

# Texas English Language Proficiency Assessment System (TELPAS)

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## Program Overview

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). TELPAS provides performance data used to fulfill state and federal reporting requirements. Student performance is reported in terms of four English language proficiency ratings: beginning, intermediate, advanced, and advanced high. TELPAS is administered to all ELLs, including ELLs who do not participate in a bilingual or English as a second language (ESL) program because of parent denial.

## Assessment Scores

The K–12 TELPAS assessments consist of multiple-choice reading assessments at grades 2–12 and holistically rated assessments of listening, speaking, writing, and grades K–1 reading. These assessments are not designed to measure mastery of content with a pass or fail score as learning a second language takes time. This is one of the main differences between TELPAS and STAAR.

The TELPAS assessment results provide a measure of progress, indicating annually where each ELL is on a continuum of English language development designed for second-language learners. This continuum is divided into four proficiency levels: beginning, intermediate, advanced, and advanced high. The progress of students along this continuum is the basis for the TELPAS reporting system and the key to helping districts monitor whether their ELLs are making steady annual growth in learning to listen, speak, read, and write in English.

The following gives a brief description of the grades 2–12 TELPAS reading scores and proficiency ratings for all language areas assessed. For more detailed technical information about assessment scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

### TELPAS Reading Raw Score

(Grades 2–12)

The TELPAS reading raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on an assessment. Raw scores should not be compared across administrations.

## TELPAS Reading Vertical Scale Score

(grades 2–12)

The TELPAS reading vertical scale score is a statistic that can be used for evaluating a student's annual growth and pinpointing how high or low a student performs within a proficiency level. This score allows a comparison of scores by accounting for differences in the difficulty of the assessment form used for each administration. Scores range from approximately 200 to 1000. The scale score range is subdivided into the four proficiency levels of beginning, intermediate, advanced, and advanced high.

## English Language Proficiency Ratings

Students who take the TELPAS assessments receive proficiency ratings in each language area assessed—listening, speaking, reading, and writing—as well as a composite rating that combines the four language-area ratings into one overall English language proficiency rating. The following gives a brief description of the abilities associated with the composite and language-area ratings.

**Beginning**—Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

- Beginning listeners struggle to understand simple conversations and to identify and distinguish individual words and phrases spoken in English.
- Beginning speakers mainly speak using single words and short phrases and lack the knowledge of English grammar necessary to connect ideas and speak in sentences.
- Beginning readers' ability to derive meaning from English text is minimal. They rely heavily on previous knowledge of the topic, their limited vocabulary, and pictures to gain meaning from English text.
- Beginning writers lack the English vocabulary and grasp of English language structures and grammar necessary to build writing skills in English and address grade-appropriate writing tasks in a meaningful way.

**Intermediate**—Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but might not comprehend all the details.

- Intermediate listeners usually understand simple or routine directions as well as short, simple conversations and discussions on familiar topics. They frequently understand only part of what they hear and seek clarification by requesting the speaker to repeat, slow down, or rephrase speech.
- Intermediate speakers know enough English to speak in a simple manner using basic vocabulary. They are able to participate in short conversations and speak in sentences, although they might hesitate frequently and for long periods to think of how to communicate their intended meaning.

- Intermediate readers are able to understand short connected texts on familiar topics but tend to interpret English very literally and have difficulty following story lines that have a surprise twist or nonstandard format. Because their English vocabulary consists mainly of high-frequency words, they rely heavily on prior knowledge of a topic for comprehension and need the support of pictures that illustrate meaning.
- Intermediate writers have a limited ability to use the English language to build writing skills and a limited ability to address grade-appropriate writing tasks in English. They frequently exhibit features of their primary language when expressing themselves in English and are sometimes unable to be understood by individuals not accustomed to ELLs.

Advanced—Students who receive this rating are able to understand and use academic English in classroom activities when given some English language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

- Advanced listeners can usually understand longer conversations and class discussions but occasionally depend on visuals, verbal cues, and gestures to support understanding.
- Advanced speakers are able to participate comfortably in most conversations and academic discussions, with occasional pauses to restate, repeat, or search for words or phrases to clarify meaning. They can narrate, describe, and explain in some detail and have an emerging ability to speak in English using grade-appropriate complex sentences and complex grammar structures.
- Advanced readers are able to understand more complex texts because they have acquired a variety of grade-appropriate English vocabulary and are familiar with the structure of the English language. They use this knowledge to understand texts that introduce them to unfamiliar topics, and they can move beyond literal comprehension to begin to think critically about ideas presented in grade-appropriate texts.
- Advanced writers have enough knowledge of English to address grade-appropriate writing tasks with support. They can express themselves using a variety of verb tenses and sentence patterns, and they can communicate their ideas in some detail, although they often require assistance when topics are abstract, academically challenging, or unfamiliar.

Advanced high—Students who receive this rating are able to use academic English in classroom activities with little English language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

- Advanced high listeners can understand long conversations and class discussions, with little dependence on visuals, verbal cues, and gestures to support understanding. In both social and instructional interactions, they are able to understand main points and details at a level nearly comparable to native English-speaking peers.
- Advanced high speakers are able to use abstract and content-based vocabulary and can participate in extended discussions on a variety of social and grade-appropriate academic topics with only rare disruptions or hesitations.
- Advanced high readers might have occasional difficulty with low-frequency vocabulary or new English expressions but demonstrate, at a level nearly comparable to native English-

speaking peers, comprehension of both explicit and implicit information in grade-appropriate texts.

- Advanced high writers have acquired the English vocabulary and command of English language structures to address grade-appropriate writing tasks. They are nearly comparable to native English-speaking peers in their ability to express themselves, with occasional exceptions when dealing with complex or abstract ideas or when attempting to use low-frequency words and expressions.

## Comprehension Score

Federal regulations require states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "No Score Available" will be present.

## Composite Score and Rating

To fulfill federal requirements, a composite language proficiency score and rating are calculated. The proficiency rating for each of the four domains is converted to a domain score from 1 (Beginning) to 4 (Advanced High). The domain scores are weighted and added together for one composite score. The composite score can then be converted to a composite rating.

For example, the spring 2017 TELPAS composite score and composite rating for a student who has the following language domain ratings are generated as shown below.

The proficiency rating for each of the four domains is converted to a domain score from 1 (Beginning) to 4 (Advanced High).

Listening proficiency rating  
Advanced=3

Speaking proficiency rating  
Advanced=3

Reading proficiency rating  
Advanced=3

Writing proficiency rating  
Intermediate=2

Each domain score is multiplied by the appropriate weight and then summed to obtain the TELPAS composite score. The domain weights for 2017 are listed below.

Listening—0.10

Speaking—0.10

Reading—0.50

Writing—0.30

The spring 2017 TELPAS composite score was obtained as follows:

$$(3 \times .10) + (3 \times .10) + (3 \times .50) + (2 \times .30) = 2.7$$

This student's composite score of 2.7 results in a composite rating of Advanced. The TELPAS composite scores are converted to the TELPAS composite ratings according to the following values:

1.0–1.4: Beginning

1.5–2.4: Intermediate

2.5–3.4: Advanced

3.5–4.0: Advanced High

## Report Formats

Standard and additional reports are provided for the TELPAS assessments. Standard reports are provided automatically to districts. Additional reports are available at a nominal fee to districts. A district must submit a request through the TELPAS Assessment Management System to receive the additional reports.

Reports that include “confidential” in the title contain student-level results. All other reports present assessment results in an aggregated format. More information about the confidentiality of students' results is contained in the [General Information](#) section of this manual.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

## Resources

Refer to the [General Information](#) section of this manual and [TEA's Student Assessment Division website](#) for additional TELPAS information and resources.

## Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section of this manual). Districts receive the following standard reports for TELPAS:

Confidential Student Report	5.7
Confidential Student Label	5.11
Confidential Campus Roster—All Students	5.13
Summary Report	5.18
Individual Student Data File (Confidential)	5.23
Confidential Item Analysis Student Report	5.24
Item Analysis Summary Report	5.27

## Confidential Student Report

Examples shown: [Grade 1](#), [Grade 3](#)

A separate **Confidential Student Report (CSR)** is provided for each student for whom a TELPAS online record was submitted. This report indicates the student's English language proficiency ratings for the four language areas assessed. Information on this report is provided in both English and Spanish. Information from this report can be used to meet state and federal requirements for reporting assessment results to students and parents.

**NOTE:** Reading is assessed with a multiple-choice assessment for grades 2–12. The student took an online administration of the reading assessment unless “\*\* Paper Administration \*\*” appears beneath the shaded bar in the “TELPAS Reading Results” section. In some grade clusters, the raw score cut points associated with the scale score ranges differ for paper versus online administrations. The complete set of raw score conversion tables for all TELPAS administrations can be found on [TEA's Student Assessment Division website](#).

### A. **Identification information**

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (class group, district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

### B. **Language area**

This column lists the four language areas assessed: listening, speaking, reading, and writing.

### C. **Proficiency rating for each language area**

This column indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each language area. In grades 2–12, the reading proficiency rating comes from the TELPAS reading assessment. A holistic rating process is used to determine the proficiency ratings for the domains of listening, speaking, writing, and grades K–1 reading. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

### D. **Comprehension score**

Federal regulations require states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, “No Score Available” will be present.

### E. **Composite score and rating**

The composite results indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results; otherwise, “No Score Available” will be shown in place of the rating.

and score. The student's 2016 TELPAS composite rating (if available) is indicated on the report for comparison purposes. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite score and rating.

**F. Student Portal information**

This provides the web address and access code for parents and students to access information from the Confidential Student Report online.

**G. Document number and process number**

The document number found in the bottom left corner of the report is a unique number per administration that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

## TELPAS Reading Results

TELPAS reading is assessed with a multiple-choice assessment for grades 2–12. This section describes the results of this assessment. This section is not applicable to CSRs for grades K–1.

**H. Proficiency level of items on the TELPAS reading assessment**

(grades 2–12)

This column shows the proficiency levels—Beginning, Intermediate, Advanced, or Advanced High—into which the TELPAS reading selections and assessment questions are divided.

**I. Items correct/tested and total items**

(grades 2–12)

This column shows the number of TELPAS reading items answered correctly for each proficiency level, followed by the total number of items assessed at each proficiency level. The bottom line shows the total number of items answered correctly on the assessment (the raw score) followed by the total number of items assessed.

**J. Reading scale score**

(grades 2–12)

The student's TELPAS reading scale score corresponds to the raw score. The scale score ranges for each proficiency rating are provided on each student's report. The scale score is more fully described in the Program Overview for TELPAS in this guide. The 2016 TELPAS reading scale score (if available) is indicated on the report for comparison purposes. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS reading scale score.

**K. Proficiency rating for reading**

(grades 2–12)

This section indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in reading, based upon the range in which the student's TELPAS reading score falls. Both the rating for spring 2017 and the rating for spring 2016 (if available) are shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

**Texas English Language Proficiency Assessment System**  
 (Sistema de Texas para Evaluar el Dominio del Idioma Inglés)



Grade: **1**  
 (Grado)

**Confidential Student Report**  
 (Informe Confidencial del Estudiante)

Name: FIRSTNAMEX M. LASTNAMEXXXXXXXXXX  
 (Nombre) **A**

Date of Birth: mm/dd/yy  
 (fecha de nacimiento)

Student ID (PEIMS): \*\*\*\*\*9999  
 (Número de identificación del estudiante)

Report Date: MONTH YYYY  
 (Fecha del informe)

Date of Testing: SEASON YYYY  
 (fecha de evaluación)

District: 999-999 DISTRICT NAMEXX  
 (Distrito)

Campus: 999 CAMPUS NAMEXXXX  
 (Escuela)

Local Student ID: 999999999  
 (Código de identificación local del estudiante)

Class Group: CLASS GROUP NAME  
 (Responsable del grupo)

**TELPAS Proficiency Ratings**  
 (Niveles de dominio de TELPAS)

**LANGUAGE AREA**  
 (Área de lenguaje)

- Listening. . . . . Intermediate  
 (Habilidad para escuchar) (Intermedio)
- Speaking. . . . . Advanced  
 (Habilidad para hablar) (Avanzado)
- Reading. . . . . Intermediate  
 (Habilidad para leer) (Intermedio)
- Writing. . . . . Beginning  
 (Habilidad para escribir) (Principiante)

**Comprehension and Composite Scores**  
 (Calificación global y de comprensión)

Comprehension Score. . . . . **2.0** **D**  
 (Comprensión)

TELPAS Composite Score. . . . . **1.9** **E**  
 (Calificación global en TELPAS)

SPRING 2016	Intermediate (Intermedio)
SPRING 2017	Intermediate (Intermedio)

TELPAS Composite Rating  
 (Nivel de dominio global en TELPAS)

**G**

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is XXXXXX.  
 (Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es XXXXXX).

**F**

For more information about TELPAS, contact your child's school.  
 (Para obtener mayor información sobre TELPAS, comuníquese con la escuela de su hijo).

Document # 9999-9999

mmddy-zzzzzz-cccccccc-sssssss



**Texas English Language Proficiency Assessment System**  
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

**Confidential Student Report**  
(Informe Confidencial del Estudiante)

Name: FIRSTNAMEX M. LASTNAMEXXXXXXXXXX  
(Nombre)  
Date of Birth: mm/dd/yy  
(Fecha de nacimiento)  
Student ID (PEIMS): \*\*\*\*\*9999  
(Número de identificación del estudiante)

Report Date: MONTH YYYY  
(Fecha del informe)  
Date of Testing: SEASON YYYY  
(Fecha de evaluación)  
Grade: 3  
(Grado)  
District: 999-999 DISTRICT NAMEXXX  
(Distrito)  
Campus: 999 CAMPUS NAMEXXXXX  
(Escuela)

Local Student ID: 999999999  
(Código de identificación local del estudiante)  
Class Group: CLASS GROUP NAME  
(Responsable del grupo)

**TELPAS Reading Results**  
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
Beginning (Principiante)	5 / 11
Intermediate (Intermedio)	6 / 16
Advanced (Avanzado)	6 / 16
Advanced High (Avanzado superior)	6 / 15
<b>Total Items</b> (Total de preguntas)	<b>23 / 58</b>

\*\*Paper Administration\*\*  
(Administración en papel)

Reading Scale Score*	SPRING 2016	9999
	SPRING 2017	9999

\* The scale score ranges for each reading proficiency rating in 2017 are:  
(Los rangos de las calificaciones a escala en 2017 para cada nivel de dominio de lectura son)

619 and below	Beginning	619 ó menos	Principiante
620-673	Intermediate	620-673	Intermedio
674-731	Advanced	674-731	Avanzado
732 and above	Advanced High	732 ó más	Avanzado superior

**Reading Proficiency Rating**  
(Nivel de dominio en lectura)

SPRING 2016	Beginning (Principiante)
SPRING 2017	Beginning (Principiante)

**TELPAS Proficiency Ratings**  
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Beginning (Principiante)
Speaking (Habilidad para hablar)	Advanced High (Avanzado superior)
Reading (Habilidad para leer)	Beginning (Principiante)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

**Comprehension and Composite Scores**  
(Calificación global y de comprensión)

Comprehension Score: 1.0  
(Comprensión)

TELPEAS Composite Score: 1.3  
(Calificación global en TELPAS)

**TELPEAS Composite Rating**  
(Nivel de dominio global en TELPAS)

SPRING 2016	Beginning (Principiante)
SPRING 2017	Beginning (Principiante)

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is XXXXXX.  
(Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es XXXXXX).

For more information about TELPAS, contact your child's school.  
(Para obtener mayor información sobre TELPAS, comuníquese con la escuela de su hijo).

Document # 9999-99999 mmddyzzzzzzz-cccccccc-sssssss

## Confidential Student Label

Example shown: [Grade 2](#)

An adhesive **Confidential Student Label** is provided for each student for whom a TELPAS online record was submitted. These labels should be placed on the individual student's permanent record.

### A. **Identification information**

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, and grade.

### B. **Language area**

This column lists the four language areas assessed: listening, speaking, reading, and writing.

### C. **Proficiency rating for each language area**

This column indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each language area. In grades 2–12, the reading proficiency rating comes from the TELPAS reading assessment. The student's 2016 TELPAS reading proficiency rating (if available) is indicated on the report for comparison. A holistic rating process is used to determine the proficiency ratings for the domains of listening, speaking, writing, and grades K–1 reading. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

### D. **Comprehension score**

Federal regulations require states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, “---” will be present.

### E. **Composite score and rating**

The composite results indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results; otherwise, “---” will be shown in place of the score and “No Rating Available” will be shown in place of the rating. The student's 2016 TELPAS composite rating (if available) is indicated on the report for comparison. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite score and rating.



**CONFIDENTIAL**

DATE OF TESTING: SEASON YYYY

**G  
R  
A  
D  
E**  
**02**

STUDENT: LASTNAMEXXXXXXXXX FIRSTNAME M  
 STUDENT ID (PEIMS): 999999999  
 DISTRICT: 999-999 DISTRICT NAMEXX  
 CAMPUS: 999 CAMPUS NAMEXXXX

DOB: mm/dd/yy

**A**

**B**

**C**

**D**

**E**

LANGUAGE AREA	PROFICIENCY RATING	Comprehension Score: 2.5
Listening	<b>Advanced</b>	<b>COMPOSITE SCORE/RATING</b> Score: <b>1.9</b> 2017 Rating: <b>Intermediate</b> 2016 Rating: <b>Beginning</b>
Speaking	<b>Intermediate</b>	
<i>p</i> Reading	<b>Intermediate</b>	
Writing	<b>Beginning</b>	

*p Paper Administration*

## Confidential Campus Roster—All Students

Example shown: [Grade 1](#), [Grade 11](#)

The **Confidential Campus Roster** is generated for each grade assessed at each campus and lists students for whom a TELPAS online record was submitted. For each student, the report provides the proficiency rating by language area, a comprehension score, and a composite score and rating. The report also indicates each student's number of years of enrollment in U.S. schools as submitted by the student's school district. For grades 2–12, the TELPAS reading performance by proficiency level and reporting category is provided along with the student's corresponding TELPAS reading scale score. The information in this report can be useful for instructional planning.

### A. **Identification information**

Identification information shown at the top left corner of the report includes the grade assessed, the district number and name, and the campus number and name. At the top right corner, the report date and date of testing are shown.

### B. **Student information**

Students are identified by name and student identification number (as used for PEIMS).

### C. **Years in U.S. schools**

(Grades 1–12)

This column indicates how many years the student has been enrolled in schools in the United States as submitted by the student's school district. For more information, see the document, "Instructions for Years in U.S. Schools Data Collection," located on [TEA's Student Assessment webpage](#).

### D. **English language proficiency ratings (K–12)**

These columns indicate the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each language area. In grades 2–12, the reading proficiency rating comes from the TELPAS reading assessment and is listed in the Reading Rating section. A holistic rating process is used to determine the proficiency ratings for the domains of listening, speaking, writing, and grades K–1 reading and are listed in the Proficiency Ratings section (K–1) or the Holistic Ratings section (2–12). Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings. Proficiency ratings are listed below.

- **BEG (BEGINNING)**

This rating indicates a beginning level of English language proficiency in the language area assessed.

- **INT (INTERMEDIATE)**

This rating indicates an intermediate level of English language proficiency in the language area assessed.

- **ADV (ADVANCED)**

This rating indicates an advanced level of English language proficiency in the language area assessed.

- **A H (ADVANCED HIGH)**

This rating indicates an advanced high level of English language proficiency in the language area assessed.

Possible messages are listed below.

- - - **NO RATING/INFORMATION AVAILABLE**

The student did not take the TELPAS reading assessment, or information could not be determined because the appropriate language-area proficiency ratings were not available.

- EC EXTENUATING CIRCUMSTANCES**

The student could not be rated in specified domain(s) due to extenuating circumstances.

- O NOT SCORED - OTHER**

The student's TELPAS reading record was coded "OTHER" ("Other Student Not To Be Scored" in the online system) for reasons such as illness during the assessment or administration irregularities.

- X NOT TESTED - ARD DECISION**

The student did not participate on the basis of the student's disability as determined by the admission, review, and dismissal (ARD) committee in conjunction with the LPAC and documented in the student's individualized education program (IEP).

**E. *Comprehension score***

Federal regulations require states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "---" will be present.

**F. *Composite score and composite rating***

The composite results indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results; otherwise, "---" will be shown in place of the rating and score. The student's 2016 TELPAS composite rating (if available) is indicated on the report for comparison. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite score and rating.

## TELPAS Reading Assessment

The TELPAS reading assessment uses a multiple-choice format for grades 2–12. This section describes the results of this assessment. This section is not applicable to rosters for grades K–1.

### **G. Performance by proficiency level**

(grades 2–12)

These columns show how students perform within the proficiency levels—Beginning, Intermediate, Advanced, or Advanced High—into which the TELPAS reading selections and assessment questions are divided.

### **H. Performance by reporting category**

(grades 2–12)

Within each proficiency level, the performance of students by reporting category is shown for the reading assessment. The total number of items assessed for the reporting category and the number of items answered correctly by each student are found below each reporting category heading.

In place of reporting category-level data, a variety of report comments might appear, indicating the student's performance status or scoring information. Possible messages are listed below.

- **NOT SCORED**

The student's TELPAS reading record was coded "OTHER" ("Other Student Not To Be Scored" in the online system) for reasons such as illness during the assessment or administration irregularities.

- **NOT TESTED - AB**

The student was absent throughout the TELPAS assessment window.

- **NOT TESTED - X**

The student did not participate 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.

### **I. Reading scale score**

(grades 2–12)

The student's TELPAS reading scale score corresponds to the raw score. The 2016 TELPAS reading scale score (if available) is indicated on the report for comparison purposes. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS reading scale score.

### **J. Reading Rating**

(grades 2–12)

This section indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in reading, based upon the range in which the student's TELPAS reading score falls. Both the rating for spring 2017 and the rating for spring 2016 (if available) are shown. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

### **K. Additional information**

Additional information about the student is noted here. Notations are listed below.

**p** Indicates a paper administration.

### **L. Print number**

The print number in the bottom right corner of the report is a print series number used in sequencing the reports as they are printed.





## Summary Report

Examples shown: [Grades 3 through 12](#)

A **summary report** is provided for each grade assessed at each district and campus and contains information about every student for whom a TELPAS online record was submitted. District-level summary reports are also provided for grade clusters K–2 and 3–12. These reports describe summary results of the performance of each demographic and program group assessed. The summary report is generated for the “All Students” aggregation only.

### Page 1

This section describes summary results for each domain assessed.

**A. Identification information**

The top of this report contains identification information for the campus or district. The grade, date of testing, and report date are also indicated.

**B. Demographic groups and program information**

Demographic and program categories are listed on the left side of this section. Results for students with no demographic or program information coded are included in the “No Information Provided” categories.

**C. Language area administration summary**

This section shows the administration summary information for the four TELPAS language areas in which students are rated—listening, speaking, reading, and writing. Each section lists the number and percentage of students who were assessed or rated in the language area as well as the number and percentage of students who were not assessed or rated in the language area.

**D. Number of students rated**

The number of students rated is provided for each demographic and program category.

**E. Percentage of students receiving each proficiency rating**

These columns show the percentage of students receiving a proficiency rating of Beginning, Intermediate, Advanced, and Advanced High for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency levels.

This section describes the summary results for the comprehension score, the composite rating, and the yearly progress.

**F. Comprehension score administration summary**

The TELPAS comprehension score administration summary indicates the number and percentage of students rated in listening and reading, those who were not assessed due to an ARD decision, other students not rated, and the total number of documents submitted. Students are classified as “Not Rated” if they do not have a rating in listening and reading.

**G. Comprehension score—Number of students rated**

The number of students rated in listening and reading is provided for each demographic group.

**H. Average comprehension score**

This column shows the average comprehension score in reading and listening for each demographic group. Federal regulations require states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If there are less than five students with the comprehension scores in the demographic/program group, “---” will be present.

**I. Composite rating administration summary**

The TELPAS composite rating administration summary indicates the number and percentage of students rated in all language areas, those who were not assessed due to an ARD decision, other students not rated, and the total number of documents submitted. Students are classified as “Not Rated” if they do not have a rating in all four language areas because they were absent throughout the TELPAS assessment window, were not assessed due to an ARD decision, or there were irregularities or extenuating circumstances.

**J. Composite rating—Number of students rated**

The number of students rated is provided for each demographic and program category.

**K. Percentage of students receiving each proficiency rating**

These columns show the percentage of students receiving a composite proficiency rating of Beginning, Intermediate, Advanced, and Advanced High for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency levels.

**L. Average composite score**

This column shows the average composite score for each demographic group. The composite results indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite score.

**M. Number of matched students**

To be included in the yearly progress section, the student's identification information (name, PEIMS ID, and date of birth) in 2016 and 2017 had to match and the student had to have a TELPAS proficiency rating in both years. The following sample report shows that 24 students had a TELPAS composite proficiency rating in 2017. Of these students, 23 also had a TELPAS composite rating in 2016. The students rated in 2017 who are not included in the yearly progress section could be, for example, students not enrolled in a Texas school in 2016, students whose identification information did not match from 2016 to 2017, or students reported as "Not Rated" in 2016.

**N. Yearly progress in the TELPAS composite rating**

(grades 1–12)

This section of the report displays the number and percentage of students who progressed by one or more proficiency levels from 2016 to 2017. Columns showing one, two, and three proficiency levels of progress are included. Students who achieved a composite rating of Advanced High in 2016 and 2017 are included in the "Students Who Progressed One Proficiency Level from 2016 to 2017" column. The column on the far right combines the data from the previous columns to show the number and percentage of students who made progress of at least one proficiency level. For example, in the following sample report provided, of the 23 matched students who received a TELPAS composite rating in both years:

- 9 students (39%) progressed by one proficiency level
- 2 students (9%) progressed by two proficiency levels
- 0 students (0%) progressed by three proficiency levels

In all, 11 of the 23 students (48%) progressed by at least one proficiency level from 2016 to 2017. Yearly progress results are not applicable to kindergarten because each student must have two years of ratings to show yearly progress.

**O. Process number**

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



	Listening				Speaking				Reading				Writing			
	Number of Students Rated		Number	Percent	Number of Students Rated		Number	Percent	Number of Students Rated		Number	Percent	Number of Students Rated		Number	Percent
	Advanced	Intermediate	Beginning	Not Rated: ARD Decision	Advanced	Intermediate	Beginning	Not Rated: ARD Decision	Advanced	Intermediate	Beginning	Not Rated: ARD Decision	Advanced	Intermediate	Beginning	Not Rated: ARD Decision
All Students	637	88	586	70	610	87	586	70	610	87	586	70	610	87	586	70
Male	318	44	304	34	314	44	304	34	314	44	304	34	314	44	304	34
Female	319	44	304	36	296	43	296	36	296	43	296	36	296	43	296	36
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Am. Indian or Alaska Native	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Asian	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Black or African American	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Native Hawaiian/Pacific Islander	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
White	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Two or More Races	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Economically Disadvantaged	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I, Part A	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bilingual	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Education	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gifted/Talented	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
At-Risk	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Career/Technical Education	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Years in U.S. Schools	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
One	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Two	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Three	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Four	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Five	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
Six or More	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999
No Information Provided	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

"-,-" = No Data Reported For Fewer Than Five Students

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Summary Report  
All Students

	TELPAS Comprehension Score				TELPAS Composite Rating				Yearly Progress in TELPAS Composite Rating					
	Number of Students Rated	Number	Percent	Percent of Students Rated in All Language Areas . . . . .	Number	Percent	Number of Students Rated in Language Area - AKD Decision . . . . .	Other Students Not Rated . . . . .	Number	Percent	Number	Percent	Number	Percent
<b>All Students</b>	881	100	100	62	543	62	11	27	881	100	881	100	881	100
<b>Male</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Female</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Hispanic/Latino</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Am. Indian or Alaska Native</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Asian</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Black or African American</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Native Hawaiian/Pacific Islander</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>White</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Two or More Races</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>No Information Provided</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Economically Disadvantaged</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Title I, Part A</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Migrant</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Bilingual</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>ESL</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Special Education</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Gifted/Talented</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>At-Risk</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Career/Technical Education</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Years in U.S. Schools</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>One</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Two</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Three</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Four</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Five</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>Six or More</b>	999999	999	999	999	999	999	999	999	999	999	999	999	999	999
<b>No Information Provided</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

"-,-,-" = No Data Reported For Fewer Than Five Students

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## Individual Student Data File (Confidential)

The **Individual Student Data File** contains individual data records for each student for whom a TELPAS online record was submitted. The student record includes identification and demographic data as well as proficiency ratings for each language area. For grades 2–12, reporting category-level data and proficiency-level data are included for students taking TELPAS reading. In addition, item-level data reported for each student record include the reporting category measured by each item, which answer choice the student selected for the item, and the correct answer. Item proficiency levels and reporting categories are not populated for paper test administrations.

## Confidential Item Analysis Student Report

Example shown: [Grade 9](#)

This report provides detailed student-level results for the TELPAS reading assessments for grades 2–12. Indicated on this report is the reporting category measured by each test item, which answer choice the student selected for the item, and the correct answer. The information in this report might be useful to students, parents, and teachers for exploring possible reasons why incorrect answer choices were made. Districts might find it helpful to use the Confidential Item Analysis Student Report in conjunction with the 2017 released TELPAS reading tests.

### A. **Identification information**

The top of the report contains identification information, both for the student (name, identification number, etc.) and the school (district, campus, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

### B. **Test Results**

This section gives the student's proficiency rating and scale score. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency levels and scale scores. The raw score conversion tables for the TELPAS administration can be found on [TEA's Student Assessment Division website](#).

### C. **Item Number**

The item number corresponds to the item number of the 2017 released test for that grade.

### D. **Reporting Category**

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories is below. The complete wording of each reporting category for every assessment is found on [TEA's Student Assessment Division website](#).

Reporting Category 1: Word Meaning

Reporting Category 2: Basic Understanding

Reporting Category 3: Analyzing and Evaluating

### E. **Proficiency Level**

The number of the proficiency level (1 for Beginning to 4 for Advanced High) assessed by the item.

### F. **Correct Answer**

The correct answer choice for each test item is shown.

### **G. Student's Answer**

The student's answer choice is shown for each test item. A plus sign (+) in this column indicates that the student selected the correct answer. NR in this column indicates that the student did not answer.

### **H. Messages**

In place of item analysis data, a variety of report messages might appear. Possible messages are listed below (not shown in example). Changes in policy might result in different messages.

- **NOT SCORED**  
The student's answer document was coded "OTHER" for reasons such as illness during the assessment and administration irregularities.
- **NOT TESTED-ABSENT**  
The student was absent during the assessment.
- **NOT TESTED-ARD DECISION**  
The student did not participate on the basis of special education, as determined by the ARD committee.
- **ADMINISTERED PAPER VERSION**  
Item Analysis is not available for tests administered on paper.

### **I. Document number and print number**

The document number found in the bottom left corner of the report is a unique number, per administration, that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The print number in the bottom right corner of the report is a print series number used in sequencing the reports.

# Texas English Language Proficiency Assessment System

## CONFIDENTIAL ITEM ANALYSIS STUDENT REPORT

NAME: FIRSTNAME I. LASTNAME  
 STUDENT-ID (PEIMS): \*\*\*\*\*9999  
 LOCAL-STUDENT-ID: 999999999  
 DATE OF BIRTH: MM/DD/YY

DISTRICT: 999-999 DISTRICT NAME  
 CAMPUS: 999 CAMPUS NAME  
 REPORT DATE: SUMMER CCYY  
 DATE OF TESTING: SPRING CCYY  
 GRADE: 99

READING				
Proficiency Rating: <b>ADVANCED</b>				
TELPAS Scale Score: <b>725</b>				
ITEM	REPORTING CATEGORY	PROFICIENCY LEVEL	CORRECT ANSWER	STUDENT'S ANSWER
1.	9	9	X	+
2.	9	9	X	+
3.	9	9	X	+
4.	9	9	X	X
5.	9	9	X	+
6.	9	9	X	+
7.	9	9	X	+
8.	9	9	X	X
9.	9	9	X	+
10.	9	9	X	+
11.	9	9	X	+
12.	9	9	X	+
13.	9	9	X	X
14.	9	9	X	+
15.	9	9	X	+
16.	9	9	X	+
17.	9	9	X	+
18.	9	9	X	+
19.	9	9	X	+
20.	9	9	X	X
21.	9	9	X	X
22.	9	9	X	+
23.	9	9	X	+
24.	9	9	X	+
25.	9	9	X	+
26.	9	9	X	+
27.	9	9	X	+
28.	9	9	X	+
29.	9	9	X	+
30.	9	9	X	+
31.	9	9	X	+
32.	9	9	X	+
33.	9	9	X	+
34.	9	9	X	+
35.	9	9	X	+
36.	9	9	X	NR
37.	9	9	X	+
38.	9	9	X	+
39.	9	9	X	+
40.	9	9	X	+
41.	9	9	X	X
42.	9	9	X	+
43.	9	9	X	+
44.	9	9	X	+
45.	9	9	X	+
46.	9	9	X	+
47.	9	9	X	+
48.	9	9	X	+
49.	9	9	X	+
50.	9	9	X	X
51.	9	9	X	X
52.	9	9	X	+
53.	9	9	X	+
54.	9	9	X	+
55.	9	9	X	+
56.	9	9	X	+
57.	9	9	X	+
58.	9	9	X	+
59.	9	9	X	+
60.	9	9	X	+
61.	9	9	X	+
62.	9	9	X	X
63.	9	9	X	+

+ = student's answer correct  
 NR = no response, student did not answer

Additional information about this student's performance and a listing of the reporting categories are found on the Confidential Student Report.

Document # 9999-99999

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TELPAS

## Item Analysis Summary Report

Example shown: [Grade 2](#)

This report shows the item number, the reporting category measured by the item, proficiency level of the item, and the percentage of students selecting each possible answer choice for that test item. This summary report is provided for all students. Districts might find it helpful to use the Item Analysis Summary Report in conjunction with the 2017 released TELPAS reading tests.

### A. **Identification information**

The top of the report contains identification information for the campus or district. The grade, report date, and date of testing are also indicated.

### B. **Item number**

The item number corresponds to the item number on the test.

### C. **Reporting Category**

The number of the reporting category measured by each test item is listed. An abbreviated listing of reporting categories is below. The complete wording of each reporting category is found on [TEA's Student Assessment Division website](#).

Reporting Category 1: Word Meaning  
Reporting Category 2: Basic Understanding  
Reporting Category 3: Analyzing and Evaluating

### D. **Proficiency Level**

The number of the proficiency level (1 for Beginning to 4 for Advanced High) assessed by the item.

### E. **Percent responding**

The percentage of students responding to each answer choice is shown for each test item. The correct answer is indicated by an asterisk. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

### F. **Percent not responding**

The percentage of students who did not respond to this item is shown in the column with the double-asterisk heading. To maintain student confidentiality, no data are reported if fewer than five students were assessed.

### G. **Print number**

The print number in the bottom right corner of the report is a print series number used in sequencing the reports.

# Texas English Language Proficiency Assessment System ITEM ANALYSIS SUMMARY REPORT

GRADE: 99  
 DISTRICT: 999-999 DISTRICT NAME  
 CAMPUS: 999 CAMPUS NAME

REPORT DATE: SUMMER CCYY  
 DATE OF TESTING: SPRING CCYY

ITEM	RC	PROF LEVEL	PERCENT RESPONDING				**
			(A,F)	(B,G)	(C,H)	(D,J)	
1.	9	9	999*	999*	999*	999*	999*
2.	9	9	999*	999*	999*	999*	999*
3.	9	9	999*	999*	999*	999*	999*
4.	9	9	999*	999*	999*	999*	999*
5.	9	9	999*	999*	999*	999*	999*
6.	9	9	999*	999*	999*	999*	999*
7.	9	9	999*	999*	999*	999*	999*
8.	9	9	999*	999*	999*	999*	999*
9.	9	9	999*	999*	999*	999*	999*
10.	9	9	999*	999*	999*	999*	999*
11.	9	9	999*	999*	999*	999*	999*
12.	9	9	999*	999*	999*	999*	999*
13.	9	9	999*	999*	999*	999*	999*
14.	9	9	999*	999*	999*	999*	999*
15.	9	9	999*	999*	999*	999*	999*
16.	9	9	999*	999*	999*	999*	999*
17.	9	9	999*	999*	999*	999*	999*
18.	9	9	999*	999*	999*	999*	999*
19.	9	9	999*	999*	999*	999*	999*
20.	9	9	999*	999*	999*	999*	999*
21.	9	9	999*	999*	999*	999*	999*
22.	9	9	999*	999*	999*	999*	999*
23.	9	9	999*	999*	999*	999*	999*
24.	9	9	999*	999*	999*	999*	999*
25.	9	9	999*	999*	999*	999*	999*
26.	9	9	999*	999*	999*	999*	999*
27.	9	9	999*	999*	999*	999*	999*
28.	9	9	999*	999*	999*	999*	999*
29.	9	9	999*	999*	999*	999*	999*
30.	9	9	999*	999*	999*	999*	999*
31.	9	9	999*	999*	999*	999*	999*
32.	9	9	999*	999*	999*	999*	999*
33.	9	9	999*	999*	999*	999*	999*
34.	9	9	999*	999*	999*	999*	999*
35.	9	9	999*	999*	999*	999*	999*
36.	9	9	999*	999*	999*	999*	999*
37.	9	9	999*	999*	999*	999*	999*
38.	9	9	999*	999*	999*	999*	999*
39.	9	9	999*	999*	999*	999*	999*
40.	9	9	999*	999*	999*	999*	999*
41.	9	9	999*	999*	999*	999*	999*
42.	9	9	999*	999*	999*	999*	999*
43.	9	9	999*	999*	999*	999*	999*
44.	9	9	999*	999*	999*	999*	999*
45.	9	9	999*	999*	999*	999*	999*
46.	9	9	999*	999*	999*	999*	999*
47.	9	9	999*	999*	999*	999*	999*
48.	9	9	999*	999*	999*	999*	999*
49.	9	9	999*	999*	999*	999*	999*

\* Correct answer choice  
 \*\* Percent of students who did not answer  
 \*\*\* Students who took the paper version of the test are not included

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## Additional Reports

Additional reports for the following standard reports are available for a fee to districts. A district must submit a request through the Assessment Management System to receive the additional reports, which include additional copies of paper reports.

- Confidential Student Report
- Confidential Student Label
- Confidential Campus Roster, All Students
- Summary Reports