



TELPAS Alternate Student Eligibility

Purpose of this TELPAS Alternate Training

Intended for members of ARD and LPAC committees who make decisions about student eligibility for state assessments

- Can be used by others as needed to clarify different aspects of this testing program

Describes the specialized population of

The Every Student Succeeds Act (ESSA) requires each state to administer an alternate English language proficiency (ELP) assessment for EB students with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

The Texas Education Agency (TEA) worked with stakeholders to develop the TELPAS Alternate to evaluate grades 2-12 students receiving special education services identified in the Public Education Information Management System (PEIMS) as an EB student and also identified with a most significant cognitive disability.



Who will be assessed with TELPAS Alternate?

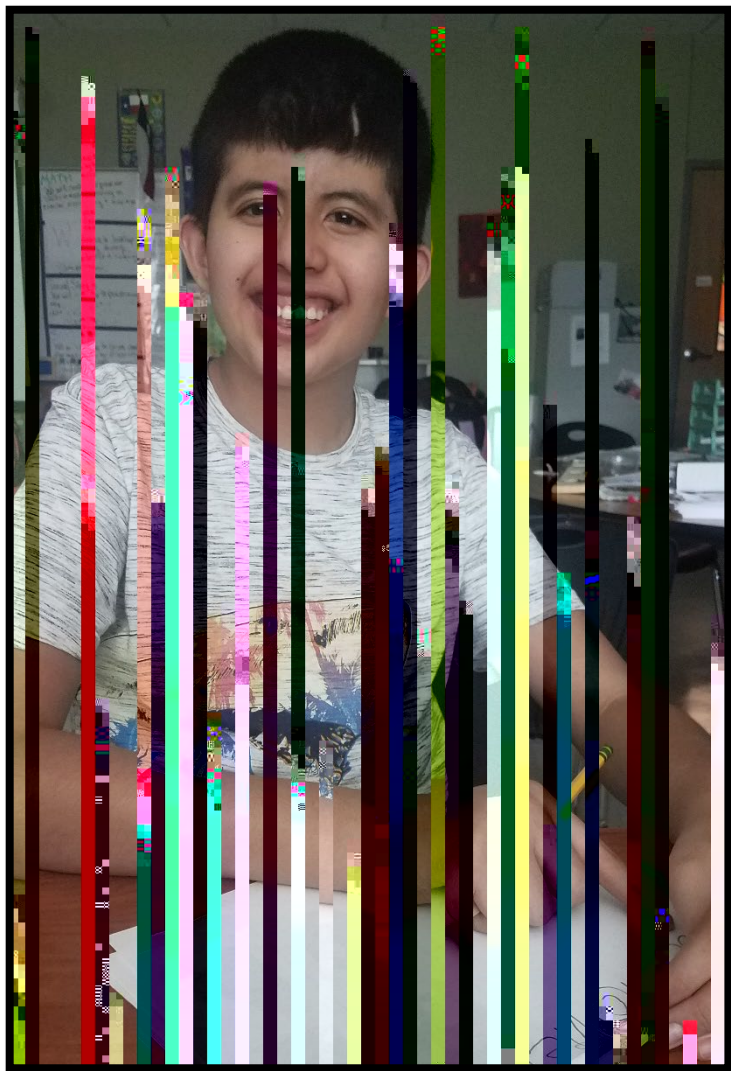
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TELPAS Alternate Participation



TELPAS Alternate Participation Requirements: Grades 3-12



For grades 3–

TELPAS Alternate Participation Requirements: Grade 2

For grade 2, the TELPAS Alternate Participation Requirements must be reviewed by the ARD committee in conjunction with the LPAC.

- Once a determination has been made, the decision must be documented.
- The assessment decision and participation requirements should be documented in the IEP.
- The assessment decision should be documented in the student's permanent record file using TEA's [LPAC Documentation Forms](#) or a district-created form that captures the same information.

The student must meet all the eligibility criteria to be eligible to participate in TELPAS Alternate.

- All YES answers require justification based on evaluation information.
- If the answer to any question is NO, the student will take TELPAS.

The next several slides take you through the full participation requirements.



If TELPAS Alternate is being considered, the ARD committee, in conjunction

STEP I: Determine if the Student Meets the Participation Requirements – Question 1

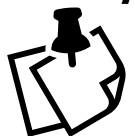
1. Is the student identified in PEIMS as EB/EL?

Yes or No

Only students who have been identified in the Public Education Information Management System EB/EL are required to take an English language proficiency assessment (i.e., TELPAS or TELPAS Alternate).

This includes students whose parents have declined bilingual or English as a Second Language (ESL) program services.

If No is marked, the ARD committee should stop here. The student does not meet the participation requirements for TELPAS Alternate. 



Note: Question 1 requires a response for EB students in grades 2-12.



Specific Instructions Based on Student's Enrolled Grade

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| Grade 2 | <i>For EB students in grade 2, review questions 2–5 and mark Yes or No. If Yes is</i> |
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STEP I: Determine if the Student Meets the Participation Requirements – Question 2

2. Does the student have the most significant cognitive disability?

Yes or No

A determination of the most significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual



STEP I: Determine if the Student Meets the Participation Requirements – Question 2 (continued)

A student does not meet the eligibility criteria as a student with the most significant cognitive disability per 34 Code of Federal Regulations (CFR) §300.8(c) if the student meets eligibility criteria for special education.

STEP I: Determine if the Student Meets the Participation Requirements – Question 3

3. Does the student require ongoing, individualized, specialized supports to access the enrolled grade-level curriculum and environment?

Yes or No

Federal regulations mandate that all students have access to

STEP I: Determine if the Student Meets the Participation Requirements – Question 4

4. Does the student require extensive, direct, individualized instruction in all instructional settings?

Yes or No

A student with the most significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND

A student with the most s.3 (n)43.3/175.7 (n)43.3/175.7 (n)43.3/173 (et27 (n)43.3 (t)21.4 (h)4o)36-6.74(c)23.

STEP I: Determine if the Student Meets the Participation Requirements – Question 5

5. Does the student access and participate in the grade-level Texas Essential Knowledge and Skills (TEKS) through prerequisite skills?

Yes or No

A student with the most significant cognitive disability requires a highly specialized educational program with intensive supports and modifications to the curriculum to access the TEKS through prerequisite skills that are significantly below grade-level



STEP II: Provide Assurances and Confirmation

TELPAS Alternate Participation – Question 6

6.

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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

Help Desk
Helpdesk.tea.texas.gov

Texas Testing Support
833-601-8821

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