Texas English Language Proficiency Assessment System (TELPAS) Updates

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TEXAS ASSESSMENT CONFERENCE

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Topics

- TELPAS and English Language Proficiency Standards (ELPS)

- TELPAS Online Training Updates

- Listening and Speaking Pilot Study

TELPAS and ELPS

TELPAS fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in the four language domains: listening, speaking, reading, and writing.

TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS) and are part of the Texas Essential Knowledge and Skills (TEKS) curriculum, as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4.

English Language Proficiency Standards

The ELPS include the cross-curricular second language acquisition student expectations, the proficiency level descriptors (PLDs), and linguistic accommodations.

For the purpose of TELPAS, the focus is on the cross-curricular second language acquisition expectations and PLDs of the four language domains:

- listening,

- speaking,

- reading, and

- writing

PLDs

The PLDs contained in the ELPS present the major attributes of each language proficiency level in each of the language domains. The PLDs are what TELPAS holistic raters use to determine the level at which the student performs most consistently.

- Beginning

- Intermediate

- Advanced

- Advanced High

TELPAS

Grades K–1 includes:	Grades 2–12 includes:
holistically rated listening, speaking, reading, and writing assessments based on classroom observations and student interactions.	multiple-choice reading test, holistically rated student writing collection, and holistically rated listening and speaking assessments. The listening and speaking assessments are based on classroom observations and student interactions.

Key Dates

Date	Activity
Jan 3–6	TELPAS manuals shipped to districts
Jan 17–Apr 7	Student data submission (student registration)
Jan 18	Assembling and Verifying Grades 2–12 Writing Collections course available
Jan 30	Online basic training courses for new K–1 and 2–12 raters available
Feb 13	Calibration window opens for new and returning raters
Feb 13	Earliest eligibility date for TELPAS writing samples
Mar 6–Apr 5	**TELPAS assessment window**
Apr 6–7	Data verification window

TELPAS Online Training Center

- Users who need to access the website for the assembling and verifying course, the online basic training courses for K–1 or 2–12, or calibration activities are required to create a new user profile.

  - There are no specific roles for coordinators or others in administrative capacities. Only users that need to complete training are required to complete a new user profile.

- Before users create new user accounts they must have been trained on administration procedures and signed the appropriate oath.

- Accounts and calibration certificates will be purged from training site at the end of each training window.
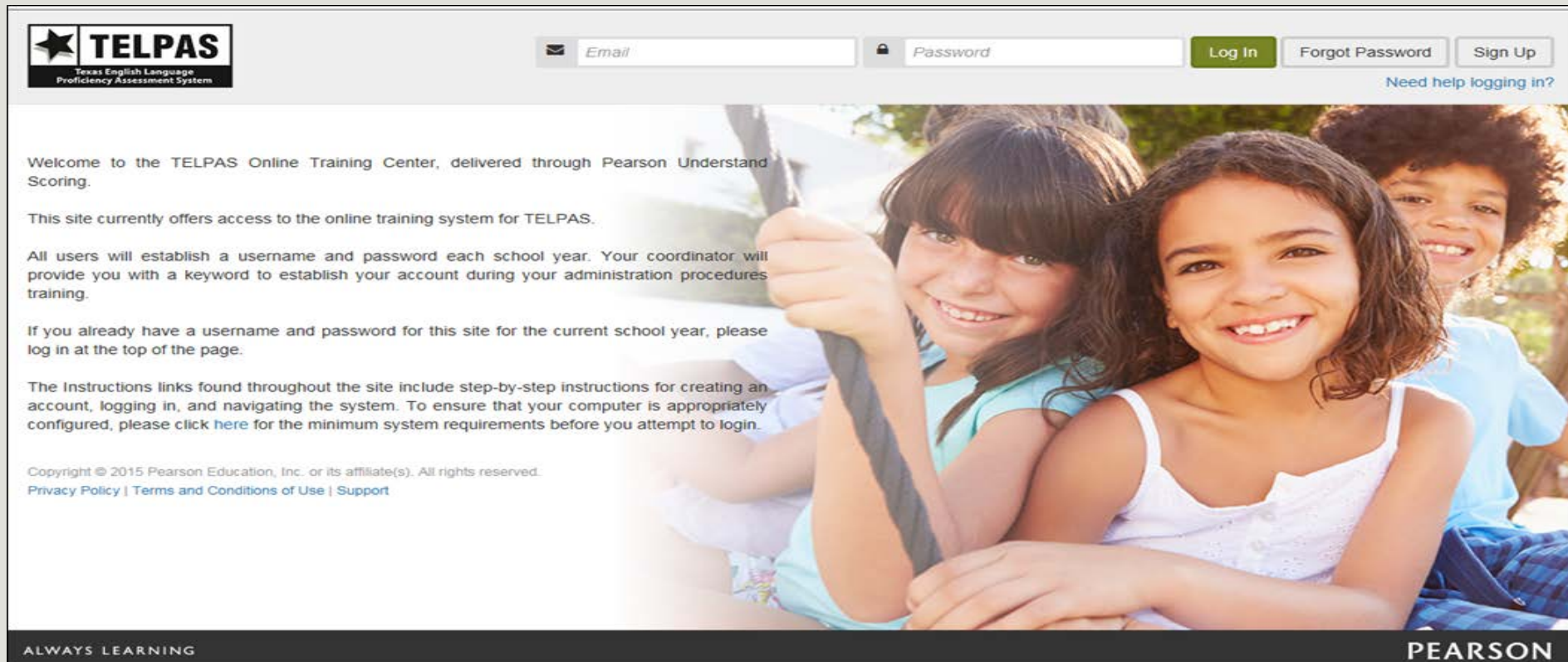
TexasAssessment.com/TELPASTrainingCenter

TELPAS Online Training Center Updates

- New raters and 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.

- Raters required to create new account each year; accounts purged each year

- No role-based accounts [regional testing coordinators (RTCs) and district testing coordinators (DTCs) will not have accounts created for them]
  - No training reports for coordinators
  - No account management tools for coordinators

- Calibrations required to be completed in monitored session
  - Two sets available

TELPAS Online Training Center Updates

- The optional Assembling and Verifying Grades 2–12 Writing Collections course is now separated into two modules (assembling writing collections and verifying writing collections).

- The Grades K-1 Rater Online Basic Training Course and the Assembling and Verifying Grades 2–12 Writing Collections Course will now have a practice activity outside of the modules.

- After completing the modules and practice activities for these courses, a certificate of completion will be available in the training center.

- There are calibration passcodes for set 1 and passcodes for set 2 each day.

Coordinator Resources for TELPAS Holistic Rating Training

The Online Training Coordinator Resources document containing important online rater training resources for coordinators includes:

- Daily calibration passcode for each set (the passcodes are updated weekly)
- Sample monitored calibration session roster template
- Course certificate generator for 2–12 Online Basic Training Course

Should only be shared with other designated personnel acting as district coordinator assistants.

TELPAS Online Training Coordinator Resources Document

- Can be accessed within the Published Reports section of the assessment management system, by accounts with DTC role only

- Document is currently available with calibration passcodes for the first week and will be updated weekly beginning February 16th through March 30th
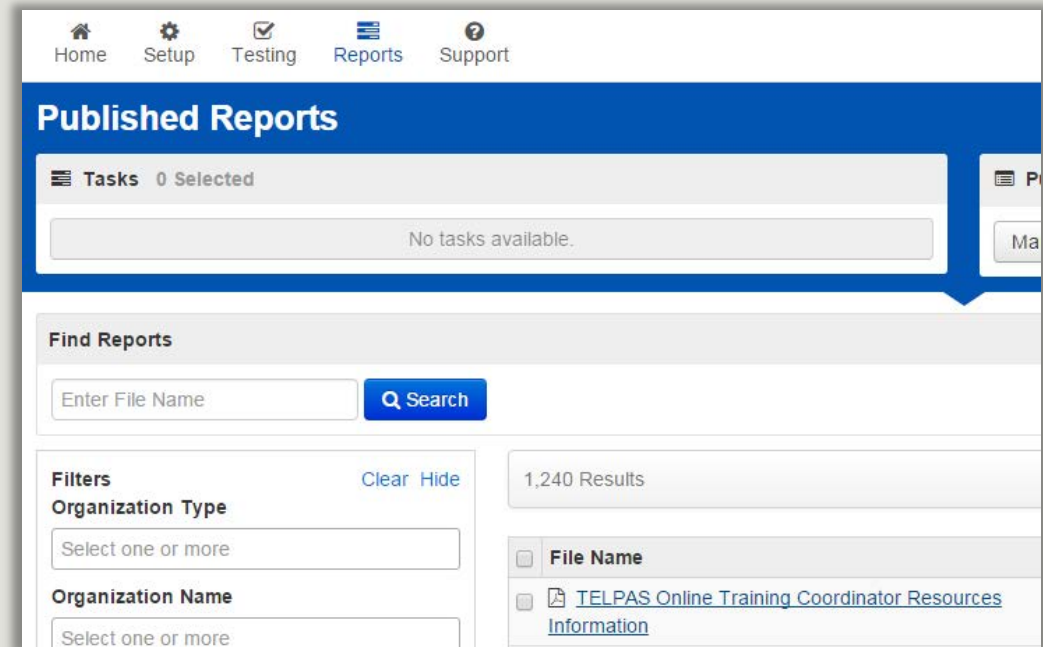
Holistic Rating Training

- Online basic training courses may be completed independently or in another manner that meets a district's needs.

  - New raters and 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.

  - For the 2-12 online basic training course , district coordinators, or other personnel designated by the district coordinator, will be able to provide raters with a certificate of completion.

  - Local procedures must be established for verifying the completion of online courses before issuing a certificate of completion.

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 that must be trained to rate the ELLs on each campus.

- Most raters will need 1-2 hours to complete a calibration set. Raters must finish a calibration set once it is started in the same monitored session.

- Local procedures must be established for completion of second calibration set if needed.

Proctors for Monitored Calibration Sessions

A testing coordinator or other designated personnel must serve as a proctor.

- The number of proctors needed depends on the number of raters being trained.

- Proctors may be Language Proficiency Assessment Committee (LPAC) administrators, school counselors, or other suitable staff.

- Proctors **must not** be teachers serving as TELPAS raters this year.

- Proctors must have received administration procedures training and signed the rater oath.
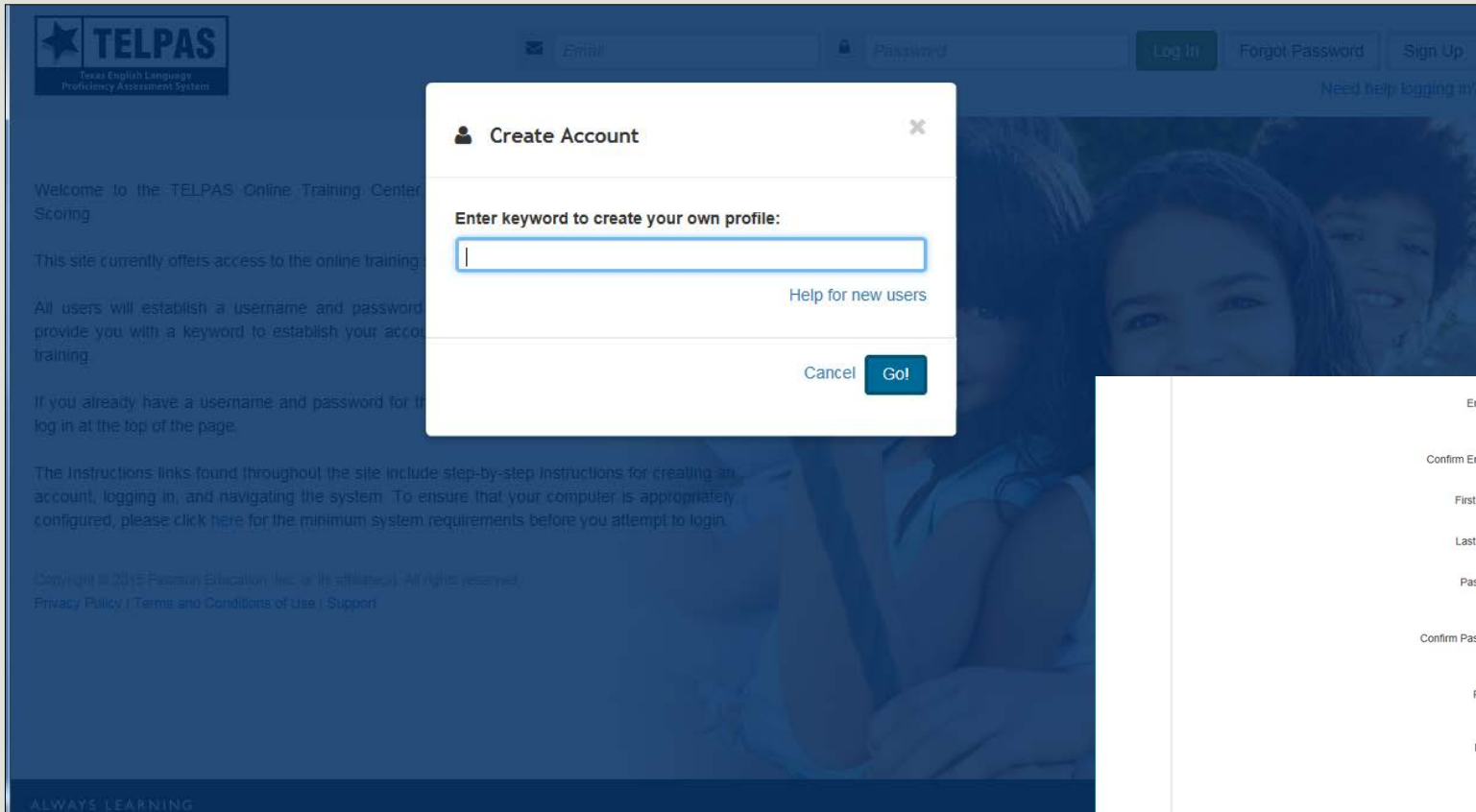
Proctors for Monitored Calibration Sessions

- A trained proctor must be available to actively monitor the calibration session.

- A roster of participants must be maintained for each calibration session.

- Proctors must have correct calibration passcodes for the day of the session.

- Raters may use their *TELPAS Rater Manual* **or** a copy of the PLDs and scratch paper to make notes during calibration. **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.

- The use of headphones is required for raters to complete the calibration activities.

Course and Calibration Certificates
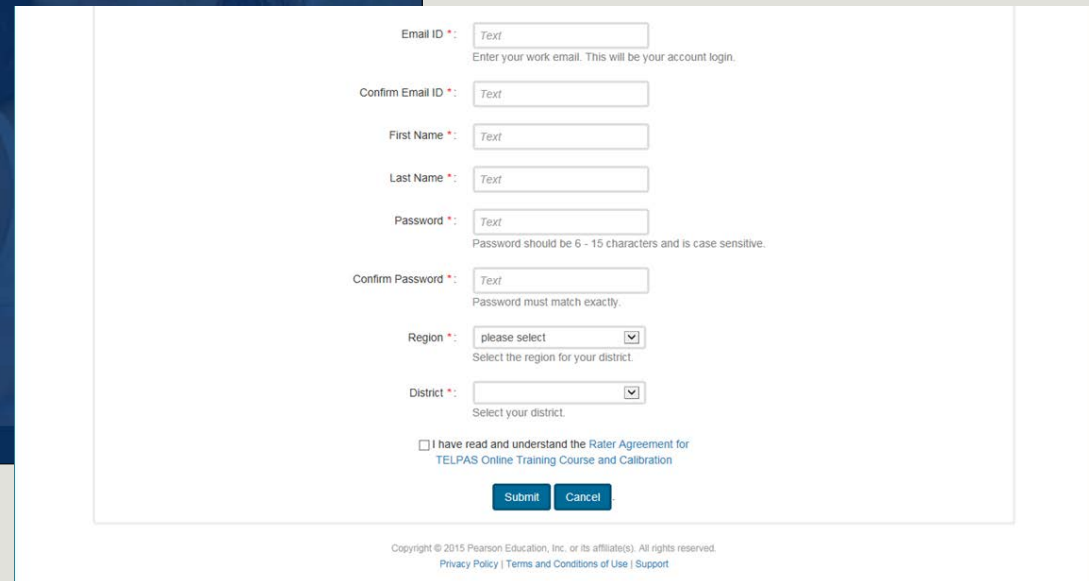
- After completing the modules and practice activities for the Grades K-1 Rater Online Basic Training Course or the Assembling and Verifying Writing Collections Course, a certificate of completion will be available in the security summary tab of the TELPAS Online Training Center.

- After completing all modules in the 2-12 online basic training course, district testing coordinators will be able to provide raters with a certificate of completion.

- After successfully calibrating, raters will go to the scoring summary tab of the TELPAS Online Training Center to access and print a certificate. The certificate must be provided to the session proctor.

How to Create an Account

"You must have received TELPAS administration procedures training and have signed the appropriate Oath of Test Security and Confidentiality to continue."

Home Page

TELPAS
Texas English Language
Proficiency Assessment System

EDUCATOR HOME

Welcome, **Michael Marin**

Start Here

To access your training, click on the button that corresponds to the grade level(s) of students you have been assigned to rate. If you have been assigned to rate students in multiple grade clusters, you will be able to return to this page using the Educator Home button to select another grade. Contact your campus coordinator if you are unsure of your training requirements.

Testing coordinators, campus administrators, raters, or writing collection verifiers may access the optional course titled *Assembling and Verifying Grades 2-12 Writing Collections* using the "Assembling and Verifying" button below.

Announcements

January 18 - Assembling & Verifying Grades 2-12 Writing Collections course available
January 30 - Online Basic Training Courses available for K-1 and 2-12
February 13 - Calibration window opens for new and returning raters
February 13 - Earliest eligibility date for TELPAS writing samples
March 6- April 5 - TELPAS assessment window
April 5 (7 pm CDT) - Training courses and calibrations close
July 1 - TELPAS Online Training Center maintenance begins (download calibration certificates prior to this date)

Do not leave your computer unattended if you are logged in. If you need to leave your computer, sign out of your account.

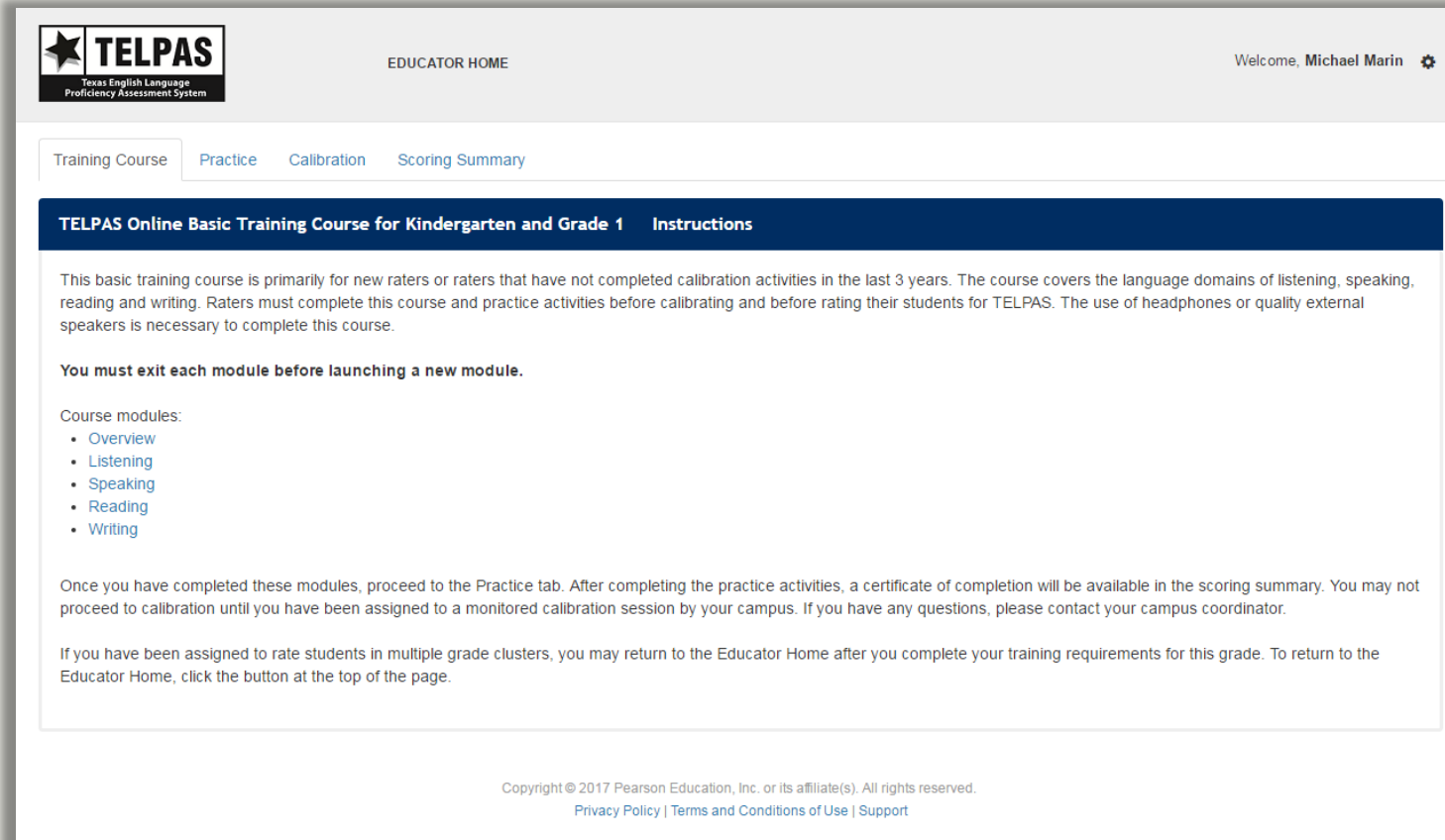## Choose Your Training

| Grades K–1 | Grade 2 | Grades 3–5 | Grades 6–8 | Grades 9–12 | Assembling and Verifying |

Resources

Glossary of Terms Used in TELPAS Holistic Rating Training
ELPS-TELPAS Proficiency Level Descriptors
TELPAS Rating Tips
Additional Practice Writing Collections for Online Training Module

Support

TELPAS Online Training Center Support

The *Instructions* links found throughout the site include step-by-step instructions for creating an account, logging in, and navigating the system. To ensure that your computer is appropriately configured, click here for the minimum system requirements. If you need further assistance with the Training Center, contact Pearson's Customer Service Center using the information below.

Settings

Training Courses Grades K-1

TELPAS
Texas English Language
Proficiency Assessment System

EDUCATOR HOME

Welcome, **Michael Marin**

Training Course   Practice   Calibration   Scoring Summary

TELPAS Online Basic Training Course for Kindergarten and Grade 1   Instructions

This basic training course is primarily for new raters or raters that have not completed calibration activities in the last 3 years. The course covers the language domains of listening, speaking, reading and writing. Raters must complete this course and practice activities before calibrating and before rating their students for TELPAS. The use of headphones or quality external speakers is necessary to complete this course.

You must exit each module before launching a new module.
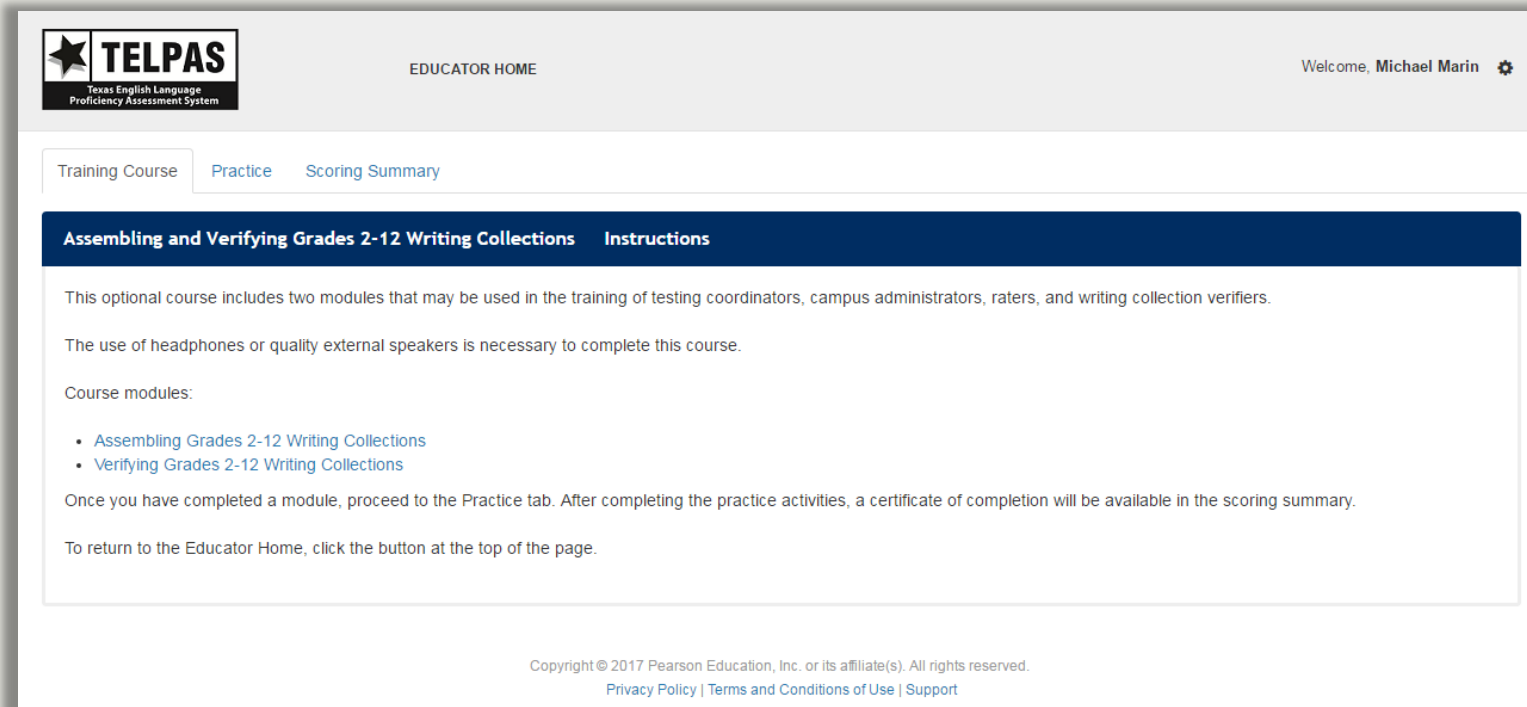
Course modules:
- Overview
- Listening
- Speaking
- Reading
- Writing

Once you have completed these modules, proceed to the Practice tab. After completing the practice activities, a certificate of completion will be available in the scoring summary. You may not proceed to calibration until you have been assigned to a monitored calibration session by your campus. If you have any questions, please contact your campus coordinator.
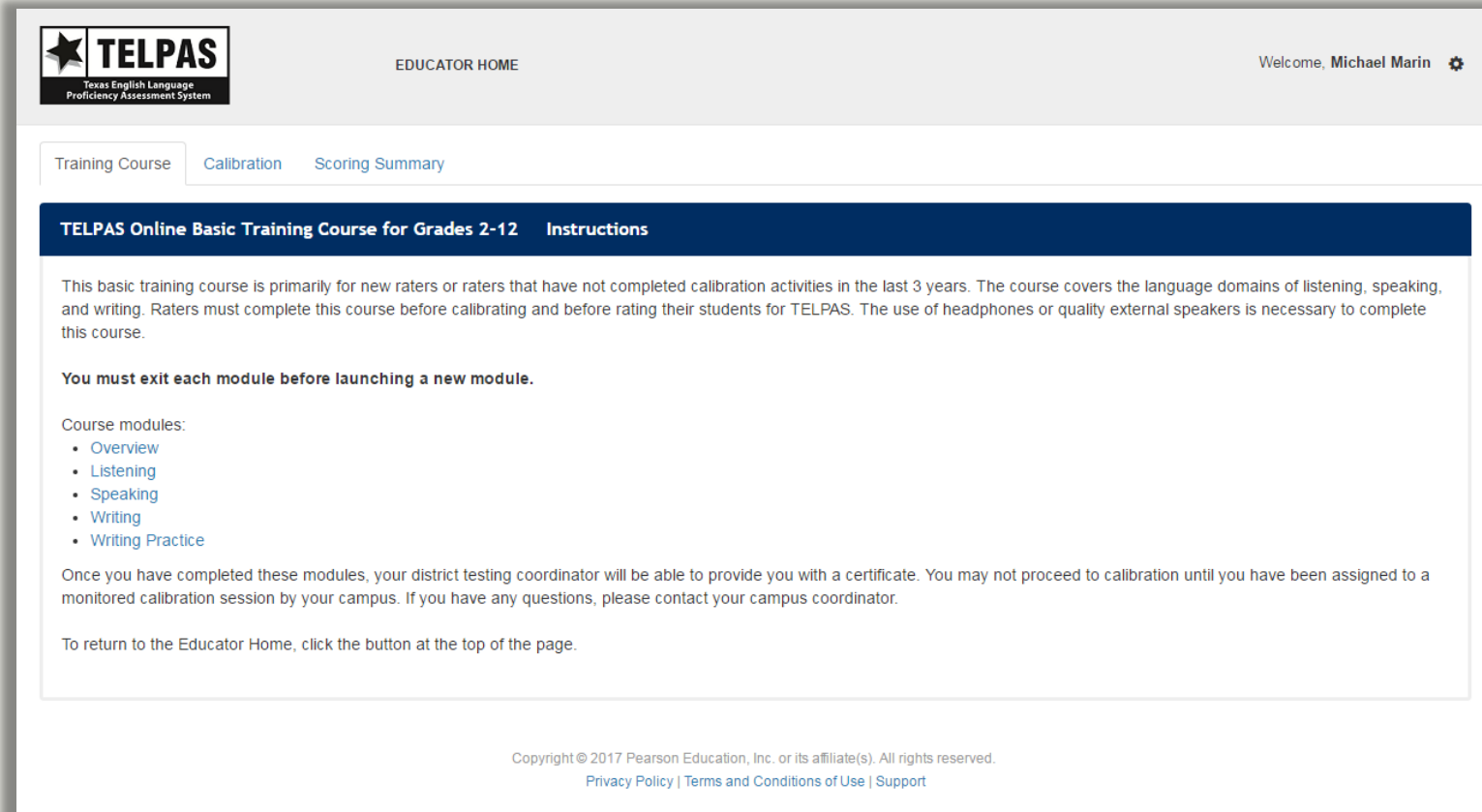
If you have been assigned to rate students in multiple grade clusters, you may return to the Educator Home after you complete your training requirements for this grade. To return to the Educator Home, click the button at the top of the page.

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Training Courses Grades K-1 Summary Page

Training Courses Grades 2-12

Training Courses Assembling and Verifying Writing Collections
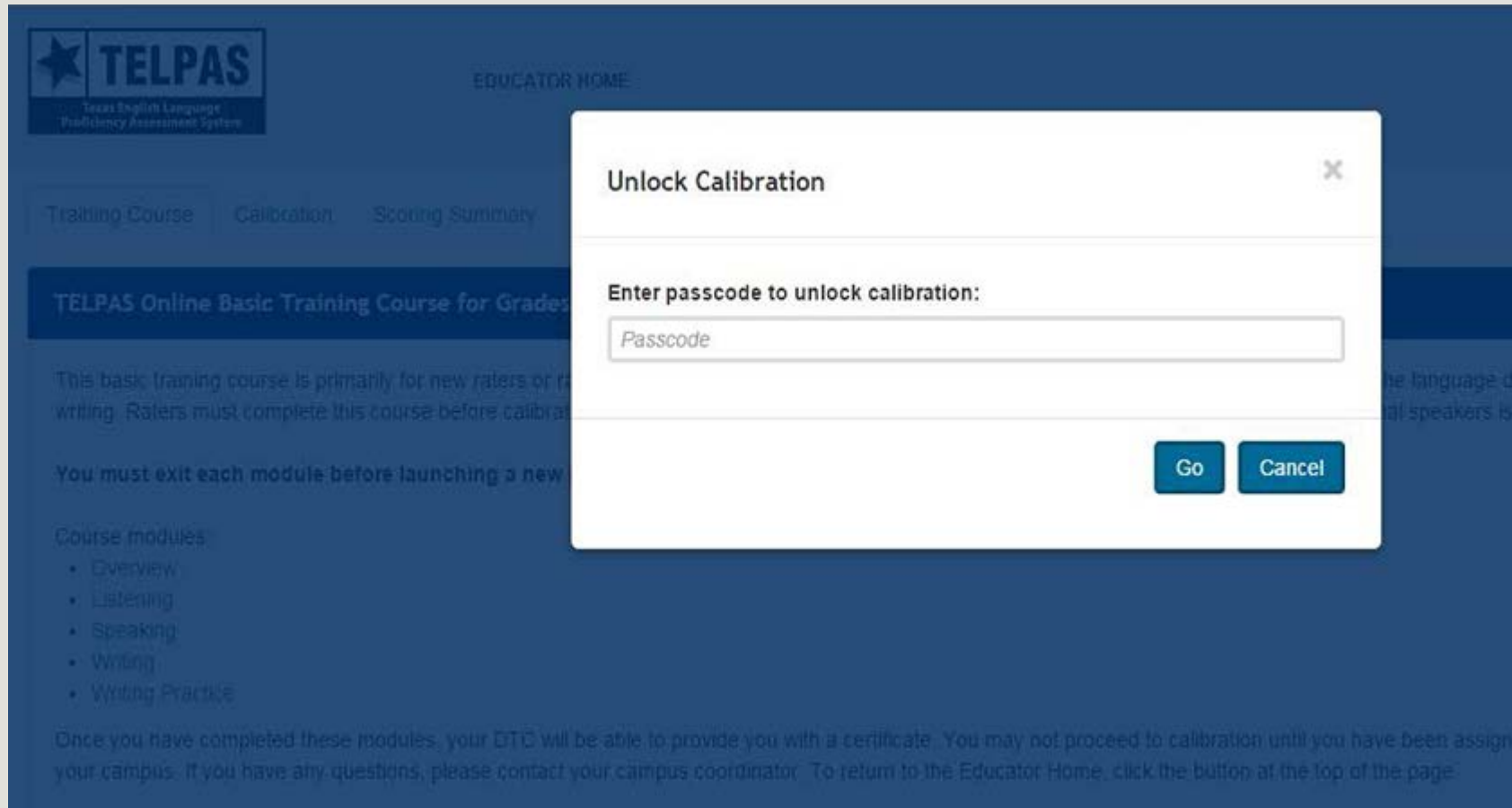
Calibrations

Accessing Calibration in the TELPAS Online Training Center
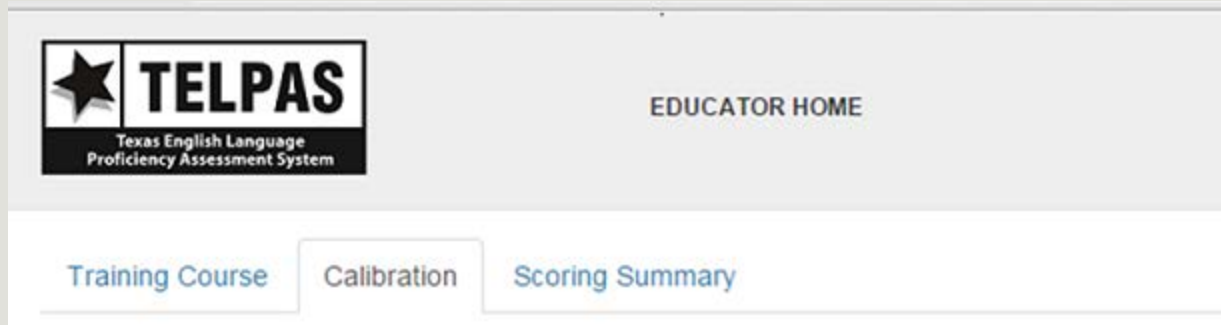
To open Calibration tab, rater must click the tab and select the appropriate calibration set then enter the passcode for the day.

Accessing Calibration in the TELPAS Online Training Center

Calibrations: Submit ratings

Scoring Summary

TELPAS Online Testing and Data Submission

K-1 (all domains) and Grades 2–12 (listening, speaking and writing) online TELPAS entry of holistic rating information will be delivered through TestNav. Grades 2–12 reading tests are also delivered through TestNav.

- TestNav is accessed through an installable app version.

Years in U.S. schools data collection do not break out the first year into semesters.

TELPAS testing and data submission activities will be managed through PearsonAccess[next].

TELPAS Student Data Upload

- Student data load process completed January 17, 2017 for districts who chose the option for Pearson to upload student data from PEIMS

- Students automatically loaded into groups based on campus and grade

- The *Years in U.S. Schools* field was not populated; districts must enter before the end of the spring 2017 TELPAS administration

Test Administration Process

1

Register and Assign Students to Test(s)

Test Assignments
- K-1: Holistic Ratings
- 2-12: Holistic Ratings and Reading test

2

Create Online Test Sessions

Coordinators or assigned staff will need to create and manage sessions.
- Holistic Ratings sessions
- Start Reading sessions

3

Administer Reading Tests/Enter Holistic Ratings

Administer and monitor reading session for students in grades 2-12. Authorized or designated personnel (with Transcribe Assistant role) will *Launch Test* from the Assessment Management System to enter holistic ratings.

4

Enter Score and Accommodation Information

If directed by coordinator, score codes and accommodations will need to be entered.

TELPAS Online Test Sessions

Grades 2–12 reading	Grades K–12 holistic ratings
• Test sessions will need to be created for students to take the grades 2–12 reading test. • This includes separate test sessions for students approved to take a paper administration so that responses to test questions can be transcribed into a special online form.	• Test sessions will need to be created for holistic rating information to be entered for each student in K–12. • Designated personnel will Launch Test to enter rating information.

TELPAS Reading Accommodations Information

TELPAS Reading Test Administrator Manual (page 9) contains information about specific accommodations allowed for grades 2–12 TELPAS reading tests.

Specific information regarding student eligibility criteria and special instructions or considerations is available at the Accommodation Resources webpage.

The following procedures are not permitted, as they may invalidate the test.
- Students may not receive reading assistance.
- Students may not use English-language or foreign-language reference materials.
- Test questions and reading selections may not be translated.
- Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.

Reports for Monitoring Completion of TELPAS Administrations

TELPAS Combined Status Report (Campus Level)

- This report displays the status of K–12 holistic rating entry and 2–12 reading test for each student registered with a selected campus.
- Coordinators can also verify ratings and rater information, completion of 2–12 reading tests, and entry of years in U.S. schools information.

TELPAS Summary Report (District and Campus Level)

- This report displays the status of the entry of K–12 TELPAS rating information and 2–12 reading tests for a district and campuses within that district.
- Report indicates the number of students with each status (Not Started, Incomplete, and Complete) for the rating and reading portions of the assessment.

Unsubmit and Do Not Report for Online Tests

Unsubmit

- **For grades 2–12 reading tests:** In the event that a student or test administrator submits a student's reading test prematurely and the student did not get the chance to complete the test, the district testing coordinator should contact Pearson's Customer Service Center as soon as possible to get the student's test unsubmitted. TEA must be contacted to approve this if it has been more than 2 hours since the student's test was inadvertently submitted.

- **For grades K–12 rating entry form:** In the event an error was made in entering holistic ratings or rater information, the district testing coordinator should contact the Customer Service Center to get the rating entry form unsubmitted to make corrections.

Do Not Report
- This function is used to void a student's online testing record. This should mainly be used for voiding student's test records of ineligible testers (i.e. when non-ELL students are tested for TELPAS)
  - Function is available on the Test Details screen for online tests to district testing coordinators only.

Final Data Verification Window

Assessment window closes Wednesday, April 5

Verification window closes Friday, April 7

NOTE: The verification window will end at 5 p.m. (CT) on Friday, April 7.

Listening and Speaking Pilot Study

Listening and Speaking Pilot Study

In order to increase standardization and validity of listening and speaking ratings while reducing the overall amount of training for TELPAS raters, TEA is working with stakeholders to redesign TELPAS listening and speaking assessments for grades 2-12.

Holistic ratings for listening and speaking in grades 2-12 will be phased out after this spring, and the listening and speaking assessments will be operational in spring 2018. Beginning spring 2018 TELPAS administration, writing will be the only holistically- rated component for TELPAS.

Purpose: Listening & Speaking Pilot Study

The purpose of this pilot study is to inform the development of the new TELPAS listening and speaking assessments.

This pilot test study will provide information, including item statistics that describe how the questions perform, as well as feedback regarding the test administration procedures.

Data from the pilot test will provide TEA an opportunity to make revisions to item protocols and data collection procedures, as needed.

Students will be registered through upload in the Assessment Management System.

Since standards for the listening and speaking test have not been established yet, no reports will be sent to participating districts.

TELPAS Domain Weights

The language domain weights will remain the same.

Language Domain Weights			
Reading	Writing	Listening	Speaking
50%	30%	10%	10%

TELPAS Grade Bands

There will be fewer grade bands for listening and speaking:

Reading Grade Bands	Listening & Speaking Grade Bands
2	2-3
3	4-5
4-5	6-8
6-7	9-12
8-9	
10-12	

Proficiency Levels

TELPAS proficiency levels will remain the same.

- Beginning

- Intermediate

- Advanced

- Advanced High

ELPS Listening Student Expectations

As part of the ELPS §74.4 (c)(2), some of the listening student expectations that will be assessed may include:

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

ELPS Speaking Student Expectations

As part of the ELPS §74.4 (c)(3), some of the speaking student expectations that will be assessed may include:

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

Focus Group

In fall 2015, a focus group met and was composed of teachers, administrators, Education Service Center consultants/specialists, university professors, district testing coordinators, and district bilingual/ESL directors.

The focus group met several times to review the ELPS for listening and speaking as well as different sample item types. The group provided feedback in regards to the functionality, art/pictures, and the different item types.

Cognitive Lab Analysis

In September 2016, a cognitive lab was conducted to obtain feedback from ELLs on the design of the new TELPAS listening and speaking assessments. Information on two design components was collected.

- A usability study component was included to observe whether students can access and navigate the online system without difficulty.
- A content study component was included to evaluate whether item types result in the types of listening and speaking responses they were designed to elicit.

Cognitive Lab Participants

The study took place with volunteer districts in and around the Austin area. All four grade bands (2-3, 4-5, 6-8, and 9-12) were included.

Since the cognitive lab took place in the fall, students participating were assigned the grade band from the prior school year.

Campuses were asked to include students from a variety of proficiency levels and grade levels, so that results will be applicable to beginning, intermediate, advanced, and advanced high students and all grade levels within a grade band.

Of the students taking part in the cognitive lab, there was a variety of first languages were represented, including the two most common first languages other than English spoken in Texas households (Spanish and Vietnamese).

Items and Item Types

For listening audio prompts and selected-response items, students listened to audio prompts and responded to items on the computer.

For speaking prompts, students spoke their responses into a microphone that captured audio responses on the computer.

Some items were integrated and tested both listening and speaking.

Items and Item Types

Listening	Speaking	Listening/Speaking
Picture sequence	Ask a question	Passage-based
Picture matching	Speak in the situation	Simulated conversation
Passage-based	Explain a process-visual	Point counterpoint
	Describe a picture	
	Compare pictures-chunked	
	Compare pictures-not chunked	
	Explain a process-prompt only	
	What do you think	
	Tell a story	
	Open-ended	

Conclusion of Cognitive Lab

Overall, students had little to no difficulty navigating through or working with items. The few minor issues that were occasionally observed will be addressed either in the tutorial or by modifying the gray-box directions.

Beginning- and intermediate-level students did have problems answering items, but the think-alouds and interviews provided evidence that this was due to limited language proficiency and not due to an inability to navigate through the items or understand what each task involved.

The gray-box directions and item stems were slightly modified to encourage more speech before this spring's 2017 pilot test study.

2017 Listening and Speaking Pilot Study

The pilot study of the new TELPAS online listening and speaking assessment in volunteer districts is being conducted during this spring's TELPAS testing window.

In previous pilot testing, such as STAAR L and RPTE, non-ELLs were included in the sample to compare native English speaker performance to ELL performance in order to make sure that Advanced High ratings are actually achievable by native English speakers.

2017 Listening and Speaking Pilot Study

A little more than 100 districts have agreed to participate in the 2017 Listening and Speaking Pilot study.

The study will include ELLs and non-ELLs from different grade bands and from across the state.

ELLs participating in the study have different levels of English proficiency.

After pilot testing, when student performance data can be analyzed, more information will be known about what items types will be available for the first operational administration of the redesigned TELPAS listening and speaking assessment in spring 2018.

Language Domain Definitions

For assessment purposes, the second language acquisition domains of listening and speaking are defined as follows:

Listening	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided.
Speaking	The ability to use spoken language appropriately and effectively in learning activities and social interactions.

This is just a placeholder of the sample item which was used at the conference to demonstrate the audio functionality.

Sample 1

Audio: Click on the ball.

Listen to the audio. Follow the directions you hear.
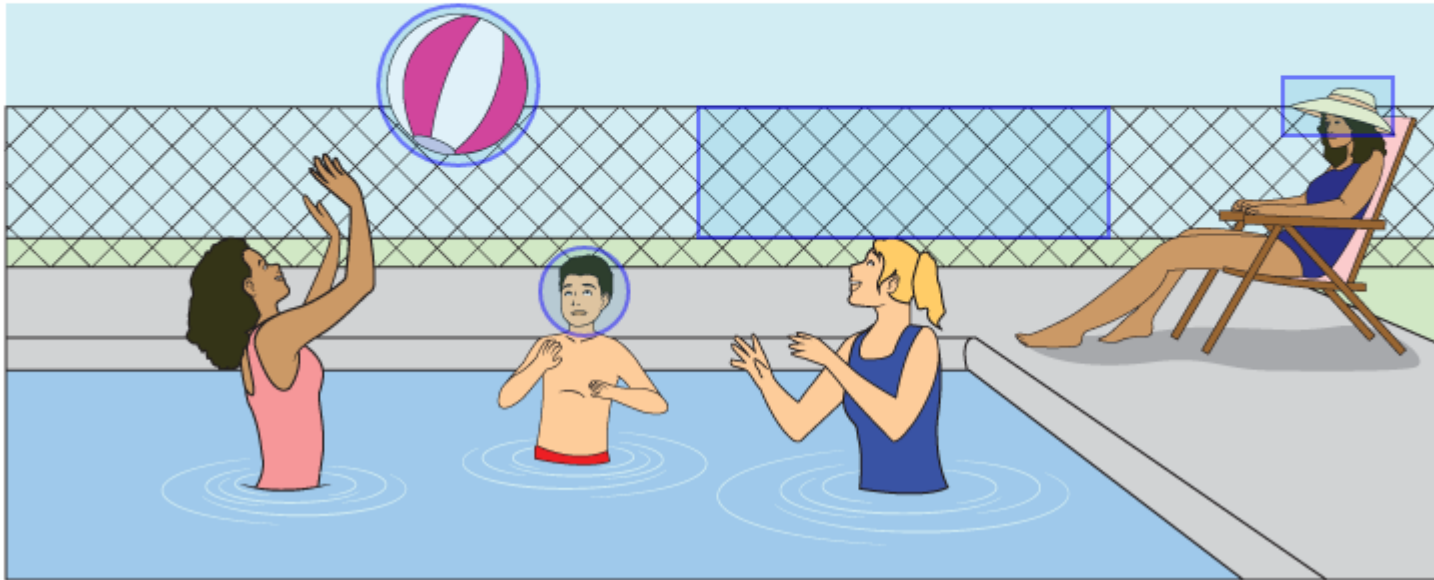
NOTE: The sample items do not represent exactly actual test items but are only intended demonstrate the functionality of the assessment.

This is just a placeholder of the sample item which was used at the conference to demonstrate the audio/video functionality.

Sample 2 (visual only, no actual audio)

Audio 1: The kitten lies on a blanket with the dog.

Audio 2: The kittens lie together in a basket.

Listen to the audio. Move a picture into the box that best matches what you hear.

NOTE: The sample items do not represent exactly actual test items but are only intended demonstrate the functionality of the assessment.

This is just a placeholder of the sample item which was used at the conference to demonstrate the audio/video functionality.

Sample 3

Video audio:

This person is making something for lunch. Watch what she does.

Watch the video. When you are ready, record your answer. Tell as much as you can.

Describe what the person is doing.

Remaining attempts: 2

NOTE: The sample items do not represent exactly actual test items but are only intended demonstrate the functionality of the assessment.

Test Pilot Study: Security and Confidentiality

As with any state assessment administration, all assessment instruments as defined under TEC§39.023 and §39.027 are considered secure and the contents of these tests, including student information used or obtained in their administration, are confidential.

The participating districts and its applicable staff members will need to maintain and preserve the security and confidentiality of all test material and test data. Test administrators must hold the educator credentials detailed in the *2017 District and Campus Coordinator Manual*. All testing personnel must be trained in TELPAS security and confidentiality requirements. Test administrators and technology staff must sign a security oath unless they have already signed one for TELPAS for the 2017 testing year.

(DRAFT) TELPAS Listening & Speaking Implementation Schedule		
Date	**Task**	**Status**
February 2016	Item and rubric development	√
Summer 2016	External meeting to review developed items	√
Fall 2016	Cognitive lab	√
Fall 2016	Cognitive lab analysis	√
Fall 2016	Listening/speaking pilot test forms constructed	√
Spring 2017	Listening and speaking pilot test	
Summer 2017	Analyze pilot test data and range finding	
Fall 2017	TELPAS online forms construction and review	
March-April 2018	TELPAS administration	
May 2018	TELPAS speaking gets scored	
Summer 2018	Standard setting for TELPAS	
Fall 2018	Report TELPAS	

Future TELPAS Online Testing Format

To accommodate adding listening and speaking items to the online testing format, the blueprint for the TELPAS reading will be about half of the current reading blueprint.

The combined length of time of the listening/speaking test and the reading test for students in grades 2-12 should not exceed the current testing time.

Microphone & Headphone Requirements

It is recommended that headsets used for the TELPAS listening and speaking assessments be uni-directional, with noise-cancelling microphones.

Further guidance will be provided on the requirements for desktop/laptop headphones and microphones as well as handheld headphones and microphones.

Contact Information

Email ELL Assessment team at ell.tests@tea.texas.gov

Call Student Assessment Division at 512-463-9536

ELL Assessments Information webpage

http://tea.texas.gov/student.assessment/ell/