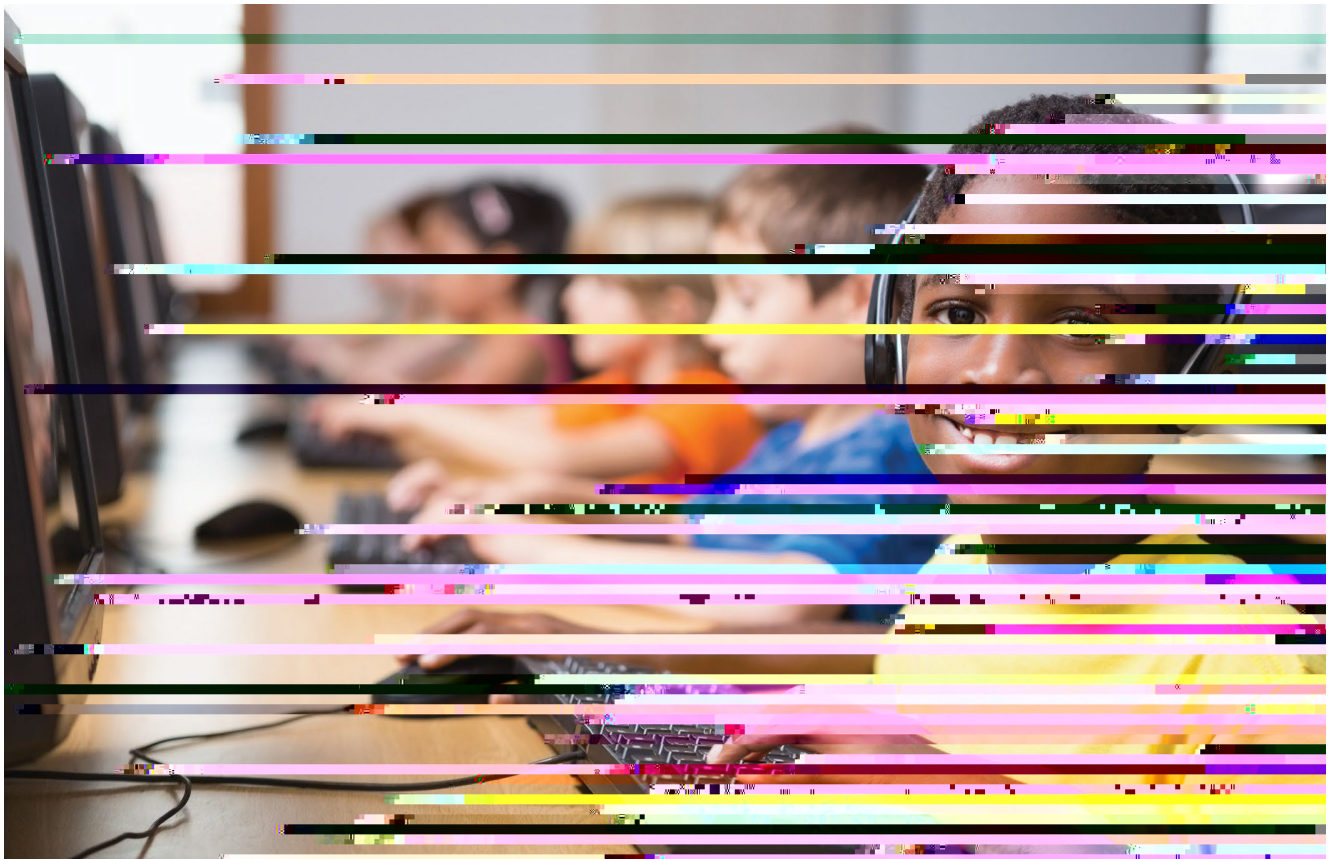


Test Administrator Manual

Grades 2–12



TELPAAS Alternate

2023–2024

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

[Texas Educator Committees](#)

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.



Resources

General Information

About This Manual

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

The TELPAS Alternate Program

TELPAS Alternate is an alternate English language proficiency assessment designed to assess the progress that emergent bilingual (EB) students with the most significant cognitive disabilities make in learning the English language. It is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS). However, TELPAS Alternate is based on alternate proficiency level descriptors (PLDs). TELPAS Alternate fulfills the Every Student Succeeds Act, which requires that EB students with the most significant cognitive disabilities be assessed annually until they are determined to be proficient in the English language.

TELPAS Alternate holistically assesses students in grades 2–12 in listening, speaking, reading, and writing. It is administered once a year, in the spring, and retest opportunities are not offered.

Policies and Procedures

Test Security and Confidentiality

Maintaining the security and confidentiality of all components 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 and the test administration materials.

Secure Materials

TELPAS Alternate is a secure assessment instrument. The contents of these assessments, including student information used or obtained in their administration, are confidential. Secure materials include all TELPAS Alternate Observable Behaviors ratings. Observable Behaviors Inventory documents become secure once student ratings are recorded on them. Test security involves accounting for all secure materials before, during, and after each test administration.

Testing Irregularities and Violations

This section describes the different types of testing irregularities that might result from district testing personnel actions taken before, during, and after testing and includes examples of both procedural irregularities and serious violations. Testing personnel should understand the distinctions between different types of irregularities so that any that occur may be properly reported and addressed.

Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious violations and typically occur when district testing personnel deviate from specified testing procedures.

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Eligibility Errors

Eligibility errors typically involve administering the incorrect assessment to a student, not

- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with Texas Education Code (TEC) [§39.003](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC [Chapter 39A](#).

In addition, TAC [§249.15](#) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any assessment required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under 0.6 (c)1a (e)5Crttio9.15

Training

ratings is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

- Campus coordinators will schedule and conduct training sessions before testing begins. Required topics for test administrator training include:
 - Test security
 - test security procedures and test security oaths
 - reporting testing irregularities
 - handling testing irregularities
 - consequences for adult cheating
 - Testing window
 - Preparing for test administrations
 - identifying eligible students
 - understanding the ELPS
 - understanding the alternate PLDs
 - knowing how to rate students using typical classroom activities
 - receiving test materials
 - Testing with accommodations
 - understanding accommodation policies
 - understanding allowable response modes
 - understanding that student performance is indicated when practicing the skills in a typical classroom setting with the student's individual accommodations applied
 - During test administrations
 - Completing all 40 Observable Behaviors for the student assigned
 - Submitting Observable Behaviors ratings in DEI, as applicable
 - Entering and verifying student data in TIDE, as applicable
 - Returning materials to the campus coordinator

Review and Sign an Oath of Test Security and Confidentiality

- Test administrators and other campus personnel participating in the TELPAS Alternate administration must complete an [Oath of Test Security and Confidentiality](#) after training and before handling secure test materials and content.
- Test administrators and other campus personnel must initial each item on the test security oath, as applicable.

Prepare for Administrations

Understand Responsibilities

Test administrators must:

Rate Students

Complete the Observable Behaviors Inventory

- Use the Observable Behaviors Inventory and the other TELPAS Alternate training materials to rate students.
- Choose one student and one domain to consider first. Look at each of the 10 Observable Behaviors for that domain along with the five descriptions of student performance for each Observable Behavior. It is not necessary to consider the Observable Behaviors in the order in which they appear. Refer to the _____ for explanations of how some terms are used in the Observable Behaviors.
- Considering one Observable Behavior at a time, think about the description that closely matches the student's performance most consistently. Think about how well the student has demonstrated the ability to understand or use English in the context of skills the student is learning. Think about how well the student can understand or use English when practicing these skills in instructional settings.
- Collaborate with the student's other teachers as

Complete Administrations

Collect Test Materials

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TE★AS ASSESSMENT