TELPAS

Introduction

General Information about TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency of 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 accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - holistically rated student writing collections
  - holistically rated observational assessments of listening and speaking

Students' answers to reading tests, ratings from holistically rated assessments, and all other student data are submitted through the TELPAS Assessment Management System.

For holistically rated 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.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the assessment window of March 7 through April 6, 2016. The TELPAS data verification window is April 7–8, 2016.

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the DC and CC icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.

Checklist for TELPAS Administrations

Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C). ELLs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP.

NOTES

There are rare circumstances in which a student may not be required to participate in one or more TELPAS language domains.

- **ARD Decisions.** In rare cases, 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 assessed in reading, writing, listening, or speaking for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.
- **Newly Enrolled ELL—Holistically Rated Domains.** An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled ELL in grade 2–12 is required to take the TELPAS reading test.

LPAC Resources

TELPAS Online Training Center

Holistically Rated Assessments

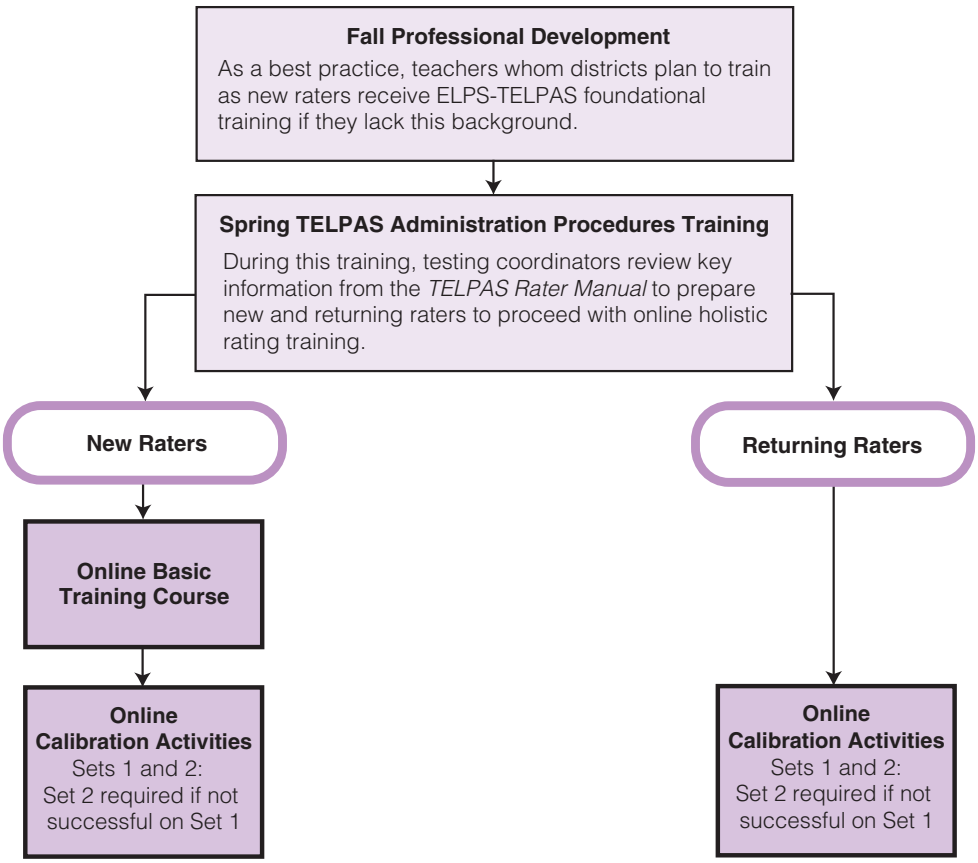
Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the proficiency level descriptors (PLDs) from the English Language Proficiency Standards (ELPS). Raters are required to complete holistic rating training annually. The online basic training courses and calibration activities are grade-cluster specific. The training is available through the TELPAS Online Training Center website, which requires a username and password for access.

District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill their holistic rating training requirements. Online basic training courses may be completed independently. Calibration activities must be completed in a monitored setting.

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

Grades K–12 Holistic Rating Training Flowchart



Teachers must be assigned to complete holistic rating training in the grade cluster that corresponds to the grade levels of the students they will rate. Note the guidelines below for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

- **Multiple clusters within grades 2–12.** These raters are required to complete training in the cluster in which they have the 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.
- **Multiple clusters that include K–1.** These raters must complete training for K–1 and at least one other cluster (within grades 2–12). 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 PLD rubrics appropriately.

NOTES

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required holistic rating training requirements, including calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 2 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.

Rater Credentials

A teacher (including a substitute 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 Texas education credentials, such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

Assembling and Verifying Writing Collections

The process for rating writing in grades 2–12 differs from the observational process for rating listening and speaking. Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The *TELPAS Rater Manual* outlines specific requirements for assembling and verifying the contents of the writing collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content-area instruction.

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TELPAS Online Training Center

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional TELPAS Online Training Center course titled *Assembling and Verifying Grades 2–12 Writing Collections* may be used to

supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.

Key Holistic Rating Training Dates

Date	Activity
January 4–8	*TELPAS Rater Manual* and *TELPAS Reading Test Administrator Manual* due in districts (available online in December)
January 11	Assembling and Verifying Grades 2–12 Writing Collections course available
January 25	Online basic training courses for new K–1 and 2–12 raters available
January 25	End date for district coordinator training—all TELPAS components
February 5	End date for campus coordinator training—holistically assessed components
February 15	End date for training raters and verifiers on administration procedures
February 15	Calibration window opens for new and returning raters
February 15	Earliest eligibility date for TELPAS writing samples
March 7–April 6	TELPAS assessment window
April 7–8	TELPAS data verification 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 assessment.

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 vary by campus. The requirements are described later in this section of the *Coordinator Manual*.

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.

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Coordinator Manual Resources

Accommodations Information

Information regarding accommodations available during the TELPAS holistically rated assessments can be found in the *TELPAS Rater Manual.* Information regarding accommodations available for grades 2–12 TELPAS reading tests can be found in the *TELPAS Reading Test Administrator Manual*. In rare cases, a student may require an accommodation that requires a paper administration of the TELPAS reading test. Paper administration of TELPAS reading must be approved by TEA. Refer to the Coordinator Manual Resources webpage for more information.

Training

Summary of 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
Principals	Annual training in TELPAS administration procedures, including the role of principals in ensuring rating accuracy
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
Grades 2–12 reading test administrators, monitors, or assistants	Annual training in test security and TELPAS reading test procedures for grades 2–12
Raters	Annual online holistic rating training and TELPAS administration procedures training for the holistically rated assessments
Technology staff and others assigned to Texas Assessment Management System roles	Annual training in test security and applicable TELPAS administration procedures

DC Prepare for and attend district coordinator training.

❑ Prepare for Training

- Establish procedures to identify and assess all eligible ELLs.
- Implement processes to ensure that enough raters are designated and appropriately trained and that enough monitored sessions for calibration are scheduled.
- Implement procedures to support the validity and reliability of the holistically rated assessments.
- Ensure proper coordination with technology staff so that campuses are set up for the online reading tests and monitored calibration sessions.
- Train campus personnel on online administration and submission processes.
- Maintain security and confidentiality throughout the assessment period.

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❑ Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual.*
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *TELPAS Assessment Management System User's Guide* and other technology resources on the Texas Assessment Technology Information webpage.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.
- Be familiar with how PowerPoint® presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

❑ Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact the regional ESC. Training should be held by the date specified on the Calendar of Events.
- Bring this manual to the session.

❑ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as it is completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the school year.

NOTES

Prepare for and conduct campus coordinator and principal training.

❑ Designate Campus Coordinators for Each Campus With Enrolled ELLs

- This should be done in cooperation with your school district's principals.
- In conjunction with district coordinators, campus coordinators are responsible for
  - supervising online reading test processes for grades 2–12, and
  - the training and administration processes for the holistically rated assessments.

❑ Schedule Training Sessions

- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS. Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
- Schedule training sessions by the dates specified on the Calendar of Events.
- Training for the holistically rated components is completed earlier than training for the online grades 2–12 reading tests. Training associated with the online student data submission process is completed by the latter date.

Calendar of Events

> 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.

❑ Distribute Manuals

- Instruct campus coordinators to review the TELPAS section of this 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 Rater Manual* and the *TELPAS Reading Test Administrator Manual,* which they will use to train raters and reading test administrators.

TELPAS Manuals

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❑ Prepare for and Conduct Training Sessions

Some key topics to cover at the training sessions include:

- Preparing for testing
  - responsibilities of campus coordinator, principal, and other campus testing personnel
  - testing manuals and other testing resources
  - verifying that student records of all ELLs are in the Assessment Management System
  - assessing all eligible students
  - scheduling reading test administrations for grades 2–12
  - designating and training raters, test administrators, and other testing personnel
  - scheduling and holding monitored rater calibration sessions
  - testing accommodations
  - ensuring all raters complete holistic rating training, including calibration in monitored settings
  - setting up test sessions for reading and holistic ratings in the Assessment Management System
- Test security
  - test confidentiality requirements
  - test security policies, procedures, and oaths
  - active monitoring
  - proper testing procedures
  - seating charts for grades 2–12 reading tests
  - consequences for adult and student cheating
- Holistic rating process
  - assembling and reviewing writing collections
  - implementing and documenting procedures for ensuring rating validity and reliability
  - collecting and storing TELPAS Student Rating Rosters and student writing collections
- Student data elements and online testing score codes
  - verifying student identification, demographic, and program information
  - entering and verifying holistic rating information
  - entering score codes
  - supplying and verifying Years in U.S. Schools data
  - entering additional data as described in the “Verify extenuating circumstances data” section of this manual

NOTES

Prepare for and attend campus coordinator training.

❑ Prepare for Training

The campus coordinator is the contact person for all TELPAS-related communications at the campus. Some key responsibilities include ensuring that

- all eligible ELLs are identified and assessed;
- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS reading test administrators are identified and properly trained;
- a sufficient number of monitored calibration sessions have been scheduled and raters are identified and properly trained;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- reading test sessions are scheduled and actively monitored, and students have the opportunity to use the online reading test tutorials for TestNav;
- online test sessions are created for both the reading test and rating entry;
- students' ratings and rater information are entered in an online rating entry form in TestNav and rating information is verified before submitting;
- 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;
- student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

❑ Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual*, which you will use to train raters and test administrators.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide* and other technology resources on the Texas Assessment Technology Information webpage.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.

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- Be familiar with how PowerPoint® presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

❑ Attend Training

Calendar of Events

- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Bring this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual* to the session.

❑ Review and Sign Oath

Oaths

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components. Become familiar with the "Test Security and Confidentiality Requirements" section in this manual.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath again in the appropriate section after testing has concluded for the school year.

> Return your oath to your district coordinator after all test materials have been returned.

DC CC Prepare for and conduct technology staff training.

❑ Designate Technology Staff

- Technology staff are responsible for ensuring that
  - administrative rights necessary for installing software are obtained;
  - network infrastructure and computers have been assessed and meet the minimum system requirements;
  - computers are available and properly configured for monitored online rater calibration sessions; and
  - all testing software is properly installed, configured, and tested.

NOTES

- Technology staff should be available for assistance before and during test sessions and monitored calibration sessions to address technology problems that might occur.
- Ensure technology staff sign the appropriate oath.

❑ Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign the appropriate oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.

❑ Direct Technology Staff to Review Online Resources

- Technology staff should review the *Assessment Management System User's Guide* for information on navigating and using resources of the Assessment Management System.

TELPAS Online Training Center

Assessment Management System User's Guide

CC Plan for and conduct administration procedures training for raters and writing collection verifiers.

❑ Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELLs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.
- Raters must be teachers of the ELLs they rate and have the students in class at the time of the spring assessment window.
- While ESL teachers who have ELLs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content-area teachers as raters because TELPAS ratings must reflect the ability of students to understand and use English during content-area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.

NOTES

Calendar of Events

❑ Schedule Test Administration Procedures Training for Raters and Verifiers

- This training is required annually for staff assigned to these roles.
- Training for test administration procedures for raters and verifiers should take place by the date specified on the Calendar of Events. If necessary, additional individuals may be trained after this date to address extenuating circumstances.

❑ Distribute *TELPAS Rater Manual* to Raters and Verifiers Before Training Session

- Direct raters and verifiers to thoroughly read the manual.

❑ Conduct Administration Procedures Training for Raters and Verifiers

- Some key topics to cover during these sessions include the following:
  - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
  - the ways in which test security, confidentiality, and integrity apply to the holistically rated assessments
  - fundamentals of the holistic rating process for raters who do not yet have this background
  - a review of the holistic rating online training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, information about location of monitored sessions for calibration, rating support policy for any raters who do not successfully calibrate, and the process for logging into the TELPAS Online Training Center
  - consequences of cheating
- Make sure raters have signed oath on file before they create a new account in the TELPAS Online Training Center.
- Make sure new raters understand which training to take and for which grade clusters.
- Raters must be well trained to use the PLD rubrics by reviewing corresponding sections of the *TELPAS Rater Manual*.
- You may wish to assign raters and verifiers to complete or review the TELPAS Online Training Center course titled *Assembling and Verifying Grades 2–12 Writing Collections*. A TEA-provided PowerPoint® titled *Grades 2–12 Writing Collection Overview* is also available on the TELPAS Resources webpage.
- Raters and writing collection verifiers must initial and sign an oath after training and prior to handling secure materials.

NOTES

Prepare for and conduct monitored calibration sessions.

❑ Designate Staff to Conduct Calibration Sessions

- A testing coordinator or other designated personnel must serve as a proctor for monitored calibration sessions. The number of proctors needed depends on the number of raters being trained.
- Proctors may be LPAC administrators, school counselors, or other suitable staff but must not be teachers serving as TELPAS raters this year.
- Proctors must have received administration procedures training and sign the appropriate oath.

Oaths

Secure Coordinator Resources

❑ Schedule Monitored Calibration Sessions

- Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
- Districts must establish local procedures for verifying the completion of the online basic training course before new raters can access calibration activities.
- The number of calibration sessions needed depends on the number of raters that must be trained to rate the ELLs on each campus.
- Most raters will need 1-2 hours to complete a calibration set.
- Local procedures must be established for completion of second calibration set. Calibration sets 1 and 2 may be completed in one session or in separate sessions, as determined by local procedures.
- The use of headphones is required for raters to complete the calibration activities.
- A printer should be available for printing certificates.

❑ Conduct Monitored Calibration Sessions

- Ensure that a trained proctor is available to actively monitor the calibration session.
- Campuses must maintain a roster of participants for each calibration session. A sample roster is available for use from the secure Coordinator Resources for TELPAS Holistic Rating Training webpage.
- Ensure proctors have the correct calibration passcode for the day of the session. Daily calibration passcodes are available from the secure Coordinator Resources for TELPAS Holistic Rating Training webpage.
- Raters must be given the correct passcode for the day once they have logged in for their calibration session. Make sure raters understand in which grade cluster they should calibrate.

NOTES

- Raters may use their *TELPAS Rater Manual* or a copy of the PLDs and scratch paper to make notes during calibration. All notes taken by raters during the session must be turned into the proctor and destroyed.
- Remind raters that calibration must be completed individually and that collaborating or discussing responses to calibration activities with others is not allowed.
- Raters must begin with calibration set 1. If raters are successful on set 1, a certificate will be available from the scoring summary tab to print and turn in to the proctor.
- If raters are unsuccessful on set 1, notify raters of local procedures on how to proceed to set 2.

DC CC Monitor holistic rating training.

❑ Monitor Holistic Rating Training

- **New Raters.** New raters may complete the online basic training course independently. Online calibration must be completed in a monitored setting. Before new raters attend a monitored calibration session, campus coordinators must ensure that new raters complete the appropriate online basic training course.
- **Returning Raters**. Returning raters may review rating practice activities from the online basic training course before attending a monitored calibration session. Returning raters that have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. Online calibration must be completed in a monitored setting.
- **Training certificates and professional development hours**. A certificate of completion for the online basic training courses may be generated for a rater from the secure Coordinator Resources for TELPAS Holistic Rating Training webpage. 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. A certificate of successful completion is issued within the TELPAS Online Training Center when a rater demonstrates sufficient calibration (67 or better for grades 2–12; 70 or better for K–1) on a calibration set.
  - Five hours are awarded for the K–1 and 2–12 basic training courses.
  - One hour is awarded for the optional assembling and verifying course.
  - Two hours are awarded for calibration.

Assessment Management System Training Site

User Roles and Permissions for the Assessment Management System

TELPAS Online Training Center

secure Coordinator Resources

NOTES

The TELPAS Online Training Center will not maintain raters' training histories from year to year. Training certificates and session rosters from monitored calibration sessions will serve as documentation for demonstrating raters' completion of holistic rating training requirements.

CC Plan for and conduct training for reading test administrators.

❑ Designate Reading Test Administrators

- In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet your campus needs.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrator credentials, which are the same for STAAR and TELPAS, are found in the STAAR section of this manual.
- Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

❑ Schedule Reading Test Administrator Training Sessions

- All test administrators, online session administrators, and monitors are required to have annual training in general assessment and TELPAS-specific procedures.
- This training is required annually for staff assigned to these roles.
- Reading test administrator training should take place by the date specified on the Calendar of Events. If necessary, additional training may be conducted after this date to address extenuating circumstances.

Calendar of Events

❑ Distribute *TELPAS Reading Test Administrator Manual*

- Direct trainees to prepare for their training by thoroughly reading the manual and applicable sections of the *Assessment Management System User's Guide*.

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❑ Conduct Test Administrator Training

- Review the test administrator duties in the *TELPAS Reading Test Administrator Manual* and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of cheating, and use of TestNav and the Assessment Management System to fulfill their roles.
- Test administrators can use the Training Site to practice using the Assessment Management System without affecting real data.
- Reading test administrators must initial and sign the test administrator security oath after training and prior to handling secure materials.

Prepare for Administration

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

❑ Ensure That Proper Writing Collections Are Assembled and Verified

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus's writing collections.
- Student writing assigned on or after February 15 may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- Verifications of the writing collections should occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the *TELPAS Rater Manual.*
- Reinforce the importance of
  - using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and
  - assembling writing collections that accurately reflect students' overall ability to express themselves in writing in English.

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

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DC CC Establish procedures to ensure validity and reliability.

❑ Establish Procedures

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures, such as those listed in the box on the following page, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration.
- These procedures required by the district may be districtwide or may vary by campus.

All Language Domains, K–12:

- To determine students' ratings, raters collaborate with other teachers of these students. (The other teachers may or may not be raters.)
- To determine the ratings of students near the border between proficiency levels, raters collaborate with each other.

Writing, Grades 2–12:

- A district-determined selection of writing collections is 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.

- Collaboration during the administration 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.

❑ Maintain Documentation of Procedures Followed

- Work with principals to ensure that the established procedures are followed.
- Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

❑ Implement Rating Support Requirements for Individual Raters

- During the administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
- Calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual's students, or calibrated raters may determine ratings for the individual's students separately, and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate by set 2 must be provided rating support in all domains.

NOTES

Assessment Management System User's Guide

User Roles and Permissions

Minimum System Requirements

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

❑ Receive Login Information

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a username, contact the Customer Service Center at 800-627-0225.
- Refer to the *Assessment Management System User's Guide* for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators as needed.

DC CC Create user accounts for campus personnel and technology staff.

❑ Create Role-Specific User Accounts

- Users are assigned one or more roles. Refer to the User Roles and Permissions document for a complete description of roles and associated permissions.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a username.

DC CC Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.

❑ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

The Minimum System Requirements document provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.

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Assessment Management System User's Guide

Texas Assessment Technology Information

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Texas Assessment Technology Information webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters in the *Assessment Management System User's Guide;*
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

> Contact the Customer Service Center at 800-627-0225 if you require technical assistance.

❑ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Administrations

- Purge all test information cached using the previously installed proctor caching software.
- If updating the proctor caching software, previously installed TestNav and proctor caching software from all server and local installation areas must be removed.
- After removing old software, install new proctor caching software prior to testing.

> Proctor caching is required when conducting an online administration.

- Detailed information about the software and tools can be found in the *Assessment Management System User's Guide*.

❑ Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. Technology staff should perform these tests well in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

- TestNav delivery system. The browser-based version of TestNav may be accessed by launching a browser and entering the URL. The installable versions of TestNav may be accessed by starting the TestNav app and choosing the correct test. For specific TestNav information, refer to the *Assessment Management System User's Guide*.
- *Proctor Caching Testing* tool. Use this testing tool to check the functionality of the proctor caching software. This practice test simulates a live test and can also be used to check the functionality of TestNav.

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.

Assessment Management System User's Guide

Assessment Management System Training Site

DC CC Plan for online test administrations.

❑ Become Familiar with the Assessment Management System Training Site

- The Training Site is where testing personnel can practice the test administration tasks. Some of the tasks that can be practiced include the following:
  - creating sample students
  - registering students
  - assigning sample students to additional groups and tests
  - placing additional orders
  - creating test sessions and assigning students
- Access to the Training Site is set up in the same manner as access to the TELPAS Assessment Management System operational site.

NOTES

Assessment Management System Training Site

TELPAS Student Tutorials

Assessment Management System User's Guide

Student Data File Format for Student Registration and Precoding

Texas Assessment Technology Information

❑ Become Familiar with the TELPAS Online Reading Test Student Tutorials

- Students should be provided with opportunities to review the tutorials. The administration directions in the test administrator manual are written in a way that assumes students have had the opportunity to experience this year's TestNav format for TELPAS through the use of the tutorials.
- The tutorials include instructions to be read aloud as students complete sample questions. Students have the option of working through approximately 20 representative test questions independently to become comfortable with the TELPAS online testing interface.
- The student tutorials can be accessed from the TELPAS Online Reading Test Student Tutorials webpage.

DC Enter student data for the TELPAS administration.

❑ Enter or Upload Student Data

There are two options for uploading student data to the TELPAS Assessment Management System.

- Pearson may upload student data using the October 2015 PEIMS submission.
- Districts may upload student data using a file created locally.

If you are using a locally created file, be sure to upload student data early enough to allow two weeks for verification.

Notify campus coordinators that the files are ready for verification and updating. 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 comma separated values (CSV) file, provide the Years in U.S. Schools data, the unschooled asylee/refugee and students with interrupted formal education data where applicable, and re-upload the file, which avoids the need to add the data for each individual student within the TELPAS Assessment Management System. For more information concerning the student data file layout and a template for data file uploads, refer to the Texas Assessment Technology Information webpage. For more information concerning uploading student data, refer to the *Assessment Management System User's Guide*.

Verify and update student data elements.

❑ Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the TELPAS Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

❑ Verify Student Data Elements

- Ensure that all enrolled K–12 ELLs have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.
- If a student withdraws from your campus before the TELPAS assessment window begins, remove the student's test assignments (2–12 reading and K–12 holistic rating). A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System.
  - Program information should reflect the student's status at the time of testing.
  - Current information should be provided if the student is new to the district.
  - Current information should be provided if the student's program information or demographic information has changed since the October 2015 PEIMS submission.
  - If a demographic or program information field is left blank, data from the October 2015 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as "No information provided" for that element.

❑ Update the Information in the Correct Fields in the Registration File

NOTES

Upload student data files.

❑ Upload Corrected Student Data Files to the Assessment Management System

- Upload the updated file or make manual changes to student records.
- District coordinators and student data assistants have permission to upload these files.

> Updates to student data in the TELPAS Assessment Management System are applied to the reporting of assessment results, but do not alter student information at TEA contained in the PEIMS file.

Assessment Management System User's Guide

Language Proficiency Assessment Committee Resources

Verify years in U.S. schools data (grades 1–12 only).

❑ Verify Years in U.S. Schools Data Collection in Consultation with LPAC

- Legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
- Decisions regarding the calculation of years in U.S. schools are made by the students' LPAC in accordance with guidance available on the Language Proficiency Assessment Committee Resources webpage.
- Refer to Appendix A for specific information on recording this data.

DC CC Verify extenuating circumstances data.

❑ Verify Extenuating Circumstances Data Collection

District and campus coordinators must work in conjunction with the LPAC to determine whether an ELL in the district has an extenuating need. The special circumstances that cause ELLs to have extenuating needs are defined as follows.

- **Unschooled Asylees/Refugees**
  - These ELLs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.
- **Students with Interrupted Formal Schooling (SIFE)**
  - These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELLs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELLs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

DC CC Plan for administration of online reading tests and entry of holistic rating information.

District and campus coordinators should ensure that test sessions are created for reading tests and holistic ratings. Online session administrators can assist campus coordinators in setting up and managing test sessions. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings online resource document.

Administrations in Alternative Education Settings

❑ Create Test Sessions and Generate and Print Student Test Tickets

- All ELLs in grades 2–12 must be assigned to a reading test session.
- All ELLs in grades K–12 must be assigned to a holistic rating test session.
- In coordination with the district coordinator, campus coordinators should create test sessions at least one to two weeks prior to testing.

- Reading test sessions must be created before students can log in to TestNav to take the test.
- Holistic rating test sessions must be created before testing personnel can log in to TestNav and enter holistic rating information.
- Ensure that the proctor caching server is designated in the session details.
- Student test tickets contain the information that will be used to access TestNav and the unique username and password needed to log in to take an assessment or enter rating information.
- Student test tickets should be printed at least one day before the reading test administration or rating entry and stored in a secure location.

DC CC Manage assessments of students who move.

❑ Sending Campus—Manage Students Who Withdraw BEFORE the Window Opens

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 reading; K–12 holistic ratings), remove the test assignments.
  - If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the TELPAS Assessment Management System if the student has test assignments on another campus.

> It is not possible for a student to have TELPAS test assignments in multiple locations. The TELPAS Assessment Management System allows only one test assignment for reading and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student's holistic ratings and reading test. Designate the student as absent if the campus is unable to give the reading test, though every effort should be made to test the student.
- If an ELL enrolls in a Texas public school BEFORE March 7 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.
- If an ELL enrolls ON or AFTER March 7, the receiving campus is responsible only for the grades 2–12 reading test (if the test was not already administered).
- This is true whether the student enrolls from another Texas school or from another state or country.

❑ Sending Campus—Manage Students Who Withdraw ON or AFTER the Window Opens

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before March 7 but withdraw before the close of the window.
- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 reading test before moving, the test must be submitted for scoring.

❑ Receiving Campus—Manage Students Who Enroll BEFORE the Window Opens

- The receiving campus is responsible for all TELPAS assessments.
- **K–1 and 2–12:** Add and assess the student as any other enrolled ELL.

Assessment Management System

❑ Receiving Campus—Manage Students Who Enroll ON or AFTER the Window Opens

- **K–1:** Do not take any action. A K–1 student who enrolls on or after March 7 is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after March 7.
- **2–12:** If the student was given the reading test on another Texas campus, take no further action. If not, the receiving campus is responsible for the reading test. Follow the steps in the TELPAS Student Moves document to determine if the student took the reading test in the sending district and move the student's test assignment if necessary.

Monitor Administration

DC CC Ensure proper testing procedures.

❑ Ensure Proper Holistic Rating Procedures

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

❑ Ensure Proper Testing Procedures for Reading Tests

- **District coordinators:** Visit campuses to help maintain test security and ensure that proper assessment procedures are followed.
- **Campus coordinators:** Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELLs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the "Test Security and Confidentiality Requirements" section at the front of this manual.
- A more detailed section on ensuring proper testing procedures is found in the *TELPAS Reading Test Administrator Manual.*

TELPAS Manuals

> 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.

❑ Monitor Reading Tests

Scheduling

- Each student must be allowed to work at his or her individual speed. Because the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so in rare circumstances where it may be necessary. 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 questions before the end of the school day.

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- 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 should be administered the student tutorials prior to testing.
- Students must remain seated and are not allowed to talk to each other during testing.
- Students must not use reference materials.
- Students may use scratch paper. 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.

Test questions 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 *TELPAS Reading Test Administrator Manual.*

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

TELPAS Manuals

NOTES

❑ Become Familiar with Reports That Assist in Monitoring Completion of TELPAS Administrations

- Two reports show the status of students' reading tests and holistic rating data. These reports, which can be downloaded to a .csv file, are particularly useful for helping districts ensure that all test records are complete during the final verification process.
  - **TELPAS Combined Status Report (Campus Level).** This report displays the status of the K–12 TELPAS holistic rating entry and grades 2–12 reading test for each student registered within a selected campus. This allows coordinators to verify holistic ratings and rater information, completion of TELPAS reading tests for grades 2–12, and entry of Years in U.S. Schools information. Certain key elements must be completed before the system will acknowledge a record as complete.
  - **TELPAS Summary Report (District and Campus Level).** This report displays the status of the entry of K–12 TELPAS holistic rating information and grades 2–12 reading tests for a district and the campuses within that district. The report indicates the number of students with each status (Not Started, Incomplete, and Completed) for the holistic rating and reading portions of the assessment. This report can be used to track the progress of a district or campus throughout the testing window.

Complete Administration Process

Collect materials from raters and reading test administrators.

❑ Collect 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; and
  - 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).
- After you have collected the materials from 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
  - student writing collections, including cover sheet
  - *TELPAS Rater Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
- 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 oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
  - signed TELPAS Student Rating Rosters (one year)
  - student writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (two years)
  - signed oaths (five years)
  - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections must be kept in the students' permanent record files.

❑ Collect Reading Test Administration Materials

- After the final test session, reading test administrators must return the following test materials to you.
  - *TELPAS Reading Test Administrator Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
  - seating charts
  - Test Session Roster(s)
  - student test tickets (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 test tickets and scratch paper.

DC CC Ensure that assessment information is entered and verified.

Assessment Management System User's Guide

If you have questions about how to enter score code information, refer to the *Assessment Management System User's Guide.*

❑ Enter and Verify Holistic Ratings and Rater Information

- Personnel designated to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated in an online rating entry form in TestNav.

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.

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.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's reading test because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark "extenuating circumstances."

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater's answer to two questions.

A. What is 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)

B. Did the rater collaborate with others familiar with the student's progress in learning English?

1 = Yes

2 = No

3 = No Domains Rated (E or X in every domain)

> "No Domains Rated" must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.

❑ Verify Score Codes for Grades 2–12 Reading Test

- A student's test is automatically scored when the ***Final Submit*** button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.
- **NOTE:** A district is required to provide testing opportunities to all eligible students who are in attendance during the administration of a test. Students who are eligible for TELPAS must have the test submitted with the appropriate score code.
- If a student does not complete the reading test, one of the following "do not score" designations must be selected when marking the student's test complete.

A = Absent

Student absent throughout the testing window.

A student should not be marked "A" if the student was absent on the testing days but also fits one of the score designations below.

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. A decision not to assess a student should be rare.

O = Other Student Not to Be Scored

Student experiences a test administration irregularity or illness during testing.

Mark Test Complete

An online rating entry form should only be marked complete in the event that the person entering the rating information did not select the **Submit Final Answers** button and simply exited out of the form. If the wrong student test ticket was used to log in, sign out of TestNav, and do not mark the online rating entry form as complete.

Reading tests should only be marked complete in a "do not score" situation or in the event the student forgot to click the ***Final Submit*** button and exited out of the test. If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete.

If a test is incorrectly marked complete, contact the Customer Service Center. Refer to the *Assessment Management System User's Guide* for how to mark a student's test complete.

Assessment Management System User's Guide

Accommodation Resources

❑ Verify Accommodations

Information regarding allowable accommodations for grades 2–12 TELPAS reading tests can be found in the *TELPAS Reading Test Administrator Manual*. Each accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing, must be selected. Follow these procedures when selecting accommodations.

- Select the checkbox next to General Accommodations to indicate that a Type 1 or Type 2 accommodation not listed in the following bullet was available to the student.
- Select the checkbox next to Large Print and/or Extra Day if any of these specific accommodations were available to the student.

DC CC Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 6. Student records must be verified as complete by 7:00 PM (CT), April 8. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.

❑ Check the TELPAS Combined Status Report

This report shows the combined status of students' reading tests, holistic rating data, and Years in U.S. Schools data at a campus. It 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.

Statuses on the TELPAS Combined Status Report are generated based on completion of information, not accuracy. The TELPAS Combined Status Report displays only the statuses of the portion(s) of the assessment completed by your campus.

District coordinators 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 7:00 PM (CT), April 8.

NOTES

Assessment Management System User's Guide

TELPAS Reports

Oaths

DC Order additional reports for the district.

❑ Order Additional Reports Through the Assessment Management System by April 8

- Instructions on how to select additional reports can be found in the *Assessment Management System User's Guide.*

CC Ensure security oaths are signed and returned.

❑ Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

- Return oaths after the administration is complete.
- The TELPAS Rater oath, TELPAS Writing Collection Verifier oath, and Test Administrator oath are retained at the campus level.

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