

# TELPAS

## Texas English Language Proficiency Assessment System

### Rater Manual

Grades K–12



Spring 2017



# Contact Information/Resources

2017 Contact Information	
For questions about	Contact
TELPAS testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: ELL.tests@tea.texas.gov
accessing and navigating the TELPAS Online Training Center	Customer Service Center Telephone: 800-627-0225 Email: TELPAS.techhelp@support.pearson.com
accessing online resources or online test administration procedures and for online testing technical concerns or issues	Customer Service Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com

2017 General Information Resources	
For general information related to	Access
student assessment program	TEA Student Assessment Division website at <a href="http://tea.texas.gov/student.assessment/">http://tea.texas.gov/student.assessment/</a>
ELL assessments	<a href="http://tea.texas.gov/student.assessment/ell/">http://tea.texas.gov/student.assessment/ell/</a>
TELPAS online basic training courses, online calibration activities, and related training materials	<a href="http://www.TexasAssessment.com/TELPASTrainingCenter/">http://www.TexasAssessment.com/TELPASTrainingCenter/</a>
TELPAS online reading test training and administration materials	<a href="http://www.TexasAssessment.com/TELPAS/">http://www.TexasAssessment.com/TELPAS/</a>
TELPAS online reading test student tutorials	<a href="http://TexasAssessment.com/TELPAS-tutorials/">http://TexasAssessment.com/TELPAS-tutorials/</a>
online testing technology information	<a href="http://www.TexasAssessment.com/technology/">http://www.TexasAssessment.com/technology/</a>

2017 Resource Materials	
Resource materials available online	Located at
<i>2017 Test Security Supplement</i>	<a href="http://tea.texas.gov/student.assessment/security/">http://tea.texas.gov/student.assessment/security/</a>
Accommodation Resources	<a href="http://tea.texas.gov/student.assessment/accommodations/">http://tea.texas.gov/student.assessment/accommodations/</a>
Language Proficiency Assessment Committee Resources	<a href="http://tea.texas.gov/student.assessment/ell/lpac/">http://tea.texas.gov/student.assessment/ell/lpac/</a>
<i>TELPAS Assessment Management System User's Guide</i>	<a href="http://www.TexasAssessment.com/TELPAS/">http://www.TexasAssessment.com/TELPAS/</a>



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# Calendar of Events

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Spring 2017	
Events	Dates
Administration procedures training for holistically rated assessments	By 2/13
Online training courses for holistically rated assessments	
• Assembling and Verifying Grades 2–12 Writing Collections	Opens 1/18
• Basic Training Course for Kindergarten and Grade 1	Opens 1/30
• Basic Training Course for Grades 2–12	Opens 1/30
Online calibration window	Opens 2/13
Writing samples for TELPAS writing collections	Beginning 2/13
TELPAS assessment window	3/6–4/5
TELPAS data verification window	4/6–4/7
Districts receive TELPAS standard and additional reports	4/28

# Icons Used in This Manual

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The following icons are used throughout the manual.



This icon refers to the Calendar of Events. The text below the icon is a link to the Calendar of Events on the District and Campus Coordinator Manual 2017 Resources webpage.



This icon indicates additional information that is available online. Text below the icon links to specific online resources.

## General Information About TELPAS

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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 assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of the four English language proficiency levels described in the ELPS: 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 the reading tests, ratings from the holistically rated assessments, and all other student data are submitted through the TELPAS Assessment Management System.

The instructions in this manual explain the responsibilities of raters for the spring 2017 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the *2017 TELPAS Reading Test Administrator Manual*, and the TELPAS information in the *2017 District and Campus Coordinator Manual*. Assessment procedures must be followed exactly so that all individuals eligible for testing are assessed in a uniform manner.



Calendar of Events

## Scheduling

Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the Calendar of Events. Your campus coordinator will inform you of the schedule to follow.

## Submission of Student Data and Assessment Information for TELPAS

TELPAS is administered as an online assessment program. Two types of information are submitted.

- **Student data consisting of student identification, demographic, and program information**

This information includes the student's Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS assessment information**

This information includes students' answers to the reading tests for grades 2–12, the holistic proficiency ratings of each student, rater information, any reading test accommodations, or Designated Supports, used, and any reasons for why a student was unable to be assessed. Instructions for submitting this information are provided in this manual.

## Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as limited English proficient (LEP) in PEIMS who have parents who 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.

The rare circumstances in which a student may not be required to participate in one or more TELPAS language domains include:

- **ARD Decision:** In rare cases, it may be necessary for the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, and/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 individualized education program (IEP) by the ARD committee and 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, newly enrolled students in grades 2–12 are required to take the TELPAS reading test.



ARD Resources  
LPAC Resources

# Test Security and Confidentiality Requirements

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All assessment instruments as defined under TEC §39.023 and §39.027, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual and in the *Test Security Supplement*.

## Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as the shipping notice that arrives with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised.

## Confidentiality Requirements

Maintaining the confidentiality of the TELPAS program involves protecting the contents of all secure test materials, including test booklets; online assessments and test tickets; and TELPAS calibration activities and components for holistically rating student performance. This requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the TELPAS program **before** handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of an online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If

circumstances necessitate that an online assessment be examined, permission **must** first be obtained from TEA.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA.
- Only students may respond to test questions.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation, or Designated Support, must be reminded that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign a separate section of the test administrator oath.
- No person may review or discuss student responses during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may receive or provide answers to student profiles during TELPAS calibration activities.

Upon completion, the TELPAS Student Rating Roster and the writing collections must be submitted to the campus coordinator for storage.

## Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a Texas educator certificate for a set term
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15

stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation. In addition, any irregularities in test security or confidentiality may result in the invalidation of students' assessments.

## Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the state assessment program, including a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

## Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained and sign a security oath. Any person who has more than one testing role (for instance, a TELPAS rater who also serves as a reading test administrator) must receive appropriate training and sign a security oath for **each** role. Security oaths are available in Appendix A of this manual.

All TELPAS raters, writing collection verifiers, and test administrators must undergo training and sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the TELPAS program **before** handling secure test materials or administering assessments. Districts are required to securely maintain these oaths for a period of five years after a test administration.

## Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

### Serious Irregularities

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action. Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or writing samples



*Test Security  
Supplement*

- viewing secure test content during or after an assessment unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing secure test content, student responses, or student performance
- scoring student reading tests, either formally or informally
- duplicating, recording, or capturing electronically secure test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- fraudulently exempting or preventing a student from the administration of a required state assessment
- receiving or providing unallowable assistance during the TELPAS calibration activities (e.g., taking notes, providing answer sheets, or verbally sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in conduct described in the items listed above or in any other serious violation of security and confidentiality

## Procedural Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

### Eligibility Error

- Eligible students were not administered the grades 2–12 reading test or were not rated in one or more of the required domains.
- Ineligible students were assessed.

### Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

### Improper Accounting for Secure Materials

- A rater, test administrator, campus coordinator, or district coordinator lost or misplaced writing collections or other secure materials.
- A campus coordinator did not ensure that raters returned confidential materials.

### Monitoring Error

- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.

- Secure online tests were left open and visible during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.
- A student was allowed to remove secure materials from the testing area.

### Other Procedural Errors

- A test administrator failed to issue the correct materials, or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to rate students, administer tests, or handle secure materials.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued the incorrect test ticket for the TELPAS reading test.

## Reporting of Testing Irregularities

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to the TEA Student Assessment Division. All incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to TEA as soon as the district coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

## Student Cheating on State Assessments

If a district determines that a student has been involved in cheating on a state assessment, the district is required to invalidate the student's test and complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring.

For more information, refer to the *Test Security Supplement*.



*Test Security  
Supplement*

# General Information About Holistically Rated TELPAS Assessments

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The holistically rated components of TELPAS consist of

- writing collections for grades 2–12;
- observational assessments in listening and speaking for grades 2–12; and
- observational assessments in listening, speaking, reading, and writing for K–1.

For these assessments, teachers are trained to use rating rubrics, the proficiency level descriptors (PLDs) from the ELPS, 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

In cooperation with district and campus personnel, your campus coordinator will assign students for you to rate. You are responsible for holistically rating the English language proficiency of your assigned students in accordance with the prescribed holistic rating procedures. It is essential for you to complete your rater training requirements and follow the assessment procedures in this manual. After your training, you will

- assess the English language proficiency of students and assign one of four ratings: beginning, intermediate, advanced, or advanced high;
- record the students' ratings and related information on the TELPAS Student Rating Roster in Appendix B; and
- enter the students' ratings and related information into an online rating entry form in TestNav, if you are directed to do so by your campus coordinator.

Your students' ratings will be reviewed by the campus principal. You will base your ratings on classroom observations and written student work. If you are a rater of students enrolled in grades 2–12, you will gather writing samples and create student writing collections for the writing assessment. The writing collections will be verified by another trained individual to ensure that they contain the appropriate types and number of writing samples. The TELPAS Writing Collection Cover Sheet and Writing Collection Verification Checklist in Appendix C must be completed and stapled to each student's writing collection. Your campus coordinator will ensure that the writing collections are kept in the students' permanent record files for two years from the time of rating. Campuses also maintain a file of the rating rosters.

Districts are required to implement and document procedures for ensuring the validity and reliability of TELPAS results. In addition, TEA conducts periodic audits of TELPAS administration procedures and ratings.

School districts use TELPAS assessment results to plan for instruction and to meet state and federal assessment requirements.

## Rater Credentials

A TELPAS rater is a teacher designated to be the official rater of an ELL's English language proficiency. Each teacher (including a substitute 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 Texas education credentials such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process as required by the TELPAS administration materials in accordance with 19 TAC, Chapter 101; and
- rate the student in all eligible language 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.

As a student's rater, you must rate the student in all domains for which the student is eligible. A student is **NOT** permitted to have one rater for some domains and another rater for other domains.

## Accommodations—Holistically Rated Assessments

The holistically rated assessments are based on student classwork and observations of students in daily instruction. In assessing ELLs who receive special education services, raters take into account the ability of the students to use English to access the general curriculum at their enrolled grade in accordance with accommodations called for in their IEP. Instructional accommodations do not interfere with the holistically rated assessment process if they do not invalidate the ability to evaluate the student's English language proficiency levels according to the PLDs. For example, using writing collection samples for which a student relied heavily on a dictionary, peer support, or teacher assistance would not be allowable.

# Rater Checklist

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This checklist will help you keep track of the activities involved in preparing for the assessments, completing the assessments, and returning materials. Follow the dates on the Calendar of Events and other dates given to you by your campus coordinator. Check off the steps below as you complete them to make sure you have fulfilled your responsibilities as a rater. Detailed instructions for completing each step are included in the following section of this manual. This page can be duplicated as needed.

## Training

- Attend training session on administration procedures.
- Complete holistic rating training requirements.

## Prepare for and Complete Assessments

- Assemble grades 2–12 student writing collections.
- Prepare to rate your students.
- Rate your students.
- Create and manage test sessions for holistic ratings if so directed.
- Enter rating information online if so directed.

## Return Materials

- Prepare materials for return.

# Training

## Attend training session on administration procedures.

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All raters, writing collection verifiers, and other individuals assigned to support the holistic rating process are required to be trained annually in TELPAS administration procedures for the holistically rated assessments. Your campus coordinator will schedule and conduct your training session. Read this manual beforehand and bring it to the training session. Make note of any questions you have and ask them at that time. In addition, carefully review your oath of test security and confidentiality located in Appendix A. Your oath must be signed in the appropriate section after training and before handling or viewing any secure test materials or confidential information.

As part of your training, you may be instructed to complete an online training course titled *Assembling and Verifying Grades 2–12 Writing Collections*. This course can be accessed from the TELPAS Online Training Center website. The course takes approximately one hour to complete.

If you are not a rater or a writing collection verifier but have been designated to enter holistic ratings into the Assessment Management System, you are required to attend the training session on TELPAS administration procedures for the holistically rated components.



TELPAS Online  
Training Center

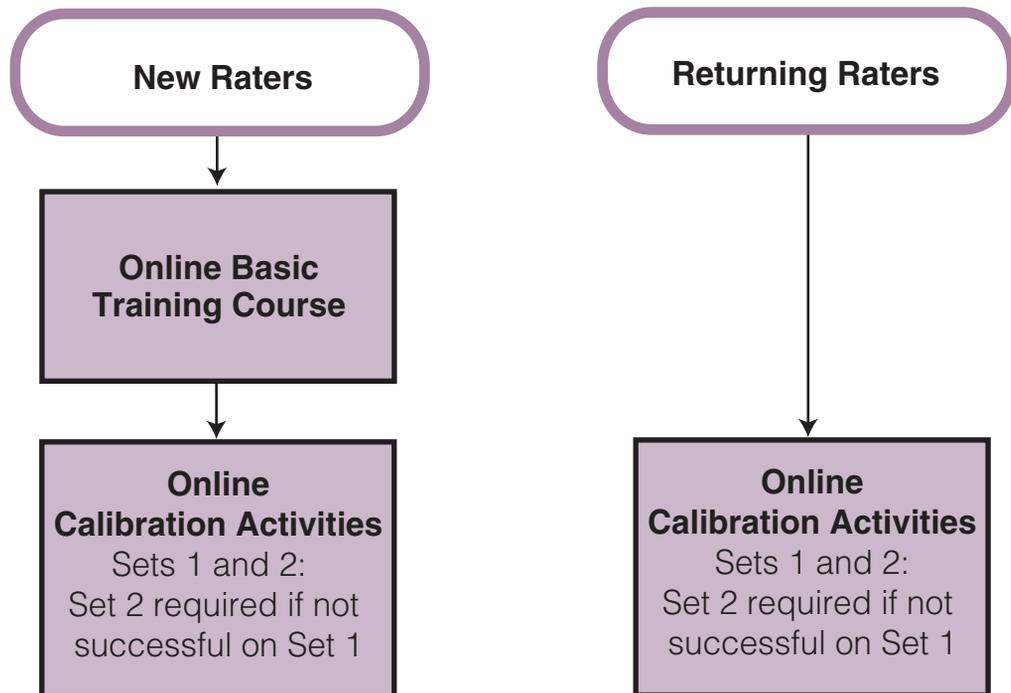
# Complete holistic rating training requirements.

Teachers are required to complete annual holistic rating training before assessing students for TELPAS.

## Holistic Rating Training Requirements

Holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the ELPS. Thorough, standardized training of raters is essential to the holistic assessment process.

An online training process is used. The following chart shows the steps of the online holistic rating training process, which begins after raters attend their TELPAS administration procedures training.



## Online Training Components

Two training components are used—online basic training courses and online calibration activities. New raters complete an online basic training course followed by online calibration activities. Returning raters complete just online calibration activities.

- **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 higher (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. After learning the basics of the holistic rating process, participants practice rating students as part of the course. New raters must complete this course before beginning online calibration activities. Approximate completion time: 4–5 hours.

- **Online Calibration (Required for New and Returning Raters)**

The online calibration activities consist of two sets of students to be rated. 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: 1–2 hours.

Returning raters may review the online basic training course before their online calibration activities, if they desire. Testing coordinators may, at their discretion, require returning raters to complete the online basic training course prior to online calibration. Returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. If you have any questions about your training requirements, be sure to consult with your campus coordinator.

The TELPAS Online Training Center contains the online training courses and calibration activities. All users will establish a username and password before accessing the site. Instructions for creating accounts and navigating the website are available throughout the TELPAS Online Training Center.

The TELPAS online courses are designed to prepare raters to uniformly assess the English language proficiency of students statewide. Raters must complete the training components by the dates established by their testing coordinator. Raters are not authorized to rate students for TELPAS until they have completed all required training.

The training courses and calibration activities are grade-cluster specific. The instructional content for K–1 training differs substantially from that of the other grades due to differences in the ways that the domains of reading and writing are assessed.



TELPAS Online Training Center



TELPAS Online  
Training Center

*Educator Guide to  
TELPAS*

Be sure that you know your assigned grade cluster before starting your online training:

- Grades K–1
- Grade 2
- Grades 3–5
- Grades 6–8
- Grades 9–12

If you will rate students from more than one grade cluster, consult your campus coordinator for instructions.

## Online Basic Training Course

Complete the online basic training course in a setting that is free from distractions. This course is divided into modules so that it can be completed in more than one sitting if necessary. The rating practice activities are required to be completed independently. Your independent practice during the course will enable you to monitor your ability to assess students consistent with the PLD rating rubrics. There is no required number of students to rate correctly because the activities are for practice. If you rate students incorrectly, read the rating annotations (explanations of the correct ratings) and review the PLDs carefully.

A certificate of completion for the K–1 online basic training course will be issued within the TELPAS Online Training Center upon completion of the modules and practice activities. Once you have completed all modules in the 2–12 online basic training course, your district coordinator will be able to provide you with a certificate of completion. You may not proceed to calibration until you have completed the online basic training course and been assigned to a monitored calibration session by your campus.

## Online Calibration

Online calibration must be completed by both new and returning raters in a monitored setting. There are two calibration sets, with each language domain represented in each set. For K–1, each set contains 10 students to be rated. You must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration. For all other grade clusters, each set contains 12 students to be rated. You must rate at least 67 percent of the students correctly within a set to demonstrate sufficient calibration. You will calibrate across domains, not on separate domains. Your coordinator will notify you of your training date.

Rater calibration is an essential component of holistic scoring processes in standardized assessment programs. The calibration activities will help you be confident about your ability to rate students consistent with the PLDs. When completing calibration activities, be sure to refer to the PLDs as you rate each student. You may wish to review some of the practice activities from the online basic training course or rate the students at the end of the language domain chapters in the *Educator Guide to TELPAS* before you attend a monitored calibration session.

Do not worry if you do not calibrate on your first set. Individuals vary in the amount of practice they need to learn to evaluate second language acquisition characteristics in a holistic manner. After you complete a set and submit your ratings, you will be able to view your score, the students you rated, and the rating annotations for each student. If you do not calibrate successfully on the first set, you will be notified by the campus coordinator of how to proceed. The second set must also be completed in a monitored calibration session.

If you calibrate successfully on your first or second set, your training is complete. If you do not calibrate by the end of your second set, you may be authorized to serve as a rater at the discretion of your district. However, districts are required to provide rating support so that your assigned students are assessed consistent with the PLDs.

After you have successfully calibrated, go to the *Scoring Summary* screen of the TELPAS Online Training Center to access a certificate of successful completion of the calibration portion of your training. Print a copy and turn it in to your session proctor or other designated personnel. You must turn in all notes to the proctor of the monitored session after completing calibration activities.

If you have questions about your training requirements, contact your campus coordinator.

It is a violation of state assessment procedures to record, discuss, or share answers to the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the “Test Security and Confidentiality Requirements” section at the front of this manual.

Prior to creating a TELPAS Online Training Center account, raters are required to read an online statement and affirm that they will complete the rating activities independently. While collaboration is encouraged during the TELPAS assessment window to help ensure that ratings in all domains reflect the ability of students to understand and use English in different content areas, it is imperative that rater calibration is done individually to ensure that raters are able to apply the PLDs accurately and consistently.

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities.



TELPAS Online  
Training Center

# Prepare for and Complete Assessments

## Assemble and verify grades 2–12 student writing collections.

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Raters of students enrolled in grades 2–12 assemble student writing collections and base their ratings on the writing in the collections. Additional classroom observations are not used. It is important for the writing in collections to portray the overall English language proficiency of the students. Writing collections must be assembled in accordance with the following instructions.

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



TELPAS Online  
Training Center

An online training course on writing collection assembly and verification is available on the TELPAS Online Training Center website. This course may be used to supplement the training districts provide on assembling and verifying writing collections.

### Assembling Grades 2–12 Writing Collections

As the rater, you are responsible for assembling writing collections that accurately depict the ability of the students to communicate in writing in English. It is important for the collections to include writing from a variety of core academic content areas. Keep the following in mind as you collect student writing samples:

- Each writing collection must contain at least five writing samples and must include at least one writing sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies.
- Writing assigned on or after February 13, 2017, may be considered for the writing collections. Writing assigned before February 13, 2017, is not eligible for inclusion.
- Writing samples may continue to be gathered until the time raters are required to turn in students' ratings to the campus coordinator.
- All writing should reflect a student's current proficiency level. For a student 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, the more accurately the collection will reflect the student's proficiency level at the time of the ratings.

- All writing assignments must include the student's name and date.
- The cover sheet and verification checklist located in Appendix C must be completed and stapled to each student's writing collection.
- Photocopies of classroom writing assignments may be included in the writing collections as long as all copied pages are clear and legible.
- Writing samples may be typed provided that spell check and grammar check are disabled.
- District coordinators are required to submit a testing irregularity incident report to TEA if student writing ratings submitted to TEA are based on incorrectly assembled writing collections.

Information regarding the types of writing samples to include in the collections is provided on the following pages. Note that neither the types of writing nor the examples shown are intended to be exhaustive. **Select writing samples taken from authentic classroom activities that are grounded in content area TEKS and ELPS.**

In assembling a collection, choose writing samples that reflect the student's proficiency level, and avoid samples that interfere with the ability to rate the student effectively. Some of the examples provided are too linguistically complex for students at lower proficiency levels to address. Other examples may be appropriate for students at lower levels of proficiency but may not be challenging enough for students at higher proficiency levels. For example, an early intermediate writer whose collection contains mainly abstract or academically complex writing assignments may appear to be at a beginning level because the student is not given enough opportunity to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high writer whose collection contains too many assignments that elicit undetailed responses or social language may appear to be at a lower proficiency level because the assignments do not call for the ability to use academically complex, abstract English to give precise and detailed explanations.

The following examples are not suitable for all grade levels or proficiency levels. Base the writing assignments on the content area TEKS and linguistically accommodated instruction required by the ELPS.

### **Type 1: Basic descriptive writing on a personal/familiar topic**

Examples:

- Writing about yourself, your family, your best friend, your school, etc.
- Describing what you see in this picture, photo, piece of art, etc.
- Comparing yourself to a friend or relative by describing how you are alike and how you are different
- Comparing two friends, two pictures, two photos, two places you've lived or houses you've lived in, etc.

Encourage students to include biographical information, physical traits, and personality traits. The writing collection should include a copy of any pictures used.

**Type 2: Writing about a familiar process**

Examples:

- A daily routine (getting ready for school, what you do after school or on weekends)
- How to prepare a familiar food or recipe (sandwich, taco, fruit drink, scrambled eggs)
- How to play a familiar game or sport

**Type 3: Writing that elicits the use of past tense**

Examples:

- Stories based on something shown in a picture or pictures
- Narratives about something that happened or that you did that was disappointing, unforgettable, surprising, interesting, unexpected, funny, unfair, etc.
- Original stories composed in creative writing activities
- Narratives about what you did this morning, yesterday, last weekend
- Explanation of mathematical concept, scientific process, or historical figure you have learned about

Students should be encouraged to write in as much detail as they can. The more vivid and detailed their writing is, the more useful they will be in evaluating their vocabulary development, ability to narrate and describe using the past tense, and grasp of basic versus complex language structures. **Remember that one writing sample that elicits the use of past tense is required in each collection.**

**Type 4: Personal narratives and reflective pieces**

Examples:

- A time when you learned a lesson, resolved a problem with another person, etc.
- What true friendship is, the importance of believing in yourself, setting goals, etc.
- What you like, don't like, or would like to see changed about certain school rules or policies
- A person you admire, a person who has influenced your life, etc.
- How first impressions of people can change
- What it was like to move to the United States, learn a new language, etc.
- What you thought about the United States or Texas before you moved here compared to what you think now

**Type 5: Expository and other extended writing on a topic from language arts**

Many of the types of writing discussed previously are assigned during language arts classes. Extended writing tasks from this content area, such as those that follow, are also appropriate.

Examples:

- Writing reflective pieces linked to stories, literature, poems, and drama read in class (for example, comparing events in a text with personal experiences; relating a character's conflict in a text to a personal experience, experience of a friend, or experience of a relative; etc.)
- Describing and analyzing a change that a character undergoes
- Comparing story variants, a movie and novel based on the same story, etc.
- Writing persuasively to influence an audience to take action on an issue
- Writing responses to literary or expository texts and providing text evidence to demonstrate understanding

### **Type 6: Expository or procedural writing from science, mathematics, or social studies**

This type of writing should give students the opportunity to write connected paragraphs using the academic/abstract vocabulary and language structures needed for developing academic language proficiency in these subject areas. Academic writing tasks for less proficient students should be appropriately adapted for their level. **Remember that two samples of content area writing are required in each collection. If you use this type of writing sample to fulfill the past tense requirement, two more content area samples are still required.**

Examples from science:

- Explaining a scientific process you have learned about
- Explaining the steps in an experiment or scientific investigation you have done
- Writing about something you are learning in your science class
- Writing about why lab rules are important
- Writing about how to use a certain device or piece of science equipment

Examples from mathematics:

- Writing about a way you have used mathematics outside of school
- Explaining the steps you use in a mathematical process
- Writing about something you are learning in your mathematics class
- Writing to reflect the thinking you do to solve a problem

Examples from social studies:

- Writing about a historical figure, the person's contributions or significance, etc.
- Writing an expository piece about an important historical or current event
- Writing about something you are learning in your social studies class
- Defending a point of view about a governmental policy or controversial issue
- Writing a persuasive piece to influence a change in policy or law

## Tips for Good Writing Collections

- In all writing assignments, encourage students to take their time and write in as much detail as they can.
- In each collection, include some writing tasks that allow students to show what they **can** do. These tasks should allow them to showcase the English they know and the language they have internalized while writing on topics that are comfortable and familiar.
- Also include some writing tasks that stretch and push students' limits so that you can see the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be especially important when you are trying to judge whether an advanced student has perhaps reached the advanced high level. Make a special effort to assign these students extended writing tasks that require them to, for example, use abstract language, analyze, hypothesize, defend a point of view, explain a complex process in detail, use precise and descriptive language, etc.

## What Not to Include in a Collection

**DO NOT** include the following types of papers in the writing collections:

- papers containing language directly copied from a textbook, lesson, or other written source
  - Students need to write using their own words.
- papers in which the student relies heavily on a dictionary or thesaurus
- papers that show a teacher's corrections
- papers that have been polished through editing by peers, parents, or teachers
  - Students may revise their writing as long as the revisions are their own. It is natural for students to seek occasional assistance and guidance when writing. If you believe a student received too much assistance on a piece of writing, do not include it in the collection.
- papers in which the student writes primarily in his or her native language
  - Even students at the beginning level should have five writing samples that show their ability to write in English. Samples written primarily in the native language should not be included.
- worksheets or question-answer writing assignments
- papers that are brief, incomplete, or obviously reflect writing that was rushed
  - **Rushed** pieces will not accurately portray the student's English language proficiency level. Students should be given plenty of time to complete the writing assignments.
  - **Brief** writing samples should not be included in the collections of students who are capable of extended writing. (It is to be expected that the limited English of beginning and early intermediate students will cause some writing to be brief.)

## Verifying the Writing Collection Components

In conjunction with the district coordinator and principal, the campus coordinator will designate one or more persons to verify the contents of the writing collections on the campus. Note that TELPAS raters and paraprofessionals are **NOT** permitted to perform this function. Note also that training in verifying tasks and TELPAS administration procedures for the holistically rated components is required for TELPAS writing collection verifiers.

The writing collection verifier must complete the verification checklist in Appendix C to ensure that

- each collection contains at least five total writing samples;
- each writing collection includes at least one sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies;
- all writing assignments include the student's name and date;
- no writing samples come from before February 13, 2017;
- no papers showing teacher corrections are included;
- no worksheets or question-answer assignments 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 verification checklist on the reverse side of the writing collection cover sheet. 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 collections. It is recommended that the verification of the writing collections occurs before ratings are assigned.

Note that the **rater** is responsible for assembling the writing collections according to all criteria in this manual. The rater, not the verifier, is solely responsible for ensuring that the following types of papers are **NOT** included in the collections:

- papers containing language directly copied from a textbook, lesson, or other written source
- papers in which the student relies heavily on a dictionary or thesaurus
- papers that have been polished through editing by peers, parents, or teachers
- papers that are brief, incomplete, or obviously reflect writing that was rushed

## Prepare to rate your students.

Prior to rating your students, review the following information about the holistic rating process. This information, which comes from the basic online training course, reinforces key points to keep in mind as you prepare to holistically rate the English language proficiency of your students for the statewide TELPAS administration.

### Language Domain Definitions

For assessment purposes the second language acquisition domains of listening, speaking, reading, and writing are defined as follows:

<b>Listening</b>	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
<b>Speaking</b>	The ability to use spoken language appropriately and effectively in learning activities and social interactions
<b>Reading</b>	The ability to comprehend and interpret written text at the grade-appropriate level
<b>Writing</b>	The ability to produce written text with content and format to fulfill grade-appropriate classroom assignments

These definitions are specific to second language acquisition processes and differ in some ways from definitions geared toward academic achievement and first language development.

### Proficiency Level Descriptors and Global Definitions

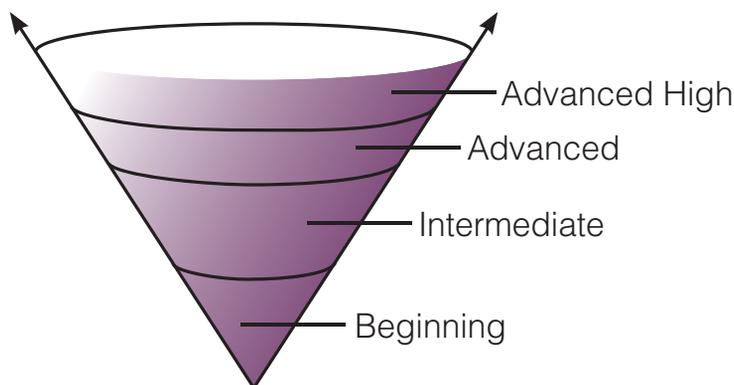
The PLDs contained in the ELPS present the major attributes of each language proficiency level in each language domain. TELPAS is designed to capture an overall level of English language proficiency; it is not an assessment of isolated skills. For each domain assessed, it is important to read the PLDs as proficiency level profiles and determine the level at which the student performs most consistently.

Review the global definitions of the proficiency levels, which apply across language domains. Keeping in mind the common threads that apply across language domains will help you stay focused on what TELPAS is designed to measure—the increasing ability of ELLs to understand and use English in grade-level academic contexts. As ELLs proceed from one proficiency level to the next, they internalize more English vocabulary and are able to understand and use more complex English grammatical structures. This growth enables them to gradually understand more of the English they hear and read in school, and to use English more fluently and independently, with a diminishing need for special language support.

Global Definitions of the Proficiency Levels	Key Features
<p><b>Beginning</b> Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.</p>	<p><b>Beginning</b> Little or no English ability</p>
<p><b>Intermediate</b> Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.</p>	<p><b>Intermediate</b> Limited ability, simple language structures, high-frequency vocabulary, routine contexts</p>
<p><b>Advanced</b> Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.</p>	<p><b>Advanced</b> Ability to engage in grade-appropriate academic instruction with second language acquisition support</p>
<p><b>Advanced High</b> Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p><b>Advanced High</b> Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support</p>

## Progress Through the Proficiency Levels

Remember the cumulative, spiraling, building nature of second language learning. The language skills associated with a given stage of proficiency are prerequisite to the broader range of skills at the next stage. Proficiency in a new language continues to develop beyond the advanced high level, which is not intended to equal the English language proficiency of an individual whose first language is English. Over time, advanced high ELLs understand finer nuances of English meaning; use more natural phrasing; and learn low-frequency words, idioms, sayings, etc., that are typically familiar to individuals whose first language is English.



Students may learn English more quickly in some language domains than others as a result of instructional variables as well as individual student characteristics. The rate of progress through the proficiency levels within a domain can vary, too. For example, some students spend very little time at the beginning level but without appropriate instruction may “plateau” at the intermediate or advanced level. Such plateaus are particularly detrimental to ELLs who are taught academic content in English. Carefully targeted support is needed for such students in order to accelerate their learning of English and facilitate their learning of academic concepts.

Keep in mind that each proficiency level encompasses a range of growth and has an early, middle, and late stage. Do not expect all students who are at the same proficiency level to communicate the same way or to progress at the same rate on all descriptors within a level. Students in the late stages of a level often demonstrate some language abilities that “peak” into the next level. Students in the early stages of a new level may demonstrate language abilities that occasionally “spike” down to the previous level. Students progress to a new level when they perform **most consistently** at that level.

**Assessing students who are near the cusp between two proficiency levels requires close attention to the level at which they perform most consistently.** It is recommended that you rate such students in collaboration with others and that you assign their ratings toward the end of the assessment window so that you can determine whether they have, in fact, entered the higher proficiency level.

## Social and Academic Language Proficiency

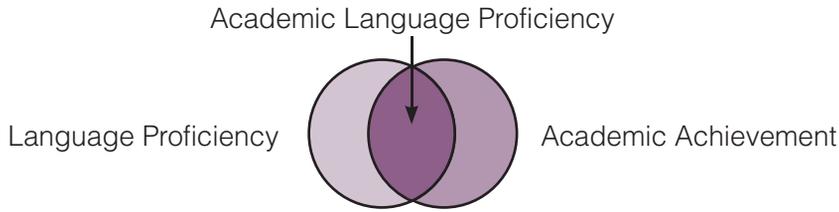
Be aware of the role of both social and academic language proficiency when assessing students for TELPAS. To meet grade-level language demands, ELLs must be able to understand and use everyday social English as well as the English needed for accessing and negotiating learning, processing cognitively demanding information, and building conceptual understanding.

## Academic Language Proficiency Versus Academic Achievement

Remember that high academic achievement is not mentioned in the definition of the advanced high level of English language proficiency. Advanced high ELLs exhibit a range of academic achievement just as native English speakers do. This is true even in the academic areas of reading and writing within the English language arts curriculum. High academic achievement is not a prerequisite of the attainment of academic English language proficiency.

Conversely, though, academic language proficiency is an essential enabling and sustaining component of academic achievement because knowing the type of English that is used in academic settings makes the learning of academic concepts and skills accessible.

Review the graphic below, which helps depict the relationship between **language proficiency** as a whole, **academic achievement** as a whole, and the overlapping section—**academic language proficiency**.



Social Language Proficiency	Academic Language Proficiency	Academic Achievement
<ul style="list-style-type: none"> <li>• Language of social interaction</li> <li>• Language acquisition often outside of school</li> <li>• Tied to everyday life</li> <li>• Grounded in language proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>• Language of content-based instruction</li> <li>• Language acquisition mainly within school</li> <li>• Tied to school life</li> <li>• Grounded in language proficiency standards</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of content-based instruction</li> <li>• Conceptual development</li> <li>• Tied to curriculum in specific content areas</li> <li>• Grounded in academic content standards</li> </ul>

High academic achievement is the goal of all schooling and is demonstrated through content area assessments. Advanced high English language proficiency **supports** the ability of ELLs to achieve academically but is not sufficient to guarantee it. An ELL with an advanced high level of English language proficiency who is not achieving academically needs interventions related to the subject matter taught, not second language acquisition.

## Observing Students in Each Language Domain

As you observe your ELLs over time during formal and informal academic tasks and interactions, evaluate their command of the English language and the types of linguistic accommodations and adaptations they need to interact in class and have full linguistic access to grade-level instruction. In the case of ELLs receiving special education services, keep in mind their ability to use English to access the general curriculum at their enrolled grade in accordance with their IEP.

### Listening

There are many settings in which to gather information about an individual student’s English language listening proficiency level. Reflect on how well the student understands the English he or she hears during authentic, performance-based activities such as:

- reacting to oral presentations
- responding to text read aloud
- following directions
- cooperative group work

- informal interactions with peers
- large-group and small-group instructional interactions
- one-on-one interviews
- individual student conferences

## Speaking

There are many settings in which to gather information about an individual student's English language speaking proficiency level. Reflect on how well the student speaks English during authentic, performance-based activities such as:

- cooperative group work
- oral presentations
- informal interactions with peers
- large-group and small-group instructional interactions
- one-on-one interviews
- classroom discussions
- articulation of problem-solving strategies
- individual student conferences

## Reading (K–1 Only)

The reading rating is based on observations of the student's reading during language and literacy instruction and in other academic settings. The rater should also consider informal and spontaneous reading that occurs naturally, such as when a student reads bulletin boards, labels, and other environmental print around the classroom and school.

Reflect on how well each student understands the English used during authentic, performance-based activities such as:

- paired reading
- sing-alongs and read-alongs, including chants and poems
- shared reading with big books, charts, overhead transparencies, and other displays
- guided reading with leveled readers
- reading subject-area texts and related materials
- independent reading
- cooperative group work
- reading response journals

## Writing (K–1)

For kindergarten and grade 1, the writing rating is based on observations of the student's writing during language and literacy instruction and in other academic settings. Reflect on how well each student writes in English during authentic, performance-based activities such as:

- journal writing for personal reflections
- shared writing for literacy and content area development
- language experience dictation
- organization of thoughts and ideas through prewriting strategies
- publishing and presenting
- making lists for specific purposes
- labeling pictures, objects, and items from projects
- cooperative group work
- first drafts

## Writing (Grades 2–12)

For grades 2–12, the writing rating is based on the student's writing collection, which should be representative of the writing the student does during authentic, performance-based language and literacy instruction and in a variety of academic content areas. Below are several eligible types of writing. Detailed information about assembling writing collections is found on pages 16–20.

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

## Collaboration with Others

As you prepare to determine the proficiency ratings of your students, keep in mind the value of collaboration with other teachers and school personnel. Collaboration will help you ensure rating accuracy and is particularly important when a student has different content-area teachers or is near the border between two proficiency levels.

Your district is required to implement processes to ensure the validity and reliability of TELPAS ratings. Some of these processes may require you to collaborate with other raters or content-area teachers. Your campus coordinator will have additional information about these types of procedures.

While collaboration with others is important, remember that you are the official rater and are ultimately responsible for the ratings you assign.

### Final Preparations

In the weeks prior to assigning your ELLs' English language proficiency ratings, ask yourself the following questions and make any needed adjustments.

- Have you observed the students in enough contexts that require them to use everyday English, routine academic English, and cognitively demanding content-based English?
- Have you placed them in situations in which they need to show the ability to express themselves in English in extended ways, not just through brief answers or short written responses?
- Have you seen your ELLs in enough situations in which they express themselves in their comfort zone as well as when they are pushed to show areas of second language acquisition they still need to develop?

## Rate your students.

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When you rate your students, you will need

- this manual, which includes the PLDs;
- the TELPAS Student Rating Roster in Appendix B; and
- the student writing collections and writing collection cover sheets in Appendix C (for students in grades 2–12).

Follow the rating procedures outlined in the box on the next page. You will indicate your ratings and rater information on the TELPAS Student Rating Roster. Make sure that the information you record on the roster is accurate and complete. Later either you, the campus coordinator, or other designated testing personnel will enter the ratings and rater information into an online rating entry form in TestNav for each student. The TELPAS Student Rating Roster will be retained on the campus as an official assessment record.

Keep student writing collections and student rating rosters, which contain confidential student information, in locked storage (for example, a locked filing cabinet or a locked closet) when not in use.

## Procedures for Rating Students

- Use the PLDs on the following pages and other TELPAS holistic rating training materials to rate your students. Review the holistic rating process before beginning.
- Always refer to the PLDs when rating students. Do not assume you have the PLDs memorized. Do not factor in other student abilities or characteristics when rating students.
- You may photocopy the PLDs for ease of use. If you wish, you may make multiple photocopies, put the students' names on them, and use them to make individual notes about the students you are rating. You or your school may keep these working copies for future reference.
- Start with the students whose English language proficiency levels are clearest to you.
- Your ratings are based on observations of the student in a variety of social and academic settings over time. The writing ratings of students in grades 2–12 must only be based on their writing collections.
- For each domain, evaluate the current level of English language proficiency exhibited by the student.
- The proficiency rating you designate should represent the level at which the student performs most consistently. This will help you designate the appropriate level if the student is near the border between two proficiency levels.
- Collaborate with other teachers and school personnel whenever it will help you better determine a student's English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student, and rate the student in the order that the domains are listed on the TELPAS Student Rating Roster.
- Compare each student to the PLDs and do not let the proficiency levels of other ELLs you teach influence your ratings.
- Except for grades 2–12 writing, you should be able to determine a student's rating by simply reflecting on the PLDs and the student's current ability to understand and use English in social and academic settings. In most cases, it will not be necessary to conduct specially designed language observation tasks.
- Remember that academic language proficiency is not the same as academic achievement. An ELL who has academic language proficiency can, with minimal second language acquisition support, understand and use the English students need for effective participation in regular, all-English instructional settings. A student does not have to be a high academic achiever in order to have an advanced high level of English language proficiency.

**ELPS-TELPAS Proficiency Level Descriptors  
Grades K–12 Listening**

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p>Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)</li> <li>• struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs</li> <li>• may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</li> <li>• often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>• have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech</li> </ul>	<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• usually understand longer, more elaborated directions, conversations, and discussions on familiar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</li> <li>• understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</li> <li>• occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</li> <li>• understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>• rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

**ELPS-TELPAS Proficiency Level Descriptors  
Grades K–12 Speaking**

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p><b>Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate</li> <li>speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts</li> <li>lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material</li> <li>exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</li> <li>typically use pronunciation that significantly inhibits communication</li> </ul>	<p>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning</li> <li>speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</li> <li>exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</li> <li>exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</li> <li>use pronunciation that can usually be understood by people accustomed to interacting with ELLs</li> </ul>	<p>Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning</li> <li>discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</li> <li>have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features</li> <li>make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</li> <li>may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs</li> </ul>	<p>Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</li> <li>communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers</li> <li>can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</li> <li>make few second language acquisition errors that interfere with overall communication</li> <li>may mispronounce words, but rarely use pronunciation that interferes with overall communication</li> </ul>

**ELPS-TELPAS Proficiency Level Descriptors  
Grades K–1 Reading**

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p><b>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are               <ul style="list-style-type: none"> <li>– read in short “chunks”</li> <li>– controlled to include the little English they know such as concrete, and recently practiced supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech</li> </ul> </li> <li>• begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> <li>• have difficulty decoding most grade-appropriate English text because they *               <ul style="list-style-type: none"> <li>– understand the meaning of very few words in English</li> <li>– struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English</li> </ul> </li> </ul>	<p><b>Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include               <ul style="list-style-type: none"> <li>– predictable story lines</li> <li>– highly familiar topics</li> <li>– primarily high-frequency, concrete vocabulary</li> <li>– short, simple sentences</li> <li>– visual and linguistic supports</li> </ul> </li> <li>• regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)</li> <li>• have difficulty decoding grade-appropriate English text because they *               <ul style="list-style-type: none"> <li>– understand the meaning of only those English words they hear frequently</li> <li>– struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</li> </ul> </li> </ul>	<p><b>Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning</li> <li>• recognize some basic English vocabulary and high-frequency words in isolated print</li> <li>• with second language acquisition support, are able to decode most grade-appropriate English text because they *               <ul style="list-style-type: none"> <li>– understand the meaning of most grade-appropriate English words</li> <li>– have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</li> </ul> </li> </ul>	<p><b>Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</b></p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English</li> <li>• with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers</li> <li>• with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *</li> </ul>

\* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

**ELPS-TELPAS Proficiency Level Descriptors  
Grades K–1 Writing**

<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
<p>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational writing skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)</li> <li>know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language</li> <li>cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized *</li> <li>may demonstrate little or no awareness of English print conventions</li> </ul>	<p>Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English</li> <li>can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English</li> <li>express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class *</li> <li>frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *</li> </ul>	<p>Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing</li> <li>can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</li> <li>although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner *</li> <li>occasionally exhibit second language acquisition errors when writing in English *</li> </ul>	<p>Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing</li> <li>can participate meaningfully in most grade-appropriate shared writing activities using the English language</li> <li>although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *</li> </ul>

\* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.

ELPS-TELPAS Proficiency Level Descriptors  
Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• ability to label, list, and copy</li> <li>• high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate</li> <li>• present tense used primarily</li> <li>• frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs</li> </ul>	<p>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</li> <li>• high-frequency vocabulary; academic writing often has an oral tone</li> <li>• loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</li> <li>• repetition of ideas due to lack of vocabulary and language structures</li> <li>• present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies</li> <li>• descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas</li> <li>• primary language features and errors associated with second language acquisition may be frequent</li> <li>• some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs</li> </ul>	<p>Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</li> <li>• emerging grade-appropriate vocabulary; academic writing has a more academic tone</li> <li>• use of a variety of common cohesive devices, although some redundancy may occur</li> <li>• narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required</li> <li>• occasional second language acquisition errors</li> <li>• communications are usually understood by individuals not accustomed to the writing of ELLs</li> </ul>	<p>Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p> <p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary</li> <li>• occasional difficulty with naturalness of phrasing and expression</li> <li>• errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</li> </ul>

## Create and manage test sessions for holistic rating information if so directed.

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The ratings and related information that you record on the TELPAS Student Rating Roster in Appendix B must be entered into an online rating entry form in TestNav. The process for entering student ratings has been updated. Users no longer need student test tickets to access the online rating entry form.

Test sessions are electronic groupings of students within the Assessment Management System. After students have been entered into the system, and key student information has been verified, they must be assigned to a test session. Students must be placed into a test session before holistic rating information can be entered. Your campus coordinator may assign you the role of online session administrator so that you can create and modify test sessions.

Campus coordinators may decide to group students into test sessions by rater or by any other grouping they desire (e.g., grade level, homeroom teacher, etc.) in order to transfer the information from the TELPAS Student Rating Rosters into the online system. If you are asked to create test sessions, follow your campus coordinator's instructions for grouping the students. Note that students in K–1 cannot be grouped in the same test session as students in grades 2–12 due to differences in the language domains that are holistically rated.

### Creating and Adding Students to a TELPAS Holistic Rating Test Session

Before creating a new test session, contact your campus coordinator or online session administrator to ensure that TestNav has been configured. If your campus coordinator directs you to create a test session for entering holistic rating information, complete the following steps:

1. Log in to the Assessment Management System.

If the current test administration is not the 2017 Spring TELPAS Grades K–12 administration, click the menu in the upper right of the page and select “2017 Spring TELPAS Grades K–12” from the list.

2. Go to *Testing > Sessions*.
3. Open the task list and select “Create / Edit Sessions.” Click **Start**.
4. Click *Create Session* and enter the required details.

You must enter a session name and select a campus before the remaining session details can be selected. Select “TELPAS Holistic Ratings Grade K-1” or “TELPAS Holistic Ratings Grades 2-12” from the Test Assigned dropdown menu. Select “Holistic Ratings” from the Form Group Type dropdown menu. Scheduling a date and time for a new session is intended primarily for planning purposes. A test session will not start until you click the **Start** button and unlock

the session on the *Students in Sessions* screen, regardless of the scheduled start date and time.

5. To add students to the session, go to the *Students* field and click “Add students to session.” Select from the available students in the dropdown menu. Click the student name to add the student to the session.
6. Click the **Create** button after entering all session details. Refer to the *TELPAS Assessment Management System User’s Guide* for detailed information, including screen shots, about modifying test sessions.

## Preparing TELPAS Holistic Rating Test Sessions

A week before the TELPAS administration window opens, sessions must be prepared. This step occurs after proctor caching. If your campus coordinator directs you to prepare a test session, complete the following steps:

1. From *Testing > Students in Sessions*, add test session(s) to the Sessions list on the left of the page.
2. Click a session to select it from the list.
3. Click the **Prepare Session** button.
  - While the prepare process is running, a session will appear in a “Preparing” status. Once the process is complete, the session will appear in a “Ready” status. The session is now ready to start.

**NOTE:** The prepare session process runs in the background, so users may perform other tasks while a session prepares.



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# Start and monitor rating test session.

## Starting and Monitoring a Rating Test Session

The following instructions explain how to

- start a rating test session
- monitor status of rating entry
- exit an online rating entry form
- resume a test to correct or add information to online rating entry form
- stop a rating test session

## Starting a Rating Test Session

Before starting a test session to enter rating information, contact your campus coordinator or online session administrator to ensure that proctor caching activities have been completed. A test session must be started and unlocked before you can access TestNav and begin entering this information. A test session does not start until you click the **Start** button and select the *Unlock* icon on the *Students in Sessions* screen, regardless of the scheduled start date and time.

1. From *Testing > Students in Sessions*, add test session(s) to the Sessions list on the left of the page.

If the current test administration is not the 2017 Spring TELPAS Grades K–12 administration, click the menu in the upper right of the page and select “2017 Spring TELPAS Grades K–12” from the list.

2. Click a session to select it from the list.
3. Review the session details, then click the **Start** button to start the session.
4. Click the *Unlock* icon on the lock/unlock slider to unlock all student tests in the session.
5. Once the session has been started, select the *Launch Test* link in the “Answer Input” column next to the correct student’s name.
6. The student test will launch in TestNav. Select the **Start Test Now** button to begin entering student’s rating information.

## Monitoring Status of Rating Entry

After a rating test session is started and testing personnel log in to TestNav, you can monitor the status via the *Students in Sessions* screen. To monitor a rating test session, complete the following steps:

1. From *Testing > Students in Sessions*, add rating test session(s) to the Sessions list on the left of the page. If you have trouble finding your session, go to *Testing > Sessions* and select the test session(s) that contain the students whose status you wish to view. Return to the *Students in Sessions* screen and the session(s) will already be listed.

- Click a session to select it from the list.
- The “Student Test Status” column indicates the real-time test statuses. Below is a description of each possible status.

Status	Explanation
Ready	The rating entry form has not been started.
 Ready	The student has not yet started the test, and the student’s test is locked.
Active	The rating entry form has been started.
Exited	The rating entry form has been exited but has not been submitted for scoring.
Resumed	The rating entry form is authorized to resume.
Resumed-Upload	The rating entry form is authorized to resume, and any rating information saved locally can be uploaded when logging in to the rating entry form. Testing personnel will be prompted to upload saved rating information.
Completed	The rating entry form has been submitted through TestNav and the data has been processed.
Marked Complete	The rating entry form has been exited and will not be resumed.

## Exiting an Online Rating Entry Form

If you need to exit TestNav before completing the rating information, complete the following steps:

1. Click the user dropdown menu in the upper right corner of the screen next to the student’s name.
2. Select “Sign out of TestNav” and then click the **Save and Return Later** button.

Exiting TestNav does **NOT** send the online rating entry form for scoring. If the **Submit Final Answers** button is inadvertently chosen, contact your campus coordinator.

## Resuming an Online Rating Entry Form

If testing personnel exit TestNav before completing rating entry, then the rating entry form must be resumed before testing personnel can continue entering rating information. The system will automatically choose the appropriate method to resume a rating entry form.

To resume a rating entry form, complete the following steps:

1. Return to the *Students in Sessions* screen and select the checkbox next to that student’s name.
  - You can resume a rating entry form **only** with an “Active” or “Exited” status; you cannot resume a rating entry form with a “Ready,” “Resumed,” “Resumed-Upload,” “Completed,” or “Marked Complete” status.

2. If testing personnel have exited TestNav but the rating entry form is in “Exited” status and has not been submitted for scoring, click the arrow next to the status and select Resume.
  - The status changes to “Resumed.”
  - The rating entry form has now been resumed and testing personnel can continue entering rating information.
  - The status changes to “Active” after testing personnel have logged in to TestNav.
3. If testing personnel have not properly logged out of a rating entry form, the rating entry form may still be listed in “Active” status. Click the arrow next to the status and select “Resume Upload”.
  - The status changes to “Resumed Upload.”
  - The system will force TestNav to check for a saved response file (SRF) in the designated response file backup location when testing personnel log back in.
  - Testing personnel will be prompted to upload saved rating information.
  - Once saved rating information is uploaded, continue.
  - The status changes to “Active.”

## Stopping a Rating Test Session

After all rating information has been entered and verified, online rating entry forms must be submitted in order to be scored, and for your district to receive test results. Once all online rating entry forms have been submitted, stop the session.

To stop a test session, complete the following steps:

1. Ensure that each student’s status is “Completed” or “Marked Complete” on the Students in Sessions screen.
2. Click the **Stop** button to stop the test session.

Refer to the *Assessment Management System User’s Guide* for detailed information, including screen shots, about starting and monitoring rating test sessions. Contact your campus coordinator if you have questions about test sessions. For further information, contact the Customer Service Center at 800-627-0225.



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## Enter rating information online if so directed.

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Using the information you supply on the TELPAS Student Rating Roster, you or other designated testing personnel will be responsible for entering ratings and rater information into TestNav.

You must have TELPAS Student Rating Rosters before entering ratings.

All students must be placed in test sessions before their rating information can be entered. If you are designated to enter rating information into TestNav and have any questions, contact your campus coordinator for assistance.

The transcribe assistant user role must be assigned to a user to enter rating information into TestNav.

To enter proficiency ratings and rater information into TestNav, complete the following steps:

1. Click the *Launch Test* link in the “Answer Input” column on the *Students in Sessions* screen.
2. Verify the student information at the top of the screen is correct.
3. Click **Start Test Now**.
4. Click **Start Section** to go to the online rating entry form. Enter the proficiency ratings and rater information.
5. Verify that the information you have entered matches the student’s information on the TELPAS Student Rating Roster.
6. Use the blue button with the white arrow at the top of the screen to go to the next page.
7. Click the **Submit Final Answers** button and then click the **Yes, Submit Final Answers button** to submit the online rating entry form. Once the rating entry form is submitted, the information can only be updated by contacting your campus coordinator.
8. Repeat these steps until all students’ rating information has been entered.

### Marking a Test Complete

An online rating entry form should only be marked complete in the event that the person entering the rating information did not click the **Submit Final Answers** button and simply exited out of the form.



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If your campus coordinator directs you to mark an online rating entry form as complete, complete the following steps:

1. Return to the *Session Details* screen and select the checkbox next to the student's name.
2. Click the **Mark Test Complete** button to go to the *Mark Test Complete* screen. Choose "Score" as the reason on the *Mark Test Complete* screen.
3. Click the **Save** button.

The online rating entry form status will then appear as "Marked Complete."

Some user roles do not have access to the **Mark Test Complete** button. If you do not have access to the button, contact your campus coordinator for instructions.

**NOTE:** The rating information cannot be entered if the online rating entry form is marked complete. If you mistakenly mark an online rating entry form complete, contact your campus coordinator.

For more information about TestNav, refer to the TestNav 8 Online Support website. For more information about marking a test complete, refer to the *Assessment Management System User's Guide*.

## Proficiency Ratings and Rater Information

Student proficiency ratings and rater information recorded on the TELPAS Student Rating Roster are entered into an online rating entry form in TestNav.

### Proficiency Ratings

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

The proficiency ratings are beginning (B), intermediate (I), advanced (A), and advanced high (H). In the event a student is not holistically rated, a score designation below should be selected.

### 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 between TEA and testing coordinators. Documentation of the reason for the designation must be maintained on the campus. There is not a designation for absence because the ratings are based on observations over time.

## 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.

## Rater Information

The rater information fields provide information about TELPAS raters and whether they collaborated with others in determining the students' TELPAS ratings. The rater information fields provide the rater's answer to two questions from the rating roster.

### 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.

# Return Materials

## Prepare materials for return.

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Complete the following tasks before you return your TELPAS materials to your campus coordinator:

- Verify that the holistic ratings and rater information you supplied on the TELPAS Student Rating Roster is accurately entered into an online rating entry form in TestNav.
- Review the accuracy of any other student data you have been asked to verify.
- Make sure that you have completed, signed, and dated the TELPAS Student Rating Roster.
- **Grades 2–12:** Make sure that you have completed the writing collection cover sheets and stapled them to your students' writing collections.

Return the following TELPAS materials to the campus coordinator:

- signed oath of test security and confidentiality
- TELPAS Student Rating Roster
- student writing collections
- this manual
- any other testing resources as instructed

Your oath will be kept on file for at least five years, and your student rating roster will be kept on file for one year. The student writing collections will be kept in the students' permanent record files for two years from the time of rating.

# **Appendices**

## **Appendix A**

**Oaths of Test Security and  
Confidentiality**

## **Appendix B**

**Student Rating Roster**

## **Appendix C**

**Writing Collection Cover Sheet /  
Writing Collection Verification  
Checklist**



State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
Student Assessment Program

2017

### Oath of Test Security and Confidentiality for Technology Staff

FOR ALL TECHNOLOGY STAFF: Complete this section **before** accessing any secure test materials.

I do hereby certify, warrant, and affirm that I will fully comply with all applicable requirements governing the student assessment program and do hereby certify the following:

(Initial each statement.)

\_\_\_\_\_ I have read the test security and confidentiality policies in the test administration materials, and I understand my obligation to maintain and preserve the security and confidentiality of all tests.

\_\_\_\_\_ I understand that student information is confidential and that I am obligated to maintain and preserve the confidentiality of this information.

\_\_\_\_\_ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

\_\_\_\_\_ I am aware that release or disclosure of confidential test items could result in prosecution under the Texas Education Code, Government Code, Administrative Code, and/or Penal Code.

I do hereby further certify, warrant, and affirm that I will comply with all requirements concerning test security and confidentiality.

Signed on this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature of Technology Staff

\_\_\_\_\_  
Printed Name of Technology Staff

\_\_\_\_\_  
County-District Number

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Area Code/Telephone #



State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
Student Assessment Program

**2017**

### Oath of Test Security and Confidentiality for TELPAS Rater

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement and sign **before** handling or viewing any secure test materials or confidential information.)

\_\_\_\_\_ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) holistic rating and administration procedures;

\_\_\_\_\_ I understand my obligations concerning the security and confidentiality of TELPAS, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

\_\_\_\_\_ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

\_\_\_\_\_ I understand my responsibilities as a TELPAS rater, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature of TELPAS Rater                  Printed Name of TELPAS Rater                  County-District Number

\_\_\_\_\_  
District Name                                  Campus Name                                  Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS rater who also serves as a TELPAS reading test administrator) must sign an oath for each role.



State of Texas  
County of \_\_\_\_\_

Texas Education Agency  
Student Assessment Program

**2017**

### Oath of Test Security and Confidentiality for TELPAS Writing Collection Verifier

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement **before** verifying TELPAS writing collections.)

\_\_\_\_\_ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) administration procedures, including procedures specific to reviewing and verifying the assembly of TELPAS student writing collections;

\_\_\_\_\_ I understand my obligations concerning the security and confidentiality of TELPAS, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

\_\_\_\_\_ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Signature of Writing Collection Verifier

\_\_\_\_\_  
Printed Name of Writing Collection Verifier

\_\_\_\_\_  
County-District Number

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS writing collection verifier who also serves as a TELPAS reading test administrator) must sign an oath for each role.





## TELPAS Student Rating Roster Spring 2017

Use the table below to list each student you rate, the student's grade level, the student's ratings, and the specified rater information. For each domain assessed, indicate the student's English language proficiency rating: B=beginning, I=intermediate, A=advanced, and H=advanced high. If, in consultation with your campus coordinator, it is determined that a student is unable to be rated in a domain, mark "E" (Extenuating Circumstances) or "X" (ARD Decision) in accordance with the instructions on pages 41–43. Sign and date the roster and return it to your campus coordinator.

Student Name	Grade Level	Rating				Rater Information	
		Listening	Speaking	Writing	Reading (K-1 only)	A (1-8)	B (1-3)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

**TELPAS Rater of Above Students**

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Additional Rater (if applicable)\***

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Campus Principal**

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Campus Name** \_\_\_\_\_

**Rater Information**

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)

**NOTE:** If your rater information is the same for each student you rate, you may fill in the information in the first row and draw an arrow downward through the rest of the rows.

\* Your district may require second or additional ratings as part of a rating verification process. This roster, the TELPAS writing collection cover sheet, and the online submission should reflect final student ratings.





# Texas English Language Proficiency Assessment System (TELPAS)

WRITING COLLECTION COVER SHEET  
SPRING 2017



Student Name \_\_\_\_\_

Campus Name \_\_\_\_\_

Enrolled Grade Level \_\_\_\_\_

Number of Writing Samples \_\_\_\_\_

Signature of TELPAS Rater \_\_\_\_\_

Signature of Additional Rater \_\_\_\_\_  
(if applicable)

Writing Rating \_\_\_\_\_



Verification checklist is on reverse side. The writing collection should be kept in the student's permanent record file for two years from the time of rating.

# WRITING COLLECTION VERIFICATION CHECKLIST

## SPRING 2017

This checklist can be used by both the TELPAS rater and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the “Rater” column indicate checks that the rater is responsible for during the assembly of the collection. The boxes in the “Verifier” column indicate tasks that the verifier must complete.

*Please initial each box.*

	<b><u>Rater</u></b>	<b><u>Verifier</u></b>
1. At least 5 writing samples are included . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
2. At least 1 writing sample designed to elicit past tense is included. . .	<input type="checkbox"/>	<input type="checkbox"/>
3. At least 2 academic samples from mathematics, science, or social studies are included . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
4. No samples show evidence of borrowed/copied language or heavy use of reference materials . . . . .	<input type="checkbox"/>	N/A
5. No samples have been polished through editing by parents, peers, or teachers . . . . .	<input type="checkbox"/>	N/A
6. No samples are written primarily in a language other than English . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
7. No samples show brief, rushed, or incomplete writing . . . . .	<input type="checkbox"/>	N/A
8. No writing sample date is missing or prior to February 13, 2017 . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
9. No sample is missing the student’s name. . . . .	<input type="checkbox"/>	<input type="checkbox"/>
10. No sample shows teacher corrections . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

The verifier’s signature is required below once the writing collection meets all assembly criteria.

\_\_\_\_\_  
Printed Name of Verifier

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Verifier

















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