TELPAS and TELPAS Alternate Updates

2019 Title III Symposium
Esmeralda Cavazos, Manager
Lois Neumeyer, Program Specialist
Student Assessment Division

TELPAS and TELPAS Alternate Updates

This session will include information on the following:

- General Updates
- TELPAS
- 2019 TELPAS Results
- TELPAS Alternate
- 2019 TELPAS Alternate Results

General Updates

Language Proficiency Assessment Committee (LPAC) Training and Resources

- A separate LPAC training will be provided to Education Service Centers (ESCs) in mid-October.
  - ESCs will provide this training to the districts in their region.
- LPAC resources will be streamlined such as combining the STAAR and TELPAS/TELPAS Alternate Decision-Making Guides.
- The LPAC's authority for accommodation decisions have been revised in the policy documents to include only:
  - Content and Language Supports
  - Extra Time (Same Day)
  - Oral/Signed Administration

TELPAS

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS assessment components 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, 10-12)
  - online listening and speaking tests in four grade clusters (2-3, 4-5, 6-8, 9-12)
  - holistically rated student writing collections

Technology Changes for TELPAS

Update

- Communication was sent on July 15, 2019 to inform to district and education service center testing coordinators about upcoming technology changes.

- Technology updates for the 2019-2020 school year include the following:

  - An update of the TestNav application was released on **July 19, 2019**. After that date, all users must install the updated version prior to any 2020 administration activities. It is recommended that the old version be deleted before downloading and installing the new version.

  - Support Ending for Certain Operating Systems and Devices

TELPAS Manuals: Raters and Test Administrators

NEW

- **Based on feedback from the field and advisory groups, the TELPAS manuals organization will be updated in the 2019-2020 school year.**
  - TELPAS Rater Manual will only be online and not shipped to districts.
  - TELPAS Test Administrator Manual will be online as well as printed and shipped to districts.

- **Both manuals will be posted on the [TELPAS Resources](#) webpage and in the District and Campus Coordinator Resource ([DCCR](#)).**

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 – Rater 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 Writing Collections Designated Raters

NEW

- **Districts will have the option to designate one or more centralized raters to rate TELPAS grades 2-12 writing collections district wide or only at a campus(es) or grade level.**
  - The designated raters will still have to meet the TELPAS rater requirements (training and calibration).
  - Exception: This does not apply to raters of students that have been approved for a special administration of the listening and speaking assessment.

TELPAS Overall Composite Score and Rating

Update

- The TELPAS composite results indicate a student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings.

- Each language domain rating is equally weighted at 25%.

- There is additional criteria that a student must meet in order to be receive a particular overall composite rating.

- Specific information about composite scores, ratings, criteria, and example can be found in the TELPAS Interpretive Guide.

NOTE: Starting in the 2019-2020 school year, the overall composite score will not be provided. Only each domain proficiency rating and overall composite rating will be provided.

TELPAS Testing: Allowable Activities

Test Administrators:

- TAs may read the directions in the gray-box directions.
    - The gray-box directions may be read, clarified, translated to student at the student's request.

Students:

- Students may prepare their spoken response by planning or writing out their response using either the notepad tool in TestNav or using the scratch paper and pencil provided during the test administration.

- Best practice – Check your answers, such as making sure an answer is selected for the reading and listening items and listen to his/her spoken response to make sure it is audible.

- Listen to the recorded prompts as many times as needed.

Listening & Speaking Rubrics

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 2-Point Speaking Rubric

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.

TELPAS Speaking: Best Practice

- **Speak clearly.**
  - Make sure your microphone is close to your mouth but not touching your lips.
  - Avoiding whispering.

- **Give as much detail as possible, speak in complete sentences, and use vocabulary you have learned in class.**
  - If you do not know a word in English to express yourself use a description of that word to relay your message.

- **Avoid playing with the headset, microphone, or headset cord**

- **Listen to your answer to make sure you can hear yourself clearly.**
  - Ask yourself if your teacher would ask you to repeat your answer or speak louder.

TELPAS Listening and Speaking Practice Sets

- Solely for practice (should not be used to predict success on TELPAS)

- Created to help students become familiar with online listening and speaking items

- Include sample items comparable to what is on the actual test

  - should not be treated like released tests
  - not a true reflection of the various difficulty levels of items on the test

- Allow students to practice listening to test items

- Allow students to practice recording speaking responses

  - should have multiple opportunities to interact with microphone
  - encourage students to plan their speaking response before actually recording it (using online notepad or scratch paper)

TELPAS Resources

Resource	Purpose	Audience
Educator Guide to TELPAS and TELPAS Alternate	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS and PLDs to guide instruction	Administrators, Coordinators, Teachers
TELPAS Training PowerPoints	Provide introductory training resources for educators and raters that administrators/coordinators to build foundational knowledge of TELPAS	Administrators, Coordinators, Teachers
TELPAS Reading, Listening, and Speaking Blueprints	Provide districts with the test blueprints (reading, listening, and speaking) and TELPAS speaking rubrics	Administrators, Coordinators, Teachers

TELPAS Resources

Resource	Purpose	Audience
TELPAS Speaking Rubrics	Were derived from the TELPAS proficiency level descriptors (PLDs) and demonstrate the number of score points that a student can achieve based on their performance on each speaking test item	Administrators, Coordinators, Teachers
TELPAS Reading Released Tests	Are available in the online interface and can be used to administer to students for diagnostic purposes	Administrators, Coordinators, Teachers
TELPAS Tutorial	Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)	Administrators, Coordinators, Teachers, Students

TELPAS Resources (continued)

Resource	Purpose	Audience
TELPAS Listening and Speaking Practice Sets	Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses	Administrators, Coordinators, Teachers, Students
TELPAS Microphone and Headset Check	Available in the TestNav app under the "Practice Tests" link for districts to test connection, recording, and audio playback of their headsets prior to utilizing listening and speaking practice sets and definitely before testing	Administrators, Coordinators, Teachers
TELPAS Parent Resources	Provide parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains	Administrators, Coordinators, Teachers

2019 TELPAS Results

TELPAS Grades K-2

Texas English Language Proficiency Assessment System
Summary Report
All Students

Grades K through 2
STATEWIDE

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

	TELPAS Composite Rating			Yearly Progress in TELPAS Composite Rating+								
		Number	Percent			Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
Number of Students Receiving a Composite Rating		303466	100	Average Score	# of Matched Students								
Number of Students Not Receiving a Composite Rating		1468	0										
Total Documents Submitted		304934	100										

	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	#	%	#	%	#	%	#	%
All Students	303466	22	40	27	11	2.2	193325	81325	42	12923	7	1040	1	95288	49

- The Spring 2018 overall composite rating percentages were Beginning – 21, Intermediate – 39, Advanced – 28, Advanced High – 11.

TELPAS Grades 3-12

Grades 3 through 12 — STATEWIDE

Texas English Language Proficiency Assessment System
Summary Report
All Students

Report Date: MAY 2019
Date of Testing: SPRING 2019

Proficiency Levels

BEG = Beginning
INT = Intermediate
ADV = Advanced
ADV H = Advanced High

TELPAS Composite Rating			
		Number	Percent
Number of Students Receiving a Composite Rating		657095	99
Number of Students Not Receiving a Composite Rating		9766	1
Total Documents Submitted		666861	100

	# Stdt	BEG	INT	ADV	ADV H	Average Score	# of Matched Students	Students Who Progressed One Proficiency Level		Students Who Progressed Two Proficiency Levels		Students Who Progressed Three Proficiency Levels		Students Who Progressed At Least One Proficiency Level	
								#	%	#	%	#	%	#	%
All Students	657095	4	33	44	18	2.8	606392	180342	30	5364	1	20	0	185726	31

- The Spring 2018 overall composite rating percentages were Beginning – 3, Intermediate – 29, Advanced – 50, Advanced High – 19.

TELPAS Alternate

What is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12

- Aligned to the Texas English Language Proficiency Standards (ELPS)

- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population

Who takes TELPAS Alternate?

Students taking TELPAS Alternate are English learners in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.

These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

Who is assessed with TELPAS Alternate?

Grades K – 1	• No TELPAS Alternate for K-1 at this time. • All ELs, including students receiving special education services, will take TELPAS K-1 take TELPAS K-1 holistically rated assessment for all four language domains. domains.
Grade 2	• Participation requirements are available on TEA's [TELPAS Alternate Resources Resources](#) webpage. • ARD committees, in conjunction with the LPAC, are required to review the the participation requirements and determine and document student eligibility for eligibility for TELPAS Alternate.
Grades 3 - 12	• Participation requirements are available on TEA's [TELPAS Alternate Resources Resources](#) webpage. • ARD committees, in conjunction with the LPAC, are required to determine and determine and document student eligibility for TELPAS Alternate. If the student is LEP student is LEP and is eligible for STAAR Alternate 2, he or she will take TELPAS take TELPAS Alternate.

TELPAS Alternate Participation Requirements

- Participation requirements (in English and Spanish) for grades 2-12 are available on TEA's TELPAS Alternate Resources webpage and have been created to determine an EL's eligibility for TELPAS Alternate.

- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.

- Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.

Language Domain Definitions

Domain	TELPAS Definition	TELPAS Alternate Definition
Listening	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided.	The ability to understand spoken or <u>signed</u> language, comprehend and extract information, and follow social and instructional discourse through which information is provided.
Speaking	The ability to use spoken language appropriately and effectively in learning activities and social interactions.	The ability to use spoken language <u>or alternative communication</u> appropriately and effectively in learning activities and social interactions.
Reading	The ability to comprehend and interpret written text at the grade-appropriate level.	The ability to comprehend and interpret written text, <u>including braille</u>, at a modified level.
Writing	The ability to produce written text with content and format to fulfill grade appropriate classroom assignments.	The ability to produce written text <u>or alternative communication</u> with content and format to fulfill <u>classroom and community-based</u> assignments.

Alternate Proficiency Level Descriptors (PLDs)

TELPAS Alternate Blueprints and Proficiency Levels

Use the following links to access the TELPAS Blueprints and Proficiency Levels Resources.

- TELPAS Alternate Blueprints (PDF posted 11/26/18)
- TELPAS Alternate Proficiency Labels and Definitions (PDF posted 12/04/18)
- TELPAS Alternate PLDs (PDF updated 01/02/19)

- The PLDs are domain-specific and define how well ELs at the five proficiency levels are able to understand and use English in social and academic settings.

- The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELs.

- Located on the TELPAS Alternate Resources webpage.

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at the awareness level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.	ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.	ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words.	ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication.	ELs at the basic fluency level produce detailed spoken messages in English or with augmentative and alternative communication.
These students may:	These students may:	These students may:	These students may:	These students may:
• require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • know too little English to communicate simple ideas even when topics are highly familiar • alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts • not initiate spoken communication in English	• require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • imitate or attempt to imitate use of spoken English words after modeling • rarely initiate spoken communication in English independently	• require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses • not understand how words fit into a larger language context • hesitate to speak in English and often give up in their attempts to communicate	• require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • combine spoken words to create simple original messages • pause to find words to restate or clarify meaning	• require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings • be able to express detailed ideas through spoken words in social and academic English • occasionally pause to search for words and phrases to clarify meaning

What are 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.

Observable Behaviors: Notes Version

- A "notes version" of the Observable Behaviors can be found on TEA's [TELPAS Alternate Resources](#) web page. It is available so that educators can become familiar with the Observable Behaviors and practice using them during the school year.

L3.	The student:				
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/picture combinations	participates in a short discussion that includes recently learned academic vocabulary

Observable Behaviors with Classroom Examples

- Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.

- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

L8.	The student:				
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multistep directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door," "walk to the restroom," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."

An accessible version of the Observable Behaviors and classroom examples can be found at https://tea.texas.gov/student.assessment/telpasalt/#Alt

34

Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.

- There are many other classroom activities that could be used as examples for the Observable Behaviors.

- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.

- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

TELPAS Alternate Resources

Resource	Purpose	Audience
Educator Guide to TELPAS and TELPAS Alternate	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS	Administrators, Coordinators, Teachers
Participation Requirements	Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate	Members of ARD committees and LPACs
Observable Behaviors	Measures the student's use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window	Teachers

TELPAS Alternate Resources (continued)

| Resource	Purpose	Audience
Parent Brochure	Communicates (English and Spanish) basic information about TELPAS Alternate	Parents
Test Administration Manual	Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students Required to be read carefully and followed as written	Administrators, Coordinators, Teachers serving as test administrators
Training PowerPoints	Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Designed as short PowerPoints that can be viewed in 30 minutes or less Are optional though highly recommended	Administrators, Coordinators, Teachers serving as test administrators

2019 TELPAS Alternate Results

TELPAS Alternate Survey

- **Administered throughout TELPAS Alternate window**
  - 488 respondents
    - 86% special education teachers
    - 3/5 bilingual/ESL teachers
    - 10% testing coordinators
    - 1% other roles

2019 TELPAS Alternate Operational Administration Numbers

- 6,465 total students

- 6,341 complete scored tests for all domains

- 64% male and 36% female

- 89% Hispanic and 6% Asian

- 88% economically disadvantaged

Figure B. 2019 TELPAS Alternate Participation by Grade

Distribution of Grade
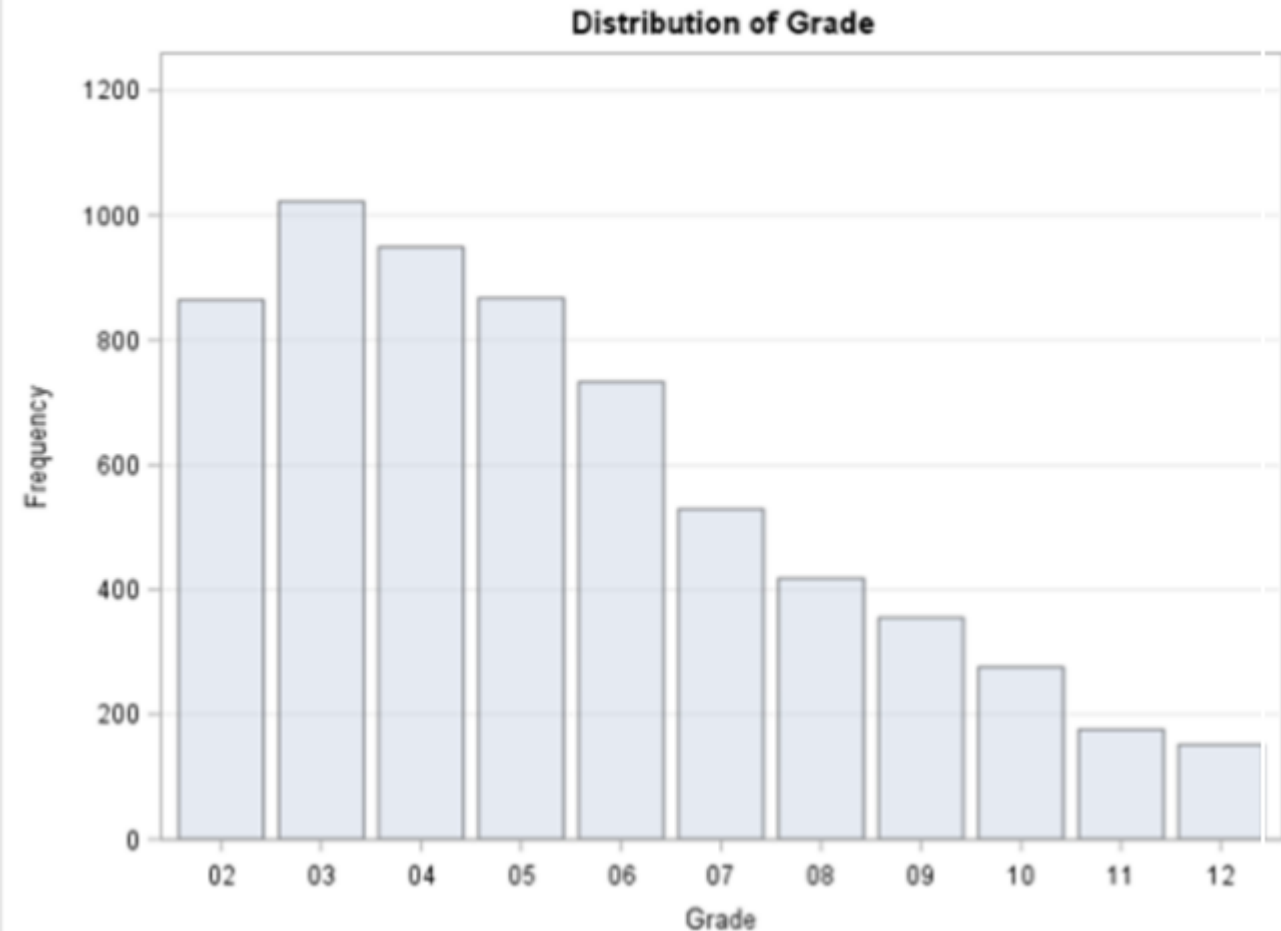
Standard Setting: June 10-12, 2019

- Standards set for all 4 domains and rules established for reporting overall TELPAS Alternate Composite Rating

- Used test-centered, criterion-reference method to guide and support panelists as they made their cut score recommendations
  - Similar methodology to what was used for STAAR Alternate 2 standard setting in 2015 and TELPAS standard setting in 2018

- Texas educators brought content knowledge and experience with English learners with significant cognitive disabilities to the standard setting process
  - Panelists included bilingual/ESL educators and special educators with expertise in low incidence disabilities at the campus, district, and regional level

Standard Setting Results: Recommended Cut Scores

Domain	Proficiency Level			
	Imitation	Early Independence	Developing Independence	Basic Fluency
Listening	17	26	36	45
Speaking	16	26	35	44
Reading	18	24	33	42
Writing	16	24	33	41

Note: The range of scores on each domain-specific assessment is from 10 to 50, inclusive.

TELPAS Alternate Final Results

- Final TELPAS Alternate reports posted to Assessment Management System on August 2, 2019.

- Final student results available in Student Portal on August 5, 2019.

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For More Information

TEA's Student Assessment Division

512-463-9536

assessment.specialpopulations@tea.texas.gov

TELPAS Resources Webpage

https://tea.texas.gov/student.assessment/ell/telpas/

TELPAS Alternate Resources Webpage

https://tea.texas.gov/student.assessment/telpasalt/