verified as complete by 5:00 p.m. (CT), April 1.

# Return Materials

## Prepare materials for return.

---

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

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

Return the following TELPAS Alternate materials to the campus coordinator:

- TELPAS Alternate Observable Behaviors Inventory (paper)

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

# Appendix A

## TELPAS Alternate Observable Behaviors Inventory



# TELPAS Alternate

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## Observable Behaviors Inventory

Listening, Speaking, Reading, and Writing

**2021–2022**

Name of Student: \_\_\_\_\_

Enrolled Grade: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Printed Name of Test Administrator: \_\_\_\_\_

Signature of Test Administrator: \_\_\_\_\_



# LISTENING

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

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

L2. The student:					
Understanding Conjunctions	may or may not attend to two orally presented single-word options with picture support joined by "or"	makes a selection when given two orally presented single-word options with picture support joined by "or"	makes a selection when given two orally presented single-word options joined by "or"	makes a selection between a few orally presented options joined by "or" or "and"	responds appropriately to detailed requests or questions that contain different conjunctions (e.g., "and," "but," "or")
	(A)	(B)	(C)	(D)	(E)

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

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

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

**LISTENING**

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

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.

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

**SPEAKING**

<b>S6. The student:</b>					
<b>Expressing Opinions</b>	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)

<b>S7. The student:</b>					
<b>Expressing Feelings</b>	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)

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

<b>S9. The student:</b>					
<b>Explaining Tasks</b>	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)

<b>S10. The student:</b>					
<b>Reacting to Media (print, electronic, audio, visual)</b>	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 <b>(A)</b>	matches familiar letter/sound combinations to the same letter/sound combinations <b>(B)</b>	pairs the initial sound of words with pictures of objects that have the same initial sound <b>(C)</b>	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 <b>(D)</b>	pairs the sound made by digraphs (e.g., <i>wh</i> , <i>sh</i> , <i>ch</i> ) with pictures of words containing that digraph <b>(E)</b>		
	R2. The student:						
	Decoding	may or may not attend to familiar word/picture combinations <b>(A)</b>	matches familiar word/picture combinations to identical word/picture combinations <b>(B)</b>	selects requested high-frequency words from a group of words <b>(C)</b>	decodes words or phrases consisting of a few simple high-frequency words <b>(D)</b>	decodes longer phrases or sentences with some unfamiliar words <b>(E)</b>	
		R3. The student:					
		Developing Sight Vocabulary	may or may not attend to sight word/picture combinations <b>(A)</b>	matches sight word/picture combinations with identical sight word/picture combinations <b>(B)</b>	selects sight words from a group of words <b>(C)</b>	reads short phrases that include simple sight vocabulary <b>(D)</b>	reads longer phrases or sentences that include more content-specific sight vocabulary <b>(E)</b>
R4. The student:							
Understanding Environmental Print			may or may not attend to printed word/picture combinations frequently found in the environment <b>(A)</b>	matches printed word/picture combinations frequently found in the environment to identical word/picture combinations <b>(B)</b>	selects requested printed words that pair with pictures frequently found in the environment <b>(C)</b>	reads a word or words frequently found in the environment <b>(D)</b>	reads academic words frequently found in the instructional environment <b>(E)</b>
	R5. The student:						
	Using Visual and Textual Supports		may or may not attend to word/picture combinations of content-based vocabulary words in texts <b>(A)</b>	matches word/picture combinations that represent content-based vocabulary words to similar pictures found in texts read aloud <b>(B)</b>	selects content-based vocabulary words found in related visuals in texts read aloud (e.g., plant diagram with parts labeled) <b>(C)</b>	identifies missing words from groups of content-based vocabulary words to complete cloze sentences <b>(D)</b>	completes cloze sentences with recently learned content-based vocabulary words <b>(E)</b>

**READING**

<b>R6. The student:</b>					
<b>Participating in Shared Reading</b>	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)

<b>R7. The student:</b>					
<b>Understanding Ideas/Details in Graphic Sources</b>	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)

<b>R8. The student:</b>					
<b>Identifying the Main Idea/Details</b>	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)

<b>R9. The student:</b>					
<b>Making Predictions</b>	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)

<b>R10. The student:</b>					
<b>Making Connections Between Ideas</b>	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.

<b>W1. The student:</b>					
<b>Representing Sounds with Letters</b>	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)

<b>W2. The student:</b>					
<b>Using New Vocabulary</b>	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)

<b>W3. The student:</b>					
<b>Spelling</b>	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)

<b>W4. The student:</b>					
<b>Spelling Patterns and Rules</b>	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)

<b>W5. The student:</b>					
<b>Writing with Subject-Verb Agreement</b>	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**

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

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

# Appendix B

## TELPAS Alternate Glossary



# TELPAS Alternate Glossary

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*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 doesn't include all of the words, supporting ideas, or details.

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

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

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

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

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

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

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

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



# TE★AS ASSESSMENT



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