## Contact Information/Resources

### 2018 Contact Information

<table>
<thead>
<tr>
<th>For questions about</th>
<th>Contact</th>
</tr>
</thead>
</table>
| TELPAS testing policies | Texas Education Agency’s Student Assessment Division  
Telephone: 512-463-9536  
Fax: 512-463-9302  
Email: Assessment.SpecialPopulations@tea.texas.gov |

| accessing online resources, online test administration procedures, the TELPAS Online Training Center, or help with technical concerns or issues | Customer Service Center  
Telephone: 800-627-0225  
Online Form: Go to [http://tx.pearsonaccessnext.com](http://tx.pearsonaccessnext.com) and select Pearson Customer Support Form under “Contact Us.” |

### 2018 General Information Resources

<table>
<thead>
<tr>
<th>For general information related to</th>
<th>Access</th>
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<tr>
<td>student assessment program</td>
<td>TEA Student Assessment Division website at <a href="http://tea.texas.gov/student.assessment/">http://tea.texas.gov/student.assessment/</a></td>
</tr>
<tr>
<td>TELPAS online basic training courses, online calibration activities, and related training materials</td>
<td><a href="http://www.TexasAssessment.com/TELPASTrainingCenter/">http://www.TexasAssessment.com/TELPASTrainingCenter/</a></td>
</tr>
<tr>
<td>TELPAS online test student tutorials</td>
<td><a href="http://TexasAssessment.com/TELPAS-tutorials/">http://TexasAssessment.com/TELPAS-tutorials/</a></td>
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### 2018 Resource Materials

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## Calendar of Events

### Spring 2018

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<tr>
<td>Online training courses for holistically rated assessments</td>
<td></td>
</tr>
<tr>
<td>• Assembling and Verifying Grades 2–12 Writing Collections</td>
<td>Opens 1/10</td>
</tr>
<tr>
<td>• Basic Training Course for Kindergarten and Grade 1</td>
<td>Opens 1/26</td>
</tr>
<tr>
<td>• Basic Training Course for Grades 2–12</td>
<td>Opens 1/26</td>
</tr>
<tr>
<td>Online calibration window</td>
<td>Opens 2/12</td>
</tr>
<tr>
<td>Writing samples for TELPAS writing collections</td>
<td>Beginning 2/12</td>
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<tr>
<td>TELPAS assessment window</td>
<td>2/26–4/6</td>
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<td>Districts receive TELPAS standard and additional reports</td>
<td>5/14 (initial)</td>
</tr>
<tr>
<td></td>
<td>8/31 (final)</td>
</tr>
</tbody>
</table>
Icons Used in This Manual

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. The Calendar of Events is also found on the Coordinator Manual Resources webpage.

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

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS 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
  - online listening and speaking tests in four grade clusters: 2-3, 4-5, 6-8, and 9-12
  - holistically rated student writing collections

Students’ answers to the online tests, ratings from the holistically rated assessments, and all other student data are submitted through the STAAR Alternate 2 and TELPAS Assessment Management System.

The instructions in this manual explain the responsibilities of raters for the spring 2018 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the 2018 TELPAS Test Administrator Manual, and the TELPAS information in the 2018 District and Campus Coordinator Manual. Assessment procedures must be followed exactly so that all individuals eligible for testing are assessed in a uniform manner.

In rare circumstances that prevent a student from testing online, the Texas Education Agency (TEA) may grant approval for a special administration of the domains of listening and speaking for grades 2–12. This manual does not contain instructions for rating students in listening and speaking for a special administration. If you are directed to be a rater for a special administration, you will follow the instructions that are provided with the approval for the special administration. If you are unsure of your holistic rating training requirements, contact your campus coordinator.
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 and listening and speaking tests for grades 2–12, the holistic proficiency ratings of each student, rater information, any test accommodations (or Designated Supports) used, and any reasons 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. It is important to note that special administrations of the TELPAS online test(s) are available, which may allow the student to participate. Refer to the Coordinator Manual Resources webpage for more information.

- **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 and listening and speaking tests.
Test Security and Confidentiality Requirements

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 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, calibration proctors, 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
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 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 tests 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 a TELPAS online 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.
General Information About Holistically Rated TELPAS Assessments

The holistically rated components of TELPAS consist of

- writing collections 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. If you are a rater of students enrolled in K–1, you will base your ratings on classroom observations or 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

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. Detailed instructions for required tasks are in the following section of this manual. Instructions for some tasks may be provided by your campus coordinator. 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.

All raters, writing collection verifiers, calibration proctors, 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.
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 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 and practice before beginning online calibration activities. Approximate completion time: 4–5 hours for K–1 and 2–3 hours for 2–12.

- **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 only the domain of 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.
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 and 2–12 online basic training courses will be issued within the TELPAS Online Training Center upon completion of the modules and practice activities. 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 for each grade cluster. For K–1, each set contains 10 students to be rated. Each language domain is represented in each set. You must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration. For 2–12, each grade cluster set contains 10 writing collections. You must rate at least 70 percent of the collections correctly within a set to demonstrate sufficient calibration. 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 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 tab 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, 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.
Prepare for and Complete Assessments

Assemble and verify grades 2–12 student writing collections.

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.

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 12, 2018, may be considered for the writing collections. Writing assigned before February 12, 2018, 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 12, 2018;
- 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.

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 occur 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 students, raters may review the appropriate portions of the Educator Guide to TELPAS. The guide includes foundational information about TELPAS, the ELPS, the PLDs, and second language acquisition. The four language domains and the four proficiency levels are defined and described in detail. Much of the information in the guide comes from the basic online training course and 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.

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.

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.

A writing collection becomes secure test material once the writing collection has been assembled and a cover sheet has been attached. 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 applicable 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. For grades K–1, 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

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning English language learners (ELLs)</strong></td>
<td>have little or no ability to understand spoken English used in academic and social settings.</td>
<td>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</td>
<td>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
<td>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
</tr>
<tr>
<td><strong>These students:</strong></td>
<td>• 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)</td>
<td>• 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)</td>
<td>• usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</td>
<td>• 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</td>
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<tr>
<td></td>
<td>• may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</td>
<td>• 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</td>
<td>• understand most main points, important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs</td>
<td>• understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</td>
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<tr>
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<td></td>
<td>• 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</td>
<td>• occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</td>
<td>• rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</td>
</tr>
</tbody>
</table>
## ELPS-TELPAS Proficiency Level Descriptors
### Grades K–12 Speaking

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td>Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</td>
</tr>
<tr>
<td><strong>Advanced High</strong></td>
<td>Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</td>
</tr>
</tbody>
</table>

These students:
- 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
- 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
- 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
- exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material
- typically use pronunciation that significantly inhibits communication

These students:
- 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
- speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail
- exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense
- exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English
- use pronunciation that can usually be understood by people accustomed to interacting with ELLs

These students:
- 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
- discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics
- 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
- make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions
- may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs

These students:
- are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses
- 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
- can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers
- make few second language acquisition errors that interfere with overall communication
- may mispronounce words, but rarely use pronunciation that interferes with overall communication
# ELPS-TELPA S Proficiency Level Descriptors

## Grades K–1 Reading

<table>
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<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Beginning English language learners (ELLS) have little or no ability to use the English language to build foundational reading skills.</td>
<td>Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.</td>
<td>Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</td>
<td>Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</td>
</tr>
<tr>
<td><strong>These students:</strong></td>
<td>- Derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are</td>
<td>- Demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include</td>
<td>- 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</td>
<td>- 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</td>
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<td>- Read in short “chunks”</td>
<td>- Predictable story lines</td>
<td>- Recognize some basic English vocabulary and high-frequency words in isolated print</td>
<td>- 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</td>
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<tr>
<td></td>
<td>- Controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced</td>
<td>- Highly familiar topics</td>
<td>- With second language acquisition support, are able to decode most grade-appropriate English text because they</td>
<td>- With some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers</td>
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<td></td>
<td>- Accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech</td>
<td>- Primarily high-frequency, concrete vocabulary</td>
<td>- Understand the meaning of most grade-appropriate English words</td>
<td>- 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</td>
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<tr>
<td></td>
<td>- Short, simple sentences</td>
<td>- Short, simple sentences</td>
<td>- Have difficulty decoding grade-appropriate English text because they</td>
<td>- 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</td>
</tr>
<tr>
<td></td>
<td>- Visual and linguistic supports</td>
<td>- Visual and linguistic supports</td>
<td>- Understand the meaning of only those English words they hear frequently</td>
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<td></td>
<td>- Regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)</td>
<td>- Regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)</td>
<td>- Struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</td>
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<tr>
<td></td>
<td>- Have difficulty decoding most grade-appropriate English text because they</td>
<td>- Have difficulty decoding grade-appropriate English text because they</td>
<td>- Struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</td>
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<tr>
<td></td>
<td>- Understand the meaning of very few words in English</td>
<td>- Understand the meaning of only those English words they hear frequently</td>
<td>- Have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</td>
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<td>- Struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English</td>
<td>- Struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</td>
<td>- Have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</td>
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</table>

* 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

<table>
<thead>
<tr>
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<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational writing skills.</td>
<td>Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.</td>
<td>Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</td>
<td>Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</td>
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<tr>
<td><strong>Intermediate</strong></td>
<td>These students:</td>
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<td>- 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.)</td>
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<td>- know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language</td>
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<td>- 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 *</td>
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<tr>
<td></td>
<td>- may demonstrate little or no awareness of English print conventions</td>
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<tr>
<td><strong>Advanced</strong></td>
<td>These students:</td>
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<td></td>
<td>- 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</td>
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<tr>
<td></td>
<td>- 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</td>
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</tr>
<tr>
<td></td>
<td>- 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 *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order; literal translating) *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced High</strong></td>
<td>These students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- 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 *</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- occasionally exhibit second language acquisition errors when writing in English *</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.
<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</td>
<td>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>These students:</td>
<td>These students:</td>
<td>These students:</td>
<td>These students:</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
<td>• know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</td>
</tr>
<tr>
<td>Typical writing features at this level:</td>
<td>Typical writing features at this level:</td>
<td>Typical writing features at this level:</td>
<td>Typical writing features at this level:</td>
</tr>
<tr>
<td>• ability to label, list, and copy</td>
<td>• simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</td>
<td>• grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• high-frequency vocabulary; academic writing often has an oral tone</td>
<td>• use of a variety of common cohesive devices, although some redundancy may occur</td>
<td>• occasional difficulty with naturalness of phrasing and expression</td>
</tr>
<tr>
<td>• present tense used primarily</td>
<td>• loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</td>
<td>• repetition of ideas due to lack of vocabulary and language structures</td>
<td>• errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</td>
</tr>
<tr>
<td>• 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</td>
<td>• present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies</td>
<td>• 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</td>
<td>• occasional second language acquisition errors</td>
</tr>
<tr>
<td></td>
<td>• descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas</td>
<td>• primary language features and errors associated with second language acquisition may be frequent</td>
<td>• communications are usually understood by individuals not accustomed to the writing of ELLs</td>
</tr>
<tr>
<td></td>
<td>• primary language features and errors associated with second language acquisition may be frequent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Create and manage test sessions for holistic rating information if so directed.

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. 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, manage, and prepare test sessions. If you are asked to act as online session administrator, you can find step-by-step instructions for these tasks in the Assessment Management System User’s Guide.

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.
Start and monitor rating 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.
Enter rating information online if so directed.

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, refer to the Assessment Management System User’s Guide for instructions. If you 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.

Marking a Test Complete

If your campus coordinator directs you to mark an online rating entry form as complete, refer to the Assessment Management System User’s Guide 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.
Return Materials

Prepare materials for return.

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.
Appendix A

Oaths of Test Security and Confidentiality
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 #
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 test administrator) must sign an oath for each role.
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 test administrator) must sign an oath for each role.
Oath of Test Security and Confidentiality
for TELPAS Calibration Proctor

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 responsibilities as a TELPAS calibration proctor, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures;

_____ I am aware that testing procedures require me to actively monitor during TELPAS calibration sessions to ensure that rater calibration activities are completed independently;

_____ 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 TELPAS Calibration Proctor

__________________________________
Printed Name of TELPAS Calibration Proctor

__________________________________
County-District Number

__________________________________
District Name

__________________________________
Campus Name

__________________________________
Area Code/Telephone #

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

Student Rating Roster
# TELPAS Student Rating Roster

**Spring 2018**

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. The listening and speaking ratings of a student in grades 2–12 will need to be included only if there was a TEA approval for a special administration for listening and speaking. 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 in the Assessment Management System User's Guide. Sign and date the roster and return it to your campus coordinator.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>Rating</th>
<th>Rater Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td></td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>9.</td>
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<td>10.</td>
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<td>11.</td>
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<tr>
<td>12.</td>
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<td></td>
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<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16.</td>
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<tr>
<td>17.</td>
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<td></td>
<td></td>
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<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TELPAS Rater of Above Students**

- **Printed Name** __________________________
- **Signature** __________________________
- **Date** __________________________

**Additional Rater (if applicable)**

- **Printed Name** __________________________
- **Signature** __________________________
- **Date** __________________________

**Campus Principal**

- **Printed Name** __________________________
- **Signature** __________________________
- **Date** __________________________

**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.*
Appendix C

Writing Collection Cover Sheet/
Writing Collection Verification
Checklist
Texas English Language Proficiency Assessment System (TELPAS)

WRITING COLLECTION COVER SHEET

SPRING 2018

Student Name _________________________________________
Campus Name _________________________________________
Enrolled Grade Level __________________________________
Number of Writing Samples ______________________________
Printed Name of TELPAS Rater___________________________
Signature of TELPAS Rater _______________________________
Printed Name of Additional 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 2018

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.

<table>
<thead>
<tr>
<th></th>
<th>Rater</th>
<th>Verifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>At least 5 writing samples are included</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>At least 1 writing sample designed to elicit past tense is included</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>At least 2 academic samples from mathematics, science, or social studies are included</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>No samples show evidence of borrowed/copied language or heavy use of reference materials</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>No samples have been polished through editing by parents, peers, or teachers</td>
<td>N/A</td>
</tr>
<tr>
<td>6.</td>
<td>No worksheets or question-answer assignments are included</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>No samples are written primarily in a language other than English</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>No samples show brief, rushed, or incomplete writing</td>
<td>N/A</td>
</tr>
<tr>
<td>9.</td>
<td>No writing sample date is missing or prior to February 12, 2018</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>No sample is missing the student’s name</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>No sample shows teacher corrections</td>
<td></td>
</tr>
</tbody>
</table>

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

___________________________________________________________         _____/_____/_____
Printed Name of Verifier  Date

___________________________________________________________
Signature of Verifier