



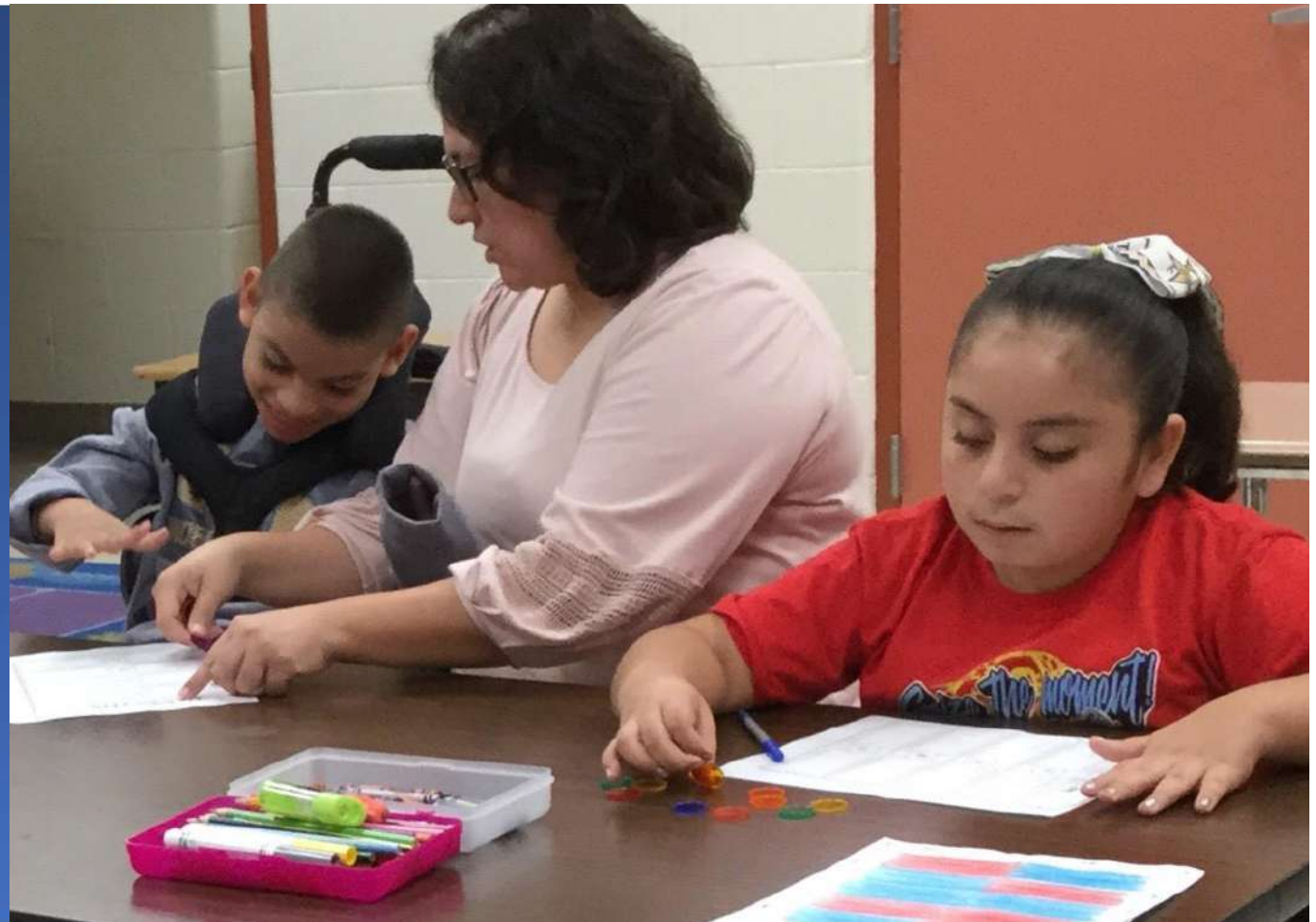
TELPAS Alternate Accessibility

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 ELs with 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?

Students taking TELPAS Alternate are English learners* in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing. These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.



*ELs whose parents have declined bilingual or English as a Second Language (ESL) program services are required to be assessed with either TELPAS or TELPAS Alternate.

The definitions of the language domains as used on TELPAS have been revised to allow for alternate forms of communication on TELPAS Alternate.

Domain	TELPAS Definition	TELPAS Alternate Definition
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.

- Test administrators will consider student performance described in the observable behaviors during regular classroom instruction and while students are completing instructional activities.
- Students will have access to the instructional accommodations indicated in their individualized education program (IEP).
- Teacher determination of English proficiency will reflect student performance in English using the same accommodations used in daily instruction.

Response Modes

- Some English learners 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

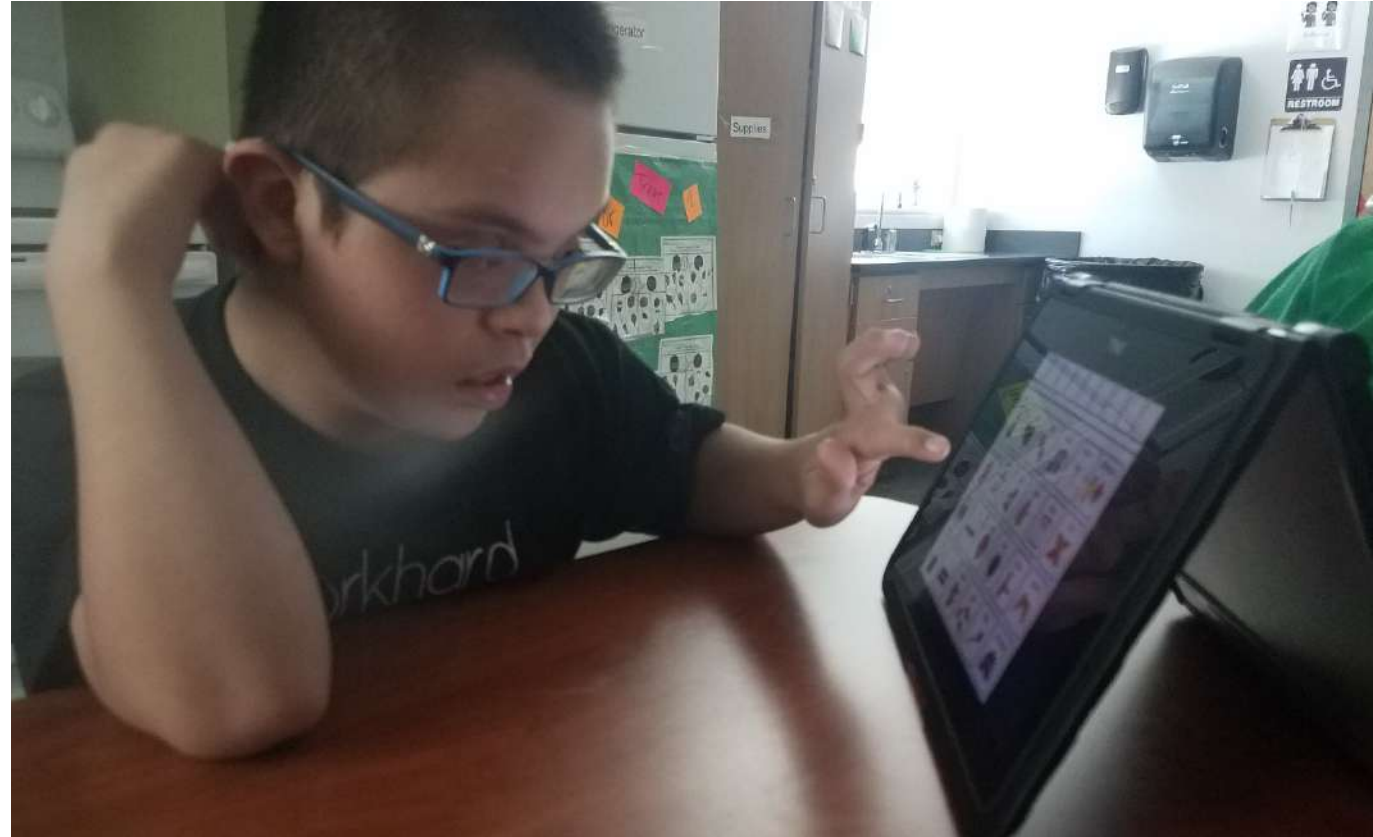


Listening Response Modes Example

- 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.

When responding to SPEAKING stimulus, it is allowable for the student to...

- verbalize (i.e., speak)
- form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary
- sign responses

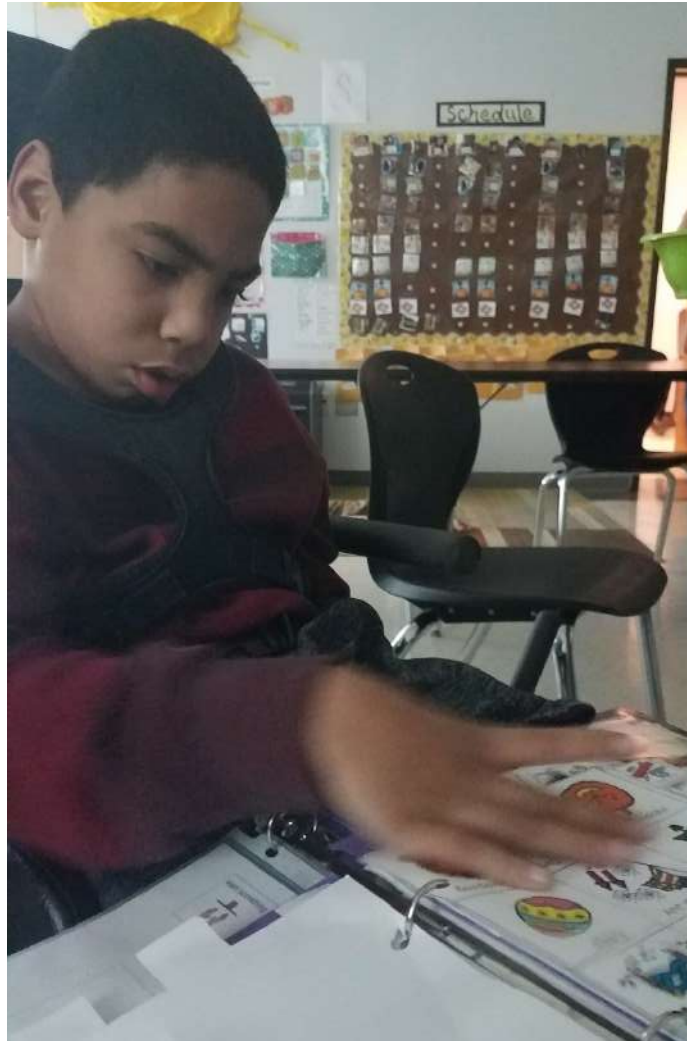


Speaking Response Modes Example

- 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.

When responding to READING stimulus, it is allowable for the student to...

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



- verbalize or sign by responding to letters, words, or numbers to form a response when a wide range of manipulatives are available
- arrange letters, words, or numbers to form responses when a wide range of manipulatives are available
- form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary
- indicate yes or no when presented with three or more choices and being asked, “Is this the ___?”

Reading Response Modes Example

- Students in Mr. Jay's class are reading an adapted story about a girl who wants to grow up to be a soccer player. One student with a visual impairment is reading his story with texture-supported text. When everyone is finished reading, the teacher asks the class to determine the problem in the story.
 - One student responds by verbally identifying the problem.
 - Two students use word/picture cards to identify the problem.
 - Another student points to pictures in the story she was reading to identify the problem.
 - One student gazes at a picture card of the problem.

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

- 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.

Examples of Allowable Prompting

- **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

Examples of Non-Allowable Leading

- 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 control motor movements, thus performing the task for the student.
 - Placing the student's hand on a pre-programmed switch.
 - Pointing to the character in the story before the student can identify the character in the story.

Introduction to TELPAS Alternate

Student Eligibility

Speaking Domain

Listening Domain

Reading Domain

Writing Domain

Accessibility

Test Administration



Contact Information

TEA's Student Assessment Division

512-463-9536

assessment.specialpopulations@tea.texas.gov

Pearson's Customer Service Center

800-627-0225

TxPearsonAccess@support.pearson.com



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