



# Texas English Language Proficiency Assessment System (TELPAS)



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## General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used to meet state and federal reporting and accountability requirements.

A holistically rated assessment process is used for the following grades and language domains.

Grades K–1 listening, speaking, reading, writing

Grades 2–12 listening, speaking, writing

For these assessments, teachers are trained to use proficiency level descriptors to determine the English language proficiency levels of students based on classroom observations and written student work.

The domain of reading in grades 2–12 is assessed through multiple-choice tests administered as an online testing program.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the five-week assessment window specified in the Calendar of Events.

Students' answers to the online tests, ratings from the holistically rated assessments, and all other student data are submitted to the state through the eMeasurement Services Texas State Assessments website.

### TELPAS Resources

Districts are responsible for assigning and training personnel to manage the procedural, logistical, and technological aspects of administering TELPAS. The chart on the following page lists key TELPAS administration resources.

Primary Test Administration Resources	
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.
District and Campus Coordinator Manual	This manual is the primary source of information for district and campus testing coordinators regarding the state’s assessment programs. The appendix of this manual contains the TELPAS Coordinator’s User Guide for Online Training and Qualification.
TELPAS Manual	This manual is the primary source of information for TELPAS raters and reading test administrators. For ease of reference, the appendix of this manual contains the TELPAS Rater’s User Guide for Online Training and Qualification.
Technical User’s Guide	This guide describes in detail the two basic components of the online testing system: the administrative and the test delivery components.
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.
Best Practices and Deployment for Online Testing	A multimedia technical training presentation on the eMeasurement system.
Online Testing Readiness Checklist	This checklist assists district, campus, and technology staff to ensure that online administrative tasks are completed prior to testing.
Other Useful Resources	
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. The tutorial is located at <a href="http://etesttx.com/resources">http://etesttx.com/resources</a> .
TELPAS Online Reading Test Student Tutorials	These tutorials, available at <a href="http://etesttx.com/resources">http://etesttx.com/resources</a> , simulate the format of the online reading test. They expose students to the various types of TELPAS reading selections and test questions, and give students practice using the online testing interface. Tutorials are available for Interface A and Interface B.

## 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 8–April 9, 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.

### Interface Transition

A transition will be made this spring to an enhanced online interface for the TELPAS reading assessments for grades 2–12. To make the transition, some districts will use the original interface and some will use the enhanced interface. Using performance data from both interfaces, a comparability study will be conducted to maintain the original performance standards. Districts were notified in fall 2009 of the interface assignment of their district (Interface A or Interface B). All campuses in a district are assigned to the same interface. It is not necessary to select the interface within the online system.

Student tutorials are available for each interface at <http://etesttx.com/resources>. The tutorials help students become comfortable with the interface and format of the test items.

The TELPAS Manual contains administration directions for each interface. Test administrators need to know the interface assignment in order to administer student tutorials and read aloud the appropriate directions on the day of testing.

## 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/resources/accommodations/AccommManual\\_2009\\_10.pdf](http://www.tea.state.tx.us/student.assessment/resources/accommodations/AccommManual_2009_10.pdf).**

## Paper-Based Administrations

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, TEA's Student Assessment Division needs to be contacted for approval. Upon TEA approval, paper-based materials will be shipped to the district coordinator. Supplemental instructions for administering a TELPAS reading test on paper will be provided in the shipment.

### Unavailable Accommodations

In rare instances, a student may need a testing accommodation that is not available with an online administration. Refer to the Accommodations Manual for information regarding testing accommodations. An Accommodation Request Form must be submitted describing the student's specific circumstances, accommodation, and need for a paper-based rather than online administration. The request should include information explaining why a comparable technology-based accommodation is not appropriate for the student. A separate form must be submitted for each student.

Accommodation Request Forms for paper administrations must be received at least two weeks prior to testing to allow time for processing the request and shipping materials. If the request is approved, TEA will notify the district coordinator and place the order for paper materials.

### 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.

For technical difficulties, districts should first call Pearson's Austin Operations Center at 800-252-9186 to attempt to resolve the issue. If the technical problem cannot be resolved, Pearson will notify TEA. Upon approval of a paper-based administration, TEA will notify the district coordinator and place the order for paper materials.

It will take approximately one week after TEA approval for the paper-based materials to arrive in the district.

## Other Rare Circumstances

If students are in any other special situation in which computers or technology are lacking (such as homebound student testing, JJAEPs, jails, or detention centers), every effort should be made to remedy the situation and administer the tests online. If computers or technology are not available, the individual responsible for coordinating testing for the facility where the students will test will need to submit a formal request for paper materials by e-mail to [ELL.tests@tea.state.tx.us](mailto:ELL.tests@tea.state.tx.us). The e-mail should contain the following information:

- the **exact** number of test booklets needed for each grade cluster at each district or facility (note that overage will be calculated and shipped)
- the number of coordinator and test administrator supplements to provide for the paper administrations
- the type of facility and the reason the facility is unable to test online
- a plan for remedying the situation in the future

District coordinators should allow at least two weeks for processing the request and shipping materials. If the request is approved, TEA will notify the district coordinator and place the order for paper materials.



**If a paper administration of the TELPAS reading test is given to a student, the student's holistic ratings as well as all other student data must also be submitted on the paper answer document.**

## 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 ELL’s English language proficiency based on classroom observations and daily interactions.

### Overview of the Rating and Reporting Process

- Districts identify their ELLs in grades K–12 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 TELPAS 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 ELL 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 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 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 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.
- Periodic audits, surveys, and analyses of the TELPAS rating process are conducted to monitor validity and reliability of the assessment system and evaluate the effectiveness of training.

## Holistic Rating Training Requirements

A core component of the TELPAS holistic assessment process is holistic rating training. New raters complete their initial, basic training 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 they designate to serve as TELPAS raters complete the holistic rating training requirements. Online courses are the primary vehicle for the delivery of the training. New raters and previously trained raters who have not yet met qualification requirements take their online training course with the direct support of a state-authorized trainer. The online training courses are located within the Texas TrainingCenter Learning Management System (LMS). For more information about the LMS, see the *TELPAS Coordinator's User Guide for Online Training and Qualification* in Appendix G.

An overview of the holistic rating training requirements follows.

### Fall 2009 Online Training

Between July 27 and October 23, 2009, 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 until October 30 to complete the online qualification portion of their training. Individuals who did not successfully qualify will receive additional training and have additional qualifying opportunities this spring.

### Spring 2010 Online Training

There are five spring 2010 online courses.

- Level 1: Basic Training Course for Kindergarten and Grade 1
- Level 2: Refresher Course for Kindergarten and Grade 1
- Level 1: Basic Training Course for Grades 2–12
- Level 2: Refresher Course for Grades 2–12
- Assembling and Verifying Grades 2–12 Writing Collections

The course on assembling and verifying writing collections launches on January 4, 2010. February 1, 2010, is the launch date for the other courses and for the qualification activities associated with Level 1 training for raters of students in grades 2–12.

TELPAS trainers provide direct training support to individuals who take Level 1 basic training courses, while individuals taking Level 2 refresher courses may complete the training independently. Individuals who do not rate enough students successfully on the practice activities in the Level 2 refresher courses are required to complete supplemental training. This requirement applies to both the K–1 and 2–12 refresher courses.

### Spring Holistic Rating Training Deadlines

TELPAS online courses and qualification activities will remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete the online course and qualification requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the live assessment.

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



# 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 session.
  - Review and sign district coordinator security oath.
- Activity 4  Distribute the TELPAS Manual.
  - Resolve manual shortages.
- Activity 5  Help designate campus coordinators.
  - Schedule and conduct campus coordinator and principal training sessions.
- Activity 6  Oversee identification of raters and holistic rating training.
- Activity 7  Plan for online test administrations.
- Activity 8  Assign user access to online testing system.
- Activity 9  Provide lists of preloaded student data to campus coordinators.
  - Oversee process to add students and verify data in eMeasurement system.
- Activity 10  Ensure that test sessions are created.

## Monitor TELPAS Administrations

- Activity 11  Ensure proper testing procedures.
  - Answer questions and resolve problems.

## Complete Online Testing Process

- Activity 12  Ensure that student records are verified as complete.
- Activity 13  Order optional reports for district.
- Activity 14  Lock user accounts in the online testing system.

# Prepare for TELPAS Administrations

## Activity 1

Identify eligible students for testing.

### TELPAS Eligibility Requirements

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

Federal law requires that all K–12 limited English proficient (LEP) students participate in TELPAS. This includes LEP students classified in PEIMS as having parents who have declined bilingual/ESL program services (code C). LEP students are required to participate in TELPAS assessments annually until they meet exit criteria and are reclassified as non-LEP.

The terms *limited English proficient students (LEP students)* and *English language learners (ELLs)* are used interchangeably in this manual.

### Holistically Rated Assessments

In rare instances, certain students may not be required to participate in certain holistically rated assessments. Because these assessments are based on classroom observations and assignments, exceptions should be very rare.

- **ARD decisions.** In rare cases it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be rated in a particular language domain for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not rating a student in a particular domain must be well-supported and documented in the student's IEP and permanent record file.
- **Other rare exceptions.** There may be rare instances in which an ELL 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 and entered in the electronic submission system. An example follows:



**Newly Enrolled ELLs from Other States or Countries.** An ELL who enrolls in a Texas school district from another state or country (or from a private school in Texas) and who will have been enrolled for fewer than 20 school days, not counting holidays, 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, ELLs in grades 2–12 are required to take the TELPAS reading test.

- **ELLs Receiving Special Education Services.** An ELL receiving special education services for whom the TELPAS reading test is inappropriate on the basis of the student's particular disability is 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. Decisions not to include students should be rare. More information about appropriate participation of ELLs served by special education is found in the ARD and LPAC decision-making manuals.
- **Second Semester Immigrants Who Do Not Read English.** ELLs who arrived in the United States for the first time during the second semester of the 2009–2010 school year are not required to take the TELPAS reading test if they are deemed by the LPAC to read virtually no English at the time of the assessment. **Second semester immigrant students should take the test if the LPAC determines that they can read some English.** Students deemed to read virtually no English will be 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.



**District Coordinator Activity 9 describes the process for entering information in the eMeasurement system to account for each enrolled ELL.**

## Activity 2

Prepare for district coordinator training session; review manual.

### Prepare for Training

As district coordinator, you are the contact person for all campus coordinators and for all assessment-related communications in your district. It is your responsibility throughout the testing period to answer questions that arise in your 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 ELLs
- working with other district and campus personnel to see that the appropriate number of raters are designated and appropriately 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. This training course is recommended as a refresher course for returning testing personnel. This course is accessible from the Texas State Assessments website *Resources* page at <http://etesttx.com/resources>.
- The **TELPAS Electronic Submission System Tutorial** is provided for personnel involved in entering or verifying TELPAS student and test data in the eMeasurement system.

- The **Online Testing Training Center**, is accessible at <http://etesttx.com/trainingcenter>. The site mirrors the “live” site and simulates all activities related to managing test sessions in the online system.
- 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>

## Optional Web-based Test Administrator Training Modules

A new Web-based test administration procedures training course is available to supplement the mandatory training required of all district personnel involved in testing. This training is not specific to TELPAS. See page vi for more information.

## 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 in the Student Assessment Program Overview.) 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

Distribute the TELPAS Manual; resolve manual shortages.

### Distribute the TELPAS Manual

A nonsecure shipment containing the *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/forms>:

- district coordinator and superintendent security oaths
- standard and optional reports lists
- 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.
- 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.

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/odminfo> 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, answer documents, or paper administration supplemental instructions. District coordinators will obtain these through a special orders process upon TEA approval for a paper-based administration. See page 209 for more information.**

## 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 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. The resources are listed on page 207 of this manual or can be located at <http://etesttx.com/resources>. Campus coordinators must also be familiar with the contents of the TELPAS Manual. 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
- becoming familiar with appropriate testing resources
- verifying that all ELLs in grades K–12 are in the online system and that all eligible students are assessed
- scheduling TELPAS administrations
- arranging for testing accommodations
- monitoring holistic rating training, including new supplemental training for Level 2 refresher course participants
- 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 Process

- assembling and reviewing student writing collections
- providing rating support for raters not successful on qualifying training activities
- 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



**Plan each training session so that there is enough time for questions and discussion. If there are questions that you are unable to answer, contact TEA's 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,
- a sufficient number 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 8, and
- TELPAS raters know whom to consult for 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 TELPAS Student Rating Roster.

## Technology Staff

Personnel responsible for technology and computer network administration should

- review technology documents available on the *Resources* page at <http://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

Oversee identification of raters and holistic rating training.

### Identifying Raters

In collaboration with bilingual/ESL coordinators and other district and campus leadership staff, you are responsible for designating individuals to be trained as raters. Enough teachers must be trained annually to rate all enrolled ELLs, including ELLs classified in PEIMS as having parents who have declined bilingual/ESL program services (code C).

A teacher selected to rate an ELL must have the student in class at the time of the spring assessment window, be knowledgeable about the student's ability to use English in instructional and informal settings, and hold valid education credentials such as a teacher certificate or permit. The teacher must be appropriately trained in the holistic rating process and must rate the student in all eligible language domains. One rater is not permitted to be assigned to rate certain domains while another rater rates other domains.

### Coordinating Holistic Rating Training

All TELPAS online training courses and qualification activities are accessed through the Texas TrainingCenter website at <http://www.TexasAssessment.com/telpasonlinetraining>.

New raters receive their initial, basic training in the fall. In the spring, there may be a few additional new raters to train. You will need to establish a process to make sure that all ELLs have been identified and that enough raters have been trained to meet spring assessment needs. You will also need to ensure that campuses understand the following spring holistic rating training requirements:

- Newly identified K–1 raters must complete the K–1 Level 1 basic training course before rating students.
- Newly identified 2–12 raters must complete the 2–12 Level 1 basic training course in addition to the qualification portion of training before rating students. In addition, any previously trained 2–12 raters who have not yet met rater qualification requirements must also complete the 2–12 Level 1 course and qualification activities.
- Previously trained K–1 raters and previously qualified 2–12 raters must complete the applicable Level 2 refresher course.
- Supplemental training is required for individuals who do not rate enough students successfully during the practice activities in the Level 2 refresher course. See Campus Coordinator Activity 6 for more information about supplemental training requirements.

Raters who complete all training requirements but do not successfully qualify may be authorized to serve as raters at the discretion of the district if a rating support system is implemented for these individuals.

## Overseeing Holistic Rating Training

In collaboration with designated district and campus staff, testing coordinators are responsible for ensuring that raters are properly trained in the holistic rating process.

The status of raters on the qualification portion of Level 1 training and on online course rating practice activities is captured electronically and reported on the Texas TrainingCenter website. Testing coordinators and other authorized personnel have access to this information for monitoring purposes.

The following resources contain information for testing coordinators to successfully monitor holistic rating training:

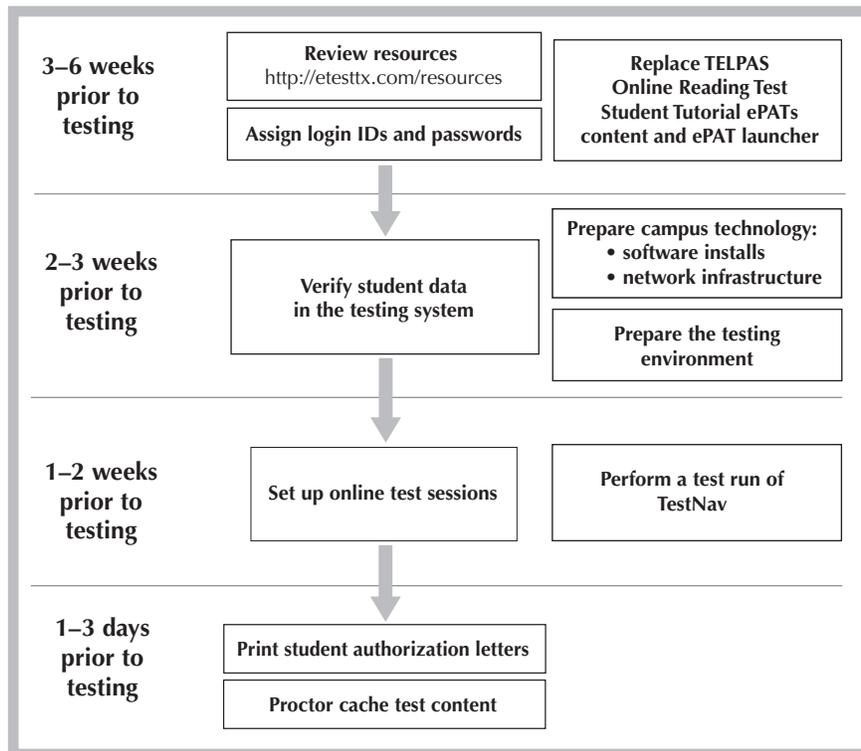
- **Fall 2009–Spring 2010 *TELPAS Coordinator’s User Guide for Online Training and Qualification*:** This guide is a resource for region, district, and campus personnel authorized to use the Texas TrainingCenter website to monitor TELPAS online training and qualification activities by using the different reports available. You will use this guide to establish your user ID and password, give administrative access to personnel, look up the training and qualification history of raters statewide, and access reports to monitor your district’s training. The guide is in Appendix G of this manual and may be accessed electronically in the Texas TrainingCenter.
- **Fall 2009–Spring 2010 *TELPAS Rater’s User Guide for Online Training and Qualification*:** This guide is a resource for raters and other TELPAS online course participants. It illustrates how to access and navigate the online courses and qualification activities in the TELPAS section of the Texas TrainingCenter website, and informs raters of how to view their training results and print training certificates. The guide is included as an appendix of the TELPAS Manual and may be accessed electronically in the Texas TrainingCenter.
- **2010 *TELPAS Manual for Raters and Test Administrators*:** This manual explains the holistic rating training requirements to raters.

## Activity 7

Plan for online test administrations.

### 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. District and campus online infrastructure and configuration should be verified prior to testing.



### 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 its 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 technology resources listed in the table on the next page. These resources include training sites for technology staff; information about system requirements, browser setup, installing software, proctor caching; and a checklist to use to ensure that all tasks are completed before testing.

It is also your responsibility to ensure that the current ePAT launcher has been installed on computers in all campuses and that old versions of the TELPAS tutorials and ePAT launcher have been removed from computers. Depending on the responsibilities assigned to technology staff, they may also need to be familiar with information in the Coordinator Manual and TELPAS Manual.



Resources for online testing are available at <http://etesttx.com/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 2009–2010 school year. A table describing software and system requirements needed for entering holistic ratings and administering the TELPAS reading tests online is provided in the Infrastructure Guidelines available at <http://etesttx.com/resources>.

## 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. Proctor caching is available for both TELPAS interfaces. The proctor caching software is available for download from the *Resources* page at <http://etesttx.com/resources>.

A proctor caching testing tool is available in the Online Testing Training Center available at <http://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://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.

## Activity 8

Assign user access to online testing system.

### 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 Pearson's Austin Operations Center at 800-252-9186. 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. To ensure security, the system will require that passwords be reset every 60 days.

The district coordinator will receive a login from Pearson to gain access to the secure area of the eMeasurement Services online testing system. If you are new to online testing and do not have a login, contact Pearson.

### District Coordinator

Pearson will provide each district coordinator with a secure eMeasurement login ID and temporary password at the district level. The district coordinator can grant access to each campus coordinator and technology coordinator. This access will allow campus coordinators to perform all functions necessary to set up and manage online tests and holistic ratings. The campus coordinator and technology coordinator can create login access for appropriate staff within each campus.

When first-time users log in to the eMeasurement system, they will be prompted to change their assigned temporary password to one they create. After this initial login, users will be prompted to change their password every 60 days. Each user's login ID and password are confidential. Users should not share their passwords or allow others to log in with their ID and password. If users forget their password, they must contact the person who provided the login information to receive a new password.

### Campus Coordinator and Technology Coordinator

The campus coordinator needs to be assigned campus-level organizational access. A campus coordinator responsible for more than one campus will need campus-level organizational access for each campus they support.

The technology coordinator will need an appropriate level of access depending on whether district- or campus-level support is provided.

The following authorizations are necessary to perform the basic activities related to TELPAS online testing and holistic rating entry:

- Add/Edit Users—to create and/or modify users within the campus
- Delete Users—to remove inactive users from the campus
- Add Students—to add new student enrollees
- Edit Students—to update student demographic information, including Years in U.S. Schools
- Remove Students—to remove non-eligible students and students who are no longer enrolled
- Create Sessions—to create online test sessions
- Edit Sessions—to monitor and manage test sessions and enter ratings
- Proctor Caching—to proctor cache test content
- Get Authorizations—to print student authorizations letters
- Mark Test Complete—to mark tests complete (those not granted this authorization will **NOT** see a Mark Test Complete button)
- View *TELPAS Student Status* page—to access the *TELPAS Student Status* page for monitoring progress

Campus coordinators and technology coordinators may also need additional authorizations to support TAKS and EOC online testing administrations. For more information on setting up login IDs and assigning access, see section 3.0 in the Technical User's Guide.



**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.**

## Activity 9

Provide lists of preloaded student data to campus coordinators; oversee process to add students and verify data in eMeasurement system.

### Receive and Distribute TELPAS Preloaded Student Lists

At least two weeks prior to the TELPAS administration window, districts will receive an electronic PDF listing of the TELPAS student records that Pearson has loaded in the eMeasurement system for your district. The information loaded is based on either the October PEIMS submission or a district-supplied file, as was determined by your district. The information is organized by campus and should be provided to campus coordinators without delay. The lists can be e-mailed to campus coordinators and printed for ease of data verification. The information should be verified against current information in the district so that student data elements in the eMeasurement system can be updated if necessary.

Districts are responsible for ensuring the accuracy and completeness of the information submitted. The data must be verified under the direction of the campus coordinator and by school personnel only. Test administrators and raters are not given instructions for verifying student data elements in the TELPAS Manual. If they are needed to assist in the process, they will need to be provided instructions.

Data must be included and verified even for enrolled students who are not assessed (who are absent, have an extenuating circumstance, etc.).

Program information submitted should reflect the student's status at the time of testing. Current information should be provided if the student is new to the district or if the student's program or demographic information has changed since the fall 2009 PEIMS submission. If a demographic or program information field is left blank for any student, data from the October 30, 2009, PEIMS submission will be used to complete the field, if possible. If it is not possible to match a student's record to the appropriate PEIMS record, data from any field left blank will be aggregated and reported as "No information provided" for that data element.

Please note that updates to student data made in the eMeasurement system are applied to the reporting of assessment results but do not alter student information contained in the PEIMS file at the Texas Education Agency.

### Adding Students

Situations may arise that require students to be added to those preloaded in the eMeasurement system (for instance, when a new student enrolls). Campuses should refer to section 4 of the Technical User's Guide to determine whether the student to be added already exists in the eMeasurement system.

If an electronic record for the student is **NOT** found in any Texas district, your district will add the student to the roster and can proceed to place the student into a test session. This will be the case for

- new enrollees from other countries or states
- new enrollees from other Texas districts when a student record does not exist in the eMeasurement system (student who moved before testing window and was removed by sending district, student enrolling from private school, etc.)
- students from your district who are not new but were omitted from the information supplied to Pearson for the preloading of students

If the student record **DOES** exist in another Texas district, a message will indicate where the student is located. Note these guiding principles and follow the instructions below.

#### School District Responsibilities—Guiding Principles

When a student withdraws from a Texas district *during* the testing window (March 8–April 9), the **sending district** is responsible for submitting the student’s holistic ratings (even if the ratings were not yet assigned when the student moved) and should not remove the student from the campus’s Student Roster. The **receiving district** is responsible for administering the reading test if this portion of TELPAS was not yet administered when the student moved.

A new form will be used this spring to handle requests to transfer TELPAS electronic student records from district to district and campus to campus when students move within the state. The district testing coordinator of the receiving district will enter information in an electronic form (TELPAS Student Move Form) and create a comma delimited (CSV) file for submission through Pearson’s secure Online Data Management (SchoolHouse) website. This will provide a more automated way to submit requests, receive feedback about the requests, and receive updated information. The form is located at <http://www.TexasAssessment.com/moverequest>.

#### Students Who Move and Have a Student Record in Another Texas District

These instructions apply when a campus attempts to add a new enrollee and the eMeasurement message indicates that the student’s record already exists in another Texas district.

#### New Students Enrolling in District Before March 8 (Start of Testing Window)

Testing will not have occurred yet. The receiving district coordinator should complete the TELPAS Student Move form so the student can be added to the student roster. The **receiving district** is responsible for submitting the student’s assessments (holistic ratings for K–1; reading test and holistic ratings for other grades).

## New Students Enrolling in District On or After March 8

- **K–1:** The **receiving district** does not need to add the student. The **sending district** is responsible for completing the student’s holistic ratings and submitting the test information the usual way.
- **2–12:** The **receiving district coordinator** will need to call Pearson or the sending district coordinator to determine which assessments have been completed.
  - If all testing is complete, the receiving district will not add the student.
  - If the reading test has been taken, but the holistic ratings have not been completed, the receiving district will not add the student. The **sending district** is responsible for the holistic ratings and will submit all information the usual way.
  - If the reading test has **NOT** been taken, the **receiving district coordinator** will need to complete and successfully submit the TELPAS Student Move form for Pearson to create a separate record so that the student can be placed in a reading test session in the new district. The **sending district** is responsible for the holistic ratings and should **NOT** remove the student from the original campus’s Student Roster. The sending and receiving districts should do the following to complete assessment information for the student on the *Student Test Details* screen:
    - Sending district:** Enter the holistic rating information. Select “Other Student Not to Be Scored” from the Reading drop-down menu on the *Student Test Details* page, click “Mark Test Complete,” and enter “Withdrew before reading test administered” as the Termination Reason.
    - Receiving district:** Administer the reading test. Select “Extenuating Circumstances” in the drop-down menus for the holistically rated domains, and select “No Domains Rated” in the Rater Info A and B fields.
- **Migrant students:** Handle **migrant students who formally withdraw** the same way as other students who withdraw in accordance with whether they withdraw before or after the testing window begins. **For migrant students who do not formally withdraw**, the original district is responsible for the student’s testing. The district will provide the holistic rating information. The student should be designated as absent if the school is unable to give the student the reading test, though every effort should be made to test the student within the five-week window.

## Students Who Move from Campus to Campus Within a District

The TELPAS Student Move form should also be used for students who move between campuses within the same district.

Follow the instructions below before completing the TELPAS Student Move form. The TELPAS Student Move form is located at <http://www.TexasAssessment.com/moverquest>.

## Student Enrolling on New Campus Before March 8 (Start of Testing Window)

Testing will not yet have occurred. The district coordinator will need to complete the TELPAS Student Move form so the student can be added to the student roster of the new campus. The new campus is responsible for the student’s assessments (holistic ratings for K–1; reading test and holistic ratings for other grades).

## Students Enrolling on New Campus On or After March 8

- **K–1:** The new campus does not need to add the student. The sending campus is responsible for completing the student’s holistic ratings and submitting the test information the usual way.
- **2–12:** The **district coordinator** will need to look at the student’s record to see which assessments have been completed.
  - If all testing is complete, the new campus will not add the student.
  - If the reading test has been taken, but the holistic ratings have not been completed, the new campus will not add the student. The **sending campus** is responsible for the holistic ratings and will submit all information the usual way.
  - If the reading test has **NOT** been taken, the district coordinator will need to complete and successfully submit the TELPAS Student Move form for Pearson to create a separate record so that the student can be placed in a reading test session within the receiving campus. The **sending campus** is responsible for the holistic ratings and should **NOT** remove the student from the sending campus’s Student Roster. The sending and receiving campuses should do the following to complete assessment information for the student on the *Student Test Details* screen:

**Sending campus:** Enter the holistic rating information. Select “Other Student Not to Be Scored” from the Reading drop-down menu on the *Student Test Details* page, click “Mark Test Complete,” and enter “Withdrew before reading test administered” as the Termination Reason.

**Receiving campus:** Administer the reading test. Select “Extenuating Circumstances” in the drop-down menus for the holistically rated domains, and select “No Domains Rated” in the Rater Info A and B fields.

## Activity 10

Ensure that test sessions are created.

### 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://etesttx.com>.

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

- **Grades K–1.** These students, though they do not take a reading test, still 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, they can be grouped 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 testing 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 Session Management activities in the online administrative site.

#### Removing vs. Moving Students

A student should **NOT** be removed from a test session if the student’s ratings or any other data have already been entered on the *Student Test Details* screen. A student’s data will be lost if the student is removed (deleted) from a test session rather than moved to a different session. Information about removing students can be found in section 5.2 of the Technical User’s Guide.

#### Students Testing in a JJAEP, DAEP, or Other Unusual Setting

For information about setting up online test sessions for students in a JJAEP, DAEP, or other unusual setting, refer to Appendix F.

# Monitor TELPAS Administrations

## Activity 11

Ensure proper testing procedures; answer questions and resolve problems.

### Ensuring Validity and Reliability of Holistic 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 ELLs. The procedures districts require may be districtwide or may vary by campus.

See Campus Coordinator Activity 9 for more information.

### Ensuring Proper Administration of Online Reading Tests

To help maintain test security and ensure proper test procedures during online reading test administrations, you must monitor test 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 13 explains the testing procedures that campus coordinators and test administrators must follow.

### Answering Questions and Resolving Problems

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
- online testing of students in different grade levels
- 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* available at <http://etesttx.com/resources> and consult with Pearson's Austin Operations Center at 800-252-9186 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 Austin Operations Center, which can be reached at 800-252-9186.**

## 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 TEA's 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 Campus Coordinator Activity 13. **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 TEA’s 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, in determining performance requirements in Adequate Yearly Progress (AYP), and in calculating 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.

## Online Testing of Students in Different Grade Levels

**Problem:** A campus coordinator wants to know whether students in different grade levels can be grouped in the same electronic test session (i.e., placed on the same test session roster in the online system) and take the online test at the same time in the computer lab.

**Solution:** Explain that students from more than one grade level should be placed into the same online test session *only if* they are to take the same grade cluster test. For

example, it is fine to place students in grades 10–12 into the same electronic test session because they take the same grade cluster test, but students in grade 9 *must not* be placed in that same test session because they must take the grade 8–9 test. The TELPAS reading tests are clustered as follows: 2, 3, 4–5, 6–7, 8–9, and 10–12. The key thing to remember is that the online system gives all students in the same electronic test session the same test.

Explain that it is also possible to have students from more than one grade cluster take an online test at the same time in the same room, but the online system requires the test administrator to manage a separate electronic test session for each grade cluster test. In addition, for certain grade clusters there are some differences in the administration directions that test administrators read aloud. For more information about managing multiple test sessions simultaneously, contact Pearson’s Austin Operations Center.

## 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 2–12 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 3–5 cluster of the 2–12 Level 2 refresher course, which will include ample practice at this grade cluster and supplemental training if necessary.
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 should 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 6 for more information.



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

# Complete Online Testing Process

## Activity 12

Ensure that student records are verified as complete.

### Ensure That Student Records Are Verified as Complete

The TELPAS assessment window closes on April 9, 2010. All student records must be verified as complete by 11:59 PM (CT), April 14, 2010. 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 and other authorized campus staff can be assigned the task of verifying all student records at their campus.

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 until the close of the final data verification window. Each district coordinator can manage this process to fit the needs of the district.

The *TELPAS Student Status* page is designed to assist testing coordinators in verifying the completion and accuracy of key student data. This page can be accessed from the *Session Management* link on the eMeasurement website at <http://etesttx.com>. Through this secure website, you may review the status of each student record in the format of a student roster. You may check to see whether the records for each campus in your district are complete by using the TELPAS Campus Status Report. 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.



Check marks on the *TELPAS Student Status* page and data in the TELPAS Campus Status Reports are generated based on completion of information, not accuracy. As district coordinator, you are responsible for establishing processes to ensure accuracy of data submitted. All student records **MUST** be entered and verified by 11:59 PM (CT), April 14, 2010.

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## Activity 13

Order optional reports for district.

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In order to receive TELPAS optional reports, a district must complete an online Optional Reports Order Form. The 2010 TELPAS Optional Reports Order Form can be accessed at <http://www.TexasAssessment.com/TELPASoptionalreportorders>.

The deadline for ordering the TELPAS optional reports is Friday, April 16, 2010.

## 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 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 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.

To delete a user from the eMeasurement Services administrative website, select the checkbox in the "Delete" column on the *User List* screen.



# 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  Distribute the TELPAS Manual.  
 Resolve manual shortages.
- Activity 4  Help designate raters, writing collection verifiers, and TELPAS reading test administrators.  
 Schedule and conduct training for raters, verifiers, and test administrators.
- Activity 5  Assign user access to online testing system.
- Activity 6  Monitor holistic rating training.
- Activity 7  Ensure that testing infrastructure is in place, testing software is installed, and a test run of the online testing software is performed.
- Activity 8  Oversee the assembly and verification of the grades 2–12 writing collections.
- Activity 9  Follow procedures to ensure the validity and reliability of TELPAS ratings.
- Activity 10  Plan and schedule the TELPAS administrations.
- Activity 11  Review and verify preloaded student data.  
 Add and update student records.
- Activity 12  Create test sessions.

## Monitor TELPAS Administrations

- Activity 13  Ensure proper holistic rating and testing procedures; answer questions and resolve problems.
- Activity 14  Ensure that student test detail information is entered and verified.

## Complete Online Testing Process

- Activity 15  Direct the collection of materials from raters and test administrators.
- Activity 16  Ensure that student records are verified as complete.
- Activity 17  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;
- a sufficient number of TELPAS test administrators and raters are identified and properly trained;
- reading test sessions are scheduled and actively monitored;
- procedures are in place during the administration to support the validity and reliability of the rating process and documentation kept;
- all enrolled ELLs are in the online system;
- all eligible students are assessed;
- students who need it have the opportunity to use the tutorial to become familiar with the online interface assigned to your district;
- 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 8;
- TELPAS raters know who is responsible for answering questions about the rating process;

- all student records are verified as complete; and
- materials are collected, verified, filed, and returned as appropriate.

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

To fulfill your responsibilities as campus coordinator, you should become familiar with the online holistic rating training courses TELPAS raters are required to complete.

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.

All TELPAS holistic rating courses and qualification activities are 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. A table of online testing resources can be found on page 207.

## 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 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.

### 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 the 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 2010 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.

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## Activity 3

Distribute the TELPAS Manual; resolve manual shortages.

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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.

## Activity 4

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

### Help Designate Raters

A student's rater and reading test administrator may not necessarily be the same person. A rater is a teacher designated and trained to be the official rater of an ELL's English language proficiency. In cooperation with the district coordinator and campus principal, you are responsible for identifying each ELL on the campus and assigning an appropriate rater for each eligible student. Because of the summer-fall 2009 TELPAS rater training requirements, these identification processes should be well underway. In preparation for the spring assessment, you will need to ensure that you have enough qualified raters to fulfill your holistic rating assessment needs. 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 2009–2010 holistic rating training materials and this manual in accordance with 19 TAC, Chapter 101.

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 are integral to the assessment 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 different domains.**

## Help Designate Writing Collection Verifiers

In collaboration with your principal and district coordinator, designate one or more individuals to review and verify the contents of the writing collections for grades 2–12. 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 Administration Procedures Training for Raters and Verifiers

You should train all raters and writing collection verifiers on holistic rating administration procedures by February 1, 2010. This training should

- inform raters of their spring holistic rating training requirements and deadlines,
- prepare raters of students in grades 2–12 to gather authentic writing samples, which they may begin collecting as of February 1, 2010, and
- familiarize raters and writing collection verifiers with the test administration procedures they need to follow.

The training should 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 as part of administration procedures training. The course takes approximately one hour to complete.

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 the manual 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

A student's rater and reading test administrator may not necessarily be the same person. 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 5, 2010. 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://etesttx.com/resources> if you plan to have them interact with the online technology. The 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 is accessible at <http://etesttx.com/resources>. In addition, the Online Testing Training Center, available at <http://etesttx.com/trainingcenter>, can be used by districts to get hands-on practice entering data. 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 5

Assign user access to online testing system.

### Test Administrator Login

District coordinators will grant access to each campus coordinator and technology coordinator. This access will allow test coordinators to perform all functions necessary to set up and manage online tests and holistic ratings. The campus coordinator and technology coordinator can create login access for appropriate staff within each campus.

When first-time users log in to the eMeasurement system, they will be prompted to change their assigned temporary password to one they create. After this initial login, users will be prompted to change their password every 60 days. Each user's login ID and password are confidential. Users should not share their passwords or allow others to log in with their ID and password. If users forget their password, they must contact the person who provided the login information to receive a new password.

Campus coordinators should assign test administrators the following authorizations to perform the basic activities related to administering a TELPAS online reading test for grades 2–12:

- Create Sessions—to create online test sessions
- Edit Sessions—to monitor test sessions during the test window
- Proctor Caching—to proctor cache test content
- Get Authorizations—to print student authorizations letters
- Mark Test Complete—to mark test complete. This access may be reserved for the campus coordinator (those not granted this authorization will **NOT** see a Mark Test Complete button)

Some test administrators may need additional access if they will also serve as raters and enter holistic ratings in the online system or if you assign them other administrative responsibilities.

Test administrators may also need additional authorizations to support TAKS and EOC online testing administrations. For more information on setting up login IDs and assigning access, see section 3.0 in the Technical User's Guide.

## Rater Login

You will need to assign organizational access to raters if they will be entering holistic ratings or other student information in the online system. The following authorizations are necessary for a rater to enter holistic ratings and monitor rating entry:

- Edit Sessions—to enter holistic ratings in the *Test Session Details* page
- View *TELPAS Student Status* page—to access the *TELPAS Student Status* page for monitoring progress

Raters may require additional authorizations if they are also responsible for administering online reading tests for grades 2–12. For more information on setting up login IDs and assigning access, see section 3.0 in the Technical User’s Guide.

## Activity 6

### Monitor holistic rating training.

In coordination with the district coordinator and other designated personnel, you are responsible for monitoring holistic rating training and qualification activities completed by TELPAS raters on your campus to ensure that all necessary individuals are identified and properly trained prior to assessing students.

The *TELPAS Coordinator’s User Guide for Online Training and Qualification* (located in Appendix G of this manual) explains how to access the Texas TrainingCenter website to monitor the TELPAS holistic rating training activities of your raters. Campus coordinators authorized to use the administrative features of the Texas TrainingCenter will have access to training completion and performance reports for both online courses and qualification activities. The Texas TrainingCenter also includes a tool to look up training and qualification history of any user statewide.

You should also become familiar with the *TELPAS Rater’s User Guide for Online Training and Qualification* located in the appendix of the TELPAS Manual. This guide is a resource for navigating the TELPAS section of the Texas TrainingCenter website. From this site users can access online training courses, qualification activities, and training certificates as well as view their training history and resources available.

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.

## Informing Raters of Training Requirements

Prior to assessing students, every TELPAS rater must complete online holistic rating training activities in the spring of the year. Ensure that raters understand their training requirements. There are five online courses. In addition, there are qualification activities that must be completed in conjunction with the Level 1 basic training course for grades 2–12. All online holistic rating training components are located on the Texas TrainingCenter website at <http://www.TexasAssessment.com/telpasonlinetraining>. The online courses are described below.

### Kindergarten and Grade 1

- **Level 1: Basic Training Course for Kindergarten and Grade 1**

This basic training course, which opens February 1, is for individuals who have not been trained previously. The course covers the language domains of listening, speaking, reading, and writing. Currently, there is not a qualification component of K–1 training. Raters must complete this course before rating students. Approximate course completion time: 4 hours.

- **Level 2: Refresher Course for Kindergarten and Grade 1**

This refresher course, which opens February 1, is for previously trained K–1 teachers who will serve as raters—those trained in a previous school year as well as those trained in fall 2009. The course provides rating practice in each domain in order for these individuals to refresh their rating skills in preparation for the TELPAS administration. Raters must complete this course before rating students. Approximate course completion time: 2 hours. Supplemental training is required if performance expectations are not met on the practice activities.

## Grades 2–12

- **Level 1: Basic Training Course for Grades 2–12**

This basic training course, which opens February 1, is for newly identified raters and individuals who have been trained previously but have not yet successfully completed TELPAS rater qualification requirements. The course provides training and rating practice in the listening, speaking, and writing language domains. Raters must complete this course before the qualification component, which also opens February 1, and before rating students. Approximate course completion time: 4–5 hours.

- **Level 2: Refresher Course for Grades 2–12**

This refresher course, which opens February 1, is for raters who qualified in a previous school year or in fall 2009. This course provides rating practice in the listening, speaking, and writing domains and is designed to calibrate (i.e., refresh) the rating skills of these individuals in preparation for the TELPAS administration. Raters must complete this course before rating students. Approximate course completion time: 2–3 hours. Supplemental training is required if performance expectations are not met on the practice activities.

## Other TELPAS Training

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

This optional course, to be available January 4 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 course completion time: 1 hour.

## Assigning Grade Clusters for Grade 2 and Higher

Raters of students in kindergarten and grade 1 complete training activities for both K and 1. Raters of students in higher grades must complete online course practice activities and qualification activities for 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 (available for Level 1 writing modules and qualification activities only)

The rater's assigned grade cluster should correspond to the grade levels of the students he or she will assess.

The 2–12 grade cluster is intended primarily for state-authorized trainers and other individuals with training oversight responsibilities. Only upon approval by you or the district coordinator should regular raters select the 2–12 grade cluster.

Some previously trained raters may need to assess students in a grade cluster different from the cluster of their original training and/or qualification. Unless your district wishes to require these raters to retake the Level 1 course and requalify in the new grade cluster, the rater may simply complete the Level 2 online refresher course for the new grade cluster.

There is an exception for previously trained K–1 raters who are assigned to rate students in grade 2 or higher. These raters must complete Level 1 training and qualification activities for the new cluster. The same is true when grades 2–12 raters are assigned to rate students in K–1. These raters must complete K–1 Level 1 training.

## Supplemental Training Requirements for Level 2 Refresher Course Participants

Individuals who do not rate students with sufficient accuracy on the practice activities in the Level 2 refresher courses are required to complete supplemental training. This requirement applies to both the K–1 and 2–12 refresher courses.

For each language domain module in which an individual rates fewer than 5 of the 7 students successfully in the Level 2 practice activities, supplemental training is required. Supplemental training involves retaking the applicable language domain module of the Level 1 basic training course. The online refresher module informs the individual of this requirement and directs the individual to

- review the activities missed and the rating annotations,
- seek clarification from a state-authorized trainer if needed, and
- retake the applicable module of the Level 1 basic training course.

Individuals completing supplemental training who rate at least 4 of the 5 students in the Level 1 practice activities successfully are authorized to rate students independently. Individuals who rate 2 or more of the 5 students unsuccessfully are directed at the end of the module to contact their campus coordinator. It is recommended that campus coordinators confer with such individuals about completing additional review or receiving rating support during the live assessment. Ultimately, districts should use the information in deciding who to assign as raters and who needs rating support. It is recommended that districts plan to avoid using the raters or to provide them with rating support as part of their plan for supporting validity and reliability of the assessment.

More information on these training requirements is found in the TELPAS Manual. For information on reports to help you monitor the adequacy and completion of the training, refer to the *TELPAS Coordinator's User Guide for Online Training and Qualification* in Appendix G.

## Activity 7

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://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, provide 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. This software is needed regardless of what interface has been assigned to your district.

- **TestNav test delivery software.** The version of TestNav to be used for the 2009–2010 school year is available at <http://etesttx.com/testnav>. 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://etesttx.com/resources> for specific TestNav download information.)

When installing the TestNav upgrade, the Early Warning System (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.

- **TELPAS Online Reading Test Student Tutorials.** A new set of student tutorials are available to assist students in becoming familiar with the online testing environment. All previous TELPAS student tutorials should be removed prior to the installation of the new ePAT launcher and student tutorials. Directions for replacing the ePAT launcher and student tutorials are located on the *Resources* page at <http://etesttx.com/resources>. Please note that there is a different tutorial for each interface (Interface A and Interface B).
- **Proctor caching software.** This is recommended for download because it accelerates the delivery of test content to students 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://etesttx.com/resources>.

## Perform a Test Run of the Online Testing Software

There are two tests available in the Online Testing 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. To access these, log in to the Session Management area of the Training Center at <http://etesttx.com/trainingcenter> and select “Create a New Session.” Then select the desired test from the “Test Administration” drop-down menu. The two tests are:

- **TX Training Test.** Use this testing tool to check the functionality of the TestNav software.
- **Proctor Caching Testing Tool.** Use this testing tool to check the functionality of the proctor caching software. This 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 8

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 writing in the collections.

The goal in assembling writing collections is to include writing samples that portray the students' overall ability to express themselves in writing in English. The writing samples should be taken from authentic classroom activities that are grounded in content area Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

General instructions regarding the contents of the writing collections are provided below. The online course titled *Assembling and Verifying Grades 2–12 Writing Collections* and the 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 1, 2010, may be considered for the writing collections. Writing assigned before February 1, 2010, 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.

The 2009–2010 holistic rating training materials issued in the fall include writing collection PowerPoint training slides that you may wish to use in your training sessions. These slides are also available at <http://www.tea.state.tx.us/student.assessment/ELL>.



**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 1, 2010;
- 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 9

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

### Rating Support Requirements for Individual Raters

Campuses must implement a rating support system for any individual who serves as a rater but who has not yet successfully completed the qualification component of rater training. Rater support is strongly recommended for individuals who serve as raters but who have not successfully completed supplemental training requirements associated with one or more language domains of the Level 2 refresher courses.

Rating support for these individuals may include

- additional review of the rubrics and printed training materials in consultation with state-authorized TELPAS trainers, followed by a decision about whether additional rating support is needed
- collaborative rating support in which qualified raters or lead qualified raters collaborate with the individual to determine the ratings of students
- rating verification processes in which other qualified raters determine ratings for the students separately and the second ratings or additional resolution ratings are used

Nonqualified raters must be provided support in all domains. For individuals not successful on supplemental training activities, support is recommended in the domains in which the rater was not successful.

### Campus-Level Validity and Reliability Procedures

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 required by districts 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.

#### Writing, Grades 2–12:

- 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.

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 federal requirements.

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 10

Plan and schedule the TELPAS administrations.

The district will work with campus administrators to establish the schedule for the TELPAS administrations. Student testing must be completed within the five-week window of March 8–April 9, 2010.

### 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 14 for more information.

### Prepare Campus Personnel for Online Testing

The eMeasurement Services Texas State Assessments website is the main page for accessing all Texas online testing. As students take the online reading test using TestNav, the electronic test delivery software, testing personnel use 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.

From the online testing main page at <http://etesttx.com/txhome>, two versions of the eMeasurement Services Texas State Assessments website are available. One is the Online Testing 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 **Online Testing 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 Pearson's Austin Operations Center at 800-252-9186. Access to the Online Testing 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.

### Tutorials to Prepare Students for Online Testing

New student tutorials are available to assist students in becoming familiar with the TELPAS online testing environment. The tutorials include instructions to be read aloud as students complete sample items. Students then have the option of working through approximately twenty representative test items independently to become comfortable with the online testing interface. Student tutorials are available for Interface A and Interface B.

All previous TELPAS student tutorials should be removed before installing the new ePAT launcher and student tutorials. Directions for replacing the ePAT launcher and student tutorials are located at <http://etesttx.com/resources>.

## Activity 11

Review and verify preloaded student data; add and update student records.

At least two weeks prior to the TELPAS administration window, districts will receive an electronic PDF listing of the TELPAS student records that Pearson has loaded in the eMeasurement system. Your district coordinator will provide you with a PDF list of your campus's preloaded students and data. Use this list to assist you in verifying and updating student records in the eMeasurement system. Campus coordinators are responsible for ensuring that all student data elements in the eMeasurement system are accurate for all ELLs. 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.

Chapter 101 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 should reflect the student's status as of October 30, 2009, as reported to PEIMS, or current information should be entered if the student is new to the district or if the student's demographic information or status for any program has changed since the fall 2009 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 Pearson's Austin Operations Center at 800-252-9186.**

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

## Verifying and Updating Student Records

After reviewing information on the preloaded student list, make any changes to a student's identification, demographic, and program information by accessing the *Edit Student* screen for that student in the eMeasurement system. Refer to section 4 of the Technical User's Guide for instructions. If a student was incorrectly put on the preloaded student list, the student's record should be removed from the campus roster.

**PEIMS student IDs and unique IDs must be verified by the time of the test session.** Other data elements can be verified and updated at any time during the testing window or during the three-day final data verification window.

It is important to ensure the accuracy of the student identification information (PEIMS ID, unique ID, student name, and date of birth) because it is part of the individual's permanent record. The permanent record contains performance information used to determine progress and other relevant accountability data. 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. If an "STU" ID is automatically populated in the ID field because you left it blank, make sure to change the ID to the student's PEIMS ID before the student is placed into a test session.

Note that the data elements that appear on the *Edit Student* screen are not specific to a particular assessment program. For example, the LEP status indicator that appears on the screen is a data element for TAKS and EOC but not TELPAS. The LEP status of students is not a TELPAS data element because all students who take TELPAS are classified as LEP. You can add new LEP students to take TELPAS, but you cannot use this indicator to change a student's status from LEP to non-LEP during the TELPAS administration. Corrections of this type must be made using the applicable testing mode—online or paper—at the time of the applicable test administration. If a student on the list is incorrectly identified as LEP and should not take TELPAS, follow the instructions in section 5.2 of the Technical User's Guide to remove the student from the campus's Student Roster.

Although student information is accessible on the *Edit Student* screen and *Student Test Details* screen after the close of the TELPAS window, any changes made to TELPAS data elements when the final data verification window closes on April 14, 2010, will not be captured.

### Grade Level

Ensure that the grade level of each student is accurate on the TELPAS preloaded student list. Make any corrections on the *Edit Student* screen.

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. Kindergarten students who have been preloaded into the eMeasurement system will be defaulted to “Not applicable to kinder” in the online testing system, but this information should still be verified. **Do not include kindergarten or prekindergarten in counting the years in U.S. schools of LEP students in grades 1–12.**

- Yr 1 enrolled during 2nd sem = First enrolled in U.S. schools during the second semester of 2009–2010 school year
- Yr 1 enrolled during 1st sem = First enrolled in U.S. schools during the first semester of 2009–2010 school year
- Yr 2 = Has been enrolled in U.S. schools for all or part(s) of 2 school years
- Yr 3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years
- Yr 4 = Has been enrolled in U.S. schools for all or part(s) of 4 school years
- Yr 5 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 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 30, 2009, 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.

## Adding Students

Situations may arise that require students to be added to those preloaded in the eMeasurement system (for instance, when a new student enrolls). You will need to determine whether the student you wish to add exists in the eMeasurement system in another school, and you will need to follow a process for determining what assessments have already been administered.

Refer to section 4 of the Technical User's Guide and the instructions below to add students.

If the electronic student record is **NOT** found in any Texas district, you will add the student to the roster and can proceed to place the student into a test session. This will be the case for

- new enrollees from other countries or states
- new enrollees from other Texas districts when a student record does not exist in the eMeasurement system (student who moved before testing window and was removed by sending district, student enrolling from private school, etc.)
- students from your district who are not new but were omitted from the information supplied to Pearson for the preloading of students

If the student record **DOES** exist in another Texas district, a message will indicate where the student is located. Note these guiding principles and follow the instructions on the next page.

### School District Responsibilities—Guiding Principles

When a student withdraws from a Texas district *during* the testing window (March 8–April 9, 2010), the **sending district** is responsible for submitting the student's holistic ratings (even if the ratings were not yet assigned when the student moved) and should not remove the student from the campus's Student Roster. The **receiving district** is responsible for administering the reading test if this portion of TELPAS was not yet administered when the student moved.

## Students Who Move and Have a Student Record in Another Texas District

Follow these instructions to add a new enrollee when the eMeasurement message indicates that the student's record already exists in another Texas district.

### New Students Enrolling in District Before March 8 (Start of Testing Window)

Testing will not have occurred yet. Contact your district coordinator about the need to add the student to your campus's Student Roster. The district coordinator will submit the information to Pearson. Pearson will add the student to your campus Student Roster. The receiving district (your district) is responsible for submitting the student's assessments (holistic ratings for K–1; reading test and holistic ratings for other grades).

### New Students Enrolling in District On or After March 8

- **K–1:** The **receiving district** does not need to add the student. The **sending district** is responsible for completing the student's holistic ratings and submitting the test information the usual way.
- **2–12:** The **receiving district coordinator** will need to call Pearson or the sending district coordinator to determine what assessments have been completed.
  - If all testing is complete, the receiving district will not add the student.
  - If the reading test has been taken but the holistic ratings have not been completed, the receiving district will not add the student. The **sending district** is responsible for the holistic ratings and will submit all information the usual way.
  - If the reading test has **NOT** been taken, the **receiving district coordinator** will submit a student move request to Pearson. Pearson will then provide the **receiving district coordinator** with access to a separate record for the student so that the student can be placed in a reading test session in the new district. The **sending district** is responsible for the holistic ratings and should **NOT** remove the student from the original campus's Student Roster. The sending and receiving districts should do the following to complete assessment information for the student on the *Student Test Details* screen.

**Sending district:** Enter the holistic rating information. Select “Other Student Not to Be Scored” from the Reading drop-down menu on the *Student Test Details* page, click “Mark Test Complete,” and enter “Withdrew before reading test administered” as the Termination Reason.

**Receiving district:** Administer the reading test. Select “Extenuating Circumstances” in the drop-down menus for the holistically rated domains, and select “No Domains Rated” in the Rater Info A and B fields.

- **Migrant students:** Handle **migrant students who formally withdraw** the same way as other students who withdraw, in accordance with whether they withdraw before or after the testing window begins. **For migrant students who do not formally withdraw**, the original district is responsible for the student's testing. The district will provide the holistic rating information. The student should be designated as absent if the school is unable to give the student the reading test, though every effort should be made to test the student within the five-week window.

## Students Who Move From Campus to Campus Within a District

Follow these instructions if a student moves from one campus to another within your district.

### Students Enrolling on New Campus Before March 8 (Start of Testing Window)

Testing will not yet have occurred. Contact your district coordinator to ask that the student be removed from the original campus's Student Roster (and test session, if applicable) so that you can add the student to your roster. The new campus (your campus) is responsible for the student's assessment (holistic ratings for K–1; reading test and holistic ratings for other grades).

### Students Enrolling at New Campus On or After March 8

- **K–1:** The receiving campus does not need to add the student. The sending campus is responsible for completing the student's holistic ratings and submitting the test information the usual way.
- **2–12:** The **district coordinator** will need to look at the student's record to see what assessments have been completed.
  - If all testing is complete, the receiving campus will not add the student.
  - If the reading test has been taken, but the holistic ratings have not been completed, the receiving campus will not add the student. The **sending campus** is responsible for the holistic ratings and will submit all information the usual way.
  - If the reading test has **NOT** been taken, the district coordinator should submit a student move request to Pearson. Pearson will then provide the receiving campus with access to a separate record for the student so that the student can be placed in a reading test session on the new campus. The **sending campus** is responsible for the holistic ratings and should **NOT** remove the student from the sending campus's Student Roster. The sending and receiving campuses should do the following to complete assessment information for the student on the *Student Test Details* screen:

**Sending campus:** Enter the holistic rating information. Select "Other Student Not to Be Scored" from the Reading drop-down menu on the *Student Test Details* page, click "Mark Test Complete," and enter "Withdrew before reading test administered" as the Termination Reason.

**Receiving campus:** Administer the reading test. Select "Extenuating Circumstances" in the drop-down menus for the holistically rated domains, and select "No Domains Rated" in the Rater Info A and B fields.

## Activity 12

Create test sessions.

### Create 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://etesttx.com>.

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

- **Grades K–1.** These students, though they do not take an online reading test, still 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 testing window regardless of when students are scheduled to complete the 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.

If you have new students who need to be added to your campus roster, see TELPAS Campus Coordinator Activity 11 for more information.

### Grade Clusters

Pay close attention to the grade level when placing students into test sessions in the eMeasurement system. Students on the same electronic test session roster must all take the same grade cluster test. For example, students in grades 8 and 9 may be placed into the same test session roster, but students in grades 9 and 10 may not. The eMeasurement system does

**NOT** prohibit a student from being placed into a test session that does not match the grade level indicated on the *Edit Student* screen. There is a separate TELPAS reading test for each of the following grade clusters:

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

It is possible to have students from more than one grade cluster take an online test at the same time in the same room, but the online system requires the test administrator to manage a separate electronic test session for each grade cluster test. In addition, for certain grade clusters there are some differences in the administration directions that test administrators read aloud.

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 Session Management activities in the online administrative site.

Your district coordinator will establish a process for verifying and updating student records, adding students, moving students from another district or campus, testing students in alternative education settings, and moving and removing students from test sessions. Follow the process your district coordinator has established for these situations.

For more information about managing multiple test sessions simultaneously, contact Pearson's Austin Operations Center.



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

# Monitor TELPAS Administrations

## Activity 13

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

### Ensure Proper Holistic Rating Procedures

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 the 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 11 .)

**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 TELPAS administration procedures as well as in 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

- Students must remain seated during testing and are not allowed to converse while testing.
- Each student must be allowed to work at his or her individual speed.
- 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.
- 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 items or reading selections into another language;
- rephrase or add information to test items or reading selections;
- provide reading assistance to students;
- discuss test content with anyone before, during, or after testing; or
- score test items or discuss with students how they performed.

Note that test administrators **are** allowed to translate oral instructions into the student’s native language or sign oral instructions to a student who is deaf or hard of hearing.

## 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. 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 test administrator to ensure the contents of the test are not discussed.

At least one test administrator in the testing room needs to be well-trained on how to exit and resume online testing when giving breaks. See the instructions that follow for exiting and resuming an online test during a break.

### Exiting and Resuming an Online Test

To exit the test, students should click the “X” at the top right corner of the screen, click “Yes, exit the test” in the pop-up message, and then click “Yes” for the second pop-up message. The test administrator must provide assistance for students who need help exiting and resuming their tests. **Test administrators for students in grades 2–5 should exit and resume the test for their students.**

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.

## 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 on page 282. 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, instruct students to exit the test, following the instructions for exiting and resuming an online test on page 282. **Students must NOT click the *Submit* button at this time.** A test cannot be resumed or restarted once the answers have been submitted.

## School Emergencies

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. 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 cannot continue testing on the same day, the district coordinator should contact TEA's Student Assessment Division at 512-463-9536 to determine whether the students may continue testing the next school day.

## 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 system, following the instructions on page 282. **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 on page 282.

## Activity 14

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.**



**Data must be entered correctly on the *Student Test Details* screen for accurate reporting of results.**

## 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, Chapter 101.

**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

### Tests to Be Scored

There is no drop-down selection on the *Student Test Details* screen indicating that a test should be scored. When a student takes the online reading test, the student's test will be scored and the drop-down menu will be in the "Select" (default) position.



The drop-down menu must be left in the "Select" position for the test to be scored.

### Do-Not-Score Designations

In the event that a student does not take or complete the reading test for grades 2–12, one of the following do-not-score designations must be selected in the "Reading" drop-down menu on the *Student Test Details* screen.

#### 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 2009–2010 school year, as determined by the 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, Chapter 101.

**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. This option should be used for a student who is already in a test session in the eMeasurement system. All student information, including holistic ratings, must be marked on the printed scorable documents for these students.

### Other Student Not to Be Scored

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

### Mark Test Complete

A student's test should only be marked complete in a "Do Not Score" situation or in the event the student forgot to select the **Submit** button and simply exited out of the test.

If a student has accidentally logged in as another student or the test administrator has logged in a student who is absent on that day of testing, do **NOT** mark the test as complete.

The following are "Do Not Score" situations:

- Absence from the entire testing window
- Second semester immigrant non-English reader
- ARD decision
- TEA-approved paper administration
- Other (illness or testing irregularity)

To mark a student's test as complete, select the **Mark Test Complete** button on the *Student Test Details* screen and enter the reason for termination, then click OK. The student will then appear in Stopped status.

**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 Austin Operations Center at 800-252-9186.



**Some users do not have access to the *Mark Test Complete* button. If you do not see the button, you may not have access. In this case, contact your district coordinator for instructions for completing a do-not-score situation.**

## 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 fields provide information about TELPAS raters and whether they collaborated with others in determining each student's TELPAS ratings. The information raters will supply is shown here.

Rater Info A Field: 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

Rater Info B Field: "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 the Rater Info A and Rater Info B Fields: "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 15

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 **specified time periods** from the date of testing:

- signed student rating rosters (**one year**)
- writing collection for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (**two years**)
- 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 (**one year**)

These official campus records provide important assessment documentation, including 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.

## 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 oath of test security and confidentiality
- seating chart
- Test Session Roster(s)
- student authorization letters (secure documents)
- scratch paper (secure documents)

Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years. Destroy the student authorization letters and scratch paper.

## Activity 16

Ensure that student records are verified as complete.

### Ensure That Student Records Are Verified as Complete

The TELPAS assessment window closes on April 9, 2010. Student records must be entered and verified as complete by 11:59 PM (CT), April 14, 2010. 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 and other authorized campus staff can be assigned the task of verifying all student records at their campus. Your district coordinator will provide guidance in how to assign this task at your campus.

The *TELPAS Student Status* page is designed to assist testing coordinators in verifying the completion and accuracy of key student data. This page can be accessed from the *Session Management* link on the eMeasurement website at <http://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 11:59 PM (CT), April 14, 2010.**

## Activity 17

### 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 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 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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