TEXAS ASSESSMENT

2025 Texas Assessment Conference

2025 TELPAS Update

Good morning! Thank you for joining us.

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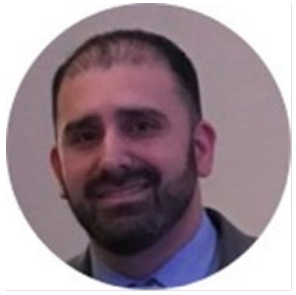

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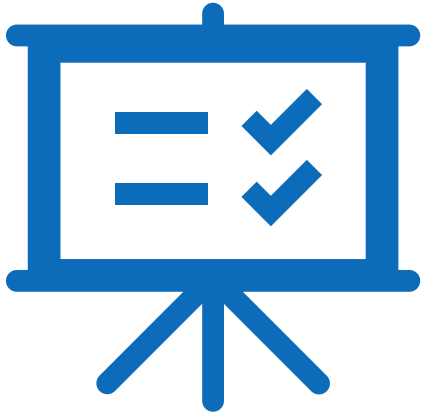
Agenda

1. Why a TELPAS Redesign
2. Assessment Timeline
3. Overview of Changes to the ELPS
4. Transition-year Assessment Crosswalks



Why Redesign the TELPAS Assessments?

- The current English Language Proficiency Standards (ELPS) were implemented in 2007, and the first TELPAS test was administered in 2008.
- Revisions to the ELPS necessitate a redesign of the TELPAS assessments to maintain alignment between the tests and the new standards.
- The new ELPS become effective in classrooms in 2026-2027.

Current TELPAS Assessments

Grades K-1

Holistically rated observational assessments of listening, speaking, reading and writing

Grades 2-12

Online assessments of listening, speaking, reading and writing

Grades 2-12 Alternate

Holistically assesses EB students with the most significant cognitive disabilities in grades 2–12 in listening, speaking, reading, and writing

Assessment Timeline

Current High-Level Assessment Timeline

2025-2026	2026-2027	2027-2028	2028-2029
Grades 2-12 Online tests using the current blueprints (BP) and assessed curriculum (AC).	**Grades 2-12** **Online tests using the transition-year BP and AC.**	**Grades 2-12** **Online tests using the transition-year BP and AC.**	New assessments, blueprints, assessed curriculum
Grades K-1 Holistically rated observational assessment using the current Proficiency Level Descriptors (PLD)	**Grades K-1** **Holistically rated observational assessment using the transition-year crosswalk of the new PLDs.**	**Grades K-1** **Holistically rated observational assessment using the transition-year crosswalk of the new PLDs.**	
TELPAS Alternate Holistic assessment using the current Observable Behaviors Inventory (OBI).	**TELPAS Alternate** **Holistic assessment using the transition-year crosswalk of the OBI.**	**TELPAS Alternate** **Holistic assessment using the transition-year crosswalk of the OBI.**	

Transition-Years

TRANSITION-YEAR ASSESSMENTS

1. New ELPS are implemented in classrooms.
2. The current blueprints will be used.
3. Assessments will only include questions aligned to standards where there is overlap between the current and the new ELPS.

Overview of Changes to the ELPS

Gradel-Level Bands Changed

More Grade-Level Bands

Current ELPS

I. Grades K-3

New ELPS

I. Grades K-3

II. Grades 4-12

Proficiency Level Descriptors Changed

- The current PLDs are not subject area specific.

- During the transition year, the K-1 holistic assessment and the grades 2-12 assessments will still align to the current proficiency levels.

More Proficiency Level Descriptors (PLDs)

Current PLDs	New PLDs
	Pre-Production
Beginning	Beginning
Intermediate	Intermediate
Advanced	High Intermediate
Advanced High	Advanced

- The new PLDs for each domain have a general section and subject area specific sections for RLA, math, science, and social studies.

Transition-Year Assessment Crosswalk Documents

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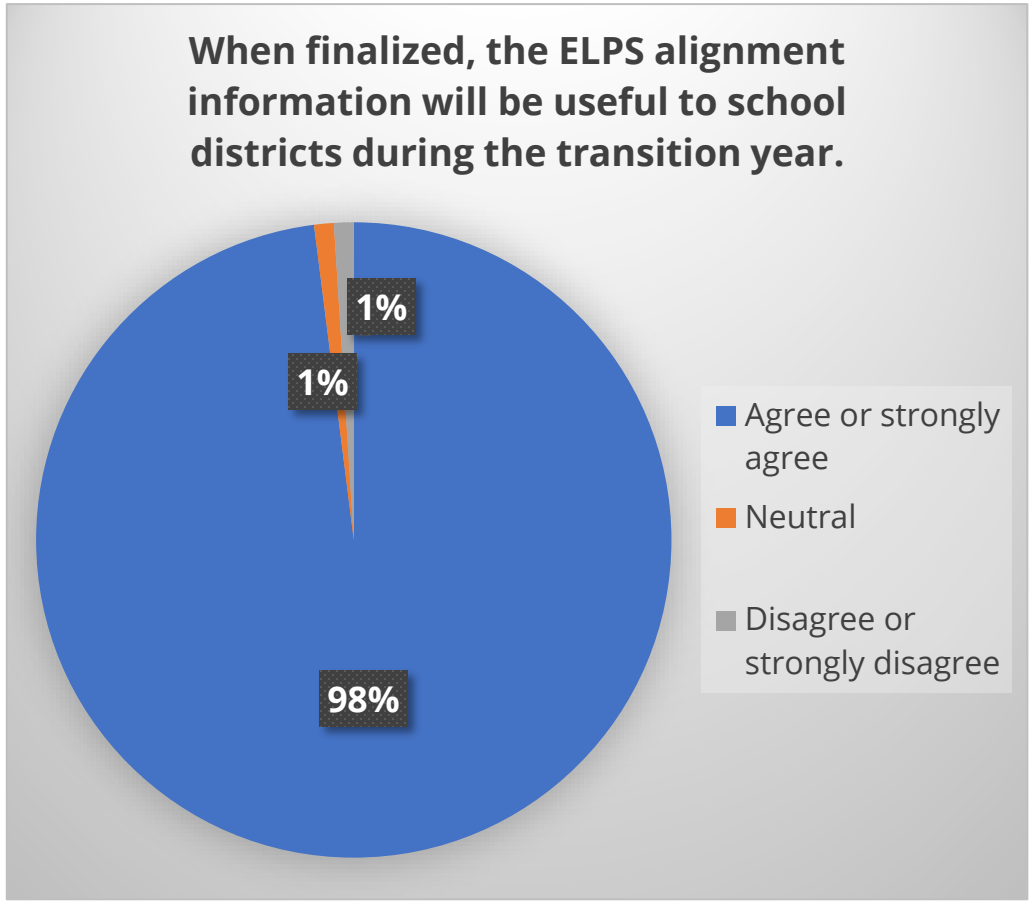
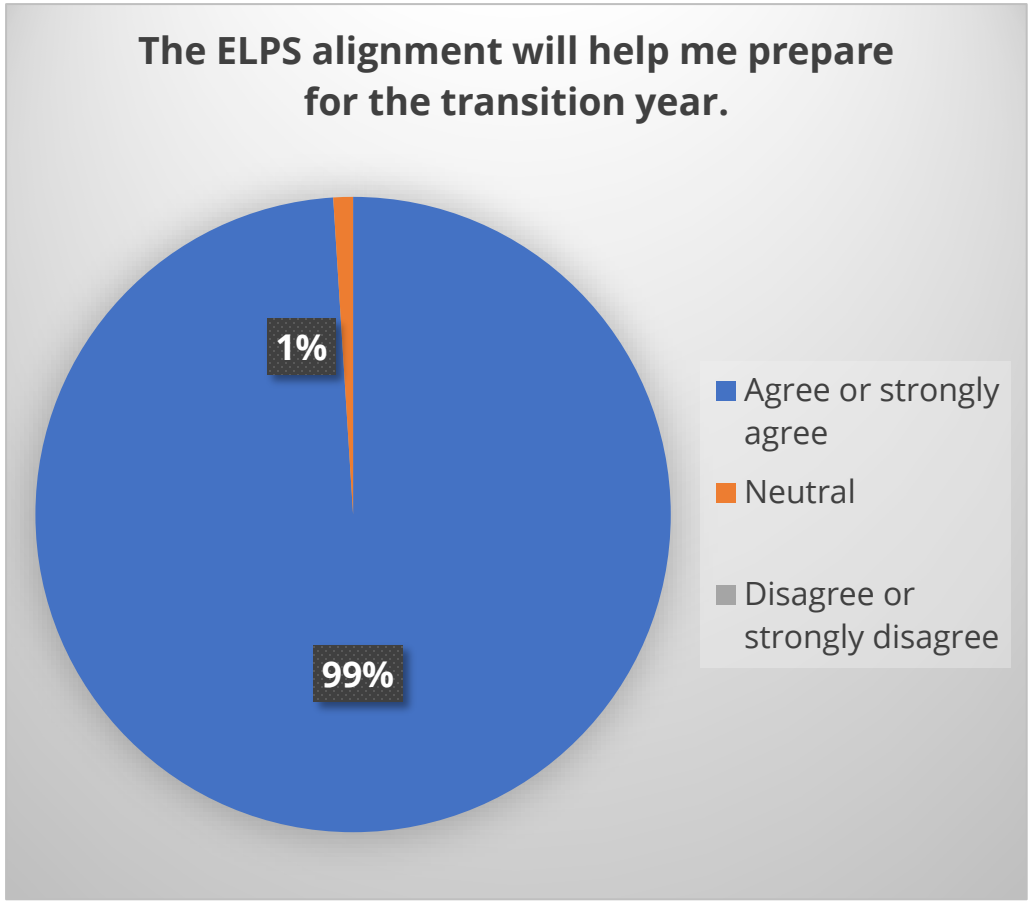
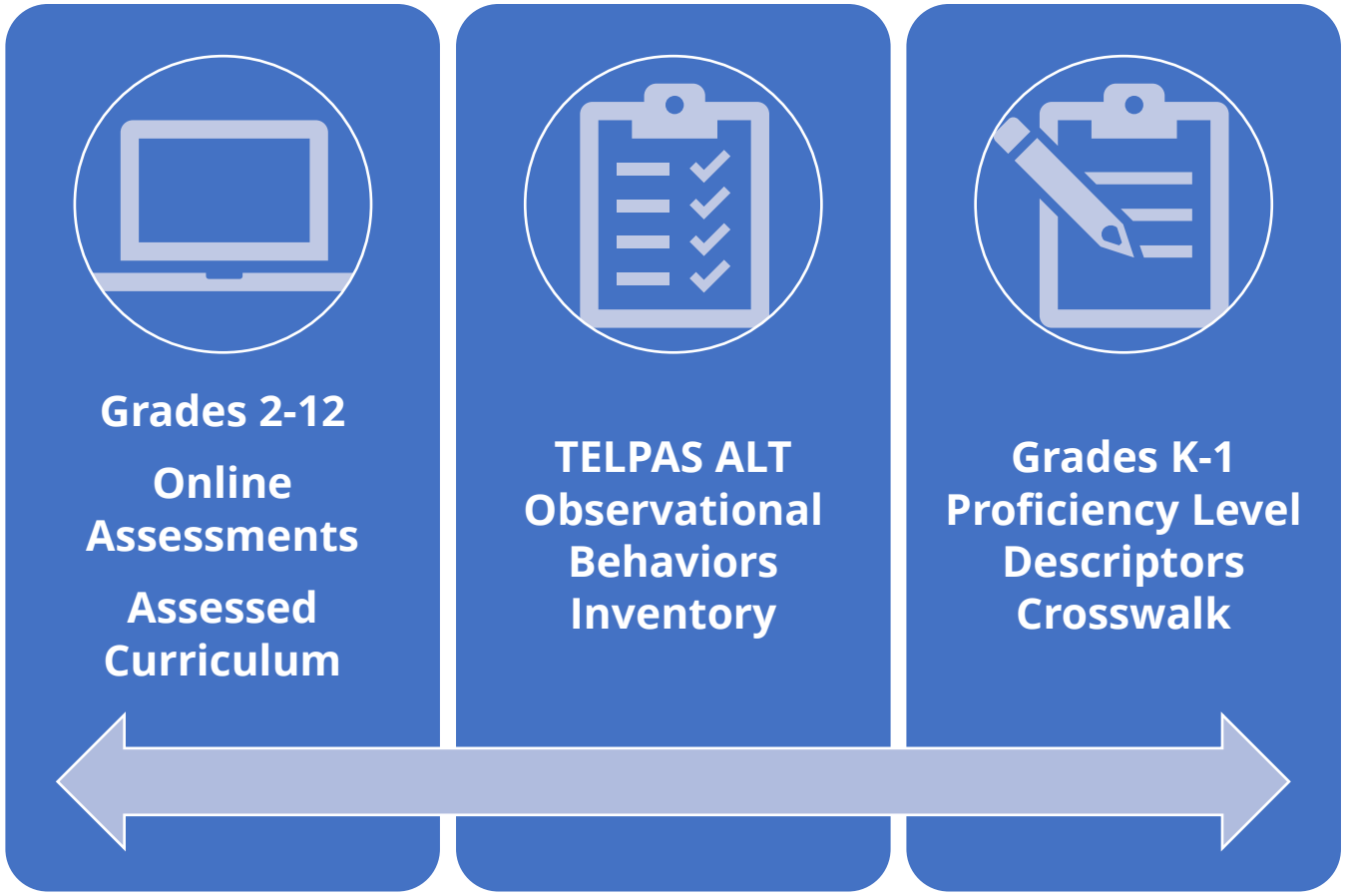
Transition-Year Educator Feedback





Transition-Year Crosswalk Documents



Grades 2-12: Example of a Current ELPS Aligned to a New ELPS

- The current Domain and Reporting Category will be called out.

Speaking

Speaking Reporting Category 1: Provide and summarize information

New ELPS	2024 (To be implemented in 2026–2027)	Old ELPS	2007
2.B	speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words	3.F	*ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments*
2.E	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	3.H	*narrate, describe, and explain with increasing specificity and detail as more English is acquired*
2.F	restate, ask questions about, or respond to information during formal and informal classroom interactions	3.F	*ask and give information ranging from using a very limited bank of high-frequency, high-need, con cabulary, including key words and expressions needed munication in academic and so based vocabula*

- SE to SE alignment will be specified.
- Alignment can be full or partial.
- In some cases the same New SE will be aligned to multiple current SEs.

TELPAS ALT: Example of Current Observable Behavior Aligned to the New ELPS

- The new grades K-3 and 4-12 student expectation are included. These are aligned to the current Observable Behavior.

2024 Student Expectation	Observable Behavior
(K–3) 1.A distinguish sounds and intonation patterns by responding orally, in writing, or with gestures **(4–12) 1.A** distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing	**L1** Distinguishing Sounds

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

- The A-E proficiency descriptions for each Observable Behavior are included.

Grades K-1: Example of Current PLD to New PLD Alignment

Listening, Beginning Level

2007 PLDs	2024 PLDs
Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students: • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, gestures • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for EB students • may ~~not seek clarification in English when failing to comprehend the English they hear;~~ frequently remain silent, watching others for cues	**Pre-Production** The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal. With highly scaffolded instruction and linguistic support, the EB student may: • follow simple oral directions by observing and imitating others • demonstrate an understanding of single words or simple language structures with repetition • demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images **Beginning** The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

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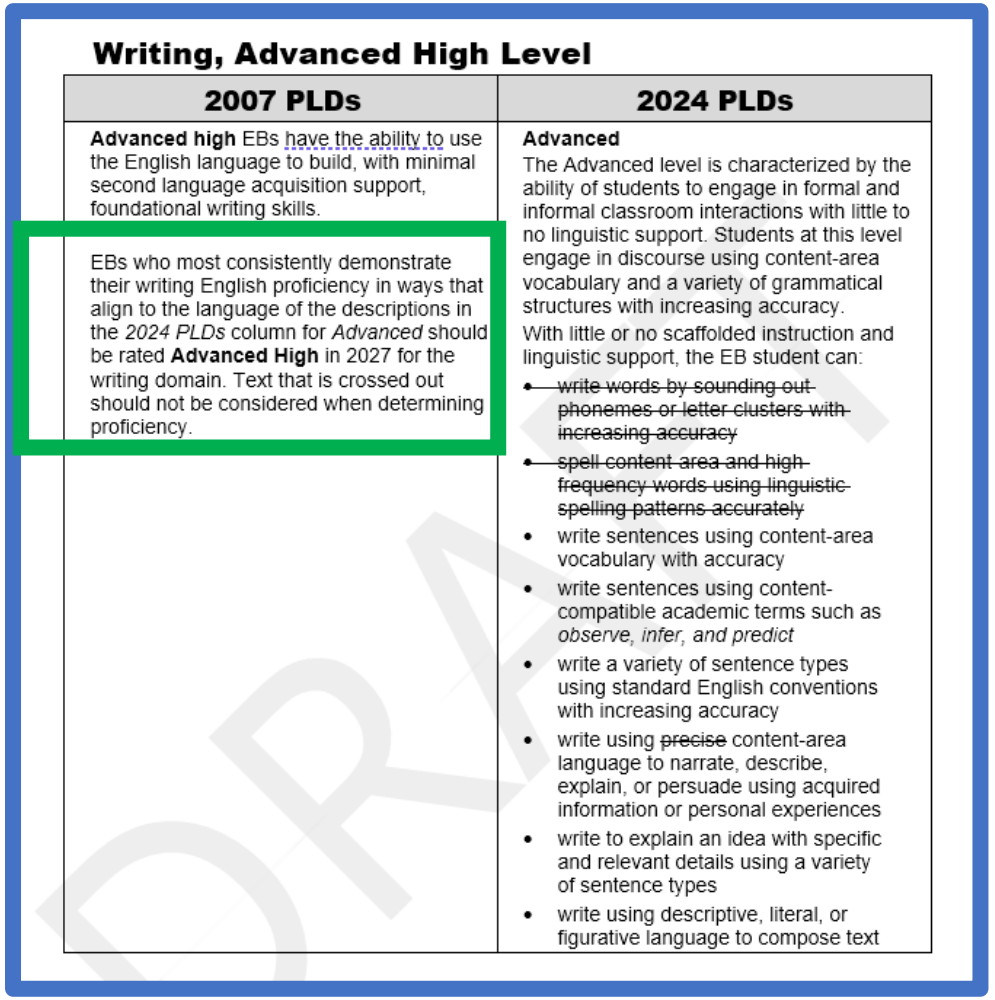
- The new 2024 ELPS include definitions for all 5 new proficiency level descriptors (PLDs). The current 2007 ELPS do not include definitions.
- The definition of each proficiency level is not domain specific. It addresses both expressive (S and W) and receptive domains (R and L).

Example of Current PLD to New PLD Alignment

- Language has been added to help guide educators when entering ratings in TIDE.



Writing, Advanced High Level

2007 PLDs	2024 PLDs
Advanced high EBs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. EBs who most consistently demonstrate their writing English proficiency in ways that align to the language of the descriptions in the *2024 PLDs* column for *Advanced* should be rated **Advanced High** in 2027 for the writing domain. Text that is crossed out should not be considered when determining proficiency.	**Advanced** The Advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy. With little or no scaffolded instruction and linguistic support, the EB student can: • ~~write words by sounding out phonemes or letter clusters with increasing accuracy~~ • ~~spell content area and high-frequency words using linguistic spelling patterns accurately~~ • write sentences using content-area vocabulary with accuracy • write sentences using content-compatible academic terms such as *observe, infer, and predict* • write a variety of sentence types using standard English conventions with increasing accuracy • write using ~~precise~~ content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences • write to explain an idea with specific and relevant details using a variety of sentence types • write using descriptive, literal, or figurative language to compose text

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Texas Educators:
TEA Needs Your Input!

- Support student success by serving on an **assessment committee**.

- Teachers, instructional coaches, content specialists, and administrators play an essential role:
  - **Passage Review:** reviewing Reading Language Arts (RLA) each test passage.
  - **Item Review:** reviewing and approving each potential test question.
  - **Constructed Response Anchor Approval:** setting scoring boundaries for constructed responses.
  - **Subject-Area Advisory Group** providing feedback on subject-area-specific topics.
  - **Standard-Setting:** establishing cut scores that define performance levels.

- Visit TexasAssessment.gov or https://bit.ly/406DvwE or use the QR code to sign up.

How can we help you?

Assessment Help Desk

When you contact the Help Desk, please include the following information:

- Topic
- Questions
- Relevant information
- Contact information
  (Please include availability if you request a phone call.)

Conclusion slide title

Thank you for joining us today!

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