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# Texas English Language Proficiency Assessment System (TELPAS) Update

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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

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

# 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

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

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# TELPAS Online Training and Calibration

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# TELPAS Holistic Rating Training – NEW This Year

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- 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

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- 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

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- 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

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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

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2017–2018 training resources:

- PowerPoint presentations
  - 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

- Holistically-rated listening, speaking, reading, and writing assessments based on classroom observations and student interactions.

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.

## Grades 2–12

- Online multiple-choice reading test
- Holistically-rated student writing collection
- Holistically-rated listening and speaking assessments based on classroom observations and student interactions

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.

\* 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"><li>• Online multiple-choice reading test with shorter blueprint</li><li>• Online listening and speaking test</li><li>• Holistically-rated student writing collection</li></ul>
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

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



# TELPAS Composite Ratings 2012–2017

## Percent of Students Reaching Advanced High

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



# TELPAS 2017 Reading Released Tests

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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

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New TELPAS tutorials will be released in November. 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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# TELPAS Grade Clusters

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## READING TEST

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

## LISTENING & SPEAKING TEST\*

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

\*The listening and speaking test is one test, not two separate tests.

# 2017 TELPAS Reading Testing Time



<b>2017 TELPAS Reading Testing Time (in minutes)</b>						
<b>Grade Band</b>	<b>n</b>	<b>mean</b>	<b>25th Percentile</b>	<b>Median</b>	<b>75th Percentile</b>	<b>90th Percentile</b>
Grade 2	110567	59	41	53	69	90
Grade 3	107460	76	53	68	88	114
Grades 4-5	182354	91	65	82	106	136
Grades 6-7	130449	81	57	74	96	124
Grades 8-9	99827	84	57	76	101	133
Grades 10-12	76644	87	57	79	107	140

Important to Note: Beginning in the 2018 TELPAS administration, the TELPAS reading test will be reduced in length.

# 2017 TELPAS Listening and Speaking Testing Time



<b>2017 TELPAS Listening and Speaking Pilot Testing Time (in minutes)</b>						
<b>Grade Band</b>	<b>n</b>	<b>mean</b>	<b>25th Percentile</b>	<b>Median</b>	<b>75th Percentile</b>	<b>90th Percentile</b>
Grades 2-4	6119	76	62	72	86	100
Grades 4-5	3409	89	72	86	101	121
Grades 6-8	3803	70	56	67	80	96
Grades 9-12	2743	80	59	76	98	121

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# TELPAS Reading

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# 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	
<b>Totals</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>49</b>
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	
<b>Totals</b>	<b>11</b>	<b>14</b>	<b>16</b>	<b>15</b>	<b>58</b>
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	
<b>Totals</b>	<b>11</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>61</b>

## CURRENT

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

# 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	
<b>Totals</b>	<b>11</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>63</b>
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	
<b>Totals</b>	<b>11</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>63</b>
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	
<b>Totals</b>	<b>10</b>	<b>16</b>	<b>18</b>	<b>18</b>	<b>64</b>

## CURRENT

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



# TELPAS Reading Grades 2-12: Reporting Categories

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## **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

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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

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# TELPAS Grades 2-12

## Listening and Speaking

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# 2018 TELPAS Listening and Speaking Development

2015-2016

school year

- Work internally to draft test blueprints, create item types, draft policies and procedures

2016

Spring-Summer

- 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

2016

Fall

- 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 test

2017

- Administer pilot to volunteer districts
- Scoring and data analysis
- Build first operational listening and speaking test

2018

- First administration of TELPAS Listening & Speaking test

# Pilot Participation

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- 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

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<b>Listening</b>		
RC 1: words and language structures	5 points	
RC 2: basic understanding	16 points	
RC 3: analyze and evaluate	6 points	
Total		27 points
<b>Speaking</b>		
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

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## **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.

# Other ELPS Expectations for Listening

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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) distinguish sounds and intonation patterns of English with increasing ease
- (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters
- (D) monitor understanding of spoken language [during classroom instruction and interactions and seek clarification as needed
- (F) listen to and derive meaning from a variety of media [such as audio tape, video, DVD, and CD ROM] to build and reinforce concept and language attainment



# 2018 TELPAS Listening, Grades 2-12

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Items are written to target each of the 4 TELPAS proficiency levels

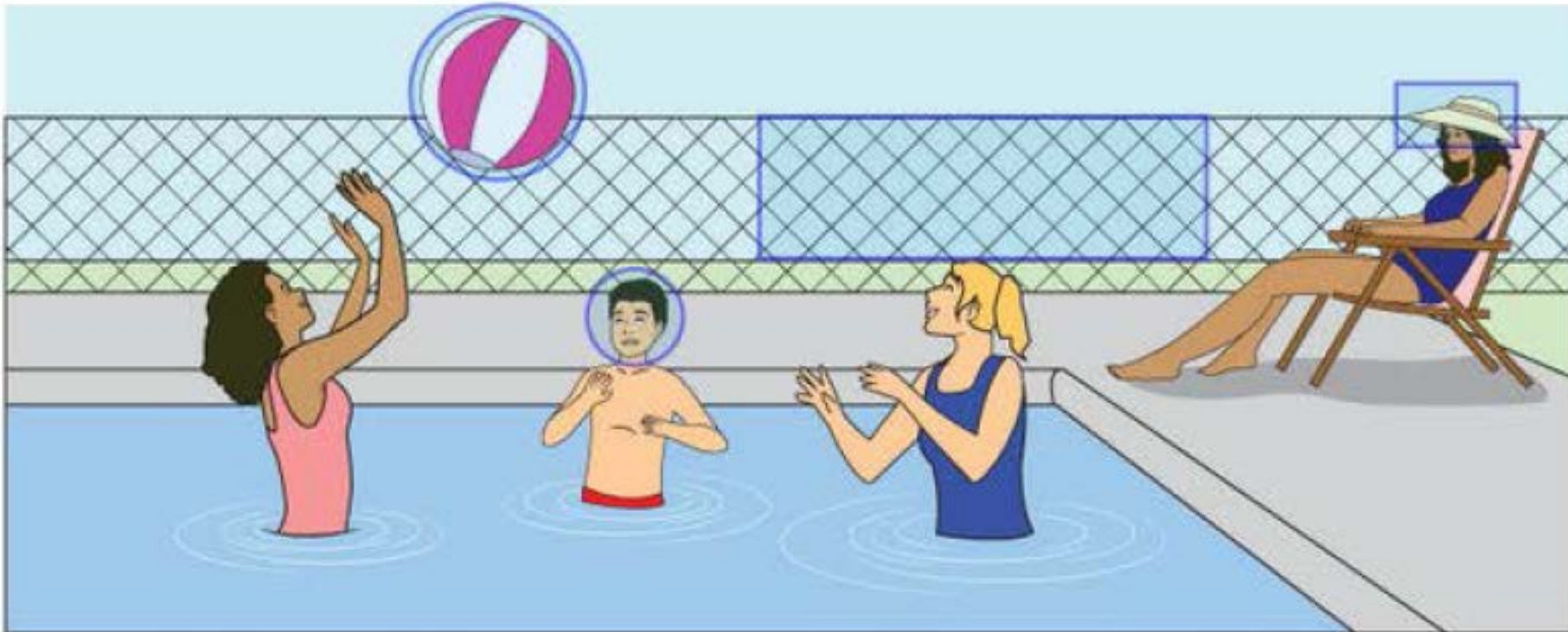
- **Beginning:** include picture identification, matching picture to audio prompt
- **Intermediate:** include more complex picture matching, picture sequence based on a short audio stimulus
- **Advanced and Advanced High:** include multiple-choice listening comprehension items based on video stimulus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

# 2018 TELPAS Listening, Grades 2-12

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- 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.

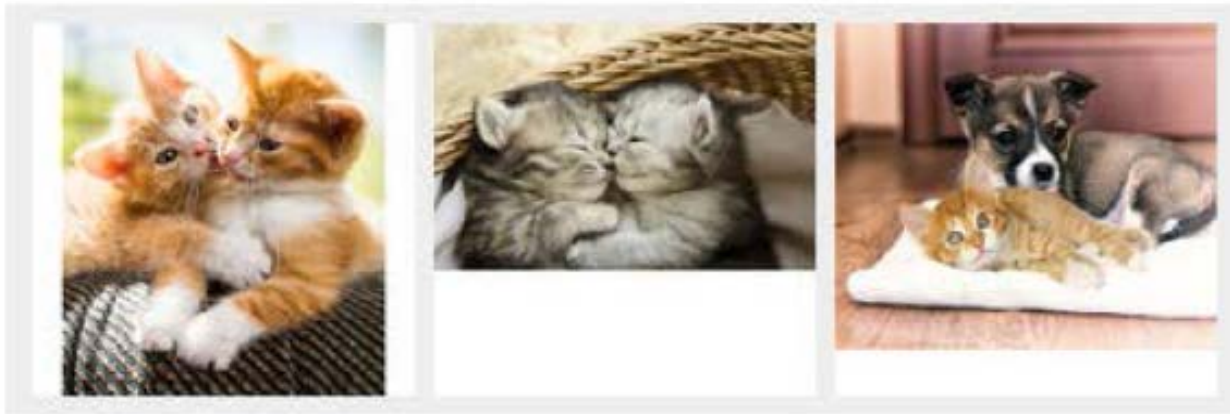
Listen to the audio. Follow the directions you hear.



**Audio:** Click on the ball.\*

\*The audio script noted above is only heard by the student. It is not on the student's screen.

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.\**

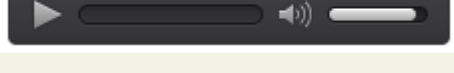
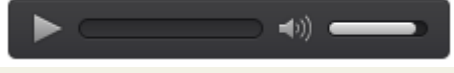
1	2

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\*The audio script noted above is only heard by the student. It is not on the student's screen.



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.\**

\*The audio script noted is only heard by the student. It is not on the student's screen.

# Speaking Grades 2-12: Reporting Categories

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## **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.



# Other ELPS Expectations for Speaking

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

The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible

(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency

(E) share information in cooperative learning interactions

(I) adapt spoken language appropriately for formal and informal purposes

# TELPAS Speaking, Grades 2-12

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- For speaking items, the text of the prompt is available on screen for students to read and also available in an audio file for students 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's spoken responses.
- Students have up to 90 seconds of recording time for a response.



# TELPAS Speaking, Grades 2-12

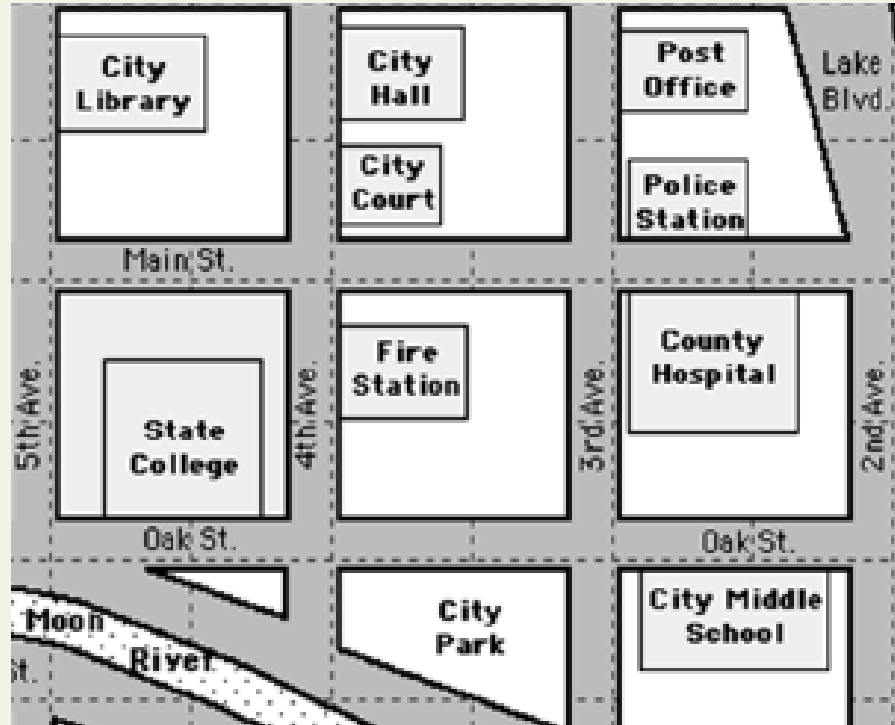
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Speaking prompts are scored according to a 2 or 4 point rubric depending on the item type.

- 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.

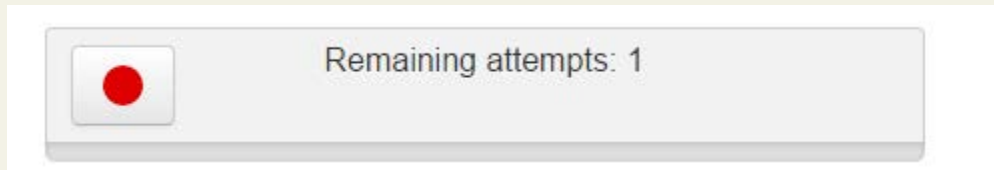
Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.



 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

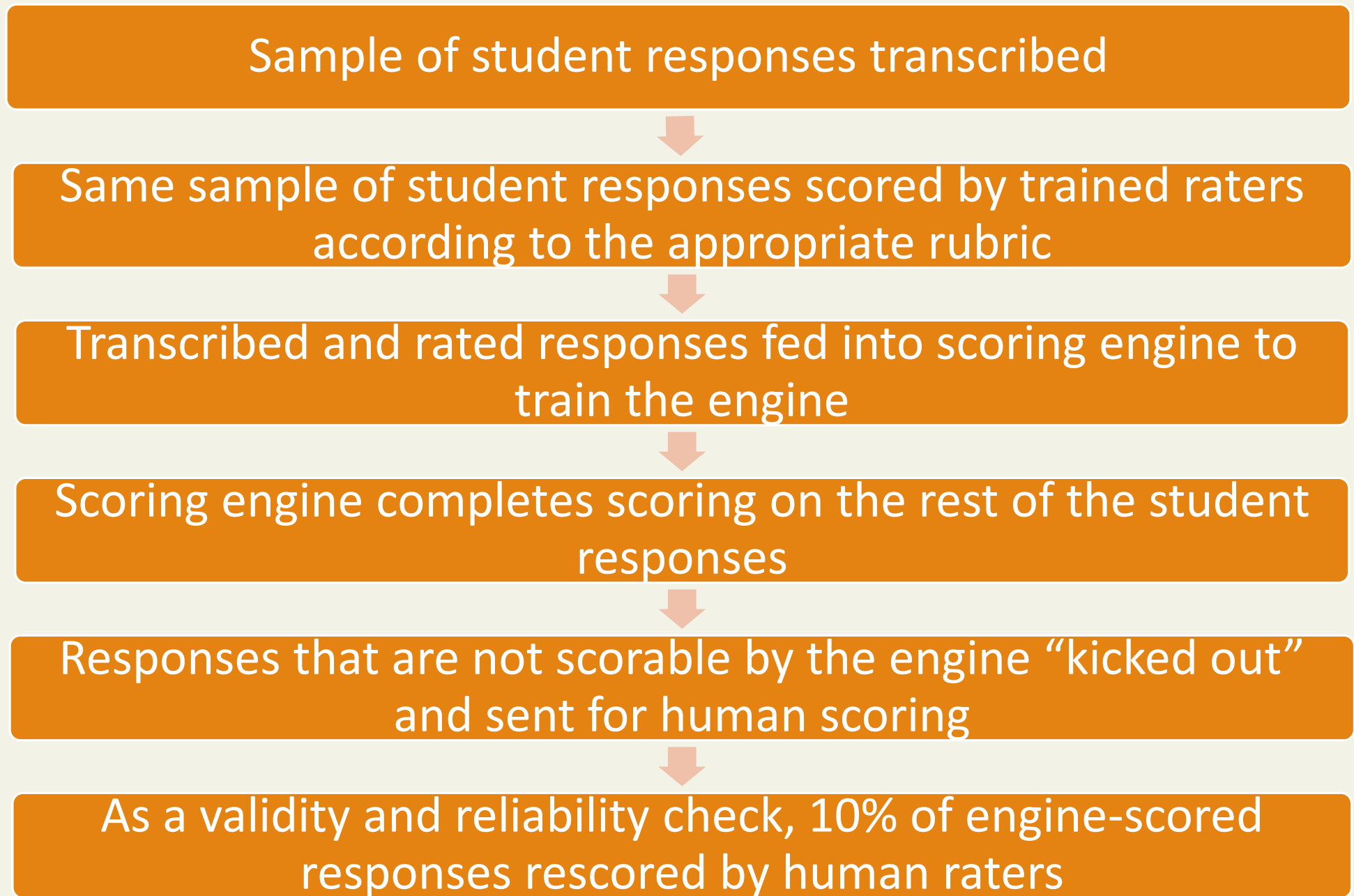


2



Remaining attempts: 1

# Scoring Process





# “Kicked Out”

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- Responses that are not understandable to machine
- Responses that have some sort of technical issue (such as too much static)
- Responses not represented by those used to train the scoring engine



# Machine Scores and Human Scores

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Comparisons are made between machines scores and human scores of the same responses.

Measures used to compare reliability of machines scores and human scores

- Internal consistency
- Candidate-level (total score) correlations
- Item-level correlations

# 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:

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



# Microphone and Headphone Recommendations



## 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 Test Results

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The 2018 TELPAS test results for Reading and Listening/Speaking tests will not be available until the fall. The delay in test results is due to the following:

- Standard setting must be conducted in the summer for the reading and listening/speaking tests.
- Student responses for speaking items require a multi-step scoring process so student data may not be available by the end of the school year.

# Delayed TELPAS Results and Language Proficiency Assessment Committee (LPAC)

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LPACs should still conduct end-of-year (EOY) LPAC meetings for all English language learners (ELLs) that are possible candidates for exit from bilingual or English as Second Language (ESL) program, even if TELPAS results are not yet available.

LPAC documentation should note that the student is **pending** exit from the bilingual or ESL program until TELPAS listening/speaking test results are received.

- For districts using the LPAC recommended forms from TEA, this notation should be made in the TELPAS section of the LPAC Review form. It should also be noted in the second page of the Parental Report on Student Progress (Bilingual or ESL) Program form.
- Districts that use district-made LPAC forms should ensure the student's documentation includes information that the student is **pending** exit until TELPAS listening/speaking test results are received.

# Delayed TELPAS Results and Language Proficiency Assessment Committee (LPAC)

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- Please remember that this process applies to students who have met all other exit criteria and are awaiting pending TELPAS listening and speaking test results.
- Once the LPAC documents have been completed, the district can then follow up with letters of exit approval to parents whose students met exit criteria.
- Please be sure that an LPAC representative that will be in the district or on the campus knows about this process so that it can be completed.

# Students Pending Exit: TELPAS Listening/Speaking Results

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At the beginning of the 2018-2019 school year, students who were **pending** exit at the EOY (pending TELPAS listening/speaking results) should remain in a bilingual or ESL program until the TELPAS listening/speaking results are received.

If the student **does not** meet the exit criteria, he or she should remain in the bilingual or ESL program. If the student does meet the exit criteria, he or she will no longer be required to be in the bilingual or ESL program. The LPAC is not required to meet again to discuss an ELL's exit decision.



# Headset Test/Check

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- Pearson has created an Infrastructure Trial administration in the STAAR Alternate 2 and TELPAS Assessment Management System Training Site. Email notification of the Infrastructure Trial administration will include a link to step-by-step directions on how to set up the Headset Test form which is now available.
- The Headset Test form should be used to test headsets that will be used during the TELPAS Listening and Speaking assessment. It is recommended to use the Headset Test to test the connection, recording, and audio playback prior to testing day to ensure that the headsets work properly. Before starting the Headset Test, confirm that your equipment meets the minimum requirements.
- The Infrastructure Trial form will be available closer to the testing window and should be used to practice test setup, assign students to tests, create test sessions, and to test your system configurations.

# TELPAS Online Testing

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- Grades 2–12 online TELPAS reading tests and entry of holistic rating information are delivered through the TestNav.
- Entering a student’s holistic ratings does 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

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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.



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# TELPAS Writing

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# TELPAS Writing Collection

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Writing samples are to be collected within TEA's designated TELPAS writing collection period. A district deadline for completing writing collections must allow for collections to be verified and rated in order for ratings to be submitted by state established deadlines.

However, the district's deadline should give students multiple opportunities to demonstrate their current level of English writing proficiency, especially for those students who are on the border between two proficiency levels.

# Some Eligible Types of Writing

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- Basic descriptive writing on a personal/familiar topic
- Writing about a familiar process
- Writing that elicits use of past tense
- Personal narratives and reflective pieces
- Expository and other extended writing on a topic from language arts
- Expository or procedural writing from science, mathematics, and social studies

# TELPAS Writing Samples

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- TELPAS writing samples included in the collections should be taken from **authentic classroom activities** grounded in **content area TEKS** and **ELPS**.
- Collections should contain some papers in which students showcase English they know and feel comfortable using.
- Collections should also include papers in which students are stretched and pushed beyond their comfort zone so the collection shows that a student has not yet reached the next level (the student is beginning but not yet intermediate, intermediate but not yet advanced, advanced but not yet advanced high).

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# Alternate English Language Proficiency Assessment

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# § 200.6(h) English Learners

## ENGLISH LANGUAGE PROFICIENCY TESTS

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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

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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*

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# Accommodations

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# Changes to 2018 Accessibility Features that include TELPAS

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## 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

Note: 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 

## Assessments

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

- STAAR
- STAAR Spanish
- TELPAS



Accommodation Request Form (ARF) is required for TEA approval.

\*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.

# Spelling Assistance: Student Eligibility Criteria

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A student is eligible if the student...

- receives 504 or special education services,
- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

**Important: This information is only one component of Spelling Assistance. Districts must read, review, and adhere to the Spelling Assistance policy and procedure.**

# Spelling Assistance: Examples/Types

The designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell-check function on a word processor or as an online embedded support on STAAR\*
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices

\*Online embedded support only applies to STAAR

**Important: This information is only one component of Spelling Assistance. Districts must read, review, and adhere to the Spelling Assistance policy and procedure.**

# Complex Transcribing: Student Eligibility Criteria

A student is eligible if the student...

- routinely and effectively uses this designated support during classroom instruction and classroom testing,
- is unable to effectively use Basic Transcribing to address this need, and
- meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment (VI) that necessitates the use of braille or large-print test materials.
  - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Texas Assessment Management System for online tests.

**Important: This information is only one component of Complex Transcribing. Districts must read, review, and adhere to the Complex Transcribing policy and procedure.**

# Complex Transcribing: TELPAS Special Instructions/Considerations

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For grades 2-12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodation routinely used during classroom instruction is acceptable for the writing samples used in a TELPAS writing collection.

Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the TELPAS Rater Manual. In addition, the Complex Transcribing Guidelines found on the Accommodation Resources webpage should be followed when using this designated support.

**Important: This information is only one component of Complex Transcribing. Districts must read, review, and adhere to the Complex Transcribing policy and procedure.**

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# Recommended Steps to Take this Fall

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# 1. Conduct ELPS and TELPAS professional development sessions

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- 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, and
  - 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

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### **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

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## **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

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# TELPAS Educator Committees

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# TELPAS Educator Committees

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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

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## **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

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## **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

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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](mailto:assessment.specialpopulations@tea.texas.gov)