



TELPAS Alternate Writing Domain

Purpose of this TELPAS Alternate Training

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

- Can be used by others (e.g., test coordinators, administrators, parents) as needed in order to



Alternate Proficiency Level Descriptors



Alternate Proficiency Level Descriptors: Writing

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency

*Students using augmentative and alternate communication (AAC) as expressive communication must use symbols that are combined with printed letters or words beginning with the “Early Independence” level.

Starting with the “Early Independence” level, writing that students produce must involve letters or words. Students who use AAC that is programmed only with pictures or symbols cannot be rated above the “Imitation” level in this domain.

The admission, review, and dismissal (ARD) and the language proficiency assessment committee (LPAC) should keep in mind that some students’ disability may prevent them from demonstrating full proficiency in writing and that those students will probably show strengths in other domains. Not all students will achieve the highest proficiency level in all domains.

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 are aligned to the TELPAS Alternate PLDs.



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

Using the Classroom Examples

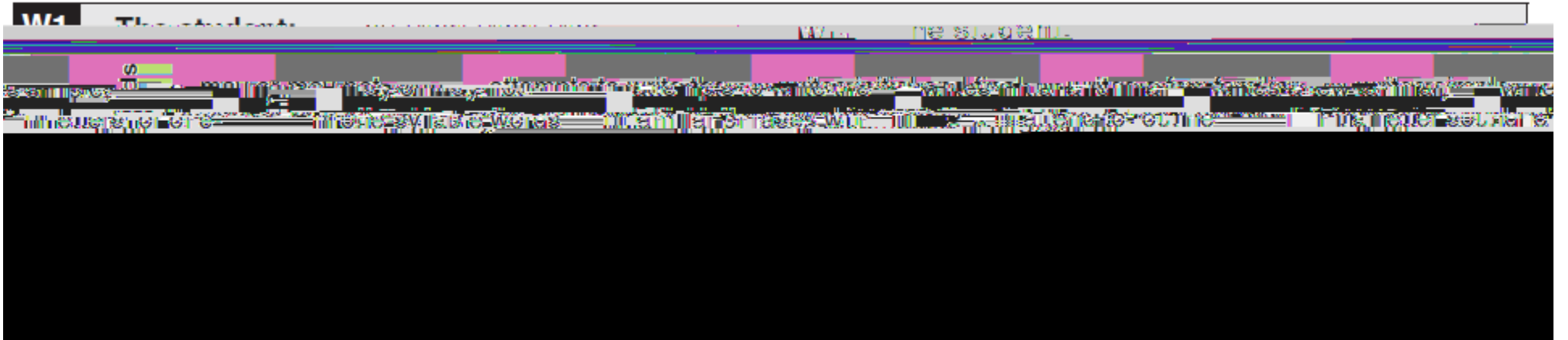
The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.

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 if needed.

Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

Observable Behavior W1. Representing Sounds with Letters with Classroom Examples



Elementary	Student does not attend to teacher writing the letter of the day.	Teacher holds up a card with a picture of a cat. Student attempts to write the letter c.	Student writes the letters c and t when shown a picture of a cat and asked to write the word.	Student writes the words "hat," "can," and "dog" during a spelling activity.	Student writes the phrase "dog and cat." phrase
					t

ph -0 Tc .0 -2 Td(T)-0der

Observable Behavior W2. Using New Vocabulary with Classroom Examples

W2.	The student:				
	may or may not	attempts to write	writes letters or	writes original	writes original

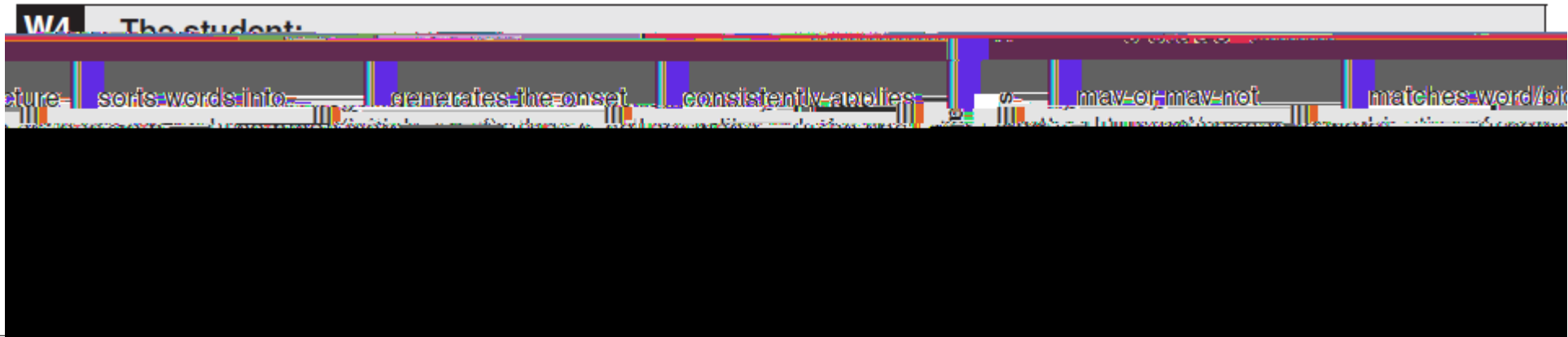
Elementary	Student vocalizes while teacher writes the word “energy” on the board.	Student tries to write the letter e to represent the word “energy.”	Student writes “enrgy” to represent the word “energy.”	Student writes “Sun givs enrgy.” to describe a source of energy.	Student writes “The sun gives lite energy to peple.” to describe a source of energy on which people rely.
Secondary	Student watches other students writing the word “government” in their notebooks.	Student writes g to represent the word “government.”	Student writes “gvmntt” to represent the word “government.”	Student writes “goverenmet help us” to describe a function of government.	Student writes “The goverenmet help peple falo rules.” to describe a function of government.

Observable Behavior W3. Spelling with Classroom Examples



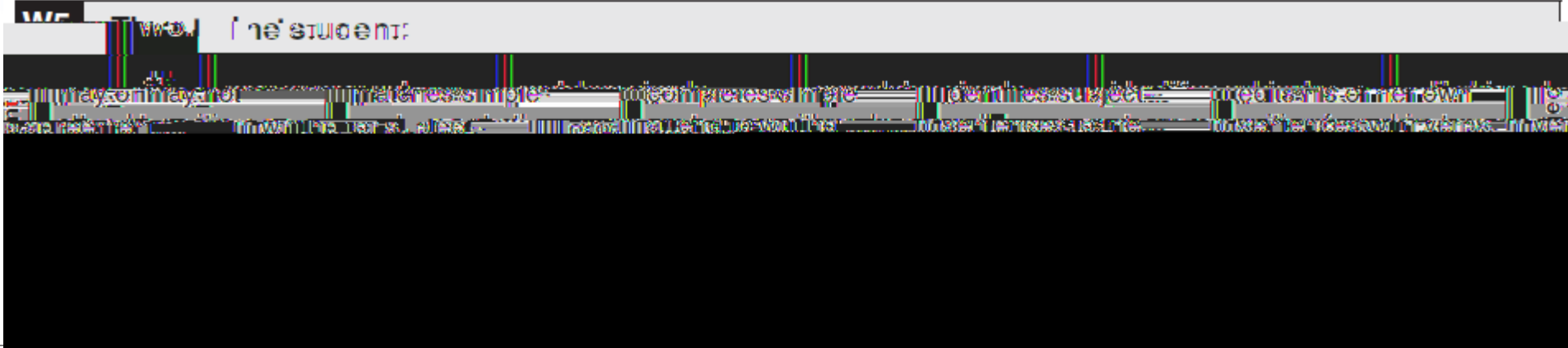
Elementary	Student will eye gaze at teacher writing his or her name below a picture of the student.	Student attempts to arrange the magnetic letters of his or her name in order, when looking at a card with his or her name printed on it.	Student writes "Lesa Mare" when attempting to spell her name "Lisa-Marie."	Student labels one of his drawings about what he likes to do after school with the words "frend," "hows," "play," and "ball."	Student writes in her journal in response to a prompt about what she did that weekend by writing "I went to store with my family."
Secondary	Student will attend to				

Observable Behavior W4. Spelling Patterns and Rules with Classroom Examples

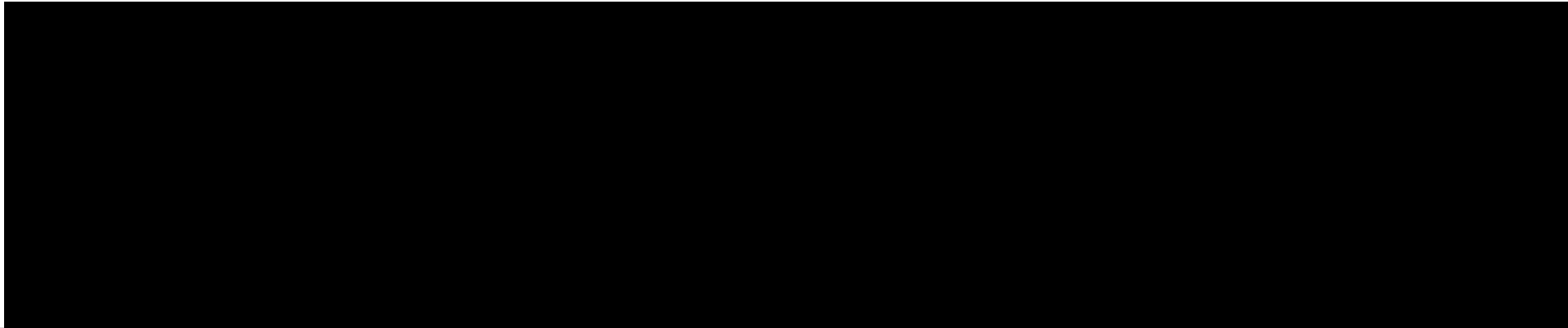


<p>Elementary</p>	<p>Student vocalizes while teacher shows and reads the word/picture combinations for “cat,” “rat,” and “hat.”</p>	<p>Student matches the word/picture combination of “cat” to “mat.”</p>	<p>Using a pocket chart, student sorts word/picture cards (bat, pat, sat, pig, fig, dig) into the correct word families of “at” and “ig.”</p>	<p>Student creates words in the “ig” word family by adding a letter card as the beginning sound to the ending “ig” (“big,” “rig,” and “wig”).</p>	<p>Student identifies that the words “feat,” “beat,” “meat,” and “heat” all end in “eat.”</p>
<p>Secondary</p>	<p>Student looks at the floor while teacher shows and reads the word/picture combinations for “light,” “fight,” and “night.”</p>	<p>Student matches the word/picture combination of “light” to “right.”</p>	<p>Using a T-chart, student sorts word/picture cards (tight, sight, bright, snake, brake, lake) into the correct word families of “ight” and “ake.”</p>	<p>Student creates words in the “ight” word family by adding a letter card as the beginning sound to the ending “ight” (“fright,” “height,” “might”).</p>	<p>Student identifies that the words “store,” “chore,” “tore,” and “more” all end in “ore.”</p>

Observable Behavior W5. Writing with Subject-Verb Agreement with Classroom Examples

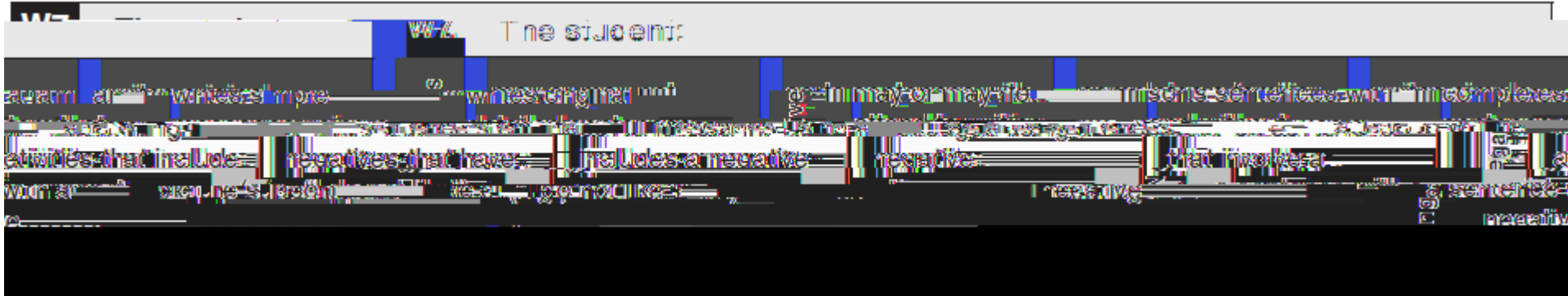


Observable Behavior W6. Verb Tenses with Classroom Examples



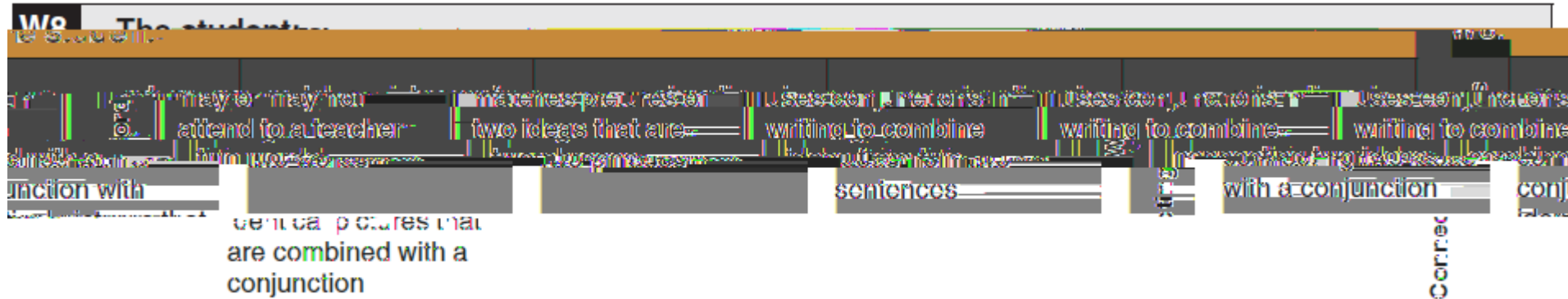
<p>Elementary</p>	<p>Student tries to get his friend's attention while teacher writes a sentence using past tense during the morning message. (Example: "Yesterday we baked a cake.")</p>	<p>Student will find the card with the same past-tense verb as the verb in teacher's sentence. (Example: Student puts the card "baked" on top of the word "baked" from teacher's sentence.)</p>	<p>After teacher writes the words "mixed," "covered," and "baked" on the board, student arranges letter cards to write "mixd," "cover," and "baked."</p>	<p>Student matches a picture of each event to the following phrases: "mixed the cake," "covered the cake," and "baked the cake."</p>	<p>Student writes "I liked the cake" on the board.</p>
<p>Secondary</p>	<p>Student vocalizes while teacher writes a sentence using past tense during a science lesson. (Example: "We planted seeds in a pot yesterday.")</p>	<p>Student will find the card with the word "planted" and place it on top of the word "planted" in teacher's sentence.</p>	<p>After teacher writes the words "planted," "used," and "watered" on the board, student writes "plant," "uze," and "waterd" on whiteboard.</p>	<p>Student matches a picture of each event to the following phrases: "planted the seeds," "used the hose," and "watered the dirt."</p>	<p>Student writes "This morning I pulled weeds" in his science journal.</p>

Observable Behavior W7. Using Negatives with Classroom Examples



Elementary	Student vocalizes or eye gazes when teacher writes "I do not like rain."	Student sorts picture/sentence cards into groups of "I like" or "I do not like" on a pocket chart. (Example: Picture/sentence card with "I do not like bugs" goes under the "I do not like" part of the pocket chart.)	Student completes the sentence stem "I do not like ____" by writing the word "snakes."	Student writes "not like nap" in his journal.	Student writes "I do not like gym class. I do not like to jump rope."
Secondary	Student nods and gazes when teacher writes "We don't run in the hall" during a lesson about class rules.	Student sorts picture/sentence cards into groups of "Do" and "Don't" on a graphic organizer. (Example: Picture/sentence cards with "We do listen" and "We don't yell.")	Student completes the sentence stem "We don't ____" by writing the word do	Irbo02 out.ene-6p/ (2t)-2az) of-7 (rbo0-0e)-2(t)-6pArtifact2	Attached [B

Observable Behavior W8. Connecting Words with Classroom Examples

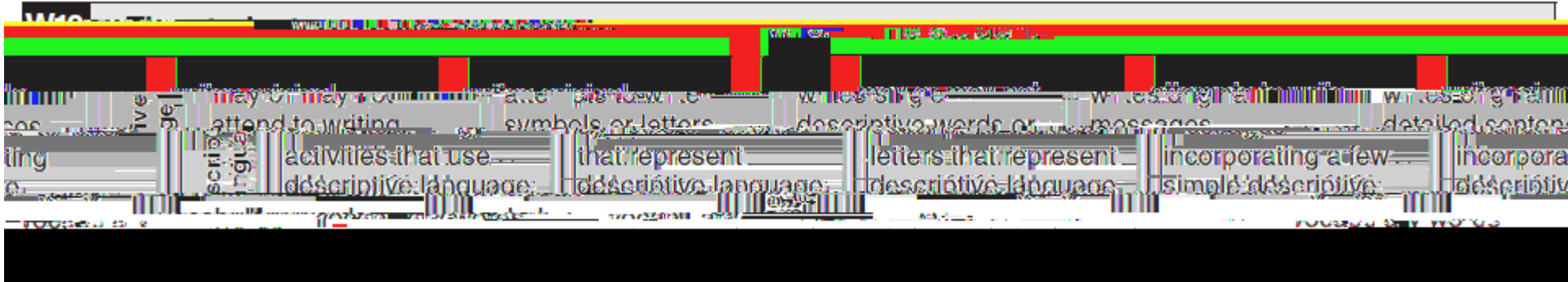


<p>Elementary</p>	<p>Student listens as teacher describes the lunch menu: “Today, we are eating chicken nuggets and mashed potatoes.”</p>	<p>Student matches a word/picture card for “milk” and a word/picture card for “cookies” with a single word/picture card of “milk and cookies.”</p>	<p>After being asked about two things she likes to eat, student writes “grapes and chips.”</p>	<p>After being asked what he ate for breakfast, student writes “ate eggs and drank milk.”</p>	<p>Student combines the two sentences “I like to eat pizza” and “I like to eat chicken nuggets” by writing “I like to eat pizza and chicken nuggets.”</p>
<p>Secondary</p>	<p>Student puts head on desk as teacher writes about the weather: “This morning the weather is sunny but cold.”</p>	<p>Student places a word/picture card for “sunny” and a word/picture card for “cold” on either side of “but” in the teacher’s sentence.</p>	<p>Student writes two different words to describe the weather and connects them with “but.”</p>	<p>Student describes the weather by writing “cold outside but warm inside.”</p>	<p>Student writes “The weather is cold outside but warm inside.”</p>

Observable Behavior W9. Narrating with Classroom Examples

We	Was	The student:			
		may or may not	attempts to label a	labels a series of	writes simple original
writing	copies of pictures that	pictures and details	pictures and details	pictures and details	pictures and details
AT	pictures and details	pictures and details	pictures and details	pictures and details	pictures and details

Observable Behavior W10. Descriptive Language with Classroom Examples



Additional Classroom Examples

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

The

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 writing 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.



On the Border



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

Example of Rating a Student “On the Border”: Sihtu

Mr. Ríos is considering the progress that his student Sihtu has made this year in writing narratives. He looks over his notes (see below). He sees that Sihtu began the year consistently performing at the third level. Even though Sihtu has made significant progress and is peaking into the next level, Mr. Ríos determines that Sihtu’s performance is not consistent enough at this level. He marks the third level for this Observable Behavior.



Example of Rating a Student “On the Border”: Deniz

The TELPAS Alternate administration window is open. Mr. Kiang has been gathering information about one of his students, Deniz. Mr. Kiang refers to some notes he has made about Deniz’s progress using past-tense verbs. At the beginning of the year, Deniz was starting to use some simple past-tense verbs such as “walked” and “played” in short phrases, but she struggled with irregular past-tense verbs such as “went,” “ate,” and “ran.” Teachers who work with Deniz have been working with her on this skill and are seeing improvement.

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.

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Allowable Response Modes for the Writing Domain

For the writing domain, it is allowable for a student to

write

alert to

gaze at

point to

reach for

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
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