**TELPAS Alternate Reading Domain**

Purpose of this TELPAS Alternate Training

- Intended for classroom teachers who will be administering TELPAS Alternate during

- TELPAS Alternate is a holistic inventory aligned to the [Texas English Language Proficiency Standards (ELPS)](#).

- This inventory is based on [alternate Proficiency Level Descriptors (PLDs)](#) that were created to address the specific access needs of emergent bilingual (EB) students with the most significant cognitive disabilities.

- The PLDs can be used to better understand the intent and scope of specific Observable Behaviors.

- The PLDs can be used to provide a summary of a student's general English reading ability after scoring.
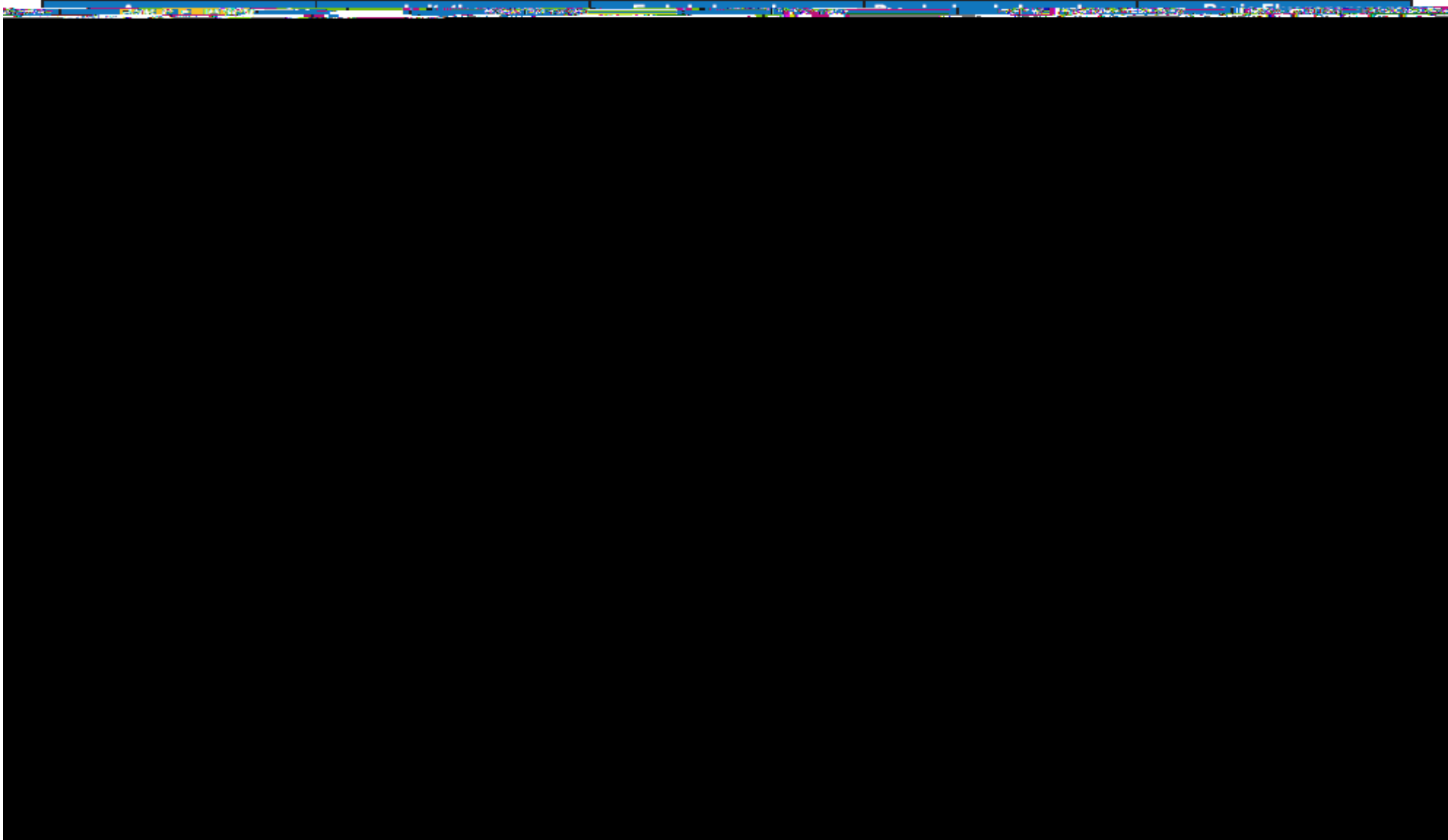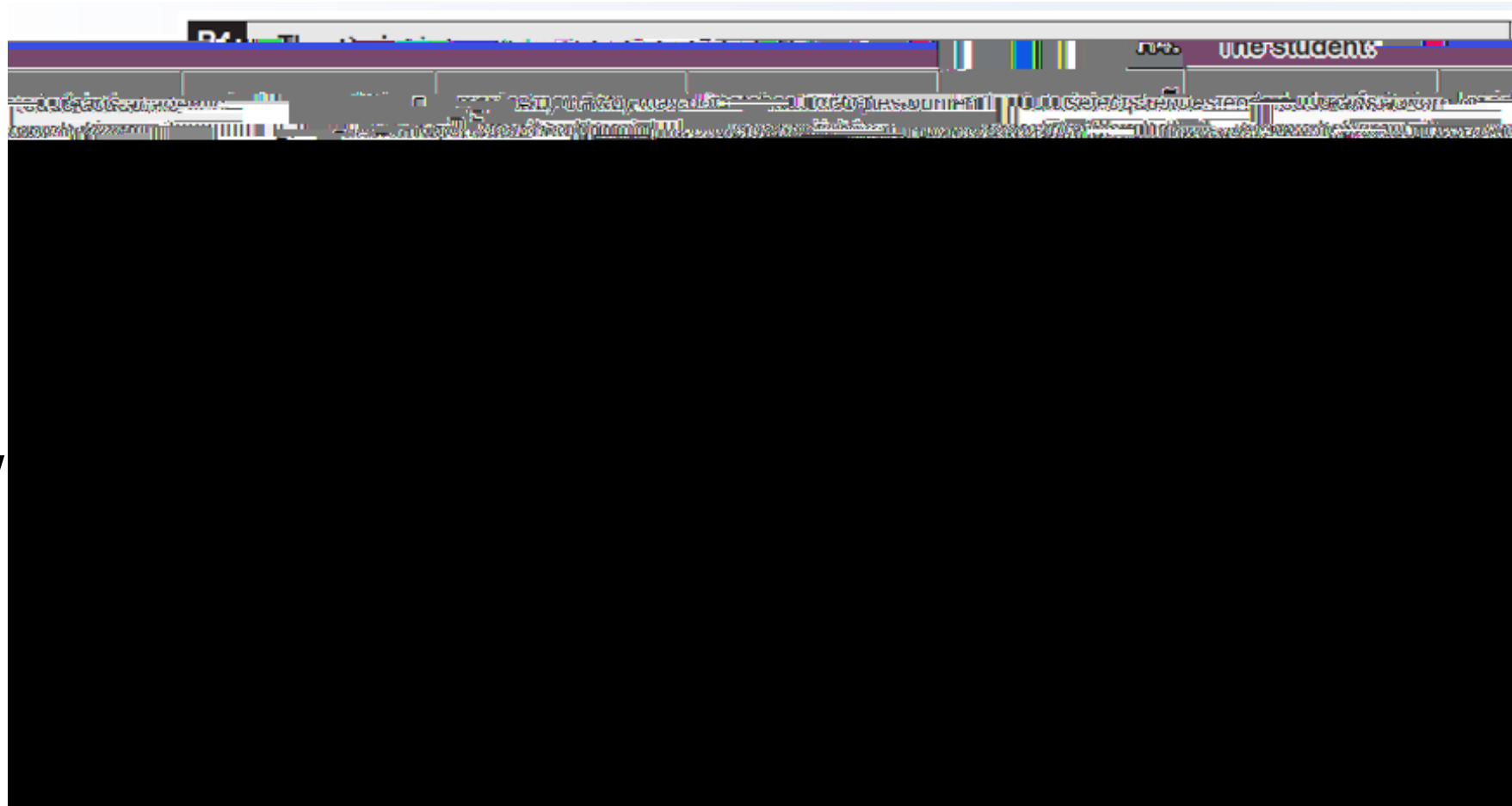
What are Observable Behaviors?

- In TELPAS Alternate, the Observable Behaviors are like questions the test administrator answers about a student.

- Each Observable Behavior measures one skill that is aligned to the ELPS.

  - The skill can be found on the left under the number of the Observable Behavior.

  - The boxes contain descriptions of characteristics that students learning English are likely to demonstrate over time.

  - The descriptors show the progression of second language acquisition from one proficiency level to the next and

- You may discover vocabulary in the Observable Behaviors that might be used in a way that differs from common classroom usage.

- The TELPAS Alternate Test Administrator Manual includes a glossary with terms specific to this

- Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.

- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

An accessible version of the Observable Behaviors and classroom examples can be found at https://tea.texas.gov/student.assessment/telpasalt/#Alt

Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.

- There are many other classroom activities that could be used as examples for the Observable Behaviors.

- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable iptable iptable iptable2 (c)2( )-5 (g/2 (bl)1 (i) (i) (i)
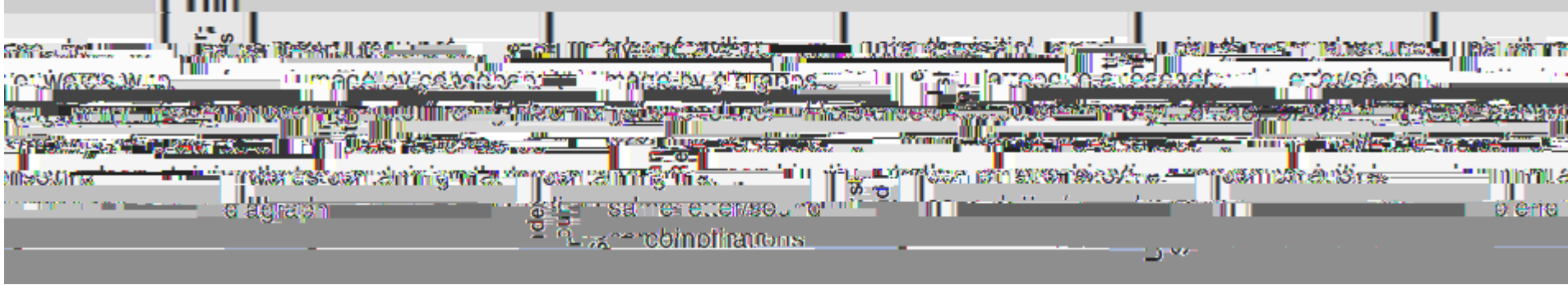
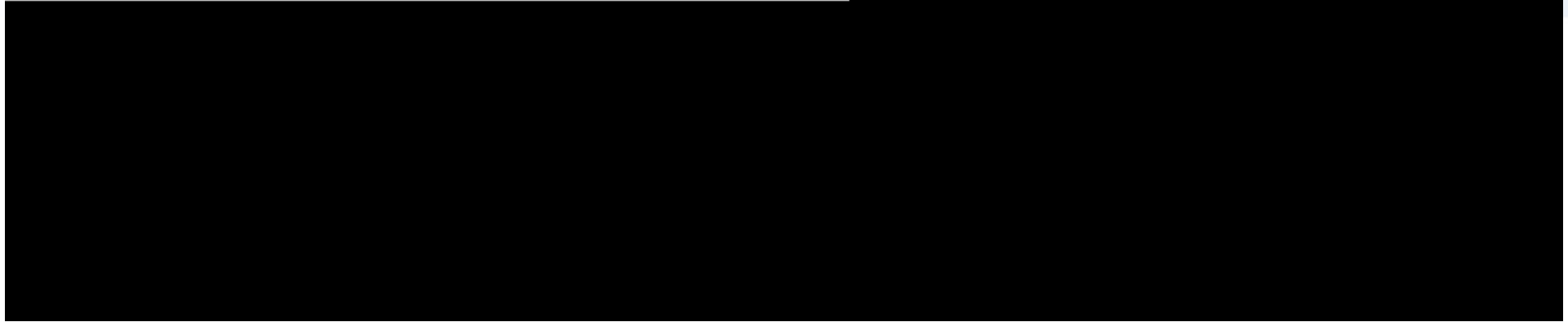| Elementary	Student shows no response when teacher matches the letter *c* to the word/picture card "cat."	After teacher modeling, student selects two cards that begin with the same letter.	Teacher shows student		

Observable Behavior R3. Developing Sight Vocabulary with Classroom Examples

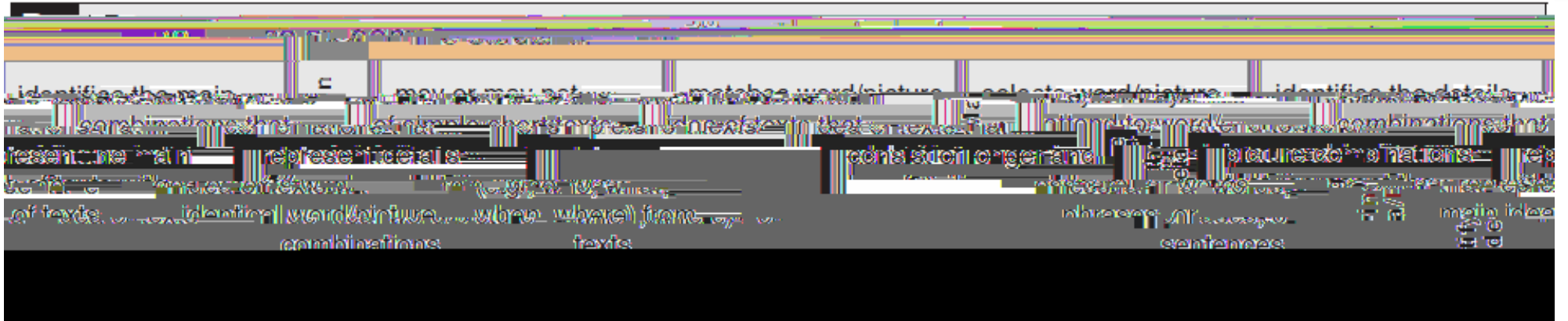| R3.	The student:				
Elementary	Teacher presents a word/picture combination of "tiger." Student walks away.	Teacher reads a book to student with the word "tiger" in it. Teacher then presents a word/picture combination of "tiger" to student. Student matches the word/ picture combination of "tiger" to an identical word/picture combination of "tiger."	Teacher presents the word cards "tiger," "dog," and "bird" and asks student to find the "tiger." Student locates "tiger."	Student reads the phrase "big orange tiger" from the sentence "The big orange tiger has black stripes."	Student reads the sentence "Tigers hunt for food at night."
Secondary	Teacher presents a word/picture combination of "water." Student walks away.	Teacher reads a book about animals that live in the water. Teacher then presents a word/picture combination of "water" to student. Student matches the word/picture combination of "water" to an identical word/picture combination of "water."	Students play vocabulary bingo about animals that live in the water. Teacher displays the vocabulary		

Elementary	Teacher reads *The Very Hungry Caterpillar* to the student. Student looks at his hand and smiles.	Student echoes words from a predictable text in multiple choral reads of the text.	Teacher pauses during read aloud, and student supplies the name of the food on each page.	Teacher rereads *The Very Hungry Caterpillar* to student and pauses throughout the book, allowing student to say the repeated predictable missing phrases.	Teacher provides student with the book *The Very Hungry Caterpillar* and allows student to partner read each page individually with teacher support when needed.
Secondary	Student listens to a story about football that frequently repeats words and phrases. Student reaches for the book.	Student follows with his or her finger a story about football that frequently repeats words and phrases during multiple choral reads of the text.	Teacher pauses during read aloud of a story about football that frequently repeats words and phrases. Student says "football" and "touchdown" as appropriate for the story.	Teacher rereads a story about football that frequently repeats words and phrase and pauses throughout the book, allowing student to say the repeated predictable missing phrases.	Teacher provides student with a story about football that frequently repeats words and phrases and allows student to partner read each page individually with teacher support when needed.

Elementary	Teacher presents an adapted version of the book *Cloudy With a Chance of Meatballs*. Teacher shows premade word/picture cards of the important illustrations from the book. Student pays close attention to teacher.	Teacher presents a labeled picture of the main character. Teacher asks student to find the same character from a group of characters. Student points to a matching labeled picture card.	Teacher asks "Who is the main character in the story?" Teacher shows three labeled picture cards to student. Student chooses the main character.	Student reads a short section of the book. Teacher asks "What color was the tomato tornado?" Student says "red."	Student reads several

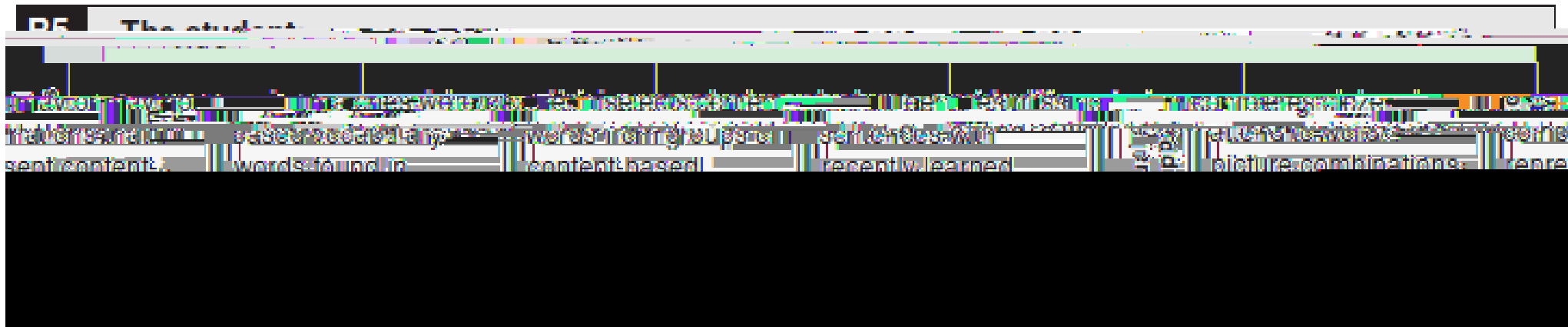| Elementary	Teacher presents *If You Give a Mouse a Cookie* to student. Teacher shows premade word/picture cards with the sequence of events from the story. Student claps and pays close attention to teacher.	Teacher pauses while reading and models making a prediction by choosing a word/picture card representing what will happen. Student chooses the word/ picture combination that matches the prediction.	Teacher pauses while reading and asks "What		

How to Determine Student Proficiency for Each Observable Behavior

1. Test administrators should consider only one Observable Behavior at a time.

2. Test administrators will read the skill and think about recent opportunities the student has had to practice that skill. Then test administrators will read the five descriptions of student performance for the Observable Behavior and use their current knowledge and observations of the student's English language skills to make individual holistic judgments.

3. Test administrators must consider the ability of each EB student to use English in the domain of reading in the context of skills the student is learning and practicing in a classroom setting.

  ▪ 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 a classroom setting.

4. Select the description that closely matches the student's performance most <u>consistently</u>.

  ▪ <u>Consistently</u>: almost always acting, behaving, or responding in the same way

- There is an early, a middle, and a late stage within each TELPAS Alternate proficiency level. Students in the early stage of a proficiency level might demonstrate language that drops down into the previous level at times, especially when working with academic language or new vocabulary and language structures.

- Similarly, students in the late stage of a proficiency level will

Collaboration

- For students who are in the very early or very late stage of a level, it is recommended that test administrators
  - collaborate with others or ask others familiar with the students for input, and
  - wait until later in the assessment window to see whether a couple of additional days of observation will help clarify the most appropriate description.

Ms. Candy has been working with Milo on improving his basic understanding of stories she reads to the class. She sees in her notes that he demonstrates some inconsistency in this skill. In the first semester, he was successfully using picture/word combinations to answer detail questions. Early in the spring, it looked like he was moving towards answering questions without needing the picture/word cards, but she isn't sure if this behavior is consistent. She asks two assistants in her room for their observations. They confirm that Milo is inconsistent in his ability to demonstrate basic understanding without picture/word combinations.

Mrs. Marshall has been reviewing information about one of her students, Bella. Mrs. Marshall refers to some observations she has made. In her first note from the fall, she is reminded that Bella was decoding short simple phrases consistently. Mrs. Marshall sees a difference beginning with her January note. Starting in the second semester, Bella's decoding skills seem more sophisticated. She is beginning to independently read short sentences. Many of the words they contain are high frequency, but she is showing the ability to decode some unfamiliar words as well. Mrs. Marshall thinks that Bella has reached the highest level on this Observable Behavior.

R2.	The student:				
g	may or may not	matches familiar	selects requested	decodes words or	decodes longer

Alternate Response Modes
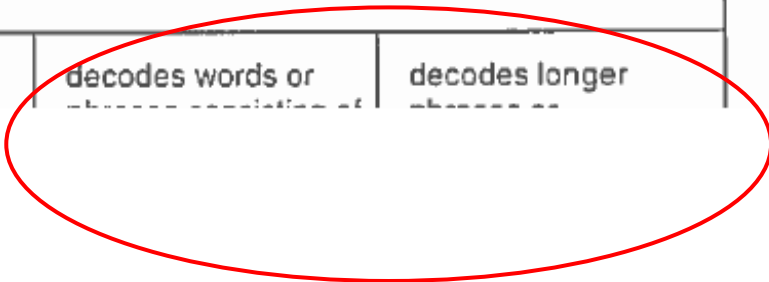
- For TELPAS Alternate, "English" is more inclusive to allow for all modes of communication in English.

- Some EB students use sign language, braille, or another method of communication as a substitute for traditional English in one or more language domains.

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

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.

❑ Introduction to TELPAS Alternate

❑ Student Eligibility

❑ Listening Domain

❑ Speaking Domain

✓❑ Reading Domain

❑ Writing Domain

❑ Accessibility

❑ Test Administration

Contact Information

TEA's Student Assessment Division

512-463-9536

Help Desk