
DRAFT

Texas English Language Proficiency Assessment System (TELPAS) Update

SEPTEMBER 12, 2017

TETN EVENT #4851

STUDENT ASSESSMENT DIVISION - TEXAS EDUCATION AGENCY

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Disclaimer

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This presentation is not intended to replace the review of required manuals and additional information on the TEA website.

Topics

- General TELPAS Program Updates
- Online Training and Calibration
- TELPAS Reading
- TELPAS Listening and Speaking
- Alternate English Language Proficiency Assessment
- Accommodations
- Recommended Steps to Take this Fall
- Questions

TELPAS Online Training and Calibration

TELPAS Holistic Rating Training – NEW This Year

- The Grades 2-12 Online Basic Training Course and calibration activities will now only include the domain of writing.
- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student can't access the online listening and speaking assessment.
- Each training course will now have a practice activity outside of the modules.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Testing coordinators will no longer need to print certificates.

Online Training and Calibration

- Holistic rating training is **key**.
- Individuals **must** complete state-required training and calibration activities to be raters.
- Those who complete all requirements but don't successfully calibrate by the end of set 2 may be raters if district chooses, **but** districts must provide rating support in a manner that assures valid and reliable assessment.
- Validity and reliability checks must be implemented **during the testing window**.

Online Training and Calibration

- Calibration must be completed in a monitored setting.
- Raters have two opportunities to calibrate.
- For grades 2-12, raters will calibrate only on the domain of writing.
- Local procedures must be established for verifying the completion of online courses and calibration activities.
- The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates will be purged from training site at the end of each training window.
- Raters need to print and retain a copy of their training and calibration certificates. Certificates are also emailed to raters upon course completion and successful calibration.

Important to Emphasize

It is a violation of state assessment procedures and a serious testing irregularity to record, discuss, or share answers to the rating practice and calibration activities.

- After completion of calibration activities, proctors must destroy all notes taken about specific student profiles.

NOTE: While collaboration is encouraged during the live administration, it is imperative that rater calibration is done individually to ensure that raters are able to apply the proficiency level descriptors (PLDs) accurately and consistently.

Holistic Rating Training Resources

2017–2018 training resources:

- PowerPoint presentations (*coming soon*)
 - Making the ELPS-TELPAS Connection: K–12 Overview
 - Introductory Training on the PLDs (separate modules for K–1 and 2–12)
 - Grades 2–12 Writing Collection Overview
 - Holistic Rating Training Requirements
- Educator Guide to TELPAS
 - The Educator Guide will be updated for 2017-2018 to reflect the changes in the test design.

2017 TELPAS

Grades K–1	Grades 2–12
<ul style="list-style-type: none">• Holistically-rated listening, speaking, reading, and writing assessments based on classroom observations and student interactions.	<ul style="list-style-type: none">• Online multiple-choice reading test• Holistically-rated student writing collection• Holistically-rated listening and speaking assessments based on classroom observations and student interactions
<p>Teachers serving as new TELPAS raters for writing, listening, speaking, and reading complete online basic training* component. All TELPAS raters must complete monitored online calibration activities annually.</p>	<p>Teachers serving as new TELPAS raters for writing, listening, and speaking complete online basic training* component. All TELPAS raters must complete monitored online calibration activities annually.</p>

* New raters and returning raters who have not completed calibration activities within the last 3 school years are required to complete the online basic training course before calibrating.

2018 TELPAS

Grades K–1	Grades 2–12
Same as 2017	<ul style="list-style-type: none">• Online multiple-choice reading test with shorter blueprint• Online listening and speaking test• Holistically-rated student writing collection
Same as 2017	Teachers serving as new TELPAS raters for writing complete online basic training* component. All TELPAS raters must complete the monitored online calibration activities annually.

* New raters and returning raters who have not completed calibration activities within the last 3 school years are required to complete the online basic training course before calibrating.

TELPAS Percent of Students at Each Proficiency Level at Grades K–2

B = Beginning
 I = Intermediate
 A = Advanced
 H = Advanced High

School Year	Listening	Speaking	Reading	Writing
	B I A H	B I A H	B I A H	B I A H
16-17	18 30 29 22	24 32 26 18	37 30 19 14	39 31 19 11
15-16	18 30 29 22	25 31 26 18	36 31 20 13	36 31 19 11
14-15	19 30 29 22	26 31 25 17	37 30 19 13	40 31 19 11
13-14	20 30 29 22	27 31 25 17	38 29 21 13	40 31 19 11
12-13	20 30 29 21	27 31 25 17	35 26 20 18	40 31 18 11
11-12	20 31 28 21	5 17 33 44	7 14 27 53	7 25 36 31

TELPAS Percent of Students at Each Proficiency Level at Grades 3–12

B = Beginning
 I = Intermediate
 A = Advanced
 H = Advanced High

School Year	Listening				Speaking				Reading				Writing			
	B	I	A	H	B	I	A	H	B	I	A	H	B	I	A	H
16-17	4	11	26	59	6	14	29	51	12	27	40	21	8	23	35	35
15-16	4	11	26	59	6	14	30	50	11	26	43	20	7	23	35	35
14-15	4	11	27	58	6	15	30	49	12	27	40	22	7	23	36	34
13-14	4	11	28	58	6	15	31	48	12	25	40	22	7	23	36	33
12-13	4	12	29	56	5	16	32	46	7	14	25	54	7	24	37	32
11-12	4	13	31	53	5	17	33	44	7	14	27	53	7	25	36	31

TELPAS Composite Score

Domain	Weight
Listening	10%
Speaking	10%
Writing	30%
Reading	50%

TELPAS Composite Ratings 2012–2017

Percent of Students Reaching Advanced High

School Year	K–2	3–12
2017	14	34
2016	14	34
2015	14	34
2014	13	34
2013	18	53
2012	18	51

TELPAS 2017 Reading Released Tests

The 2017 TELPAS Reading Tests for Grades 2-12 have been released and posted in the Related Webpages section on the TELPAS Resources page at <http://tea.texas.gov/student.assessment/ell/telpas/>.

Related Webpages

The links below contain general information related to state assessments:

- [Conversion Tables](#)
- [Released Tests](#)
- [Student Tutorials](#)
- [Statewide Test Results](#)
- [Test Administration Manuals](#)
- [District and Campus Coordinator Manual](#)



Tutorials

New TELPAS tutorials will be released in January. They are being redesigned to assist students with the functionality of the TELPAS online testing interface. The plan is to include practice activities or a ‘try it’ feature. Once posted, the tutorials can be found in the Related Webpages section on the TELPAS Resources page at <http://tea.texas.gov/student.assessment/ell/telpas/>.

Related Webpages

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- [District and Campus Coordinator Manual](#)



TELPAS Grade Levels

READING

- Grade 2
- Grade 3
- Grades 4-5
- Grades 6-7
- Grades 8-9
- Grades 10-12

LISTENING & SPEAKING

- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

TELPAS Reading

Reading Blueprints Grades 2, 3, and 4-5

PREVIOUS

	Grade 2				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	7	6	6	6	
RC 2: basic understanding	0	8	4	4	
RC 3: analysis and evaluation			4	4	
Totals	7	14	14	14	49
	Grade 3				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	6	6	
RC 2: basic understanding	6	6	5	4	
RC 3: analysis and evaluation		4	5	5	
Totals	11	14	16	15	58
	Grades 4-5				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	5	5	
Totals	11	16	17	17	61

CURRENT

	Grade 2
RC 1: vocab and lang structures	12
RC 2: basic understanding	7
RC 3: analysis and evaluation	11
Totals	30
	Grade 3
RC 1: vocab and lang structures	12
RC 2: basic understanding	9
RC 3: analysis and evaluation	13
Totals	34
	Grades 4-5
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	14
Totals	36

Reading Blueprints Grades 6-7, 8-9, and 10-12

PREVIOUS

	Grades 6-7				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	6	6	
Totals	11	16	18	18	63
	Grades 8-9				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	6	6	
Totals	11	16	18	18	63
	Grades 10-12				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	4	6	7	7	
RC 2: basic understanding	6	6	5	6	
RC 3: analysis and evaluation		4	6	7	
Totals	10	16	18	18	64

CURRENT

	Grades 6-7
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37
	Grades 8-9
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37
	Grades 10-12
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37

TELPAS Reading Grades 2-12: Reporting Categories

Reporting Category 1

The student will demonstrate an understanding of words and language structures necessary for constructing meaning in English.

Reporting Category 2

The student will demonstrate a basic understanding of a variety of texts written in English.

Reporting Category 3

The student will demonstrate an ability to analyze and evaluate information and ideas in a variety of texts written in English.

Other ELPS Expectations for Reading

The following ELPS student expectations are assessed throughout the test and are not specific to any one reporting category.

The student is expected to:

(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

(B) recognize directionality of English reading such as left to right and top to bottom

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned

(H) read silently with increasing ease and comprehension for longer periods

TELPAS Grades 2-12

Listening and Speaking

2018 TELPAS Listening and Speaking Development

2015-2016 school year	2016 Spring-Summer	2016 Fall	2017	2018
<ul style="list-style-type: none">• Work internally to draft test blueprints, create item types, draft policies and procedures	<ul style="list-style-type: none">• Gather feedback from English Language Learner Focus Group and Texas Technical Advisory Committee• Develop first set of listening and speaking items• Educator committee reviews first item set for content and bias	<ul style="list-style-type: none">• Complete cognitive lab with ELLs in grades 3-12 to observe their interaction with online testing platform and item types• Build pilot listening and speaking tests	<ul style="list-style-type: none">• Administer pilot to volunteer districts• Scoring and data analysis• Build first operational listening and speaking tests	<ul style="list-style-type: none">• First administration of TELPAS Listening & Speaking test

Pilot Participation

Approximately 109 districts, 468 campuses, and 22,255 students participated in the pilot.

Of the total students, approximately

8180 students in grades 2-3,

4771 students in grades 4-5,

5302 students in grades 6-8,

4002 students in grades 9-12, and

85% were ELLs.

Non-ELLs were included in the pilot study to compare native English speaker performance to ELL performance.

Listening and Speaking Blueprint: Grades 2-12

Listening		
RC 1: words and language structures	5 points	
RC 2: basic understanding	16 points	
RC 3: analyze and evaluate	6 points	
Total		27 points
Speaking		
RC1: summarize and provide information	16 points	
RC 2: share opinions and analyze information	20 points	
Total		36 points

Listening Grades 2-12: Reporting Categories

Listening Reporting Category 1

The student will demonstrate an understanding of spoken words and language structures necessary for constructing meaning in English.

Listening Reporting Category 2

The student will demonstrate a basic understanding of spoken English used in a variety of contexts.

Listening Reporting Category 3

The student will demonstrate an ability to analyze and evaluate information and ideas presented in spoken English in a variety of contexts.

2018 TELPAS Listening, Grades 2-12

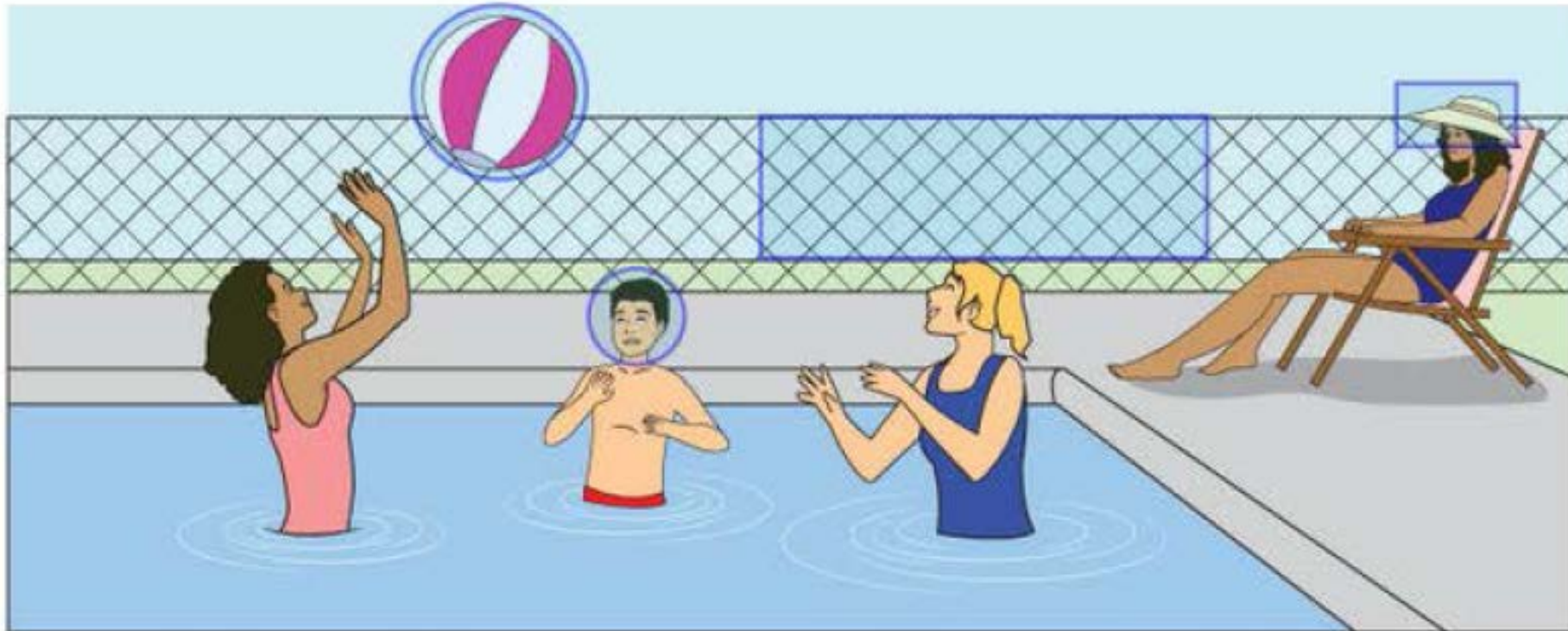
Items written to target each of the 4 TELPAS proficiency levels

- **Beginning:** include picture identification, matching picture to audio prompt
- **Intermediate:** include more complex picture matching, picture sequence based on a short audio stimulus
- **Advanced and Advanced High:** include multiple-choice listening comprehension items based on video stimulus written to target those proficiency levels

2018 TELPAS Listening, Grades 2-12

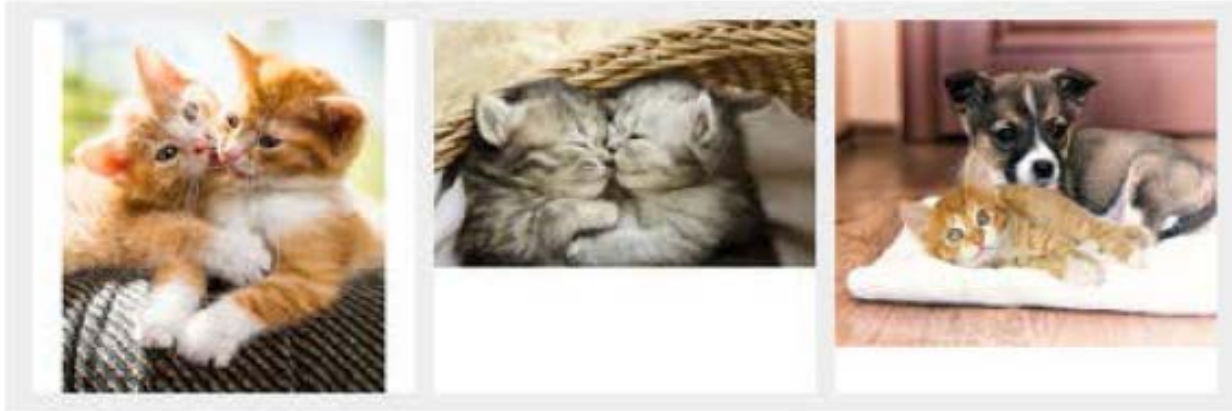
- For listening items, the text of the stimulus and/or prompt is not available on screen.
- To interact with online listening items, students will be using “click on the correct answer” and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.
- Students will need to wear headsets.
- All audio is recorded in a studio; no text-to-speech audio is used.
- Audio is provided for the stimulus/task gray-box direction lines.

Listen to the audio. Follow the directions you hear.



Audio: Click on the ball.

Listen to the audio. Move a picture into the box that best matches what you hear.



Audio 1: *The kitten lies on a blanket with the dog.*

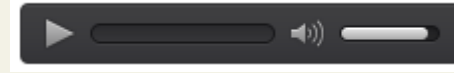
Audio 2: *The kittens lie together in a basket.*

1	2

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© garrettstarr/Stock/Thinkstock Image # 522823406



Look at the picture and listen to the audio. Choose the answer that best matches the picture.



Audio 1: *The people are looking for their clothes.*

Audio 2: *The people are folding their clothes.*

Audio 3: *The people are buying some clothes.*

Audio 4: *The people are making new clothes.*

Speaking Grades 2-12: Reporting Categories

Speaking Reporting Category 1

The student will demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations.

Speaking Reporting Category 2

The student will demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations.

TELPAS Speaking, Grades 2-12

- For speaking items, the text of the prompt is available onscreen for students to read and also available in an audio file for student to listen to.
- To interact with speaking items, students will be using audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.
- Students will need to wear headsets with a microphone.
- The computer will capture student spoken responses.
- Students have up to 90 seconds of recording time for a response.
- Students will have two opportunities to record their response.

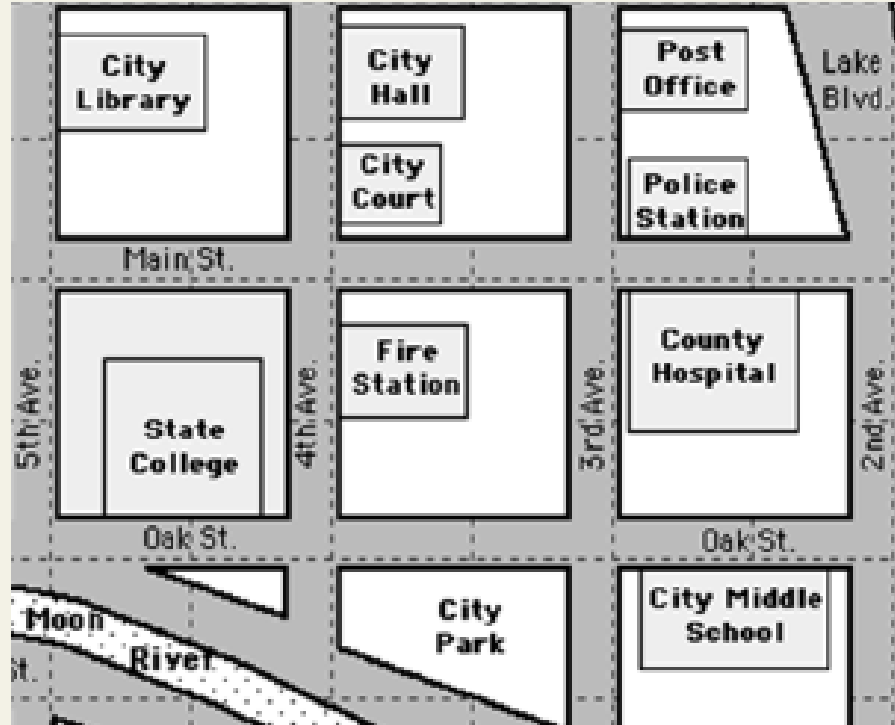
TELPAS Speaking, Grades 2-12


Speaking prompts are scored according to a 2 or 4 point rubric depending on the item type.

- Two-point item types are fairly simple, such as making a prediction based on a picture stimulus or using a simple map to provide directions.
- Four-point items types are more open ended, such as using a series of pictures to explain a multi-step process, comparing and contrasting, or taking a position on an issue and defending that position.

Read the information below. You will use the map to give directions. When you are ready to speak, tell as much as you can.

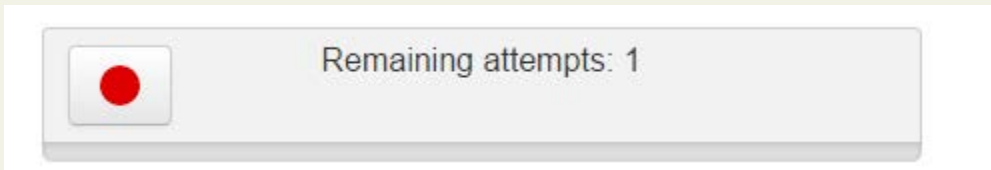
Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.



 Remaining attempts: 1

Read the directions below. When you are ready to speak, tell as much as you can.

Imagine you could design your own elective class. Talk about what the class would be like, what you would learn and do in the class, and why you want to take that class.



Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.



1



2



Remaining attempts: 1

Microphone and Headphone Requirements

It is recommended that headsets be uni-directional, with noise-cancelling microphones.

Desktop/Laptop Headphones and Microphones

- Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:

Headphone Features	Sound mode	Stereo
	Ear piece	Double
	Driver Unit Size	32 mm
	Frequency Response	20 – 20000 Hz
	Impedance	32 ohms
Microphone Features	Frequency Response	100 – 12000 Hz
	Impedance	3320 ohms

Microphone and Headphone Requirements

Handheld Device Headphones and Microphones

1. 3.5mm single jack
2. Over-the-ear style (non-earbud)
3. Lightweight and durable design
4. Clear audio through the headphones
5. Clear recorded audio quality
6. Ambient noise cancellation functionality of microphone (when the microphone detects ambient noise, it filters out that noise from the speaker's voice)
7. Adjustable plastic boom microphone for easy cleaning
8. Leatherette ear pads for easy cleaning
9. Ambidextrous headset design
10. No in-line volume control or mute button that could negatively impact testing (e.g., accidental raising/lowering of volume during test)

TELPAS Spring Dates – DRAFT

Date	Activity
Jan 2-5	TELPAS manuals shipped to districts
Jan 10	Assembling and Verifying Grades 2–12 Writing Collections course available
Jan 22	End date for district coordinator training—all TELPAS components
Jan 22	Online basic training courses for new K–1 and 2–12 raters available
Jan 29	End date for campus coordinator training—holistically assessed components
Feb 12	Calibration window opens for new and returning raters
Feb 12	End date for training raters on administration procedures
Feb 12	Earliest eligibility date for TELPAS writing samples
Feb 26–Apr 6	TELPAS assessment window

* TELPAS data verification **must** be conducted within the assessment window. There will not be a separate data verification window.

TELPAS Online Testing

- Grades 2–12 online TELPAS reading tests and entry of holistic rating information are delivered through the TestNav.
- Entering students holistic ratings do not require a student test ticket. Holistic rating sessions still need to be created before entering ratings information.
- After selecting the individual student in the Texas Assessment Management System a TestNav window will pop-up for designated personnel to enter ratings information.

Paper Reading Test or Holistically-Rated Listening and Speaking Assessments

In rare cases, a student may require an accommodation that requires a paper administration of the TELPAS online reading test. Paper administrations of the TELPAS online reading test must be approved by TEA.

For a student that cannot be assessed with the TELPAS online listening and speaking assessments, the student will need to be holistically rated in listening and speaking which will also need to be approved by TEA.

The process will be the similar to what was done last year for paper test requests.

Updated information will be posted on the Coordinator Manual Resources webpage.

Alternate English Language Proficiency Assessment

§ 200.6(h) English Learners

ENGLISH LANGUAGE PROFICIENCY TESTS

Each State must

- develop a uniform, valid, and reliable statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills; and
- require each local educational agency (LEA) to use such assessment to assess annually the English language proficiency, including reading, writing, speaking, and listening skills, of all English learners in kindergarten through grade 12 in schools served by the LEA.

Each State's language proficiency assessment must

- be aligned with the State's English language proficiency standards and
- provide coherent and timely information about each student's attainment of the State's English language proficiency standards

§ 200.6(h) English Learners

ENGLISH LANGUAGE PROFICIENCY TESTS

If an English learner cannot be assessed in one or more domains due to a disability, and there is no appropriate accommodation, a State must assess the student's English language proficiency based on the domains that can be assessed.

(e.g., a non-verbal English learner who because of an identified disability cannot take the speaking portion of the assessment)

A State must provide an alternate assessment for English learners with significant cognitive disabilities who cannot participate in the English language proficiency test even with appropriate accommodations.

Department of Education:

Every Student Succeeds Act (ESSA) Assessment Fact Sheet

January 11, 2017

Accommodations

Changes to 2018 Accessibility Features that include TELPAS

Additional assistive tools

- amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)



Photocopying or enlarging the following non-secure test materials:

- test administration directions
- blank answer documents

*These accessibility features were previously designated supports.

Designated Supports

Designated supports for TELPAS include:

- Basic Transcribing
- Individualized Structured Reminders
- Large Print (approved paper only)
- Manipulating Test Materials
- Spelling Assistance (new)
- Complex Transcribing (new)
- Extra Day - 
- Other 
- Amplification and projection devices are now Accessibility Features

*For TELPAS grades 2-12 writing, complex transcribing does not require an Accommodation Request Form. Refer to the Special Instructions/Considerations section for additional information.

Assessments

For a student who meets the eligibility criterion, this accommodation may be used on

- STAAR
- STAAR Spanish
- TELPAS

Recommended Steps to Take this Fall

1. Conduct ELPS and TELPAS professional development sessions

- Teachers are required to implement the ELPS and content area TEKS in instruction.
- District and campus administrators need working knowledge of ELPS and TELPAS.
- TELPAS familiarization training is
 - good for future raters
 - a good way to reinforce use of PLDs for all language domains (listening, speaking, reading, and writing) all year long. For example, incorporate writing assignments during content area instruction so there is a smooth transition to gather writing samples for TELPAS in the spring.

2. Help support teacher use of TELPAS results and ELPS PLDs to monitor and maximize learning of English

Beginning of year:

- Review ELLs' past TELPAS results to see if they are making steady progress in learning English.
- TELPAS confidential campus student rosters include
 - 2 years of test scores
 - how long student has been in U.S. schools

3. Help support LPAC use of TELPAS results and ELPS PLDs to monitor and maximize learning of English

LPAC meetings during school year:

Use previous TELPAS results and current year's teacher input to

- gauge progress in English proficiency
- review and adjust linguistic accommodations and supports used in instruction
- plan for instructional interventions, if necessary
- plan for designated supports during state assessment

TELPAS Educator Committees

Input from Texas educators is a critical component of ensuring that the state assessments developed by the Student Assessment Division of the Texas Education Agency (TEA) are valid, reliable, high-quality measures of student achievement.

We are seeking qualified educators from your school or district to serve on statewide committees who will participate and review test items (questions) in a Texas English Language Proficiency Assessment System (TELPAS) Educator Committee meeting.

TELPAS Educator Committees

Eligibility Criteria:

Our process is dependent on educators who are currently working with English language learners (ELLs) and have bilingual/ESL experience. Content area (math, science, and social studies) educators are also eligible. However, they must have bilingual/ESL experience.

TELPAS Educator Committees

Recommendation Process

Eligible educators can be recommended by superintendents, administrators, directors, specialists, department heads, educational diagnosticians, or education service center (ESC) staff. The recommendation must be submitted online by the appropriate district, campus, or ESC staff member.

Online Recommendation Form:

1. Go to: <http://tea.texas.gov/student.assessment/>
2. Click on Student Assessment A-Z Directory.
3. Scroll down and click on Educator Committees.
4. Complete online form.

Contact Information

Information regarding Assessments for ELLs can be found at:
<http://tea.texas.gov/student.assessment/ell/>

TEA Student Assessment Division phone number: (512) 463-9536

Email us at assessment.specialpopulations@tea.texas.gov