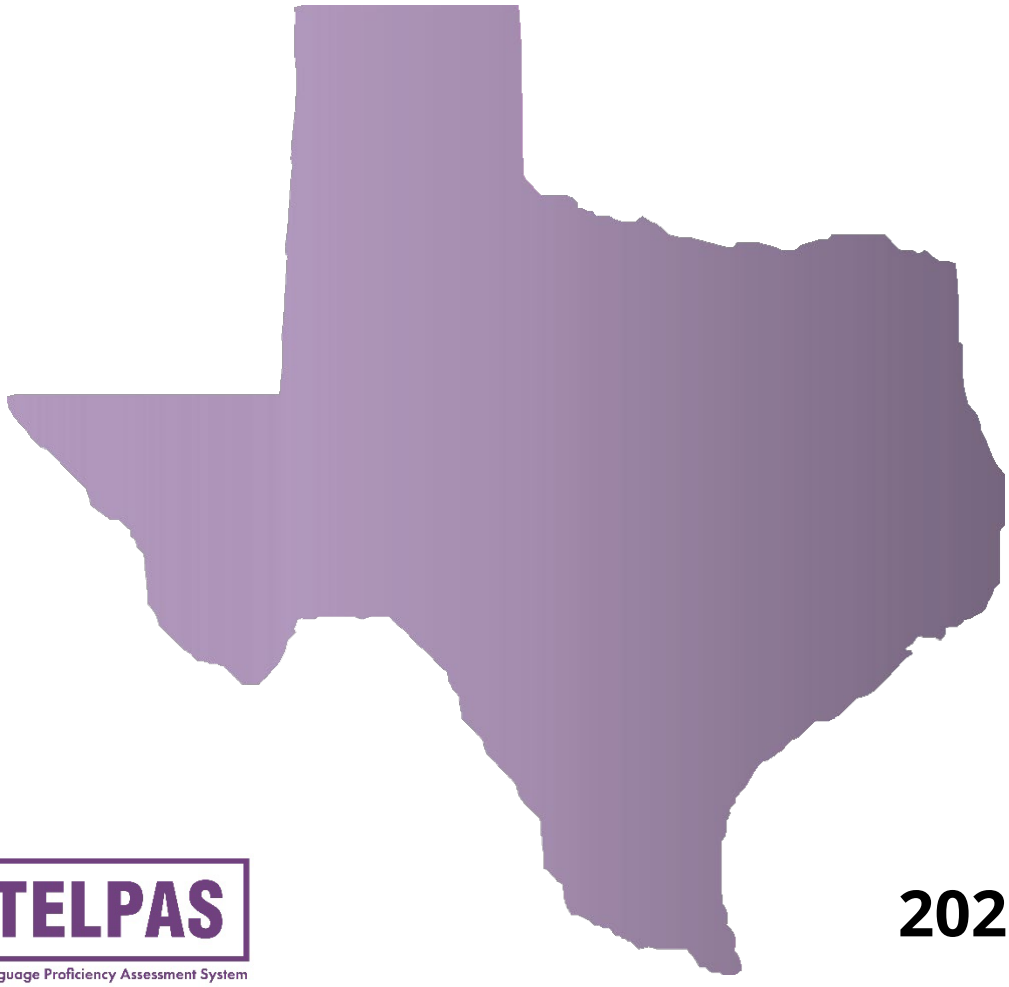
TELPAS

Grades 2–12
Paper and Holistic

Test Administration Information



TELPAS
Texas English Language Proficiency Assessment System

2026–2027

Information about the Texas Assessment Program can be found on the Student Assessment website.

Texas Educator Committees

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.

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Table of Contents

Resources **4**

General Information **5**

Before Testing **7**

Paper Administrations 7

Holistic Administrations 10

During Testing **12**

Manage Materials for TELPAS Reading 12

Test Administration Directions for TELPAS Reading 13

Rate Students 15

After Testing **23**

Student Response Modes 23

Submit Responses in RE 23

Enter Student Information in TIDE, as Applicable 25

Return Materials 25

Resources

- Texas Assessment Program
- *District and Campus Coordinator Resources*
  - Test Security
  - *Test Information Distribution Engine (TIDE) User Guide*
  - *Response Entry (RE) User Guide*
- TELPAS Resources

General Information

This document contains information about how to provide a special administration for the versions of the Texas English Language Proficiency Assessment System (TELPAS) grades 2–12 assessments listed in the table below and is intended to be used in conjunction with the *District and Campus Coordinator Resources* and with the *TELPAS Test Administrator Manual* and *TELPAS Rater Manual*, which can be found on the Test Administration Resources web page.

Reading	Writing	Listening	Speaking
• Regular Print • Large Print • Braille (contracted and uncontracted)	• Holistic	• Holistic	• Holistic

Training on test security and administration procedures should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. In addition, testing personnel who administer large-print or braille versions of TELPAS reading must receive specific training and special instructions for administering these versions. For TELPAS listening, speaking, and writing, educators must be trained in using the eligible proficiency level descriptors (PLDs) to rate students' English language proficiency level based on ongoing classroom observations and written student work. Campus coordinators should ensure that test administrators have the information they need in time to ask questions and prepare for the test administration.

Prior to administering the assessments, all testing personnel must have reviewed and have access to the *TELPAS Test Administrator Manual* for reading and the *TELPAS Rater Manual* for listening, speaking, and writing.

Any emergent bilingual (EB) student who is administered a TELPAS reading assessment on paper must have his or her responses submitted in the Response Entry system (RE). Any student who is administered a TELPAS listening, speaking, or writing assessment holistically must have his or her ratings entered in the Test Information Distribution Engine (TIDE) using the *Holistic Ratings Upload* template. All RE submissions and TIDE holistic ratings uploads must be submitted and processed by 11:59 p.m. (CT) on March 26, 2027.

TELPAS Transition-Year Assessments (2026–2027 and 2027–2028)

In fall 2024, the Texas State Board of Education (SBOE) adopted new English Language Proficiency Standards (ELPS), which became effective in classrooms during the 2026–27 school year. To support the transition to these standards, TELPAS will undergo a two-year transition period during the 2026–27 and 2027–28 school years before implementation of a new assessment in 2028–29. During this transition period, the current TELPAS blueprints and four

proficiency levels (Beginning, Intermediate, Advanced, and Advanced High) will remain in place for assessment purposes.

Grades 2–12 Paper and Holistic Assessments

During the transition years, the TELPAS paper and holistic assessments will use only the 2024 PLDs that overlap with the 2007 PLDs.

EB students who are assessed holistically through the observational assessment of listening, speaking, reading, and writing will be rated using the transition-year holistic assessment documents found in the Assessed Curriculum for Holistic Assessments section on the TELPAS Resources web page. Raters will use the holistic assessment document that is applicable to the grade band of the EB students he or she will be rating.

The holistic assessment documents include the assessment-eligible 2024 descriptors, their alignment to the four 2007 proficiency levels, and guidance for determining which of the four 2007 proficiency levels to enter as a student's rating based on the level at which they perform most consistently. The use of these documents is crucial to help maintain alignment, consistency, and interpretability during the transition period.

Before Testing

Paper Administrations

A district's initial shipment will include printed copies of the *TELPAS Test Administrator Manual* and printed test materials for each student in grades 2–12 who is eligible and registered for a special paper administration of a TELPAS reading assessment. It is important that test materials be distributed to test administrators in time for them to prepare for testing, especially if accommodations are needed.

Test Materials for Regular Print

- TELPAS Reading Regular-Print Test Booklet: One grade-specific regular-print test booklet is provided for each student who is eligible and registered for this format.

Test Materials for Large Print

- TELPAS Reading Large-Print Test Booklet: One grade-specific large-print test booklet is provided for each student who is eligible and registered for this format. The large-print test booklets are spiral bound, with dimensions of 11 inches by 17 inches and text at a point size of 18+.

Test Materials for Braille

- TELPAS Reading Braille Test Booklet: One grade-specific braille test booklet is provided for each student who is eligible and registered for this format. Braille assessments are provided in Unified English Braille (UEB), either contracted or uncontracted based on the braille test ordered. The braille test booklets have single-sided pages with single spacing of braille lines.
- TELPAS Reading Regular-Print Test Booklet: A corresponding regular-print test booklet is provided for the test administrator's use in cases such as when an enlarged photocopy is needed for a large-print administration.
- *TELPAS Braille Secure Test Instructions*: One grade-specific set of braille secure test instructions is provided to help a test administrator understand and meet the needs of a student taking a braille assessment.

Students with a visual impairment may need to test in a separate setting in cases where their methods of response might distract other students. In addition, any student who responds verbally must receive an individual administration, which is an accessibility feature. Refer to Individual Test Administration on the Accessibility Features page of the *Coordinator Resources* for more information.

Photocopying for Large-Print and Braille Assessments

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet. In this situation, a regular-print test booklet could be photocopied. Alternatively, a large-print booklet could be ordered separately during the additional order window. The contents of the secure braille and regular-print test booklets may be previewed by the test administrator during the district-determined preview window, which may be scheduled on any school day during the testing window but before the assessment.

For a student with a visual impairment who requires printed materials in a size larger than the state-supplied large-print materials (11 inches by 17 inches, 18+ point size), district testing personnel may photocopy secure test materials without submitting an Accommodation Request Form to the Texas Education Agency (TEA).

There is no need to indicate in TIDE that this photocopying procedure was used; however, the following guidelines must be adhered to:

- Test security and confidentiality must be maintained when photocopying test materials. All standard test security policies and procedures must be followed.
- Photocopying must be done within the district by a trained test administrator who has signed a test security oath.
- Photocopying an assessment for a large-print administration must be done on the day the assessment is administered. Photocopying prior to the day an assessment is administered is **NOT** allowed.
- The test booklet may not be taken apart for photocopying.
- The memory on the copier must be cleared after photocopying secure test booklets.
- All photocopies must be returned with the secure shipment.

Braille Administration

Test administrators should prepare any allowable materials necessary to make TELPAS reading assessments accessible to students with visual impairments who otherwise cannot access the test content. The contents of a braille version of an assessment may be previewed by the test administrator during the district-determined window, which may be scheduled on any school day during the testing window but before the assessment.

Because district personnel are responsible for keeping test materials secure, campus coordinators should do the following to prepare for previewing the materials:

- Designate a secure location (e.g., campus, room, office) to view test materials.
- Limit access by determining a time for the test administrator to preview materials.
- Designate a location where all test materials for the administration, including any supplemental materials needed for student accessibility, can be securely stored.

Students Requiring More Time

Students are expected to complete TELPAS reading assessments within three to four hours. Students must complete the assessment within the same school day unless the student has been approved for an extra day or experiences a health-related interruption during testing. Any student who needs additional time may continue testing until the end of the regularly scheduled school day, for up to seven hours.

Campus coordinators should begin testing within one hour of the start of the school day. District testing personnel should exercise judgment about allowing a student to begin a TELPAS reading assessment later in the day, as those students might not have sufficient time to complete the assessment before the end of the school day and will not be able to complete any started assessments the following day. It is not necessary to track the time for lunch or breaks, but students may not spend more than seven hours working on the assessment.

Students with visual impairments who take a braille version of TELPAS reading may require considerably more time to complete the assessment than students without visual impairments. The submission of an Accommodation Request Form to TEA is not required for such students to receive an extra day to test; such a determination can be made by the appropriate team at the local level. However, the following guidelines must be adhered to:

- Test security and confidentiality must be maintained throughout the extended testing period since the student will be taking a secure state assessment at a different time than other testers. All standard test security policies and procedures must be followed.
- Students will be permitted to test only over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.
- On day 2 of testing, the students may not return to any test questions they have responded to or begun a response to on day 1.

Refer to the Extra Day designated support policy document for additional guidelines.

TELPAS Braille Secure Test Instructions

The *TELPAS Braille Secure Test Instructions* supplements the *TELPAS Test Administrator Manual* and is designed to help a test administrator understand and meet the needs of a student taking a braille assessment. The *TELPAS Braille Secure Test Instructions* is included in the braille materials. Unless otherwise stated in these instructions, the directions contained in the *TELPAS Test Administrator Manual* must be followed. The test administrator should read the *TELPAS Braille Secure Test Instructions* before the day of testing to determine which materials or procedures a student may need.

The *TELPAS Braille Secure Test Instructions* is divided into two sections:

- **Specific Instructions:** This section provides information for the test administrator about how a particular braille assessment differs from the regular-print version, including related administration instructions and information about test questions that have been altered to ensure that the assessment is accessible to a student who reads braille. For example, test questions with a visual element that cannot be rendered in

braille will include a description of what is depicted in the regular-print version of the assessment. Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the *TELPAS Braille Secure Test Instructions* at a student's request. This section also informs test administrators of any manipulatives that a student will need to complete the assessment.

- **Test Administration Directions:** This section includes general and specific information about the braille assessment that should be read to the students (e.g., whether special symbols or standard braille codes are used on the assessment). Any information that is on the Transcriber's Notes page in the braille test booklet is also provided in this section.

Holistic Administrations

This information should be used in conjunction with the *TELPAS Rater Manual* for holistic administrations of TELPAS listening, speaking, or writing to students in grades 2–12 who meet the eligibility requirements for a special administration.

Rater Information

A test administrator who has been designated to be a rater is responsible for holistically rating the English language proficiency of his or her assigned students in accordance with the prescribed holistic rating procedures. The designated rater for a student must rate the student in all domains in which he or she is eligible for a special administration; students are not permitted to have different raters for different domains. Raters base listening and speaking ratings on classroom observations and writing ratings on assembled student writing collections, which the rater is required to assemble. Another trained individual will verify the grades 2–12 writing collections to ensure that they contain the appropriate types and number of writing samples.

A rater that has been approved to holistically rate students in grades 2–12 is required to complete holistic rating training. The basic training course and calibration activities for listening and speaking are separate from the training and calibration for writing and are available in the Learning Management System (LMS). After a rater has completed all of his or her holistic rating training, the rater must complete calibration activities. To access the calibration activities, the rater must attend a monitored calibration session organized by the campus or district.

For calibration in listening and speaking, there are six sample students to rate, three in each domain. To demonstrate sufficient calibration with a passing score, a rater must rate at least four out of the six students correctly. For calibration in writing, each grade band set contains 10 writing collections, of which a rater must rate at least seven correctly to demonstrate sufficient calibration. After successfully calibrating, the rater can print a certificate from the rater's *Completed Trainings* report in LMS.

It is a serious testing violation to record, discuss, or share answers from the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the Test Security section of the *Coordinator Resources*.

After entering the passcode for a calibration set, raters are required to read a statement and affirm that they will complete the rating activities independently. While collaboration is encouraged for holistically rating students, it is imperative that rater calibration is performed individually to ensure that each rater can apply the eligible 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.

For more detailed information about holistic rating training, refer to the *TELPAS Rater Manual*. If any questions arise about rater training requirements, contact the campus testing coordinator.

Prepare to Rate Students

Raters must have access to the following resources, available on the TELPAS Resources web page, when rating students:

- a copy of the applicable listening, speaking, or writing PLDs, as follows;
    - Grades 2–3 Eligible Proficiency Level Descriptors for 2026–2027 and 2027–2028 Holistically Rated Assessments
    - Grades 4–12 Eligible Proficiency Level Descriptors for 2026–2027 and 2027–2028 Holistically Rated Assessments
- the TELPAS Student Rating Roster; and
- the TELPAS Writing Collection Coversheet and Verification Checklist.

Raters must follow the rating procedures outlined in the *TELPAS Rater Manual*. Raters indicate the ratings and rater information on the TELPAS Student Rating Roster and must ensure that the information recorded on the roster is accurate and complete.

During Testing

Manage Materials for TELPAS Reading

The Materials Control Form must be used to account for all secure paper materials during the testing window. Secure paper test materials consist of test booklets and secure test instructions, as applicable.

Test administrators initial and log the time that the secure materials are checked out in the TIME OUT box. The test administrator's initials in the Test Administrator Initials box signify that he or she has received the secure materials indicated and that the test administrator has signed a test security oath. A test administrator should not initial this form if the information on the secure materials is incorrect.

All materials must be returned to the campus coordinator at the end of each day and kept in locked, secure storage when not in use. Materials must be checked in and out on a daily basis. A new row must be completed each time secure materials are checked in and out. Missing secure materials must be located before the campus coordinator initials the TIME IN box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district testing coordinator.

On the day of the assessment, test administrators must be provided the materials listed below as appropriate for each student. Test administrators should keep the secure materials in locked storage until immediately before each student's test session.

There should be:

- one secure test booklet for the student;
- one secure test booklet for each test administrator who may need to refer to secure test content (e.g., for braille administrations);
- secure test instructions for braille administrations;
- pencils or pens, crayons, 20/20 pens, or markers, as needed;
- scratch paper, braille paper, etc., as needed;
- any additional TEA-authorized materials or devices that are approved or allowed, as necessary; and
- other allowable accessibility features or designated supports for students provided on the basis of student need or eligibility. Students who take the braille version of an assessment at any grade level may use slates and styluses, electronic notetakers, word processors, or projection or low-vision devices (such as closed-circuit television [CCTV]).

Test administrators should verify that students have access only to the materials specifically allowed for the assessment. Dictionaries, thesauruses, glossaries, or other reference materials are not allowed.

Test Administration Directions for TELPAS Reading

General Information

- Prior to reading the test directions below, test administrators must inform students about their campus's testing consolidation plan by telling them when students who are still testing will be grouped together and students who have completed testing will join a regular or alternate class schedule.
- For students who request assistance, test administrators are allowed to paraphrase, translate, shorten, repeat, or read aloud these directions and the directions that introduce particular test sections or question types as needed to best communicate with those students, as long as the substance of the directions is not changed.
- For students receiving accommodations, the test administrator is permitted to modify the directions when needed.

Read Aloud Directions

The test administrator **MUST** read aloud **WORD FOR WORD** the **bold** text after the word **"SAY."** Some directions use brackets within the read-aloud text to indicate where information should be verbally inserted. For example, in the statement **"Does everyone see "[GRADE LEVEL or GRADE RANGE] Reading" on the front of your test booklet?"** the test administrator should verbally fill in the grade level, such as grade 3, as he or she is reading the directions to students. The directions may be repeated as many times as needed. The text in *italics* is information meant for the test administrator and should not be read aloud to students.

SAY **Today you will take a reading test. This test is for students who are learning the English language. Students who know a lot of English may find some test questions easy. Students who know just a little English may find some test questions hard. 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 can understand.**

SAY **This test should take you about three to four hours to complete. Do not spend too much time on any single question. If you are unsure of a response, provide the best response you can. You may go back to review your responses at any time during the test. Are there any questions?**

Answer any questions before continuing.

SAY **If you have questions about the instructions, please raise your hand so that I may help you. You should remain seated and quiet so that you do not disturb others who are testing. Are there any questions?**

Answer any questions before continuing. Distribute test booklets to students.

SAY **Look at the front of your test booklet. Does everyone see "[GRADE LEVEL or GRADE RANGE] Reading" on the front of your test booklet?**

Assist any students who do not have the correct test booklet.

SAY **Print your first and last name in the space marked "STUDENT NAME" at the top of your test booklet.**

When all students have written their names on their test booklets, continue.

SAY **You may use scratch paper and make notes in your test booklet. When you have completed your test, close your test booklet and raise your hand. I will come to your desk to collect your test booklet and other test materials. If there are no more questions, you may begin.**

Assist students with directions as needed.

Additional Information

- The test administrator must record the start time for the test session on the seating chart.
- Test administrators are not allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, **"I can't answer that for you; just do the best you can."**
- If a student expresses concern because a question is difficult, the test administrator should encourage him or her to keep working because easier questions will likely follow and explain 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 finish the assessment. In this case, student responses should still be submitted for scoring.
- Test administrators should remind students periodically during the assessment to mark their answers carefully and clearly in the test booklet.
- If a student for whom the test administrator does not have a test booklet arrives in the testing room, the test administrator should contact the campus coordinator.
- If any issues arise or assistance is needed, the test administrator should contact the campus coordinator.
- For lunch breaks, the test administrator must instruct students to close their test booklets and collect all testing material. For all other breaks, students must be instructed to close their test booklets.
- As students complete the assessment, the test administrator must collect any scratch paper. These materials should be returned to the campus coordinator.
- Once a student has completed the assessment, the test administrator should allow the student to leave the testing area according to the campus consolidation plan.

- The test administrator must record the stop time for the test session on the seating chart.

TEST ADMINISTRATORS SHOULD NOT VIEW, COPY, OR DISCUSS THE TEST CONTENT AT ANY TIME UNLESS SPECIFICALLY GIVEN AUTHORIZATION TO DO SO.

Rate Students

Before rating students, consider the following questions:

- Have the students participated in enough contexts that require them to use everyday English, routine academic English, and cognitively demanding content-based English?
- Have the students been placed 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 students been in enough situations in which they express themselves in their comfort zone and in which they are pushed to show areas of second language acquisition they still need to develop?

When rating students:

- Use the eligible PLDs and other TELPAS holistic rating training materials.
- Do not factor in other student abilities or characteristics.
- Start with the students whose English language proficiency levels are clearest.
- Base ratings on observations from a variety of social and academic settings over time.
- Evaluate the current level of English language proficiency exhibited by the student for each applicable domain.
- Ensure that the proficiency rating designated represents the level at which the student performs most consistently based on the appropriate transition-year eligible PLDs for holistic assessments document.
- Collaborate with other teachers and campus personnel as needed to determine a student's English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student.
- Compare each student to the eligible PLDs, and do not let the proficiency levels of other EB students influence the ratings.
- Determine a student's rating by reflecting on the eligible PLDs and the student's current ability to understand and use English in informal (social) and formal (academic) settings. In most cases, it will not be necessary to conduct specially designed language observation tasks.

- Remember that formal (academic) language proficiency is not the same as academic achievement. An EB student who has formal (academic) language proficiency can understand and use the English students need for effective participation in regular all-English instructional settings with minimal second language acquisition support. A student does not have to be a high academic achiever to have the highest level of English language proficiency.

> TELPAS Student Rating Rosters become confidential materials once student information has been added.

- Ensure that the information recorded on the rating roster is accurate and complete.

For more detailed information about holistic rating training, refer to the *TELPAS Rater Manual*.

Rate Students for TELPAS Writing

Ratings of writing collections for students enrolled in grades 2–12 are based on the writing samples in the collections. It is important that the writing samples portray students' overall English language proficiency. All writing collections must be assembled and verified in accordance with the following instructions.

An optional training course on writing collection assembly and verification is available in LMS and may be used to supplement the training district testing personnel provide on assembling and verifying writing collections.

Assembling Writing Collections

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

- Each writing collection must contain at least five writing samples, including:
  - at least one writing sample that elicits the use of the past tense, and
  - at least two academic writing samples from mathematics, science, or social studies.
- No writing samples dated prior to February of the current school year are eligible.
- Writing samples may continue to be gathered throughout the testing window until the designated date established by the campus coordinator.
- All writing collections should reflect the student's current proficiency level. For a student near the border between two levels, the rater should consider using writing samples 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 the date. Additional information may be included to distinguish between students at the campus who have the same first and last name.
- The TELPAS Writing Collection Coversheet and Verification Checklist must be completed.
- Photocopies or scanned copies 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 and collected in electronic or printed form provided that any type of spelling or grammar assistance is disabled for students not eligible for these accommodations.
- District coordinators are required to submit a testing incident form to TEA if submitted student writing ratings 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. Writing samples should be selected from authentic classroom activities that are grounded in content-area Texas Essential Knowledge and Skills (TEKS) and ELPS instruction.

Since TELPAS writing samples are from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a writing collection. This includes the Complex Transcribing designated support. Complex Transcribing for TELPAS writing does not require TEA approval; therefore, district testing personnel do not have to submit an Accommodation Request Form.

The transcriber's role is to record exactly what the student has dictated. Transcribing must not interfere with the student's natural production of English. Transcribers may ask the student to repeat the dictated response to accurately record what the student intended. However, transcribers are not allowed to do the following:

- translate the student's writing samples into English
- give the student opening or closing sentences
- edit or alter the student's language in any way
- write notes on the individual writing samples

If the transcriber uses a word processor to type the student's writing samples as the student dictates, special functions such as grammar assistance must not be used.

The student may dictate responses into a recording device if this is the procedure used routinely in the classroom. After the responses are recorded, the transcriber can transcribe them.

In assembling a collection, writing samples should be chosen that reflect the student's proficiency level; samples that interfere with the ability to rate the student effectively should be avoided. Some of the examples provided on the following pages are too linguistically complex for students at lower proficiency levels to address, while others may be appropriate for students at lower proficiency levels but may not be challenging enough for students at higher

proficiency levels. For example, an early writer whose collection contains mainly abstract or academically complex writing assignments may appear to be at the lowest proficiency level because the student was not given enough opportunities to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, a writer at the highest proficiency level whose collection contains too many assignments that elicit undetailed responses or informal (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. The writing assignments should be based on the content-area TEKS and linguistically accommodated instruction required by the ELPS.

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

- 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

Students should be encouraged 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, or last weekend
- explanation of a mathematical concept, scientific process, or historical figure you have learned about

Students should be told to write in as much detail as they can. The more vivid and detailed their writing is, the more useful it will be in evaluating their vocabulary development, their ability to narrate and describe with increasing accuracy, such as using the past tense, and their grasp of basic versus complex language structures.

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, the importance of believing in yourself, setting goals, etc.

- what you like, do not 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:

- 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, friend's experience, or relative's experience, etc.)
- describing and analyzing a change that a character undergoes
- comparing story variants (for example, 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

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

Type 6 Examples: Expository or procedural writing from mathematics, science, or social studies:

- explaining a scientific process you have learned about
- explaining the steps in an experiment or scientific investigation you have conducted
- writing about something you are learning in your science class
- writing about why lab rules are important
- writing about how to use a particular 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

This type of writing should give students the opportunity to write connected paragraphs using the formal (academic) vocabulary and language structures needed for developing formal (academic) language proficiency in these subject areas. Academic writing assignments show how well the students can put what they are learning in their own words. For less proficient students, these tasks should be appropriately adapted for their level. Two samples of content-area writing are required in each collection. If this type of writing sample is used to fulfill the past tense requirement, two more content-area samples are still required.

Tips for Good Writing Collections

- In all writing assignments, students should be encouraged to take their time and write in as much detail as possible so they can demonstrate their current ability to narrate, describe, or explain in written English.
- In each collection, some writing tasks should be included that show what students can do. These samples should illustrate how students use the language they have internalized and how they write in their "comfort zone," as well as demonstrating the English they know.
- Some writing tasks should also be included that stretch and push students' limits and demonstrate the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be important when determining the proficiency level rating of students that are near the border between two proficiency levels. For students near the border between two levels, the rater should consider using writing assigned toward the latter part of the collection window. Writing samples that are more recent will better reflect the student's proficiency level at the time of rating.

What Not to Include in a Collection

- Samples containing language directly copied from a textbook, lesson, or other written source should not be included in the writing collections. Students need to write using their own words.
- Samples in which the student relies heavily on a dictionary or thesaurus should not be included in the writing collections. Writing assignments in which students used a dictionary or thesaurus occasionally as an instructional support to scaffold their writing are acceptable.
- Samples that show a teacher's corrections should not be included in the writing collections.
- Samples in which the student relies heavily on word walls, word banks, and student spelling lists should not be included in the writing collections. Writing assignments in which students used word walls, word banks, and spelling lists occasionally as instructional supports to scaffold their writing are acceptable.
- Samples that have been polished through editing by peers, parents, guardians, or teachers should not be included. 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. However, if a teacher believes that a student received too much

assistance on a piece of writing, the writing assignment should not be included in the collection.

- Samples in which the student writes primarily in his or her native language should not be included. Even students at the lowest proficiency level should have five writing samples that show their ability to write in English.
- Worksheets or question-answer writing assignments should not be included in the writing collections.
- Samples that are brief or incomplete or that obviously reflect writing that was rushed should not be included for the following reasons:
    - 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 expected that students in the early stages of English language acquisition may have brief writing samples.

Verifying Writing Collection Components

The campus coordinator, in conjunction with the district coordinator and principal, will designate one or more persons on the campus to verify the contents of the writing collections. TELPAS raters and paraprofessionals are **NOT** permitted to perform this function. Training in verifying tasks and TELPAS administration procedures for the holistically rated components is required for TELPAS writing collection verifiers. An optional training on assembling and verifying writing collections is available in LMS.

The writing collection verifier must complete the verification checklist 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 the date;
- no writing samples are dated prior to February of the current school year;
- no samples showing teacher corrections are included;
- no samples polished through editing by peers, parents, or teachers are included;
- no worksheets or question-answer writing 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 the criteria noted on the TELPAS Writing Collection 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 attached to the writing collection cover sheet and writing collection. This affirms that the writing collection has been assembled correctly.

Campus coordinators, in cooperation with the district coordinator, will establish a process and timeline for reviewing the collections. It is recommended that the verification of the writing collections occur before ratings are assigned.

> A writing collection becomes confidential material once the writing collection has been assembled and the completed TELPAS Writing Collection Coversheet and Verification Checklist have been attached.

After Testing

Student Response Modes

For special paper administrations of TELPAS reading, students should be instructed to record their responses in their test booklets. However, some students may be eligible for basic or complex transcribing. In these circumstances, the method of response indicated in the student's paperwork should be followed for the test administration. The test administrator transcribing the student's response must do so in accordance with the transcribing guidelines in the appropriate policy documents in the Accommodations section of the *Coordinator Resources*.

For students taking a braille version of TELPAS reading, eligibility for the Basic Transcribing designated support does not need to be determined, and the use of the designated support does not need to be documented.

Submit Responses in RE

Students' responses for special paper administrations of TELPAS reading **must** be submitted in RE for scoring and reporting. All student responses must be entered and submitted in RE by 11:59 p.m. (CT) on March 26, 2027. Student responses that are not entered and submitted in RE by the due date will **NOT** be scored or reported. TEA recommends that student responses be submitted in RE as soon as possible after students have finished testing to ensure processing before the window closes and that district coordinators reserve the last week of the testing window to complete data submission in RE.

Students' responses that have been submitted in RE will be scored automatically when the *Submit Test* button is clicked at the end of the assessment. Only authorized district testing personnel who are trained in test security and administration procedures and who sign an Oath of Test Security and Confidentiality are permitted to submit student responses in RE. Authorized testing personnel who are responsible for submitting student responses in RE must be provided with additional training in specific security protocol regarding transferring student responses. Tampering with or changing student responses is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of the test security oath.

Authorized testing personnel should follow the steps below to enter student responses in RE.

1. Have the student's test booklet ready.
2. Launch and log in to RE.
3. On the Enter Student Information page that appears, enter the login information for the student:
    - In the *Student First Name* field, enter the student's first name as it appears in TIDE.
    - In the *TSDS ID* field, enter the student's Texas Student Data System (TSDS) ID as it appears in TIDE.

- Select *Sign In*.

4. On the Is This the Student? page that appears after the student's information is entered, verify the student's information. If all the information is correct, select *Next*. The Available Tests page will appear.

   If any of the information is incorrect, do not proceed with entering responses for this student. Log out of the application and notify the campus coordinator that the student's information is incorrect. Data entry cannot begin until this information is corrected in TIDE.

5. The Available Tests page displays the assessment available for entering students' responses. Select the assessment for the student. If the TELPAS reading assessment is not available, confirm the student's test eligibility in TIDE.

6. Review the additional test information on the Test Information page. For help understanding how to navigate the site, select *View Help Guide*. The *Help Guide* window appears. To close the window, select *Back*.

7. To officially begin or resume the test opportunity, select *Begin Test Now*. Some test pages may have only one question, and others may have multiple questions. The test page for TELPAS reading assessments in RE uses a bubble sheet format, where all multiple-choice questions are displayed on the page and include only the answer options. Select the student's response option for each question. RE automatically captures and saves the response data when it is entered.

8. The You Are Done Entering Responses page appears at the end of the assessment. This page provides two options: review the entries that have been entered or submit the assessment for scoring. To review answers and go back to the assessment, select a question listed on this page. Questions that were not answered display a warning (▲) icon.

9. To complete the testing process, click *Submit Test*. A pop-up window notes that the end of the test has been reached and the user may click *Yes* to continue to the next page or *No* to keep working. After *Yes* is clicked, the assessment is officially completed and logging back in to review the data entered is not possible.

After the authorized district staff member submits the assessment, the Done Reviewing Test page appears displaying the student's name, the test name, and the data entry completion date. The page also gives options for next steps.

The authorized district staff member should select *Enter Data for a Different Student* to enter responses for another student. For this option, the authorized district staff member is directed to the Enter Student Information login page.

When finished entering students' responses, the authorized district staff member should select *Log Out*.

Enter Student Information in TIDE, as Applicable

Students' holistic ratings for TELPAS, including special holistic administrations of grades 2–12 listening, speaking, and writing, must be submitted and processed in TIDE by 11:59 p.m. (CT) on March 26, 2027, using the *Holistic Ratings Upload* template. District personnel assigned to enter student information and holistic ratings in TIDE will receive access information and additional training.

Return Materials

- Prior to returning materials, test administrators must account for all secure and confidential materials, including the following:
  - used and unused regular-print, large-print, and braille test booklets;
  - *TELPAS Braille Secure Test Instructions*;
  - typed or recorded materials and handwritten student responses on scratch paper;
  - completed seating charts;
  - completed TELPAS Student Rating Rosters; and
  - completed TELPAS Writing Collections, including coversheets and verification checklists and students' writing samples.
- Raters must review the accuracy of any student data or test status information that they have been asked to verify.
- Raters must ensure that they have completed, signed, and dated each TELPAS Student Rating Roster and TELPAS Writing Collection Coversheet and Verification Checklist.
- Test administrators must return all secure and confidential materials to the campus coordinator after each test session.

TEXAS ASSESSMENT