Introduction

General Information about TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of 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 in accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - online listening and speaking tests in four grade clusters: 2–3, 4–5, 6–8, 9–12
  - holistically rated student writing collections

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

For holistically rated assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Each district establishes a local schedule to administer the online tests and complete the holistic ratings during the assessment window indicated on the testing calendar. TELPAS data verification must be conducted within the assessment window. There will not be a separate TELPAS data verification window.

This manual is organized as a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the DC and CC icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator or both may be responsible for completing the task.
Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C). ELLs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP.

There are rare circumstances in which a student may not be required to participate in one or more TELPAS language domains.

- **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 assessed in reading, writing, listening, or speaking for reasons associated with the student’s particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student’s IEP by the ARD committee and in the student’s permanent record file by the LPAC.

- **Newly Enrolled ELL—Holistically Rated Domains.** An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled ELL in grade 2–12 is required to take the TELPAS online tests.

Holistically Rated Assessments

Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the proficiency level descriptors (PLDs) from the English Language Proficiency Standards (ELPS). Raters are required to complete holistic rating training annually. The online basic training courses and calibration activities are grade-cluster specific. The training is available through the TELPAS Online Training Center website, which requires a username and password for access.

District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill their holistic rating training requirements. Online basic training courses may be completed independently. Calibration activities must be completed in a monitored setting.

The following chart outlines the steps and components of the holistic rating training process.
Teachers must be assigned to complete holistic rating training in the grade cluster that corresponds to the grade levels of the students they will rate. Note the guidelines below for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

- **Multiple clusters within grades 2–12.** These raters are required to complete training in the cluster in which they have the most ELLs. As a best practice, they should also review online basic training course practice activities in the additional cluster(s) to check their readiness to apply the PLD rubrics appropriately.

- **Multiple clusters that include K–1.** These raters must complete training for K–1 and at least one other cluster (within grades 2–12). Raters with more than one additional cluster should train in the cluster in which they have the most ELLs. As a best practice, they should review online basic training course practice activities in the other cluster(s) to check their readiness to apply the PLD rubrics appropriately.
Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required holistic rating training requirements, including calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 2 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

Rater Credentials

A teacher (including a substitute 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;
- hold valid Texas education credentials, such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

Raters may include bilingual teachers, ESL teachers, general education teachers, special education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

Assembling and Verifying Writing Collections

Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The TELPAS Rater Manual outlines specific requirements for assembling and verifying the contents of the writing collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content-area instruction.

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional TELPAS Online Training Center course titled Assembling and Verifying Grades 2–12 Writing Collections may be used to supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.
Key Holistic Rating Training Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 4–8</td>
<td>TELPAS Rater Manual and TELPAS Test Administrator Manual due in districts (available online in December)</td>
</tr>
<tr>
<td>January 10</td>
<td>Assembling and Verifying Grades 2–12 Writing Collections course available</td>
</tr>
<tr>
<td>January 26</td>
<td>Online basic training courses for new K–1 and 2–12 raters available</td>
</tr>
<tr>
<td>January 26</td>
<td>End date for district coordinator training—all TELPAS components</td>
</tr>
<tr>
<td>February 2</td>
<td>End date for campus coordinator training—holistically assessed components</td>
</tr>
<tr>
<td>February 12</td>
<td>End date for training raters and verifiers on administration procedures</td>
</tr>
<tr>
<td>February 12</td>
<td>Calibration window opens for new and returning raters</td>
</tr>
<tr>
<td>February 12</td>
<td>Earliest eligibility date for TELPAS writing samples</td>
</tr>
<tr>
<td>February 26–April 6</td>
<td>TELPAS assessment window</td>
</tr>
</tbody>
</table>

The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training 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 assessment.

Assessment Validity and Reliability

Districts are required to implement procedures to support the validity and reliability of the TELPAS rating process. The procedures may be districtwide or vary by campus. The requirements are described later in this section of the Coordinator Manual.

TEA conducts periodic validity and reliability audits of the TELPAS holistic assessment process to examine the extent to which test administration procedures are followed and the holistic ratings are valid and reliable.
Accommodations Information

Information regarding accommodations, or designated supports, available during the TELPAS holistically rated assessments can be found in the TELPAS Rater Manual. Information regarding accommodations, or designated supports, available for grades 2–12 TELPAS online tests can be found in the TELPAS Test Administrator Manual.

In rare cases, a student may need a special administration of an online test which will require TEA approval. Refer to the Coordinator Manual Resources webpage for more information.
### Training

<table>
<thead>
<tr>
<th>Who must be trained</th>
<th>Type of training needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>District coordinators</td>
<td>Annual training in TELPAS administration procedures</td>
</tr>
<tr>
<td>Campus coordinators</td>
<td>Annual training in TELPAS administration procedures</td>
</tr>
<tr>
<td>Principals</td>
<td>Annual training in TELPAS administration procedures, including the role of principals in ensuring rating accuracy</td>
</tr>
<tr>
<td>Writing collection verifiers</td>
<td>Annual training on administration procedures for the holistically rated components of TELPAS, including training on verifying the required components of writing collections</td>
</tr>
<tr>
<td>Grades 2–12 online test administrators, monitors, or assistants</td>
<td>Annual training in test security and TELPAS online test procedures for grades 2–12</td>
</tr>
<tr>
<td>Raters</td>
<td>Annual online holistic rating training and TELPAS administration procedures training for the holistically rated assessments</td>
</tr>
<tr>
<td>Technology staff and others assigned to TELPAS Assessment Management System roles</td>
<td>Annual training in test security and applicable TELPAS administration procedures</td>
</tr>
</tbody>
</table>

### Prepare for and attend district coordinator training.

- **Prepare for Training**
  - Establish procedures to identify and assess all eligible ELLs.
  - Implement processes to ensure that enough raters are designated and appropriately trained and that enough monitored sessions for calibration are scheduled.
  - Implement procedures to support the validity and reliability of the holistically rated assessments.
  - Ensure proper coordination with technology staff so that campuses are set up for the online tests and monitored calibration sessions.
  - Train campus personnel on online administration and submission processes.
  - Maintain security and confidentiality throughout the assessment period.
Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Test Administrator Manual*.
- Become familiar with the online resources for setting up and administering the online tests and submitting data for all TELPAS components. The resources include the *TELPAS Assessment Management System User’s Guide* and other technology resources on the Technology Systems and Supports webpage.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.
- Be familiar with how PowerPoint® presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.

Attend Training

- All district coordinators must attend training annually.
- If you have not received notice of the date and location of the district coordinator training session for your region, contact the regional ESC. Training should be held by the date specified on the Calendar of Events.
- Bring this manual to the session.

Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as it is completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the school year.
Prepare for and conduct campus coordinator and principal training.

- **Designate Campus Coordinators for Each Campus With Enrolled ELLs**
  - This should be done in cooperation with your school district's principals.
  - In conjunction with district coordinators, campus coordinators are responsible for:
    - supervising online test processes for grades 2–12, and
    - the training and administration processes for the holistically rated assessments.

- **Schedule Training Sessions**
  - Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS. Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
  - Schedule training sessions by the dates specified on the Calendar of Events.
  - Training for the holistically rated components is completed earlier than training for the online grades 2–12 online tests. Training associated with the online student data submission process is completed by the latter date.

\[
\text{The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater’s TELPAS Student Rating Roster prior to the final verification of student data.}
\]

- **Distribute Manuals**
  - Instruct campus coordinators to review the TELPAS section of this manual and the appropriate resources for both the holistically rated components and the online tests.
  - Campus coordinators must also be familiar with the contents of the *TELPAS Rater Manual* and the *TELPAS Test Administrator Manual*, which they will use to train raters and online test administrators.
Prepare for and Conduct Training Sessions

Some key topics to cover at the training sessions include:

- **Preparing for testing**
  - responsibilities of campus coordinator, principal, and other campus testing personnel
  - testing manuals and other testing resources
  - verifying that student records of all ELLs are in the Assessment Management System
  - assessing all eligible students
  - scheduling online test administrations for grades 2–12
  - designating and training raters, test administrators, and other testing personnel
  - scheduling and holding monitored rater calibration sessions
  - testing accommodations
  - ensuring all raters complete holistic rating training, including calibration in monitored settings
  - setting up test sessions for online tests and holistic ratings in the Assessment Management System

- **Test security**
  - test confidentiality requirements
  - test security policies, procedures, and oaths
  - active monitoring
  - proper testing procedures
  - seating charts for grades 2–12 online tests
  - consequences for adult and student cheating

- **Holistic rating process**
  - assembling and reviewing writing collections
  - implementing and documenting procedures for ensuring rating validity and reliability
  - collecting and storing TELPAS Student Rating Rosters and student writing collections

- **Student data elements and online testing score codes**
  - verifying student identification, demographic, and program information
  - entering and verifying holistic rating information
  - entering score codes
  - supplying and verifying Years in U.S. Schools data
  - entering additional data as described in the “Verify extenuating circumstances data” section of this manual
Prepare for and attend campus coordinator training.

Prepare for Training

The campus coordinator is the contact person for all TELPAS-related communications at the campus. Some key responsibilities include ensuring that

- all eligible ELLs are identified and assessed;
- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS online test administrators are identified and properly trained;
- a sufficient number of monitored calibration sessions have been scheduled and raters are identified and properly trained;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- online test sessions are scheduled and actively monitored, and students have the opportunity to use the online test tutorials for TestNav;
- online test sessions are created for the online tests and rating entries;
- students’ ratings and rater information are entered in an online rating entry form in TestNav and rating information is verified before submitting;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System;
- student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

Review TELPAS Administration Resources

- Read this manual, the TELPAS Rater Manual, and the TELPAS Test Administrator Manual, which you will use to train raters and test administrators.
- Become familiar with the online resources for setting up and administering the online tests and submitting data for all TELPAS components. The resources include the Assessment Management System User’s Guide and other technology resources on the Technology Systems and Supports webpage.
- Make sure you are familiar with the TELPAS holistic rating online training courses and calibration components for raters.
- Be familiar with how PowerPoint® presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.
### Attend Training

- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Bring this manual, the *TELPAS Rater Manual*, and the *TELPAS Test Administrator Manual* to the session.

### Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components. Become familiar with the “Test Security and Confidentiality Requirements” section in this manual.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath again in the appropriate section after testing has concluded for the school year.

```
Return your oath to your district coordinator after all test materials have been returned.
```

### Prepare for and conduct technology staff training.

### Designate Technology Staff

- Technology staff are responsible for ensuring that
  - administrative rights necessary for installing software are obtained;
  - network infrastructure and computers have been assessed and meet the minimum system requirements;
  - computers are available and properly configured for monitored online rater calibration sessions; and
  - all testing software is properly installed, configured, and tested.
- Technology staff should be available for assistance before and during test sessions and monitored calibration sessions to address technology problems that might occur.
- Ensure technology staff sign the appropriate oath.
Schedule and Conduct Training Sessions

- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign the appropriate oath.
- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.

Direct Technology Staff to Review Online Resources

- Technology staff should review the Assessment Management System User’s Guide for information on navigating and using resources of the Assessment Management System.

Plan for and conduct administration procedures training for raters and writing collection verifiers.

Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELLs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.
- Raters must be teachers of the ELLs they rate and have the students in class at the time of the spring assessment window.
- While ESL teachers who have ELLs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content-area teachers as raters because TELPAS ratings must reflect the ability of students to understand and use English during content-area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.

Schedule Test Administration Procedures Training for Raters and Verifiers

- This training is required annually for staff assigned to these roles.
- Training for test administration procedures for raters and verifiers should take place by the date specified on the Calendar of Events. If necessary, additional individuals may be trained after this date to address extenuating circumstances.
Distribute *TELPAS Rater Manual* to Raters and Verifiers Before Training Session

- Direct raters and verifiers to thoroughly read the manual.

Conduct Administration Procedures Training for Raters and Verifiers

- Some key topics to cover during these sessions include the following:
  - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
  - the ways in which test security, confidentiality, and integrity apply to the holistically rated assessments
  - fundamentals of the holistic rating process for raters who do not yet have this background
  - a review of the holistic rating online training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, information about location of monitored sessions for calibration, rating support policy for any raters who do not successfully calibrate, and the process for logging into the TELPAS Online Training Center
  - consequences of cheating

- Make sure raters have a signed oath on file before they create a new account in the TELPAS Online Training Center.

- Make sure new raters understand which training to take and for which grade clusters.

- Raters must be well trained to use the PLD rubrics by reviewing corresponding sections of the *TELPAS Rater Manual*.

- You may wish to assign raters and verifiers to complete or review the TELPAS Online Training Center course titled *Assembling and Verifying Grades 2–12 Writing Collections*. A TEA-provided PowerPoint® titled *Grades 2–12 Writing Collection Overview* is also available on the TELPAS Resources webpage.

- Raters and writing collection verifiers must initial and sign an oath after training and prior to handling secure materials.
Prepare for and conduct monitored calibration sessions.

- **Designate Staff to Conduct Calibration Sessions**
  - A testing coordinator or other designated personnel must serve as a proctor for monitored calibration sessions. The number of proctors needed depends on the number of raters being trained.
  - Proctors may be LPAC administrators, school counselors, or other suitable staff but must not be teachers serving as TELPAS raters this year.
  - Proctors must have received administration procedures training and sign the appropriate oath.

- **Schedule Monitored Calibration Sessions**
  - Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
  - Districts must establish local procedures for verifying the completion of the online basic training course before new raters can access calibration activities.
  - The number of calibration sessions needed depends on the number of raters who must be trained to rate the ELLs on each campus.
  - Most raters will need 1–2 hours to complete a calibration set.
  - Local procedures must be established for completion of a second calibration set. Calibration sets 1 and 2 may be completed in one session or in separate sessions, as determined by local procedures.
  - The use of headphones is required for raters to complete the calibration activities that include the listening and speaking domains.
  - A printer should be available for printing certificates.

- **Conduct Monitored Calibration Sessions**
  - Ensure that a trained proctor is available to actively monitor the calibration session.
  - Campuses must maintain a roster of participants for each calibration session. A sample roster is available for use from the Coordinator Resources for TELPAS Holistic Rating Training document, accessible to the district coordinator, in the Assessment Management System.
  - Ensure proctors have the correct calibration passcodes for the day of the session. Daily calibration passcodes are available from the Coordinator Resources for TELPAS Holistic Rating Training document, accessible to the district coordinator, in the Assessment Management System. Passcodes are updated weekly throughout the TELPAS testing window.
Raters must be given the correct passcode for the day once they have logged in for their calibration session. Make sure raters understand in which grade cluster they should calibrate.

Raters may use their TELPAS Rater Manual to access the PLDs or a copy of the PLDs during their calibration activities. Raters can be provided with scratch paper, if needed. Any notes taken during calibration should be done on the scratch paper provided and not in the TELPAS manual. All notes taken by raters during the session must be turned in to the proctor and destroyed.

Remind raters that calibration must be completed individually and that collaborating or discussing responses to calibration activities with others is not allowed.

Raters must begin with calibration set 1. If raters are successful on set 1, a certificate will be available from the scoring summary tab to print and turn in to the proctor.

If raters are unsuccessful on set 1, notify raters of local procedures on how to proceed to set 2.

Monitor holistic rating training.

Monitor Holistic Rating Training

New Raters. New raters may complete the online basic training course independently. Rating practice for grades K–1 and 2–12 is separate from the course and can be completed in the TELPAS Online Training Center after completing all modules of the course. Online calibration must be completed in a monitored setting. Before new raters attend a monitored calibration session, campus coordinators must ensure that new raters complete the appropriate online basic training course.

Returning Raters. Returning raters may review rating practice activities from the online basic training course before attending a monitored calibration session. Returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. Online calibration must be completed in a monitored setting.

Training certificates and professional development hours. A certificate of completion for the K–1 and 2–12 online basic training courses will be issued within the TELPAS Online Training Center upon completion of the modules and practice activities. There is no state-required level of rating accuracy established for the online basic training course practice activities. A certificate of successful completion is issued within the TELPAS Online Training Center when a rater demonstrates sufficient calibration (70 or better for grades 2–12; 70 or better for grades K–1) on a calibration set.
Five hours are awarded for the K–1 online basic course. Three hours are awarded for the 2–12 online basic training course.

One hour is awarded for the optional assembling and verifying course.

Two hours are awarded for calibration.

The TELPAS Online Training Center will not maintain raters’ training histories from year to year. Training certificates and session rosters from monitored calibration sessions will serve as documentation for demonstrating raters’ completion of holistic rating training requirements.

---

Plan for and conduct training for online test administrators.

- **Designate Test Administrators**
  - In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet the needs of your campus.
  - Designate at least one test administrator for every 30 students to be tested.
  - Test administrator credentials, which are the same for STAAR and TELPAS, are found in the STAAR section of this manual.
  - Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

- **Schedule Test Administrator Training Sessions**
  - All test administrators, online session administrators, and monitors are required to have annual training in general assessment and TELPAS-specific procedures.
  - This training is required annually for staff assigned to these roles.
  - Online test administrator training should take place by the date specified on the Calendar of Events. If necessary, additional training may be conducted after this date to address extenuating circumstances.

- **Distribute TELPAS Test Administrator Manual**
  - Direct trainees to prepare for their training by thoroughly reading the manual and applicable sections of the Assessment Management System User's Guide.
**Conduct Test Administrator Training**

- Review the test administrator duties in the *TELPAS Test Administrator Manual* and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of cheating, and use of the TestNav app and the Assessment Management System to fulfill their roles.

- Test administrators can use the training site to practice using the Assessment Management System without affecting real data.

- Online test administrators must initial and sign the test administrator security oath after training and prior to handling secure materials.
Prepare for Administration

Ensure That Proper Writing Collections Are Assembled and Verified

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus’s writing collections.
- Student writing assigned on or after February 12 may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- Verifications of the writing collections should occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the TELPAS Rater Manual.
- Reinforce the importance of
  - using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and
  - assembling writing collections that accurately reflect students’ overall ability to express themselves in writing in English.

Establish procedures to ensure validity and reliability.

Establish Procedures

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures, such as those listed in the box on the following page, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration.
- These procedures may be districtwide or may vary by campus.

While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.
All Language Domains, K–12:

- To determine students’ ratings, raters collaborate with other teachers of these students. (The other teachers may or may not be raters.)
- To determine the ratings of students near the border between proficiency levels, raters collaborate with each other.

Writing, Grades 2–12:

- A district-determined selection of writing collections is 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.

- Collaboration during the administration 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.

- Maintain Documentation of Procedures Followed
  - Work with principals to ensure that the established procedures are followed.
  - Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

- Implement Rating Support Requirements for Individual Raters
  - During the administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
  - Calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual’s students, or calibrated raters may determine ratings for the individual’s students separately, and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate by set 2 must be provided rating support.
Log in and assign user access to the Assessment Management System.

Receive Login Information

- After a district submits information for a new district testing coordinator or superintendent to AskTED, a new user profile is created on the Assessment Management System. Emails with initial login information will be sent to the email address entered in the AskTED profile.
- If you are the district testing coordinator and have not been assigned a username, contact the Customer Service Center at 800-627-0225.
- Refer to the Assessment Management System User’s Guide for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators as needed.

Create user accounts for campus personnel and technology staff.

Create Role-Specific User Accounts

- Users are assigned one or more roles. Refer to the User Roles and Permissions for the Assessment Management System document for a complete description of roles and associated permissions.
- Following the instructions in the Assessment Management System User’s Guide, assign users one or more roles.
- All staff members accessing the Assessment Management System must be issued a username.

Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.

Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place

The Minimum System Requirements document provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.
Technology staff must

■ coordinate with the district coordinator to ensure successful online administrations;

■ ensure that the network infrastructure and computers meet the minimum system requirements;

■ review applicable technology documents accessible from the Technology Systems and Supports webpage;

■ disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels (this must be done for all accommodation programs, as well);

■ follow instructions in the *Assessment Management System User’s Guide* regarding firewalls, content filters, and proxy servers;

■ confirm that the network is secure if testing via a wireless network; and

■ alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

Contact the Customer Service Center at 800-627-0225 if you require technical assistance.

⚠️ Ensure That Technology Staff Have Downloaded and Installed Software for Online Administrations

■ Purge all test information cached using the previously installed proctor caching software.

■ Remove all previously installed proctor caching software from all server and local installation areas.

■ After removing old software, install new proctor caching software prior to testing.

**Proctor caching is required when conducting an online administration.**

■ Detailed information about the software and tools required for conducting assessments can be found in the *Assessment Management System User’s Guide*. 
Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. Technology staff should perform these tests well in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing. Keep in mind that any updates or patches applied to operating systems or software required for online testing may affect the results of previous system checks. Do not make any technology changes during an online testing administration, including applying software patches.

- TestNav delivery system. TestNav may be accessed by starting the TestNav app and choosing the correct test. For specific TestNav information, refer to the TestNav 8 Online Support page.
- Use App Check to confirm that the device or computer can connect to TestNav and that it is configured correctly.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.

Plan for online test administrations.

Become Familiar with the Assessment Management System Training Site

- The training site is where testing personnel can practice the test administration tasks. Some of the tasks that can be practiced include the following:
  - completing a headset test
  - completing an infrastructure trial
  - creating sample students
  - registering students
  - assigning sample students to additional groups and tests
  - placing additional orders
  - creating test sessions and assigning students
- Access to the training site is set up in the same manner as access to the Assessment Management System operational site.
Become Familiar with the TELPAS Online Test Student Tutorials

- Students should be provided with opportunities to review the tutorials. The administration directions in the test administrator manual are written in a way that assumes students have had the opportunity to experience this year’s TestNav format for TELPAS through the use of the tutorials.

- The tutorials will provide students the opportunity to practice with the online interface and tools and to become familiar with a variety of test item formats.

- The student tutorials can be accessed from the TELPAS Online Test Student Tutorials webpage.

Enter student data for the TELPAS administration.

Enter or Import Student Data

There are three options for entering student data to the Assessment Management System.

- Pearson may import student data using the October 2017 PEIMS submission.

- Districts may import student data using a file created locally.

- Districts may enter student data manually.

If you are using a locally created file, be sure to enter student data early enough to allow two weeks for verification.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data import is based on a PEIMS extract should keep in mind that TELPAS Years in U.S. Schools is not a PEIMS element. It is possible to download the comma separated values (CSV) file, provide the Years in U.S. Schools data, the unschooled asylee/refugee and students with interrupted formal education data where applicable, and re-import the file, which avoids the need to add the data for each individual student within the Assessment Management System. For more information, refer to the Technology Systems and Supports webpage. For more information concerning entering student data, refer to the Assessment Management System User's Guide.
Verify and update student data elements.

Download Files for Data Verification

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

Verify Student Data Elements

- Ensure that all enrolled K–12 ELLs have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.
- If a student withdraws from your campus before the TELPAS assessment window begins, remove the student's test assignments (2–12 online tests and K–12 holistic ratings). A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System.
  - Program information should reflect the student’s status at the time of testing.
  - Current information should be provided if the student is new to the district.
  - Current information should be provided if the student’s program information or demographic information has changed since the October 2017 PEIMS submission.
  - If a demographic or program information field is left blank, data from the October 2017 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as “No information provided” for that element.

Update the Information in the Correct Fields in the Registration File
Import student data files.

- Import Corrected Student Data Files to the Assessment Management System
  - Import the updated file or make manual changes to student records.
  - District coordinators and student data assistants have permission to import these files.

Updates to student data in the Assessment Management System are applied to the reporting of assessment results, but do not alter student information at TEA contained in the PEIMS file.

Verify years in U.S. schools data (grades 1–12 only).

- Verify Years in U.S. Schools Data Collection in Consultation with LPAC
  - Legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
  - Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
  - Decisions regarding the calculation of years in U.S. schools are made by the students’ LPAC in accordance with guidance available on the Language Proficiency Assessment Committee Resources webpage.
  - Refer to Appendix A for specific information on recording this data.

Verify extenuating circumstances data.

- Verify Extenuating Circumstances Data Collection
  - District and campus coordinators must work in conjunction with the LPAC to determine whether an ELL in the district has an extenuating need. The special circumstances that cause ELLs to have extenuating needs are defined as follows.
■ **Unschooled Asylees/Refugees**
  - These ELLs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and may have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

■ **Students with Interrupted Formal Schooling (SIFE)**
  - These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELLs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELLs who did not attend school for a period of time such that the ability to learn English and new grade-level subject-matter knowledge and skills is significantly affected.

### 🎯 Plan for administration of online tests and entry of holistic rating information.

District and campus coordinators should ensure that test sessions are created for online tests and holistic ratings. Online session administrators can assist campus coordinators in setting up and managing test sessions. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings online resource document.

#### ❑ Create Test Sessions and Generate and Print Student Test Tickets

- All ELLs in grades 2–12 must be assigned to online test sessions.
- All ELLs in grades K–12 must be assigned to a holistic rating test session.
- In coordination with the district coordinator, campus coordinators should create test sessions at least one to two weeks prior to testing.
- Online test sessions must be created before students can log in to TestNav to take the test.
- Holistic rating test sessions must be created before testing personnel can log in to TestNav and enter holistic rating information.
- Ensure that the proctor caching server is designated in the session details.
- Student test tickets should be printed and stored in a secure location at least one day before administering the online test.
Before creating a new test session, ensure that TestNav has been configured. Then refer to the Assessment Management System User’s Guide for step-by-step instructions for creating test sessions.

Generate and Print Student Test Tickets

Each student must have a student test ticket in order to log in to a test. Student test tickets contain a unique username and password needed to log in.

You can print student test tickets any time before students in the session log in to the test. The test tickets must be kept in a secure location until the test is administered.

Manage assessments of students who move.

Sending Campus—Manage Students Who Withdraw BEFORE the Window Opens

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 online tests; K–12 holistic ratings), remove the test assignments.
  - If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the student has test assignments on another campus.

  It is not possible for a student to have TELPAS test assignments in multiple locations. The Assessment Management System allows only one test assignment for online and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student’s holistic ratings and online tests. Designate the student as absent if the campus is unable to give the online tests, though every effort should be made to test the student.
If an ELL enrolls in a Texas public school BEFORE February 26 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.*

If an ELL enrolls ON or AFTER February 26, the receiving campus is only responsible for the grades 2–12 online tests (if the tests were not already administered).*

*This is true whether the student enrolls from another Texas school or from another state or country.

Sending Campus—Manage Students Who Withdraw ON or AFTER the Window Opens

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before February 26 but withdraw before the close of the window.
- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 online tests before moving, the tests must be submitted for scoring.

Receiving Campus—Manage Students Who Enroll BEFORE the Window Opens

- The receiving campus is responsible for all TELPAS assessments.
- K–1 and 2–12: Add and assess the student as any other enrolled ELL.

Receiving Campus—Manage Students Who Enroll ON or AFTER the Window Opens

- K–1: Do not take any action. A K–1 student who enrolls on or after February 26 is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after February 26.
- 2–12: If the student was given the online tests on another Texas campus, take no further action. If not, the receiving campus is responsible for the online tests. Follow the steps in the TELPAS Student Moves document to determine if the student took the online tests in the sending district and move the student’s test assignment(s) if necessary.
Monitor Administration

Ensure proper testing procedures.

Ensure Proper Holistic Rating Procedures

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

Ensure Proper Testing Procedures for Online Tests

- **District coordinators**: Visit campuses to help maintain test security and ensure that proper assessment procedures are followed.
- **Campus coordinators**: Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELLs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the “Test Security and Confidentiality Requirements” section at the front of this manual.
- A more detailed section on ensuring proper testing procedures is found in the *TELPAS Test Administrator Manual*.

Ensure Proper Testing Environment

- Ensure that testing areas are properly prepared.
  - Each student should be sufficiently separated from other students to work without distraction. For the online listening and speaking test, refer to the recommended seating arrangements in the *TELPAS Test Administrator Manual*.
  - Activities that would interfere with testing conditions or with the established time limits for the tests should be scheduled for another time.
  - To support test security, testing staff should take necessary steps to prevent students from seeing one another’s monitor.
- On the day of testing, technology staff should verify that computers and headsets are ready for testing as changes may occur between initial setup and the test day.
- For the online listening and speaking test, a headset with microphone must be provided for each student.
Monitor Online Tests

Scheduling

- Each student must be allowed to work at his or her individual speed. Because the online tests are untimed, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so in rare circumstances where it may be necessary.

- Every effort should be made to administer the TELPAS online tests within the TELPAS window to students who are absent on a given day of testing. 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 should be administered the student tutorials prior to testing.

- Students must remain seated and are not allowed to talk to each other during testing.

- Students must not use reference materials.

- Students may use scratch paper. All scratch paper must be destroyed immediately after testing.

- Once the student has submitted the test, allow the student to leave the area or provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.

- Students must not have access to external applications during the test. Test administrators must ensure that all applications are closed before the test is launched.

Test questions 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 TELPAS Test Administrator Manual.

If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call the TEA Student Assessment Division at 512-463-9536.
Become Familiar with Reports That Assist in Monitoring Completion of TELPAS Administrations

- Two reports show the status of students’ online tests and holistic rating data. These reports, which can be downloaded to a .csv file, are particularly useful for helping districts ensure that all test records are complete during the final verification process.

- **TELPAS Combined Status Report (District and Campus Level).** This report displays the status of the K–12 TELPAS holistic rating entry and grades 2–12 online tests for each student registered within a selected district or campus. This allows coordinators to verify holistic ratings and rater information, completion of TELPAS online tests for grades 2–12, and entry of Years in U.S. Schools information. Certain key elements must be completed before the system will acknowledge a record as complete.

  - The report reads three components:
    - Holistic Ratings and Rater information has been entered
    - Completion of the TELPAS online test (if applicable)
    - Years in U.S. Schools information has been entered

  If one of these three components is missing, the student will show as incomplete.

- **TELPAS Summary Report (District and Campus Level).** This report displays the status of the entry of K–12 TELPAS holistic rating information and grades 2–12 online tests for a district and the campuses within that district. The report indicates the number of students with each status (Not Started, Incomplete, and Completed) for the holistic rating and online portions of the assessment. This report can be used to track the progress of a district or campus throughout the testing window.
Complete Administration Process

Collect materials from raters and test administrators.

Collect 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; and
  - make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12).
- After you have collected the materials from 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
  - student writing collections, including cover sheet
  - TELPAS Rater Manual (The manual may be recycled. It should not be returned to the testing contractor.)
- Determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.
- Verify that you have received a signed TELPAS Student Rating Roster and oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
  - signed TELPAS Student Rating Rosters (one year)
  - signed oaths (five years)
  - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist, must be kept in the students' permanent record files for two years.
Collect Online Test Administration Materials

- After the final test session, online test administrators must return the following test materials to you.
  - *TELPAS Test Administrator Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
  - seating charts
  - Test Session Roster(s)
  - student test tickets (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 test tickets and scratch paper.

Ensure that assessment information is entered and verified.

If you have questions about how to enter score code information, refer to the *Assessment Management System User's Guide*.

Enter and Verify Holistic Ratings and Rater Information

- Personnel designated to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated in an online rating entry form in TestNav.

**X = ARD Decision**

Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP.

For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELLs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare.
**E = Extenuating Circumstances**

Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's online tests because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark “extenuating circumstances.”

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater's answer to two questions.

**A. What is the relationship of the rater to the student?**

1 = Bilingual Education Teacher  
2 = ESL Teacher  
3 = Elementary General Education Teacher  
4 = Middle or High School General Education Teacher of Foundation (Core) Subject(s)  
5 = Special Education Teacher  
6 = Gifted and Talented Teacher  
7 = Teacher of Enrichment Subject(s)  
8 = No Domains Rated (E or X in every domain)

**B. Did the rater collaborate with others familiar with the student’s progress in learning English?**

1 = Yes  
2 = No  
3 = No Domains Rated (E or X in every domain)

“No Domains Rated” must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.
Verify Score Codes for Grades 2–12 Online Tests

- A student’s test is automatically scored when the Final Submit button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.

- NOTE: A district is required to provide testing opportunities to all eligible students who are in attendance during the administration of a test. Students who are eligible for TELPAS must have the test submitted with the appropriate score code.

- If a student does not complete the online test, one of the following “do not score” designations must be selected when marking the student’s test complete.

  **A = Absent**
  
  Student absent throughout the testing window.

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

  **X = ARD Decision**
  
  Student does not participate in the grades 2–12 online test(s) on the basis of the student’s disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student’s IEP. A decision not to assess a student should be rare. It is important to note that special administrations of the TELPAS online test(s) are available which may allow the student to participate. Refer to the Coordinator Manual Resources webpage for more information.

  **O = Other Student Not to Be Scored**
  
  Student experiences a test administration irregularity or illness during testing.

If a score code needs to be chosen or if accommodations information needs to be entered, you will need to make these selections from the Edit Student Tests screen. Refer to the Assessment Management System User’s Guide for instructions.

If at any time information on the Edit Student Tests screen is entered or changed, the Save button must be clicked. You can navigate to the next student’s test by clicking the test name in the Student Tests column.
Mark Test Complete

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

Online tests should only be marked complete in a “do not score” situation or in the event the student forgot to click the Final Submit button and exited out of the test. If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete.

If a test is incorrectly marked complete, contact the Customer Service Center. Refer to the Assessment Management System User’s Guide for how to mark a student’s test complete.

Verify Designated Supports

Information regarding allowable designated supports or accessibility features for grades 2–12 TELPAS online tests can be found in the TELPAS Test Administrator Manual. Each designated support that is documented and made available to a student, even if the student did not use it during testing, must be selected. Follow these procedures when selecting designated supports.

- Select the checkbox next to Designated Supports to indicate that a designated support or accessibility feature not listed in the following bullet was available to the student.
- Select the checkbox next to Large Print and/or Extra Day if any of these specific designated supports were available to the student.

Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 6. Student records must be verified as complete by 5:00 p.m. (CT), April 6. There is not a separate TELPAS data verification window.
Check the TELPAS Combined Status Report

This report shows the combined status of students’ online tests, holistic rating data, and Years in U.S. Schools data at a campus. It is available to district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

Statuses on the TELPAS Combined Status Report are generated based on completion of information, not accuracy. The TELPAS Combined Status Report displays only the statuses of the portion(s) of the assessment completed by your campus.

District coordinators are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records MUST be entered and verified by 5:00 p.m. (CT), April 6. There is not a separate TELPAS data verification window.

Order additional reports for the district.

Order Additional Reports Through the Assessment Management System by April 6

Instructions on how to select additional reports can be found in the Assessment Management System User’s Guide.

Ensure security oaths are signed and returned.

Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator

Return oaths after the administration is complete.

The TELPAS Rater oath, TELPAS Writing Collection Verifier oath, TELPAS Calibration Proctor oath, and Test Administrator oath are retained at the campus level.
**TELPAS Index**

**A**
Absent students, T33, T38
Accommodations, T8, T39
Administering TELPAS
  accommodation for special administration
  reading paper and L&S, T8
  assembling/verifying writing collections, T21
  assessing students who move, T30
  creating L&S test sessions, T29
  entering/uploading student data, T26
  generating student test tickets, T29
  getting help for, T33
  import corrected student data files, T28
  logging in to Assessment Management System, T23
  monitoring administration, T32
  presence of test administrators while, T33
  proctor caching while, T24
  technology staff’s availability when, T25
  validity and reliability when, T7, T21
  verifying extenuating circumstances data, T28
ARD decisions
  for assessment exemptions, T4
  scoring, T36, T38
Assembling and Verifying Grades 2–12 Writing Collections course, T6
Assessment Management System
  creating user accounts for, T23
  ensuring all ELLs included in, T27
  logging in to, T23
  Minimum System Requirements document for, T23
  ordering additional reports through, T40
  unable to manage multiple locations, T30
  updating student data files in, T28
  using training site in, T25
Assessment window dates, T3, T7, T30, T39
Assessing students who move, T30
becoming familiar with training site, T25
collecting materials, T35
confirming testing infrastructure in place, T23
creating user accounts, T23
designating, T12
designating raters and verifiers, T15
ensuring assessment information entered, T36
ensuring proper testing procedures, T32
ensuring student records complete, T39
establishing rating support system, T22
maintaining test procedure documentation, T22
monitoring online holistic rating training, T18
oaths for, T14
rater and verifier training by, T15
test administrator training by, T9, T19
test sessions and student test tickets, T29
responsibilities of, T4
returning oaths to district coordinator, T40
reviewing manuals, T13
reviewing test tutorials, T26
scheduling training for, T11
summary training requirements, T9
technology staff training by, T14
testing validity and reliability assured by, T21
training for, T13
verifying extenuating circumstances data, T28
verifying/updating student data, T27
years in U.S. schools verification by, T28
Campuses
  combined status reports, T34
  requirements for raters, T6
  students moving from, T30
Checklists
  icons for, T3
  TELPAS Writing Collection Cover Sheet and Verification Checklist, T35

**B**
Bandwidth during testing, T24

**C**
Calibration
  raters unsuccessful in, T18
  requirements for raters, T4
Campus coordinators
  assembling/verifying writing collections, T21

**D**
Data
  CSV format for Years in U.S. Schools, T26
  ensuring student records complete, T39
  entering/uploading student, T26
  uploading corrected student files, T28
  verifying extenuating circumstances, T28
  verifying/updating student, T27
Data verification window date, T3
Dates
assessment window, T3, T7, T39
data verification window, T3
deadline for ordering additional reports,
T40
moving before, on, or after February 26, T30
TELPAS closing, T39
training, T7, T10

Distributing
manuals to campus coordinators, T11
TELPAS Rater Manual, T16
District assessment validity, T7
District coordinators
annual training for, T9
assessing students who move, T30
assessment information entered and
verified, T36
campus coordinator and principal training
scheduled by, T11
creating test sessions, T29
creating user accounts, T23
designating campus coordinators, T11
distributing manuals, T11
entering/importing student data, T26
generating student test tickets, T29
importing corrected student data files, T28
logging in to Assessment Management
System, T23
monitoring online holistic rating training,
T18
ordering additional reports, T40
preparing and conducting training
sessions, T12
rater and verifier training scheduled by,
T15
test procedures ensured by, T32
responsibilities of, T4
returning oaths to, T40
reviewing test tutorials, T26
signing oath, T10
student record completion ensured by,
T39
summary training requirements, T9
technology staff training by, T14
testing infrastructure ensured by, T23
testing validity/reliability ensured by, T21
using training site, T25
verifying extenuating circumstances data,
T28

Downloading
files for data verification, T27
software and tools, T24

E
English Language Learners (ELLs)
assessing those who move, T30
eligibility requirements for, T4
ensuring inclusion in Assessment
Management System, T27
extenuating circumstances for, T28, T37
newly enrolled, T4

F
Flowchart for online holistic rating training, T5

G
Grades K–1
assessment components for, T3
determining raters for, T22
multiple clusters within, T5
online holistic rating training for, T4
writing collections for, T21
Grades 1–12, T28
Grades 2–12
assessment components for, T3
determining raters for, T22
multiple clusters within, T5
training test administrators for, T9
verifying test score codes for, T38
writing collections for, T6, T21

H
Headset, T25, T33
Help administering TELPAS, T33
Holistic Rating Training Dates, T7

I
Irregularities, T32

L
L&S test administrators
monitoring testing, T32
oaths for, T20, T36
summary requirements for Grades 2–12,
T9
training for, T19
Listening and speaking test administrators,
T32
Logging in
to Assessment Management System, T23
Training Center, T18
as wrong or absent student, T38
LPAC, T4, T28

M
Maintaining documentation of procedures,
T22
Marking test complete, T39
Migrant students, T30
Minimum System Requirements, T23
Monitoring
holistic rating procedures, T32
online holistic rating training, T18
tests, T32
TELPAS administration, T32
Multiple grade-cluster assignments
rater training for, T5
N
Network infrastructure, T23
Newly enrolled ELLs, T4
No Domains Rated option, T37

O
Oaths
calibration proctor, T17
campus coordinators, T14
district coordinator, T10
ensuring signed and returned, T40
raters and verifiers, T16
reading test administrators, T20, T36
retaining signed, T35

Online holistic rating training
dates for, T7, T10
flowchart for, T5
monitoring, T18
overview, T4
Also Rating
Online testing system
ensuring readiness of, T25
student tutorials for, T26
technology staff’s review of, T15

P
Paraprofessionals, T6
Password, T23
Customer Service Center, T23, T24, T39
PowerPoint presentations, T10, T13, T16
training site, T25

Principals
following established procedures, T21
returning oaths to district coordinator, T40
role of, T11
scheduling training for, T11
summary training requirements, T9
Proctor caching, T24
Proctor Caching Testing tool, T25
Professional development hours, T18

R
Raters
assembling/verifying writing collections,
T6
calibration for, T4
collaborating with those familiar with
students, T37
collecting materials from, T35
credentials for, T6
designating, T15
entering information from, T36
finding authorized, T18
oaths for, T16
principal’s review and signing of roster for,
T11
TELPAS Rater Manual, T16
relationship to student, T37
scheduling training for, T16
TEA requirements for, T6
training for, T7, T9, T16
unsuccessful calibration of, T22

Rating
ensuring validity and reliability of, T21
procedures for online holistic, T32
writing, T6

Reading tests
collecting materials for, T36
creating sessions for, T29
determining if moving students took, T30
ensuring proper testing procedures for,
T32
incorrectly marking complete, T39
monitoring, T32
for newly enrolled ELLs, T4
students absent from, T33
verifying score codes for, T38

Recycling
TELPAS Rater Manual, T35
TELPAS Test Administrator Manual, T36

Refugees, T26, T29
Registering students for TELPAS, T26

Reports
calibration summary, T18
Holistic Rating Student Status Report, T34,
T39
monitoring TELPAS, T32
ordering additional, T40
summary calibration, T18
TELPAS Combined Status Reports, T34,
T40

S
Scheduling
raters and verifiers training, T16
L&S tests, T33

Score codes
ARD decision, T36, T38
extenuating circumstances, T37
No Domains Rated option, T37

Security for testing, T12
Signing oaths. See Oaths

Special administration of TELPAS, T8
Student Assessment Division, T33
Student test tickets, T29, T36
Student with Interrupted Formal Schooling
(SIFE), T29

Students
absent, T33, T38
assessing newly enrolled, T4
eligibility requirements for, T4
extenuating circumstances for, T28, T37
moving from campus, T30
rater collaboration with those familiar with,
T37
relationship of rater to, T37
testing accommodations for, T8
testing exemptions for, T4
verifying/updating data for, T27
verifying years in U.S. schools, T26, T28,

Substitute teachers, T6
TEA, T7
Teachers
  online holistic rating training for, T4
  rater credentials for, T6
  substitute, T6
Technology staff
  conducting test of online testing environment, T25
  creating user accounts for, T23
  designating, T14
  downloading/installing software and tools, T24
  preparing testing infrastructure, T23
  review of online testing resources by, T15
  summary training requirements, T9
  training sessions for, T14
TELPAS
  accommodations for, T8, T39
  completing training requirements for, T7, T9
  monitoring reports for, T34
  one test assignment per student, T30
  principal’s role in, T11
  student exemptions from, T4
  summary training requirements, T9
  TEA assessment audits for, T7
  testing window for, T3
TELPAS assessment window
  closing date for, T39
  dates for, T3, T7
  enrollment before, on, or after, T31
  getting help during, T33
  withdrawing before, on, or after, T30
TELPAS Combined Status Report, T34
TELPAS Combined Student Status Report, T40
TELPAS Coordinator Resources, T17
TELPAS Holistic Rating Snapshot, T34
TELPAS Holistic Rating Student Status Report, T34, T39
TELPAS Rater Manual
  assembling/verifying writing collections, T6
  distributing, T16
  finding accommodations in, T8
  recycling, T35
  reviewing, T10, T11, T13
TELPAS Test Administrator Manual, T10, T11, T13, T19, T36
TELPAS Student Rating Roster, T11, T35
TELPAS Summary Report, T34
TELPAS Writing Collection Cover Sheet and Verification Checklist, T35
Test administration
  designating raters and verifiers, T15
  scheduling training for raters and verifiers, T16
  training raters and verifiers to conduct, T19
  Also L&S test administrators
Testing
  creating test sessions, T29
  do not score code, T38
  infrastructure for online, T23
  marking student tests complete, T39
  preparing students for online, T33
  security for, T12
  students not to be scored on, T38
  testing procedures, T33
  TestNav functionality, T25
TestNav
  functionality testing, T25
Test Tickets for students, T29, T36
Texas Practice Test, T25
Training
  attending, T10
  campus coordinators, T11, T13
  certificate of completion for, T18
  dates for, T7, T10
  district coordinator, T9
  monitoring rating, T18
  preparing and conducting, T12
  principals, T11
  raters, T16, T18
  test administrators, T19
  summary TELPAS requirements, T9
  technology staff, T14
  writing collection verifiers, T9, T15
Training site
  logging in, T18
  online course on writing collections, T6
  resources and tools of, T18
Tutorials, student, T26

U
Unschooled asylees/refugees, T26, T29
Uploading
  corrected student data files, T28
  student data, T26
User accounts, T23
Username, T4, T23

V
Validity of assessments
  district requirements for, T7
  ensuring, T21
Verifiers. See Writing collection verifiers
Verifying
  accommodations, T39
  assessment information, T36
  Grades 2–12 score codes, T38
  and updating student data, T27
**W**
Withdrawing students, T27, T29
Writing collection verifiers
  - designating, T15
  - oaths for, T16
  - qualifications for, T15
  - receiving *TELPAS Rater Manual*, T16
  - scheduling training for, T16
  - summary training requirements, T9
  - training to administer test, T15
Writing collections
  - assembling and verifying, T6, T21
  - online course about, T16
  - retaining, T35
  - TELPAS Writing Collection Cover Sheet
    and Verification Checklist, T35

**Y**
Years in U.S. schools, T26, T28