TELPAS Alternate

Educator Guide

TELPAS ALTERNATE
Texas English Language Proficiency Assessment System

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.

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Overview

The Texas English Language Proficiency Assessment System (TELPAS) Alternate assessment is an English language proficiency assessment designed to address the specific needs of emergent bilingual (EB) students in grades 2–12 with the most significant cognitive disabilities. TELPAS fulfills the Every Student Succeeds Act, which requires the state to administer an alternate English language proficiency assessment to EB students with the most significant cognitive disabilities in grades 2–12 who cannot participate in the general English language proficiency assessment even with allowable accommodations.

> Students taking TELPAS Alternate are in the process of acquiring English proficiency in listening, speaking, reading, and writing; have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason; and have one or more disabilities that significantly limit their adaptive behavior, as shown by their ability to apply social and practical skills.

All EB students in kindergarten and grade 1 are assessed with the general TELPAS, in which they are holistically rated in all four language domains. This decision was based on feedback from various stakeholders that the general TELPAS is accessible and appropriate for students at this early age when some kindergarten and grade 1 students have not yet been identified with a disability (i.e., non-categorical).

Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools, including virtual schools, are required by federal and state law to participate in the Texas Assessment Program. EB students enrolled in kindergarten through grade 12 who are not over the age of 21 are required to be assessed annually with an English language proficiency assessment until they are determined to be proficient by meeting the EB reclassification criteria available on the Bilingual and English as a Second Language Education Programs webpage. This includes students classified as emergent bilingual (EB)/English learner (EL) in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C).

TELPAS Alternate may be considered only for students with the most significant cognitive disabilities. A student with the most significant cognitive disability is a student who exhibits significant intellectual and adaptive behavior deficits in their ability to plan, comprehend, and reason and who also indicates adaptive behavior deficits that limit his or her ability to apply social and practical skills (e.g., personal care, social problem-solving skills, dressing, eating, using money) across all life domains. The student requires extensive, direct, individualized instruction and needs substantial supports that are neither temporary nor specific to a particular content area.

The admission, review, and dismissal (ARD) committee should hold a meeting to determine assessment decisions either before the TELPAS Alternate testing window opens or, for decisions to be applied the following school year, at the end of the school year. The TELPAS Alternate participation requirements, available in English and Spanish on the TELPAS Alternate Resources webpage, detail the ARD committee's responsibility for ensuring that a student is eligible for TELPAS Alternate.

Prior to reviewing the eligibility criteria for TELPAS Alternate, the ARD committee must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

If TELPAS Alternate is being considered, the ARD committee, in conjunction with the language proficiency assessment committee (LPAC), must review the participation requirements against the supporting documentation within the student's individualized education program (IEP), such as in the present levels of academic achievement and functional performance, to determine eligibility. If it is determined that the student meets the participation requirements for TELPAS Alternate, the TELPAS Alternate Participation Requirements form and supporting IEP documentation may serve as the required IEP statement under 19 Texas Administrative Code (TAC) §89.1055(b) and must be available for review during cyclical and targeted monitoring.

The ARD committee must review the updated TELPAS Alternate Participation Requirements form. Step I of the document includes questions to determine whether the student meets the participation requirements. In Step II of the document, the ARD committee must review and initial the assurances and provide confirmation of TELPAS Alternate participation.

If the ARD committee determines that a student meets all participation requirements, the student should be assessed with TELPAS Alternate in all four language domains. There are no domain-specific exemptions. The following grade-level guidelines apply:

- Students in grades 3–12 who meet all participation requirements will take TELPAS Alternate. If students do not meet all participation requirements, they must take TELPAS.
- For students in grade 2, the ARD committee, in conjunction with the LPAC, must make an assessment determination for TELPAS Alternate, as there is no State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 assessment for grade 2. Students should take TELPAS unless the committees determine that TELPAS Alternate is more appropriate.
- Students in kindergarten and grade 1 must be assessed with TELPAS holistically rated assessments, as there is no TELPAS Alternate assessment for those grades.

Refer to the *LPAC Decisions Educator Guide* on the Assessments for Special Populations webpage for more information.

In rare circumstances a student's ARD committee might determine prior to the administration of the assessment that the student will not participate in TELPAS Alternate because the student meets the eligibility criteria for a medical exception or no authentic academic response (NAAR). For both exceptions, the ARD committee reviews educational records and eligibility requirements.

Medical Exception

Students who are medically fragile and cannot attend to or tolerate any academic interaction may qualify for a medical exception under certain circumstances. To determine eligibility, the ARD committee reviews medical and educational records and uses the information in the STAAR Alternate 2 and TELPAS Alternate Medical Exception Eligibility Requirements form on the TELPAS Alternate Resources webpage. The decision must be documented in the student's IEP along with evidence to support the determination.

No Authentic Academic Response

For students who are not able to respond authentically to any verbal, visual, or tactile stimuli during academic instruction due to level of cognition, the ARD committee uses the information in the STAAR Alternate 2 and TELPAS Alternate No Authentic Academic Response Eligibility Requirements form on the TELPAS Alternate Resources webpage to determine whether the student is eligible for a NAAR exception.

Test Design

Observable Behaviors

TELPAS Alternate is a holistic inventory aligned to the Texas English Language Proficiency Standards (ELPS) and based on alternate proficiency level descriptors (PLDs) that describe the English language acquisition progress of a student with the most significant cognitive disabilities. The inventory includes 40 descriptions of behaviors, called Observable Behaviors, for test administrators to consider regarding each student's use of the English language in the four language domains. Each Observable Behavior describes characteristics that students with the most significant cognitive disabilities learning English demonstrate as they gain proficiency. Figure 1 shows an Observable Behavior that addresses the skill of decoding within the reading domain. The boxes contain the five characteristics that students with the most significant cognitive disabilities may demonstrate.

Figure 1. Observable Behavior for Decoding

R2.	The student:				
Decoding	may or may not attend to familiar word/picture combinations Ⓐ	matches familiar word/picture combinations to identical word/picture combinations Ⓑ	selects requested high-frequency words from a group of words Ⓒ	decodes words or phrases consisting of a few simple high-frequency words Ⓓ	decodes longer phrases or sentences with some unfamiliar words Ⓔ

The Observable Behavior for decoding in Figure 1 aligns to ELPS 4(A), which reads:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words

The behaviors from the first proficiency level to the final proficiency level show a possible progression from being unable to decode to exhibiting decoding skills as described in the standard.

Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior. These elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency. Figure 2 shows classroom examples for the Observable Behavior for decoding within the reading domain.

The purpose of the classroom examples is to illustrate how a student could demonstrate the skill at each proficiency level. There are many other classroom scenarios that could be used as examples for the Observable Behaviors. The classroom examples are not intended to be used as test questions or performance tasks to replicate, although using them for this purpose is acceptable, if needed. Teachers are encouraged to use their own activities in the regular classroom when determining a student's ability to understand and use English.

Figure 2. Classroom Examples for Decoding

R2.	The student:				
Decoding	may or may not attend to familiar word/picture combinations	matches familiar word/picture combinations to identical word/picture combinations	selects requested high-frequency words from a group of words	decodes words or phrases consisting of a few simple high-frequency words	decodes longer phrases or sentences with some unfamiliar words
Elementary	Teacher reads a familiar story to student and points to the word and picture of "cat" and says "cat." Student then touches teacher and smiles.	Student matches a word/picture combination of "cat" to an identical word/ picture combination of "cat."	Teacher asks student to find the word "cat." Student locates the word "cat" from a group of words	Student reads the phrase "fast black cat" independently.	Student reads the sentence "The cat jumps on the sofa."
Secondary	Teacher reads a word/ picture combination of a familiar staff member "Mr. Smith" and says "Mr. Smith." The student touches the picture.	Student matches a word/picture combination of "Mr. Smith" to an identical word/picture combination of "Mr. Smith."	Teacher asks student to find the words "Mr. Smith." Student locates the words "Mr. Smith" from a group of other familiar staff members' names.	Student reads the words "Mr. Smith" and "bus" from the sentence "Mr. Smith drives the bus."	Student reads the sentence "Mr. Smith drives the bus for our field trip."

The Observable Behaviors, Observable Behaviors with Classroom Examples, and test blueprints for TELPAS Alternate can be found on the TELPAS Alternate Resources webpage.

Accommodations

The Texas Education Agency (TEA) defines accommodations as changes to materials or procedures that enable students with disabilities to participate meaningfully in learning and testing. Because TELPAS Alternate is an assessment based on a year of quality English instruction, the student performance described in the Observable Behaviors occurs while students have access to the instructional accommodations indicated in their IEP. A teacher's determination of the English proficiency of a student with the most significant cognitive disabilities using TELPAS Alternate should reflect the student's performance in English using the same accommodations used in daily instruction.

Student Response Modes

For the purposes of TELPAS Alternate, "English" is not limited to the typical spoken or written English of other state assessments. It is important to recognize that some EB students are using sign language, braille, or another method of communication as a substitute for traditional English in one or more domains. Teachers who are evaluating how well their students participate in classroom activities in English should consider whether an alternate response mode is an appropriate way to demonstrate proficiency in a specific language domain.

Domain	Allowable Response Modes
For the **listening** domain, it is allowable for a student to	• alert to • gaze at • point to

Domain	Allowable Response Modes
	• reach for • touch or pick up • draw • circle • nod • gesture toward the targeted stimulus
For the **speaking** domain, it is allowable for a student to	• verbalize • form responses with the assistance of a communication device with preprogrammed familiar vocabulary or programmed student vocabulary • sign responses
For the **reading** domain, it is allowable for a 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 is available • arrange letters, words, or numbers to form a response when a wide range of manipulatives is 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 ___?”

Domain	Allowable Response Modes
For the **writing** domain, it is allowable for a 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 is available

Alignment with State Curriculum

The ELPS

TELPAS Alternate assesses the ELPS, which district testing personnel are required to implement as an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum. The ELPS are implemented as part of ongoing subject-area instruction and, as such, are integrally linked with the subject-area TEKS. The ELPS help teachers meet the language and subject-matter needs of EB students simultaneously.

The ELPS do not vary by subject, and, with few exceptions, they are the same from grade to grade. Despite their uniformity, the ELPS fully support and align with the learning of subject-specific and grade-specific English. The ELPS require subject-area teachers to build the English language skills that enable EB students to understand and use grade-appropriate English in class. The ELPS, set forth in 19 TAC §74.4, are required to be published along with the TEKS for each subject. Every teacher of an EB student is responsible for fulfilling the requirements of the subject-area TEKS and the ELPS.

The ELPS have three instructional components:

- **Cross-curricular second language acquisition knowledge and skills**

  Cross-curricular second language acquisition curriculum standards represent what EB students need to learn to become proficient in English in the context of academic instruction. The knowledge and skills are stated as student expectations (SEs) and are divided into five sections—learning strategies, listening, speaking, reading, and writing.

- **Proficiency level descriptors**

  TELPAS Alternate measures the ELPS SEs in accordance with five English language proficiency levels—Awareness, Imitation, Early Independence, Developing Independence, and Basic Fluency. These five stages of second language acquisition are defined in the alternate PLDs. TEA developed alternate PLDs for TELPAS Alternate to describe how well EB students with the most significant cognitive disabilities at each proficiency level can understand and use English. There are separate alternate PLDs for each of the four language domains.

- **Linguistic accommodations**

  Linguistic accommodations are English language supports that help make subject-area instruction accessible to EB students. The alternate PLDs, which describe the English that EB students with the most significant cognitive disabilities can understand and use at each proficiency level, guide teachers in providing appropriate linguistic supports and accommodations.

These three instructional components work together to accelerate the rate at which EB students learn English and academic subject matter.

Cross-Curricular Second Language Acquisition Knowledge and Skills

The second language acquisition knowledge and skills in the ELPS are the means for helping EB students learn English simultaneously with academic subject matter. They cover the areas of listening, speaking, reading, writing, and learning strategies.

Language Domains

TELPAS Alternate uses the same language domains (listening, speaking, reading, and writing) as TELPAS; however, the TELPAS language domains are more broadly defined in TELPAS Alternate to allow for alternate forms of expressive and receptive language. It is important to note that students who are eligible for TELPAS Alternate must be evaluated in all four language domains. There are no domain-specific exemptions.

Domain	TELPAS Definition	TELPAS Alternate Refinement
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

Learning Strategies

The ELPS include SEs related to learning strategies. The skills in this strand help EB students become active and strategic language learners. Cross-curricular second language learning strategies, listed in 19 TAC §74.4(c)(1), are vital in supporting and accelerating second language acquisition and should be equally emphasized in teachers' lesson plans. The TEKS require teachers of EB students to integrate the learning strategies into their subject-area lessons.

Each learning strategy SE spans one or more of the four language domains. Additionally, some strategies apply equally at all stages of second language acquisition, while others are more relevant at lower or higher proficiency levels. As teachers become familiar with the alternate PLDs, they gain an understanding of when the various strategies become most useful.

Integrating the ELPS SEs during subject-area instruction involves giving EB students frequent, targeted practice in listening, speaking, reading, and writing in English. EB students need abundant opportunities to practice using new English words and language structures, many of which are already familiar to native English speakers. EB students new to the English language are bombarded with unfamiliar language in classes taught in English. New EB students begin by picking up English that is concrete and supported heavily with pictures and gestures. As learning proceeds, the language that sticks most readily is that which:

- builds on known English and familiar topics,
- occurs frequently,
- is presented in interesting and relevant contexts, and
- is used orally and in writing.

Having ongoing, appropriately scaffolded speaking and writing opportunities during subject-area instruction is beneficial for all students but is particularly important for EB students. It gives EB students the opportunity to verbalize, think through, and reinforce what they are learning, in terms of both new subject matter and new English.

An SE from each of the five sections of the ELPS is provided in the following chart.

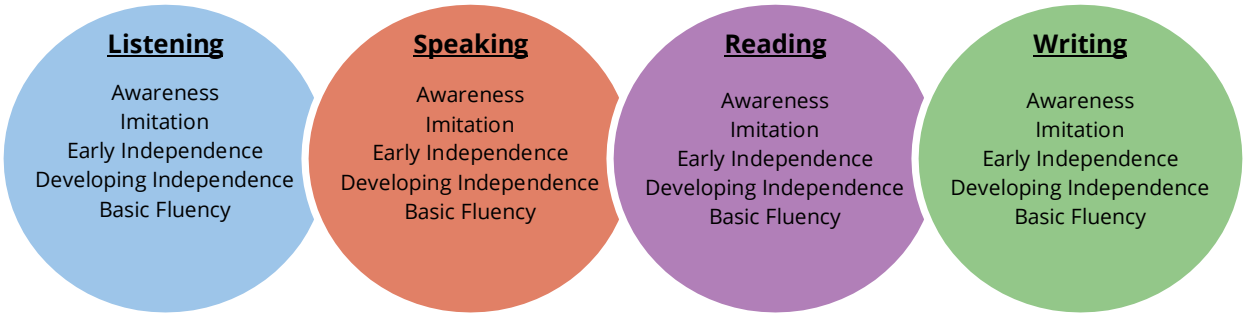
Examples of Cross-Curricular Second Language Acquisition Student Expectations, 19 TAC §74.4(c)

Learning Strategies	(1)(A) use prior knowledge and experiences to understand meanings in English
Listening	(2)(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
Speaking	(3)(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired
Reading	(4)(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned
Writing	(5)(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary

Effective implementation of the ELPS in the context of grade-appropriate subject-area instruction supports the learning of both English and academic subject matter.

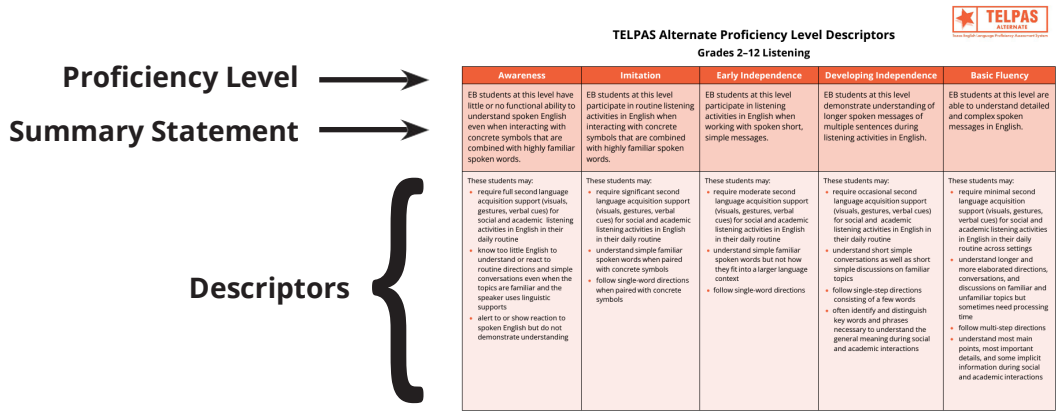
Proficiency Level Descriptors

The alternate PLDs present the major characteristics of each language proficiency level—Awareness, Imitation, Early Independence, Developing Independence, and Basic Fluency—for each language domain.



The alternate PLDs define how well EB students with the most significant cognitive disabilities at the five proficiency levels can understand and use English in grade-level academic settings. The descriptors use the broader definitions of the language domains developed for TELPAS Alternate to show progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of EB students with the most significant cognitive disabilities.

For statewide consistency, the TELPAS Alternate PLDs can be found on the TELPAS Alternate Proficiency Standards webpage in the format shown below.



While the alternate PLDs are language-domain specific, the global definitions and key features of each of the five proficiency levels remain constant across language domains. Understanding the global definitions and features provides the foundation for learning the characteristics that are specific to each language domain. There is one set of alternate PLDs for each language domain in grades 2 through 12.

TELPAS Alternate Proficiency Levels and Policy Definitions	
Awareness	Students who receive this rating may be aware of English sounds or print; however, they have little or no functional ability to participate in communication activities in English.
Imitation	Students who receive this rating match, imitate, or approximate some English in their environment; however, they are not able to independently understand or produce English. They participate in routine communication activities in a familiar environment when the activities are significantly linguistically accommodated.
Early Independence	Students who receive this rating understand short, simple messages and produce messages of one or two high-need, high-frequency words (e.g., book, cafeteria, teacher). They are starting to participate in linguistically accommodated communication activities in English in familiar environments.
Developing Independence	Students who receive this rating understand longer messages of multiple sentences in English and produce simple, descriptive, original messages by combining two or more words (e.g., new red bike, big fast truck). They participate meaningfully in linguistically accommodated communication activities in English in familiar environments.
Basic Fluency	Students who receive this rating understand and produce more detailed, complex, and elaborate messages with multiple sentences in English. These students participate independently in communication activities in English in familiar environments.

Linguistic Accommodations

The alternate PLDs play an important role in linguistically accommodated instruction. The alternate PLDs describe the degree to which students at each of the five proficiency levels need linguistic supports and accommodations to engage meaningfully in grade-level instruction. The alternate PLDs are thus a key resource for determining the kinds of linguistic accommodations to provide. As students progress from one proficiency level to the next, they gain more and more facility with English and need fewer and fewer linguistic accommodations.

Teachers who internalize the meaning of the alternate PLDs understand what a student can currently comprehend and communicate in English as well as which communication skills are associated with the next proficiency level. This knowledge helps teachers adjust subject-area instruction to make it comprehensible in accordance with the student's current proficiency level. Teachers can also better sequence and scaffold instruction to help the student acquire the English abilities of the next proficiency level. Using the alternate PLDs as a formative

assessment tool leads to linguistically accommodated instruction that helps students get from point A to point B in both subject-matter instruction and in learning English.

Fundamentals of Second Language Acquisition

Learning a second language is different from learning a first language. Individuals may begin learning a second language at any age and in a variety of different contexts (social, school, or work). Second languages are learned along a continuum that can be divided into stages or proficiency levels.

TELPAS Alternate reports progress from one proficiency level to the next rather than using passing scores because proceeding from little or no English to full English proficiency generally takes place over a number of school years. EB students in U.S. school systems are a diverse group of students. Some are born in the United States and are educated here from the beginning, while others are immigrants who may be in any grade when they arrive in the United States. EB students differ widely in their educational backgrounds, sociocultural experiences, and knowledge of English upon enrollment. These factors affect how long it takes for them to learn English.

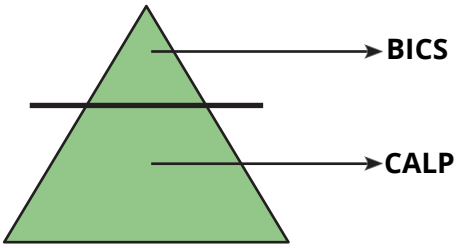
It is difficult to learn and advance academically without the ability to fully understand the language of instruction. In bilingual education programs, students receive native language support as they learn English and grade-level academic skills. In ESL programs, students face the challenge of learning rigorous academic subject matter in English, a language they may struggle to understand.

Two Types of Second Language Acquisition

Two types of second language acquisition are important for success in school. Students must be able to understand and use the English of everyday social and routine classroom interactions as well as the English needed for accessing and negotiating learning, processing cognitively demanding information, and building conceptual understanding. Basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) are terms introduced in the 1980s by researcher and professor Jim Cummins to describe these types of language proficiency.

BICS	everyday language needed for daily social and routine classroom interactions
CALP	language students need in order to think critically, understand and learn new concepts, cognitively process complex academic material, and interact and communicate in academic contexts

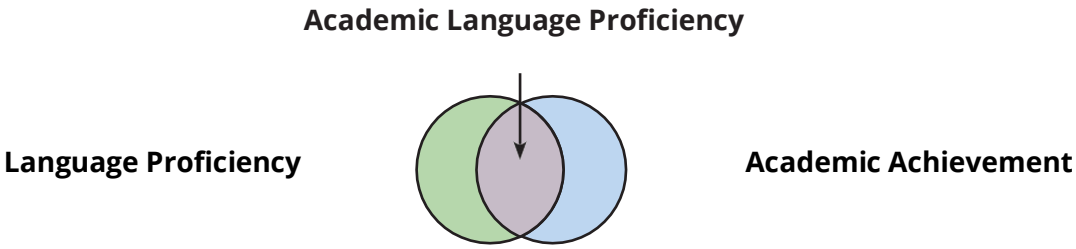
As shown in the graphic below, Cummins used an iceberg model to explain that BICS are often easy to observe (as is the part of the iceberg above the water), while CALP (the submerged part) has more depth, takes longer to acquire, and may require probing in order to be observed and evaluated.



Academic Language Proficiency Versus Academic Achievement

Academic language proficiency is not the same as academic achievement, but it is an essential enabling component of academic achievement. EB students who have academic language proficiency understand the English that makes the learning of academic concepts and skills fully accessible. Academic language proficiency, therefore, provides the foundation for and access to academic achievement. Language proficiency encompasses both social language proficiency (BICS) and academic language proficiency (CALP).

The graphic below helps show the relationship between language proficiency as a whole, academic achievement as a whole, and the overlapping section—academic language proficiency.



Social Language Proficiency	Academic Language Proficiency	Academic Achievement
• language of social interaction • language acquisition often outside of school • tied to everyday life • grounded in language proficiency standards	• language of content-based instruction • language acquisition mainly within school • tied to school life • grounded in language proficiency standards	• concepts of subject-based instruction • conceptual development • tied to curriculum in specific subject areas • grounded in academic subject standards

Building Language Proficiency

The nature of second language learning is cumulative, spiraling, and building. The body of language skills associated with a given stage of proficiency is prerequisite to the broader range of skills at the next stage. Language continues to develop beyond the Basic Fluency level. This level is not intended to equal the English language proficiency of a student whose first language is English. Over time, Basic Fluency EB students understand finer nuances of English meaning, use more natural phrasing, and learn low-frequency words, idioms, sayings, etc., that are typically familiar to individuals whose first language is English.

Individuals progress through the proficiency levels at different rates depending on factors such as age, language facility, and instructional variables. Such factors may cause some students to progress more quickly in certain domains than others. In addition, students may move through certain levels more quickly or slowly than other levels. Without appropriate instruction, for example, some learners may plateau at the Early Independence or Developing Independence level. These students need targeted linguistic support to attain the level of English they need to make the learning of academic concepts easier.

Each proficiency level encompasses a range of growth and has an early, middle, and late stage. Students in the late stages of a level demonstrate language that peaks into the next level. Students in the early stages of a new level occasionally demonstrate language that spikes down to the previous level. Students progress to a new level when they perform most consistently at that level.

Training

All test administrators and other campus personnel participating in TELPAS Alternate administrations are required to receive training on test security and administration procedures.

Trainings for TELPAS Alternate are posted on LMS, which can be accessed via the Educators page of the Texas Assessment website. There are technology- and system-specific recorded trainings as well as trainings focusing on an overview of TELPAS Alternate and eligibility requirements for student participation. Trainings include:

- Managing Secure Materials for the Texas Assessment Program
- Technology Requirements for the Texas Assessment Program
- The Centralized Reporting System Overview
- TELPAS Alternate training modules

District and campus testing personnel who will administer TELPAS Alternate assessments should ensure that they have read not only this guide but also the applicable user guides and other resources listed in the table below to familiarize themselves with current testing guidelines and procedures.

Title	Audience
Test Information Distribution Engine (TIDE) User Guide	Testing Coordinators
Data Entry Interface (DEI) User Guide	Testing Coordinators and Classroom Teachers
Centralized Reporting System (CRS) User Guide	Testing Coordinators and Classroom Teachers

Additional training resources can be found on the TELPAS Alternate Resources webpage.

Test Results

Educators who have a roster association with students can access results for those students through the Centralized Reporting System (CRS). TELPAS Alternate score reports include the individual proficiency level rating of students (Awareness, Imitation, Early Independence, Developing Independence, or Basic Fluency) in each of the four language domains assessed (listening, speaking, reading, and writing). Composite proficiency ratings are also provided.

Composite proficiency ratings provide a single overall English language proficiency level derived from the proficiency ratings in the four language domains. The composite rating weights are 25 percent for each language domain.

Detailed information about TELPAS Alternate score reports is provided in CRS.

TELPAS Alternate report cards explain TELPAS Alternate results to parents. They are produced in English and Spanish and are available for teachers, students, and parents to access in the Texas Assessment portals.

Detailed information about TELPAS Alternate report cards is provided on the Texas Assessment website.

TELPAS Alternate results are used in the following ways:

- to help parents monitor the progress their children make in learning English
- to inform instructional planning and program exit decisions for individual students
- to report performance to local school boards, school professionals, and the community
- to evaluate programs, resources, and staffing patterns
- to evaluate districts and campuses in a variety of state and federal accountability measures

TEXAS ASSESSMENT