



# Texas English Language Proficiency Assessment System (TELPAS)



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## General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the progress that ELLs (LEP students) make in learning the English language.

Under the No Child Left Behind Act of 2001 (NCLB), English language proficiency assessments must assess students annually in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses the following language domains through holistically rated assessments:

Grades K–1 listening, speaking, reading, writing

Grades 2–12 listening, speaking, writing

The domain of reading in grades 2–12 is assessed through a multiple-choice test that will be administered as an online testing program beginning in spring 2009. Additionally, ratings for the holistically rated assessments as well as all other student information previously collected on paper answer documents will be submitted through the eMeasurement System beginning in spring 2009.

The administration of TELPAS requires advance planning to ensure that every campus is prepared to administer the reading test to students online and to submit and/or verify holistic ratings, rater information, score codes, and all student identification, demographic, and program data using the eMeasurement System. District and campus online infrastructure and configuration should be verified prior to testing. Each district will establish a local schedule to administer the online reading tests and complete their TELPAS ratings during the designated window of March 9–April 10. Test security and confidentiality must be maintained throughout the testing window.

The TELPAS assessments provide performance data to fulfill state and federal reporting requirements. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high.

TELPAS is administered to all eligible LEP students, including LEP students who do not participate in a bilingual or ESL program because of a parental denial. See TELPAS District Coordinator Activity 1 for eligibility requirements.

## General Information About TELPAS Reading for Grades 2–12

The TELPAS reading tests for grades 2–12 consist of six grade-cluster tests:

Grade Clusters for 2–12 Reading
2
3
4–5
6–7
8–9
10–12

Within the five-week TELPAS administration window of March 9–April 10, districts are responsible for working with campuses to establish online testing schedules and for maintaining security and confidentiality at all times. Every effort should be made to assess all eligible students. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

### Testing Accommodations

With the exception of dyslexia bundled accommodations and braille tests, the same testing accommodations available for TAKS reading are available for students taking the TELPAS reading tests.



Information regarding accommodations allowable during TELPAS administrations is in the Accommodations Manual, which is available in districts and online at [http://www.tea.state.tx.us/student.assessment/admin/AccommManual\\_2008\\_09.pdf](http://www.tea.state.tx.us/student.assessment/admin/AccommManual_2008_09.pdf).

## Paper-Based Administrations in 2009

Under rare circumstances, a student may be authorized by TEA to take the TELPAS reading test on paper. If a student is affected by circumstances such as those described below, a paper administration may be necessary. In the event that the circumstances below or other unusual circumstances may necessitate a paper administration of TELPAS, the Texas Education Agency will need to be contacted for approval.

### Unavailable Accommodations

In rare instances a student may need a testing accommodation that is not available for an online administration. An Accommodations Request Form must be submitted describing the student's specific circumstances, accommodation, and need for a paper-based rather than online administration. District coordinators should allow at least two weeks for the request to be approved. Refer to the Accommodations Manual for information regarding testing accommodations.

### Unavoidable Technological Problems

In rare instances, unavoidable technical issues may make administering the test online impossible. Examples of technical issues that may result in authorization for administration of the test on paper include certain natural disasters and certain network problems that cannot be resolved during the testing window.

Call the eMeasurement Technical Support group at 888-597-1103 first to attempt to resolve technical difficulties. TEA should be contacted afterward if the problem remains and authorization for a paper administration is needed.

Upon approval from TEA, the district coordinator will be given instructions for completing a special orders process for paper-based materials. It will take approximately one week after TEA approval for the paper-based materials to arrive in the district.



**If a paper administration of the TELPAS reading test is administered to a student, the student's holistic ratings as well as all other student data must also be submitted on a paper answer document. A supplement with instructions for administering the TELPAS reading test on paper can be found on the TEA Student Assessment Division website at [http://www.tea.state.tx.us/student.assessment/resources/guides/test\\_admin/](http://www.tea.state.tx.us/student.assessment/resources/guides/test_admin/).**

## General Information About Holistically Rated TELPAS Assessments

The holistically rated components of TELPAS consist of

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

The observational assessments enable teachers to holistically rate each LEP student’s English language proficiency based on classroom observations and daily interactions.

### Overview of the Rating and Reporting Process

- Districts identify their grades K–12 LEP students and designate appropriate teachers to rate their English language proficiency. The designated teachers (referred to as TELPAS raters) are assigned students to rate.
- TELPAS holistic rating training is conducted to prepare grades K–12 raters to assess English language proficiency consistent with the holistic scoring rubrics—the Proficiency Level Descriptors (PLDs). Raters of students in grades 2–12 are required to complete a qualification component of their training.
- Raters gather samples of writing for each LEP student in grades 2–12 and create a writing collection for each student. Writing collection verifiers are assigned and trained to review the content of the collections to ensure that the correct types and number of writing samples are included.
- For each language domain assessed, raters use the PLDs to assign students one of four English language proficiency ratings: beginning, intermediate, advanced, or advanced high. Districts implement rating support or verification procedures to ensure the validity and reliability of the ratings, and campus coordinators maintain documentation of the procedures followed for one year from the date of testing.
- Raters also list their students’ names and ratings on a TELPAS Student Rating Roster. Raters return the TELPAS Student Rating Roster to the campus coordinator. Raters and school principals sign the completed rating rosters. The campus coordinator keeps the rating rosters on file in a central location for one year from the date of testing.
- Raters, or other testing personnel designated by the testing coordinator, enter the ratings of each K–12 student and other data in the eMeasurement System.
- Raters give their students’ writing collections to the campus coordinator, who sees that they are retained in the students’ permanent record files for two years from the date of testing.
- The testing contractor generates student, campus, and district TELPAS assessment results and delivers them to school districts.

- English language proficiency ratings for each domain are included in the TELPAS reports, as are comprehension scores and composite English language proficiency ratings.
- The TELPAS assessment results are used for state and federal performance reporting.

## Assembly of Grades 2–12 Writing Collections

For students in grades 2–12, writing is assessed through collections of authentic student writing. Assembly procedures ensure that the writing collections adequately portray students' English language writing proficiency. Detailed instructions regarding these procedures are found in the TELPAS Manual.

Districts are responsible for designating and training individuals to review the writing collections and verify that the collections have been assembled according to state-defined criteria. Paraprofessionals are not permitted to be used in this capacity. See TELPAS Campus Coordinator Activity 6 for more information about this verification process.

## Holistic Rating Training Requirements

A core component of the TELPAS holistic assessment process is holistic rating training, which is conducted by individuals trained directly by TEA. New raters are trained in the fall. All raters complete an online training course in the spring to practice rating students prior to the TELPAS assessment.

District and campus coordinators are responsible for ensuring that all individuals who need to serve as TELPAS raters are identified and complete their holistic rating training requirements. The training is conducted using the Texas TrainingCenter Learning Management System (LMS). The *Coordinator's User Guide for Online Training and Qualification* is located in Appendix F.

An overview of the holistic rating training requirements follows. More detailed information is available on the *ELL Assessment Information* page of the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/admin/rpte/>.

### Fall 2008 Online Training

Between August 4 and October 24, 2008, districts used Level 1 online courses to conduct TELPAS holistic rating training sessions for new raters. At the discretion of the district, previously trained individuals who had not yet successfully qualified also attended these sessions. Raters of students in grades 2–12 had the opportunity to complete the online qualification portion of their training by October 31. Individuals who did not successfully qualify will have additional qualifying opportunities this spring.

### Spring 2009 Online Training

The five spring 2009 online courses are described on the following page. TELPAS trainers should use the Level 1 courses in combination with direct training support to train individuals who will take the Level 1 courses. Districts should use their discretion in determining whether

raters required to take Level 2 refresher courses should have direct training support or complete the Level 2 refreshers independently.

- **Level 1 TELPAS Rater Online Training Course for Grades 2–12**

This course, which opens January 12, is for newly identified raters and individuals who have been trained previously but have not yet successfully completed TELPAS rater qualification requirements. This required course provides training and rating practice in the listening, speaking, and writing language domains. In order for these individuals to proceed to the online qualification portion of their training, which opens February 2, and serve as raters this spring, they need to complete this course. Raters must complete this course before the qualification component and before rating students. Approximate course completion time: 4–5 hours (1 full day with direct training support).

- **Level 2 TELPAS Rater Online Refresher Course for Grades 2–12**

This course, which opens February 2, is for qualified raters—those who qualified in a previous school year as well as those who qualified in fall 2008. This course provides rating practice in the listening, speaking, and writing domains and is designed to give qualified raters more experience rating students who are near the border between two proficiency levels. This course refreshes the rating skills of these individuals in preparation for the TELPAS administration and is required training for all qualified raters. Raters must complete this course before rating students. Approximate completion time: 2–3 hours.

- **Level 1 TELPAS Rater Online Training Course for Kindergarten and Grade 1**

This course, which opens February 2, is for individuals who have not been trained previously. This required course covers all four language domains. There is not a qualification component of K–1 training. Raters must complete this course before rating students. Approximate completion time: 4 hours (1 full day with direct training support).

- **Level 2 TELPAS Rater Online Refresher Course for Kindergarten and Grade 1**

This course, which opens February 2, is for previously trained K–1 raters—those who were trained in a previous school year as well as those who were trained in fall 2008. This required course provides rating practice in each domain in order to refresh the rating skills of these individuals in preparation for the TELPAS administration. There is not a qualification component of K–1 training. Raters must complete this course before rating students. Approximate completion time: 2 hours.

- **Assembling and Verifying Grades 2–12 Writing Collections**

This optional tool, to be available January 12 through the end of the TELPAS assessment window, may be used in the training of testing coordinators, campus administrators, raters, and writing collection verifiers. Approximate completion time: 1 hour.



**Raters' status on the spring qualification rounds and online course rating practice is captured electronically and reported on the Texas TrainingCenter website. Testing coordinators and other authorized personnel have access to this information for monitoring purposes to ensure that raters are trained and are adequately prepared to assess students. The Texas TrainingCenter website, which also contains all online training and qualification modules, is found at <http://www.TexasAssessment.com/telpasonlinetraining/>.**

District and campus testing coordinators and other staff are encouraged to complete or view the online training courses.

More information about the data management system and computer system requirements is included in Appendix F.

**Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training, which includes online training and the applicable online qualification activities.**

**Raters who complete all requirements but do not successfully qualify may be authorized to serve as raters at the discretion of the district, although districts are required to implement a rating support system for these individuals.**

## Ensuring Validity and Reliability of TELPAS Ratings

To ensure the validity and reliability of the TELPAS rating process, districts are required to implement rating support and verification procedures for every campus with TELPAS-rated students. The procedures districts require may be districtwide or may vary by campus. See Campus Coordinator Activity 7 for more information.

### TELPAS Rating Audit

An audit of the TELPAS rating assessment process will be conducted. Districts selected for the audit may be required to complete audit questionnaires and submit documentation for specified students. State-authorized personnel may rate the English language proficiency of specified students to examine the validity and reliability of the assigned ratings. The audit has two purposes:

- to examine rater training and rating effectiveness for use in training sessions
- to monitor validity and reliability of the TELPAS rating assessment system for federal compliance

# District Coordinator Responsibilities— TELPAS

## DISTRICT COORDINATOR CHECKLIST—TELPAS

This checklist will help you keep track of the activities and steps involved in preparing for, monitoring, and completing TELPAS test administrations. Follow the dates on the Calendar of Events for training and test administration dates for TELPAS. Check off the steps in each activity as you complete them to make sure you have fulfilled your responsibilities as district coordinator. Detailed instructions for completing each step are included with each activity. This page may be duplicated as needed.

### Prepare for TELPAS Administrations

- Activity 1**  Identify eligible students for testing.
- Activity 2**  Prepare for district coordinator training session.  
 Review manual.
- Activity 3**  Attend district coordinator training sessions.  
 Review and sign district coordinator security oath.
- Activity 4**  Plan for online administrations.  
 Ensure that test sessions are created.
- Activity 5**  Help designate campus coordinators.  
 Schedule and conduct campus coordinator and principal training session.
- Activity 6**  Designate technology staff.  
 Ensure that technology infrastructure is in place and tested.
- Activity 7**  Distribute the TELPAS Manual.  
 Resolve shortages.

### Monitor TELPAS Administrations

- Activity 8**  Ensure proper testing procedures.  
 Answer questions and resolve problems.

### Complete Online Testing Process

- Activity 9**  Ensure that student records are verified as complete.
- Activity 10**  Lock user accounts in the online testing system.

# Prepare for TELPAS Administrations

## Activity 1

Identify eligible students for testing.

The identification of students eligible for testing begins early in the year for TELPAS because, in order to designate TELPAS raters to send to fall rating training, it is necessary to identify the LEP students they will rate.

It is important for district coordinators to understand TELPAS eligibility requirements and to ensure that campus coordinators identify all eligible students in a timely manner.



**To fulfill NCLB testing requirements, LEP students, including LEP students classified in PEIMS as having parents who declined bilingual/ESL program services (code C), are required to participate in TELPAS assessments annually until they meet exit criteria and are reclassified as non-LEP.**

## TELPAS Eligibility Requirements

### Holistically Rated Assessments

All LEP students in grades K–12 are required to be assessed in listening, speaking, reading (K–1 only), and writing through the holistic rating process, with the following exceptions:

### LEP Students Served by Special Education

In rare cases it may be necessary for the ARD committee in conjunction with the LPAC to determine that a LEP student served by special education should not be rated for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. For example, it may be appropriate to observe and rate a student in the domains of speaking and listening but not in reading and writing.



**A student served by special education should be assessed with the holistic rating process if his or her IEP includes TEKS-based instruction in the domain. Raters will use the TELPAS Proficiency Level Descriptors that correspond to the student's enrolled grade.**

## Extenuating Circumstances

There may be rare instances in which a LEP student is unable to be rated in one or more domains due to extenuating circumstances. It is the responsibility of the campus coordinator to make decisions concerning extenuating circumstances in cooperation with campus and district personnel. Documentation of the reason should be maintained on the campus.

An example of an extenuating circumstance follows.



**Students Newly Enrolled on a Campus.** A student who has been identified as LEP and enrolled on a campus for fewer than 20 school days at the end of the rating period is not required to be rated if there has not been sufficient time for the rater to complete the assessment requirements and determine the student’s English language proficiency levels. However, every effort should be made to observe and rate the student in as many domains as possible.

## Reading, Grades 2–12

Except as specified below, LEP students in grades 2–12 are required to take the TELPAS reading test.

- **LEP Students Served by Special Education.** LEP students served by special education for whom the TELPAS reading test is inappropriate on the basis of their disability are not required to be assessed. The ARD committee must make this determination in conjunction with the student’s LPAC in order to ensure that issues related to the student’s language proficiency are carefully considered. More information about appropriate participation of LEP students served by special education is found in the ARD and LPAC decision-making manuals.
- **Second Semester Immigrants.** LEP students who arrived in the United States for the first time during the second semester of the 2008–2009 school year are not required to take the TELPAS reading test if they are deemed by the LPAC to read virtually no English. Second semester immigrant students should take the test if the LPAC determines that they can read some English. Immigrant students arriving in the second semester who are deemed to read virtually no English are not considered LEP-exempt. These students are assigned a rating of “Beginning” and the minimum scale score. This will be their baseline score and the level against which their progress will be measured in the following year’s administration.



**Campus Coordinator Activity 11** describes the process for entering information in the eMeasurement System to account for why a student is not participating in a TELPAS assessment.

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## Activity 2

Prepare for district coordinator training session; review manual.

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### Prepare for Training

As district coordinator, you are the contact person for all campus coordinators and test administrators and for all assessment-related communications in your district. It is your responsibility throughout the testing period to answer questions that arise in your school district about the TELPAS administrations.

Be aware that as district coordinator, some of your key responsibilities for the TELPAS administration include the following:

- establishing procedures to identify and assess all eligible LEP students
- working with other district and campus personnel to see that appropriate numbers of raters are designated and trained
- training campus personnel on TELPAS administration procedures
- working with appropriate district and campus personnel to implement procedures for ensuring the validity and reliability of the TELPAS rating process
- working with district, campus, and technology staff to ensure all campuses are set up to administer online assessments
- training campus personnel on online administration and submission processes
- maintaining security and confidentiality throughout the assessment period

### Review Manual

Read this manual carefully before the training session and bring it to the session. Make note of any questions you have regarding your responsibilities and any special circumstances that may arise in your district, and be sure to discuss them during training.

## Activity 3

Attend district coordinator training session; review and sign district coordinator security oath.

### Attend District Coordinator Training Session

All district coordinator training sessions should be held by the deadline specified on the Calendar of Events. If you have not received notice of the date and location of the district coordinator training session for your region, contact your regional education service center immediately. **All district coordinators must attend training annually.**

TELPAS Training Requirements	
Who must be trained	Type of training needed
District coordinators	<ul style="list-style-type: none"> <li>Annual training in TELPAS administration procedures</li> </ul>
Campus coordinators	<ul style="list-style-type: none"> <li>Annual training in TELPAS administration procedures</li> </ul>
Campus principals	<ul style="list-style-type: none"> <li>Annual training in general TELPAS administration procedures, including the role of principals in ensuring rating accuracy</li> </ul>
Writing collection verifiers	<ul style="list-style-type: none"> <li>Annual training on administration procedures for the holistically scored components of TELPAS, including training on verifying the required components of writing collections</li> </ul>
TELPAS reading grades 2–12 test administrators, monitors, or assistants	<ul style="list-style-type: none"> <li>Annual training in test security and TELPAS reading testing procedures for grades 2–12</li> </ul>
TELPAS raters	<ul style="list-style-type: none"> <li>Annual training in holistic rating process and administration procedures</li> </ul>

### Key Online Training Resources

The following online resources are recommended for training personnel in TELPAS administration procedures.

- The **Texas Online Testing Training Course** is recommended for individuals involved in the administration of online reading tests if they have not previously taken the course. It is helpful as a refresher for returning testing personnel who are not thoroughly familiar with administering tests online. This course is accessible from the Texas State Assessments website *Resources* page at <http://www.etesttx.com/resources/>.
- A **TELPAS electronic submission system tutorial** is provided for personnel involved in entering or verifying TELPAS student and test data in the eMeasurement System. This tutorial will be accessible in spring 2009 at <http://www.etesttx.com>. In

addition, a site where districts may get hands-on practice entering data will be accessible in spring 2009 from the Texas Online Training Center at <http://www.etesttx.com>.

- The **Assembling and Verifying Grades 2–12 Writing Collections** course is an optional online course that can be used to support the training of coordinators, principals, raters, and writing collection verifiers. This course is accessible at <http://www.texasassessment.com/telpasonlinetraining/>.

## Review and Sign District Coordinator Security Oath

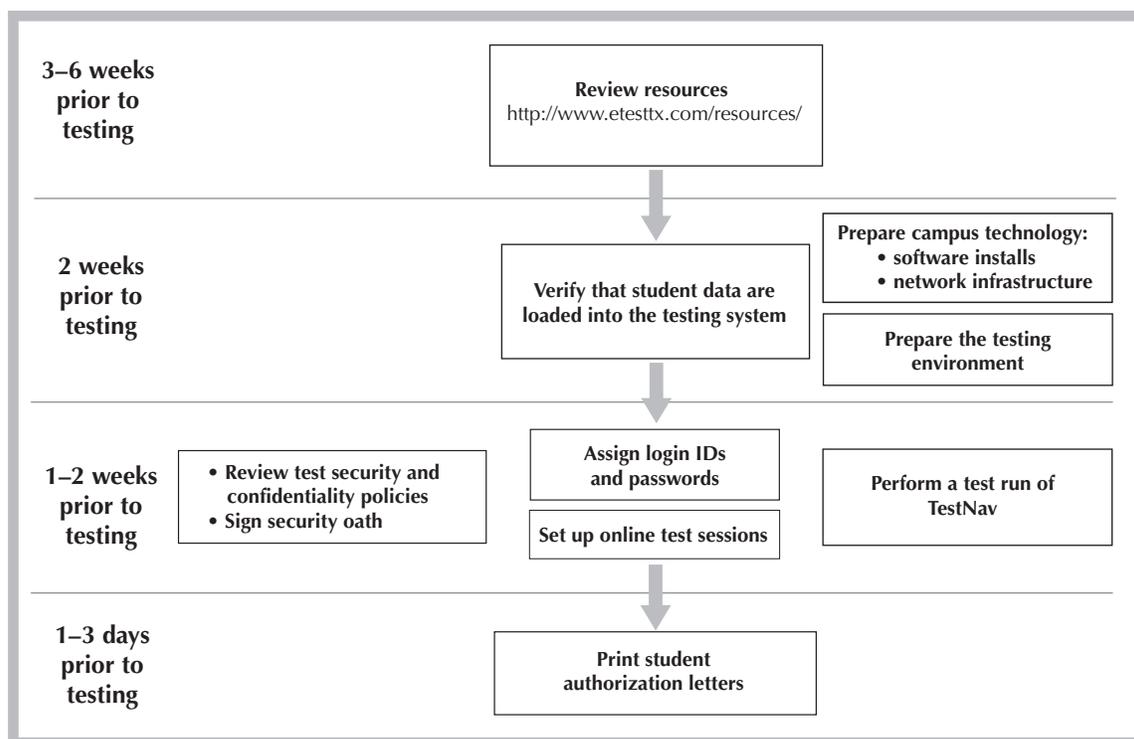
Prior to your training, make sure you have reviewed your security oath and understand your obligations concerning test security and confidentiality as set forth in this manual. (See the Test Security and Confidentiality section.) You must initial each item as completed and sign your security oath before you access any secure information. All oaths, except the superintendent/chief administrative officer oath, have two parts: 1) initialing and signing after training and before accessing secure information, and 2) signing after completion of each test administration for test administrators and at the end of the testing year for campus coordinators, principals, and district coordinators. You should also familiarize yourself with the security oaths for campus coordinators, test administrators, principals, verifiers, raters, and superintendents/chief administrative officers.

## Activity 4

Plan for online administrations; ensure that test sessions are created.

### Plan for Online Administrations

The graphic below outlines the key steps for planning online testing. District coordinators may assign these steps to district staff according to the district’s needs and resources.



### Software Required for Testing

A new version of the TestNav test delivery software is being used for TELPAS and other online assessments in the 2008–2009 school year. A table describing software and system requirements needed for entering holistic ratings and administering the TELPAS reading tests online is provided in Appendix F.

## Login Information

The eMeasurement Services Texas State Assessments website is secure and requires that each staff member accessing the system be issued a login ID and password. District coordinators who do not already have a login ID and password should contact the Texas Online Team at Pearson's Austin Operations Center at 800-252-9186 (Option 3). District coordinators issue login IDs and passwords to campus coordinators and technology staff as needed. Both district and campus coordinators may then assign login IDs, passwords, and security authorization to test administrators. District coordinators are responsible for confirming that login information is supplied to the appropriate staff.

District coordinators are responsible for assigning a user's organizational access and hierarchy and for maintaining authorizations for access to the online testing system. This includes locking user accounts of personnel who no longer have a role in online testing. For information on creating and restricting user accounts, see the Technical User's Guide which can be found at <http://www.etesttx.com>.



**Before testing personnel can access secure online administrative features of the eMeasurement System to administer any online assessment, they must read and accept a statement of confidentiality that is displayed when logging in for the first time to the eMeasurement Services Texas State Assessments website at <http://www.etesttx.com>.**

## Proctor Caching

The eMeasurement System provides proctor caching software to accelerate the delivery of test content to students and to reduce the amount of bandwidth required for electronic testing. To ensure the best possible network performance and testing experience within schools, it is highly recommended that districts use proctor caching.

A proctor caching testing tool is available in the Online Testing Training Center available at <http://www.etesttx.com/trainingcenter> for technology staff to use to check the functionality of the proctor caching software. This tool includes a sample test to simulate caching a "live" assessment.

To access this tool, log into the Session Management area of the Training Center and select "Create a New Session." Then, select "Proctor Caching Testing Tool" from the "Test Administration" drop-down menu.

## System Status Page

The *System Status* page available at <http://www.etesttx.com/status> provides an up-to-date status on the eMeasurement System's test-delivery performance and other helpful details as necessary prior to and during testing. Updates to this page are performed immediately should any test-delivery issues, slowdowns, or outages be reported.

## Student Data

In the fall you received a communication with information regarding processes for loading student data and providing class group information used for building class rosters. Districts had the option of providing a district-supplied file to the contractor or having the test contractor load student data from the October PEIMS submission.

At least two weeks prior to the TELPAS administration window, districts will receive an electronic TELPAS student list in PDF format reflecting the students that have been loaded in the eMeasurement System as determined by the district's October PEIMS submission or district-supplied file. Districts will be notified by e-mail when the list is posted. The list can be sent to campus coordinators for verification.

The information in these lists should be verified against current information in the district so that student data elements can be updated as needed and new enrollees can be added. Any changes or additions must be entered in the eMeasurement System. A set of instructions for adding students and updating student data elements will be posted with the TELPAS student lists.

## Ensure That Test Sessions Are Created

It is your responsibility to ensure that test sessions are created in time for testing and that all ELLs in grades K–12 have been assigned to a test session.

Test sessions are electronic groupings of students. Before a test administrator can start a test session, the session must be created within the Session Management section of the eMeasurement Services Texas State Assessments administrative website available at <http://www.etesttx.com>.

Careful planning is needed when coordinators create test sessions for TELPAS.

- **Grades K and 1.** These students, though they do not take an online reading test, will need to be grouped electronically in “test sessions.” Coordinators may want to group them, for example, according to the TELPAS raters who will assign and enter their ratings in the eMeasurement System. If the decision is made for raters **not** to enter information in the system, the coordinator can group students electronically in other ways, for example, in accordance with the number of people designated to enter the information.
- **Grades 2–12.** Within the eMeasurement System, students cannot be sorted one way for their reading test session and another way for assigning holistic rating information. Once test sessions are created, holistic ratings can be entered at any time within the test window regardless of when students complete the reading test.

It is recommended that testing staff set up student test sessions one to two weeks before testing. Technical staff should be involved in the test session setup because they need to understand the interaction between the TestNav test delivery software and Test Session Management activities in the online administrative site.



Students may be *moved* to new sessions from existing sessions without loss of data. However, if a student is *deleted* from a test session, all information for that student will need to be entered again.

## Activity 5

Help designate campus coordinators; schedule and conduct campus coordinator and principal training sessions.

### Help Designate Campus Coordinators

You are responsible for helping to appoint TELPAS campus coordinators for each campus with enrolled LEP students. As district coordinator, you are responsible for working with your district's principals, technology staff, bilingual/ESL specialists, and other administrators to designate appropriate individuals to supervise and assist with the TELPAS administrations.

### Schedule and Conduct Campus Coordinator and Principal Training Sessions

Campus coordinators, campus principals, technology staff, and other personnel designated to support the TELPAS administration are required to receive annual training in TELPAS administration procedures.

Refer to the Calendar of Events for the dates by which your campus coordinator training sessions need to occur. Training for the holistically rated components needs to be completed earlier than training for the grades 2–12 reading tests. All training associated with use of the new electronic student data submission process should be completed by the latter date.

Prior to training, instruct your campus coordinators and principals to review the TELPAS section of the Coordinator Manual and the appropriate resources for both the holistically rated components and the online reading test. Campus coordinators and principals are required to be knowledgeable about all assessment activities they oversee. If additional manuals are needed, order them in time for the training sessions.

Some key topics to discuss at campus coordinator training sessions include:

#### Preparing for Test Administrations

- reviewing campus coordinator, campus principal, and technology staff responsibilities
- verifying that all ELLs in grades K–12 are in the online system and that all eligible students are assessed
- scheduling TELPAS administrations
- identifying eligible students and providing accommodations
- training and online qualification requirements for TELPAS raters
- setting up test sessions in the online system

### Test Security

- test security, confidentiality, and oaths
- proper testing procedures
- seating charts for the grades 2–12 reading tests
- consequences of cheating for students and educators

### Holistic Rating

- assembling and reviewing student writing collections
- implementing and documenting procedures for ensuring TELPAS rating validity and reliability
- ensuring that holistic ratings are entered and verified for all enrolled LEP students
- collecting and storing TELPAS Student Rating Rosters and student writing collections

### Student Data Elements

- procedures for verifying student information
- procedures for entering score codes, rater information, and ratings
- procedures for supplying years in U.S. schools data

### Online Testing Resources

There are a number of online testing resources that testing personnel need to be familiar with. The chart on the following page lists these resources, which you should use as needed in training campus coordinators and principals.

Documents for Getting Started	
Texas Online Testing Training Course	The course contains an eMeasurement Services Texas State Assessments website tutorial and information on resources and support for general online testing activities. Portions of the course—Security, Student Data, Session Management, Test Delivery, and Resources—may be presented together or as separate modules, depending on the duties and activities that trainees will be performing.
TELPAS Manual	This manual is the primary source of information for TELPAS reading test administrators and holistic raters.
Technical User’s Guide	This guide describes the two basic components of the online testing system: the administrative and the test delivery component.
Technology Documents	
TestNav Early Warning System Reference Manual	This guide provides information about the Early Warning System (EWS). The EWS alerts administrators when connection to the testing server is interrupted. It includes FAQs and explanations of on-screen messages.
Proctor Caching User’s Guide	This guide provides information on the installation and use of eMeasurement Services Proctor Caching software.
Technical Frequently Asked Questions (FAQs)	This document provides answers to commonly asked and more complicated questions regarding the technological aspects of online testing.
eMeasurement Services Infrastructure Guidelines	These guidelines include instructions for browser setup and installation of TestNav, as well as information about the eMeasurement System’s hardware/software requirements.
Preparing for the Administration	
Frequently Asked Questions (FAQs)	This document provides answers to commonly asked questions regarding online testing.
Texas Online Testing Training Center	This training center mirrors the “live” site and enables districts to practice activities related to managing test sessions and using the TELPAS electronic submission system.
TELPAS Electronic Submission System Tutorial	This tutorial is provided for personnel involved in entering or verifying TELPAS student and test data in the eMeasurement System. It will be accessible in spring 2009 at <a href="http://www.etesttx.com">http://www.etesttx.com</a> .
TELPAS Student Tutorials and Online Administration Previews	<p>The student tutorials simulate the format of the online test and give students the opportunity to practice using the mouse to mark answers, scroll through reading selections, and change pages.</p> <p>The online administration previews contain complete 2006 RPTE (Reading Proficiency Tests in English) released tests for grades 3–12 and a practice test of about 20 TELPAS reading test items. These tests give students additional practice with what they have learned in the student tutorials.</p>



**Plan each training session so that there is enough time for questions and discussion. If there are questions during a session that you are unable to answer, contact the TEA Student Assessment Division at 512-463-9536.**

## Summary of Campus Coordinator, Principal, and Technology Staff Responsibilities

### Campus Coordinators

Campus coordinators are responsible for supervising the assessment activities on the campus. They serve as the liaison between you and the campuses. They oversee campus-level assessment processes, distribute manuals, and verify and collect holistic rating materials. In conjunction with you, campus coordinators are also responsible for ensuring that

- the technology infrastructure is in place;
- the computer systems have been tested;
- any technology issues have been resolved before the test administrations;
- appropriate personnel have been trained to enter/verify student information in the electronic submission system;
- sufficient numbers of TELPAS raters and test administrators are identified and properly trained;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- all eligible LEP students are assessed;
- an individual has been designated and trained to verify the contents of the grades 2–12 writing collections as delineated in TELPAS Campus Coordinator Activity 6; and
- TELPAS raters know who is responsible for answering questions about the rating process.

### Principals

The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures to ensure rating accuracy. The principal plays a key role in ensuring rating accuracy by reviewing and signing each rater's Student Rating Roster.

### Technology Staff

Personnel responsible for technology and computer network administration should

- review technology documents available on the *Resources* page at <http://www.etesttx.com/resources/>;
- ensure that all software installations are properly made;
- assess network infrastructure and computer workstations to ensure ideal testing system performance; and
- perform a test run of the TestNav online testing system.

Technology staff should be available for assistance during test administration sessions.

## Activity 6

Designate technology staff; ensure that technology infrastructure is in place and tested.

### Designate Technology Staff

It is important to designate staff who will be responsible for carrying out tasks to ensure the successful online administration of the TELPAS reading tests and submission of holistic ratings. The planning and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus, depending on the size and resources of that district or campus. For example, the campus coordinator may also be the person responsible for the technology aspects of the online administration. Each district is responsible for assigning these roles as appropriate for their situation.

### Ensure That Technology Infrastructure Is In Place and Tested

As district coordinator, it is your responsibility to ensure that the technology infrastructure is in place at each campus in your district before the test administration. You and campus personnel serving in technology roles should become familiar with the resources listed in the table below. These resources include training sites for technology staff; information about system requirements, browser setup, installing software, and proctor caching; and a checklist to use to ensure that all tasks are completed before testing.



Resources for online testing, including those listed in the table on the following page, are available at <http://www.etesttx.com/resources/>.

Resource	Description
Texas Online Testing Training Course	The course contains an eMeasurement Services Texas State Assessments website tutorial and information on resources and support for general online testing activities. Portions of the course—Security, Student Data, Session Management, Test Delivery, and Resources—may be presented together or as separate modules, depending on the duties and activities that trainees will be performing.
Technical User's Guide	This guide describes the two basic components of the online testing system: the administrative and the test delivery component.
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TELPAS Electronic Submission System Tutorial	This tutorial is provided for personnel involved in entering or verifying TELPAS student and test data in the eMeasurement System. It will be accessible in spring 2009 at <a href="http://www.etesttx.com/">http://www.etesttx.com/</a> .
Online Assessments Technology Coordinators Training	This is a slide presentation designed for technology staff.
TestNav Delivery Software	Download TestNav software at this site.
TestNav Early Warning System Reference Manual	This guide provides information about the Early Warning System (EWS). The EWS alerts administrators when connection to the testing server is interrupted. It includes FAQs and explanations of on-screen messages.
eMeasurement Services Infrastructure Guidelines	These guidelines include instructions for browser setup and installation of TestNav, as well as information about the eMeasurement System’s hardware/software requirements.
Online Testing Readiness Checklist	This checklist assists district, campus, and technology staff to ensure that online administrative tasks are completed prior to testing.
Online Testing System Requirements	This document provides hardware/software requirements for online testing.
Proctor Caching Resources	Several proctor caching resources, including a quick-start guide, users’ manual, and proctor caching software, are available.

## Activity 7

Distribute the TELPAS Manual; resolve shortages.

### Distribute the TELPAS Manual

A nonsecure shipment containing the new combined *TELPAS Manual for Raters and Test Administrators* will arrive in your district in early January. (See the Calendar of Events.) Districts will be notified by e-mail when the manuals are shipped from the testing contractor.

The TELPAS Manual is the only item you will receive. District coordinator packets will not be sent for the TELPAS administration. The following materials will be posted online at [http://www.TexasAssessment.com/tx\\_frm](http://www.TexasAssessment.com/tx_frm):

- district coordinator and superintendent security oaths;
- standard and optional reports lists; and
- Optional Reports Order Form.

Take the following steps to review and distribute the nonsecure shipment of manuals:

- Look at your boxes to verify that they contain TELPAS materials. For easy identification, the name of the testing program is printed on the boxes and on the shipping labels.
- To make sure that your shipment is complete, look at the sequence of numbers on the boxes to make sure that all boxes are accounted for.
- Once you have accounted for all boxes, locate the district packing list and pallet detail report at the top of Box 1 (white box) and review these documents carefully. The packing list indicates the quantities of the manuals contained in the shipment, and the pallet report shows the box number(s) for each campus's manuals.
- The manuals for each campus will be packaged in separate boxes labeled with the campus name and number. **You do not need to open any of these boxes.** Campus coordinators will do this when they review the contents of their shipments.
- After you have checked to see that the shipment is complete, forward the campus boxes to the appropriate campuses in your district. Do not delay in forwarding the campus boxes. Campus coordinators and test administrators will need their manuals to prepare for their training sessions and testing.

### Resolve Manual Shortages

After reviewing the packing lists in Box 1 (the white box) and consulting with your campus coordinators, determine whether your district requires additional copies of the TELPAS Manual or Coordinator Manual. Confirm that the number of TELPAS manuals is sufficient for all campus coordinators and personnel, including reading test administrators, raters, and writing collection verifiers in your district.

## DISTRICT

Before the TELPAS testing window opens, compile a list of additional manuals needed for all campuses in your district. Refer to the Calendar of Events for the deadline for ordering additional manuals. Submit a **single order** for your district prior to the test administration. Ordering after the deadline may result in delayed delivery of manuals.

Refer to the *District Testing Coordinator Online Data Management User's Guide for Orders* at [http://www.TexasAssessment.com/tx\\_dist\\_guides](http://www.TexasAssessment.com/tx_dist_guides) to submit your online order for additional manuals. **NOTE:** Faxed orders for additional materials will **NOT** be accepted.

**District coordinators will not use the online order process above to order paper test booklets and answer documents. District coordinators will obtain these through a special orders process upon TEA approval for a paper-based administration. See page 210 for more information.**

# Monitor TELPAS Administrations

## Activity 8

Ensure proper testing procedures; answer questions and resolve problems.

To help maintain test security and ensure proper test procedures, you must monitor test administration sessions. The number of testing locations you visit and the amount of time you spend at each location will depend on the size of your district. TELPAS Campus Coordinator Activity 10 explains the testing procedures that campus coordinators and test administrators must follow.

As district coordinator, you need to be thoroughly aware of the responsibilities of your campus coordinators and test administrators during testing. Make sure you are available to answer questions and resolve problems. The situations listed below are discussed on the pages that follow.

- technical emergencies
- school emergencies
- lunch breaks
- temporary disabilities
- testing schedule
- years in U.S. schools unknown
- raters with grade cluster changes
- raters who do not successfully qualify

## Technical Emergencies

**Problem:** A campus coordinator calls you to tell you that test administrators at her campus have received a warning screen stating that the testing server is not available.

**Solution:** If presented with a warning screen stating that the testing server is not available, **test administrators should be told NOT to submit students' tests or mark tests as complete.** You should follow the instructions provided in the TestNav Early Warning System Reference Manual and consult with the eMeasurement Technical Support group at 888-597-1103 as needed.

In the event of a systemwide issue affecting many users, you will hear a recorded message including system status and recommended actions.



**NOTE:** Students' answers should **NOT** be submitted and students' tests should **NOT** be marked complete because of a technical issue without first receiving directions from Pearson's Texas Online Team, who can be reached at 800-252-9186 (Option 3).

## School Emergencies

**Problem:** A campus coordinator calls you to find out what he should do when a fire alarm sounds during testing.

**Solution:** The campus coordinator should have students leave their tests as they are and go quietly outside, following the school's regulations for exiting the building. It is not necessary for the campus coordinator to call you or TEA to report the incident before exiting the building. In this type of emergency, campus coordinators and test administrators should **NOT** instruct students to exit their test sessions. The test administrators must closely monitor their testing groups to make sure no one discusses the test. The students should resume testing once the building has been cleared for reentry. If there is a building fire or other school emergency that prevents students from resuming testing, tell the campus coordinator you will call the TEA Student Assessment Division at 512-463-9536 to see how to proceed.

## Lunch Breaks

**Problem:** Students in several classes at a campus have not completed the TELPAS reading test by lunchtime. The campus coordinator is concerned that the students need a lunch break.

**Solution:** If testing continues into students' regular lunch periods, they should be allowed to break as a group for lunch. The test administrator should follow the instructions for exiting and resuming test sessions detailed in the TELPAS Manual. **Students must NOT click the Submit button at this time.** During lunch the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

## Temporary Disabilities

**Problem:** A student with her arm in a cast arrives at the reading testing session. The campus coordinator calls you to find out whether the student should be excused from the test.

**Solution:** Inform the campus coordinator that the student may not be excused. If the student can answer questions by using her unaffected arm, continue with testing the student. If the student's situation is expected to change during the testing window, schedule a later test session, or have the student complete the test with accommodations. See the Accommodations Manual for information about allowable accommodations.

## Testing Schedule

**Problem:** A campus coordinator wants to know what to do if a student has not finished the TELPAS reading test by the end of the school day.

**Solution:** Tell the campus coordinator that the district is not required to extend testing beyond the regular school day but that the district may choose to do so. If such a situation arises, the campus coordinator should consult you for a determination.

You may call the TEA Student Assessment Division for guidance, if needed, at 512-463-9536. Districts are encouraged to develop and publicize policies regarding testing beyond the regular school day before test administrations begin.

## Years in U.S. Schools Unknown

**Problem:** A campus coordinator calls you to find out what to do if a student’s number of years in U.S. schools is not known.

**Solution:** Tell the campus coordinator that it is important for this information to be supplied accurately and consistently from year to year. It is used for instructional planning, in determining eligibility for LEP exemptions, and in determining performance requirements in NCLB Adequate Yearly Progress (AYP) and Annual Measurable Achievement Objective (AMAO) accountability measures.

Instruct the campus coordinator to collaborate with the LPAC to obtain this information. Instructions for officially determining and documenting this information are included in the “Documentation Requirements” section of the LPAC Manual.

## Raters with Grade Cluster Changes

**Problems:** A campus coordinator asks two questions about grade cluster changes.

1. She wants to know whether a rater who successfully qualified to rate students in grade 2 last year will be able to rate students in grade 3 this year without qualifying on the grades 3–5 cluster.
2. She also asks whether she can have a rater who qualified this fall in the grades 6–12 cluster complete the online refresher activities only for the grades 6–8 cluster since the rater will only assess students in grades 6–8 in the spring.

**Solutions:** Answer as follows:

1. Explain that TEA does not require raters to qualify in a new cluster. Unless your district wishes to have a local policy requiring requalification in a new cluster, respond that the rater should complete the grades 2–12 Level 2 TELPAS Rater Online Refresher Course for the grades 3–5 cluster, which will include ample practice at this grade cluster. Encourage the campus coordinator to monitor how this rater does in the online course and to provide for additional training and practice resources if needed.

2. Explain that the answer is yes. Before taking the online refresher course, raters need to know the grade levels of the students they will be rating. If a rater will be rating students in only the grades 6–8 cluster this spring, the campus coordinator may have the rater complete the practice activities for the grades 6–8 cluster. The course allows raters to independently change clusters as needed if it is determined that they should complete the course activities in a different cluster.

## Raters Who Do Not Successfully Qualify

**Problem:** A campus coordinator asks you what to do if a person designated to be a rater is not successful on the spring qualification component.

**Solution:** In conjunction with other district and campus personnel, determine whether this person is needed to serve as a rater. If the person is designated as a rater, remind the campus coordinator to provide this person with rating support to ensure that the rater's students are evaluated consistent with the TELPAS rubrics. See Campus Coordinator Activity 5 for more information.



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

# Complete Online Testing Process

## Activity 9

Ensure that student records are verified as complete.

### Ensure That Student Records Are Verified As Complete

Student records must be verified as complete by midnight (central time), April 10, 2009, the close of the TELPAS assessment window. Depending on the resources of the district, one person or many people can be assigned to the task of verifying that all records are accurate and complete. For instance, campus coordinators can be assigned the task of verifying all student records at their campus, or raters or test administrators can be responsible for verifying the records of students in a group assigned to them.

Except for PEIMS student IDs and unique IDs, which must be verified by the time of the test session, records can be verified and updated at any time during the testing window or at the end of the testing window. Each district coordinator can manage this process to fit the needs of the district.

The TELPAS Student Status page can be accessed from the Session Management link on the eMeasurement website at <http://www.etesttx.com/>. Through this secure website, you may review the status of each student record in the format of a student roster. Certain key elements must be completed before the eMeasurement System will acknowledge a record as complete. This allows coordinators to know whether

- holistic ratings have been entered,
- the TELPAS reading test session has been closed,
- rater information has been entered, and
- Years in U.S. Schools information has been entered.

The roster can be sorted by student name, PEIMS ID, class group, and grade. A search function allows for finding a specific student (by name or PEIMS ID) or class group. Student records whose key elements are complete are indicated by a check mark in the “complete” column. If any key element is incomplete, the field with missing data is shaded. Student records cannot be updated from the TELPAS Student Status page. However, by selecting an edit field (denoted by a pencil icon), the verifier will be directed to an individual student record that can be updated.



**All student records MUST be entered and verified by midnight (central time), April 10, 2009.**

## Activity 10

### Lock user accounts in the online testing system.

District and campus coordinators are responsible for creating, assigning, and managing users' security access within the eMeasurement System. When users leave the district or need to be removed from the system for other reasons, their access must be locked.

To remove a user's access to the eMeasurement System administrative website, follow these steps:

1. Click on the *Security* link on the eMeasurement Services Texas State Assessments homepage.
2. Click the *View or Maintain an Existing User* link to open the User List screen.
3. On the User List screen, click on the letter in the alphabet bar that corresponds to the first letter in the user's last name. A list of users whose last names start with that letter will be displayed.
4. Scroll down to find the person you want to view or modify, and then click directly on the name to open the Edit User screen.

Select the *Lock User* checkbox on the Edit User screen. This will prevent the user from logging in to the eMeasurement Services Texas State Assessments website.

- To unlock a user, return to the Edit User screen and uncheck the checkbox. All of the authorizations previously assigned to the user will be restored.
- You can also lock and unlock a user from the User List screen. Place a checkmark in the box in the Lock column to lock the user; uncheck the checkbox to unlock the user.

**Campus  
Coordinator  
Responsibilities—  
TELPAS**

## CAMPUS COORDINATOR CHECKLIST—TELPAS

This checklist will help you keep track of the activities and steps involved in preparing for, monitoring, and completing TELPAS test administrations. Follow the dates on the Calendar of Events for training and test administrations of TELPAS. Check off the steps in each activity as you complete them to make sure you have fulfilled your responsibilities as campus coordinator. Detailed instructions for completing each step are included with each activity. This page may be duplicated as needed.

### Prepare for TELPAS Administrations

- Activity 1  Prepare for campus coordinator training session.
- Activity 2  Attend campus coordinator training session.
  - Review and sign campus coordinator security oath.
- Activity 3  Ensure that testing infrastructure is in place.
  - Ensure testing software is installed and a test run of the online testing system is performed.
- Activity 4  Distribute the TELPAS Manual.
  - Resolve shortages.
- Activity 5  Help designate raters, writing collection verifiers, and test administrators.
  - Schedule and conduct training for raters, verifiers, and test administrators.
- Activity 6  Oversee the assembly and verification of the grades 2–12 writing collections.
- Activity 7  Follow procedures to ensure the validity and reliability of TELPAS ratings.
- Activity 8  Plan and schedule the TELPAS administrations.
  - Set up online test sessions.
- Activity 9  Ensure that student identification, demographic, and program information fields are verified for all LEP students.

### Monitor TELPAS Administrations

- Activity 10  Ensure proper holistic rating and testing procedures.
  - Answer questions and resolve problems.
- Activity 11  Ensure that student test detail information is entered and verified.

### Complete Online Testing Process

- Activity 12  Direct the collection of materials from raters and test administrators.
- Activity 13  Ensure that student records are verified as complete.
- Activity 14  Lock user accounts in the online testing system.

# Prepare for TELPAS Administrations

## Activity 1

Prepare for campus coordinator training session.

### Prepare for Training

As campus coordinator, you are the contact person for all TELPAS-related communications at your campus. You must be able to answer questions about TELPAS administrations, ensure that TELPAS test administrators, raters, and verifiers have the support they need, and resolve any problems that occur during the testing period.

If you have not received notice of the date and time of your TELPAS training session, contact your district coordinator.

You are responsible for supervising all the assessment activities on your campus. You serve as the liaison between the district coordinator and your campus, oversee campus-level assessment processes, and collect all TELPAS materials. In conjunction with the district coordinator, you have key responsibilities such as ensuring that

- the technology infrastructure is in place;
- the computer systems have been tested;
- all technology issues have been resolved before the test administrations;
- sufficient numbers of TELPAS test administrators and raters are identified and properly trained;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- all enrolled ELLs are in the online system;
- all eligible students are assessed;
- an individual has been designated and trained to verify the contents of the grades 2–12 writing collections as delineated in TELPAS Campus Coordinator Activity 5; and
- TELPAS raters know who is responsible for answering questions about the rating process.

Make note of any questions you have regarding your responsibilities and any special circumstances that may arise on your campus, and be sure to discuss them during training.

## Review Manuals

Prior to training, carefully read this manual and the TELPAS Manual. It is important that you study the manuals carefully so that you understand the procedures unique to the TELPAS administrations. You are required to be familiar with all information in this manual and the TELPAS Manual.

## Review Online Training Resources for Holistically Rated Assessments

It is the responsibility of the district and campus coordinator, in coordination with other designated personnel, to monitor spring online training and qualification activities completed by TELPAS raters to ensure that all necessary individuals are identified and properly trained in the TELPAS holistic rating process. You should be familiar with the online training courses TELPAS raters are required to complete. A description of the courses is found on pages 212–214.

The Assembling and Verifying Grades 2–12 Writing Collections course is an optional online course that can be used to support the training of coordinators, principals, raters, and writing collection verifiers. If your district coordinator requires that you to complete this course, it is available at <http://www.texasassessment.com/telpasonlinetraining/>.

## Review Online Testing Resources

There are a number of online testing resources to assist testing personnel with online test administrations. Be sure to familiarize yourself with applicable resources in accordance with instructions from your district coordinator. The chart below lists these resources.

Documents for Getting Started	
Texas Online Testing Training Course	The course contains an eMeasurement Services Texas State Assessments website tutorial and information on resources and support for general online testing activities. Portions of the course—Security, Student Data, Session Management, Test Delivery, and Resources—may be presented together or as separate modules, depending on the duties and activities that trainees will be performing.
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Preparing for the Administration	
Frequently Asked Questions (FAQs)	This document provides answers to commonly asked questions regarding online testing.
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TELPAS Electronic Submission System Tutorial	This tutorial is provided for personnel involved in entering or verifying TELPAS student and test data in the eMeasurement System. It will be accessible in spring 2009 at <a href="http://www.etesttx.com">http://www.etesttx.com</a> .
TELPAS Student Tutorials and Online Administration Previews	<p>The student tutorials simulate the format of the online test and give students the opportunity to practice using the mouse to mark answers, scroll through reading selections, and change pages.</p> <p>The online administration previews contain complete 2006 RPTE (Reading Proficiency Tests in English) released tests for grades 3–12 and a practice test of about 20 TELPAS reading test items. These tests give students additional practice with what they have learned in the student tutorials.</p>

## Activity 2

Attend campus coordinator training session; review and sign campus coordinator security oath.

### Attend Campus Coordinator Training Session

District coordinators are required to annually train all campus coordinators in test security and testing procedures and provide training specific to each administration. Your district coordinator will inform you as to the time and location of your training. All campus coordinator training must be completed by the date indicated on the Calendar of Events.

Once your training is completed, you should be knowledgeable about your responsibilities as campus coordinator. Some key responsibilities are listed below. If you have questions that are not answered in your training, be sure to ask your district coordinator.

#### Prepare for Test Administrations

- ensure that the online testing infrastructure is in place
- ensure that the online system has been tested and is ready for administering the TELPAS reading tests and entering holistic ratings
- ensure that sufficient numbers of TELPAS test administrators and raters are identified and properly trained
- ensure that all ratings and test administrations are completed within testing window
- ensure that TELPAS reading test sessions are scheduled and are actively monitored
- ensure that all eligible LEP students are assessed in each language domain
- ensure that verifiers of the grades 2–12 writing collections have been designated and trained

#### Test Security

- ensure proper testing procedures, including, for example, creating seating charts
- follow procedures for maintaining test security, and ensure that procedures designed to support TELPAS rating validity and reliability are followed and documented
- discuss consequences of cheating for students and educators

#### After Test Administration

- ensure that all student records are verified as complete
- collect, return, and file appropriate materials

## Review and Sign Campus Coordinator Security Oath

Prior to attending training, make sure you have reviewed your security oath and understand your obligations and the obligations of your campus principal concerning test security and confidentiality as set forth in this manual. (See Test Security and Confidentiality section.) Ask for clarification as needed at your training session. You must initial each item as completed and sign your security oath before you access any secure information. You should also familiarize yourself with the security oaths for test administrators, writing collection verifiers, and raters.

**The campus coordinator oath and campus principal oath are located in Appendix B. After all testing for the 2009 testing year has been completed, you must also sign the bottom of the oath affirming that you have complied with the state assessment requirements. You will return both oaths to your district coordinator after all test materials have been returned.**

## Confidentiality Statement for Online Testing

Before testing personnel can access secure online administrative features of the eMeasurement System to administer any online assessment, they must read and accept a statement of confidentiality that is displayed when logging in to the eMeasurement Services Texas State Assessments website for the first time.

## Activity 3

Ensure that testing infrastructure is in place, testing software is installed, and a test run of the online testing software is performed.

Campus staff responsible for technology and computer system administration must

- review technology documents that are available on the *Resources* page at <http://www.etesttx.com/resources/>;
- ensure that all software installations are properly made;
- assess network infrastructure and computer workstations to ensure ideal testing system performance; and
- perform a test run of the TestNav online testing system.

It is important to note that planning and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus, depending on the size and resources of that district or school. For example, the campus coordinator may also be the person responsible for the technology aspects of the online administration. Each district is responsible for assigning these roles as appropriate for its situation.

## Infrastructure Guidelines

The *eMeasurement Services Infrastructure Guidelines*, available on the *Resources* page, provides a listing of minimum and recommended levels of functionality with respect to the network's

- minimum and recommended levels of functionality for network connectivity and devices,
- internet browser setup,
- installation of the TestNav test delivery software, and
- eMeasurement System's hardware and software requirements.

## Install Software

If they have not already done so, campus or district technology staff will need to download and install the following software and tools to run the online tests.

- **TestNav test delivery software.** A new version of TestNav is being used for the 2008–2009 school year. This software is available at <http://www.etesttx.com/delivery/>. TestNav should be installed on all computers to be used for testing, ideally, on a local server with shortcuts placed on each desktop. (See Section 7.0 of the *eMeasurement Services Infrastructure Guidelines* that is available from the *Resources* page at <http://www.etesttx.com/resources/> for specific TestNav download information.)

- **Early Warning System (EWS).** When installing the TestNav upgrade above, the EWS will automatically upgrade as well. The EWS is designed to alert a test administrator when the network connection to the testing server is interrupted during a test session and to allow the test administrator and technology staff to save student responses.
- **Proctor-caching software.** This is recommended for download because it accelerates the delivery of test content to student and reduces the amount of bandwidth required for online testing. Technology staff may designate the name and location of the proxy server to be used for proctor caching upon installing the TestNav upgrade. The proctor-caching software is available from the *Resources* page at <http://www.etesttx.com/resources/>.

## Perform a Test Run of the Online Testing Software

There are two tests available in the online testing Texas Training Center for technology staff to check the functionality of the TestNav and proctor-caching software required for online testing. It is recommended that technology staff perform these tests to ensure successful test delivery, particularly if your campus is new to online testing. The Texas Testing Training site is available from the *Resources* page at <http://www.etesttx.com/resources/>. The two tests are:

- **TX Training Test.** Use this testing tool to check the functionality of the TestNav software.
- **Proctor Caching Testing Tool.** This test verifies the functionality of the proctor-caching software. This new test includes a 70-question “practice” test to simulate a “live” test.

**Technology staff should be available for assistance during test administration sessions should a technical problem arise.**

## Activity 4

Distribute the TELPAS Manual; resolve shortages.

Take the following steps to review and distribute the shipment of TELPAS manuals for raters and test administrators.

- The manuals for your campus will be packaged in boxes labeled with your campus name and number. Verify that you have received boxes only for your campus. If you have received boxes for another campus, return them to your district coordinator.
- After you have checked to see that the shipment is complete, distribute the manuals to your staff. Do not delay in distributing the manuals. Campus personnel will need their manuals to prepare for their training sessions and testing.

## Resolve Manual Shortages

Take the following steps to resolve shortages of manuals at your campus:

- Determine how many additional manuals are needed for your campus.
- Submit a **single order** to your district coordinator for any additional manuals needed.

The district coordinator should contact the Texas Education Agency for approval of any paper administrations of the TELPAS reading test. Requests for materials for approved paper testing will be submitted using a special orders process. Consult with your district coordinator or refer to the instructions for paper administrations at [http://www.tea.state.tx.us/student.assessment/resources/guides/test\\_admin/](http://www.tea.state.tx.us/student.assessment/resources/guides/test_admin/).

## Activity 5

Help designate raters, writing collection verifiers, and test administrators; schedule and conduct training for raters, verifiers, and test administrators.

### Help Designate Raters

A student's rater and test administrator may not necessarily be the same person. A rater is a teacher designated and trained to be the official rater of a LEP student's English language proficiency. In cooperation with the district coordinator and campus principal, you are responsible for identifying each LEP student on the campus and assigning an appropriate rater for each eligible student. Because of the summer–fall 2008 TELPAS rater training requirements, these identification processes should be well underway. You will need to ensure that you have enough qualified raters to fulfill your holistic rating assessment needs. See pages 212–214 for more information about rater training and qualification procedures. Each teacher selected to rate a student must

- have the student in class,
- be knowledgeable about the student's ability to use English in instructional and informal settings,
- hold valid education credentials such as a teacher certificate or permit, and
- be appropriately trained as required by the 2008–2009 holistic rating training materials and this manual in accordance with 19 TAC §101.3005.

Substitute teachers who meet the above criteria may serve as raters. Raters may include the following:

- bilingual education teachers
- ESL teachers
- elementary general education teachers
- middle or high school general education teachers of specific foundation subjects
- special education teachers
- gifted and talented teachers
- teachers of enrichment subjects

Because TELPAS ratings should reflect the ability of students to understand and use English during content area instruction, teachers who have English language learners in content area classes should be an integral part of the observation and rating process. Raters will indicate online their teaching relationship to the students they are rating. Paraprofessionals may **NOT** serve as raters.

Keep in mind that each student's rater must rate the student in all domains for which the student is eligible. **A campus is not permitted to use different raters for one student.** Any individual who is not successful on the qualification portion of rating training but is designated to serve as a rater will be the official rater of his or her students in all eligible domains (listening, speaking, and writing). In these cases, however, the district is required to implement collaborative rating processes or rating verification processes to support TELPAS rating accuracy.

Raters of the grades 2–12 writing collections are trained and qualified to rate student writing collections according to specified grade clusters. Prior to training, assign raters one of the following grade clusters:

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

Only upon approval by the district coordinator may a rater complete the qualification component in the grades 2–12 cluster.

Note also that qualified raters who will assess students in a grade cluster different from the cluster they have already qualified in may complete online refresher practice activities for the grade cluster to be assessed (unless the district wishes to require the rater to requalify in the new cluster). These raters are not required by TEA to requalify in the new cluster.

## Help Designate Writing Collection Verifiers

The district coordinator, campus coordinator, and principal should work in collaboration to designate one or more individuals to review and verify the contents of the writing collections. This person may be an LPAC administrator, school counselor, or other suitable designee. **NOTE: The designee must NOT be a TELPAS rater or paraprofessional.**

## Schedule and Conduct Training for Raters and Verifiers

You should train all raters and collection verifiers on holistic rating administration procedures by February 2, 2009. This training will prepare raters of students in grade 2 and higher to gather authentic writing samples, which they may begin collecting as of February 2, 2009.

The training will prepare verifiers to be able to ensure that the writing collections meet all specified requirements. An online training course on writing collection assembly and verification has been developed as an optional training tool. Testing coordinators may use this course in the administration procedures training. The course takes approximately one hour to complete.

Training in administration procedures should also include information about the online training courses and qualification activities that raters will complete. As campus coordinator,

you are responsible for ensuring that your campus's TELPAS raters are trained in holistic rating and in administration procedures.

Distribute the TELPAS Manual, which includes the user guide for the online training your raters will complete. Allow sufficient time for raters and writing collection verifiers to read this information prior to the training session. Plan your training so that there is enough time for questions and answers. Be sure to cover all the information in the TELPAS Manual that your raters and verifiers need to know.

## Help Designate TELPAS Reading Test Administrators

Select TELPAS reading test administrators in cooperation with your principal, designating at least one test administrator for every 30 students to be tested. Test administrators should be professionals or under the supervision of professionals who hold valid education credentials such as Texas teacher certificates and permits. Those selected may include the following:

- teachers (including those who hold teaching permits or alternative certificates)
- counselors
- librarians
- substitute teachers
- other professional educators (such as retired teachers), whether or not currently employed in the field of education



**Certified and noncertified paraprofessionals who are currently employed by the district and routinely work with students in the classroom may serve as test administrators, monitors, or assistants, provided that they are under the supervision of a certified professional on the same campus. These paraprofessionals must be trained annually in test administration procedures.**

## Schedule and Conduct Training for Test Administrators

Distribute the TELPAS Manual in sufficient time for staff to read it before the training sessions. Reading test administrators should become familiar with their duties as outlined in the TELPAS manual. Campus coordinators should train all TELPAS reading test administrators by March 6, 2009. Plan your training so that there is enough time for questions and discussion, and use the TELPAS Manual to conduct training sessions. Plan ahead to avoid last-minute training sessions.

It is recommended that test administrators take the self-paced *Texas Online Testing Training Course* available at <http://www.etesttx.com/resources/> if you plan to have them interact with the online technology. A TELPAS electronic submission system tutorial is also recommended for personnel involved in entering or verifying TELPAS student and test data in the eMeasurement System. This tutorial will be accessible in spring 2009 at <http://www.etesttx.com>. In addition, a site that districts may use to get hands-on practice entering data will be accessible in spring 2009 from the Texas Online Training Center at <http://www.etesttx.com>. Test administrators should make note of questions they may have and address their questions to you during training.

Instruct test administrators to read the test administrator oath of test security and confidentiality and the section titled “Test Security and Confidentiality” in the TELPAS Manual. They must sign the oath **after** training, but **before** viewing any secure test materials or confidential information. Raters and writing collection verifiers must also sign the bottom of the oath after the completion of the TELPAS administration to affirm that they have complied with state assessment requirements.

Direct test administrators to contact you if they have any questions or problems. If a question arises that you cannot answer, contact your district coordinator.



**All test administrators and monitors are required to have had annual training in general testing procedures as well as procedures unique to TELPAS reading.**

## Activity 6

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

### Assembling Grades 2–12 Writing Collections

Raters of students in grades 2–12 assemble student writing collections and base their ratings on the student writing in the collections. For this component of TELPAS, the ratings will not reflect additional classroom observations.

General instructions regarding the contents of the writing collections are provided below. The summer–fall 2008 training materials, online training courses, and TELPAS Manual contain more detailed instructions.

- Each writing collection must contain **at least five writing samples** and must include **at least one narrative writing sample about a past event** and **at least two academic writing samples from mathematics, science, or social studies**.
- Writing assigned on or after February 2, 2009, may be considered for the writing collections. Writing assigned before February 2, 2009, is not eligible for inclusion.
- Raters may continue gathering writing samples until the time they are required to turn in students' ratings to you for return to the testing coordinator.
- All writing should reflect a student's **current** proficiency level. For students 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 for these students, the more accurately the collections will reflect their proficiency level at the time of the ratings.
- All writing assignments must include the student's name and date.
- The cover sheet located in the appendix of the TELPAS Manual must be completed and stapled to each student's writing collection.



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

### Verifying the Writing Collection Components

Using the checklist contained in the TELPAS Manual, the writing collection verifier will ensure that

- each collection contains **at least five total writing samples**;
- each writing collection includes **at least one narrative about a past event** and **at least two academic writing samples from science, social studies, or mathematics**;
- all writing assignments include the student's name and date;

- no writing samples are from before February 2, 2009;
- no papers showing teacher corrections are included;
- no worksheets, short-answer response formats, or TAKS written compositions are included; and
- each collection includes samples written primarily in English.

Collections that do not meet the requirements will be returned to the rater. Once the collection meets the above requirements, the verifier will initial and sign the verification checklist on the reverse side of the writing collection cover sheet. This affirms that the writing collection has been assembled correctly, as described above.

In cooperation with the district coordinator, campus coordinators will establish a process and timeline for the review of the collections. It is recommended that the verification of the writing collections occur before ratings are assigned.

## Activity 7

Follow procedures to ensure the validity and reliability of TELPAS ratings.

Districts are required to implement procedures such as those listed below during the TELPAS administration. These processes provide a support system that will ensure the validity and reliability of the rating process. The procedures districts require may be districtwide or may vary by campus.

### All language domains, K–12:

- Raters collaborate with other teachers of the students in determining the students' ratings. (The other teachers may or may not be raters.)
- Raters collaborate with each other in determining the ratings of students near the border between proficiency levels.
- Any nonqualified raters that are used collaborate with qualified raters or with qualified lead raters in determining students' ratings.

### Writing, grades 2–12:

- Qualified raters provide second ratings of the writing collections rated by any nonqualified raters, and if the ratings differ, second ratings or additional resolution ratings are used.
- A district-determined selection of writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

Campuses must always implement a rating support system for any individual whom they designate as a rater but who has not yet successfully completed the qualification component of rater training.

Fostering collaboration among teachers is particularly important when students have different content area teachers. This collaboration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with No Child Left Behind English language proficiency testing requirements. This collaboration supports the validity and reliability of the reading (grades K–1), listening, speaking, and writing ratings. Establishing procedures that give raters opportunities to collaborate with each other and designated lead raters is also an effective way to ensure rating accuracy in all domains.

In addition, instituting processes to verify some or all ratings assigned to the grades 2–12 writing collections allows districts to monitor interrater reliability in the domain of writing and to support the rating accuracy of any nonqualified raters used.

## CAMPUS

As campus coordinator, you are responsible for working with your principal to ensure that testing personnel on your campus follow the validity and reliability procedures established for your campus. **Campus coordinators must maintain documentation of the procedures for one year from the date of testing.**

## Activity 8

Plan and schedule the TELPAS administrations; set up online test sessions.

The district will work with campus administrators to establish the schedule for the TELPAS administrations. The administrations must be completed within the five-week window of March 9–April 10, 2009.

### Holistically Rated Assessments

In preparing for TELPAS administrations, campus coordinators need to ensure that sufficient time is allotted for

- verifying the components of the grades 2–12 writing collections,
- rating students in each domain,
- carrying out procedures to ensure TELPAS rating validity and reliability, and
- recording final ratings on the student rating rosters and entering ratings online.

Raters must indicate the students' ratings on the TELPAS Student Rating Roster. The ratings must also be entered in the eMeasurement System. Raters do not need to enter the students' ratings as they determine the ratings. The holistic ratings can be transferred from the student rating rosters to the online system at a later time by the rater or other personnel designated by the testing coordinator. See TELPAS Campus Coordinator Activity 11 for more information.

### Prepare for Online Testing

The eMeasurement Services Texas State Assessments website is the main page for accessing all Texas online testing. While students will be taking the online test using TestNav, the electronic test delivery software, testing personnel will be using the eMeasurement Services Texas State Assessments website on their own workstations to monitor student test sessions. Refer to the Technical User's Guide for information about setting up and managing test sessions.

**To begin setting up for online testing, go to the eMeasurement Services Texas State Assessments website at <http://www.etesttx.com>.** From the homepage, two versions of the eMeasurement Services Texas State Assessments website are available. One is the Training Center, where testing staff can practice online testing activities. The other is the “live” Texas State Assessments site, which testing staff will use for setting up and administering the live tests.

### Accessing the Training Center

The Training Center is a mirror of the “live” site and offers opportunities to practice online testing and data management activities and to perform test runs of the TestNav test delivery software. The Training Center requires a separate authentication that is available upon request by contacting the Texas Online Team at 800-252-9186 (Option 3). Access to the Training Center must be requested at least two weeks before a test administration. Do **NOT** set up practice test sessions in the “live” Texas State Assessments site. Be sure the banner at the top of

the website says Training Center, not Texas State Assessments, before performing any practice or test runs of the TestNav software.

## Accessing the “Live” Texas State Assessment Website

Before accessing any of the secure links and administrative features of the eMeasurement System, users must log in. Pearson will provide district coordinators with a login ID and a temporary password. District coordinators must then ensure that district and campus staff requiring access to the eMeasurement Services Texas State Assessments administrative website are set up as users of the site, providing each with an authorization letter containing a unique login ID and password. When first-time users log in to eMeasurement System, they will be prompted to change their assigned temporary password to one they create. Each user’s login ID and password are confidential and should be known only to him or her. Users should not share their passwords or allow others to log in with their login ID and password. If users forget their password, they must contact the person who provided the login information (login ID and initial assigned password) to receive a new password.

## Set Up Test Sessions

In coordination with your district coordinator, it is your responsibility to assign all enrolled K–12 ELLs to a test session. Test sessions are electronic groupings of students within the eMeasurement System. Before a test administrator can start a test session, the session must be created within the Session Management section of the eMeasurement Services Texas State Assessments online administrative website available at <http://www.etesttx.com>

Careful planning is needed when coordinators create test sessions for TELPAS.

- **Grades K and 1.** These students, though they do not take an online reading test, will need to be grouped electronically in “test sessions.” Coordinators may want to group them, for example, according to the TELPAS raters who will assign and enter their ratings in the eMeasurement System. If the decision is made for raters not to enter information in the system, the coordinator can group students electronically in other ways, for example, in accordance with the number of people designated to enter the information.
- **Grades 2–12.** Within the eMeasurement System, students cannot be sorted one way for their reading test session and another way for assigning holistic rating information. Sessions can be arranged to fit the needs of your campus. For example, students may be arranged in test sessions according to their TELPAS reading test days or test location. The holistic ratings can be entered at any time within the test window regardless of when students are scheduled to complete the TELPAS reading test. Decisions about how to set up test sessions to accommodate your campus’s needs should be made in consultation with your district coordinator.

It is recommended that testing staff set up student test sessions at least one to two weeks before testing. Technical staff should be involved in the test session setup because they need to understand the interaction between the TestNav test delivery software and Test Session Management activities in the online administrative site.



Students may be *moved* to new sessions from existing sessions without loss of data. However, if a student is *deleted* from a test session, all information for that student will need to be entered again.

## Activity 9

Ensure that student identification, demographic, and program information fields are verified for all LEP students.

Campus coordinators are responsible for ensuring that all student data elements in the eMeasurement System are accurate for all LEP students. At all grade levels, data elements consisting of student identification, demographic, and program information must be verified under your direction and by school personnel only. Your district coordinator will provide you with a TELPAS student list and information regarding the student data elements to assist you with this verification process.

Title 19, Section 101.25(b) of the Texas Administrative Code specifies that the superintendent of each school district or chief administrative officer of each charter school or private school administering the tests shall be responsible for the test administrations. To ensure that all enrolled K–12 ELLs have been included in the online system and the effort has been made to administer the assessments to all eligible students, each district must follow the guidelines below. Identification, demographic, and program information must be included for students who are not assessed.

Only school personnel selected by you or your principal are permitted to enter or verify student data elements in the eMeasurement System. These data elements are located on the Edit Student screen. Campus coordinators who wish to have test administrators or raters assist in this process will need to provide them with specific instructions.

Program information may reflect the student's status as of October 31, 2008, as reported to PEIMS, or current information may be entered if the student is new to the district or if the student's status for any program or the student's demographic information has changed since the fall 2008 PEIMS submission.

It is important to ensure the accuracy of the student identification information (PEIMS student-ID, unique ID, student name, and date of birth) because it is part of the individual's permanent record, which contains performance information used to determine progress and other relevant data. If you have any questions concerning these elements, contact your district coordinator.

**The unique ID found in the eMeasurement System is the same as the PEIMS student ID. When adding new students or when correcting PEIMS ID information for existing students, be sure that these numbers match. These numbers should be verified for accuracy before students test. It is not possible to correct the information once a student's test session has begun. For more information, contact the Pearson online team at 800-252-9185 (Option 3).**

**NOTE:** Test administrators/raters will assist in verifying student data elements only as directed by you.

Follow the instructions below when entering or verifying information in the “Grade” and “Years in U.S. Schools” fields on the Edit Student screen.

**Grade**

The grade selected must reflect the student’s enrolled grade.

- For all LEP students, including those served by special education, the grade field must reflect the enrolled grade.
- The grade field must be completed regardless of whether a student is assessed.

**Years in U.S. Schools (Grades 1–12 Only)**

Campus coordinators are responsible for selecting the correct option in consultation with the LPAC. **Select “Not applicable to Kinder” if the student is in kindergarten, and do not include kindergarten or prekindergarten in counting the years in U.S. schools of LEP students in grades 1–12.**

Enrolled in  
2nd semester = First enrolled in U.S. schools in the second semester of 2008–2009 school year

Enrolled in  
1st semester = First enrolled in U.S. schools in the first semester of 2008–2009 school year

Two years = Has been enrolled in U.S. schools for all or part(s) of 2 school years

Three years = Has been enrolled in U.S. schools for all or part(s) of 3 school years

Four years = Has been enrolled in U.S. schools for all or part(s) of 4 school years

Five or more = Has been enrolled in U.S. schools for all or part(s) of 5 or more school years

**It is very important for data regarding years in U.S. schools to be entered accurately. A student’s number of years in U.S. schools is used to determine the performance requirements in NCLB Adequate Yearly Progress (AYP) and Annual Measurable Achievement Objective (AMAO) accountability measures and in other data analyses.**

**Campus coordinators must ensure that years in U.S. schools coding is entered accurately. For example, only in the case of a student who has been retained in grade 1 should the value for a grade 1 student be higher than 1st semester.**



If a demographic or program information field is left blank for any student, data from the October 31, 2008, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student's data to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as "No information provided" for that data element.

Campus Coordinator Activity 11 describes the data that must be entered in the *Student Test Details* page related to the student's rating and test status (holistic ratings, accommodation categories, score designations for students not assessed, etc.).

# Monitor TELPAS Administrations

## Activity 10

Ensure proper holistic rating and testing procedures; answer questions and resolve problems.

### Ensure Proper Holistic Rating Procedures

Prior to assessing students, every TELPAS rater must complete online training activities in the spring of the year. Individuals designated to be raters in the spring who have not been previously trained (or, in the case of grades 2–12, have been trained but not qualified) must complete a Level 1 online training course. If they are raters of students in grade 2 or higher, they must also complete qualification activities. Previously trained grades K–1 raters and previously trained and qualified grades 2–12 raters must complete a Level 2 online refresher course. For more information on these training requirements and your role in monitoring the adequacy and completion of the training, refer to pages 212–214 of this manual and the *Coordinator’s User Guide for Online Training and Qualification* in Appendix F.

Upon completion of their training, raters will assign students one of four English language proficiency ratings—beginning, intermediate, advanced, or advanced high—for each language domain assessed. The ratings in each domain are based on the TELPAS Proficiency Level Descriptors contained in the holistic rating training materials and TELPAS Manual.

The rater may photocopy the proficiency level descriptors for ease of use. The rater may also make multiple photocopies, write the students’ names on the photocopies, and use the copies to record individual notes about the students. The school may keep these working copies for future reference.

**You and your principal are responsible for ensuring that raters rate all eligible students in the appropriate domains and that the correct procedures are followed for assembling and rating the grades 2–12 writing collections.**

Remember that you are the contact person for all assessment-related questions on the campus.

## Ensure Proper TELPAS Reading Testing Procedures for Grades 2–12

You must be available to assist your school’s test administrators during testing. They must be able to refer test-related problems and questions to you. If a situation arises that you do not know how to resolve, contact your district coordinator. (See also TELPAS District Coordinator Activity 8.)

**You and your principal are responsible for ensuring that all eligible LEP students on your campus are assessed.** You may need to develop procedures to ensure that all eligible LEP students who are present on the day of testing are notified and in attendance at their test session.

**You and your principal are also responsible for test security on your campus.** To help monitor test security, observe as many testing rooms as possible. Resolve any irregularities as they occur, following the rules stated in the section “Test Security and Confidentiality.” Remember that improper testing procedures could result in the invalidation of students’ test results or potential penalties for testing personnel.



**A test administrator who has been trained in general as well as TELPAS reading testing procedures must be present in the testing room at all times during testing.**

Help your test administrators conduct testing sessions under the best possible conditions. By following the procedures listed below, you ensure the security and confidentiality of the testing program and the uniform evaluation of all students throughout the state.

### Testing Environment

- There must be at least one test administrator for every 30 students. Smaller sessions may be advisable in some situations.
- Computer monitors must be prepared to discourage students from viewing each other’s monitors.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed. Any rooms to which students may be relocated must also be prepared.
- No element of the testing room’s environment should hinder any student’s performance. The testing room should be quiet, well lighted, well ventilated, and comfortable. Each student should have enough space in which to work.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.

## Scheduling

- Districts may establish starting times for testing. A student who arrives after testing has begun may be tested if sufficient time remains in the day and if he or she has not had contact with students who have already completed testing.
- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

## Testing Procedures

- Since the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test item. Districts are not required to test beyond the regular school hours, but they are free to do so if they choose.
- Each student must be allowed to work at his or her individual speed.
- Students must remain seated during testing and are not allowed to converse while testing.
- Students must not use **reference materials**.
- Students are allowed to use **scratch paper** since they do not have test booklets in which to write notes. **All scratch paper must be destroyed immediately after testing.**
- Some students may finish a test earlier than others. **After they have finished testing**, students may be allowed to quietly read books or leave the testing room.
- Before a student who has finished testing leaves the room, the test administrator must ensure that the student's test is in "submitted" status.



**Test items are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the test administration manuals.**

## Answering Questions

Test administrators are **NOT** allowed to answer any questions related to the content of the test itself. If a student asks a question that the test administrator is not permitted to answer, the test administrator may respond, for example, **"I can't answer that for you; just do the best you can."**

Test administrators and school personnel are **NOT** allowed to

- translate test questions into another language;
- rephrase or add information to questions;
- discuss test questions with anyone before, during, or after testing; or
- score test items or discuss with students how they performed.

## Computer Monitor Glare

Glare from computer monitors may cause student fatigue. If a student experiences glare, correct this by adjusting the student's seating, the angle of the computer screen, or by taping a blank, unused sheet of heavy paper or a folder to the top of the screen.

## Breaks

Students may be allowed to take breaks in the testing room during a test session. Test administrators should be attuned to students' need for breaks and determine whether breaks are necessary. Breaks are encouraged to avoid fatigue. Testing staff may adjust student workstations or turn off monitors during breaks if students are bothered by glare from their monitors.

During breaks, students must not discuss the contents of the test, and test sessions must be exited and resumed per the instructions in the TELPAS Manual. At grade 6 or higher, allow only one student at a time to take a restroom break. At grades 2–5, the entire class may take a restroom break, if necessary. If taking restroom breaks with younger students, the students must remain together and be closely monitored by a trained administrator to ensure the contents of the test are not discussed.

## Lunch

If testing continues into the normal lunch period, students should be allowed to break for lunch. Students should exit the test session prior to the lunch break, following instructions in the TELPAS Manual. Students must not click the **Submit** button at this time. During lunch the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

## Cell Phone Use

The use of cell phones during testing is not permitted for the following reasons:

- Making or receiving calls disrupts the testing environment by disturbing other students.
- Making or receiving calls could compromise the confidentiality of the test.
- The text messaging and camera features of cell phones could be used to compromise the confidentiality of the test.

Districts are required to develop a policy for cell phone use that serves their needs while preserving the security and confidentiality of the testing program. Check with your district coordinator if you have questions about your district's policy.

## Emergencies

Occasionally an emergency will arise and a student may need to leave the testing room for a brief time. If time allows it, instruct students to exit the test, following the instructions for Exiting and Resuming a test in the TELPAS Manual. **Students must NOT click the *Submit* button at this time.** A test cannot be resumed or restarted once the answers have been submitted.



**If the nature of the emergency indicates a danger to students (such as a fire alarm), testing staff should NOT instruct students to exit their test sessions, but students should go quietly outside, following their school's regulations for exiting the building.**

Test administrators must closely monitor their testing groups to make sure no one discusses the test. If students return, the test administrator and campus coordinator should determine whether they should continue testing. If students will continue testing, the test administrator must resume each affected student's test by clicking the **Resume** button next to the student's name on the Session Roster. Students may then log back in to TestNav.

If students cannot continue testing, the test administrator must end each affected student's test session and the selection for "Other" must be indicated on the *Student Test Details* page in the online testing system.

## Changing Testing Rooms

The tests are untimed. Students should be given as much time as they need to finish the test, although they are required to finish the test the same day it is started. As long as test security is not breached, students who have not finished the test by the end of the test session may be moved to another location. If students must be moved to an alternate test site to finish their test, be sure to have them exit the test and close the TestNav application. **Make sure that students do not submit their test answers at this time.** While in transit, students must not discuss the test with anyone or have access to learning materials. After the students are settled in the new location, the test administrator can resume the students' tests by following the instructions in the TELPAS Manual.

## Frequently Asked Questions About TELPAS

### 1. Do LEP students stop being assessed using TELPAS once they attain a rating of Advanced High?

Not necessarily. Students are required to participate in the TELPAS assessments as long as they are designated as LEP. When students meet the state criteria for exiting bilingual/ESL programs and are redesignated as non-LEP, they will no longer take the TELPAS assessments.

**2. Is it required that students in grades K–1 be holistically rated in the domain of writing?**

All students identified as LEP in grades K–12 are required to be assessed annually in listening, speaking, reading, and writing. Students in grades K–1 are rated in each of these domains using holistic ratings. It is not required that student writing collections be assembled for these grade levels; however, it is encouraged.

**See TELPAS District Coordinator Activity 8 for more questions and answers related to TELPAS.**

## Activity 11

Ensure that student test detail information is entered and verified.

In order for a student’s test to be correctly scored and required information to be collected for reporting purposes, it is important that student data be correctly entered on the Student Test Details screen of the eMeasurement site. As campus coordinator, it is your responsibility to see that raters, test administrators, and any other personnel you assign are knowledgeable about how to correctly enter this information online.

**When information on the Student Test Details screen is entered or changed, the Apply button must be clicked.**

## Holistic Ratings

Either a holistic rating or a score designation denoting why a student was not rated must be entered and verified for each student in the domains of listening, speaking, reading (K–1 only), and writing on the Student Test Details screen on the eMeasurement site. The holistic ratings must be entered and verified online as well as on the Student Rating Roster, which is kept locally.

The holistic ratings are Beginning, Intermediate, Advanced, and Advanced High. Raters will not rate students in grades 2–12 in the domain of reading as this is assessed through the online multiple-choice assessment. In the event a student is not holistically rated, a score designation below should be selected on the Student Test Details screen.

### ARD Decision

Student does not participate in the TELPAS holistically rated assessment on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP, according to 19 TAC §101.1009(c).

**NOTE:** For each domain, the ARD decision for the student must be made on the basis of the appropriateness of the holistic assessment for the student.

### Extenuating Circumstances

Eligible student is unable to be rated due to extenuating circumstances.

**NOTE:** Such extenuating circumstances should be rare. There is not a designation for absence because the ratings are based on observations over time. If “extenuating circumstances” is entered, maintain documentation of the reason on the campus.

## Grades 2–12 Reading

In the event that a student does not take or complete the reading test for grades 2–12, a score designation field must be selected in the “Reading” drop-down menu on the Student Test Details screen.

If the student's test is to be scored, the "Reading" drop-down menu on the Student Test Details screen should be left in the "Select" position.

### Absent

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

### Second Semester Immigrant Non-English Reader

Non-English reader who enrolled in U.S. schools for the first time in the second semester of the 2008–2009 school year, as determined by an LPAC and documented in the student's permanent record file.

**NOTE:** Such students are assigned a rating of beginning on the test and assigned the minimum scale score. This will be their baseline score and the level against which their progress will be measured in the following year's administration.

### ARD Decision

Student does not participate in the grades 2–12 reading test on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP, according to 19 TAC §101.1009(c).

**NOTE:** The ARD decision for the student must be made on the basis of the appropriateness of the reading test for the student.

### TEA-Approved Paper Administration

TEA has approved a paper administration for a student.

### Other

A student experiences a test administration irregularity or illness during testing.

### Mark Test Complete

If a field is selected in the "Reading" drop-down menu, the *Mark Test Complete* button should be clicked, and the reason why the student's test should not be scored should be entered in the pop-up window. The *Apply* button must be clicked before exiting the Student Test Details screen.

**NOTE:** This button applies **ONLY** to the grades 2–12 reading test and **MUST NOT** be clicked in conjunction with any other selections on the Student Test Details screen. Be aware that if this button is selected, the student cannot take the test. If an error has been made, contact Pearson's **Texas Online Team at 800-252-9186 (Option 3)**.

# Accommodation Categories

If a student was allowed accommodations, the accommodation category or categories must be indicated on the Student Test Details screen. Accommodations are practices and procedures that provide equitable access to students during instruction and assessments. The following categories of accommodations are included in this field.

- Presentation Accommodation
- Response Accommodation
- Setting Accommodation
- Timing and Scheduling Accommodation

**If the student does not receive testing accommodations, those fields should be left in the “Select” position.**

See the Accommodations Manual for more information regarding accommodations and how to categorize them. Information about accommodations used by the student is collected as part of federal reporting requirements but is not associated with student performance.

# Rater Info

The RATER INFO field provides information about the TELPAS raters and whether they collaborated with others in determining each student’s TELPAS ratings. The information raters will supply is shown here.

Field A: This field indicates the relationship of the rater to the student. Select the field that **BEST** describes the relationship of the rater to the student. Only one field can be selected.

- 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

Field B: “Yes” or “No” must be selected in this field to indicate whether the rater collaborated with other individual(s) familiar with the student’s progress in learning English.

- 1 = Yes
- 2 = No
- 3 = No domains rated

In fields A and B, “No domains rated” must be selected if a student is marked Extenuating Circumstances or ARD Decision in every domain.

The following fields on the Student Test Details screen are for TEA INTERNAL USE ONLY.

- Report Exclusion Reason
- Report
- Report Group

# Complete Online Testing Process

## Activity 12

Direct the collection of materials from raters and test administrators.

### Collecting Rater Materials

Before raters return their materials to you, they must

- review the accuracy of any student data elements or test status information you have asked them to verify;
- make sure that they have completed, signed, and dated the TELPAS Student Rating Roster;
- make sure that the writing collection cover sheets and verification checklists (included in the TELPAS Manual) are completed and stapled to the top of their students' writing collections (grades 2–12); and
- sign their rater security oath.

After you have collected the materials from the raters, you must confirm that all the steps above have been taken.

Raters must return all rater materials to you. These materials include the following:

- TELPAS Student Rating Roster
- signed rater security oath
- student writing collections
- TELPAS Manual



**In cooperation with the principal, determine when to have the principal sign the student rating rosters. The principal may sign the rosters before or after the raters return their materials to you. Once this determination is made, instruct the raters accordingly.**

Verify that you have received a signed student rating roster and signed rater security oath from each rater and signed verifier security oath from each writing collection verifier. File the following documents in a central location on the campus and retain them for **one year** (except for the security oaths) from the date of testing:

- signed student rating rosters
- signed rater security oaths (**five years**)
- signed verifier security oaths (**five years**)
- documentation of procedures followed to ensure validity and reliability of the rating process

These official campus records provide documentation of the name of each student's rater and writing collection verifier, verification that the raters and verifiers received the required training, and confirmation of the principal's oversight of the rating process.

The student writing collections must be kept in the students' permanent record files. Schools are encouraged to refer to the writing collections as part of their instructional planning. Each writing collection, including the TELPAS Writing Collection Cover Sheet and Verification Checklist, must be stored in the student's permanent record file for two years from the date of testing.

## Collecting Test Administrator Materials

After the final test session, test administrators must return all test materials to you. These materials include the following:

- TELPAS Manual
- signed test administrator security oath

Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years.

## Activity 13

Ensure that student records are verified as complete.

### Ensure That Student Records Are Verified as Complete

Student records must be entered and verified by midnight (central time), April 10, 2009. Depending on the resources of the district, one person or many people can be assigned to the task of verifying that all records are accurate and complete. For instance, campus coordinators can be assigned the task of verifying all student records at their campus, or raters or test administrators can be responsible for verifying the records of students in a group assigned to them. Your district coordinator will provide guidance in how to assign this task at your campus.

The TELPAS Student Status page can be accessed from the Session Management link on the eMeasurement website at <http://www.etesttx.com/>. Through this secure website, you may review the status of each student record in the format of a student roster. Certain key elements must be completed before the eMeasurement System will acknowledge a record as complete. This allows coordinators to know whether

- holistic ratings have been entered,
- the TELPAS reading test session has been closed,
- rater information has been entered, and
- Years in U.S. Schools information has been entered.

The roster can be sorted by student name, PEIMS ID, class group, and grade. A search function allows for finding a specific student (by name or PEIMS ID) or class group. Student records whose key elements are complete are indicated by a check mark in the “complete” column. If any key element is incomplete, the field with missing data is shaded. Student records cannot be updated from the TELPAS Student Status page. However, by selecting an edit field (denoted by a pencil icon), the verifier will be directed to an individual student record that can be updated.



**All student records MUST be entered and verified by midnight (central time), April 10, 2009.**

## Activity 14

### Lock user accounts in the online testing system.

District and campus coordinators are responsible for creating, assigning, and managing users' security access within the eMeasurement System. When users leave the district or need to be removed from the system for other reasons, their access must be locked. To remove a user's access to the eMeasurement System administrative website, follow these steps:

1. Click on the *Security* link on the eMeasurement Services Texas State Assessments homepage.
2. Click the *View or Maintain an Existing User* link to open the User List screen.
3. On the User List screen, click on the letter in the alphabet bar that corresponds to the first letter in the user's last name. A list of users whose last names start with that letter will be displayed.
4. Scroll down to find the person you want to view or modify, and then click directly on the name to open the Edit User screen. Select the *Lock User* checkbox on the Edit User screen. This will prevent the user from logging in to the eMeasurement Services Texas State Assessments website.
  - To unlock a user, return to the Edit User screen and uncheck the checkbox. All of the authorizations previously assigned to the user will be restored.
  - You can also lock and unlock a user from the User List screen. Place a checkmark in the box in the Lock column to lock the user; uncheck the checkbox to unlock the user.

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