

Attachment D

Options for Conducting Rater Training Sessions

The online courses are made available on the TELPAS TrainingCenter website at www.texasassessment.com/telpasonlinetraining. Note that only the 2–12 level 1 course and the K–1 level 1 course are used in the fall. Direct training support from state TELPAS holistic rating trainers is required. This training may be conducted in a number of different ways depending on the computer resources available at the training site and other considerations.

Option 1 (online course taken during face-to-face training)

Schedule the session to take place in one sitting at the training site. Trainers open the training with introductory information about TELPAS and the Texas English Language Proficiency Standards (ELPS). Participants then access the appropriate **level 1** online training course on an individual computer. Trainers help participants log into the TELPAS TrainingCenter and establish their user ID and password. Raters complete the online course (all modules), either in chunks with trainer assistance in between or all at once. Trainers reinforce training content, answer questions, and help explain the rating annotations in the practice activities as needed. After participants complete the course, trainers should make sure 2–12 raters understand how to proceed to the qualification activity. Trainers may incorporate qualification into the schedule of the training day if time allows.

Option 2 (short face-to-face meeting before and after taking online course)

Trainers schedule a short meeting with individuals needing training. The purpose of the meeting is to provide introductory information about TELPAS and the ELPS, and to explain how to access and complete the appropriate online course. Participants leave the meeting with a date for a follow-up meeting. They complete the online course on their own prior to the follow-up meeting. At the follow-up, trainers answer questions, provide further explanation of practice activity annotations as needed, and make sure 2–12 raters know how to proceed to the qualification activity.

Option 3 (option 2 with use of videoconference, distance learning, or webinar)

This option is similar to option 2, but rather than have two face-to-face meetings with participants, trainers utilize videoconferencing, distance learning, or a webinar to conduct one or both of the meetings. Participants complete the course on their own in between the two meetings.

Option 4 (leading participants through parts of online course using projector)

Trainers conduct training for a group of participants through a face-to-face session, videoconference, distance learning, or webinar and project the course on a single screen. Trainers lead participants through the overview module and the beginning of each of the other modules leading up to the practice rating activities in the listening, speaking, and writing modules (instruction on the PLDs and student examples). Participants then use individual computers to log in and do the practice activities, either on site or on their own after they leave the session. (There are activities to complete in each module. Please be aware that participants must view all components of all modules, including content covered as a group, in order for the online system to acknowledge course completion.) If participants complete the activities on site, trainers answer questions, help explain the rating annotations in the practice activities as needed, and make sure 2–12 raters understand how to proceed to the qualification activity. If participants leave the session to access computers, trainers schedule a follow-up meeting to review rating annotations as needed and make sure 2–12 raters know how to proceed to the qualification activity.

Note: It may be possible to conduct training for all clusters together since the examples and rating activities that are cluster specific are delivered through the online courses.