TELPAS
Texas English Language Proficiency Assessment System

Manual for Raters and Test Administrators
Grades K–12

Spring 2019
# Contact Information/Resources

## 2019 Contact Information

<table>
<thead>
<tr>
<th>For questions about</th>
<th>Contact</th>
</tr>
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</table>
| TELPAS testing policies | Texas Education Agency's Student Assessment Division  
Telephone: 512-463-9536  
Fax: 512-463-9302  
Email: Assessment.SpecialPopulations@tea.texas.gov |
| accessing online resources, online test administration procedures, the TELPAS Online Training Center, or help with technical concerns or issues | Customer Service Center  
Telephone: 800-627-0225  
Online Form: Go to http://tx.pearsonaccessnext.com and select Pearson Customer Support Form under “Contact Us.”  
Live Chat: Go to http://tx.pearsonaccessnext.com and click “Chat Now.” |

## 2019 General Information Resources

<table>
<thead>
<tr>
<th>For general information related to</th>
<th>Access</th>
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| student assessment program | TEA Student Assessment Division website at http://tea.texas.gov/student.assessment/  
EL assessments | http://tea.texas.gov/student.assessment/ell/ |
| TELPAS online basic training courses, online calibration activities, and related training materials | http://www.TexasAssessment.com/TELPASTrainingCenter/ |
| TELPAS online test training and administration materials | http://www.TexasAssessment.com/TELPAS/ |
| TELPAS online test student tutorials | http://TexasAssessment.com/TELPAS-tutorials/ |
| online testing technology information | http://www.TexasAssessment.com/technology/ |

## 2019 Resource Materials

<table>
<thead>
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<th>Located at</th>
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</thead>
<tbody>
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<td><a href="http://txetests.com/dccr/">http://txetests.com/dccr/</a></td>
</tr>
<tr>
<td>Accommodation Resources</td>
<td><a href="http://tea.texas.gov/student.assessment/accommodations/">http://tea.texas.gov/student.assessment/accommodations/</a></td>
</tr>
<tr>
<td>Language Proficiency Assessment Committee Resources</td>
<td><a href="http://tea.texas.gov/student.assessment/ell/lpac/">http://tea.texas.gov/student.assessment/ell/lpac/</a></td>
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# Calendar of Events

## Spring 2019

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<tr>
<td>Administration procedures training for holistically rated assessments</td>
<td>By 2/22</td>
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<tr>
<td>Online training courses for holistically rated assessments</td>
<td></td>
</tr>
<tr>
<td>• Assembling and Verifying Grades 2–12 Writing Collections</td>
<td>Opens 1/14</td>
</tr>
<tr>
<td>• Basic Training Course for Kindergarten and Grade 1</td>
<td>Opens 1/28</td>
</tr>
<tr>
<td>• Basic Training Course for Grades 2–12</td>
<td>Opens 1/28</td>
</tr>
<tr>
<td>Online calibration window</td>
<td>Opens 2/11</td>
</tr>
<tr>
<td>Earliest eligibility date for TELPAS writing samples</td>
<td>2/11</td>
</tr>
<tr>
<td>TELPAS assessment window</td>
<td>2/25–4/5</td>
</tr>
<tr>
<td>Districts receive TELPAS printed reports</td>
<td>5/24–5/31</td>
</tr>
</tbody>
</table>
Icons Used in This Manual

The following icons are used throughout the manual.

This icon refers to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the District and Campus Coordinator Resources website.

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

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of the four English language proficiency levels described in the ELPS: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators.

The assessment components for grades K–1 and 2–12 include the following:

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

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

The instructions in this manual explain the responsibilities of raters and test administrators for the spring 2019 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual and the TELPAS information in the District and Campus Coordinator Resources. Assessment procedures must be followed exactly so that all individuals eligible for testing are assessed in a uniform manner.

In rare circumstances that prevent a student from testing online, the Texas Education Agency (TEA) may grant approval for a special administration of the domains of reading, listening, and speaking for grades 2–12. This manual does not contain instructions for a special administration. If you are approved for a special administration, you will follow the instructions that are provided with the approval for the special administration.
Scheduling

Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the Calendar of Events. Your campus coordinator will inform you of the schedule to follow.

Submission of Student Data and Assessment Information for TELPAS

TELPAS is administered as an online assessment program. Two types of information are submitted.

- **Student data consisting of student identification, demographic, and program information**
  This information includes the student’s Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS assessment information**
  This information includes students’ answers to the reading and listening and speaking tests for grades 2–12, the holistic proficiency ratings of each student, rater information, any designated supports used for testing, and any reasons why a student was unable to be assessed. Instructions for submitting this information are provided in the *Assessment Management User’s Guide*.

Eligibility Requirements

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

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

- **Admission, Review, and Dismissal (ARD) Decision:** In rare cases, it may be necessary for the ARD committee, in conjunction with the language proficiency assessment committee (LPAC), to determine that an EL receiving special education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student’s particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student’s individualized education program (IEP) by the ARD committee and the student’s permanent record file by the LPAC. Refer to the TELPAS ARD decision-making guidance posted on the TELPAS and TELPAS Alternate Resources webpage. It is also 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 Resources for more information.

- **ELs with Significant Cognitive Disabilities (SCD):** TEA has developed TELPAS Alternate. To determine an EL’s eligibility to participate in TELPAS Alternate, refer to the TELPAS Alternate Participation Requirements found on the TELPAS and TELPAS Alternate Resources webpage. A separate test administrator manual for TELPAS Alternate will be posted on the TELPAS and TELPAS Alternate Resources webpage.

- **Newly Enrolled EL—Holistically Rated Domains:** An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, newly enrolled students in grades 2–12 are required to take the TELPAS reading and listening and speaking tests.
Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023 and §39.027, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the Coordinator Resources, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual and in the Coordinator Resources.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the test security oath. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Documents used to account for materials, such as the shipping notice that arrives with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised.

Confidentiality Requirements

Maintaining the confidentiality of the TELPAS program involves protecting the contents of all secure test materials, including test booklets; online assessments and test tickets; and TELPAS calibration activities and components for holistically rating student performance. This requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the test security oath affirming that they understand their obligations concerning the security and confidentiality of the TELPAS program before handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of an online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If
circumstances necessitate that an online assessment be examined, permission must first be obtained from TEA.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA.
- Only students may respond to test questions.
- Test administrators who have permission to view secure materials in order to provide an approved designated support, must be reminded that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, these individuals are required to sign a separate section of the test administrator oath.
- No person may review or discuss student responses during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may receive or provide answers to student profiles during TELPAS calibration activities.

Upon completion, the TELPAS Student Rating Roster and the writing collections must be submitted to the campus coordinator for storage.

Penalties for Prohibited Conduct

A person who engages in conduct prohibited by the Security section of the District and Campus Coordinator Resources may be subject to sanction of credentials. Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a certificate for a set term or issuance of a probated suspension for a set term
- revocation or cancellation, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently
- imposing any additional conditions or restrictions upon a certificate that the State Board of Educator Certification deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials

Districts allowing certified or noncertified paraprofessionals (e.g., teacher aides) to access secure materials or to administer tests must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or
confidentiality occurs under these circumstances, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content is a class C misdemeanor and could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation. In addition, any irregularities in test security or confidentiality may result in the invalidation of students’ assessments.

**Measures Implemented by TEA to Ensure Test Security and Confidentiality**

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all students. In response to recommendations made by TEA’s Task Force on Test Integrity and to further ongoing efforts to improve security measures in the state’s assessment program, TEA has engaged in ongoing efforts to improve the security of the state assessment program, including a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

**Security Oaths and Confidentiality Statements**

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign the test security oath. The security oaths are available in the Coordinator Resources.

All TELPAS raters, writing collection verifiers, calibration proctors, and test administrators must undergo training and sign the security oath affirming that they understand their obligations concerning the security and confidentiality of the TELPAS program before handling secure test materials or administering assessments. Districts are required to maintain these oaths for a period of five years after a test administration.

**Testing Irregularities**

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities. They are viewed by TEA as falling into one of two categories—serious or procedural.

**Serious Irregularities**

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator
Standards and Certification Legal Division for consideration of disciplinary action. Examples of serious violations involve, but are not limited to, the following:

- directly OR indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or writing samples
- viewing secure test content during or after an assessment unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or capturing electronically secure test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- fraudulently exempting or preventing a student from the administration of a required state assessment
- receiving or providing unallowable assistance during the TELPAS calibration activities (e.g., taking notes, providing answer sheets, or verbally sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in conduct described in the items listed above or in any other serious violation of security and confidentiality

**Procedural Irregularities**

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Examples of procedural irregularities involve, but are not limited to, the following:

**Eligibility Error**

- Eligible students were not administered the grades 2–12 tests or were not rated in one or more of the required domains.
- Ineligible students were assessed.

**Individualized Education Program (IEP) Implementation Issue**

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

**Improper Accounting for Secure Materials**

- A rater, test administrator, campus coordinator, or district coordinator lost or misplaced writing collections or other secure materials.
A campus coordinator did not ensure that raters returned confidential materials.

**Monitoring Error**

- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure online tests were left open and visible during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing.
- Students were not prevented from using cell phones or any other electronic device to take pictures, share postings, or send messages.
- A student was allowed to remove secure materials from the testing area.

**Other Procedural Errors**

- A test administrator failed to issue the correct materials, or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to rate students, administer tests, or handle secure materials.
- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued the incorrect test ticket for a TELPAS online test.

**Reporting of Testing Irregularities**

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. The district coordinator (or his or her designee) is responsible for investigating all testing violations, whether confirmed or alleged. All confirmed testing irregularities must be reported to the TEA Student Assessment Division. All incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to TEA as soon as the district coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

**Student Cheating on State Assessments**

If a district determines that a student has been involved in cheating on a state assessment, the district is required to invalidate the student’s test and complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.
Submission of a separate Online Incident Report form will be necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating due to inadequate monitoring.

For more information, refer to the Coordinator Resources.
Rater Responsibilities

General Information About Holistically Rated TELPAS Assessments

The holistically rated components of TELPAS consist of

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

For these assessments, teachers are trained to use rating rubrics, the proficiency level descriptors (PLDs) from the ELPS, to determine the English language proficiency levels of students based on ongoing classroom observations and written student work. While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

Overview of the Rating and Reporting Process

In cooperation with district and campus personnel, your campus coordinator will assign students for you to rate. You are responsible for holistically rating the English language proficiency of your assigned students in accordance with the prescribed holistic rating procedures. It is essential for you to complete your rater training requirements and follow the assessment procedures in this manual. After your training, you will

- assess the English language proficiency of students and assign one of four ratings: beginning, intermediate, advanced, or advanced high;
- record the students’ ratings and related information on the TELPAS Student Rating Roster in Appendix A; and
- enter the students’ ratings and related information into an online rating entry form in TestNav, if you are directed to do so by your campus coordinator.

Your students’ ratings will be reviewed by the campus principal. If you are a rater of students enrolled in K–1, you will base your ratings on classroom observations or written student work. If you are a rater of students enrolled in grades 2–12, you will gather writing samples and create student writing collections for the writing assessment. The writing collections will be verified by another trained individual to ensure that they contain the appropriate types and number of writing samples. The TELPAS Writing Collection Cover Sheet and Writing Collection Verification Checklist in Appendix B must be completed and stapled to each student’s writing collection. Your campus coordinator will ensure that the writing collections are kept in the students’ permanent record files for two years from the time of rating. Campuses also maintain a file of the rating rosters.
Districts are required to implement and document procedures for ensuring the validity and reliability of TELPAS results. In addition, TEA conducts periodic audits of TELPAS administration procedures and ratings. A TELPAS writing audit will be conducted in spring 2019. More information about the audit will be forthcoming.

School districts use TELPAS assessment results to plan for instruction and to meet state and federal assessment requirements.

**Rater Credentials**

A TELPAS rater is a teacher designated to be the official rater of an EL’s English language proficiency. Each teacher (including a substitute teacher) selected to rate a student must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student’s ability to use English in instructional and informal settings;
- hold valid Texas education credentials such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process as required by the TELPAS administration materials in accordance with 19 TAC, Chapter 101; and
- rate the student in all eligible language domains.

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

As a student’s rater, you must rate the student in all domains for which the student is eligible. A student is **NOT** permitted to have one rater for some domains and another rater for other domains.

**Accommodations—Holistically Rated Assessments**

The holistically rated assessments are based on student classwork and observations of students in daily instruction. In assessing ELs who receive special education services, raters take into account the ability of the students to use English to access the general curriculum at their enrolled grade in accordance with accommodations called for in their individualized education plan (IEP). Refer to the Accommodations Resources webpage to determine if a student is eligible for a designated support such as spelling assistance or complex transcribing. Instructional accommodations do not interfere with the holistically rated assessment process if they do not invalidate the ability to evaluate the student’s English language proficiency levels according to the PLDs. For example, using writing collection samples for which a student relied heavily on a dictionary, peer support, or teacher assistance would not be allowable.
Rater Checklist

This checklist will help you keep track of the activities involved in preparing for the assessments, completing the assessments, and returning materials. Follow the dates on the Calendar of Events and other dates given to you by your campus coordinator. Detailed instructions for required tasks are in the following section of this manual. Instructions for some tasks may be provided by your campus coordinator. This page can be duplicated as needed.

Training

- Attend training session on administration procedures.
- Complete holistic rating training requirements.

Prepare for and Complete Assessments

- Assemble grades 2–12 student writing collections.
- Prepare to rate your students.
- Rate your students.
- Create and manage test sessions for holistic ratings if so directed.
- Enter rating information online if so directed.

Return Materials

- Prepare materials for return.
Training

Attend training session on administration procedures.

All raters, writing collection verifiers, calibration proctors, and other individuals assigned to support the holistic rating process are required to be trained annually in TELPAS administration procedures for the holistically rated assessments. Your campus coordinator will schedule and conduct your training session. Prior to your training, you should review this manual, which is posted on the TELPAS and TELPAS Alternate Resources webpage. Make note of any questions you have and ask them during your training. In addition, carefully review your oath of test security and confidentiality located in the Coordinator Resources. Your oath must be signed in the appropriate section after training and before handling or viewing any secure test materials or confidential information.

As part of your training, you may be instructed to complete an online training course titled Assembling and Verifying Grades 2–12 Writing Collections. This course can be accessed from the TELPAS Online Training Center website. The course takes approximately one hour to complete.

If you are not a rater or a writing collection verifier but have been designated to enter holistic ratings into the Assessment Management System, you are required to attend the training session on TELPAS administration procedures for the holistically rated components.
Complete holistic rating training requirements.

Teachers are required to complete annual holistic rating training before assessing students for TELPAS.

**Holistic Rating Training Requirements**

Holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the ELPS. Thorough, standardized training of raters is essential to the holistic assessment process.

An online training process is used. The following chart shows the steps of the online holistic rating training process, which begins after raters attend their TELPAS administration procedures training.
Online Training Components

Two training components are used—online basic training courses and online calibration activities. New raters complete an online basic training course followed by online calibration activities. Returning raters complete just online calibration activities. Raters will need to have a copy of the applicable PLDs to complete their training and calibration activities.

- **Online Basic Training Course (Required for New Raters)**
  There are two basic training courses, one for raters of K–1 students and one for raters of students in grade 2 or higher (2–12). The K–1 course covers the four language domains of listening, speaking, reading, and writing. The 2–12 course covers writing. After learning the basics of the holistic rating process, participants practice rating students as part of the course. New raters must complete this course and practice before beginning online calibration activities. Approximate completion time: 4–5 hours for K–1 and 2–3 hours for 2–12.

- **Online Calibration (Required for New and Returning Raters)**
  The online calibration activities consist of two sets of students to be rated. Each language domain is represented in each set. For K–1, each set includes all four language domains—listening, speaking, reading, and writing. For 2–12, each set includes only the domain of writing. Raters complete only as many sets as it takes to calibrate. Approximate completion time per set: 1–2 hours. Calibration sessions must be completed in one sitting. District testing coordinators should only give a passcode for each set one time, as raters can only try each set one time. Raters should not be provided passcodes for the same calibration set over multiple days.

Returning raters may review the online basic training course before their online calibration activities, if they desire. Testing coordinators may, at their discretion, require returning raters to complete the online basic training course prior to online calibration. Returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. If you have any questions about your training requirements, be sure to consult with your campus coordinator.

The TELPAS Online Training Center contains the online training courses and calibration activities. All users will establish a username and password before accessing the site. Instructions for creating accounts and navigating the website are available throughout the TELPAS Online Training Center.

The TELPAS online courses are designed to prepare raters to uniformly assess the English language proficiency of students statewide. Raters must complete the training components by the dates established by their testing coordinator. Raters are not authorized to rate students for TELPAS until they have completed all required training.

The training courses and calibration activities are grade-cluster specific. The instructional content for K–1 training differs substantially from that of the other grades due to differences in the ways that the domains of reading and writing are assessed.
Be sure that you know your assigned grade cluster before starting your online training:

- Grades K–1
- Grade 2
- Grades 3–5
- Grades 6–8
- Grades 9–12

If you will rate students from more than one grade cluster, consult your campus coordinator for instructions.

### Online Basic Training Course

Complete the online basic training course in a setting that is free from distractions. This course is divided into modules so that it can be completed in more than one sitting if necessary. The rating practice activities are required to be completed independently. Your independent practice during the course will enable you to monitor your ability to assess students consistent with the PLD rating rubrics. There is no required number of students to rate correctly because the activities are for practice. If you rate students incorrectly, read the rating annotations (explanations of the correct ratings) and review the PLDs carefully.

A certificate of completion for the K–1 and 2–12 online basic training courses will be issued within the TELPAS Online Training Center upon completion of the modules and practice activities. You may not proceed to calibration until you have completed the online basic training course and been assigned to a monitored calibration session by your campus.

### Online Calibration

Online calibration must be completed by both new and returning raters in a monitored setting. There are two calibration sets for each grade cluster. For K–1, each set contains 10 students to be rated. Each language domain is represented in each set. You must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration. For 2–12, each grade cluster set contains 10 writing collections. You must rate at least 70 percent of the collections correctly within a set to demonstrate sufficient calibration. Your coordinator will notify you of your training date.

Rater calibration is an essential component of holistic scoring processes in standardized assessment programs. The calibration activities will help you be confident about your ability to rate students consistent with the PLDs. When completing calibration activities, be sure to refer to the PLDs as you rate each student. You may wish to review some of the practice activities from the online basic training course before you attend a monitored calibration session.

Do not worry if you do not calibrate on your first set. Individuals vary in the amount of practice they need to learn to evaluate second language acquisition characteristics in a holistic manner. After you complete a set and submit your ratings, you will be able to
view your score, the students you rated, and the rating annotations for each student. If you do not calibrate successfully on the first set, you will be notified by the campus coordinator of how to proceed. The second set must also be completed in a monitored calibration session. You may try each set only once.

If you calibrate successfully on your first or second set, your training is complete. If you do not calibrate by the end of your second set, you may be authorized to serve as a rater at the discretion of your district. However, districts are required to provide rating support so that your assigned students are assessed consistent with the PLDs.

After you have successfully calibrated, go to the Scoring Summary tab of the TELPAS Online Training Center to access a certificate of successful completion of the calibration portion of your training. Print a copy and turn it in to your session proctor or other designated personnel. You must turn in all notes to the proctor of the monitored session after completing calibration activities.

If you have questions about your training requirements, contact your campus coordinator.

It is a violation of state assessment procedures to record, discuss, or share answers to the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the “Test Security and Confidentiality Requirements” section at the front of this manual.

Prior to creating a TELPAS Online Training Center account, raters are required to read an online statement and affirm that they will complete the rating activities independently. While collaboration is encouraged during the TELPAS assessment window, it is imperative that rater calibration is done individually to ensure that raters are able to apply the PLDs accurately and consistently.

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities.
Prepare for and Complete Assessments

Assemble and verify grades 2–12 student writing collections.

Raters of students enrolled in grades 2–12 assemble student writing collections and base their ratings on the writing in the collections. Additional classroom observations are not used. It is important for the writing in collections to portray the overall English language proficiency of the students. Writing collections must be assembled in accordance with the following instructions.

An online training course on writing collection assembly and verification is available on the TELPAS Online Training Center website. This course may be used to supplement the training districts provide on assembling and verifying writing collections.

Assembling Grades 2–12 Writing Collections

As the rater, you are responsible for assembling writing collections that accurately depict the ability of the students to communicate in writing in English. It is important for the collections to include writing from a variety of core academic content areas. Keep the following in mind as you collect student writing samples:

- Each writing collection must contain at least five writing samples and must include at least one writing sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies.
- Writing assigned on or after February 11, 2019, may be considered for the writing collections. Writing assigned before February 11, 2019, is not eligible for inclusion.
- Writing samples may continue to be gathered until the time raters are required to turn in students’ ratings to the campus coordinator.
- All writing should reflect a student’s current proficiency level. For a student near the border between two levels, the rater should consider using writing assigned toward the latter part of the collection window. The more recent the writing samples are, the more accurately the collection will reflect the student’s proficiency level at the time of the ratings.
- All writing assignments must include the student’s name and date.
- The cover sheet and verification checklist located in Appendix B must be completed and stapled to each student’s writing collection.
- Photocopies of classroom writing assignments may be included in the writing collections as long as all copied pages are clear and legible.
Writing samples may be typed provided that spell check and grammar check are disabled for students not eligible for this designated support.

District coordinators are required to submit a testing irregularity incident report to TEA if student writing ratings submitted to TEA are based on incorrectly assembled writing collections.

Information regarding the types of writing samples to include in the collections is provided on the following pages. Note that neither the types of writing nor the examples shown are intended to be exhaustive. Select writing samples taken from authentic classroom activities that are grounded in content area TEKS and ELPS.

In assembling a collection, choose writing samples that reflect the student’s proficiency level, and avoid samples that interfere with the ability to rate the student effectively. Some of the examples provided are too linguistically complex for students at lower proficiency levels to address. Other examples may be appropriate for students at lower levels of proficiency but may not be challenging enough for students at higher proficiency levels. For example, an early intermediate writer whose collection contains mainly abstract or academically complex writing assignments may appear to be at a beginning level because the student is not given enough opportunity to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high writer whose collection contains too many assignments that elicit undetailed responses or social language may appear to be at a lower proficiency level because the assignments do not call for the ability to use academically complex, abstract English to give precise and detailed explanations.

The following examples are not suitable for all grade levels or proficiency levels. Base the writing assignments on the content area TEKS and linguistically accommodated instruction required by the ELPS.

**Type 1 Examples: Basic descriptive writing on a personal/familiar topic**

- Writing about yourself, your family, your best friend, your school, etc.
- Describing what you see in this picture, photo, piece of art, etc.
- Comparing yourself to a friend or relative by describing how you are alike and how you are different
- Comparing two friends, two pictures, or two places you've lived, etc.

Encourage students to include biographical information, physical traits, and personality traits. The writing collection should include a copy of any pictures used.

**Type 2 Examples: Writing about a familiar process**

- A daily routine (getting ready for school, what you do after school or on weekends)
- How to prepare a familiar food or recipe (sandwich, taco, fruit drink)
- How to play a familiar game or sport
Type 3 Examples: Writing that elicits the use of past tense

- Stories based on something shown in a picture or pictures
- Narratives about something that happened or that you did that was disappointing, unforgettable, surprising, funny, unfair, etc.
- Original stories composed in creative writing activities
- Narratives about what you did this morning, yesterday, last weekend
- Explanation of mathematical concept, scientific process, or historical figure you have learned about

Students should be encouraged to write in as much detail as they can. The more vivid and detailed their writing is, the more useful they will be in evaluating their vocabulary development, ability to narrate and describe using the past tense, and grasp of basic versus complex language structures. Remember that one writing sample that elicits the use of past tense is required in each collection.

Type 4 Examples: Personal narratives and reflective pieces

- A time when you learned a lesson, resolved a problem with someone, etc.
- What true friendship is, importance of believing in yourself, setting goals, etc.
- What you like, don’t like, or want changed about certain school rules
- A person you admire, a person who has influenced your life, etc.
- How first impressions of people can change
- What it was like to move to the United States, learn a new language, etc.
- What you thought about the United States or Texas before you moved here compared to what you think now

Type 5 Examples: Expository and other extended writing on a topic from language arts

Many of the types of writing discussed previously are assigned during language arts classes. Extended writing tasks from this content area, such as those that follow, are also appropriate.

- Writing reflective pieces linked to stories, literature, poems, and drama read in class (for example, comparing events in a text with personal experiences; relating a character’s conflict in a text to a personal experience, experience of a friend, or experience of a relative; etc.)
- Describing and analyzing a change that a character undergoes
- Comparing story variants, a movie and novel based on the same story, etc.
- Writing persuasively to influence an audience to take action on an issue
- Writing responses to literary or expository texts and providing text evidence to demonstrate understanding
Type 6 Examples: Expository or procedural writing from science, mathematics, or social studies

This type of writing should give students the opportunity to write connected paragraphs using the academic/abstract vocabulary and language structures needed for developing academic language proficiency in these subject areas. Academic writing tasks for less proficient students should be appropriately adapted for their level. **Remember that two samples of content area writing are required in each collection. If you use this type of writing sample to fulfill the past tense requirement, two more content area samples are still required.**

- Explaining a scientific process you have learned about
- Explaining the steps in an experiment or scientific investigation you have done
- Writing about something you are learning in your science class
- Writing about why lab rules are important
- Writing about how to use a certain device or piece of science equipment
- Writing about a way you have used mathematics outside of school
- Explaining the steps you use in a mathematical process
- Writing about something you are learning in your mathematics class
- Writing to reflect the thinking you do to solve a problem
- Writing about a historical figure, a person’s contributions or significance, etc.
- Writing an expository piece about an important historical or current event
- Writing about something you are learning in your social studies class
- Defending a point of view about a governmental policy or controversial issue
- Writing a persuasive piece to influence a change in policy or law

**Tips for Good Writing Collections**

- In all writing assignments, encourage students to take their time and write in as much detail as they can.
- In each collection, include some writing tasks that allow students to show what they can do. These tasks should allow them to showcase the English they know and the language they have internalized while writing on topics that are comfortable and familiar.
- Also include some writing tasks that stretch and push students’ limits so you can see the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be important when you are trying to judge whether an advanced student has perhaps reached the advanced high level. Make a special effort to assign these students extended writing tasks that require them to, for example, use abstract language, analyze, hypothesize, defend a point of view, explain a complex process in detail, use precise and descriptive language, etc.
What Not to Include in a Collection

DO NOT include the following types of papers in the writing collections:

■ papers containing language directly copied from a textbook, lesson, or other written source (Students need to write using their own words.)
■ papers in which the student relies heavily on a dictionary or thesaurus
■ papers that show a teacher’s corrections
■ papers that have been polished through editing by peers, parents, or teachers
  ● Students may revise their writing as long as the revisions are their own. It is natural for students to seek occasional assistance and guidance when writing. If you believe a student received too much assistance on a piece of writing, do not include it in the collection.
■ papers in which the student writes primarily in his or her native language
  ● Even students at the beginning level should have five writing samples that show their ability to write in English. Samples written primarily in the native language should not be included.
■ worksheets or question-answer writing assignments
■ papers that are brief, incomplete, or obviously reflect writing that was rushed
  ● Rushed pieces will not accurately portray the student’s English language proficiency level. Students should be given plenty of time to complete the writing assignments.
  ● Brief writing samples should not be included in the collections of students who are capable of extended writing. (It is to be expected that the limited English of beginning and early intermediate students will cause some writing to be brief.)

Verifying the Writing Collection Components

In conjunction with the district coordinator and principal, the campus coordinator will designate one or more persons to verify the contents of the writing collections on the campus. Note that TELPAS raters and paraprofessionals are NOT permitted to perform this function. Note also that training in verifying tasks and TELPAS administration procedures for the holistically rated components is required for TELPAS writing collection verifiers.

The writing collection verifier must complete the verification checklist in Appendix B to ensure that

■ each collection contains at least five total writing samples;
■ each writing collection includes at least one sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies;
■ all writing assignments include the student’s name and date;
■ no writing samples come from before February 11, 2019;
■ no papers showing teacher corrections are included;
- no worksheets or question-answer assignments are included; and
- each collection includes samples written primarily in English.

Note that the rater is responsible for assembling the writing collections according to all the criteria noted on the Writing Verification Checklist. Collections that do not meet the requirements will be returned to the rater. Once the collection meets the above requirements, the verifier will initial and sign the verification checklist on the reverse side of the writing collection cover sheet. This affirms that the writing collection has been assembled correctly.

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

Prior to rating students, raters may review the appropriate portions of the Educator Guide to TELPAS and TELPAS Alternate. The guide includes foundational information about TELPAS, TELPAS Alternate, the ELPS, the PLDs, and second language acquisition. The four language domains and the four proficiency levels are defined and described in detail. Much of the information in the guide comes from the basic online training course and reinforces key points to keep in mind as you prepare to holistically rate the English language proficiency of your students for the statewide TELPAS administration.

Collaboration with Others

As you prepare to determine the proficiency ratings of your students, keep in mind the value of collaboration with other teachers and school personnel. Collaboration will help you ensure rating accuracy and is particularly important when a student has different content-area teachers or is near the border between two proficiency levels.

Your district is required to implement processes to ensure the validity and reliability of TELPAS ratings. Some of these processes may require you to collaborate with other raters or content-area teachers. Your campus coordinator will have additional information about these types of procedures.

While collaboration with others is important, remember that you are the official rater and are ultimately responsible for the ratings you assign.

Final Preparations

In the weeks prior to assigning your ELs’ English language proficiency ratings, ask yourself the following questions and make any needed adjustments.

- Have you observed the students in enough contexts that require them to use everyday English, routine academic English, and cognitively demanding content-based English?
- Have you placed them in situations in which they need to show the ability to express themselves in English in extended ways, not just through brief answers or short written responses?
- Have you seen your ELs in enough situations in which they express themselves in their comfort zone as well as when they are pushed to show areas of second language acquisition they still need to develop?
Rate your students.

When you rate your students, you will need

- a copy of the applicable PLDs;
- the TELPAS Student Rating Roster in Appendix A; and
- the student writing collections and writing collection cover sheets in Appendix B (for students in grades 2–12).

Follow the rating procedures outlined in the box on the next page. You will indicate your ratings and rater information on the TELPAS Student Rating Roster. Make sure that the information you record on the roster is accurate and complete. Later either you, the campus coordinator, or other designated testing personnel will enter the ratings and rater information into an online rating entry form in TestNav for each student. The TELPAS Student Rating Roster will be retained on the campus as an official assessment record.

A writing collection becomes secure test material once the writing collection has been assembled and a cover sheet has been attached. Keep student writing collections and student rating rosters, which contain confidential student information, in locked storage (for example, a locked filing cabinet or a locked closet) when not in use.
Procedures for Rating Students

- Use the PLDs and other TELPAS holistic rating training materials to rate your students. Review the holistic rating process before beginning.
- Always refer to the PLDs when rating students. Do not assume you have the PLDs memorized. Do not factor in other student abilities or characteristics when rating students.
- If you wish, you may make multiple photocopies, put the students’ names on them, and use them to make individual notes about the students you are rating. You or your school may keep these working copies for future reference.
- Start with the students whose English language proficiency levels are clearest to you.
- Your ratings are based on observations of the student in a variety of social and academic settings over time. The writing ratings of students in grades 2–12 must only be based on their writing collections.
- For each applicable domain, evaluate the current level of English language proficiency exhibited by the student.
- The proficiency rating you designate should represent the level at which the student performs most consistently. This will help you designate the appropriate level if the student is near the border between two proficiency levels.
- Collaborate with other teachers and school personnel whenever it will help you better determine a student’s English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student. For grades K–1, rate the student in the order that the domains are listed on the TELPAS Student Rating Roster.
- Compare each student to the PLDs and do not let the proficiency levels of other ELs you teach influence your ratings.
- Except for grades 2–12 writing, you should be able to determine a student’s rating by simply reflecting on the PLDs and the student’s current ability to understand and use English in social and academic settings. In most cases, it will not be necessary to conduct specially designed language observation tasks.
- Remember that academic language proficiency is not the same as academic achievement. An EL who has academic language proficiency can, with minimal second language acquisition support, understand and use the English students need for effective participation in regular, all-English instructional settings. A student does not have to be a high academic achiever in order to have an advanced high level of English language proficiency.
## ELPS-TELPAS Proficiency Level Descriptors
### Grades K–12 Listening

<table>
<thead>
<tr>
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<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
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<tbody>
<tr>
<td><strong>Beginning English learners (ELs)</strong></td>
<td>have little or no ability to understand spoken English used in academic and social settings.</td>
<td>Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</td>
<td>Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
<td>Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
</tr>
<tr>
<td><strong>These students:</strong></td>
<td>struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)</td>
<td>usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</td>
<td>usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics with only occasional need for processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</td>
<td>understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</td>
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<td>may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</td>
<td>often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELs</td>
<td>occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</td>
<td>rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</td>
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### ELPS-TELPAS Proficiency Level Descriptors
### Grades K–12 Listening

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<td>Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</td>
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<td><strong>These students:</strong></td>
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<td>usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)</td>
<td>usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding</td>
<td>understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used</td>
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<td>may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</td>
<td>often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELs</td>
<td>occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</td>
<td>rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</td>
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<tr>
<td>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</td>
<td>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</td>
<td>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</td>
<td>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</td>
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</tbody>
</table>
| These students:  
• mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate  
• speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts  
• lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material  
• exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material  
• typically use pronunciation that significantly inhibits communication | These students:  
• are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning  
• speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail  
• exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense  
• exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English  
• use pronunciation that can usually be understood by people accustomed to interacting with ELs | These students:  
• are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning  
• discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics  
• have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features  
• make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions  
• may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs | These students:  
• are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses  
• communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers  
• can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers  
• make few second language acquisition errors that interfere with overall communication  
• may mispronounce words, but rarely use pronunciation that interferes with overall communication |
## ELPS-TELPAS Proficiency Level Descriptors
### Grades K-1 Reading

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<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
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<tbody>
<tr>
<td><strong>Beginning English learners (ELs)</strong></td>
<td>have little or no ability to use the English language to build foundational reading skills.</td>
<td>Intermediate ELs have a limited ability to use the English language to build foundational reading skills.</td>
<td>Advanced ELs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</td>
<td>Advanced high ELs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</td>
</tr>
<tr>
<td><strong>These students:</strong></td>
<td>• derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are</td>
<td>• demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include</td>
<td>• demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning</td>
<td>• demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English</td>
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<tr>
<td></td>
<td>– read in short “chunks”</td>
<td>– predictable story lines</td>
<td>– recognize some basic English vocabulary and high-frequency words in isolated print</td>
<td>• with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers</td>
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<td></td>
<td>– controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced</td>
<td>– highly familiar topics</td>
<td>• with second language acquisition support, are able to decode most grade-appropriate English text because they *</td>
<td>• with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers</td>
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<td></td>
<td>– accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech</td>
<td>– primarily high-frequency, concrete vocabulary</td>
<td>– understand the meaning of most grade-appropriate English words</td>
<td>• with minimal second language acquisition support, can decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *</td>
</tr>
<tr>
<td></td>
<td>• begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)</td>
<td>– short, simple sentences</td>
<td>– have difficulty decoding grade-appropriate English text because they *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• have difficulty decoding most grade-appropriate English text because they *</td>
<td>– visual and linguistic supports</td>
<td>– understand the meaning of only those English words they hear frequently</td>
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</tr>
<tr>
<td></td>
<td>– understand the meaning of very few words in English</td>
<td>• regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)</td>
<td>– struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English</td>
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<tr>
<td></td>
<td>– struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English</td>
<td>• have difficulty decoding grade-appropriate English text because they *</td>
<td>– have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English</td>
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</tbody>
</table>

* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).
ELPS-TELPAS Proficiency Level Descriptors  
Grades K–1 Writing

<table>
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<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning English learners (ELs)</strong> have little or no ability to use the English language to build foundational writing skills.</td>
<td><strong>Intermediate ELs</strong> have a limited ability to use the English language to build foundational writing skills.</td>
<td><strong>Advanced ELs</strong> have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</td>
<td><strong>Advanced high ELs</strong> have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</td>
</tr>
</tbody>
</table>

These students:  
- are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.)  
- know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language  
- cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized *  
- may demonstrate little or no awareness of English print conventions

These students:  
- know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English  
- can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English  
- express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class *  
- frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *

These students:  
- use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing  
- can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language  
- although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner *  
- occasionally exhibit second language acquisition errors when writing in English *

These students:  
- use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing  
- can participate meaningfully in most grade-appropriate shared writing activities using the English language  
- although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *

* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.
### ELPs-TELPAS Proficiency Level Descriptors
#### Grades 2–12 Writing

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Advanced High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</td>
<td>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</td>
<td>Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</td>
<td>Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</td>
</tr>
</tbody>
</table>

**These students:**
- have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English

Typical writing features at this level:
- ability to label, list, and copy
- high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate
- present tense used primarily
- frequent primary language features (spelling patterns, word order, literal translations, and words from the student’s primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs

**These students:**
- have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English

Typical writing features at this level:
- simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English
- high-frequency vocabulary; academic writing often has an oral tone
- loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning
- repetition of ideas due to lack of vocabulary and language structures
- present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies
- descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas
- primary language features and errors associated with second language acquisition may be frequent
- some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs

**These students:**
- are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar

Typical writing features at this level:
- grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns
- emerging grade-appropriate vocabulary; academic writing has a more academic tone
- use of a variety of common cohesive devices, although some redundancy may occur
- narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required
- occasional second language acquisition errors
- communications are usually understood by individuals not accustomed to the writing of ELs

**These students:**
- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English

Typical writing features at this level:
- nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary
- occasional difficulty with naturalness of phrasing and expression
- errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication
Create and manage test sessions for holistic rating information if so directed.

The ratings and related information that you record on the TELPAS Student Rating Roster in Appendix A must be entered into an online rating entry form in TestNav.

Test sessions are electronic groupings of students within the Assessment Management System. After students have been entered into the system and key student information has been verified, they must be assigned to a test session. Students must be placed into a test session before holistic rating information can be entered. Your campus coordinator may assign you the role of online session administrator so that you can create, manage, and prepare test sessions. If you are asked to act as online session administrator, you can find step-by-step instructions for these tasks in the Assessment Management System User’s Guide.

Campus coordinators may decide to group students into test sessions by rater or by any other grouping they desire (e.g., grade level, homeroom teacher, etc.) in order to transfer the information from the TELPAS Student Rating Rosters into the online system. If you are asked to create test sessions, follow your campus coordinator’s instructions for grouping the students. Note that students in K–1 cannot be grouped in the same test session as students in grades 2–12 due to differences in the language domains that are holistically rated.

Start and monitor rating test session.

Refer to the Assessment Management System User’s Guide for detailed information, including screen shots, about starting and monitoring rating test sessions. Contact your campus coordinator if you have questions about test sessions. For further information, contact the Customer Service Center at 800-627-0225.
Enter rating information online if so directed.

Using the information you supply on the TELPAS Student Rating Roster, you or other designated testing personnel will be responsible for entering ratings and rater information into TestNav.

You must have TELPAS Student Rating Rosters before entering ratings.

All students must be placed in test sessions before their rating information can be entered. If you are designated to enter rating information into TestNav, refer to the Assessment Management System User’s Guide for instructions. If you have any questions, contact your campus coordinator for assistance.

The transcribe assistant user role must be assigned to a user to enter rating information into TestNav.

Marking a Test Complete

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

NOTE: The rating information cannot be entered if the online rating entry form is marked complete. If you mistakenly mark an online rating entry form complete, contact your campus coordinator.

For more information about TestNav, refer to the TestNav 8 Online Support website.
Return Materials

Prepare materials for return.

Complete the following tasks before you return your TELPAS materials to your campus coordinator:

- Verify that the holistic ratings and rater information you supplied on the TELPAS Student Rating Roster is accurately entered into an online rating entry form in TestNav.
- Review the accuracy of any other student data you have been asked to verify.
- Make sure that you have completed, signed, and dated the TELPAS Student Rating Roster.
- **Grades 2–12:** Make sure that you have completed the writing collection cover sheets and stapled them to your students’ writing collections.

Return the following TELPAS materials to the campus coordinator:

- TELPAS Student Rating Roster
- student writing collections
- this manual (only applies if rater was given a manual)
- any other testing resources as instructed

Your oath will be kept on file for at least five years, and your student rating roster will be kept on file for one year. The student writing collections will be kept in the students’ permanent record files for two years from the time of rating.
Test Administrator Responsibilities

General Information About TELPAS
Online Tests for Grades 2–12

TELPAS online tests are not timed. Students must be allowed to work at their individual speed. Once a student begins a test, he or she must complete it on the same day. Districts are not required to test beyond regular school hours but are free to do so if they choose. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.

Every effort should be made to assess all eligible students. If students are not present for their assigned test session, they should be moved to another test session in the testing window.

Designated Supports

Specific information regarding allowable designated supports for TELPAS, student eligibility criteria, and special instructions or considerations may be accessed on the Accommodation Resources webpage. If a student was allowed a Designated Support, it must be indicated at the time of testing.

In rare circumstances, a student may need a testing accommodation that is not available with an online administration. In such cases, the district coordinator will obtain approval from TEA for a special administration of TELPAS online test(s). Once approved for a special administration, instructions will be provided separately. Braille tests are not available. Refer to the Coordinator Resources for additional information.

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, reading selections, and listening passages may not be translated.
- Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.
Test Administrator Checklist

Follow the dates on the Calendar of Events and other dates given to you by your campus coordinator. Check off the steps below as you complete them to make sure you have fulfilled your responsibilities as a test administrator. Detailed instructions for completing each step are included in the following section of this manual. This page may be duplicated as needed.

Prepare for Administration

☐ Attend training session on administration procedures.
☐ Prepare students for online testing.
☐ Become familiar with the administration directions.
☐ Create and manage test sessions if so directed.
☐ Gather materials for testing.

Conduct Administration

☐ Ensure proper testing procedures.
☐ Start and monitor test sessions if so directed.
☐ Enter score code and designated supports information online for grades 2–12 online tests if so directed.

Complete Administration Process

☐ Prepare materials for return.
Prepare for Administration

Attend training session on administration procedures.

All TELPAS online test administrators are required to have annual training in the administration procedures for TELPAS. Your campus coordinator will schedule and conduct your training session. If you have been assigned to be a test administrator, you should have access to this manual before your training. Make note of any questions you have and ask them at that time. In addition, carefully review the oath of test security and confidentiality located in the Coordinator Resources. Your oath must be signed in the appropriate section after training and before handling or viewing any secure test materials or confidential information. Your campus coordinator is the contact person for all test-related matters at your campus.

As a test administrator, you are responsible for starting and stopping a test session, printing student test tickets, guiding students through the opening of their tests to get the test started, helping students exit a test, and resuming a test if needed. In addition, you are responsible for maintaining test security and for managing any interruptions, such as restroom or lunch breaks or student illness. If you are needed to manage online functions within the Assessment Management System, you will need to be assigned as an online session administrator. Your training will cover your assigned responsibilities.

The online session administrator refers to the person who creates and manages test sessions in the Assessment Management System. In addition, the online session administrator is responsible for entering score code designations for students who do not take or complete the online test(s).

It is recommended that personnel involved in managing online test sessions, or using the online testing technology, review the Assessment Management System Training Site. The training site mirrors the operational site and simulates all activities related to managing test sessions. The Training site gives users a place to practice test administration tasks without affecting real student data. Follow your campus coordinator’s instructions about reviewing this resource.

The TELPAS Assessment Management System User’s Guide contains technical information for creating and managing online test sessions. Testing personnel should refer to the user’s guide, in combination with this manual, to administer the online tests. Technology personnel with an oversight role in online testing should also refer to the TELPAS section of the Coordinator Resources.
Prepare students for online testing.

TELPAS online test student tutorials and online listening and speaking practice sets are available to assist students in becoming familiar with the online testing environment. The student tutorials are optional and separate from the online tests; however, it is recommended that students have the opportunity to access the tutorials and the listening and speaking practice set in order to increase their familiarity with the TestNav app and tools.

The time you spend on the tutorials and practice set should take into account your students’ language needs and computer familiarity.

Students should be administered the student tutorials and practice set prior to testing. Do not plan to complete them and test on the same day.

As with the administration directions for the TELPAS online tests, the tutorial directions are designed to take into account the language needs of ELs and the fact that some of them may have limited experience with standardized testing. You may adjust the language and specificity of the tutorial directions to the level of English proficiency of the students.

Accessing the Student Tutorials and Practice Sets

The student tutorials are available at the TELPAS Online Test Student Tutorials webpage. Online listening and speaking practice sets are available from the TestNav Sign In screen by selecting the Practice Tests link. There are two separate practice sets, one for elementary and one for secondary.
Become familiar with the administration directions.

Prior to testing, familiarize yourself with the administration directions that you will read aloud to students.

The TELPAS online test administration directions take into account the difficulties that some ELs have in understanding oral administration directions in English, as well as some students’ limited experience with standardized testing.

- Sentences are shorter, the language is simpler, and the instructions are more explicit.
- You are permitted to adjust the language and specificity of the administration directions to the level of English proficiency of the students in your test session. This means that you may shorten the directions, explain them further, simplify an explanation, or state the information in a different way in order to make the directions more understandable for your students. **You must not, however, change the substance of the information contained in the directions.**
- You are permitted to translate into the native language of your students the administration directions that you read aloud to the students before the test. (Test questions, reading selections, and listening passages, however, must not be translated.)

The instructions you read aloud to students will help them understand the nature of the TELPAS online tests.

- The administration directions explain to students that they will encounter questions that vary in difficulty, depending on how much English they know, and that this range of difficulty will help measure their progress in learning English from year to year.
- The directions explain to students that they should do their best on the test questions they understand and that they may leave answers to questions they do not understand blank or choose the answers they think might be correct.
- More difficult test questions and selections are interspersed with easier ones so that the most difficult questions and selections are not grouped together. A student who expresses concern about a test question or selection that is difficult to understand should be encouraged to continue working through the test, as easier items and selections are likely to follow.
Create and manage test sessions if so directed.

Test sessions are electronic groupings of students within the Assessment Management System. Typically, students in a given test session will take the same test at the same time in the same location. Test sessions are automatically generated during registration. However, in some circumstances a test session may need to be manually created or a student may need to be manually assigned to an existing test session. Students must be placed in test sessions before they can take the online tests. Your campus coordinator may assign you the role of online session administrator so that you can create and modify test sessions.

Refer to the Assessment Management System User’s Guide for detailed information, including screen shots, about creating, adding students to, and modifying test sessions.

Student responses and ratings for a special administration of a TELPAS online test are submitted through the Assessment Management System. Steps for creating separate test sessions for students approved by TEA for a special administration of TELPAS are included in the Assessment Management System User’s Guide. The steps listed below are specific to online administrations of TELPAS.

Generating and Printing 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 and must be turned in to the campus coordinator after the test session is over.

To print student test tickets for students in a particular session, complete the following steps:

1. Go to Testing > Students in Sessions.
2. Add test session(s) to the Session List on the left.
3. Click a session to select it in the Session List.
4. If you want to print only selected test tickets, click the checkbox next to the name of each student whose ticket you want to print.

Contact your campus coordinator if you have questions about printing student test tickets.
Preparing TELPAS Online Test Sessions

A week before the TELPAS administration window opens, sessions must be prepared. If your campus is using proctor caching, this step occurs after proctor caching is completed. If your campus coordinator directs you to prepare a test session, complete the following steps:

1. Go to Testing > Students in Sessions.
2. Select the session in the Session List or select Combined View if preparing multiple sessions.
3. Click the Prepare Session or Prepare All button.

- While the prepare process is running, a session will appear in a “Preparing” status.
- The prepare session process runs in the background, so you may perform other tasks while a session prepares.
- Once the process is complete, the session will appear in a “Ready” status.
- The session is now ready to start.
Gather materials for testing.

Test administrators need the following materials on the day of testing:

- a copy of this manual
- seating chart
- Session Roster(s) (a list of students assigned to the test session)
- printed student test tickets (secure documents that provide unique TestNav login information for each student)
- scratch paper for each student
- pencils for use with the scratch paper

For the listening and speaking test, you will also need to gather headsets or headphones and microphones for students to use to complete the test.

It is recommended that you also have access to the Assessment Management System User’s Guide. This document contains additional information that may be necessary for managing the technological aspects of online test sessions.

Headphone and Microphone Requirements

It is required that headsets used for the listening and speaking online test be uni-directional, with noise-cancelling microphones. Further headphone and microphone requirements are listed below, along with some recommendations.

### Specifications for the Administration of Online Testing (TELPAS)

<table>
<thead>
<tr>
<th>Specifications for the Administration of Online Testing (TELPAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For TELPAS Listening &amp; Speaking Only</strong></td>
</tr>
<tr>
<td><strong>Desktop/Laptop Headphones and Microphones</strong></td>
</tr>
<tr>
<td>• Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:</td>
</tr>
<tr>
<td><strong>Headphone Features</strong></td>
</tr>
<tr>
<td>Sound Mode: Stereo</td>
</tr>
<tr>
<td>Earpiece: Double</td>
</tr>
<tr>
<td><strong>Microphone Features</strong></td>
</tr>
<tr>
<td>Frequency Response: 100–12000 Hz</td>
</tr>
<tr>
<td>Impedance: 3320 ohms</td>
</tr>
<tr>
<td>• The following features are recommended, but not required, for head-mounted USB headsets with microphones and headphones:</td>
</tr>
<tr>
<td><strong>Headphone Features</strong></td>
</tr>
<tr>
<td>Driver Unit Size: 32 mm</td>
</tr>
<tr>
<td>Frequency Response: 20–20000 Hz</td>
</tr>
<tr>
<td>Impedance: 32 ohms</td>
</tr>
<tr>
<td>Minimum Requirements for Handheld Device Headphones and Microphones:</td>
</tr>
<tr>
<td>1. 5mm single jack</td>
</tr>
<tr>
<td>2. Over-the-ear style (non-earbud)</td>
</tr>
</tbody>
</table>

### TELPAS Listening and Speaking Recommended Seating Arrangements

The diagrams on the following page outline the recommended seating arrangements for the TELPAS listening and speaking test. Students will need to be seated far enough
apart that background noise does not cause interference when students are recording their answers.

**Scenario 1:**

- Each desk: ~25 inches
- Two empty desks between testers (i.e. ~50 inches apart)
- Space between rows: ~47 inches from back of desk to front of desk in the next row

**Scenario 2:**

- Each desk: ~25 inches
- Two empty desks between testers (i.e. ~50 inches apart)
- Testers facing the room perimeter

*Second row of testers staggered from first row (i.e., tester should not be in the same column)*
Conduct Administration

Ensure proper testing environment and procedures and answer questions.

The campus coordinator will help test administrators conduct test sessions under the best possible conditions. Following the procedures listed will ensure the security and confidentiality of the TELPAS assessment and the uniform evaluation of all students throughout the state.

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

Note that student test tickets must be kept in a secure location until the day of the test.

Scheduling

- A student who arrives after a test session has begun may be tested if sufficient time remains in the day to provide the student with the allowed time for testing.
- Every effort should be made to administer the TELPAS online tests to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session and assessed later in the testing window.

The 2019 TELPAS online tests must be administered during the testing window specified in the Calendar of Events.

Testing Environment

- No element of the testing room’s environment should hinder any student’s performance.
- A “Testing—Do Not Disturb” sign should be posted outside the testing room.
- Clocks (either analog or digital) in the testing room do not have to be covered or removed.
- All desks or computer work stations used for testing must be cleared of books and other materials not required for the test.

Testing Procedures

- Districts are required to have procedures in place to prevent the use of cell phones and personal electronic devices during test administrations.
Electronic devices can disrupt the testing environment and compromise the security and confidentiality of the test. Students are **NOT** permitted Internet access during testing.

- A trained test administrator must be present in each testing room at all times during testing.
- Test administrators must complete seating charts for each test administration.
  - Seating charts must include the names of the students testing, the location of each student while testing, and the names of all test administrators/monitors involved in the session.
  - Additional seating charts must be completed if students are moved to another room during testing.
- Test administrators may not view or discuss individual test questions or responses unless specifically directed to by the test procedures.
- Test administrators should ensure that students’ responses remain confidential.
- Students are not allowed to talk to one another while testing is in progress.
- 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 if they choose. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at their individual speed to respond to the test questions before the end of the school day.
- Students must not use reference materials.
- Students are allowed to use scratch paper. All scratch paper must be turned in to the campus coordinator after testing.
- Test administrators must actively monitor the testing room while students are working. Test administrators should confirm that students do not have access to nonallowable materials.
- After they submit their tests online, students may be allowed to leave the testing room or test administrators can provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing.
- Before a student who has finished testing leaves the room, the test administrator must ensure that the student’s test is in “Completed” status.
Immediately after the testing session, return the test materials that your campus coordinator distributed to you.

You are responsible for test security and confidentiality in the testing room. If a situation arises that you do not know how to resolve, contact your campus coordinator.

Report in writing any violation of test security and confidentiality to your district coordinator, providing copies of any correspondence to your campus coordinator and principal.

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 test administration manuals.

Answering Questions

You may answer questions about test directions or procedures. You are NOT allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

Test administrators and school personnel are NOT allowed to

- translate test questions, reading selections, or listening passages into another language;
- rephrase or add information to test questions, reading selections, or listening passages;
- provide reading, listening, or speaking assistance to students;
- discuss test content with anyone before, during, or after testing; or
- score test questions or discuss with students how they performed.

NOTE: Test administrators are allowed to translate test administration directions into the student’s native language or sign test administration directions to a student who is deaf or hard of hearing.

Screen Glare

Glare from computer or tablet screens may cause student fatigue. If a student experiences glare, correct this by adjusting the student’s seating or the angle of the screen. On computer screens, you can tape a blank, unused sheet of heavy paper or a folder to the top of the screen.

Breaks

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

Students must be monitored by trained testing personnel and are not allowed to discuss any test content during breaks.

At least one test administrator in the testing room needs to be well-trained on how to exit and resume online tests when giving breaks.

**Lunch**

If testing continues into the normal lunch period, students should be allowed to break for lunch. Students should exit their test prior to the lunch break. Students must **NOT** click the **Submit Final Answers** button at this time. If a student prematurely submits their test, contact your campus coordinator, who will call the Customer Service Center for assistance. During lunch the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

**Emergencies**

Occasionally an emergency will arise and a student may need to leave the testing room for a brief time. If time allows, instruct the student to exit the test. The student must **NOT** click the **Submit Final Answers** button at this time.

**School Emergencies**

In the event of a schoolwide emergency that causes a disruption in testing, ensuring the safety of students is top priority. In the case of online administrations, testing staff should not instruct students to exit their test sessions. Students should leave and go quietly outside, following the school’s regulations for exiting the building. Test administrators must closely monitor their testing groups to make sure that no one discusses the test. The students should resume testing once the building has been cleared for reentry.

Campus coordinators should report the event to the district coordinator. If the emergency prevents students from resuming testing, the district coordinator should call TEA’s Student Assessment Division at 512-463-9536 for guidance on how to proceed.

**Changing Testing Rooms**

The tests are untimed. Students should be given as much time as they need to finish the test, although they are required to finish the test the same day it is started. In certain circumstances, it may be necessary for students to move to another testing room. Test administrators and campus personnel must ensure a proper testing environment in the new location and maintain proper testing procedures during the transition. Another seating chart must be filled out for the new location.
Start and monitor test session.

Starting and Unlocking a Test Session

If your campus is using proctor caching, contact your campus coordinator or online session administrator to ensure that proctor caching activities have been completed before you start a test session. A test session must be started and unlocked before any students can log in to TestNav and begin the test. A test session does not start until you click the **Start** button and select the **Unlock** icon on the **Students in Sessions** screen, regardless of the scheduled start date and time. To start a test session, complete the following steps:

1. Go to **Testing > Students in Sessions**.
2. Add the applicable test session(s) to the Session List on the left. Click **Refresh** to update the data displayed.
3. Click a session to select it in the list. If you have trouble finding your session, go to **Testing > Sessions** and select the test session(s). Return to **Students in Sessions** and the session(s) will already be listed.
4. Click **Start Session**.

After a session is prepared and started, it must be unlocked before students can access their tests in TestNav. If a student is added to a session, the new test will be added as locked.

To Unlock All Students’ Tests in a Session

1. Go to **Testing > Students in Sessions**.
2. Click the correct session in the Session List.
3. Click the unlock icon on the lock/unlock slider.

Monitoring Students’ Online Test Status

After a test session is started and students sign in, you can monitor the status of all students in the session via the **Students in Sessions** screen. To monitor a test session, complete the following steps:

1. From **Testing > Students in Sessions**, add test session(s) to the Sessions list on the left of the page. If you have trouble finding your session, go to **Testing > Sessions** and select the test session(s) that contain the students whose status you wish to view. Return to the **Students in Sessions** screen and the session(s) will already be listed.
   - Click a session to select it from the list.
   - The “Student Test Status” column indicates students’ real-time test statuses. A description of each possible status is on the next page.
<table>
<thead>
<tr>
<th>Status</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready</td>
<td>The student has not yet started the test.</td>
</tr>
<tr>
<td>Ready</td>
<td>The student has not yet started the test, and the student’s test is locked.</td>
</tr>
<tr>
<td>Active</td>
<td>The student has logged in and started the test.</td>
</tr>
<tr>
<td>Exited</td>
<td>The student has exited TestNav but has not submitted the answers. (Student cannot resume testing unless authorized by test administrator.)</td>
</tr>
<tr>
<td>Resumed</td>
<td>The student has been authorized to resume the test.</td>
</tr>
<tr>
<td>Resumed-Upload</td>
<td>The student has been authorized to resume the test, and any responses saved locally can be uploaded when the student is ready to continue testing. The student will be prompted to get assistance from the test administrator to upload saved responses.</td>
</tr>
<tr>
<td>Completed</td>
<td>The test has been submitted by the student through TestNav and the data has been processed.</td>
</tr>
<tr>
<td>Marked Complete</td>
<td>The student has exited TestNav and will not resume the same test, or submit the test themselves, or the student never logged in to this test and will not have another opportunity to test within the administration but must be accounted for.</td>
</tr>
</tbody>
</table>

**Exiting a Student’s Test**

If a student needs to exit TestNav temporarily (for example, to take a break) before finishing the test, complete the following steps:

1. Click the user dropdown menu in the upper right corner of the screen next to the student’s name.
2. Select “Sign out of TestNav” and then click the **Save and Return Later** button.

Exiting TestNav does **NOT** send students’ tests for scoring. Exiting the test is for student breaks or if a student must be moved to another location. If the student inadvertently chooses the **Submit Final Answers** button, contact your campus coordinator.
Resuming a Student’s Test

If a student exits TestNav (either unintentionally or intentionally) before completing a test, then the student’s test must be resumed by the test administrator before the student can continue with the same test. The system will automatically choose the appropriate method to resume a student’s test.

To resume a student’s test, complete the following steps:

1. Return to the Students in Sessions screen and select the checkbox next to that student’s name.
   - You can resume a test **only** with an “Active” or “Exited” status; you cannot resume a student who has a “Ready,” “Resumed,” “Resumed-Upload,” “Completed,” or “Marked Complete” status.

2. If the student has exited TestNav but is in “Exited” status and has not submitted test responses, click the arrow next to the student’s status and select “Resume.”
   - The student’s status changes to “Resumed.”
   - The student can be logged in using the same username and password from the original student test ticket if the student is in the same test session.
   - The test has now been resumed and will begin on the last or second-to-last question the student responded to before exiting the test. The student can now continue with the test.
   - The student’s status changes to “Active” after logging in to TestNav.

3. If the student has not properly logged out of a test, the student may still be listed in “Active” status. Click the arrow next to the student’s status and select “Resume Upload.”
   - The student’s status changes to “Resumed Upload.”
   - The student can be logged in using the same username and password from the original student test ticket if the student is in the same test session.
   - The system will force TestNav to check for a saved response file (SRF) in the designated response file backup location when the student logs back in to continue testing.
   - The student will be prompted to get assistance from the test administrator to upload saved responses.
   - Once saved responses are uploaded, the student can continue with the test.
   - The student’s status changes to “Active.”
Stopping a Test Session

Students must submit answers in order for their tests to be scored and for your district to receive test results for the students. Students (or their test administrators) must click the **Submit Final Answers** button to send students’ tests for scoring. After all students have completed the test and submitted their responses, you should stop the session.

To stop a test session, complete the following steps:

1. Ensure that each student’s status is “Completed” or “Marked Complete” on the **Students in Sessions** screen.
2. Click the **Stop** button to stop the test session.

Refer to the *Assessment Management System User’s Guide* for more detailed information, including screen shots, about starting and monitoring test sessions.

Contact your campus coordinator if you have questions about test sessions. If necessary, the Customer Service Center can be contacted at 800-627-0225.

Enter score code and designated supports information online for grades 2–12 online tests if so directed.

The campus coordinator or online session administrator will be responsible for entering score code information in the Assessment Management System for any student who does not take or complete the reading test or the listening and speaking test. You or other designated testing personnel will be responsible for entering any reading test or listening and speaking test designated supports information for students. If you are asked to enter score code and designated supports information, your coordinator will give you step-by-step instructions.

If a student has been approved for a special administration of a grades 2–12 TELPAS test, all information, including student responses and ratings, must be entered into the Assessment Management System.
Complete Administration Process

Prepare materials for return.

Review the accuracy of any scoring information, designated support, and other student data you have been asked to enter in the Assessment Management System.

Return the following TELPAS materials to the campus coordinator:

- seating chart
- Session Roster(s)
- student test tickets (secure documents)
- scratch paper
- this manual
- any other testing resources as instructed
Test Administration Directions

Starting TELPAS Online Tests

Before starting a TELPAS online test, the test session must be started and unlocked on the designated test administrator’s workstation, and the test administrator must have a student test ticket for each student.

The test administrator should launch TestNav for all students before testing begins using the installable version of TestNav, as directed by your district’s testing policy. Access the installable version of TestNav by starting the TestNav app and choosing your test.

If testing personnel will be logging students on to TestNav, the test administrator should launch TestNav on each student’s computer and enter the username and password found on each printed student test ticket. If administering the reading test, this can be done before or after students arrive. If administering the listening and speaking test, log in after students arrive so that students can participate in the microphone test. If test administrators follow these steps before students arrive, they must ensure that test security is maintained at all times.

To log students into an online test, follow the steps below for each student.

1. Enter the username in the Username field exactly as it appears on the student test ticket.
2. Enter the password in the Password field exactly as it appears on the student test ticket.
3. Click the Sign In button. A screen showing the TELPAS administration name and the grade cluster of the test will appear. Verify the student’s name at the top of the screen.
4. Click the Start button. If administering the reading test, skip to step 6.
5. If administering the listening and speaking test, work with students to test their microphones.
6. Click the Start button to go to the test.

If students will be logging themselves on to TestNav, test administrators will guide students through the login process using the specific administration directions.

If you receive an error message on any computer while completing the steps above, consult a member of your technology staff or your campus coordinator, who will contact the Customer Service Center.
Reading Administration Directions—Grades 2–12

The TELPAS reading test is untimed. Allow students all the time they need to complete the test. Depending on their proficiency level and other factors, some students may need more time than others.

If you are logging students in to TestNav, you must launch TestNav on each student’s computer and enter the username and password found on each printed student test ticket. Refer to the previous page for steps to complete this task. The test session must be started and unlocked on your workstation.

Distribute the following materials to the students if they do not already have them:

- scratch paper
- pencils for use with the scratch paper

Read aloud the following directions. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must NOT, however, change the substance of the information given in the directions.

Text that is printed in **bold** type and preceded by the word “SAY” is for you to read aloud. Text in *italics* or text boxes is information for you and may not be read aloud to students. You may repeat the directions as many times as needed.

**SAY**

Today you will take a reading test on the computer. This test is for students who are learning the English language. This test will show how much English students learn from year to year. Students who know a lot of English may find some test questions very easy. Students who know just a little English may find some test questions very hard. If you are learning English, do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you understand.

Before students can log in to TestNav, you must launch TestNav for each student.
It is recommended that test administrators log students in grades 2–5 into TestNav. If you log in for students, skip the boxed instructions.

Students in grades 6–12 will log in to TestNav by following the read-aloud directions below. However, you may wish to log in to TestNav for students at lower proficiency levels.

SAY  
Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. I am going to give a student test ticket to each of you. You will use the information on the student test ticket to log in to the test. Does anyone have any questions? If so, please raise your hand.

Pass out the student test tickets.

SAY  
Does everyone have a student test ticket? If not, please raise your hand.

Make sure students have the correct student test ticket. When students are ready, continue.

SAY  
Look at your student test ticket and find your name. Raise your hand if you do not see your name.

Assist students as needed.

SAY  
Look at your student test ticket and find your username. Type the username into the Username field exactly as it appears on the student test ticket.

Assist students as needed. When students are ready, continue.

SAY  
Look at your student test ticket and find the password. Type the password in the Password field exactly as it appears on your student test ticket. Raise your hand if you need help entering your password. You will hand in your test ticket after you have finished the test.

Now click the Sign In button. The next screen you will see has the name of the test. Make sure it has your grade.

Click the Start button. Then, click the next Start button.

Check to see if everyone has successfully logged in to the test.

SAY  
Look at your screen. Does everyone see the TELPAS introduction screen?
Assist any students whose computers do not display this screen.

**SAY** Look at the top of your screen. Find your name. Raise your hand if you do not see your name.

*Help any students having difficulty finding their name. You may wish to point to the top right corner of the computer screen. If the name of another student appears on the computer screen, help the student close TestNav and log in to the correct test. If necessary, reprint a new student test ticket. Consult your campus coordinator if necessary. When students are ready, continue.*

**SAY** Now look below the word “READING.” Find your grade. Raise your hand if you do not see your grade.

*Help any students having difficulty finding the grade. If an incorrect grade appears on the computer screen, help the student close TestNav and log in to the correct test. If necessary, reprint a new student test ticket. Consult your campus coordinator if necessary. When students are ready, continue.*

**SAY** Look at the top of the screen. Do you see the two buttons with arrows? Raise your hand if you do not see the buttons.

*Help any students having difficulty finding the arrow buttons. You may wish to point to the buttons on the computer screen. When students are ready, continue.*

**SAY** Be careful when you click buttons on this test. You click the forward arrow button to go to the next question. You click the back arrow button to go back to a question.

*Help any students having difficulty with the arrow buttons.*

**SAY** When you start the test, the reading selections may be short or they may be long. Sometimes you will click and move the black bar next to the reading selection up and down to read all of it.

*If students are unfamiliar with the term “selection,” explain what it means (for example, “story”).*

Optional directions for students who have not completed the TELPAS student tutorials or who need a more thorough review of the general tools available in TestNav can be found in Appendix C. The optional directions can be read now, if needed.

**SAY** You will take the rest of this test by yourself. When you take this test, make sure to pay attention to the directions. Each new section of the test has directions for you to read. You may raise your hand during the test if you need help with directions or with your computer. I will not be able to help you answer any test questions. If you do not know
the answer to a question, you may leave the answer blank, or you may choose the answer you think might be correct. It is important to do your best on the parts of the test you can understand.

You may change your answer to any question at any time during the test. Just click the circle next to the new answer you choose. You will see a dot inside the circle for the new answer, and the dot for the other answer will go away.

If you want to make notes as you take the test, you may use the paper and pencil I gave you. I will collect the paper after the test.

You will have all the time you need to complete the test.

When students are ready, continue.

---

**Read the following directions for students in grades 2–5.**

**SAY**

When you finish the test, you will see a stop sign. You may check your answers using the Review button and return to any questions that you bookmarked. When you have checked your answers, raise your hand and I will come help you close your test. Then please be quiet until everyone has finished. Does anyone have any questions?

*Answer all questions before continuing.*

---

**Read the following directions for students in grades 6–12.**

**SAY**

You will see a stop sign at the end of the test. You may check over your answers using the Review button and return to any questions that you bookmarked. When you have checked your answers, return to the *End of Test* screen. Click the *Submit Final Answers* button and select “Yes, Submit Final Answers.” If you need help, raise your hand and I will help you.

*Answer all questions before continuing.*

**SAY**

If there are no more questions, click the forward button and begin the test.

*While students are working, move around the room to see that students are following directions.*
You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

Test administrators must be actively engaged in observing students’ behavior at all times during the administration of state assessments. It is your responsibility to ensure that students do not look at the answers of other students and do not have materials available that are not allowed, such as cell phones. Test administrators may not view or discuss individual test questions or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

The first part of the test contains easier questions. Later in the test, more difficult reading selections are mixed with easier selections. If a student expresses concern because a selection is difficult, encourage him or her to keep working because easier selections will likely follow. Explain again that he or she may leave answers blank if a selection is too difficult to understand. Depending on a student's proficiency level, if the student becomes overly frustrated or anxious, do not require him or her to complete the test. Submit the test for scoring.

Remember that you may give students brief breaks in the testing room, as needed. Either the entire class can take a restroom break or allow only one student at a time to take a restroom break. Refer to page 49 for information about exiting the online test during breaks.

As students in grades 2–5 finish, click the forward button to go to the End of Test screen. The test can only be submitted from the End of Test screen. Click the Submit Final Answers button and select “Yes, Submit Final Answers.” Collect any scratch paper used by the students. The scratch paper and the student test tickets must be turned in to your campus coordinator to be destroyed.

Students may be allowed to leave the room or the test administrator can provide the student with an instructional activity (i.e., guided reading activity) while other students continue testing. If they remain in the testing room, they should be reminded not to talk while others are still working.

After all tests have been submitted for scoring, you must stop the test session on your workstation.

UNAUTHORIZED VIEWING, DISCUSSION, OR SCORING OF SECURE TEST MATERIALS IS NOT PERMITTED AT ANY TIME.
Listening and Speaking Administration Directions—Grades 2–12

The TELPAS listening and speaking test is untimed. Allow students all the time they need to complete the test. Depending on their proficiency level and other factors, some students may need more time than others.

If you are logging students on to TestNav, you must launch TestNav on each student’s computer and enter the username and password found on each printed student test ticket. Refer to “Starting TELPAS Online Tests” section on page 53 for steps to complete this task. The test session must be started and unlocked on your workstation.

The administration directions 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 recommended tutorials, as described on page 38.

Distribute the following materials to the students if they do not already have them:

■ scratch paper
■ pencils for use with the scratch paper

Read aloud the following directions. You may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must NOT, however, change the substance of the information given in the directions. Text that is printed in **bold** type and preceded by the word “**SAY**” is for you to read aloud. Text in *italics* or text boxes is information for you and may not be read aloud to students. You may repeat the directions as many times as needed.

**SAY**

Today you will take a listening and speaking test. This test is for students who are learning the English language. This test will show how much English students learn from year to year. Students who know a lot of English may find some test questions very easy. Students who know a little English may find some test questions very hard. If you are just learning English, do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you understand.

Before students can log in to TestNav, you must launch TestNav for each student.
It is recommended that test administrators log students in grades 2–5 in to TestNav. If you log in for students, skip the boxed instructions.

Students in grades 6–12 will log in to TestNav by following the read-aloud directions below. However, you may wish to log in to TestNav for students at lower proficiency levels.

**SAY**

Now we will log in to the test through TestNav. I will read the instructions, and you follow along on the computer. If you have any questions, raise your hand and I will help you. I am going to give a student test ticket to each of you. You will use the information on the student test ticket to log in to the test. Does anyone have any questions? If so, please raise your hand.

Pass out the student test tickets.

**SAY**

Does everyone have a student test ticket? If not, please raise your hand.

Make sure students have the correct student test ticket. When students are ready, continue.

**SAY**

Look at your student test ticket and find your name. Raise your hand if you do not see your name.

Assist students as needed.

**SAY**

Now find your username. Type the username into the **Username** field exactly as it appears on the student test ticket.

Assist students as needed. When students are ready, continue.

**SAY**

Look at your student test ticket and find the password. Type the password in the **Password** field exactly as it appears on your student test ticket. Raise your hand if you need help entering your password. You will hand in your test ticket after you have finished the test.

Now click the **Sign In** button. The next screen you will see has the name of the test. Make sure it has your grade.

Click the **Start** button. Then, click the next **Start** button.

Check to see if everyone has successfully logged in to the test.
Test administrators may choose to complete the Set Up Your Microphone task for students in grades 2–5 or for students at lower proficiency levels.

**SAY**

The next screen is the Set Up Your Microphone screen. This screen will help you set up your microphone for the test. Make sure the microphone is connected. Raise your hand if your microphone is not connected.

Check to see that everyone has their microphone plugged into their computer or tablet. Assist any students whose microphones are not connected.

**SAY**

Click the blue Enable Your Microphone button in box 1. Next, click the blue Test Your Microphone button in box 2. Look at the top of the new screen. Do you see Test Your Microphone?

Check to see that everyone is on the Test Your Microphone screen.

**SAY**

Look at the directions in the gray box. Follow along as I read the directions aloud. The directions say, “Say ‘1, 2, 3, 4, 5’ in your normal speaking voice.” Does everyone see the directions?

You will practice speaking into the microphone to make sure it is working properly. If you see the green bars when you speak, the microphone is working. Now, follow the Test Your Microphone directions on the screen to test your microphone.

Check to see that everyone can see the green bars move while they say “1, 2, 3, 4, 5.” Assist any students who do not see the green bars. If you do not see the green bars move, click the No button. You will be directed to “please check your system’s audio settings and make sure you have a microphone connected.” Click the X in the upper right-hand corner of the Test Your Microphone pop-up window. Make sure the microphone is properly connected and complete the Set Up Your Microphone task again.

*If TestNav cannot detect your microphone, consult a member of your technology staff or your campus coordinator, who will contact the Customer Service Center.*

**SAY**

Did you see the green bars when you talked into the microphone? Raise your hand if you did not see the green bars.

Assist any students who need help.
SAY If you saw the green bars when you talked into the microphone, click the Yes button. Next, click the blue Continue button in box 3. Raise your hand if you do not see the Continue button.

Check to see if everyone has successfully set up the microphone.

SAY Look at your screen. Does everyone see the TELPAS introduction screen?

Assist any students whose computers do not display this screen.

SAY Look at the top of your screen. Find your name. Raise your hand if you do not see your name.

Help any students having difficulty finding their name. You may wish to point to the top right corner of the computer screen. If the name of another student appears on the computer screen, help the student close TestNav and log in to the correct test. If necessary, reprint a new student test ticket. Consult your campus coordinator if necessary. When students are ready, continue.

SAY Now look below the words “LISTENING and SPEAKING.” Find your grade. Raise your hand if you do not see your grade.

Help any students having difficulty finding their grade. If an incorrect grade appears on the computer screen, help the student close TestNav and log in to the correct test. If necessary, reprint a new student test ticket. Consult your campus coordinator if necessary. When students are ready, continue.

SAY Look at the top of the screen. Do you see the two buttons with arrows? Raise your hand if you do not see the buttons.

Help any students having difficulty finding the arrow buttons. You may wish to point to the buttons on the computer screen. When students are ready, continue.

SAY Be careful when you click buttons on this test. You click the forward arrow button to go to the next question. You click the back arrow button to go back to a question.

Help any students having difficulty with the arrow buttons.

Optional directions for students who have not completed the TELPAS student tutorials or who need a more thorough review of the general tools available in TestNav can be found in Appendix C. The optional directions can be read now, if needed.

SAY You will take the rest of this test by yourself. When you take this test, make sure to pay attention to the directions. Different types of
questions have different directions for you to read. You may raise your hand during the test if you need help with directions or with your computer. I will not be able to help you answer any test questions. If you do not know the answer to a question, you may leave the answer blank, or you may give the answer you think might be correct. It is important to do your best on the parts of the test you can understand.

If you want to make notes as you take the test, you may use the paper and pencil I gave you. I will collect the paper after the test.

You will have all the time you need to complete the test.

When students are ready, continue.

Read the following directions for students in grades 2–5.

**SAY**

When you finish the test, you will see a stop sign. You may check your answers using the Review button and return to any questions that you bookmarked. When you have checked your answers, raise your hand and I will come help you close your test. Then please be quiet until everyone has finished. Does anyone have any questions?

Answer all questions before continuing.

Read the following directions for students in grades 6–12.

**SAY**

You will see a stop sign at the end of the test. You may check your answers using the **Review** button and return to any questions that you bookmarked. When you have checked your answers, return to the **End of Test** screen. Click the **Submit Final Answers** button and select “Yes, Submit Final Answers.” If you need help, raise your hand and I will help you.

Answer all questions before continuing.

**SAY**

If there are no more questions, click the forward button and begin the test.

*While students are working, move around the room to see that students are following directions.*
You are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, “I can’t answer that for you; just do the best you can.”

Test administrators must be actively engaged in observing students’ behavior at all times during the administration of state assessments. It is your responsibility to ensure that students do not look at the answers of other students and do not have materials available that are not allowed, such as cell phones. Test administrators may not view or discuss individual test questions or responses with students or with other adults unless specifically instructed to do so by the procedures outlined in the test administration materials. Principals and campus coordinators must confirm that test administrators are actively monitoring in each testing room.

There are both easy questions and difficult questions on the test. If a student expresses concern because something is difficult, encourage him or her to keep working because easier questions will likely follow, and explain again that he or she may leave answers blank if something is too difficult to understand. Depending on a student’s proficiency level, if a student becomes overly frustrated or anxious, it may not be appropriate to have the student complete the test. Submit the test for scoring.

Remember that you may give students brief breaks in the testing room, as needed. Either the entire class can take a restroom break or allow only one student at a time to take a restroom break. Refer to page 49 for information about exiting the online test during breaks.

As students in grades 2–5 finish, click the forward button to go to the End of Test screen. The test can only be submitted from the End of Test screen. Click the Submit Final Answers button and select “Yes, Submit Final Answers.” Collect any scratch paper used by the students. The scratch paper and the student test tickets must be turned in to your campus coordinator to be destroyed.

Students may read books or be allowed to leave the room after they have finished. If they remain in the testing room, they should be reminded not to talk while others are still working.

After all tests have been submitted for scoring, you must stop the test session on your workstation.

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Appendix A

Student Rating Roster
TELPAS Student Rating Roster  
Spring 2019

Use the table below to list each student you rate, the student's grade level, the student's ratings, and the specified rater information. For each domain assessed, indicate the student's English language proficiency rating: B=beginning, I=intermediate, A=advanced, and H=advanced high. The listening and speaking ratings of a student in grades 2–12 will need to be included only if there was a TEA approval for a special administration for listening and speaking. If, in consultation with your campus coordinator, it is determined that a student is unable to be rated in a domain, mark “E” (Extenuating Circumstances) or “X” (ARD Decision) in accordance with the instructions in the Assessment Management System User’s Guide. Sign and date the roster and return it to your campus coordinator.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade Level</th>
<th>Rating</th>
<th>Rater Information</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Listening</td>
<td>Speaking</td>
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</table>

TELPAS Rater of Above Students

Printed Name ______________________________
Signature ________________________________
Date ________________________________

Additional Rater (if applicable)*

Printed Name ______________________________
Signature ________________________________
Date ________________________________

Campus Principal

Printed Name ______________________________
Signature ________________________________
Date ________________________________

Rater Information

A. What is the relationship of the rater to the student?
1 Bilingual Education Teacher
2 ESL Teacher
3 Elementary General Education Teacher
4 Middle or High School General Education
   Teacher of Foundation (Core) Subject(s)
5 Special Education Teacher
6 Gifted and Talented Teacher
7 Teacher of Enrichment Subject(s)
8 No Domains Rated (E or X in every domain)

B. Did the rater collaborate with others familiar with the student's progress in learning English?
1 Yes
2 No
3 No Domains Rated (E or X in every domain)

NOTE: If your rater information is the same for each student you rate, you may fill in the information in the first row and draw an arrow downward through the rest of the rows.

* Your district may require second or additional ratings as part of a rating verification process. This roster, the TELPAS writing collection cover sheet, and the online submission should reflect final student ratings.
Appendix B

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

WRITING COLLECTION COVER SHEET

SPRING 2019

Student Name _________________________________________
Campus Name _________________________________________
Enrolled Grade Level ___________________________________
Number of Writing Samples ______________________________
Printed Name of TELPAS Rater___________________________
Signature of TELPAS Rater _______________________________
Printed Name of Additional Rater_________________________
Signature of Additional Rater ____________________________
(if applicable)

Writing Rating ____________

Verification checklist is on reverse side. The writing collection should be kept in the student's permanent record file for two years from the time of rating.
This checklist can be used by both the TELPAS rater and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the “Rater” column indicate checks that the rater is responsible for during the assembly of the collection. The boxes in the “Verifier” column indicate tasks that the verifier must complete.

Please initial each box.

<table>
<thead>
<tr>
<th></th>
<th>Rater</th>
<th>Verifier</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>At least 5 writing samples are included</td>
<td></td>
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<tr>
<td>2.</td>
<td>At least 1 writing sample designed to elicit past tense is included</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>At least 2 academic samples from mathematics, science, or social studies are included</td>
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<tr>
<td>4.</td>
<td>No samples show evidence of borrowed/copied language or heavy use of reference materials</td>
<td>N/A</td>
</tr>
<tr>
<td>5.</td>
<td>No samples have been polished through editing by parents, peers, or teachers</td>
<td>N/A</td>
</tr>
<tr>
<td>6.</td>
<td>No worksheets or question-answer assignments are included</td>
<td></td>
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<tr>
<td>7.</td>
<td>No samples are written primarily in a language other than English</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>No samples show brief, rushed, or incomplete writing</td>
<td>N/A</td>
</tr>
<tr>
<td>9.</td>
<td>No writing sample date is missing or prior to February 11, 2019</td>
<td></td>
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<tr>
<td>10.</td>
<td>No sample is missing the student’s name</td>
<td></td>
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<tr>
<td>11.</td>
<td>No sample shows teacher corrections</td>
<td></td>
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</tbody>
</table>

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

___________________________________________________________   _____/_____/_____
Printed Name of Verifier   Date

___________________________________________________________
Signature of Verifier
Appendix C

Optional Directions—TestNav Tools
Optional directions for students in grades 2–12 who have not completed the TELPAS student tutorials or who need a more thorough review of the general tools available in TestNav:

SAY If you want, you may use the tools at the top of your screen during the test.

Look at the tool that has an X. It can help you cross out wrong answers. When you want to remove the red X, you should click an answer again. Does everyone see this tool?

Point to this tool on the computer screen. Assist any students having difficulty locating this tool. Students can use this tool beginning with the next screen in the test.

SAY Now look at the next tool at the top of the screen. This is the Notepad tool. You can use the Notepad tool like scratch paper to write down your ideas.

Point to this tool at the top of the screen. Assist any students having difficulty locating this tool.

SAY You can mark words or sentences in a story or in a question by using the Highlighter tool. The Highlighter tool is not at the top of the screen like the other tools. Instead, you can select words or sentences you want to highlight. You will see highlighter colors appear above the words or sentences you selected. Choose the color you want to use to highlight the words or sentences you selected. Does everyone understand the Highlighter tool?

Assist any students having difficulty understanding this tool. Students can use this tool beginning with the next screen in the test.

SAY If you want to take away the highlighting, select the highlighted words again and choose the white box with a red line through it from the highlighter colors.

To use a tool, you have to turn it on by clicking the picture of the tool one time. When you are done using the tool, turn it off by clicking the picture of the tool again. Do you have any questions about how to turn the tools on and off?

Assist students as needed.

SAY Now look at the top of the screen and find the Bookmark button. You can click the Bookmark button to mark a test question you want to review later.

Assist any students having difficulty.

SAY Now find the Review button at the top of the screen. The Review button opens a menu that shows if you have answered a question. It also shows if you have bookmarked the question. You can click on any question to review it.

Assist any students having difficulty. Then continue.