Texas English Language Proficiency Assessment System (TELPAS) Updates

Texas Education Agency
Student Assessment Division
September 19, 2018
TETN #598

Topics

- General Updates
- TELPAS Updates
- TELPAS Alternate

General Updates

- Oaths of Test Security and Confidentiality - Beginning with the December 2018 administration, there will not be separate oaths for each test administration role. Only three oaths will be available:
  - District Testing Coordinator
  - District Superintendent/Chief Administrative Officer
  - General oath (for all roles involved in the Texas assessment program)

TELPAS Spring Dates - DRAFT

Date	Activity
Jan 7-11	TELPAS manuals shipped to districts
Jan 14	Assembling and Verifying Grades 2–12 Writing Collections course available
Jan 28	Online basic training courses for new K–1 and 2–12 raters available
Feb 11	Calibration window opens for new and returning raters
Feb 11	Earliest eligibility date for TELPAS writing samples
Feb 25 - April 5	TELPAS assessment window

TELPAS Holistic Rating Training

- The Grades 2-12 Online Basic Training Course and calibration activities only include the domain of writing.

- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student can't access the online listening and speaking assessment.
  - Instructions will be sent to district testing coordinators with all approved special administration requests.

- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Certificates are also automatically emailed upon successful completion, but may take up to 24 hours to be delivered.

Online Training and Calibration

- Calibration must be completed in a monitored setting.

- Raters have two opportunities to calibrate.

- Local procedures must be established for verifying the completion of online courses and calibration activities.

- The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates will be purged from training site at the end of each training window.

- Raters need to print and retain a copy of their training and calibration certificates.

Online Training and Calibration

- It is a violation of state assessment procedures and a serious testing irregularity to record, discuss, or share answers to the rating practice and calibration activities.

  - After completion of calibration activities, proctors must destroy all notes taken about specific student profiles.

- It is imperative that rater calibration is done individually to ensure that raters are able to apply the proficiency level descriptors (PLDs) accurately and consistently.

2018-2019 Holistic Rating Training Resources

- PowerPoint presentations
  - Making the ELPS-TELPAS Connection: K–12 Overview
  - Introductory Training on the PLDs (separate PPTs for K–1 and 2–12)
  - Grades 2–12 Writing Collection Overview
  - Holistic Rating Training Requirements
- Educator Guide to TELPAS

TELPAS Manual for Raters and Test Administrators

- The TELPAS Rater Manual and the TELPAS Test Administrator Manual will now be combined: TELPAS Manual for Raters and Test Administrators.

- It is not a requirement that every TELPAS rater have a rater manual. However, raters must be trained and have the appropriate resources for training and rating purposes.

- TELPAS rater resources can be accessed from the online version of the TELPAS Manual for Raters and Test Administrators that will soon be posted at https://tea.texas.gov/student.assessment/ell/telpas/.

TELPAS Rater Resources - Training Purposes

	K-1 Raters	2-12 Raters
For training purposes:	■ K-12 Listening PLDs ■ K-12 Speaking PLDs ■ K-1 Reading PLDs ■ K-1 Writing PLDs	■ 2-12 Writing PLDs *If approved for a special administration of listening and speaking test, 2-12 raters will also need:* ■ K-12 Listening PLDs ■ K-12 Speaking PLDs

TELPAS Rater Resources – Rating Purposes

	K-1 Raters	**2-12 Raters**
For rating purposes:	• K-12 Listening PLDs • K-12 Speaking PLDs • K-1 Reading PLDs • K-1 Writing PLDs • TELPAS Student Rating Roster	• 2-12 Writing PLDs • TELPAS Student Rating Roster • Writing Collection Cover Sheet • Writing Collection Verification Checklist *If approved for a special administration of listening and speaking test, 2-12 raters will also need:* • K-12 Listening PLDs • K-12 Speaking PLDs

TELPAS Composite Score

- In 2018, the assessments for three of the four TELPAS domains changed. The TELPAS Reading test was redesigned to be a shorter test with a reduced blueprint, and the TELPAS Listening and Speaking test was administered as an item-based standardized assessment for the first time.

- After receiving feedback from various stakeholders, it was determined that there would be a change to the language domain weights for the composite score, as shown below.

Language Domain	Previous Weight	Current Weight
Listening	10%	25%
Speaking	10%	25%
Reading	50%	25%
Writing	30%	25%

TELPAS Composite Score

- For the small subset of English learners (ELs) with disabilities who cannot be assessed in all four domains, ESSA requires states to develop a set of parameters and procedures to obtain a composite score based on performance in the remaining domains of the English language proficiency assessment.

- Students with results for at least two domains will receive a composite score.
  - Please note that this is **ONLY** applicable to students who have an admission, review, and dismissal (ARD) decision to not be evaluated in one or two domains.
  - This does <u>NOT</u> apply to students who were absent, received a score code of "O" for other or an "E" for extenuating circumstances.

TELPAS Tutorials

- TELPAS Tutorials have been updated and include additional listening and speaking practice items.
  - The tutorial was created to help students become familiar with online testing.
  - The tutorial will show students how to move through a test, use tools in the test, and work with reading, listening, and speaking questions.
- It is recommended that you perform the Headset Test prior to starting the TELPAS Tutorial to ensure the headset is setup correctly. The Headset Test is located in the TestNav app under the **_"Practice Tests"_** link.

TELPAS Writing Audit – Spring 2019

- The purpose of the TELPAS writing audit is to provide ongoing evidence of the validity and reliability of the holistically rated writing component of the TELPAS assessment. The primary audit activities will include:

    - evaluating the extent to which the writing English language proficiency ratings assigned by teacher raters match those assigned by state audit raters,

    - gathering feedback from teacher raters on the quality of their training for writing, and

    - examining how well educators followed state-defined administration procedures to rate writing performance.

TELPAS Writing Audit – Spring 2019

- Students will be sampled in grades 2–12 from across the state, including all 20 regions.

- The target sample size is 2,000 students, spread equally across grade bands and proficiency levels.

- Questionnaires will be given to district testing coordinators, campus testing coordinators, and to raters and will be used to gather information about the training and qualification procedures.

- Districts will receive notification if they have been selected for the writing audit.

TELPAS Reading Testing Times

	2018 TELPAS Reading Testing Time (in minutes)					
Grade Band	# of Students	Mean	25th Percentile	Median	75th Percentile	90th Percentile
Grade 2	104217	26	17	23	31	42
Grade 3	105532	36	23	31	42	59
Grades 4-5	182871	46	29	40	55	75
Grades 6-7	132285	44	28	39	54	73
Grades 8-9	102022	49	29	42	62	85
Grades 10-12	84350	48	28	42	61	84

TELPAS Listening & Speaking Testing Times

2018 TELPAS Listening and Speaking Testing Time (in minutes)						
Grade Band	# of Students	Mean	25th Percentile	Median	75th Percentile	90th Percentile
Grades 2-3	210220	47	33	42	56	74
Grades 4-5	182673	56	38	50	67	90
Grades 6-8	186066	55	35	48	66	91
Grades 9-12	134872	57	34	49	72	99

TELPAS Grade Clusters

Reading Tests	Listening and Speaking Tests
Grade 2	Grades 2-3
Grade 3	Grades 4-5
Grades 4-5	Grades 6-8
Grades 6-7	Grades 9-12
Grades 8-9	
Grades 10-12	

TELPAS Enrolled Grade Reclassification during Test Administration

- For the purpose of TELPAS administration, the reclassification of a student's grade level will not be allowed during the TELPAS window.

- It causes an issue within the Assessment Management System when student's grade levels change within the window.

- All the TELPAS components (holistic, reading test, listening & speaking test) should be the same grade level.

TELPAS Parent Resources

- New TELPAS parent resources will include the following:
  - TELPAS Student Report Cards (K-1 and 2-12)
  - TELPAS FAQs (English and Spanish)
  - Parent Tips (English and Spanish)
- The parent resources will soon be posted on the TELPAS Resources webpage.

TELPAS Blueprints and Speaking Rubrics

- The TELPAS Reading Blueprints, Listening and Speaking Blueprint, and the Speaking Rubrics can be found on the TELPAS Resources webpage at https://tea.texas.gov/student.assessment/ell/telpas/.

TELPAS Reading, Listening, and Speaking

Use the links below to access the TELPAS test blueprints and speaking rubrics.

- TELPAS Grade 2 Reading Blueprint (PDF)
- TELPAS Grade 3 Reading Blueprint (PDF)
- TELPAS Grades 4-5 Reading Blueprint (PDF)
- TELPAS Grades 6-7 Reading Blueprint (PDF)
- TELPAS Grades 8-9 Reading Blueprint (PDF)
- TELPAS Grades 10-12 Reading Blueprint (PDF)
- TELPAS Grades 2-12 Listening and Speaking Blueprint (PDF)
- TELPAS Two-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF, large format)

TELPAS Listening, Grades 2-12

- The text of the stimulus and/or prompt is not available on screen.
- Students will be using "click on the correct answer" and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.
- Students will need to wear headsets.
- Audio is provided for the stimulus/task.
  - All audio is recorded in a studio; no text-to-speech audio is used.

TELPAS Speaking, Grades 2-12

- Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.
  - For simple prompts, students have 45 seconds to respond.
  - For open-ended, more complex prompts, students have 90 seconds.
  - The student's response to the prompt determines the student's proficiency level.
- Students have two opportunities to record a response.
  - To interact with speaking items, students will use audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.

TELPAS Speaking, Grades 2-12

Speaking prompts are scored according to a 2- or 4- point rubric depending on the item type.

- Two-point item types are fairly simple, such as making a prediction based on a picture stimulus or using a simple map to provide directions.
- Four-point item types are more open ended, such as using a series of pictures to explain a multi-step process, comparing and contrasting, or taking a position on an issue and defending that position.

TELPAS Speaking Rubrics

- Developed to determine the score points that should be ascribed to a student's response based on his or her performance on each speaking test item.

- Derived from the TELPAS proficiency level descriptors (PLDs).

- Demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

TELPAS
Texas English Language
Proficiency Assessment System

TEA
Texas Education Agency

Two-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at this score point may	At least (2) A response above a score point 1 will receive 2 points on items worth a maximum of 2 points. The characteristics below should be considered minimum criteria for awarding a score of 2 on these items. A response above a score point 1 may
Completeness of Response	• be silent and not attempt to address the task • attempt to address the task, but may be limited to simple, high-frequency words and phrases	• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases
Syntax/Sentence Structure, Grammar	• consist of single words, short phrases and/or occasional short sentences • seem memorized, formulaic and/or highly practiced • include many grammar features of another language that inhibit communication	• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication
Vocabulary/Word Choice	• be repetitive and not demonstrate an ability to use words to make an original message • be mostly limited to simple, high-frequency words and phrases	• rely mostly on high-frequency or basic vocabulary, but still convey an original message • rarely include details because of the student's limited vocabulary
Pronunciation and Fluency	• include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up • include pronunciation that is extremely difficult to understand	• include pauses to search for words • include some pronunciation errors that limit understanding
Use of L1	• be entirely or mostly in another language	• include some words in another language

Updated February 23, 2018

TELPAS 4-Point Speaking Rubric

Four-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Completeness of Response	• be silent and not attempt to address the task • attempt to address the task, but may be limited to simple, high-frequency words and phrases	• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases	• address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics	• address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	• consist of single words, short phrases and/or occasional short sentences • seem memorized, formulaic and/or highly practiced • include many grammar features of another language that inhibit communication	• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication	• generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses • demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures • include grammar errors when using less common language structures, which interfere somewhat with communication	• generally include complex sentences and grammar structures nearly comparable to native English-speaking peers • include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	• be repetitive and not demonstrate an ability to use words to make an original message	• rely mostly on high-frequency or basic vocabulary, but still convey an original message	• include common abstract and academic vocabulary words • include some details on familiar topics	• feature vocabulary at a level nearly comparable to their native English-speaking peers

Updated February 23, 2018

- There are two different printing formats for the 4-point speaking rubric. The regular format will print on two pages and the large format will print on one page for printers that have tabloid-size print available.

Headset and Microphone Test/Check

- Pearson has created a Headset and Microphone Test/Check which is available for districts to test connection, recording, and audio playback of their headsets prior to the TELPAS Listening and Speaking assessment.

- To test your headsets, open the TestNav app, click on *Practice Tests,* and select "Start" next to "TELPAS Headset Test." To download TestNav 8, visit https://support.assessment.pearson.com/x/HgACAQ.

TELPAS Headset Test from TestNav App

Headset List

- Pearson compared multiple headsets in test-like settings using ideal spacing to analyze the appropriateness of each headset for speaking/listening items. Based on the comparison, the following three headsets were considered by Pearson to be the most appropriate for speaking/listening items.

Headset	Jack/USB	Operating Systems
Kidz Gear wired headphones for Kids	Jack	iOS 9, iOS 10 Android 6.0
Avid AE-36	Jack	iOS 9, iOS 10 Android 5.0
Logitech USB headsets H390	USB	macOS 10.9-10.12 Windows 7, 10

"Uncertain Cases"

- Scoring system may not be confident about certain tests that include responses with the following characteristics:
  - Technical issues (such as too much static)
  - Loud background speech or noise
  - Mumbled or faint speech
  - Foreign languages
  - Not represented by those used to train the scoring engine

- Sent to human scorers for final rating

TELPAS Alternate

TELPAS Alternate

- Every Student Succeeds Act (ESSA), requires each state to administer an alternate English language proficiency (ELP) assessment for ELs with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

- The Texas Education Agency (TEA) worked with stakeholders to develop the TELPAS Alternate to evaluate students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also have been identified with a significant cognitive disability.

Holistic Inventory

- Texas created a holistic inventory to assess English language proficiency to
    - satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities (SWMSCD), and to
    - reduce exemptions from specific language domains on the general TELPAS
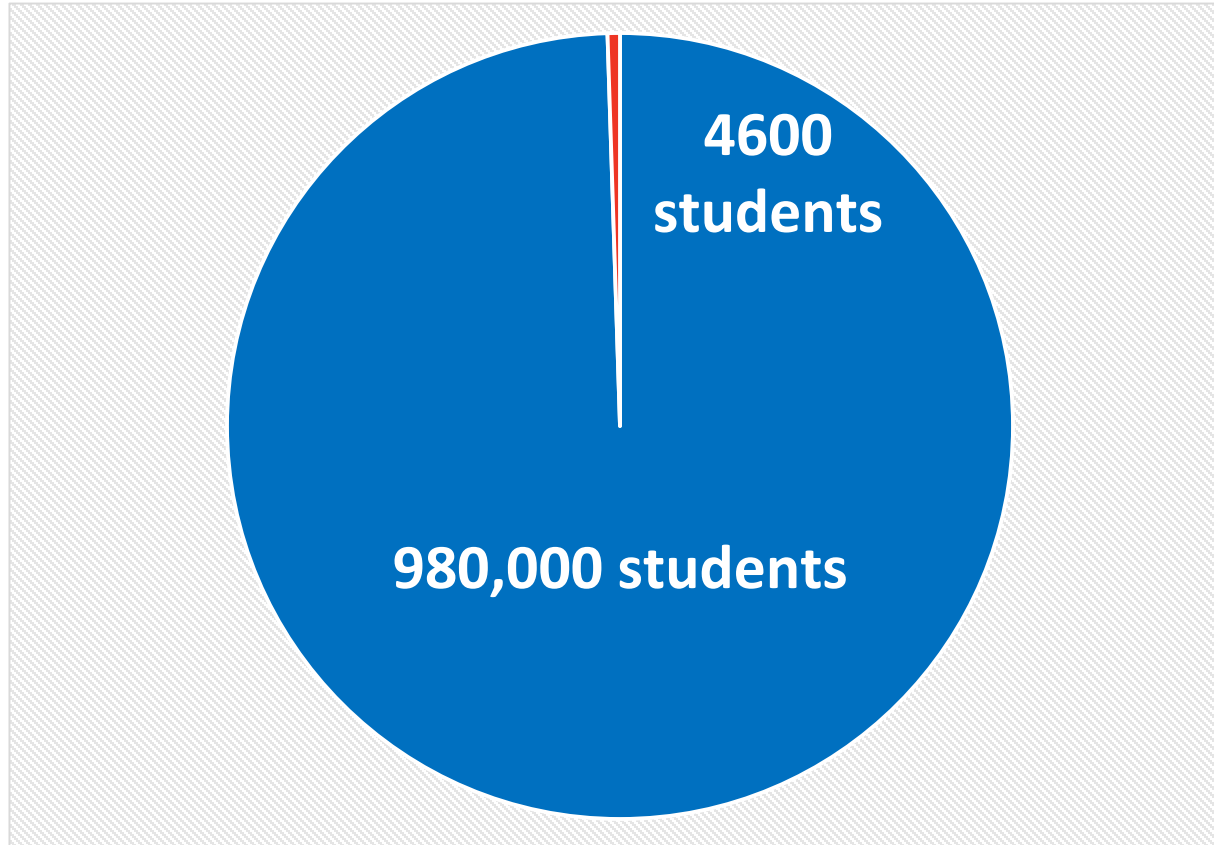
Why a Holistic Inventory?

- Sensitive to the needs of SWMSCD
  - More accessible to students who have difficulty interacting with test items even with appropriate modifications and accommodations applied.
- Limit additional burden on the field
  - House Bill 5, 83rd Legislative Session, 2013
- Common form of evaluation used by special educators
  - Speech language inventories, adaptive behavior inventories, etc.

Holistic Inventory

- The inventory requires test administrators

  - based on their knowledge of a student's English language skills over a period of time
  - to make holistic judgments
  - across all four domains of English language proficiency (listening, speaking, reading, writing)
  - using ELPS-aligned observable behaviors.

TELPAS Alternate Pilot Test and Cognitive Lab

- Pilot Test
  - A TELPAS Alternate pilot test was administered over a 10-day window from April 23-May 4, 2018, to students in grades 2 through 12 who were eligible to participate.
  - The pilot test was a preliminary study intended to evaluate the effectiveness and feasibility of this new assessment.
  - There were approximately 2,112 students tested.

- Cognitive Lab
  - The cognitive lab was conducted April 30-May 4, 2018.
  - TEA and Pearson personnel visited 21 school districts across the state.

Cognitive Lab and Pilot Feedback

- Observable behaviors
  - Need space for people to take notes or a separate note-taking document
  - Need examples of student scenarios for clarity (to aid understanding of observable behaviors for each domain)

- Test Administrators
  - Need training earlier in the year and more time with the materials
  - Post Observable Behaviors in the fall

Who will be assessed with TELPAS Alternate?

- Students tested with TELPAS

- Students projected to be tested with TELPAS Alternate based on 2016-2017 data

Grades K-1

ELs with significant cognitive disabilities will take the TELPAS K-1 holistically-rated assessment for all four language domains, no eligibility determination is needed.

Grades 2-12

Grade 2: Participation requirements have been created (similar to STAAR Alternate 2). ARD/LPAC committees will be required to make an assessment determination for TELPAS Alternate.

Grades 3-12: Participation requirements will be ELs who are eligible to take STAAR Alternate 2 will take TELPAS Alternate.

TELPAS Alternate Participation Requirements

- Participation requirements have been created to determine an EL's eligibility for TELPAS Alternate.

- Specific information about the TELPAS Alternate Participation Requirements will be shared during the Language Proficiency Assessment Committee (LPAC) portion of the presentation.

Alternate PLDs Overview

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 ELs have little or no functional use of the English language even when interacting with concrete symbols that are combined with highly familiar letters and words.	Level 2 ELs participate in reading activities when interacting with concrete symbols that are combined with highly familiar letters and words.	Level 3 ELs participate meaningfully in reading activities in English when working with letters and words.	Level 4 ELs demonstrate understanding of words and texts during reading activities in English.	Level 5 ELs are able to read and understand texts in English.
These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • alert to or show reaction to concrete symbols, letters, and/or words in English, but do not demonstrate understanding • alert to or show reaction to letter sounds in English, but do not demonstrate understanding • not react or respond to letters, words, texts, or concrete symbols	These students may: • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • understand letters or words when paired with concrete symbols • recognize a limited number of concrete symbols combined with letters or high frequency/high need sight words	These students may: • require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • understand a few single printed words, but not how they fit into a larger language context • identify a limited number of high frequency/high need sight words • demonstrate the ability to pair letters with sounds	These students may: • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • understand how individual words or phrases connect to other words or phrases • decode simple words or phrases	These students may: • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine across settings • understand longer and more detailed social and academic texts in English • decode longer and less familiar words, phrases, or sentences

Overview: TELPAS Alternate Observable Behaviors

- The "questions" are called observable behaviors. Each observable behavior describes characteristics that students learning English demonstrate as they gain proficiency.

- Test administrators, based on their knowledge of a student's English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.

TELPAS Alternate Observable Behaviors

- Based on teacher feedback, a notes section will be added to each observable behavior.

- Educators will be able to take notes throughout the school year. However, students may not be evaluated until the assessment window.

Directions: Choose the description that matches how the student performs most consistently.

L1.	The student:				
Distinguishing Sounds	may or may not attend to a spoken letter sound with picture support	matches a spoken letter sound with picture support to an identical picture	identifies correct initial and final sounds in a consonant-vowel-consonant word/ picture combination presented orally	distinguishes between words that are the same or different after hearing two spoken words that have the same or different initial and final sounds	identifies words that are the same or different after hearing two spoken words in the same word family
	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ

TELPAS Alternate Training

- Several short PPTs will be available soon to provide more specific information about assessing students with TELPAS Alternate.

- PPTs for each domain (listening, speaking, reading, and writing) will include classroom examples written by teachers.

- PPTs will be created so that teachers can review in 10-15 minutes.

- Additional training presentations (e.g. TETN, webinars)

Assessment Window

2018–2019 STUDENT ASSESSMENT TESTING CALENDAR

DATES SUBJECT
TO CHANGE

Detailed information regarding the scheduling and administration of specific assessments can be found
on the Coordinator Manual Resources webpage at http://tea.texas.gov/student.assessment/manuals/dccm/.

Test Date(s)	STAAR Writing Prompt Field Test (selected sample)	Report Date(s)
Assessment Window Feb 11–Feb 14	Grade 4 Writing Grade 7 Writing English I English II	N/A
Test Date(s)	**TELPAS and TELPAS Alternate**	**Report Date(s)**
Assessment Window Feb 25–Apr 5	Grades K–12 TELPAS Listening, Speaking, Reading, and Writing	TELPAS by May 23, 2019 TELPAS Alternate by May 10, 2019
Test Date(s)	**STAAR Alternate 2**	**Report Date(s)**

TELPAS Alternate will be administered during the TELPAS assessment window: February 25, 2019 – April 5, 2019