TELPAS and TELPAS Alternate Updates

STUDENT ASSESSMENT DIVISION
TEXAS EDUCATION AGENCY
NOVEMBER 4, 2019
Texas English Language Proficiency Assessment System (TELPAS)
TELPAS and TELPAS Alternate Agenda

- English Language Proficiency Standards
- TELPAS Overview
- TELPAS Manuals
- TELPAS Holistically Rated Components
- TELPAS Online Tests
- TELPAS Writing Audit
- 2019 TELPAS Results
- TELPAS Resources

- TELPAS Alternate Overview
- Alternate PLDs
- Observable Behaviors
- TELPAS Alternate Test Administrator Manual and Training
- TELPAS Alternate Standard Setting
- TELPAS Alternate Resources
English Language Proficiency Standards (ELPS)

- Were approved by State Board of Education in 2007-2008
- Are part of Texas Essential Knowledge and Skills (TEKS) state-required curriculum
- Are an integral part of instruction in each TEKS foundation and enrichment subject
- Include proficiency level descriptors (PLDs) that inform instruction and are used to determine students’ English language proficiency in the summative assessment
All teachers with English learners (ELs) should …

- use the ELPS-PLDs throughout the school year as formative assessment rubrics
- stay attuned to the English language proficiency levels of their students
- monitor progress and linguistically tailor (accommodate) content area instruction
How are the ELPS measured?

Texas English Language Proficiency Assessment System (TELPAS) measures the ELPS.

The two are integrally aligned.
TELPAS and TELPAS Alternate Agenda

- English Language Proficiency Standards
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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>January 6-10</td>
<td>TELPAS Test Administrator manual shipped to districts</td>
</tr>
<tr>
<td>January 13</td>
<td>Assembling and Verifying Grades 2–12 Writing Collections course available</td>
</tr>
<tr>
<td>January 27</td>
<td>Online basic training courses for new K–1 and 2–12 raters available</td>
</tr>
<tr>
<td>February 10</td>
<td>Calibration window opens for new and returning raters</td>
</tr>
<tr>
<td>February 10</td>
<td>Earliest eligibility date for TELPAS writing samples</td>
</tr>
<tr>
<td>February 21</td>
<td>End date for training raters, assemblers, and verifiers on administration procedures</td>
</tr>
<tr>
<td>February 24-April 3</td>
<td>TELPAS assessment window</td>
</tr>
</tbody>
</table>

**Student records must be verified as complete by 5:00 p.m. (CT) on April 3rd. There is not a separate TELPAS data verification window.**
All K-12 English learners (ELs) are annually assessed with TELPAS, including ELs whose parents have declined bilingual/English as a Second Language (ESL) program services.
## What are the TELPAS Components?

### Grades K-1
- Holistically-rated assessments in listening, speaking, reading, and writing
  - Classroom observations and student interactions

### Grades 2-12
- Online tests for reading, listening, and speaking
- Holistically-rated student writing collection
Are there exceptions to TELPAS?

- **An EL receiving special education services**
  - Decision must be made by ARD committee in conjunction with the LPAC
  - Participation must be considered on a domain-by-domain basis
  - Reason for not assessing student must be well-supported and documented

- **An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window**
  - Will not be assessed by receiving district in the holistically-rated domains
  - Is required to take the TELPAS reading test and the TELPAS language and speaking test
In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a grades 2-12 TELPAS reading test or listening and speaking test.

### Accommodations cannot be applied

- Prior to requesting a special administration, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval.

### Technology access is precluded

- Districts must make every effort to administer tests online.

### Unable to participate in one domain of TELPAS

- For students who are ARD exempt in one domain of the TELPAS listening and speaking assessment, districts may request a special administration.
How are TELPAS results reported?

TELPAS reports performance in alignment with the ELPS-PLDs.

Composite Rating
- Beginning
- Intermediate
- Advanced
- Advanced High

Listening
- Beginning
- Intermediate
- Advanced
- Advanced High

Speaking
- Beginning
- Intermediate
- Advanced
- Advanced High

Reading
- Beginning
- Intermediate
- Advanced
- Advanced High

Writing
- Beginning
- Intermediate
- Advanced
- Advanced High
In cases of grade reclassification during the TELPAS administration window, a student needs to be assessed in the same grade level across all TELPAS components (holistic, reading test, and listening and speaking test).

When different grade levels are entered for an individual student, it causes an issue within the Assessment Management System.
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NEW

- Based on feedback from the field and advisory groups, the TELPAS manuals organization will be updated in the 2019-2020 school year.
  - The TELPAS Rater Manual will only be online and not shipped to districts. The manual and PLDs are available within the TELPAS Online Training Center.
  - The 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).
NEW

Districts must submit counts to receive test administrator manuals.

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Submit counts for TELPAS test administrator manuals</td>
<td>10/21 - 11/8</td>
</tr>
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</table>
### TELPAS Rater Resources – Training Purposes

<table>
<thead>
<tr>
<th></th>
<th>K-1 Raters</th>
<th>2-12 Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td>For training purposes:</td>
<td>K-12 Listening PLDs, K-12 Speaking PLDs, K-1 Reading PLDs, K-1 Writing PLDs</td>
<td>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K-12 Listening PLDs, K-12 Speaking PLDs</td>
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For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*. 
## TELPAS Rater Resources – Rater Purposes

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<th>2-12 Raters</th>
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<tr>
<td></td>
<td>K-12 Listening PLDs</td>
<td>2-12 Writing PLDs</td>
</tr>
<tr>
<td></td>
<td>K-12 Speaking PLDs</td>
<td>TELPAS Student Rating Roster</td>
</tr>
<tr>
<td></td>
<td>K-1 Reading PLDs</td>
<td>Writing Collection Cover Sheet</td>
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<tr>
<td></td>
<td>K-1 Writing PLDs</td>
<td>Writing Collection Verification Checklist</td>
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For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*. 
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New

- Starting in 2019-2020, the TELPAS Online Training Center will have the capability to save teachers’ certificates from year to year.
- Certificates will still be available to print immediately after successful course/calibration completion but it may take up to 24 hours for emailed certificates to arrive in a user’s inbox.
- As best practice, it is still recommended that teachers print and keep a copy of their certificates.
NEW

- Districts will have the option to designate one or more centralized raters to rate TELPAS grades 2-12 writing collections districtwide, campuswide, or by grade level.
  - The designated raters will still have to meet the TELPAS rater requirements (training and calibration).
  - Exception: Centralized raters cannot be used for students that have been approved for a special administration of the listening and speaking assessment.
Are districts required to use centralized raters?

- The implementation of centralized raters is **not** a requirement.
- It is solely an option to provide districts some flexibility in the TELPAS assessment of grades 2-12 student writing collections.
  - As noted before, the centralized raters will still have to meet the TELPAS rater requirements.
  - Districts, at their own discretion, may require additional training for those raters designated as centralized raters.
K-1 Rater Credentials (remain the same)

- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student’s ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains

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

- Starting in 2019-2020, a rater does not need to have the student in class at the time of the spring assessment.
- The rater (including a substitute teacher) selected to rate an EL must
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process*
- Paraprofessionals may not serve as raters.

*Please note that districts, at their discretion, can implement additional requirements for 2-12 raters of writing collections.
In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains.

A teacher (including a substitute teacher) selected to rate an EL must

- have the student in class at the time of the spring assessment window
- be knowledgeable about the student’s ability to use English in instructional and informal settings
- hold valid Texas education credentials, such as a teacher certificate or permit
- be appropriately trained in the holistic rating process
- rate the student in all eligible domains

Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.
What is the role of teachers of ELs that have not been designated as raters?

**UPDATE**

- Teachers of ELs in 2-12 are still required to assemble an EL’s writing collection to be rated.
- Campus coordinators will need to determine which teachers will be assembling student writing collection(s).
- Districts using centralized raters will need to develop their own process to gather the writing collections districtwide, campuswide or by grade level.
What training is required for teachers of ELs that have not been designated as raters?

- Teachers assembling the writing collection(s) are required to receive TELPAS administration procedures training in order to ensure that writing collections are assembled appropriately.

- Teachers may be instructed to complete an online training course titled *Assembling and Verifying Grades 2-12 Writing Collections*. However, this course is optional.
Are districts required to implement validity and reliability procedures for TELPAS?

- Districts, including districts that are implementing centralized raters, are required to implement and document procedures for ensuring the validity and reliability of the holistic rating process.
- Procedures may vary by campus, at a district's discretion.
- For one year from the date of testing, campuses must maintain documentation of the procedures followed.
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The text of the stimulus and/or prompt is not available on screen.

Students will be using “click on the correct answer” and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.

Students will need to wear headsets.

- Audio is provided for the stimulus/task.
Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.

- For simple prompts, students have 45 seconds to respond.
- For open-ended, more complex prompts, students have 90 seconds.
- The student’s responses to the prompts determine the student’s proficiency level.

Students have two opportunities to record a response.

- To interact with speaking items, students will use audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.
Developed to determine the score points that should be ascribed to a student’s response based on his or her performance on each speaking test item

Derived from the PLDs

Demonstrate how a student will be assessed for speaking; however, the speaking rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation
Speaking prompts are scored according to a 2-point rubric 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.
UPDATE

- Will be in four grade bands (2-3, 4-5, 6-8, and 9-12)
- Will still be accessed through TestNav app
- Are 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 Testing: Allowable Activities

Test Administrators:

- TAs may read the directions in the gray-box directions.
  - The gray-box directions may be read, clarified, and/or 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 responses to make sure the responses are audible.
- Listen to the recorded prompts as many times as needed.
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

1

Remaining attempts: 1
Speak clearly.
  • Make sure your microphone is close to your mouth but not touching your lips.
  • Avoid whispering.

Give as much detail as possible, speak in complete sentences, and use vocabulary (academic language) 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.
A Headset and Microphone Test/Check is available for districts to test connection, recording, and audio playback of their headsets prior to the TELPAS Listening and Speaking assessment.

To test your headsets, open the TestNav app, click on Practice Tests, and select “Start” next to “TELPAS Headset Test.” To download TestNav 8, visit https://support.assessment.pearson.com/display/TN/Set+up+and+Use+TestNav
TELPAS Headset Test from TestNav App

Sign In
Username
Password

TestNav
Not Signed In

Texas Online Assessments Tutorials

Headset Test
TELPAS Headset Test
Start >
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A total of number of 2,208 student writing collections were audited.

The overall perfect agreement rate between teacher and audit raters was 90%.

Ninety-two percent of raters indicated that the calibration activities provided adequate preparation for their TELPAS ratings.
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The Spring 2018 overall composite rating percentages were Beginning – 3, Intermediate – 29, Advanced – 50, Advanced High – 19.
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# TELPAS Resources

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<tr>
<td>Educator Guide to TELPAS and TELPAS Alternate</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS and PLDs to guide instruction</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Training PowerPoints</td>
<td>Provide introductory training resources for educators, raters and administrators/coordinators to use to build foundational knowledge of TELPAS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Reading, Listening, and Speaking Blueprints</td>
<td>Provide districts with the test blueprints (reading, listening, and speaking)</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
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<tr>
<td><strong>TELPAS Speaking Rubrics</strong></td>
<td>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</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Reading Released Tests</strong></td>
<td>Are available in the online interface and can be used to administer to students for diagnostic purposes</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Tutorial</strong></td>
<td>Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)</td>
<td>Administrators, Coordinators, Teachers, Students</td>
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<tr>
<td><strong>TELPAS Listening and Speaking Practice Sets</strong></td>
<td>Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses</td>
<td>Administrators, Coordinators, Teachers, Students</td>
</tr>
<tr>
<td><strong>TELPAS Microphone and Headset Check</strong></td>
<td>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</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Parent Resources</strong></td>
<td>Provide parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains</td>
<td>Administrators, Coordinators, Teachers, Parents</td>
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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 holistically rated assessment for all four language domains. |
| Grade 2     | • Participation requirements are available on the TEA’s [TELPAS Alternate Resources](#) webpage.  
|             | • ARD committees in conjunction with the LPAC are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate. |
| Grades 3 - 12 | • Participation requirements are available on the TEA’s [TELPAS Alternate Resources](#) webpage.  
|             | • ARD committees in conjunction with the LPAC are required to determine and document student eligibility for TELPAS Alternate. If the student is classified as LEP/EL and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate. |
Participation requirements (in English and Spanish) for grades 2-12 are available on the 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.

**UPDATE:** For students in grades 3-12, the LPAC in conjunction with the ARD will now answer question 1: “Is the student identified in PEIMS as LEP/EL?” and initial the assurances in Step II.
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<td>By January 24</td>
<td>District Coordinator training sessions</td>
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<td>By February 7</td>
<td>Campus coordinator training sessions</td>
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<tr>
<td>By February 21</td>
<td>Test Administrator training sessions</td>
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<tr>
<td>January 28</td>
<td>STAAR Alternate 2 and TELPAS Alternate Webinar</td>
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<td>February 24-April 3</td>
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Alternate Proficiency Level Descriptors (PLDs)

TEL P A S A l t e r n a t e B l u eprints and P ro f i c i e n c y L e v e l s

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.
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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.
A “notes version” of the Observable Behaviors can be found on the 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.
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.

<table>
<thead>
<tr>
<th>Elementary Example</th>
<th>Secondary Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student does not react when teacher says “schedule” and shows a picture of a schedule.</td>
<td>The student does not react when teacher says “vote” and points to a picture of a person voting.</td>
</tr>
<tr>
<td>The student chooses an identical picture of a schedule after the teacher shows a picture of a schedule and says “schedule.”</td>
<td>The student chooses an identical picture of a person voting after the teacher shows a picture of a person voting and says “voting.”</td>
</tr>
<tr>
<td>The student points to a picture of the next task from a visual schedule when given the verbal request “What is next?”</td>
<td>The student points to a picture of someone voting from a group of pictures when the teacher says, “voting.”</td>
</tr>
<tr>
<td>The student grabs a word/picture combination for “holiday” from a visual schedule given the verbal request, “What is next?”</td>
<td>The student picks up a word/picture combination for “voting” from a group of word/picture combinations when teacher asks, “Which picture shows voting?”</td>
</tr>
</tbody>
</table>

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

- English Language Proficiency Standards
- TELPAS Overview
- TELPAS Manuals
- TELPAS Holistically Rated Components
- TELPAS Online Tests
- TELPAS Writing Audit
- 2019 TELPAS Results
- TELPAS Resources
- TELPAS Alternate Overview
- Alternate PLDs
- Observable Behaviors
- TELPAS Alternate Test Administrator Manual and Training
- TELPAS Alternate Standard Setting
- TELPAS Alternate Resources
NEW

- Districts must submit counts to receive test administrator manuals.
- Manual contains a perforated set of Observable Behaviors that districts can tear out and copy for each student.
- Submitting counts for TELPAS Alternate will also determine the number of copies of Observable Behaviors that districts will receive.

<table>
<thead>
<tr>
<th>TELPAS Alternate TEST Administrator Manual Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit counts for TELPAS Alternate test administrator manuals</td>
<td>10/21 - 11/8</td>
</tr>
</tbody>
</table>
A series of training PowerPoints is available on the TEA’s TELPAS Alternate Resources webpage. Each PPT can be reviewed in about 10-15 minutes.

Include PPTs for each domain (listening, speaking, reading, and writing) with classroom examples written by teachers.

While the PPTs are not required, the TEA highly recommends that test administrators rating students using TELPAS Alternate view these PPTs to become familiar with unique aspects of a TELPAS Alternate administration.

TELPAS Alternate Training Resources

Use the links below to access training resources.

- TELPAS Alternate Test Administrator Manual (coming soon)
- Introduction to TELPAS Alternate (PPT posted 09/04/19)
- Introduction to TELPAS Alternate (PDF posted 09/11/19)
- TELPAS Alternate Student Eligibility (coming soon)
- TELPAS Alternate Accessibility (coming soon)
- TELPAS Alternate Listening Domain (PPT posted 09/05/19)
- TELPAS Alternate Listening Domain (PDF posted 09/11/19)
- TELPAS Alternate Speaking Domain (PPT posted 09/05/19)
- TELPAS Alternate Speaking Domain (PDF posted 09/11/19)
- TELPAS Alternate Reading Domain (PPT posted 09/05/19)
- TELPAS Alternate Reading Domain (PDF posted 09/11/19)
- TELPAS Alternate Writing Domain (PPT posted 09/05/19)
- TELPAS Alternate Writing Domain (PDF posted 09/11/19)
- TELPAS Alternate Test Administration (coming soon)

Use the link below to access the accessible version of the Observable Behaviors and Classroom Examples included in the four domains (Listening, Speaking, Reading, and Writing) training PowerPoints above.

- TELPAS Alternate Observable Behaviors and Classroom Examples (Accessible) (PDF posted 09/05/19)
TELPA and TELPA Alternate Agenda

- English Language Proficiency Standards
- TELPA Overview
- TELPA Manuals
- TELPA Holistically Rated Components
- TELPA Online Tests
- TELPA Writing Audit
- 2019 TELPA Results
- TELPA Resources
- TELPA Alternate Overview
- Alternate PLDs
- Observable Behaviors
- TELPA Alternate Test Administrator Manual and Training
- TELPA Alternate Standard Setting
- TELPA Alternate Resources
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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Proficiency Level</th>
<th>Imitation</th>
<th>Early Independence</th>
<th>Developing Independence</th>
<th>Basic Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td>17</td>
<td>26</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td>16</td>
<td>26</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>18</td>
<td>24</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>16</td>
<td>24</td>
<td>33</td>
<td>41</td>
</tr>
</tbody>
</table>

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

- English Language Proficiency Standards
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- TELPAS Manuals
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# TELPAS Alternate Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Guide to TELPAS and TELPAS Alternate</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>Participation Requirements</td>
<td>Used by ARD committee in conjunction with the LPAC to make decisions about TELPAS Alternate</td>
<td>Members of ARD committee and LPACs</td>
</tr>
<tr>
<td>Observable Behaviors</td>
<td>Measures the student’s use of English and contains a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
## Additional TELPAS Alternate Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Brochure</td>
<td>Communicates (English and Spanish) basic information about TELPAS Alternate</td>
<td>Parents</td>
</tr>
<tr>
<td>Test Administration Manual</td>
<td>Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students</td>
<td>Administrators, Coordinators, Teachers serving as test administrators</td>
</tr>
<tr>
<td></td>
<td>Required to be read carefully and followed as written</td>
<td></td>
</tr>
<tr>
<td>Training PowerPoints</td>
<td>Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors</td>
<td>Administrators, Coordinators, Teachers serving as test administrators</td>
</tr>
<tr>
<td></td>
<td>Designed as short PowerPoints that can be viewed in 30 minutes or less</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are optional though highly recommended</td>
<td></td>
</tr>
</tbody>
</table>
These slides have been prepared by the Student Assessment Division of the Texas Education Agency. You are encouraged to use them for local training.

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This training is not intended to replace any materials or additional information on the TEA website.
For More Information

TEA’s Student Assessment Division
512-463-9536
assessment.specialpopulations@tea.texas.gov

TELPAS Resources Webpage

TELPAS Alternate Resources Webpage