TELPAS Alternate Accessibility

Purpose of this TELPAS Alternate Training

- Intended for assessment staff who either provide training for or administer TELPAS Alternate
  - Can be used by others as needed to clarify how emergent bilingual (EB) students with the most significant cognitive disabilities can access all four language domains of TELPAS Alternate

- Describe how TELPAS Alternate was designed to be inclusive of a variety of communication modes in English when assessing students with significant cognitive disabilities

- Explain accessibility policy for TELPAS Alternate in the domains of listening, speaking, reading, and writing

Who takes TELPAS Alternate?

A student with the most significant cognitive disability:

- Some EB students may use sign language, braille, or another method of communication instead of traditional English in one or more domains.

- Test administrators should allow students to use one or more alternate response modes listed on the following slides if the students regularly use the response mode(s) during instruction and in accordance with the IEP.

- Alternate response modes are only intended for students who cannot listen, speak, read, or write in a traditional way. They are intended to address the communication needs of students based on their disability.
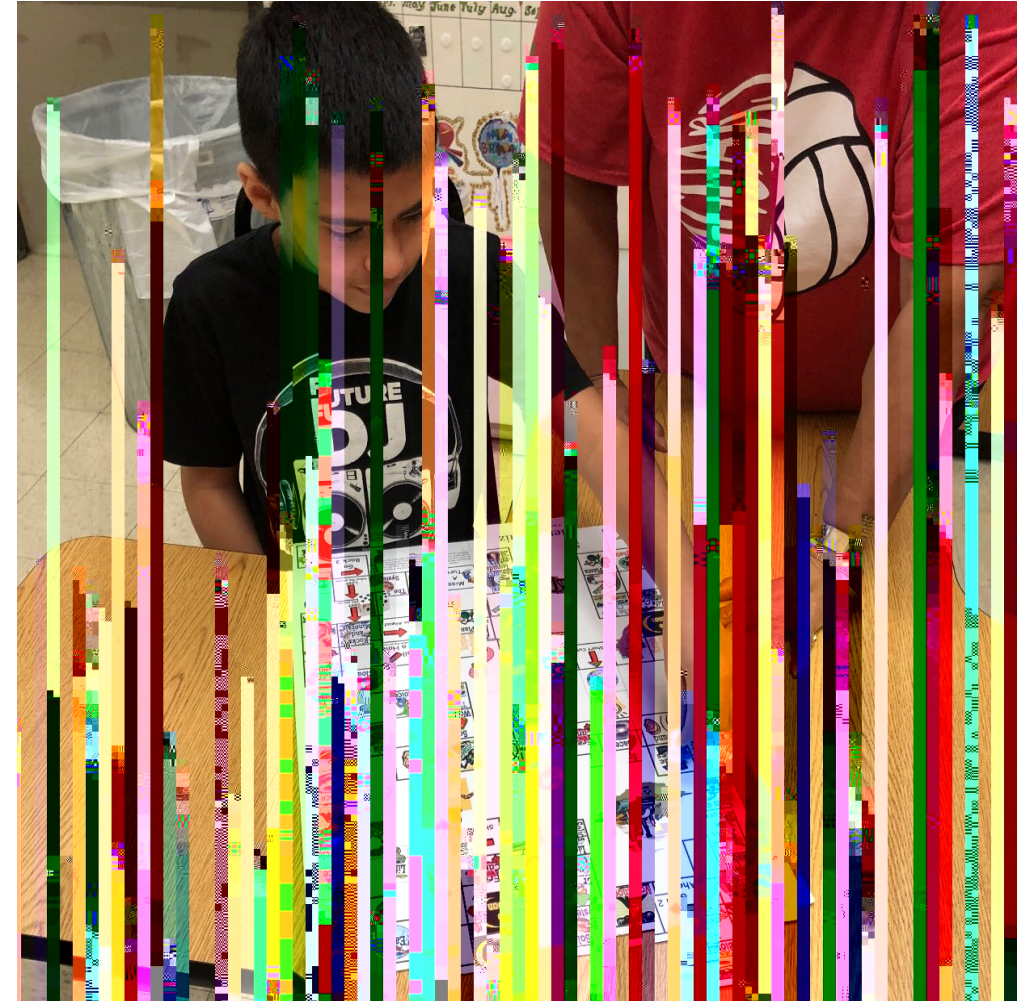
When responding to LISTENING stimulus, it is allowable for the student to...

- alert to
- gaze at
- point to
- reach for
- touch or pick up
- draw
- circle
- nod
- gesture toward the targeted stimulus

- At the beginning of a unit on personal finance, students watch a short video explaining how people make deposits to their bank accounts. After the video, Mr. Forsh asks the students to tell what happened in the video.

  - One student gazes at a picture of a customer walking into a bank.
  - Two students draw a picture showing what happened at the beginning and the end of the video.
  - One student picks up two picture cards in order to show what happened first and next in the video.

- A science teacher is conducting a lesson about planets. Mrs. Dean reviews important vocabulary using picture/word cards. She asks students to tell two things that describe planets.

  - One student responds by using sign language.
  - Two students respond by using communication devices.
  - Two students verbalize their response in English.

- read
- alert to
- gaze at
- point to
- reach for
- touch or pick up
- draw
- circle
- nod

- Students in Mr. Jay's class are reading an adapted story about a girl

When responding to WRITING stimulus, it is allowable for the student to…

- write
- alert to
- gaze at
- point to
- reach for
- touch or pick up
- draw
- circle
- nod
- gesture toward 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

Writing Response Modes Example

- Ms. McDermott is teaching her students to write more descriptively. She models writing a description of an object and the class creates a word bank of descriptive language they can use in their writing. Then the teacher asks the students to describe a new object.

  - Two students use a keyboard to type a description at the computer.
  - One student writes in a notebook with a pencil.
  - One student chooses some word/picture cards to describe the object.
  - One student points to the best of two examples of a description.

- Augmentative and Alternative Communication: a means other than traditional spoken or written communication by which a student can share a message with others.

- Allowable examples include but are not limited to:
  - gestures
  - facial expressions
  - picture cards
  - picture boards
  - sign language
  - speech generating devices
  - switch-based output devices
  - real objects

Prompting Versus Leading

- Prompting is an action intended to initiate or continue a task that the student is being requested to complete. A prompt pulls the student through each step to the end of the task.

- Leading is asking the student to respond in a specific way or with a specific answer. Leading is NOT allowed.

- Prompting is allowed for rating the Observable Behaviors on the TELPAS Alternate assessment.

  - The purpose of TELPAS Alternate is to accurately measure a student's ability to understand and use English to engage in social and academic learning environments.

  - Prompting a student to respond to a task so that his or her ability to understand or use English can be accurately measured is acceptable.

- Questions such as "What do you think comes next?"

- Reminders such as "Keep on working until you have finished."

- Indicating such as
  - pointing to an object when a student loses eye contact to bring him or her back on task
  - pointing to a place in the text when the student becomes distracted to continue focus on the task

- Proximity control such as
  - touching a student's arm to remind him or her to activate a switch
  - touching a student's shoulder to continue eye contact with the teacher or object to be viewed

- The teacher or student uses the student's native language.

- Exact directions such as, "Look at each word in the sentence. Find the name of the person. Mark the first letter in each name. Replace the letter with a capital letter."

- Due to limitations in mobility, some students may need assistance with physical access to a task as part of the supports. In these instances, the physical assistance can only help the student access the stimuli. The assistance cannot result in the teacher performing the task.
  - The teacher provides a hand-to-hand manipulation of the student to actually
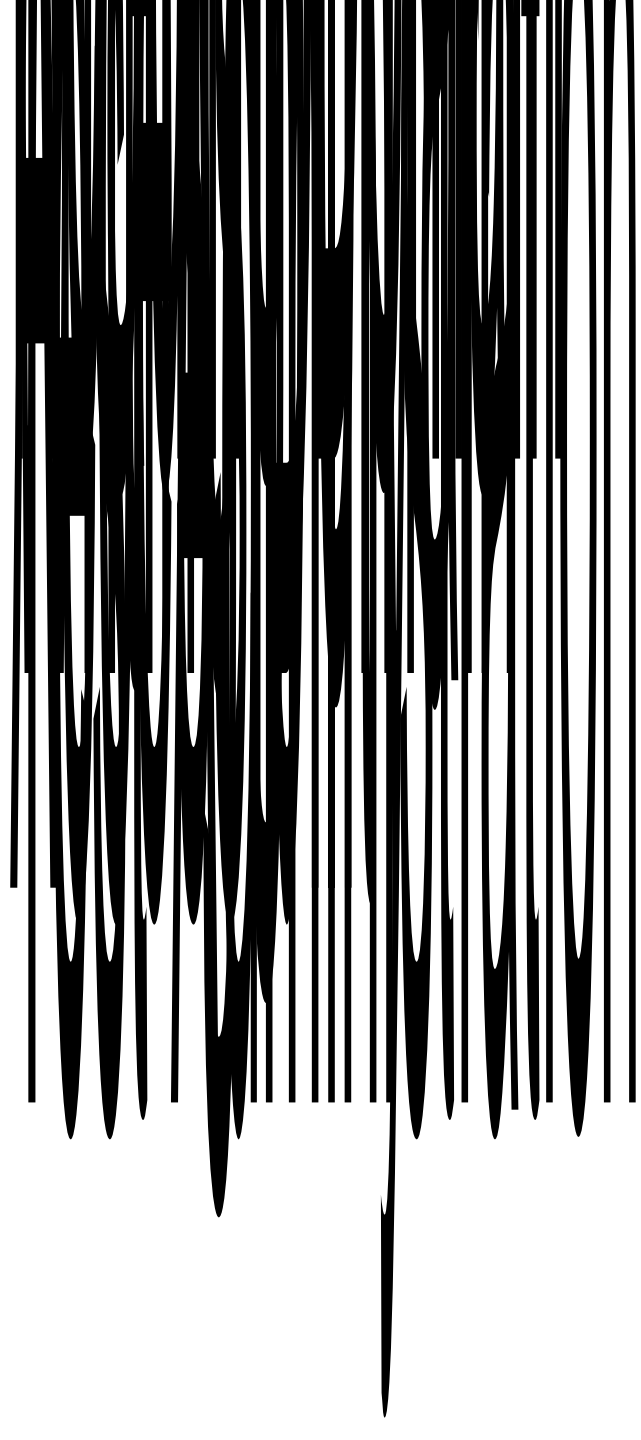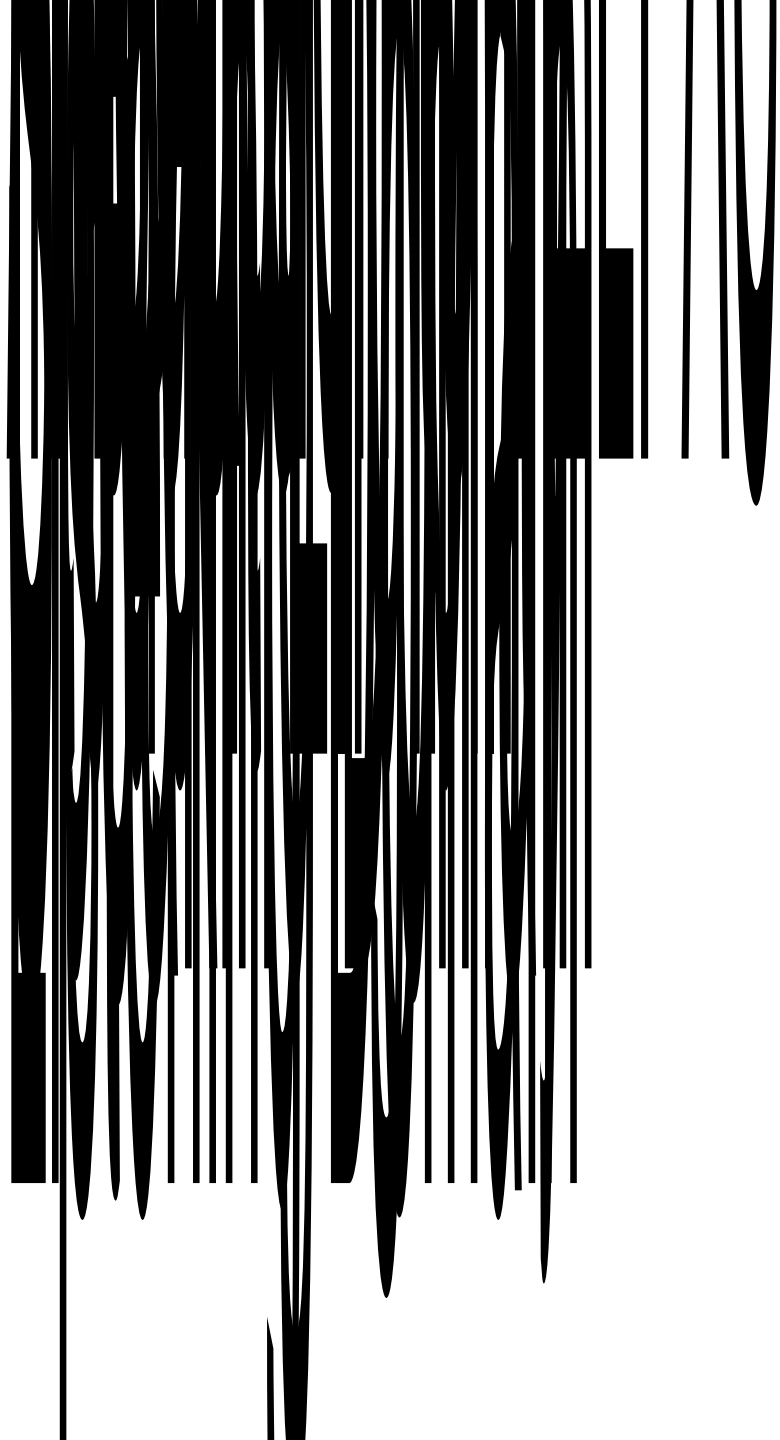
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