

# TELPAS Alternate Speaking Domain

# Purpose of this TELPAS Alternate Training

Intended for classroom teachers who will be administering TELPAS Alternate during the testing window

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# Alternate Proficiency Level Descriptors

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 (EB) students with the most significant cognitive disabilities.





# What are Observable Behaviors?





Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for



# Using the Classroom Examples











# Observable Behavior S3. Discussing with a Group

# Observable Behavior S4. Asking Questions with Classroom Examples

S4. The student:					
Elementary	may or may not	imitates asking	asks simple social	asks original social	asks original
	intend to a teacher:	single word	questions using a	lead academics	detailed ex

<b>Elementary</b>	Student demonstrates little facial expression while teacher introduces single-word questions with the answer, such as "Where?"	Student tries to imitate the word "where" when the teacher asks "Where do you live?"	Student independently pushes the button to activate "How are you?" using a communication device during the morning meeting.	Student independently signs "What are you eating?" during lunch.	Student independently asks for a friend's opinion of a book during reading time.
<b>Secondary</b>	Student makes a vocalization to the teacher asking "What?"	Teacher asks a question during a literacy lesson. Student repeats the question word.	Student independently signs "football game" to indicate "Are you going to the football game after school?" to a friend.	Student independently signs "Are you going?" when talking about the football game.	Student independently vocalizes "When was the Declaration of Independence written?" during American History class.

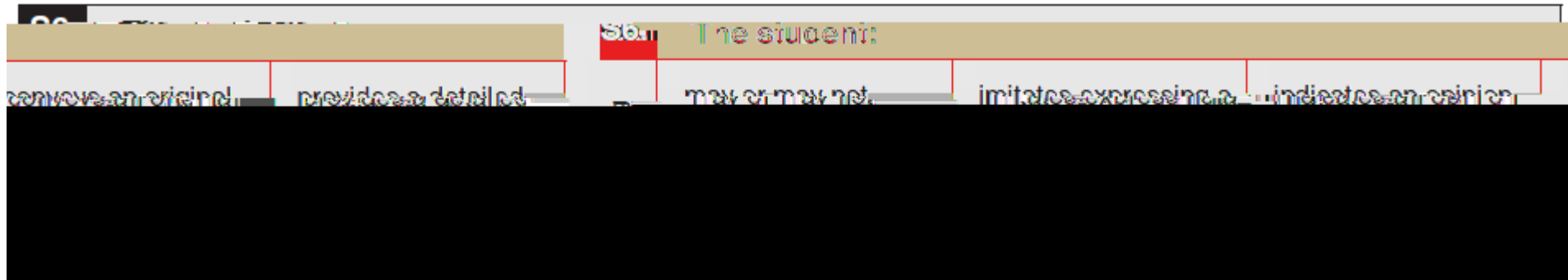
# Observable Behavior S5. Giving Information with Classroom Examples

**S5. The student:**

shares personal... shares detailed... may or may not... initiates sharing... shares personal...  
 personal experiences... personal experiences... personal experiences... personal experiences...  
 high-level... common words...  
 vocabulary words

Elementary	Student demonstrates no change in facial				

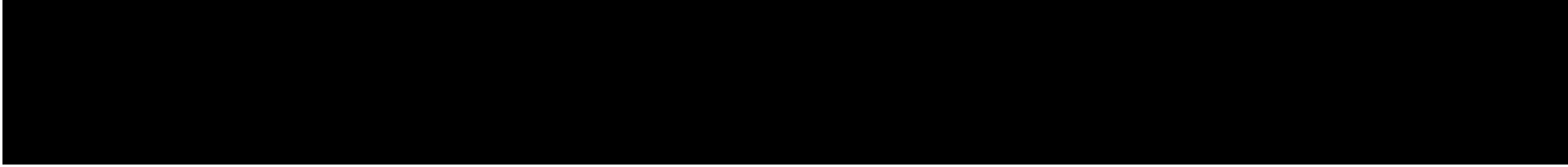
# Observable Behavior S6. Expressing Opinions with Classroom Examples



<b>Elementary</b>	Student smiles when teacher is discussing a field trip to the zoo "being fun."	Student activates a switch for "fun" after the teacher expresses that the "field trip will be fun."	Teacher asks the student if the field trip will be fun or not fun. The student responds "It's fun."	Student independently signs "bus will be fun" in response to a question about whether the field trip will be fun.	Student independently vocalizes "I think that the field trip will be fun."
<b>Secondary</b>	Student makes a vocalization when the teacher says "Good citizens vote."	Student repeats "good" when the teacher says "Voting is a civic responsibility. It is good to vote."	Student independently signs that he will vote for a particular candidate for student council when given the two choices.	Student independently uses a communication device to produce "good citizen votes."	Student independently says "I voted. I am a good citizen."

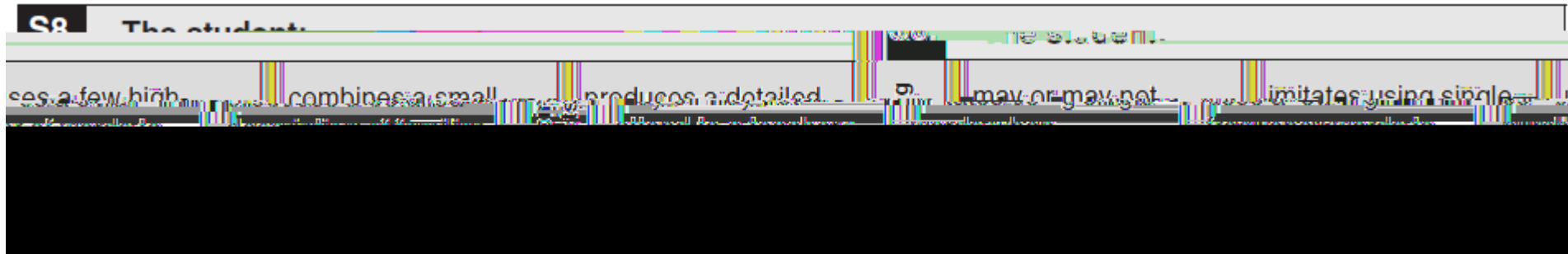
# Observable Behavior S7. Expressing Feelings with Classroom Examples

S7. The student:					
S.9	may or may not attend to a teacher	imitates expressing single word feelings	expresses feelings using high frequency	expresses feelings using a small number	expresses feelings in detailed phrases or



Elementary					

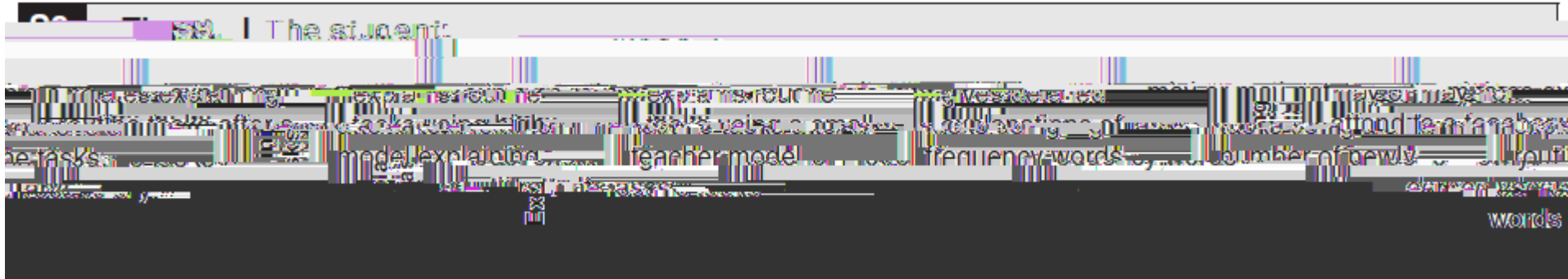
# Observable Behavior S8. Describing Objects with Classroom Examples



<p><b>Elementary</b></p>	<p>Student does not look at the model of the circle during a lesson on shapes.</p>	<p>Student approximates "circle" when the teacher holds up a model of a circle.</p>	<p>Student independently signs "round" and "circle" to describe a clock face.</p>	<p>Student independently says "like a circle" to describe a clock face.</p>	<p>Student independently produces "The clock is round. It is a circle."</p>
<p><b>Secondary</b></p>	<p>Student vocalizes when the teacher holds up a box of crackers and describes the box.</p>	<p>Student repeats the word "corner" when the teacher says that the box has 8 corners.</p>	<p>Student makes a sign for "box" and "open" to describe the box of crackers.</p>	<p>Student independently generates "open box of crackers."</p>	<p>Student independently says "That box of crackers has 8 corners. One side can open."</p>



# Observable Behavior S9. Explaining Tasks with Classroom Examples



<p><b>Elementary</b></p>	<p>Student looks at the teacher, who is explaining how to sharpen a pencil.</p>	<p>Student approximates “sharp” as the teacher is modeling how to sharpen a pencil.</p>	<p>Student independently produces the words “pencil” and “sharpen” when the teacher asks what to do when the pencil lead breaks.</p>	<p>Student independently says “make pencil point.”</p>	<p>Student independently says “First I put my pencil in the pencil sharpener. It makes a noise. I pull the pencil out to check it.”</p>
<p><b>Secondary</b></p>	<p>Student eye gazes at the teacher as she explains how to transition to breakfast.</p>	<p>Student tries to say “note” as the teacher checks his backpack asking for notes from home.</p>	<p>Student independently produces “money” and “buy” when entering the classroom, indicating that he wants to buy a school T-shirt.</p>	<p>Student independently says “time lunch” after morning work.</p>	<p>Student independently says “It’s time to go home on the bus. I need my backpack” at the end of the day.</p>

# Observable Behavior S10. Reacting to Media with Classroom Examples

S10 The student:

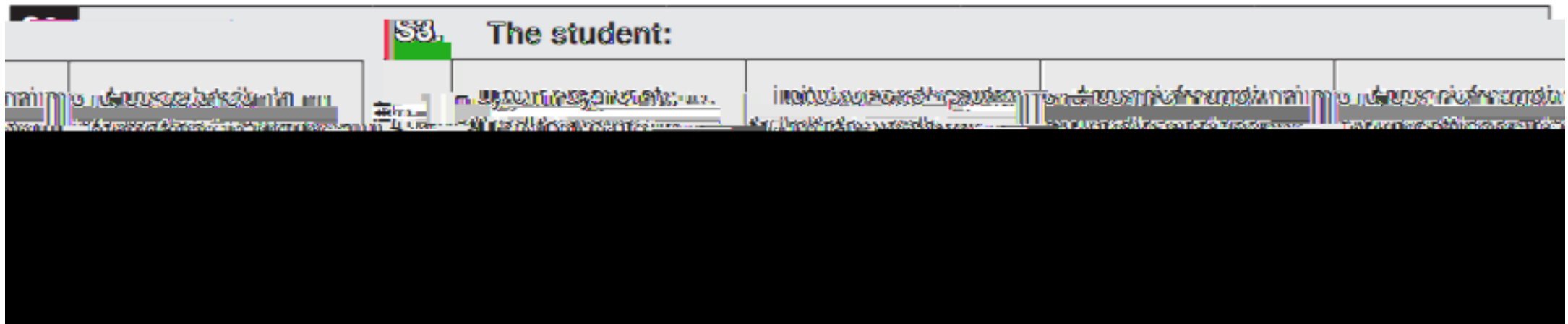


Additional classroom examples were created for some of the Observable Behaviors.

The TELPAS Alternate Observable Behaviors and Classroom Examples (Accessible) PDF, which includes the additional classroom examples, can be found on the [TELPAS Alternate Resources](#) webpage.

# 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.



# How to Determine Student Proficiency for Each Observable Behavior, continued

3. Test administrators must consider the ability of each EB student to use English in the domain of speaking in the context of skills

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 sometimes demonstrate language that reaches into the next level.

For each observable behavior, test administrators must consider the description that applies to each student most consistently. Demonstrating a new skill once or even occasionally does not mean a student has crossed over into a higher level of proficiency.

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.

# Example of Rating a Student "On the Border": Veronica

Mr. Bane has been working with his student, Veronica, on the skill of "asking questions." Since the beginning of the year, she has been able to imitate the questions that he asks. Recently, however, he has started to notice that she is able to put a couple of words together and ask her own questions. Last week she asked "What lunch?" to find out what was for lunch, and yesterday she asked a friend "Where going?" Mr. Bane determines that Veronica is near the border between the second and third description for this Observable Behavior and wants to gather more information. He asks the speech therapist and an assistant in his room if they have observed Veronica asking simple questions, and he gives them some examples of what he has heard. They confirm that they are seeing the same behavior in their interactions with Veronica. Mr. Bane determines that Veronica is now consistently able to form simple questions with words that are highly familiar to her. For this Observable Behavior, he marks "C."

S4. The student:				
Asking Questions	may or may not attend to a teacher model asking single-word questions (e.g., What?, Where?) (A)	imitates asking single-word questions after a teacher model (B)	asks simple social questions using a few high-frequency words (C)	asks original social questions using a small number of combined words (D)
				asks original detailed academic questions using content-based vocabulary (E)



# Example of Rating a Student “On the Border”: Omar

The TELPAS Alternate administration window is open. Ms. Hodge has been gathering information about one of her students, Omar. Ms. Hodge refers to some observations she has made this school year (see below). In her first note from November, she is reminded that Omar was not producing full detailed sentences. At that time, he was only using a small number of combined words. But she sees a difference beginning with her February note. Starting in February, Omar’s responses became more elaborate and complete. She determines that he is now able to share detailed personal experiences.



# 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

# Allowable Response Modes for the Speaking Domain

For the speaking domain, it is allowable for a student to verbalize responses

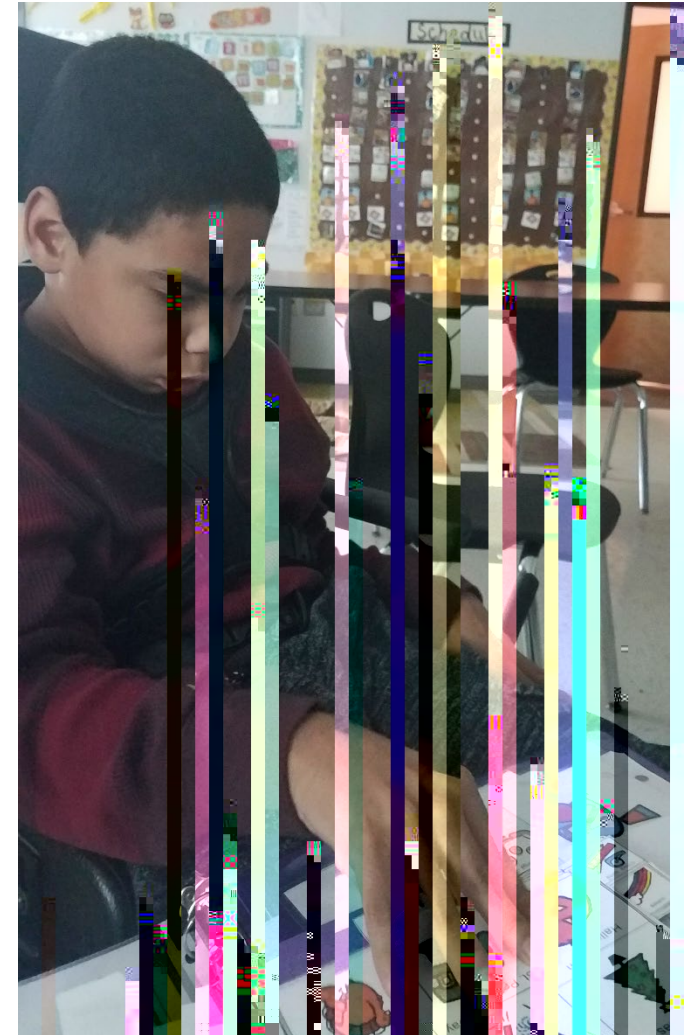
form responses with the assistance of a communication device

# Augmentative and Alternative Communication

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

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



Introduction to  
TELPAS Alternate

Student Eligibility



# Contact Information

TEA's Student Assessment Division  
512-463-9536

Help Desk  
[Helpdesk.tea.texas.gov](http://Helpdesk.tea.texas.gov)

Texas Testing Support

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