

Corrections and Updates to the *2011 District and Campus Coordinator Manual*

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|---------------|---------------|---|
| March 2, 2011 | Page 181 | Under “Answering Questions,” the first two bullets have been revised to clarify when translation into sign language is permitted. |
| | Page 295 | Under “Answering Questions,” the first bullet has been corrected to delete “except sign language.” Translation of TELPAS reading test questions and selections into sign language is not allowable. |
| | Page 382 | The language at the top of the page regarding forgotten username for the TrainingCenter has been updated to reflect the correct system functionality. |
| | Page 393 | The information regarding updating personal information has been corrected to show that the <i>First Name</i> , <i>Last Name</i> , <i>Month of Birth</i> , and <i>Day of Birth</i> cannot be updated. |
| | Pages 403–404 | Information has been added and clarified regarding TELPAS processes for moving students within and across districts in the Texas Assessment Management System. |



Texas English Language Proficiency Assessment System (TELPAS)



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General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in several state and federal accountability and performance-based monitoring indicators.

A holistically rated assessment process is used for the following grades and language domains:

- Grades K–1 listening, speaking, reading, writing
- Grades 2–12 listening, speaking, writing

The domain of reading in grades 2–12 is assessed through multiple-choice tests administered as an online testing program.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the five-week assessment window specified in the Calendar of Events.

Students' answers to the online tests, ratings from the holistically rated assessments, and all other student data are submitted to the state electronically.

For background about the TELPAS assessment program, refer to the *Educator Guide to TELPAS* available on TEA's Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/ELL>.

New Assessment Management Website

The Texas Assessment Management System website has replaced the eMeasurement Services website previously used for online testing activities. General features of the new website are found on page iii. New features specific to TELPAS are summarized below.

- The new website improves processes for handling students who move between campuses and districts during the TELPAS administration.
- Functionality is enhanced to prevent districts from testing students in an incorrect grade cluster.
- The system better accommodates the holistic rating component.
 - The *Enter TELPAS Holistic Rating Information* screen is tailored to the needs of TELPAS and is separate from the *Student Test Details* screen for the online reading tests.
 - Students can be grouped one way for taking the online reading test and another way for entry of holistic ratings.
 - K–1 students do not have to be placed in online reading test sessions, so personnel entering K–1 ratings no longer have to stop a “reading test” that does not exist.

General Information About TELPAS Reading for Grades 2–12

The TELPAS reading tests for grades 2–12 consist of six grade cluster tests:

| Grade Clusters for 2–12 Reading |
|---------------------------------|
| 2 |
| 3 |
| 4–5 |
| 6–7 |
| 8–9 |
| 10–12 |

These assessments are administered as an online testing program. The Flash-based online interface introduced in spring 2010 will be used.

Within the five-week TELPAS administration window of March 7–April 8, 2011, districts are responsible for working with campuses to establish online testing schedules and for maintaining security and confidentiality at all times. Every effort should be made to assess all eligible students. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

Testing Accommodations

With the exception of dyslexia bundled accommodations and braille tests, the same testing accommodations available for TAKS reading are available for students taking the TELPAS reading tests.



Information regarding accommodations allowable during TELPAS administrations is in the Accommodations Manual, which is available online at <http://www.tea.state.tx.us/student.assessment/resources/accommodations>.

Paper-Based Administrations

In rare circumstances, a student may be authorized by TEA to take the TELPAS reading test on paper. If a student is affected by unusual circumstances, such as those described on the following page, a paper administration may be necessary. In the event that these or other unusual circumstances may necessitate a paper administration of TELPAS, TEA's Student

Assessment Division needs to be contacted for approval. Upon TEA approval, paper-based materials will be shipped to the district coordinator. Supplemental instructions for administering a TELPAS reading test on paper will be provided in the shipment.

Unavailable Accommodations

In rare instances, a student may need a testing accommodation that is not available with an online administration. Refer to the Accommodations Manual for information regarding testing accommodations. An Accommodation Request Form must be submitted describing the student's specific circumstances, accommodation, and need for a paper-based rather than online administration. The request should include information explaining why a comparable technology-based accommodation is not appropriate for the student. A separate form must be submitted for each student.

Accommodation Request Forms for paper administrations must be received at least two weeks prior to testing to allow time for processing the request and shipping materials. If the request is approved, TEA will notify the district coordinator and place the order for paper materials.

Unavoidable Technological Problems

In rare instances, unavoidable technological issues may make administering the test online impossible. Examples of these issues that may result in authorization for administration of the test on paper include certain natural disasters and certain network problems that cannot be resolved during the testing window.

For technical difficulties, districts should first call Pearson's Austin Operations Center at 800-252-9186 to attempt to resolve the issue. If the problem cannot be resolved, Pearson will notify TEA. Upon approval of a paper-based administration, TEA will notify the district coordinator and place the order for paper materials.

It will take approximately one week after TEA approval for the paper-based materials to arrive in the district.

Other Rare Circumstances

If students are in any other special situation in which computers or technology are lacking (such as homebound student testing, JJAEPs, jails, or detention centers), every effort should be made to remedy the situation and administer the tests online. If computers or technology are not available, the individual responsible for coordinating testing for the facility where the students will test will need to submit a formal request for paper materials by e-mail to ELL.tests@tea.state.tx.us. The e-mail should contain the following information:

- the **exact** number of test booklets needed for each grade cluster at each district or facility (note that overage will be calculated and shipped)
- the number of coordinator and test administrator supplements to provide for the paper administrations
- the type of facility and the reason the facility is unable to test online
- a plan for remedying the situation in the future

District coordinators should allow at least two weeks for processing the request and shipping materials. If the request is approved, TEA will notify the district coordinator and place the order for paper materials.



If a paper administration of the TELPAS reading test is given to a student, the student’s holistic ratings as well as all other student data must also be submitted on the paper answer document.

Key TELPAS Online Testing Resources

Districts are responsible for assigning and training personnel to manage the procedural, logistical, and technological aspects of the online reading tests. This manual and the *TELPAS Manual for Raters and Test Administrators* are the primary procedural and logistical manuals. Key resources for managing the technology components of online testing are listed below. These resources are available at <http://www.TexasAssessment.com/resources>.

Primary Technology Resource

- **User’s Guide for the Texas Assessment Management System.** This guide describes in detail the two basic components of the online testing system: the administrative and the test delivery components.

Technology Documents

- **PearsonAccess Technology Guidelines.** This document presents technology guidelines for the computers used to access the various administrative services and functions within the Assessment Management System.
- **TestNav Technology Guidelines.** These guidelines provide information about setting up TestNav for optimal performance; software and hardware requirements; technical references; and instructions on how to download, install, and launch TestNav.
- **Installing TestNav Quick Start.** This document describes best practices for installing the TestNav test delivery application. It covers installation, firewall and content filtering exclusions, wireless clients, and other general considerations.
- **Adobe Flash Player Installation Tips.** This document provides tips for utilizing server-based TestNav test delivery software installations.
- **TestNav Early Warning System Reference Manual.** This guide provides information about the Early Warning System (EWS). The EWS alerts administrators when connection to the testing server is interrupted. It includes FAQs and explanations of on-screen messages.
- **Proctor Caching User’s Guide.** This guide provides information on the installation and use of proctor caching software.
- **Proctor Caching Quick Start.** This document describes the three-step process of proctor caching: installing the proctor caching application; downloading/pre-caching test content via a browser; and configuring TestNav clients to use proctor caching.

- **Proctor Caching Verification Quick Start for Mac.** This document explains how to verify that you have successfully proctor cached test content for a test session on a Mac proctor caching computer.
- **Proctor Caching Verification Quick Start for Windows.** This document explains how to verify that you have successfully proctor cached test content for a test session on a Windows proctor caching computer.
- **2010–2011 Unified Texas Minimum System Requirements.** This document provides the minimum hardware and software requirements for online testing.
- **Online Testing Readiness Checklist.** This checklist assists district, campus, and technology staff to ensure that online administrative tasks are completed prior to testing.

Other Useful Resources

- **Practice Center.** The main purpose of the Practice Center is to give users a place to practice the test administration tasks without affecting real student data. For instance, after creating sample students, users can practice registering students and assigning them to additional groups and tests.
- **Best Practices and Deployment for Online Testing.** This is a multimedia technical training presentation on the online testing component of the Assessment Management System.
- **TELPAS Online Reading Test Student Tutorials.** These tutorials simulate the format of the online reading test. They expose students to the various types of TELPAS reading selections and test questions, and give students practice using the online testing interface.
- **User Roles and Permissions for the Texas Assessment Management System.** This document lists the various user roles and access rights for each role in the Assessment Management System.
- **Texas Assessment Management System—District Orientation.** This multimedia informational series introduces the core functionality of the Texas Assessment Management System.

General Information About Holistically Rated TELPAS Assessments

TELPAS includes the following holistically rated components:

| | |
|--------------------|--|
| Grades 2–12 | Writing collections |
| Grades 2–12 | Observational assessments in listening and speaking |
| Grades K–1 | Observational assessments in listening, speaking, reading, and writing |

For these assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Overview of the Rating and Reporting Process

- Districts identify their ELLs in grades K–12 and designate appropriate teachers to rate their English language proficiency. The designated teachers, referred to as TELPAS raters, are assigned students to rate.
- TELPAS raters are trained on test administration procedures and the holistic rating process.
- For grades 2–12, raters gather writing samples for their assigned ELLs and create a writing collection for each student. Writing collection verifiers are assigned and trained to review the collections to ensure that the correct types and number of writing samples are included.
- For each language domain, raters assess the English language proficiency of students and assign one of four ratings: beginning, intermediate, advanced, or advanced high.
- Districts implement procedures to ensure the validity and reliability of the ratings, and campus coordinators maintain documentation of the procedures followed for one year from the date of testing.
- Raters record their students' ratings on a TELPAS Student Rating Roster and turn the roster in to the campus coordinator. Raters and campus principals sign the completed rosters. The campus coordinator keeps the rosters on file in a central location for one year from the date of testing.
- Raters, or other testing personnel designated by the testing coordinator, enter the ratings and related information in the Assessment Management System.
- Raters give their students' writing collections to the campus coordinator, who ensures that the collections are retained in the students' permanent record files for two years from the date of testing.

- The testing contractor generates student, campus, and district TELPAS results for all domains, including reading for grades 2–12, and provides the results to districts.
- TEA conducts periodic audits, surveys, and analyses of the TELPAS rating process to evaluate rating validity and reliability and training effectiveness.

Holistic Rating Training Requirements

Holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the proficiency level descriptors (PLDs) from the Texas English Language Proficiency Standards (ELPS). Thorough, standardized training of raters is essential to the holistic assessment process. District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill annual holistic rating training requirements.

Key Features of Streamlined Training System

The TELPAS holistic rating training system for K–12 raters has been streamlined, as summarized below.

- The online holistic rating training of *new raters* now occurs only in spring, rather than in both fall and spring.
- The training processes for K–1 and 2–12 raters are now aligned.
 - The concept of new rater *qualification* will no longer be used. *Both new and returning raters* now complete rating *calibration activities* in preparation for the assessment.
 - New raters complete an online basic training course and online calibration activities. Returning raters complete just online calibration activities. The calibration activities are divided into three sets of students to be rated. Raters complete only as many sets as it takes to calibrate. Returning raters who calibrate quickly will have a shorter training than in the past.
 - A new supplemental training model will be implemented to support the needs of raters who do not calibrate by the end of the second calibration set.
- The Texas TrainingCenter website has been redesigned to make it easier to use.
- The TrainingCenter reports for coordinators to use to monitor training completion and performance have been revised and simplified to reflect the streamlined processes.

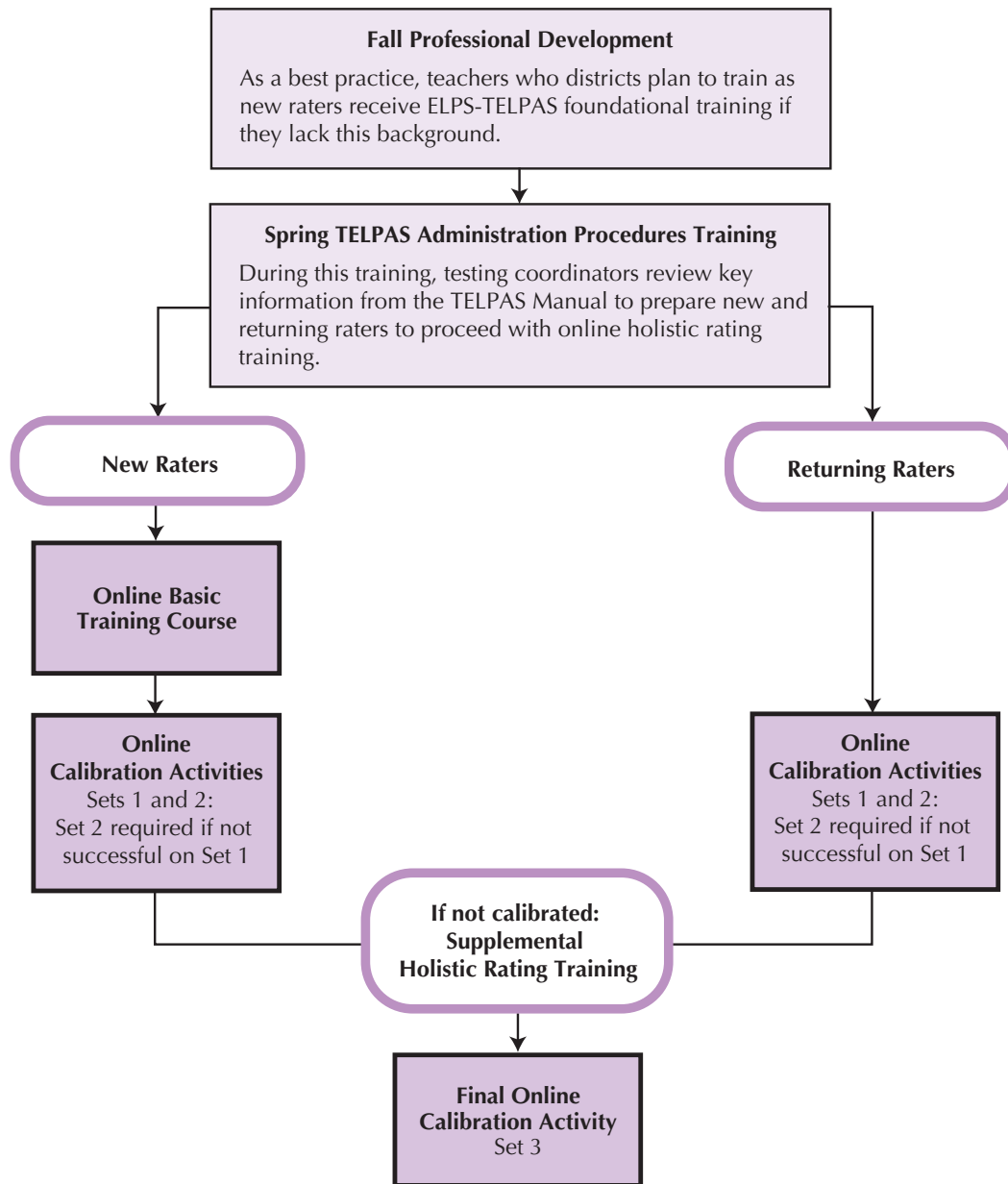


Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities. Raters who complete all requirements but do not successfully calibrate may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

Individuals who districts plan to train as new raters in the spring receive introductory training in the fall, as needed, as part of foundational ELPS-TELPAS professional development.

The following chart shows the steps and components of the holistic rating training process.

Grades K–12 Holistic Rating Training Flowchart



Online Training Components for Raters

The two major online training components are described below.

1. Online Basic Training Course *(Required for New Raters)*

There are two basic training courses, one for raters of K–1 students and one for raters of students in grade 2 or above (2–12). The K–1 course covers the four language domains of listening, speaking, reading, and writing. The 2–12 course covers listening, speaking, and writing. Participants get initial practice rating students as part of this course. New raters must complete this course before beginning online calibration activities. Approximate completion time: 4–5 hours.

2. Online Calibration *(Required for New and Returning Raters)*

The online calibration activities consist of three sets of students for rating. Each language domain is represented in each set. For K–1 each set includes all four language domains—listening, speaking, reading, and writing. For 2–12 each set includes listening, speaking, and writing. Raters complete only as many sets as it takes to calibrate. Approximate completion time per set: 1 hour.

An additional, optional online course titled **Assembling and Verifying Grades 2–12 Writing Collections** is available. This course may be used to supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers. The course takes about one hour to complete.

New Supplemental Support Training Model

TEA will conduct several supplemental support training-of-trainer (TOT) sessions through WebEx to help prepare districts to meet the needs of any raters who have difficulty calibrating by the end of calibration set 2. The new training model enables districts to provide raters with supplemental support locally, without the need for raters to travel to an ESC.

| WebEx Training Dates | |
|----------------------|------------|
| Date | Time (CT) |
| January 18 | 1:00–4:30 |
| January 20 | 8:30–12:00 |
| January 24 | 1:00–4:30 |
| January 26 | 8:30–12:00 |
| January 31 | 1:00–4:30 |
| February 1 | 8:30–12:00 |

ESCs and districts were notified of the WebEx registration process in the fall. Individuals trained through the TEA-conducted sessions may train other supplemental support providers if necessary. For more information about the new supplemental support model, refer to the following TELPAS sections of this manual:

- TELPAS District Coordinator Activity 6
- TELPAS Campus Coordinator Activity 6

Key Holistic Rating Training Dates

The following table shows key dates and activities to help testing coordinators plan for the holistically rated components of TELPAS.

| Date | Activity |
|-----------------------|---|
| January 3 | Launch of optional online course on assembling and verifying writing collections |
| January 3–7 | TELPAS Manual due in districts (available online in December) |
| January 7 | End date for district coordinator training—all TELPAS components |
| January 10 | Launch of online basic training courses for new K–1 and 2–12 raters (course should not be taken until after rater administration procedures training) |
| January 21 | End date for campus coordinator training—holistically rated components |
| January 18–February 1 | TEA conducts supplemental support TOTs through WebEx |
| January 31 | Calibration window opens for new and returning raters—first 2 sets |
| February 1 | End date for training raters and verifiers on administration procedures |
| February 1 | Earliest eligibility date for TELPAS writing samples |
| February 16 | Third and final calibration set available |
| March 7–April 8 | TELPAS assessment window |

The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the live assessment.

Texas TrainingCenter Website

The online training courses and calibration activities are accessed through the Texas TrainingCenter, a learning management system (LMS) website. The TrainingCenter features enable coordinators to electronically monitor the status of raters on their Web-based training. The site is divided into a section for coordinators and a section for raters. Access to the site requires a username and password. The Web-based training address is <http://www.TexasAssessment.com/telpasonlinetraining>.

Assessment Validity and Reliability

Districts are required to implement procedures to support the validity and reliability of the TELPAS rating process. The procedures may be districtwide or may vary by campus. The requirements are described in TELPAS District Coordinator Activity 7 and TELPAS Campus Coordinator Activity 9.

TEA conducts periodic validity and reliability audits of the TELPAS holistic assessment process to examine the extent to which test administration procedures are followed and the holistic ratings are valid and reliable. An audit of the listening and speaking components of TELPAS will be conducted in spring 2011. Districts selected for the audit will be notified in February 2011.

District Coordinator Responsibilities— TELPAS

DISTRICT COORDINATOR CHECKLIST—TELPAS

This checklist will help you keep track of the activities and steps involved in preparing for, monitoring, and completing TELPAS test administrations. Follow the dates on the Calendar of Events and those on pages 222–223 for training and test administration dates. Check off the steps in each activity as you complete them to make sure you have fulfilled your responsibilities as district coordinator. Detailed instructions for completing each step are included with each activity. This page may be duplicated as needed.

Prepare for TELPAS Administrations

- Activity 1 Oversee processes to identify ELLs.
- Activity 2 Prepare for district coordinator training session.
 - Review manual.
- Activity 3 Attend district coordinator training session.
 - Review and sign district coordinator security oath.
- Activity 4 Distribute the TELPAS Manual.
 - Resolve manual shortages.
- Activity 5 Help designate campus coordinators.
 - Schedule and conduct campus coordinator and principal training sessions.
- Activity 6 Oversee designation of raters and holistic rating training.
- Activity 7 Establish procedures to ensure validity and reliability of holistic ratings.
- Activity 8 Plan for online test administrations.
- Activity 9 Log in and assign user access to the Assessment Management System.
- Activity 10 Coordinate the review and updating of records in the student data upload.
- Activity 11 Ensure that reading test sessions are created.
- Activity 12 Ensure that rating entry groups are created.

Monitor TELPAS Administrations

- Activity 13 Ensure proper testing procedures.
 - Answer questions and resolve problems.

Complete Online Testing Process

- Activity 14 Ensure that student records are verified as complete.
- Activity 15 Order optional reports for district.

Prepare for TELPAS Administrations

Activity 1

Oversee processes to identify ELLs.

It is the responsibility of district testing coordinators to oversee the identification of the districts' ELLs. Processes for identifying these individuals should occur well in advance of the test administrations. ELLs need to be identified in time to designate raters and make plans for rater training.

With very few exceptions, federal law requires that all K–12 limited English proficient (LEP) students participate in TELPAS. This includes LEP students classified in PEIMS as having parents who have declined bilingual/ESL program services (code C). LEP students are required to participate in TELPAS assessments annually until they meet exit criteria and are reclassified as non-LEP.

The regulatory term *limited English proficient student (LEP student)* is used interchangeably with the term *English language learner (ELL)* in this manual. Generally the term *ELL* is used.

Holistically Rated Assessments

In rare instances, an ELL may not be required to participate in certain holistically rated assessments. Because these assessments are based on ongoing classroom observations and assignments, exceptions should be very rare.

- **ARD Decisions.** In rare circumstances, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be rated in a particular language domain for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not rating a student in a particular domain must be well-supported and documented in the student's IEP and permanent record file.
- **Other Rare Exceptions.** There may be rare instances in which an ELL is unable to be rated in one or more domains due to extenuating circumstances. It is the responsibility of the campus coordinator to make decisions concerning extenuating circumstances in cooperation with campus and district personnel. Documentation of the reason should be maintained on the campus. An example is shown on the following page.

Newly Enrolled ELLs from Other States or Countries.

An ELL who enrolls in a Texas school district from another state or country (or from a private school in Texas) and who will have been enrolled for fewer than 20 school days at the end of the rating period, not counting holidays, is not required to be rated if there has not been sufficient time for the rater to complete the assessment requirements and determine the student's English language proficiency levels. However, every effort should be made to observe and rate the student in as many domains as possible.

Reading, Grades 2–12

Except as specified below, ELLs in grades 2–12 are required to take the TELPAS reading test.

- **ELLs Receiving Special Education Services.** An ELL receiving special education services for whom the TELPAS reading test is inappropriate on the basis of the student's particular disability is not required to be assessed. The ARD committee must make this determination in conjunction with the student's LPAC in order to ensure that issues related to the student's language proficiency are carefully considered. Decisions not to assess students should be rare. More information about appropriate participation of ELLs receiving special education services is found in the ARD and LPAC decision-making manuals.
- **Second Semester Immigrants Who Do Not Read English.** ELLs who arrived in the United States for the first time during the second semester of the 2010–2011 school year are not required to take the TELPAS reading test if they are deemed by the LPAC to read virtually no English at the time of the assessment. **Second semester immigrant students should take the test if the LPAC determines that they can read some English.** Students deemed to read virtually no English will be assigned a rating of "Beginning" and the minimum scale score. This will be their baseline score and the level against which their progress will be measured in the following year's administration.

Activity 2

Prepare for district coordinator training session; review manual.

Prepare for Training

As district coordinator, you are required to coordinate with appropriate district and campus staff to plan for and carry out TELPAS administrations in your district. You are the contact for all campus coordinators and for all assessment-related communications in your district. It is your responsibility throughout the testing period to answer questions that arise in your district about the TELPAS administrations.

Be aware that as district coordinator, some of your key responsibilities for the TELPAS administration include the following:

- establishing procedures to identify and assess all eligible ELLs
- implementing processes to ensure that enough raters are designated and appropriately trained and that enough individuals are trained to provide supplemental support to raters
- implementing procedures to support the validity and reliability of the holistically rated assessments
- ensuring proper coordination with technology staff so that campuses are adequately set up for the online reading tests
- training campus personnel on online administration and submission processes
- maintaining security and confidentiality throughout the assessment period

Review Manual

Read this manual carefully before the training session and bring it to the session. Make note of any questions you have regarding your responsibilities and any special circumstances that may arise in your district, and be sure to discuss them during training.

Activity 3

Attend district coordinator training session; review and sign district coordinator security oath.

Attend District Coordinator Training Session

All district coordinator training sessions should be held by the deadline specified on the Calendar of Events. If you have not received notice of the date and location of the district coordinator training session for your region, contact your regional education service center immediately. **All district coordinators must attend training annually.**

Familiarize yourself with the training requirements for TELPAS.

| TELPAS Training Requirements | |
|--|--|
| Who must be trained | Type of training needed |
| District coordinators | Annual training in TELPAS administration procedures |
| Campus coordinators | Annual training in TELPAS administration procedures |
| Campus principals | Annual training in general TELPAS administration procedures, including the role of principals in ensuring rating accuracy |
| Supplemental support providers | Annual online holistic rating training, supplemental support provider training, and training on administration procedures for the holistically rated assessments |
| Writing collection verifiers | Annual training on administration procedures for the holistically rated components of TELPAS, including training on verifying the required components of writing collections |
| Reading grades 2–12 test administrators, monitors, or assistants | Annual training in test security and TELPAS reading testing procedures for grades 2–12 |
| Raters | Annual online holistic rating training and training on administration procedures for the holistically rated assessments |
| Online session administrator and rating entry assistant | Annual training in TELPAS administration procedures |

Training Resources

In addition to the list of online testing resources on pages 217–218 and the annual training slides prepared by TEA for testing coordinators, the following training resources may be useful.

- Three PowerPoint overview presentations on the holistic rating process are available on TEA’s Student Assessment Division website in the *Rater Training for 2010–2011* section at <http://www.tea.state.tx.us/student.assessment/ELL>.

- **Making the ELPS-TELPAS Connection, Grades K–12 Introduction.** This presentation provides an overview of the goals and purposes of TELPAS.
- **2010–2011 Holistic Rating Training Requirements.** This presentation summarizes the 2010–2011 streamlined holistic rating training requirements.
- **Grades 2–12 Writing Collection Overview.** This presentation provides a summary of the writing collection assembly requirements.
- The **Assembling and Verifying Grades 2–12 Writing Collections** course is an optional online course that can be used to support the training of coordinators, principals, raters, and writing collection verifiers on this aspect of the TELPAS holistic rating process. This course is accessible at <http://www.TexasAssessment.com/telpasonlinetraining>.
- The optional Web-based **Test Administrator Training** modules are available to supplement the mandatory training of all personnel involved in administering the state testing programs. Three modules are available: Module 1—*Active Monitoring*, Module 2—*Distribution of Test Materials*, and Module 3—*Proper Handling of Secure Materials*. These modules are accessible at <http://www.TexasAssessment.com/SecurityTraining>.

Review and Sign District Coordinator Security Oath

Prior to your training, make sure you have reviewed your security oath and understand your obligations concerning test security and confidentiality as set forth in this manual. (Refer to the “Test Security and Confidentiality Requirements” section in the Student Assessment Program Overview.) You must initial each item as completed and sign your security oath before you access any secure information. All oaths except the superintendent/chief administrative officer oath have two parts: 1) initialing and signing after training and before accessing secure information, and 2) signing after completion of each test administration for test administrators and at the end of the testing year for campus coordinators, principals, and district coordinators. You should also familiarize yourself with the security oaths for campus coordinators, test administrators, principals, writing collection verifiers, raters, and superintendents/chief administrative officers.

Activity 4

Distribute the TELPAS Manual; resolve manual shortages.

Distribute the TELPAS Manual

A nonsecure shipment containing the *TELPAS Manual for Raters and Test Administrators* will arrive in your district in early January. (Refer to the Calendar of Events.) Districts will be notified by e-mail when the manuals are shipped from the testing contractor.

District coordinator packets will not be sent for the TELPAS administration. The following materials are available online at <http://www.TexasAssessment.com/resources>:

- District coordinator and superintendent security oaths
- Standard and optional reports lists

Take the following steps to review and distribute the nonsecure shipment of manuals:

- To make sure that your shipment is complete, look at the sequence of numbers on the boxes to make sure that all boxes are accounted for.
- Once you have accounted for all boxes, locate the district packing list and pallet detail report at the top of Box 1 (white box) and review these documents carefully. The packing list indicates the quantities of the manuals contained in the shipment, and the pallet report shows the box number(s) for each campus's manuals.
- The manuals for each campus will be packaged in separate boxes labeled with the campus name and number. **You do not need to open any of these boxes.** Campus coordinators will do this when they review the contents of their shipments.
- After you have verified that the shipment is complete, forward the campus boxes to the appropriate campuses in your district. Do not delay in forwarding the campus boxes. Campus coordinators and test administrators will need their manuals to prepare for their training sessions and testing.

Resolve Manual Shortages

After reviewing the packing lists in Box 1 (the white box) and consulting with your campus coordinators, determine whether your district requires additional copies of the TELPAS Manual or Coordinator Manual. Confirm that the number of TELPAS Manuals is sufficient for all campus coordinators and personnel, including reading test administrators, raters, and writing collection verifiers in your district.

Before the TELPAS testing window opens, compile a list of additional manuals needed for all campuses in your district. Refer to the Calendar of Events for the deadline for ordering additional manuals. Submit a **single order** for your district prior to the test administration. Ordering after the deadline may result in delayed delivery of manuals.

Additional orders must be made through the Assessment Management System. Refer to the Assessment Management System User's Guide at <http://www.TexasAssessment.com/resources> for complete information about placing additional orders.

NOTE: Faxed orders for additional materials will **NOT** be accepted.

District coordinators will NOT use the online order process above to order paper test booklets, answer documents, or paper administration supplemental instructions. District coordinators will obtain these through a special orders process upon TEA approval for a paper-based administration. Refer to pages 215–217 for more information.

Activity 5

Help designate campus coordinators; schedule and conduct campus coordinator and principal training sessions.

Help Designate Campus Coordinators

You are responsible for helping to designate TELPAS campus coordinators for each campus with enrolled LEP students. As district coordinator, you are responsible for working with your district's principals, technology staff, and other administrators to designate appropriate individuals to supervise and assist with the TELPAS administrations.

Schedule and Conduct Campus Coordinator and Principal Training Sessions

Campus coordinators, campus principals, technology staff, and other personnel designated to support the TELPAS administration are required to receive annual training in TELPAS administration procedures.

Refer to the Calendar of Events for the dates by which your campus coordinator training sessions need to occur. Training for the holistically rated components needs to be completed earlier than training for the online grades 2–12 reading tests. Training associated with the online student data submission process should be completed by the latter date.

Prior to training, instruct your campus coordinators and principals to review the TELPAS section of the Coordinator Manual and the appropriate resources for both the holistically rated components and the online reading test. Campus coordinators must also be familiar with the contents of the TELPAS Manual, which they will use to train raters and reading test administrators. Campus coordinators and principals are required to be knowledgeable about all assessment activities they oversee. If additional manuals are needed, order them in time for the training sessions.

Some key topics to discuss at campus coordinator training sessions include:

Preparing for Test Administrations

- reviewing campus coordinator, campus principal, and technology staff responsibilities
- becoming familiar with the testing manuals and other testing resources
- verifying that student records of all ELLs in grades K–12 are in the Assessment Management System
- ensuring that all eligible students are assessed
- scheduling TELPAS administrations
- designating and training raters and test administrators
- arranging for testing accommodations

- monitoring holistic rating training, including supplemental training
- setting up test sessions in the Assessment Management System

Test Security

- test security, confidentiality, and oaths
- proper testing procedures
- seating charts for the grades 2–12 reading tests
- consequences of cheating for students and educators

Holistic Rating Process

- assembling and reviewing student writing collections
- ensuring that raters are appropriately trained and provided rater support if required
- implementing and documenting procedures for ensuring TELPAS rating validity and reliability
- ensuring that holistic rating information is entered and verified for all enrolled ELLs
- collecting and storing TELPAS Student Rating Rosters and student writing collections

Student Data Elements and Online Testing Score Codes

- procedures for verifying student identification, demographic, and program information
- procedures for entering score codes
- procedures for supplying years in U.S. schools data



Plan each training session so that there is enough time for questions and discussion. If there are questions that you are unable to answer, contact TEA's Student Assessment Division at 512-463-9536.

Summary of Campus Coordinator, Principal, and Technology Staff Responsibilities

Campus Coordinators

Campus coordinators are the liaisons between you and the campuses. They coordinate and monitor campus-level assessment processes and train campus testing personnel. In conjunction with you, they are responsible for supervising online reading test processes as well as the training and administration processes for the holistically rated assessments. Some key responsibilities include ensuring that

- the technology infrastructure is in place;
- the computer systems have been tested;
- any technology issues have been resolved before the test administrations;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- a sufficient number of TELPAS raters and test administrators are identified and properly trained;
- reading test sessions are scheduled and actively monitored, and students who need it have the opportunity to use the online reading test tutorial;
- online test sessions and rating entry groups are created;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System;
- all eligible ELLs are assessed;
- all student records are verified as complete; and
- materials are collected, verified, filed, and returned as appropriate.

Principals

The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater's TELPAS Student Rating Roster prior to the final verification of student data.

Technology Staff

Personnel responsible for technology and computer network administration should

- review technology information available at <http://www.TexasAssessment.com/techinfo>;
- obtain administrative rights necessary for installing software;

- ensure that all software installations, including TestNav and proctor caching software, are properly installed and configured;
- be knowledgeable about proctor caching;
- assess network infrastructure and computer workstations to ensure that they meet the uniform system requirements; and
- conduct a test of the TestNav software.

Technology staff should be available for assistance during test administration sessions. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.

Activity 6

Oversee designation of raters and holistic rating training.

Overseeing Designation of Raters

You are responsible for implementing procedures to ensure that enough new and returning raters are assigned to assess your district's K–12 ELLs, including ELLs classified in PEIMS as having parents who have declined bilingual/ESL program services (code C).

Districts are encouraged to provide TELPAS training annually to as many new teachers as possible to help campuses accommodate new enrollees, changes in students' schedules, and changes in teaching assignments.

Rater training also helps teachers implement the ELPS more effectively, particularly the PLDs component of the ELPS. It is recommended that content area teachers who lack familiarity with the ELPS and TELPAS receive foundational training in the fall. The knowledge they gain benefits them as teachers and lays the foundation for spring rater training.

Collaborate with bilingual/ESL coordinators and other district and campus leadership staff to assign raters. A teacher selected to rate an ELL must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student's ability to use English in instructional and informal settings;
- hold valid education credentials such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process as required by 2010–2011 TELPAS administration materials in accordance with 19 TAC, Chapter 101; and
- rate the student in all eligible language domains.

One rater is not permitted to be assigned to rate certain domains while another rater rates other domains.

Overseeing Holistic Rating Training

As district coordinator, you are responsible for overseeing holistic rating training for your district and for training campus coordinators to fulfill their role in the process. For an overview of the holistic rating training requirements, refer to the "TELPAS General Information" section.

During campus coordinator training sessions, be sure to review the role the campus coordinators have in

- ensuring that new and returning raters understand which training to take and for which grade clusters,
- monitoring that all raters complete their training requirements and receive supplemental training support if needed, and

- ensuring that any individual who serves as a rater but is not successful on the calibration portion of training is provided rater support during the TELPAS administration.

Following TELPAS administration procedures training, raters should be ready to proceed with their Web-based holistic rating training. Individuals to be trained as **new raters** are required to complete an online basic training course followed by online calibration activities. **Returning raters** are only required to complete online calibration activities.

Refer to TELPAS Campus Coordinator Activity 6 for information about assigning raters to the appropriate grade cluster training.

Definitions of New and Returning Raters

Following are the general TEA definitions of new and returning raters.

| K-1 New and Returning Raters | |
|---|---|
| <p>New Raters Individuals who have not completed K-1 holistic rating training requirements</p> | <p>Returning Raters Individuals who completed K-1 holistic rating training requirements in a previous year</p> |

| 2-12 New and Returning Raters | |
|--|--|
| <p>New Raters Individuals who have not completed 2-12 holistic rating training requirements</p> | <p>Returning Raters Individuals who completed 2-12 holistic rating training requirements in a previous year</p> |



Raters who have completed K-1 training but not 2-12 training will be new raters if they switch to 2-12 training, and vice versa. Training for K-1 and 2-12 is separate because of differences in the tested components and rating rubrics (PLDs).

A district may, at its discretion, require a returning rater to repeat new rater training. This may be advisable if testing personnel believe that a returning rater who was unable to meet rating accuracy requirements in the past would benefit from retaking the online basic training course prior to calibration. Additionally, TEA recommends that districts consider requiring that returning raters repeat new rater training if they have not completed TELPAS training since the 2007-2008 school year.

In campus coordinator training sessions, be sure to cover new and returning rater definitions as well as local policies for when returning raters should be required to repeat new rater training. The webpage where raters access the training specifies that districts may require returning raters to repeat new rater training and to consult with their campus coordinator if they are unsure of their requirements.

Online Calibration Activities

Learning to apply holistic rating rubrics (PLDs) accurately or refreshing these skills comes more quickly to some individuals than others. The training calibration activities are divided into three sets. Raters who calibrate quickly have a shorter training. Many raters will be able to calibrate on the first set of activities, and many others will be able to calibrate by the end of the second set. With supplemental support, very few raters should have difficulty calibrating by the end of the third and final set. More information about calibration is found in TELPAS Campus Coordinator Activity 6.

Training of Supplemental Support Providers

A new model of supplemental support is being implemented this year to address the needs of raters who do not calibrate by the end of the second set of activities.

Several TEA supplemental support provider training sessions are scheduled between January 18 and February 1. Districts should train a sufficient number of district and campus support providers to meet their needs. Districts are encouraged to train at least one supplemental support provider for each of the following grade spans: K–1, 2–5, and 6–12. Districts with substantial ELL populations may find it beneficial to have a supplemental support provider on each campus.

ESC and district staff who attend the TEA training sessions may train more support providers afterward as needed. This model is designed to increase the holistic rating expertise of district and campus staff so that the small percentage of raters who need supplemental support can receive it at the campus or district level prior to their final calibration set. Districts that have relied on ESC personnel to conduct holistic rating training in the past should prepare to assume the responsibility for meeting the supplemental training needs of their raters. A district may request assistance from an ESC to meet supplemental support needs *under rare circumstances*; however, ESCs may not always be able to fulfill the need.

A supplemental support provider must—

1. be a 2009–2010
 - state-authorized trainer;
 - fully trained and refreshed K–1 rater; or
 - fully trained, qualified, and refreshed 2–12 rater;
2. attend a corresponding TEA session or turnaround session; and
3. calibrate on either calibration set 1 or 2.

Registration information for the TEA sessions was sent to districts and ESCs in the fall.

Supplemental Support After Second Calibration Set

There are two basic models for providing supplemental support to raters. The models are described in detail in TELPAS Campus Coordinator Activity 6.

1. Individual or group sessions

Under this model, raters attend a one-on-one or group session with a supplemental support provider before completing their third and final calibration set.

2. Brief meeting followed by additional consultation at rater's request

Under this model, the rater meets briefly with the supplemental support provider for instructions on resources to review. After reviewing the resources, the rater schedules time with the support provider to get clarification, if needed, before completing the third and final calibration set.

Under rare circumstances and after consultation with you, if it is not possible for a rater to be assisted by a supplemental support provider, the campus coordinator should direct the individual to independently review key resources and proceed to the third calibration set.

In order to access the third calibration set, raters need a special access code issued by their supplemental support trainer, you, or personnel you authorize. This code will ensure that they do not complete the third calibration set before receiving supplemental support. The earliest date for completing the third set is February 16.

Learning Management System Tools and Resources

To assist testing coordinators in ensuring the proper training of raters, the status of raters on training and calibration activities is captured electronically and reported through the TrainingCenter's learning management system (LMS) functionality. The LMS gives testing coordinators and the assistants they designate access to several types of information to help them arrange for and monitor training.

1. Statewide rater lookup tool

This tool makes it possible for authorized personnel to look up the Web-based holistic rating training history of individual raters throughout the state.

2. Reports

The LMS reports provide authorized personnel with information to help them determine who their returning raters are, track who has completed the online basic training course and how well they did by domain, and track completion and performance on each calibration set. ESC, district, and campus personnel with access to the coordinator section of the TrainingCenter are able to see reports for their access level and below.

■ Planning roster of recently trained returning raters

Uses LMS records from the 2008–2009 and 2009–2010 school years to generate a list of recently trained raters based on TEA's recommendation on page 239

■ Course completion roster

Lists online basic training course completion and in-progress status and performance by user for the current year

■ At-a-glance report

Provides a comprehensive list showing basic training course and calibration completions for all registered users for the current year

■ Calibration summary report

Provides calibration summary information by grade cluster (K–1, 2, 3–5, 6–8, 9–12) and for grade clusters combined

3. Training certificates and professional development hours

Training certificates are generated for raters who complete training courses and calibration activities. A certificate of completion is issued when a rater completes the online basic training course. A certificate of *successful* completion is issued when a rater demonstrates sufficient calibration (70 percent or better) on a calibration set. Professional development hours will now *only* be indicated in the rater's training history within the LMS, not on the training certificate. Four hours are awarded for the K–1 basic training course, five hours for the 2–12 basic training course, and two hours are awarded (in all) for calibration.

Refer to the *TELPAS Coordinator's User Guide for Online Holistic Rating Training* in Appendix F of this manual for more detailed information. The guide also provides instructions for

- establishing usernames and passwords for the coordinator section of the LMS, and
- giving administrative access to individuals designated by coordinators to assist in the monitoring of training activities.

The guide may also be accessed electronically in the TrainingCenter.

Another key resource is the *TELPAS Rater's User Guide for Online Holistic Rating Training*, which provides raters with instructions for establishing usernames and passwords and accessing the online basic training course and online calibration activities. It provides instructions for printing training certificates and viewing training results and professional development hours. The guide is included as an appendix of the TELPAS Manual and may be accessed electronically in the TrainingCenter.

Activity 7

Establish procedures to ensure validity and reliability of holistic ratings.

Campus-Level Validity and Reliability Procedures

During the TELPAS administration, districts are required to implement procedures, such as those listed below, to help ensure the validity and reliability of the rating process. The procedures required by districts may be districtwide or may vary by campus.

All Language Domains, K–12:

- Raters collaborate with other teachers of the students in determining the students' ratings. (The other teachers may or may not be raters.)
- Raters collaborate with each other or with supplemental support providers in determining the ratings of students near the border between proficiency levels.

Writing, Grades 2–12:

- A district-determined selection of writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

Fostering collaboration among teachers is particularly important when students have different content area teachers. Collaboration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

Rating Support Requirements for Individual Raters

In addition to the requirements above, a rating support system must be established for the live administration for any individual who serves as a rater but did not successfully complete the calibration component of rater training.

Rating support may include

- collaborative rating support in which calibrated raters collaborate with the individual to determine the ratings of the individual's students, and
- rating verification processes in which other calibrated raters determine ratings for the students separately and the second ratings or additional resolution ratings are used.

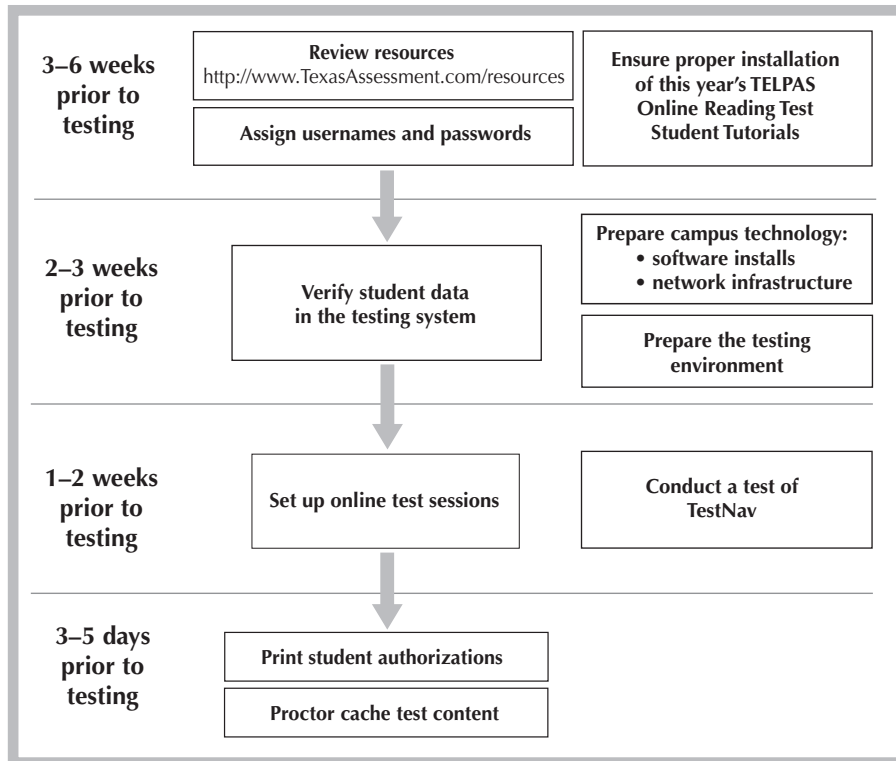
Raters who do not successfully calibrate must be provided rating support in all domains.

Activity 8

Plan for online test administrations.

Plan for Online Administrations

The graphic below outlines the key steps for planning online testing. District coordinators may assign these steps to staff according to the district's needs and resources. District and campus online infrastructure and configuration should be verified prior to testing.



Online Administration Enhancements

The Flash-based online interface introduced in spring 2010 will be used. This interface eliminates the need to scroll through reading selections, improves certain item formats, and allows for the use of color in test items. Adjustments to the interface have been made to improve performance and efficiency.

The Assessment Management System improves the process for uploading student data and handling students who move within and between districts. The new system also prevents districts from administering a student an incorrect grade cluster test. Additionally, the system better accommodates the holistic rating component of TELPAS.

Designate Technology Staff and Facilitate Coordination

The planning and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus with limited resources. For example, the campus coordinator may also be the person responsible for the technology aspects of the online administration. Each district is responsible for assigning these roles as appropriate for its situation.

It is your responsibility to implement processes to ensure that staff assigned to oversee technology tasks are thoroughly familiar with the online testing processes, technical manuals, and documents. Prior to and during testing, you are required to coordinate activities between campus and technology staff to facilitate a smooth test administration.

Ensure That Technology Infrastructure Is in Place and Tested

As district coordinator, it is your responsibility to ensure that the technology infrastructure is in place at each campus in your district before the test administration. You and campus personnel serving in technology roles should become familiar with the technology resources listed on pages 217–218. Included are training resources for technology staff; information about system requirements, browser setup, installing software, and proctor caching; and a checklist to use to ensure that all tasks are completed before testing. Depending on the responsibilities assigned to technology staff, they may also need to be familiar with information in the Coordinator Manual and TELPAS Manual.

Ensure that the new versions of the TELPAS student tutorials are installed on the campus's computers. Old versions of the tutorials and ePAT Launcher must be removed from the computers before installing the new ePAT content and launcher (version 2.13).



Resources for online testing are available on the *Resources* page at <http://www.TexasAssessment.com/resources>.

Software Required for Testing

Software and system requirements for administering the Flash-based online TELPAS reading tests are provided in the Unified Texas Minimum System Requirements document on the *Resources* page above.

Proctor Caching

Proctor caching software is used to accelerate the delivery of test content to students and to reduce the amount of bandwidth required for online testing. The Proctor Caching User's Guide and proctor caching software are available for download from the *Resources* page. It is required that districts use proctor caching.

A proctor caching testing tool is available in the Practice Center for technology staff to use to check the functionality of the proctor caching software. After setting up a test session in the Practice Center with the proctor caching testing tool, technology staff will be able to simulate caching a “live” assessment.

Some third-party software packages used for virus protection and content filtering may interfere with proctor caching and TestNav functionality. For this reason it is recommended that proctor caching and TestNav functionality be allowed to bypass virus protection and content filtering restrictions.



To ensure the best possible network performance and testing experience within schools, it is required that districts use proctor caching.

System Status Page

The *System Status* page available at <http://www.TexasAssessment.com/status> provides an up-to-date status on the Assessment Management System’s performance, TestNav test-delivery performance, and other helpful details as necessary prior to and during testing. This page indicates whether test management applications are functioning normally or whether they are experiencing slowdowns or outages. This page is updated immediately should any test-delivery issues, slowdowns, or outages be reported.

Activity 9

Log in and assign user access to the Assessment Management System.

Login Information

The Assessment Management System is secure and requires that each staff member accessing the system be issued a username and password.

The district coordinator receives a username from Pearson to gain access to the secure system. If you have not been assigned a username and password, contact Pearson’s Austin Operations Center at 800-627-0225.

For information on how to log in to the system the first time, refer to the “Getting Started” section of the Assessment Management System User’s Guide.

Assigning User Access

District coordinators create user accounts for campus coordinators and technology staff. District coordinators may either create user accounts for test administrators and staff assigned to enter holistic ratings, or they may delegate the task to campus coordinators.

When user accounts are created, users are assigned one or more roles. Each role has a set of permissions associated with it. For example, a campus coordinator will be able to access more functionality within the system than an online test administrator. Refer to the User Roles and Permissions document at www.TexasAssessment.com/resources for a complete list of roles and permissions associated with the following users:

- District Testing Coordinator
- Campus Testing Coordinator
- Online Session Administrator
- Online Test Administrator
- TELPAS Rating Entry Assistant

When assigning roles, be aware that there are two new roles that will be used for the TELPAS administration—the TELPAS rating entry assistant and the online session administrator.

The role of TELPAS rating entry assistant should be assigned to users who will enter holistic rating information from the TELPAS Student Rating Roster into the Assessment Management System. This role may be assigned to raters or other designated personnel. Users with this role will be able to view, edit, and update holistic rating data and access status reports that enable them to verify holistic rating information as well as monitor the progress of rating entries on the campus.

The online session administrator and online test administrator share several permissions, but the online session administrator can perform a broader range of technological and administrative functions, including test session and rating entry management. Online session administrators can assist campus coordinators in setting up and managing online test sessions as well as setting up and managing rating entry groups.

The online test administrator role includes permissions related only to online testing. An online test administrator who will enter ratings must also be assigned the role of TELPAS rating entry assistant.

User accounts can be set up manually within the Assessment Management System, or a file upload can be used to set up multiple accounts at once. When users leave the district or need to be removed from the system for other reasons, their access must be locked. For more information about setting up user accounts or removing a user's access to the Assessment Management System, refer to User Accounts in the "Security" section of the Assessment Management System User's Guide.



Before testing personnel can access secure administrative features of the Assessment Management System to administer any online assessment, they must read and accept a statement of confidentiality that is displayed when logging in for the first time.

Activity 10

Coordinate the review and updating of records in the student data upload.

Districts have two options for uploading student data to the Assessment Management System. They may have Pearson upload the data using their October 2010 PEIMS submission, or they may upload their student data using a file created locally.

Districts are responsible for ensuring the accuracy and completeness of the student data in preparation for the TELPAS administration. After the upload, district and campus coordinators will have access to the data in order to update data elements, add students, and delete students as necessary. The data must be verified under the direction of the campus coordinator and by campus personnel only.

Managing Student Data

The window for uploading TELPAS student data begins January 4. If your district has opted for Pearson to upload data using a PEIMS extract, you may begin the data verification process as early as January 4. If your district has opted to prepare a locally created data file, the verification process can begin as soon as you receive a notification e-mail confirming that the file has been uploaded, which typically occurs within 24 hours of the upload. It is recommended that districts with locally created files upload the data files in time to allow at least two to three weeks for data verification.

Only district and campus coordinators have access to data files in the Assessment Management System. To make changes to student records, or to add or delete students, the files can be downloaded, updated, and re-uploaded. The Assessment Management System enables campus coordinators to download and update files, but only district coordinators are able to re-upload files. In addition, only district coordinators have organizational access to change data (i.e., edit fields, add or delete students) directly within the system.

To download files to begin the verification process, the district coordinator should notify campus coordinators that the campus files are ready to be exported to CSV files. Campus coordinators then request their registration files via the *Register Student* link on the *Test Management* tab of the Assessment Management System. The campus coordinator receives a notification e-mail that the file is ready to be viewed. The file can be accessed by clicking on the *View Published Reports* link on the *Test Results* tab of the Assessment Management System.

After the file is downloaded, the coordinator may proceed to verify the accuracy and completeness of the data. The campus coordinator may make any changes needed to the registration file, but the file must be submitted to the district coordinator for re-upload into the Assessment Management System. Refer to the “Student Data” section of the Assessment Management System User’s Guide for detailed information about student data file submission.

Districts whose data upload is based on a PEIMS extract should keep in mind that the TELPAS Years in U.S. Schools data collection is not a PEIMS element. It is possible to download the CSV

file, provide the Years in U.S. Schools data, and re-upload the file, which avoids the need to add the data for each individual student within the Assessment Management System.

For more information concerning the student data file layout and a template for data file uploads, refer to the *Resources* page of the Assessment Management System.

Verifying Accuracy and Completion

Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.

Program information submitted should reflect the student's status at the time of testing. Current information should be provided if the student is new to the district or if the student's program or demographic information has changed since the fall 2010 PEIMS submission. If a demographic or program information field is left blank for any student, data from the October 29, 2010, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student's record to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as "No information provided" for that data element.

PEIMS student IDs must be verified by the time of the test session. Other data elements can be verified and updated at any time during the testing window or during the three-day final data verification period.

NOTE: Updates made to student data in the Assessment Management System are applied to the reporting of assessment results but do not alter student information contained in the PEIMS file at the Texas Education Agency.



As communicated to districts in the fall, the Years in U.S. Schools data collection has changed slightly. The previous "5 or more school years" category has been divided into "5 school years" and "6 or more school years." Refer to TELPAS Campus Coordinator Activity 11 for more information.

Procedures for Managing Students Who Move

Because of the five-week assessment window, it is not uncommon for ELLs to enroll from out of state or move between or within districts. Appendix H of this manual describes the procedures to follow for

- removing students who withdraw before the assessment window,
- adding students who enroll before and during the assessment window, and
- determining which assessments sending and receiving campuses are responsible for administering.

General instructions for carrying out tasks to add and remove students within the Assessment Management System are found in the "Student Data" section of the Assessment Management System User's Guide.

Activity 11

Ensure that reading test sessions are created.

Ensure that reading test sessions are created in time for testing and that all ELLs in grades 2–12 have been assigned to a test session.

Test sessions are electronic groupings of students. Before a test administrator can start a test session, the session must be created within the *Test Management* tab of the Assessment Management System. For more information on creating test sessions, refer to the “Test Management” section of the Assessment Management System User’s Guide.

Careful planning is needed when coordinators create test sessions. The following table describes the tasks associated with creating test sessions for TELPAS.

| Task | Task Description |
|---|--|
| Create a test session | An online test session must be created before students can log in to TestNav to take the reading test. |
| View or edit an existing test session | Check the test session details and verify that the correct students are assigned to the session. |
| Add, remove, or move students from a test session | Update test session to reflect students who are actually testing in the test session. |
| Proctor cache test items | Proctor caching is required when delivering an online test. |

It is recommended that testing staff set up test sessions one to two weeks before testing. Technical staff should be involved in the test session setup because they need to understand the interaction between the TestNav test delivery software and test management activities in the Assessment Management System.

For information about setting up test sessions for students in JJAEPs, DAEPs, or other unusual settings, refer to Appendix E. See Appendix H for instructions about managing students who move within or between districts before or during the assessment window.

Activity 12

Ensure that rating entry groups are created.

Rating entry groups are electronic groupings of students created by testing personnel to manage the process of entering data from the TELPAS Student Rating Rosters into the Assessment Management System. A student's ratings cannot be entered until the student is placed in a rating entry group. Rating entry groups are created within the *Student Evaluation* tab of the Assessment Management System. Instructions for creating rating entry groups are found in the "Student Evaluation" section of the Assessment Management System User's Guide.

Careful planning is needed when coordinators create rating entry groups. Rating entry groups can be set up according to campus preference. They are not dependent on reading test sessions or the reporting groups specified in your district's student data file upload. Students may be arranged in rating entry groups according to TELPAS raters or in any other campus grouping, however large or small. The following table describes the tasks associated with creating rating entry groups for TELPAS.

| Task | Task Description |
|--|---|
| Create a rating entry group | An online rating entry group must be created before ratings can be entered. |
| View, edit, or remove an existing rating entry group | Check the rating entry group details and verify that the correct students are assigned to the rating entry group. |
| Add or remove students from a rating entry group | Update rating entry group to reflect students who are actually being rated in the rating entry group. |

It is recommended that testing staff set up rating entry groups one to two weeks before testing.

For information about testing students in JJAEPs, DAEPs, or other unusual settings, refer to Appendix E. See Appendix H for instructions about how to handle students who move within or between districts before or during the assessment window.

Monitor TELPAS Administrations

Activity 13

Ensure proper testing procedures; answer questions and resolve problems.

Ensuring Proper Testing Procedures

To help maintain test security and ensure that proper assessment procedures are followed, you must monitor online reading test sessions and check to see that holistic rating procedures are in place. The number of locations you visit and the amount of time you spend at each location will depend on the size of your district.

Answering Questions and Resolving Problems

As district coordinator, you need to be thoroughly aware of the responsibilities of your campus coordinators and other testing personnel during testing. Make sure you are available to answer questions and resolve problems. The situations listed below are discussed on the pages that follow.

- technical emergencies
- school emergencies
- lunch breaks
- temporary disabilities
- testing schedule
- years in U.S. schools unknown
- online testing of students in different grade levels

Technical Emergencies

Problem: A campus coordinator calls to tell you that test administrators at her campus have received a warning screen stating that the testing server is not available.

Solution: If presented with a warning screen stating that the testing server is not available, test administrators should be told NOT to submit students' tests or mark tests as complete. You should follow the instructions provided in the *TestNav Early Warning System Reference Manual* available at <http://www.TexasAssessment.com/techinfo> and consult with Pearson's Austin Operations Center at 800-252-9186 as needed.

In the event of a systemwide issue affecting many users, you will hear a recorded message including system status and recommended actions.



Students' answers should NOT be submitted and students' tests should NOT be marked complete because of a technical issue without first receiving directions from Pearson's Austin Operations Center, which can be reached at 800-252-9186.

School Emergencies

Problem: A campus coordinator calls you to find out what he should do when a fire alarm sounds during testing.

Solution: The campus coordinator should have students leave their tests as they are and go quietly outside, following the school's regulations for exiting the building. It is not necessary for the campus coordinator to call you or TEA to report the incident before exiting the building. In this type of emergency, campus coordinators and test administrators should **NOT** instruct students to exit TestNav. The test administrators must closely monitor their testing groups to make sure no one discusses the test. The students should resume testing once the building has been cleared for reentry. If there is a building fire or other school emergency that prevents students from resuming testing, tell the campus coordinator you will call TEA's Student Assessment Division at 512-463-9536 to see how to proceed.

Lunch Breaks

Problem: Students in several classes at a campus have not completed the TELPAS reading test by lunchtime. The campus coordinator is concerned that the students need a lunch break.

Solution: If testing continues into students' regular lunch periods, they should be allowed to break as a group for lunch. The test administrator should follow the instructions for exiting TestNav and resuming test sessions detailed in TELPAS Campus Coordinator Activity 14. **Students must NOT click the Submit button at this time.** If a student prematurely submits their test, call Pearson's Austin Operations Center for assistance. During lunch the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

Temporary Disabilities

Problem: A student with her arm in a cast arrives at the reading testing session. The campus coordinator calls you to find out whether the student should be excused from the test.

Solution: Inform the campus coordinator that the student may not be excused. If the student can answer questions by using her unaffected arm, continue with testing the student. If the student's situation is expected to change during the testing window, schedule a later test session or have the student complete the test with

accommodations. Refer to the Accommodations Manual for information about allowable accommodations.

Testing Schedule

Problem: A campus coordinator wants to know what to do if a student has not finished the TELPAS reading test by the end of the school day.

Solution: Tell the campus coordinator that the district is not required to extend testing beyond the regular school day but that the district may choose to do so. If such a situation arises, the campus coordinator should consult you for a determination.

You may call TEA’s Student Assessment Division for guidance, if needed, at 512-463-9536. Districts are encouraged to develop and publicize policies regarding testing beyond the regular school day before test administrations begin.

Years in U.S. Schools Unknown

Problem: A campus coordinator calls you to find out what to do if a student’s number of years in U.S. schools is not known.

Solution: Tell the campus coordinator that it is important for this information to be supplied accurately and consistently from year to year. It is used for instructional planning, in determining eligibility for LEP exemptions, and in determining performance requirements for multiple federal and state accountability indicators.

Instruct the campus coordinator to collaborate with the LPAC to obtain this information. Instructions for officially determining and documenting this information are included in the “Documentation Requirements for Students Granted a LEP Exemption” section of the LPAC Manual.

Online Testing of Students in Different Grade Levels

Problem: A campus coordinator wants to know whether students in different grade levels can be grouped in the same electronic test session (i.e., placed on the same session roster in the Assessment Management System) and take the online test at the same time in the computer lab.

Solution: Explain that students from more than one grade level can be placed into the same test session in the Assessment Management System only if they take the same grade cluster test. For example, it is acceptable to place students from grades 10–12 into the same test session because they take the same grade cluster test. Students in grade 9 cannot be placed in this test session because they take the grade 8–9 test. The Assessment Management System does not allow students to be placed into test sessions for a grade cluster test that does not correspond to their enrolled grade level in PEIMS.

It is also possible to have students from more than one grade cluster take an online test in the same room, but the test administrator will need to manage a separate test session in the Assessment Management System for each grade cluster

test. In addition, there are some differences in the administration directions between grade clusters that test administrators read aloud.



If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call TEA's Student Assessment Division at 512-463-9536.

Complete Online Testing Process

Activity 14

Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 8, 2011. All student records must be verified as complete by 11:59 PM (CT), April 13, 2011. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.

Depending on the resources of the district, one or more persons can be assigned to the task of verifying that all records are accurate and complete. For instance, the campus coordinator and other authorized campus staff can be assigned the task of verifying all student records at a campus.

Except for PEIMS student IDs, which must be verified before the start of the test session, records can be verified and updated at any time until the close of the final data verification window. Each district coordinator can manage this process to fit the needs of the district.

There are several reports that district and campus personnel can use to verify that all student records are complete. These reports are located on the *Student Evaluation* tab of the Assessment Management System.

Two reports assist in monitoring the entry of holistic rating data. These reports can be accessed by district coordinators, campus coordinators, online session administrators, and rating entry assistants. Both are available in a printable Excel version that can be downloaded. The reports display real-time information for all fields.

- **TELPAS Holistic Rating Student Status Report (District and Campus)**

This report lists current holistic rating data of all students within the selected district or campus and can be used to verify that the information from the TELPAS Student Rating Rosters has been entered accurately into the Assessment Management System.

- **TELPAS Holistic Rating Snapshot (District and Campus Level)**

This snapshot displays the number of students whose holistic ratings are complete, in progress, or not started and can be used to track the progress personnel make in entering holistic rating data during the testing window.

Two reports show the combined status of students' reading tests and holistic rating data. The first report is available to district coordinators, campus coordinators, and online session administrators. The second is available to district coordinators. These reports are particularly useful for helping districts ensure that all test records are complete during the final verification process.

■ **TELPAS Combined Status Report (District and Campus Level)**

This report shows the overall status of each student within the district or campus. Certain key elements must be completed before the system will acknowledge a record as complete. This report enables coordinators to know whether

- holistic ratings and rater information have been entered,
- reading tests for grades 2–12 have been completed, and
- Years in U.S. Schools information has been entered.

The report is updated three times daily and can be exported to a CSV file.

■ **TELPAS Summary Report (District Level)**

This report displays by campus the number of students with each status (Not Started, In Progress, Completed, and Resolution Required) for the holistic rating and reading portions of TELPAS. The report gives district coordinators a quick overview of the progress campuses make in completing the assessments. It can be used before and during the verification window. This on-screen report is updated three times daily.



Checkmarks on the TELPAS Combined Student Status Report and data in the TELPAS Holistic Rating Student Status Report are generated based on completion of information, not accuracy. As district coordinator, you are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records MUST be entered and verified by 11:59 PM (CT), April 13, 2011.

Activity 15

Order optional reports for district.

In order to receive TELPAS optional reports, a district must select the desired reports for each test administration in the *Test Setup* section of the Assessment Management System at <http://www.TexasAssessment.com/login>. For instructions about how to select optional reports for test administrations, refer to the Assessment Management System User's Guide at <http://www.TexasAssessment.com/guide>.

The deadline for ordering the TELPAS optional reports is Friday, April 15, 2011.

Campus Coordinator Responsibilities— TELPAS

CAMPUS COORDINATOR CHECKLIST—TELPAS

This checklist will help you keep track of the activities and steps involved in preparing for, monitoring, and completing TELPAS administrations. Follow the Calendar of Events for administration procedures training dates and test administration dates for TELPAS. Refer to page 223 for key holistic rating training dates. Check off the steps in each activity as you complete them to make sure you have fulfilled your responsibilities as campus coordinator. Detailed instructions for completing each step are included with each activity. This page may be duplicated as needed.

Prepare for TELPAS Administrations

- Activity 1 Prepare for campus coordinator training session.
- Activity 2 Attend campus coordinator training session.
 Review and sign campus coordinator security oath.
- Activity 3 Distribute the TELPAS Manual.
 Resolve manual shortages.
- Activity 4 Help designate raters, writing collection verifiers, and TELPAS reading test administrators.
 Schedule and conduct training for raters, verifiers, and test administrators.
- Activity 5 Log in and assign user access to the Assessment Management System.
- Activity 6 Monitor holistic rating training.
- Activity 7 Ensure that testing infrastructure is in place, testing software is installed, and conduct a test of the online testing software.
- Activity 8 Oversee the assembly and verification of the grades 2–12 writing collections.
- Activity 9 Follow procedures to ensure the validity and reliability of TELPAS ratings.
- Activity 10 Plan and schedule the TELPAS administrations.
- Activity 11 Review, update, and verify student data upload.
- Activity 12 Create reading test sessions.
- Activity 13 Create rating entry groups.

Monitor TELPAS Administrations

- Activity 14 Ensure proper holistic rating and testing procedures; answer questions and resolve problems.
- Activity 15 Ensure that students' assessment information is entered and verified.

Complete Online Testing Process

- Activity 16 Direct the collection of materials from raters and test administrators.
- Activity 17 Ensure that student records are verified as complete.

Prepare for TELPAS Administrations

Activity 1

Prepare for campus coordinator training session.

Prepare for Training

As campus coordinator, you are the contact person for all TELPAS-related communications at your campus. You must be able to answer questions about TELPAS administrations and resolve any problems that occur during the testing window.

If you have not received notice of the date and time of your TELPAS training session, contact your district coordinator.

You are the liaison between the district coordinator and your campus. It is your responsibility to coordinate and monitor campus-level assessment processes and train campus testing personnel. In conjunction with the district coordinator, you are responsible for supervising online reading test processes as well as the training and administration processes for the holistically rated assessments. Some key responsibilities include ensuring that

- the technology infrastructure is in place;
- the computer systems have been tested;
- any technology issues have been resolved before the test administrations;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- a sufficient number of TELPAS test administrators and raters are identified and properly trained;
- reading test sessions are scheduled and actively monitored, and students who need it have the opportunity to use the online reading test tutorial;
- online test sessions and rating entry groups are created;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System, and all eligible students are assessed;
- all student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

Make note of any questions you have regarding your responsibilities and any special circumstances that may arise on your campus, and be sure to discuss them during training.

Review Manuals

Prior to training, carefully read this manual and the TELPAS Manual. It is important that you study the manuals carefully so that you understand the procedures unique to the TELPAS administrations. You are required to be familiar with all information in this manual and the TELPAS Manual.

Review Online Training Resources for Holistically Rated Assessments

To fulfill your responsibilities as campus coordinator, become familiar with the online holistic rating training components.

Refer to pages 222–223 for course descriptions and launch dates. TELPAS holistic rating training courses and calibration activities are available at <http://www.TexasAssessment.com/telpasonlinetraining>.

Two publications are available to help coordinators and raters navigate the TrainingCenter:

- *TELPAS Coordinator’s User Guide for Online Holistic Rating Training* (Appendix F of this manual), and the
- *TELPAS Rater’s User Guide for Online Holistic Rating Training* (TELPAS Manual appendix).

Review Online Testing Resources

There are a number of online testing resources to assist testing personnel with online test administrations. Be sure to familiarize yourself with applicable resources in accordance with instructions from your district coordinator. A list of online testing resources can be found on pages 217–218.

Activity 2

Attend campus coordinator training session; review and sign campus coordinator security oath.

Attend Campus Coordinator Training Session

District coordinators are required to annually train all campus coordinators in test security and testing procedures and provide training specific to each administration. Your district coordinator will inform you of the time and location of your training. There are separate training time frames for the holistically rated assessments and online reading tests, as indicated on the Calendar of Events.

Once your training is completed, you should be knowledgeable about your responsibilities as campus coordinator. If you have questions that are not answered in your training, be sure to ask your district coordinator.

Review and Sign Campus Coordinator Security Oath

Prior to attending training, make sure you have reviewed your security oath and understand your obligations and the obligations of your campus principal concerning test security, integrity, and confidentiality as set forth in this manual. (Refer to the “Test Security and Confidentiality Requirements” section and TELPAS District Coordinator Activity 5.) Ask for clarification as needed at your training session. You must initial each item as completed and sign your security oath before you access any secure information. You should also familiarize yourself with the security oaths for test administrators, writing collection verifiers, and raters.

The campus coordinator oath and campus principal oath are located in Appendix B. After all testing for the 2011 testing year has been completed, you must also sign the bottom of the oath affirming that you have complied with the state assessment requirements. You will return both oaths to your district coordinator after all test materials have been returned.

Confidentiality Statement for Online Testing

Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept a statement of confidentiality that is displayed when logging in to the Assessment Management System for the first time.

Activity 3

Distribute the TELPAS Manual; resolve manual shortages.

The TELPAS Manuals for raters and test administrators for your campus will be packaged in boxes labeled with your campus name and number. Verify that you have received boxes only for your campus. If you have received boxes for another campus, return them to your district coordinator.

After you have checked to verify that the shipment is complete, distribute the manuals to appropriate staff. Do not delay sending materials since campus personnel will need their manuals to prepare for their training sessions and testing.

Resolve Manual Shortages

If you do not have enough manuals for your campus, determine how many additional manuals are needed, and submit a **single order** to your district coordinator.

Activity 4

Help designate raters, writing collection verifiers, and TELPAS reading test administrators; schedule and conduct training for raters, verifiers, and test administrators.

Help Designate Raters

A student's rater and reading test administrator may not necessarily be the same person. A rater is a teacher designated and trained to be the official rater of an ELL's English language proficiency. In cooperation with the district coordinator and campus principal, you are responsible for identifying each ELL on your campus and assigning an appropriate rater for each eligible student. In preparation for the spring assessment, you will need to ensure that you have enough raters to fulfill your campus's holistic rating assessment needs. Each teacher selected to rate a student must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student's ability to use English in instructional and informal settings;
- hold valid education credentials such as a teacher certificate or permit;
- be appropriately trained as required by the 2010–2011 TELPAS administration materials in accordance with 19 TAC, Chapter 101; and
- rate the student in all eligible language domains.

Substitute teachers who meet the above criteria may serve as raters. Raters may include the following:

- bilingual education teachers
- ESL teachers
- elementary general education teachers
- middle or high school general education teachers of specific foundation subjects
- special education teachers
- gifted and talented teachers
- teachers of enrichment subjects

Because TELPAS ratings should reflect the ability of students to understand and use English during content area instruction, teachers who have English language learners in content area classes are integral to the assessment process. The teaching relationship of the rater to the student rated is submitted with the student's holistic ratings as part of the assessment process. Paraprofessionals may **NOT** serve as raters.

Keep in mind that each student's rater must rate the student in all domains for which the student is eligible. **A campus is not permitted to use different raters for different domains.**

Help Designate Writing Collection Verifiers

In collaboration with your principal and district coordinator, designate one or more individuals to review and verify the contents of the writing collections for grades 2–12. This person may be an LPAC administrator, school counselor, or other suitable designee.

NOTE: The designee must NOT be a TELPAS rater or paraprofessional.

Schedule and Conduct Administration Procedures Training for Raters and Verifiers

You should train all raters and writing collection verifiers on holistic rating administration procedures by February 1, 2011. In advance of the training session, distribute the TELPAS Manual, which includes a user’s guide for the online training components. Allow sufficient time for raters and writing collection verifiers to read the manual prior to the training session. Plan your training so that there is enough time for questions and discussion. Be sure to cover all the information in the TELPAS Manual that your raters and verifiers need to know. This training should

- inform raters of their spring holistic rating training requirements, grade cluster assignments, and deadlines, including how to log in to and update user information in the TrainingCenter;
- inform new raters of the fundamentals of the holistic rating process if they do not yet have this background;
- prepare raters of students in grades 2–12 to gather authentic writing samples, which they may begin collecting on or after February 1, 2011; and
- familiarize raters and writing collection verifiers with the test administration procedures they need to follow.

Your training session for raters should reinforce the importance of being well-trained to use the PLD rubrics. Be sure that any new raters who have had little exposure to TELPAS become familiar with the key background information in the TELPAS Manual.

The training should prepare verifiers to be able to ensure that the writing collections meet all specified requirements. An online training course titled *Assembling and Verifying Grades 2–12 Writing Collections* has been developed as an optional training tool. Testing coordinators may use this course as part of administration procedures training. The course may be accessed on the TrainingCenter website at <http://www.TexasAssessment.com/telpasonlinetraining>. The course takes approximately one hour to complete and may be beneficial for both raters and verifiers.

Instruct raters and verifiers to read the appropriate oath of test security and confidentiality for their role and to carefully review the section titled “Test Security and Confidentiality Requirements” in the TELPAS Manual. They must sign the oath **after** training, but **before** viewing any secure test materials or confidential information. Raters and writing collection verifiers must also sign the bottom of the oath after the completion of the TELPAS administration to affirm that they have complied with state assessment requirements.

Any personnel assigned to serve as a supplemental support provider must be trained as a rater and sign the rater oath.

Help Designate TELPAS Reading Test Administrators

A student's rater and reading test administrator may not necessarily be the same person. Select TELPAS reading test administrators in cooperation with your principal, designating at least one test administrator for every 30 students to be tested. Test administrators should be professionals or under the supervision of professionals who hold valid education credentials, such as Texas teacher certificates and permits. Those selected may include the following:

- teachers (including those who hold teaching permits or alternative certificates)
- counselors
- librarians
- substitute teachers
- other professional educators (such as retired teachers), whether or not currently employed in the field of education



Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are under the supervision of a certified professional on the same campus. These paraprofessionals must be trained annually in test administration procedures.

Schedule and Conduct Training for Reading Test Administrators

Distribute the TELPAS Manual. Allow sufficient time for staff to read it before the training sessions. Reading test administrators should become familiar with their duties as outlined in the TELPAS Manual. Campus coordinators should train all TELPAS reading test administrators by March 4, 2011. Plan your training so that there is enough time for questions and discussion, and use the TELPAS Manual to conduct training sessions. Plan ahead to avoid last-minute training sessions.

Test administrators should make note of questions they may have and address their questions to you during training.

Instruct test administrators to read the test administrator oath of test security and confidentiality and the section titled “Test Security and Confidentiality Requirements” in the TELPAS Manual. They must sign the oath **after** training, but **before** viewing any secure test materials or confidential information.

Direct test administrators to contact you if they have any questions or problems. If a question arises that you cannot answer, contact your district coordinator.

Any personnel assigned to the new role of online session administrator must attend test administrator training and sign the test administrator oath.



All test administrators, online session administrators, and monitors are required to have had annual training in general testing procedures as well as procedures unique to the TELPAS reading tests for grades 2–12.

Activity 5

Log in and assign user access to the Assessment Management System.

Login Information

The Assessment Management System is secure and requires that each staff member accessing the system be issued a username and password.

District coordinators create user accounts for campus coordinators and technology staff. District coordinators may either create user accounts for test administrators and staff assigned to enter holistic ratings, or they may delegate the task to campus coordinators.

When user accounts are created, users are assigned one or more roles. Each role has a set of permissions associated with it. For example, a campus coordinator will be able to access more functionality within the system than an online test administrator. Refer to the User Roles and Permissions document at <http://www.TexasAssessment.com/techinfo> for a complete list of roles and permissions associated with the following users:

- District Testing Coordinator
- Campus Testing Coordinator
- Online Session Administrator
- Online Test Administrator
- TELPAS Rating Entry Assistant

When assigning roles on your campus, be aware that there are two new roles that will be used for the TELPAS administration—the TELPAS rating entry assistant and the online session administrator.

The role of TELPAS rating entry assistant should be assigned to users who will enter holistic rating information from the TELPAS Student Rating Roster into the Assessment Management System. This role may be assigned to raters or other designated personnel. Users with this role will be able to view, edit, and update holistic rating data and access status reports that enable them to verify holistic rating information as well as monitor the progress of rating entries on the campus.

The online session administrator and online test administrator share several permissions, but the online session administrator can perform a broader range of technological and administrative functions, including test session and rating entry management. Online session administrators can assist campus coordinators in setting up and managing online test sessions as well as setting up and managing rating entry groups.

The online test administrator role includes permissions related only to online testing. An online test administrator who will enter ratings must also be assigned the role of TELPAS rating entry assistant.

User accounts can be set up manually within the Assessment Management System, or a file upload can be used to set up multiple accounts at once. When users leave the district or need to be removed from the system for other reasons, their access must be locked. For more information about setting up user accounts or removing a user's access to the Assessment Management System, refer to User Accounts in the "Security" section of the Assessment Management System User's Guide.



Before testing personnel can access secure administrative features of the Assessment Management System to administer any online assessment, they must read and accept a statement of confidentiality that is displayed when logging in for the first time.

Activity 6

Monitor holistic rating training.

In cooperation with the district coordinator and other designated personnel, you are responsible for monitoring the holistic rating training of the TELPAS raters on your campus to ensure that all necessary individuals are identified and properly trained before they assess students.

Several holistic rating training processes and procedures are new this year. Be sure to become familiar with the holistic rating training requirements and components as they are outlined in the “General Information” section of this manual and in the TELPAS Manual.

The online holistic rating training components are accessed through the TrainingCenter website at <http://www.TexasAssessment.com/telpasonlinetraining>.

Assigning Raters to Proper Training

Following TELPAS administration procedures training, individuals to be trained as *new raters* take an online basic training course and then complete online calibration activities. *Returning raters* are required by TEA to complete only online calibration activities.

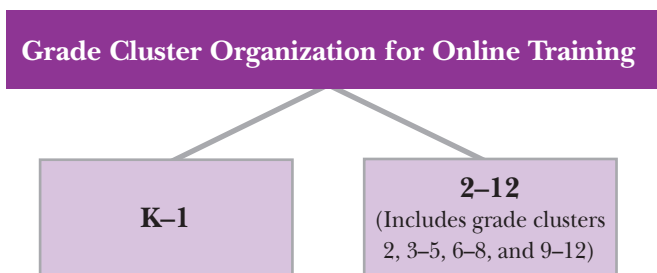
NOTE: Returning raters may, if desired, review the online basic training course and complete the practice activities again in preparation for calibration activities.

“New Rater” and “Returning Rater” Definitions

TELPAS District Coordinator Activity 6 provides the general TEA definitions of new and returning raters. After consulting with your district coordinator, you may under some circumstances decide to require a returning rater to repeat new rater training. The webpage where raters access the training specifies that districts may require returning raters to repeat new rater training and to consult with their campus coordinator if they are unsure of their requirements.

Grade Clusters of Training

Online basic training courses and calibration activities are grade cluster specific. The K–1 online course and calibration activities are separate from the training components of the upper grades, both conceptually and within the TrainingCenter website. The instructional content for K–1 training differs substantially from that of the other grades due to differences in the ways the domains of reading and writing are assessed.



During administration procedures training, make sure that raters know which grade cluster of training to complete. The assigned grade cluster must correspond to the grade levels of the students the rater will assess. Note these instructions for raters who have students in multiple grade clusters:

- **Multiple clusters within grades 2–12.** These raters are required to train in the cluster in which they have most ELLs. As a best practice, they should also review online basic training course practice activities in the additional cluster(s) to check their readiness to apply the PLD rubrics appropriately.

Example: A grade 2–5 ESL teacher must complete training in either grade 2 or grades 3–5, depending on the cluster in which the teacher has the most ELLs. In the other cluster the teacher should, as a best practice, review enough online practice activities to be able to apply the rubrics appropriately for that grade cluster.

- **Multiple clusters that include K–1.** Because of differences in the instructional content and rating rubrics, these raters must complete training for K–1 and at least one other cluster. Raters with more than one additional cluster should train in the cluster in which they have the most ELLs. As a best practice, they should review online basic training course practice activities in the other cluster(s) to check their readiness to apply the rubrics appropriately.

Example: An ESL teacher for grades 1–3 must complete K–1 training. The teacher must also complete training in grade 2 or grades 3–5, depending on the cluster in which the teacher has the most ELLs. In the remaining cluster, the teacher should, as a best practice, review enough online practice activities to be able to apply the rubrics appropriately for that cluster.

Calibration Activities

There are three sets of online calibration activities. Each calibration set contains 10 students to rate, and all holistically assessed language domains are represented in each set. A rater needs to rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration.

Raters complete only as many sets as it takes to calibrate. Learning to apply holistic rating rubrics accurately and refresh rating skills comes more quickly to some individuals than others. Rater calibration is an essential component of holistic scoring processes in standardized assessment programs.

Raters who calibrate quickly will have a shorter training than in the past. Many raters will be able to calibrate on the first set of activities, and many others will be able to calibrate by the end of the second set. Supplemental support is required for new and returning raters who have not demonstrated sufficient calibration by the end of the second calibration set.

Refer to the TELPAS Manual for more information about calibration activities, such as options raters have for rating warm-up writing collections before starting calibration, randomized inclusion of students in the calibration sets, and requirements for keeping the contents of calibration sets secure.

Supplemental Support After Second Calibration Set

A new supplemental training model has been established in order for districts (regardless of the size of their ELL population) to be able to provide direct holistic rating training support to raters without the need for travel to an education service center. Refer to page 222 for more information about the training model and dates. Communicate with your district coordinator about meeting your campus's supplemental support needs and establishing training schedules.

A supplemental support provider must—

1. be a 2009–2010
 - state-authorized trainer,
 - fully trained and refreshed K–1 rater, or
 - fully trained, qualified, and refreshed 2–12 rater;
2. attend a corresponding TEA session or turnaround session; and
3. calibrate on either set 1 or set 2.

The two basic models for providing supplemental support to raters are described below. Raters will be given an access code to proceed with the third calibration set upon completion of their supplemental training. The earliest date for completing the third set is February 16, 2011.

1. Individual or group sessions

Under this model, raters attend a one-on-one or group session with a supplemental support provider before completing their third and final calibration set.

- The support provider (trainer) uses TEA-developed resources to review key points about rubrics with the raters.
- Raters review key information in the online basic training course, TELPAS Manual, and *Educator Guide to TELPAS*, or other resources made available by TEA as needed.
- Using the online calibration summary screen, raters review the online feedback provided for the students rated incorrectly in sets 1 and 2, make notes about what led them to the incorrect ratings, and obtain any needed clarification from the trainer.
- Raters complete the third calibration set after the trainer gives them the appropriate access code.

2. Brief meeting followed by additional consultation at rater's request

Under this model, the rater meets briefly with the supplemental support provider to receive instructions on resources to review. After reviewing the resources, the rater schedules time with the support provider to get clarification, if needed, before completing the third and final calibration set.

- The rater contacts the supplemental support provider (trainer) to obtain TEA-developed supplemental support resources.
- The rater independently reviews these resources as well as information in the online basic training course, TELPAS Manual, and *Educator Guide to TELPAS*.
- Using the online calibration summary screen, the rater reviews the online feedback provided for the students rated incorrectly in sets 1 and 2, and makes notes about what led to the incorrect ratings.
- If needed, the rater schedules time with the trainer to get clarification of the PLD rubrics or incorrect ratings.
- The rater completes the third calibration set after obtaining the appropriate access code from the trainer.

In rare circumstances and after consultation with your district coordinator, if it is not possible for a rater to be assisted by a supplemental support provider, direct the rater to complete an independent review and proceed to the third calibration set. Advise the rater to review key resources (first and second bullets above) and review the students missed during calibration sets 1 and 2 (third bullet) before proceeding. Give the rater the necessary access code, and maintain documentation of the reason why the rater was unable to be assisted by a supplemental support provider.

Uncalibrated Raters After Third Calibration Set

For raters insufficiently calibrated at the end of set 3, districts may choose not to use the rater or to use the rater with rating support methods outlined in TELPAS Campus Coordinator Activity 9.

Learning Management System Tools and Resources

To assist testing coordinators in ensuring the proper training of raters, the status of raters on training and calibration activities is captured electronically and reported through the TrainerCenter's learning management system (LMS) functionality. The LMS gives testing coordinators and the assistants they designate access to several types of information to help them arrange for and monitor training.

1. Statewide rater lookup tool

This tool makes it possible for authorized personnel to look up the Web-based holistic rating training history of individual raters throughout the state.

2. Reports

The LMS reports provide authorized personnel with information to help them determine who their returning raters are, track who has completed the online basic training course and how well they did by domain, and track completion and performance on each calibration set. ESC, district, and campus personnel with access to the coordinator section of the TrainingCenter are able to see reports for their access level and below.

- **Planning roster of recently trained returning raters**

Uses LMS records from the 2008–2009 and 2009–2010 school years to generate a list of recently trained raters based on TEA’s recommendation on page 239

- **Course completion roster**

Lists online basic training course completion and in-progress status and performance by user for the current year

- **At-a-glance report**

Provides a comprehensive list showing basic training course and calibration completions for all registered users for the current year

- **Calibration summary report**

Provides calibration summary information by grade cluster (K–1, 2, 3–5, 6–8, 9–12) and for grade clusters combined

There is no state-required level of rating accuracy established for the online basic training course. The rating activities in the course are provided to give raters opportunities to practice applying the rubrics. The course completion roster does, however, indicate performance on the practice activities as well as time spent in each domain module so that coordinators can effectively monitor the initial training of new raters.

3. Training certificates and professional development hours

Training certificates are generated for raters who complete training courses and calibration activities. A certificate of completion is issued when a rater completes the online basic training course. A certificate of **successful** completion is issued when a rater demonstrates sufficient calibration (70 percent or better) on a calibration set. Professional development hours will now be indicated *only* in the rater’s training history within the LMS, not on the training certificate. Four hours are awarded for the K–1 basic training course, five hours for the 2–12 basic training course, and two hours are awarded (in all) for calibration.

Refer to the *TELPAS Coordinator’s User Guide for Online Holistic Rating Training* in Appendix F of this manual for more detailed information. The guide also provides instructions for

- establishing usernames and passwords for the coordinator section of the LMS, and
- giving administrative access to individuals designated by coordinators to assist in the monitoring of training activities.

The guide may also be accessed electronically in the TrainingCenter.

Another key resource is the *TELPAS Rater’s User Guide for Online Holistic Rating Training*, which provides raters with instructions for establishing usernames and passwords and accessing the online basic training course and online calibration activities. It also provides instructions for printing training certificates and viewing training results and professional development hours. The guide is included as an appendix of the TELPAS Manual and may be accessed electronically in the TrainingCenter.

Activity 7

Ensure that testing infrastructure is in place, testing software is installed, and conduct a test of the online testing software.

Campus staff responsible for technology and computer system administration must

- coordinate with the district coordinator to ensure successful online administrations,
- review applicable technology documents accessible from the *Resources* page at <http://www.TexasAssessment.com/resources>,
- ensure that all software is properly installed from <http://www.TexasAssessment.com/downloads>,
- ensure that the network infrastructure and computer workstations meet the uniform minimum system requirements, and
- conduct a test of the TestNav online testing system.

It is important to note that planning and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus. For example, the campus coordinator may also be the person responsible for the technology aspects of the online administration. Each district is responsible for assigning these roles as appropriate for its situation.

Infrastructure Guidelines

The Unified Texas Minimum System Requirements document on the *Resources* page provides a listing of minimum and recommended levels of functionality with respect to the network's

- minimum and recommended levels of functionality for network connectivity and devices,
- Internet browser setup,
- installation of the TestNav test delivery software, and
- hardware and software requirements.

Install Software

If they have not already done so, campus or district technology staff will need to download and install the following software and tools to conduct the online tests.

- **TestNav delivery system.** The current version of TestNav should be installed on all computers to be used for testing. Ideally, the computers should be connected to the local server, and shortcuts to TestNav should be placed on each computer's desktop. For specific TestNav download information, refer to the TestNav Technology Guidelines available at <http://www.TexasAssessment.com/techinfo>.

When installing the TestNav upgrade, the Early Warning System (EWS) will be automatically updated as well. The EWS is designed to alert a test administrator when the network connection to the testing server is interrupted during a test session and to allow the test administrator and technology staff to save student responses.

- **TELPAS Online Reading Test Student Tutorials.** Student tutorials are available to assist students in becoming familiar with the online testing environment. All previous TELPAS student tutorials should be removed prior to the installation of this year's ePAT Launcher (version 2.13) and student tutorials.
- **Proctor caching software.** It is required that districts use proctor caching. Proctor caching accelerates the delivery of test content to students and reduces the amount of bandwidth required for online testing. Technology staff may designate the name and location of the proxy server to be used for proctor caching upon installing the TestNav upgrade. Some third-party software packages used for virus protection and content filtering may interfere with the proctor caching and TestNav functionality. For this reason it is recommended that proctor caching and TestNav functionality be allowed to bypass virus protection and content filtering restrictions.



All software and technology references mentioned in this activity are available at <http://www.TexasAssessment.com/resources>.

Conduct a Test of the Online Testing Software

There are two tests available in the Practice Center for technology staff to check the functionality of the TestNav and proctor caching software required for online testing. It is recommended that technology staff perform these tests to ensure successful test delivery, particularly if your campus is new to online testing.

- **TX Training Test.** Use this testing tool to check the functionality of the TestNav software.
- **Proctor Caching Testing Tool.** Use this testing tool to check the functionality of the proctor caching software. This test includes a 70-question “practice” test to simulate a “live” test.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.

Activity 8

Oversee the assembly and verification of the grades 2–12 writing collections.

Assembling Grades 2–12 Writing Collections

Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections.

The goal in assembling writing collections is to include writing samples that portray the students' overall ability to express themselves in writing in English. The writing samples should be taken from authentic classroom activities that are grounded in content area Texas Essential Knowledge and Skills (TEKS) and the ELPS.

General instructions regarding the contents of the writing collections are provided below. The online course titled *Assembling and Verifying Grades 2–12 Writing Collections* and the TELPAS Manual contain more detailed instructions.

- Each writing collection must contain **at least five writing samples** and must include **at least one narrative writing sample about a past event** and **at least two academic writing samples from mathematics, science, or social studies**.
- Writing assigned on or after February 1, 2011, may be considered for the writing collections. Writing assigned before February 1, 2011, is not eligible for inclusion.
- Raters may continue gathering writing samples until the time they are required to turn in students' ratings to you.
- All writing should reflect a student's **current** proficiency level. For students near the border between two levels, the rater should consider using writing assigned toward the latter part of the collection window. The more recent the writing samples are for these students, the more accurately the collections will reflect their proficiency level at the time of the ratings.
- All writing assignments must include the student's name and date.
- The TELPAS Writing Collection Cover Sheet and Verification Checklist located in an appendix of the TELPAS Manual must be completed and stapled to each student's writing collection.

A presentation of the writing collection assembly process is available on TEA's Student Assessment Division website under the *Rater Training for 2010–2011* section at <http://www.tea.state.tx.us/student.assessment/ELL>.



While the *rating* of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

Verifying the Writing Collection Components

Using the checklist contained in the TELPAS Manual, the writing collection verifier will ensure that

- each collection contains **at least five total writing samples**;
- each writing collection includes **at least one narrative about a past event** and **at least two academic writing samples from science, social studies, or mathematics**;
- all writing assignments include the student's name and date;
- no writing samples are from before February 1, 2011;
- no papers showing teacher corrections are included;
- no worksheets, question-answer assignments, or TAKS written compositions are included; and
- each collection includes samples written primarily in English.

Collections that do not meet the requirements will be returned to the rater. Once the collection meets the above requirements, the verifier will initial and sign the TELPAS Writing Collection Cover Sheet and Verification Checklist. This affirms that the writing collection has been assembled correctly, as described above.

In cooperation with the district coordinator, campus coordinators will establish a process and timeline for the review of the writing collections. It is recommended that verification of the writing collections occurs before ratings are assigned.

Activity 9

Follow procedures to ensure the validity and reliability of TELPAS ratings.

Campus-Level Validity and Reliability Procedures

Districts are required to implement procedures, such as those listed below, during the TELPAS administration. These processes provide a support system that will ensure the validity and reliability of the rating process. The procedures required by districts may be districtwide or may vary by campus.

All Language Domains, K–12:

- Raters collaborate with other teachers of the students in determining the students' ratings. (The other teachers may or may not be raters.)
- Raters collaborate with each other or with supplemental support providers in determining the ratings of students near the border between proficiency levels.

Writing, Grades 2–12:

- A district-determined selection of writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

Fostering collaboration among teachers is particularly important when students have different content area teachers. Collaboration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

As campus coordinator, you are responsible for working with your principal to ensure that testing personnel on your campus follow the validity and reliability procedures established for your campus. **Campus coordinators must maintain documentation of the procedures for one year from the date of testing.**

Rating Support Requirements for Individual Raters

In addition to the procedures described above, campuses must implement a rating support system for any individual who serves as a rater but does not successfully complete the calibration component of rater training.

Rating support may include

- collaborative rating support in which calibrated raters collaborate with the individual to determine the ratings of students, and
- rating verification processes in which other calibrated raters determine ratings for the students separately and the second ratings or additional resolution ratings are used.

Raters who do not successfully calibrate must be provided rating support in all domains during the TELPAS administration.

Activity 10

Plan and schedule the TELPAS administrations.

Your district will work with campus administrators to establish the schedule for the TELPAS administrations. Student testing must be completed within the five-week window of March 7–April 8, 2011.

Holistically Rated Assessments

In planning for TELPAS administrations, campus coordinators need to ensure that sufficient time is allotted for

- verifying the components of the grades 2–12 writing collections,
- rating students,
- carrying out procedures to ensure TELPAS rating validity and reliability, and
- recording final ratings on the TELPAS Student Rating Rosters and then entering the ratings in the Assessment Management System.

The ratings can be transferred from the student rating rosters to the Assessment Management System by testing coordinators or by personnel who have been assigned the TELPAS rating entry assistant role by the testing coordinator. Refer to TELPAS Campus Coordinator Activity 5 for more information.

Prepare Campus Personnel for Online Testing

The Assessment Management System website is the portal for accessing all Texas online testing. As students take the TELPAS reading online test using TestNav, testing personnel use the Assessment Management System on their own workstations to monitor student test sessions.

Accessing the Practice Center

From the homepage at <http://www.TexasAssessment.com>, two versions of the Assessment Management System are available. One is the operational site, which testing staff use to set up and administer live tests and enter holistic ratings. The other is the Practice Center, which mirrors the operational site and offers opportunities to practice online testing, holistic rating data entry, and other data management activities without affecting real student data. The color theme of the Practice Center is brown, which makes it easy to distinguish from the operational site, which has a blue color theme.

Access to the Practice Center is set up in the same manner as access to the Assessment Management System operational site. Refer to TELPAS Campus Coordinator Activity 5 for information about setting up user accounts.

Tutorials to Prepare Students for Online Testing

Student tutorials are available to assist students in becoming familiar with the TELPAS reading online testing environment. The tutorials include instructions to be read aloud as students complete sample items. Students then have the option of working through approximately 20 representative test items independently to become comfortable with the online testing interface.

The tutorials may be used prior to and during the 2011 TELPAS administration. The prior version of the ePAT Launcher, version 2.12, must be uninstalled, and the new 2.13 version of the ePAT Launcher must be downloaded and installed in order to use this year's Flash-based student tutorials. Directions for replacing the ePAT Launcher and student tutorials are available at <http://www.TexasAssessment.com/TELPAS-tutorials>.

Activity 11

Review, update, and verify student data upload.

In preparation for the TELPAS administration, campus coordinators are responsible for ensuring that all student data elements in the Assessment Management System are accurate for all ELLs. At all grade levels, data elements consisting of student identification, demographic, and program information must be verified under your direction and by school personnel only.

Chapter 101 of the Texas Administrative Code specifies that the superintendent of each school district or chief administrative officer of each charter school or private school administering the tests shall be responsible for the test administrations. To ensure that all enrolled K–12 ELLs have been included in the Assessment Management System and the effort has been made to administer the assessments to all eligible students, each district must follow the guidelines below. Identification, demographic, and program information must be included and verified even for any students not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.

Managing Student Data

After your district's student data upload, district and campus coordinators will have access to the data in order to update data elements, add students, and delete students as necessary. If you have any questions during the data verification and updating process, contact your district coordinator. It is recommended that you allow at least two to three weeks for data verification.

Only district and campus coordinators have access to data files in the Assessment Management System. To make changes to student records, or to add or delete students, the files can be downloaded, updated, and re-uploaded. The Assessment Management System enables campus coordinators to download and update files, but only district coordinators are able to re-upload files. Note that only district coordinators have organizational access to change data (edit fields, add or delete students) directly within the system.

To download files to begin the verification process, district coordinators notify campus coordinators that the campus files are ready to be exported to CSV files. Campus coordinators then request their registration files via the *Register Student* link on the *Test Management* tab of the Assessment Management System. The campus coordinator receives a notification e-mail that the file is ready to be viewed. The file can be accessed by clicking the *View Published Reports* link on the *Test Results* tab of the Assessment Management System.

After the file is downloaded, campus coordinators proceed to verify the accuracy and completeness of the data. The campus coordinator may make any changes needed to the registration file, but the file must be submitted to the district coordinator for re-upload into the Assessment Management System. Refer to the "Student Data" section of the Assessment Management System User's Guide for detailed information about student data file submission.

If your district's data was uploaded based on a PEIMS extract, keep in mind that the TELPAS Years in U.S. Schools data collection is not a PEIMS element. It is possible to download the CSV file, provide the Years in U.S. Schools data, and re-upload the file, which avoids the need

to add the data for each individual student within the Assessment Management System. Consult with your district coordinator as needed about this data element, which is described on page 288.

Verifying Accuracy and Completion

Program information should reflect the student’s status as of October 29, 2010, as reported to PEIMS, or current information should be entered if the student is new to the district or if the student’s demographic information or status for any program has changed since the fall 2010 PEIMS submission. If a demographic or program information field is left blank for any student, data from the October 29, 2010, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student’s record to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as “No information provided” for that data element.

PEIMS student IDs must be verified by the time of the test session. Other data elements can be verified and updated at any time during the testing window or during the three-day final data verification period.

It is important to ensure the accuracy of the student identification information (i.e., PEIMS ID, student name, and date of birth) because it is part of the individual’s permanent record. The permanent record contains performance information used to determine progress and other relevant accountability data.

Ensure that the grade level of each student is accurately reflected. The grade selected must reflect the student’s enrolled grade. The grade field must be completed regardless of whether a student is assessed.

NOTE: Updates made to student data in the Assessment Management System are applied to the reporting of assessment results but do not alter student information contained in the PEIMS file at the Texas Education Agency.



Maintain close communication with your district coordinator about the process to follow to review and update student data.

Procedures for Managing Students Who Move

Because of the five-week assessment window, it is not uncommon for ELLs to enroll from out of state or move between or within districts. Appendix H of this manual describes the procedures to follow for

- removing students who withdraw before the assessment window,
- adding students who enroll before and during the assessment window, and
- determining which assessments sending and receiving campuses are responsible for administering.

General instructions for carrying out tasks to add and remove students within the Assessment Management System are found in the “Student Data” section of the Assessment Management System User’s Guide.

Years in U.S. Schools (Grades 1–12 Only)

Campus coordinators are responsible for verifying the Years in U.S. Schools data collection in consultation with the LPAC. **Do not include kindergarten or prekindergarten in counting the years in U.S. schools of LEP students in grades 1–12. Start with grade 1.**

- 0 = First enrolled in U.S. schools during the second semester of 2010–2011 school year
- 1 = First enrolled in U.S. schools during the first semester of 2010–2011 school year
- 2 = Has been enrolled in U.S. schools for all or part(s) of 2 school years
- 3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years
- 4 = Has been enrolled in U.S. schools for all or part(s) of 4 school years
- 5 = Has been enrolled in U.S. schools for all or part(s) of 5 school years
- 6 = Has been enrolled in U.S. schools for all or part(s) of 6 or more school years

It is very important for data regarding Years in U.S. Schools to be determined and entered accurately. A student's number of years in U.S. schools is used to determine the performance requirements for several state and federal accountability measures and in other data analyses.

Campus coordinators must ensure that years in U.S. schools coding is entered accurately. Note that only in the case of a student who has been retained in grade 1 should the value for a grade 1 student be higher than first semester.



As communicated to districts in the fall, the Years in U.S. Schools data collection has changed slightly. The previous “5 or more school years” category has been divided into “5 school years” and “6 or more school years.”

Activity 12

Create reading test sessions.

Create Reading Test Sessions

In coordination with your district coordinator, it is your responsibility to ensure that all enrolled ELLs in grades 2–12 are assigned to an online reading test session. Test sessions are electronic groupings of students within the Assessment Management System. Before a test administrator can start a test session, the session must be created within the *Test Management* section of the Assessment Management System. For more information on creating test sessions, refer to the “Test Management” section of the Assessment Management System User’s Guide.

Careful planning is needed when creating test sessions. Decisions about how to set up test sessions to accommodate your campus’s needs should be made in consultation with your district coordinator. It is recommended that testing staff set up test sessions at least one to two weeks before testing.

Technical staff should be involved in the test session setup because they need to understand the interaction between the TestNav test delivery software and test management activities within the Assessment Management System.

| Task | Task Description |
|---|--|
| Create a test session | An online test session must be created before students can log in to TestNav to take the reading test. |
| View or edit an existing test session | Check the test session details and verify that the correct students are assigned to the session. |
| Add, remove, or move students from a test session | Update test session to reflect students who are actually testing in the test session. |
| Proctor cache test items | Proctor caching is required when delivering an online test. |

Test sessions within the Assessment Management System are grade-cluster specific. It is not possible for students in different grade clusters to be assigned to the same electronic test session. A student is prevented from being placed in a test session that does not correspond to the student’s grade level in your student data upload.

There is a separate TELPAS reading test for each of the following grade clusters:

| Grade Clusters for 2–12 Reading |
|--|
| 2 |
| 3 |
| 4–5 |
| 6–7 |
| 8–9 |
| 10–12 |

It is possible to have students from more than one grade cluster take an online test in the same room, but the Assessment Management System requires the test administrator to manage a separate test session for each grade cluster test. In addition, for certain grade clusters, there are some differences in the administration directions that test administrators read aloud. For more information about managing multiple test sessions simultaneously, contact Pearson's Austin Operations Center at 800-627-0225.

As you assign students to test sessions, refer to Appendix E if you have questions about testing students in alternative education settings. See Appendix H for instructions about how to handle students who move within or between districts before or during the assessment window.

Activity 13

Create rating entry groups.

Create Rating Entry Groups

In coordination with your district coordinator, it is your responsibility to assign all your campus’s ELLs to a rating entry group. A student’s ratings cannot be entered until the student is placed in a rating entry group. Rating entry groups, which may be set up by testing coordinators or online session administrators, are created within the *Student Evaluation* tab of the Assessment Management System. Instructions for creating rating entry groups are found in the “Student Evaluation” section of the Assessment Management System User’s Guide.

Careful planning is needed when creating rating entry groups. Rating entry groups can be set up according to campus preference. They are not dependent on reading test sessions or the reporting groups specified in your district’s student data file upload. Students may be arranged in rating entry groups according to their TELPAS raters or in any other campus grouping, however large or small. Decisions about how to set up rating entry groups to accommodate your campus needs should be made in consultation with your district coordinator. The following table describes the tasks associated with creating rating entry groups for TELPAS.

| Task | Task Description |
|--|---|
| Create a rating entry group | An online rating entry group must be created before ratings can be entered. |
| View, edit, or remove an existing rating entry group | Check the rating entry group details and verify that the correct students are assigned to the rating entry group. |
| Add or remove students from a rating entry group | Update rating entry group to reflect students who are actually being rated in the rating entry group. |

The enrolled grade level in PEIMS does **NOT** restrict the organization of students in rating entry groups in the Assessment Management System. Students on the same electronic rating entry group roster in the Assessment Management System can be from multiple grade levels (K–12) within a campus.

It is recommended that testing staff set up rating entry groups at least one to two weeks before testing.

As you assign students to rating entry groups, see Appendix E if you have questions about testing students in alternative education settings. See Appendix H for instructions about how to handle students who move within or between districts before or during the assessment window.



Students may be removed from an existing rating entry group without loss of data. However, remember that data may be entered or modified only when students are assigned to a rating entry group.

Monitor TELPAS Administrations

Activity 14

Ensure proper holistic rating and testing procedures; answer questions and resolve problems.

Ensure Proper Holistic Rating Procedures

Once the TELPAS administration window opens on March 7, 2011, raters who have completed their training may begin evaluating students' English language proficiency levels—beginning, intermediate, advanced, or advanced high—for each language domain assessed. The PLDs raters use to determine students' proficiency levels are in the online courses and TELPAS Manual.

The rater may photocopy the PLDs for ease of use. The rater may also make multiple photocopies, write the students' names on the photocopies, and use the copies to record individual notes about the students. The campus may keep these working copies for future reference.

You and your principal are responsible for ensuring that raters rate all eligible students in the appropriate domains and that the correct procedures are followed for assembling and rating the grades 2–12 writing collections. In conjunction with your principal, you are responsible for seeing that rater support procedures are followed and that personnel carry out your campus's procedures for ensuring the validity and reliability of the holistic ratings, as outlined in TELPAS Campus Coordinator Activity 9.

Remember that you are the contact person for all assessment-related questions on the campus.

Ensure Proper TELPAS Reading Testing Procedures for Grades 2–12

You must be available to assist your campus's test administrators during testing. They must be able to refer test-related problems and questions to you. If a situation arises that you do not know how to resolve, contact your district coordinator. (Refer to TELPAS District Coordinator Activity 13.)

You and your principal are responsible for ensuring that all eligible LEP students on your campus are assessed. You may need to develop procedures to ensure that all eligible LEP students present on the day of testing are notified and in attendance at their test session.

You and your principal are also responsible for test security on your campus. To help monitor test security, observe as many testing rooms as possible. Resolve any irregularities as they occur, following the procedures outlined in the “Test Security and Confidentiality Requirements” section at the front of this manual. Remember that improper testing procedures could result in the invalidation of students’ test results or potential penalties for testing personnel.



A test administrator who has been trained in general TELPAS administration procedures as well as in TELPAS reading testing procedures must be present in the testing room at all times during testing.

Help your reading test administrators conduct testing sessions under the best possible conditions. By following the procedures listed below, you ensure the security and confidentiality of the testing program and the uniform evaluation of all students throughout the state.

Testing Environment

- There must be at least one test administrator for every 30 students. Smaller sessions may be advisable in some situations.
- To support test security during testing, personnel should make a determined effort to prevent students from seeing one another’s monitor.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed. Any rooms to which students may be relocated must also be prepared.
- No element of the testing room’s environment should hinder any student’s performance. The testing room should be quiet, well lighted, well ventilated, and comfortable. Each student should have enough space in which to work.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.

Scheduling

- Districts may establish starting times for testing. A student who arrives after testing has begun may be tested if sufficient time remains in the day and if he or she has not had contact with students who have already completed testing.
- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

Testing Procedures

- Students must remain seated during testing and are not allowed to converse while testing.
- Each student must be allowed to work at his or her individual speed. Since the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose. Districts should

exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test items before the end of the school day.

- Students must not use **reference materials**.
- Students are allowed to use **scratch paper** since they do not have test booklets in which to write notes. **All scratch paper must be destroyed immediately after testing.**
- Some students may finish a test earlier than others. **After they have finished testing**, students may be allowed to quietly read books or leave the testing room.
- Before a student who has finished testing leaves the room, the test administrator must ensure that the student's test is in "submitted" status.



Test items are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the test administration manuals.

Answering Questions

Test administrators are **NOT** allowed to answer any questions related to the content of the test itself. If a student asks a question that the test administrator is not permitted to answer, the test administrator may respond, for example, **"I can't answer that for you; just do the best you can."**

Test administrators and school personnel are **NOT** allowed to

- translate test items or reading selections into another language;
- rephrase or add information to test items or reading selections;
- provide reading assistance to students;
- discuss test content with anyone before, during, or after testing; or
- score test items or discuss with students how they performed.

Note that test administrators **are** allowed to translate oral instructions into the student's native language or sign oral instructions to a student who is deaf or hard of hearing.

Computer Monitor Glare

Glare from computer monitors may cause student fatigue. If a student experiences glare, correct this by adjusting the student's seating, the angle of the computer screen, or by taping a blank, unused sheet of heavy paper or a folder to the top of the screen.

Breaks

Students may be allowed to take breaks in the testing room during a test session. Test administrators should be attuned to students' need for breaks and determine whether breaks

are necessary. Breaks are encouraged to avoid fatigue. Testing staff may adjust student workstations or turn off monitors during breaks if students are bothered by glare from their monitors.

During breaks, students must not discuss the contents of the test, and test sessions must be exited. At grade 6 or higher, allow only one student at a time to take a restroom break. At grades 2–5, the entire class may take a restroom break, if necessary. If taking restroom breaks with younger students, the students must remain together and be closely monitored by a trained test administrator to ensure the contents of the test are not discussed.

At least one test administrator in the testing room needs to be well-trained on how to exit and resume online tests when giving breaks. See the instructions that follow for exiting and resuming an online test during a break.

Exiting and Resuming an Online Test

To exit the test, students should click the “X” at the top right corner of the screen, click “Yes, exit the test” in the pop-up message, and then click “Yes” for the second pop-up message. The test administrator must provide assistance for students who need help exiting and resuming their tests. **Test administrators for students in grades 2–5 should exit and resume the test for their students.**

The test administrator must resume each affected student’s test by checking the box next to each student’s name on the *Session Details* screen and then clicking the **Resume Test** button on the toolbar. Students may then log back in to TestNav.

Lunch

If testing continues into the normal lunch period, students should be allowed to break for lunch. Students should exit their test prior to the lunch break, following the instructions above. **Students must NOT click the *Submit* button at this time.** If a student prematurely submits their test, call Pearson’s Austin Operations Center at 800-627-0225 for assistance. During lunch the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

Cell Phone Use

The use of cell phones and other personal electronic devices during testing is not permitted for the following reasons:

- Making or receiving calls disrupts the testing environment by disturbing other students.
- Making or receiving calls could compromise the confidentiality of the test.
- The text messaging, camera features, and Internet capability of cell phones could be used to compromise the security and confidentiality of the test.

- The use of personal electronic devices, such as MP3 players or personal organizers, disrupts the testing environment and might be a source of direct answers.

Districts are required to develop a policy for cell phone use that serves their needs while preserving the security and confidentiality of the testing program. Check with your district coordinator if you have questions about your district's policy.

Emergencies

Occasionally an emergency will arise and students may need to leave the testing room for a brief time. If time allows, instruct students to exit the test, following the instructions for exiting and resuming an online test on the previous page. **Students must NOT click the *Submit* button at this time.**

School Emergencies

If the nature of the emergency indicates a danger to students (such as a fire alarm), testing staff should **NOT** instruct students to exit their tests. Students should go quietly outside, following their school's regulations for exiting the building.

Test administrators must closely monitor their testing groups to make sure no one discusses the test. If students return, the test administrator and campus coordinator should determine whether they should continue testing. If students cannot continue testing on the same day, the district coordinator should contact TEA's Student Assessment Division at 512-463-9536 to determine whether the students may continue testing the next school day.

Changing Testing Rooms

The tests are untimed. Students should be given as much time as they need to finish the test, although they are required to finish the test the same day it is started. As long as test security is not breached, students who have not finished the test by the end of the test session may be moved to another location. If students must be moved to an alternate test site to finish their test, be sure to have them exit the test and close TestNav, following the instructions on the previous page. **Make sure that students *do not submit their test answers at this time.*** While in transit, students must not discuss the test with anyone or have access to learning materials. After the students are settled in the new location, the test administrator can resume the students' tests by following the instructions on the previous page.

Activity 15

Ensure that students' assessment information is entered and verified.

It is important that student assessment information be correctly entered in the Assessment Management System. As campus coordinator, it is your responsibility to ensure that personnel you assign to enter this information are knowledgeable about how to enter this information.



Assessment information must be entered correctly in the Assessment Management System for accurate reporting of results.

Holistic Ratings and Rater Information

The holistic ratings and rater information that raters provide on the TELPAS Student Rating Rosters are to be entered in the Student Details view of the *Enter TELPAS Holistic Rating Information* screen within the *Student Evaluation* tab of the Assessment Management System.

Holistic Ratings

For the holistic ratings, either a holistic rating or a score designation denoting why a student was not rated must be entered and verified for each student in the domains of listening, speaking, reading (K–1 only), and writing.

The holistic ratings are beginning, intermediate, advanced, and advanced high. In the event a student is not holistically rated, a score designation below should be selected on the *Enter TELPAS Holistic Rating Information* screen.

X = ARD Decision

Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP, according to 19 TAC, Chapter 101.

NOTE: For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELLs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare.

E = Extenuating Circumstances

Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

NOTE: Such extenuating circumstances should be rare. There is not a designation for absence because the ratings are based on observations over time. If "extenuating circumstances" is selected, maintain documentation of the reason on the campus.

Rater Information

The rater information fields provide information about TELPAS raters and whether they collaborated with others in determining the students' TELPAS ratings. This information is entered on the *Enter TELPAS Holistic Rating Information* screen of the *Student Evaluation* tab in the Assessment Management System. The rater information fields provide the rater's answer to two questions.

Question A: This field indicates the role that **BEST** describes the relationship of the rater to the student.

- 1 = Bilingual Education Teacher
- 2 = ESL Teacher
- 3 = Elementary General Education Teacher
- 4 = Middle or High School General Education Teacher of Foundation (Core) Subject(s)
- 5 = Special Education Teacher
- 6 = Gifted and Talented Teacher
- 7 = Teacher of Enrichment Subject(s)
- 8 = No Domains Rated (E or X in every domain)

Question B: This field indicates whether the rater collaborated with other individual(s) familiar with the student's progress in learning English. Only one field can be selected.

- 1 = Yes
- 2 = No
- 3 = No Domains Rated (E or X in every domain)

“No Domains Rated” must be selected for BOTH *Question A* and *Question B* if a student is marked Extenuating Circumstances or ARD Decision in every domain.

Grades 2–12 Reading

The Score Code drop-down menu for the grades 2–12 reading tests is found on the *Student Test Details* screen within the *Test Management* tab of the Assessment Management System website.

Tests to Be Scored

It is not necessary to make a selection in the Score Code drop-down menu for a test to be scored. A student's test is automatically scored when the student clicks the **Submit** button at the end of the test.

“Do Not Score” Designations

In the event that a student does not take or complete the reading test for grades 2–12, one of the following “do not score” designations must be selected in the Score Code drop-down menu on the *Student Test Details* screen.

A = Absent

Student absent throughout the testing window.

NOTE: A student should **NOT** be marked absent if the student was absent on the testing days but also fits one of the score designations below. If you are only responsible for a student’s holistic ratings due to the student moving during the testing window, do not place the student in a test session or mark the student absent.

N = Second Semester Immigrant Non-English Reader

Non-English reader who enrolled in U.S. schools for the first time in the second semester of the 2010–2011 school year, as determined by the LPAC and documented in the student’s permanent record file.

NOTE: Such students are assigned a rating of “Beginning” on the test and assigned the minimum scale score. This will be their baseline score and the level against which their progress will be measured in the following year’s administration. This designation should not be used for second semester immigrants who read some English. These students should take the reading test.

X = ARD Decision

Student does not participate in the grades 2–12 reading test on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP, according to 19 TAC, Chapter 101.

NOTE: The test should be a meaningful measure of English language proficiency in reading for the vast majority of ELLs receiving special education services. A decision not to include a student should be rare.

* = TEA-Approved Paper Administration

TEA-approved paper administration for a student.

NOTE: This option should be used for a student who is already in a test session in the Assessment Management System. All student information, including holistic ratings, must be marked on the printed scorable documents for these students.

O = Other Student Not to Be Scored

Student experiences a test administration irregularity or illness during testing.

Mark a Test Complete

A student's test should only be marked complete in a "do not score" situation or in the event the student forgot to select the **Submit** button and simply exited out of the test.

If a student has accidentally logged in as another student or the test administrator has logged in as a student who is absent on that day of testing, do **NOT** mark the test as complete. Contact Pearson's Austin Operations Center for assistance.

The following are "do not score" situations:

- Absence during the entire testing window
- Second semester immigrant non-English reader
- ARD decision
- TEA-approved paper administration
- Other (illness or testing irregularity)

For how to mark a student's test complete, refer to the "Test Management" section of the Assessment Management System User's Guide.

NOTE: Be aware that if this button is selected, the student cannot take the test. If an error has been made, contact Pearson's Austin Operations Center at 800-252-9186.



Some users do not have access to the *Mark Test Complete* button.

Accommodation Categories for Grades 2–12 Reading

If a student was allowed accommodations, the accommodation category or categories must be selected from the Accommodations drop-down menus on the *Student Test Details* screen. Accommodations are practices and procedures that provide equitable access to students during instruction and assessments. The following categories of accommodations are included in this field:

- Presentation Accommodation
- Response Accommodation
- Setting Accommodation
- Timing and Scheduling Accommodation

If the student does not receive testing accommodations, those fields should be left in the "<select>" position.

Refer to the Accommodations Manual for more information regarding accommodations and how to categorize them. Information about accommodations used by the student is collected as part of federal reporting requirements but is not associated with student performance.

Complete Online Testing Process

Activity 16

Direct the collection of materials from raters and test administrators.

Collecting Rater Materials

Before raters return their materials to you, they must

- review the accuracy of any student data elements or test status information you have asked them to verify;
- make sure that they have completed, signed, and dated the TELPAS Student Rating Roster;
- make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12); and
- sign their rater security oath.

After you have collected the materials from the raters, you must confirm that all the steps above have been taken.

Raters must return all rater materials to you. These materials include the following:

- TELPAS Student Rating Roster
- signed rater security oath
- student writing collections
- TELPAS Manual

The manuals may be recycled. They will not be returned to the testing contractor.



In cooperation with the principal, determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.

Verify that you have received a signed TELPAS Student Rating Roster and signed rater security oath from each rater and signed verifier security oath from each writing collection verifier. File the following documents in a central location on the campus and retain them for **specified time periods** from the date of testing:

- signed TELPAS Student Rating Rosters (**one year**)
- writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (**two years**)
- signed rater security oaths (**five years**)
- signed verifier security oaths (**five years**)
- documentation of procedures followed to ensure validity and reliability of the rating process (**one year**)

These official campus records provide important assessment documentation, including the name of each student’s rater and writing collection verifier, verification that the raters and verifiers received the required training, and confirmation of the principal’s oversight of the rating process.

The student writing collections must be kept in the students’ permanent record files. Schools are encouraged to refer to the writing collections as part of their instructional planning.

Collecting Test Administrator Materials

After the final test session, reading test administrators must return all test materials to you. These materials include the following:

- TELPAS Manual
- signed oath of test security and confidentiality
- seating chart
- Test Session Roster(s)
- student authorizations (secure documents)
- scratch paper (secure documents)

Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years. Destroy the student authorizations and scratch paper. The manuals may be recycled. They will not be returned to the testing contractor.

Activity 17

Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 8, 2011. Student records must be verified as complete by 11:59 PM (CT), April 13, 2011. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.

Depending on the resources of the district, one or more persons can be assigned the task of verifying that all records are accurate and complete. For instance, campus coordinators and other authorized campus staff can be assigned the task of verifying all student records at their campus. Your district coordinator will provide guidance in how to assign this task at your campus.

Except for PEIMS student IDs, which must be verified before the start of the test session, records can be verified and updated at any time until the close of the final data verification window. Work closely with your district coordinator to manage this process.

There are several reports that district and campus personnel can use to verify that all student records are complete. These reports are located on the *Student Evaluation* tab of the Assessment Management System.

Two reports assist in monitoring the entry of holistic rating data. These reports can be accessed by district coordinators, campus coordinators, online session administrators, and rating entry assistants. Both are available in a printable Excel version that can be downloaded. The reports display real-time information for all fields.

- **TELPAS Holistic Rating Student Status Report (District and Campus)**

This report lists current holistic rating data of all students within the selected district or campus and can be used to verify that the information from the TELPAS Student Rating Rosters has been entered accurately into the Assessment Management System.

- **TELPAS Holistic Rating Snapshot (District and Campus Level)**

This snapshot displays the number of students whose holistic ratings are complete, in progress, or not started and can be used to track the progress personnel make in entering holistic rating data during the testing window.

The report below shows the combined status of students' reading tests and holistic rating data, and is available to district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

■ **TELPAS Combined Status Report (District and Campus Level)**

This report shows the overall status of each student within the district or campus. Certain key elements must be completed before the system will acknowledge a record as complete. This report enables coordinators to know whether

- holistic ratings and rater information have been entered,
- reading tests for grades 2–12 have been completed, and
- Years in U.S. Schools information has been entered.

The report is updated three times daily and can be exported to a CSV file.



All student records MUST be entered and verified by 11:59 PM (CT), April 13, 2011.

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