Texas English Language Proficiency Assessment System (TELPAS) Alternate

Program Overview

TELPAS Alternate fulfills federal requirements for assessing the English language proficiency of English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general English language proficiency (ELP) assessment, even with allowable accommodations. ELs whose parents have declined bilingual or English as a Second Language (ESL) program services are also required to be assessed with TELPAS Alternate. TELPAS Alternate assesses students in four language domains: listening, speaking, reading, and writing, and is aligned with the Texas English Language Proficiency Standards (ELPS). TELPAS Alternate provides performance data used to fulfill state and federal reporting requirements. Student performance is reported in terms of five English language proficiency ratings: awareness, imitation, early independence, developing independence, and basic fluency.

Assessment Scores

TELPAS Alternate is a holistic inventory for grades 2–12. The inventory is not designed to measure mastery of content with a pass or fail score as learning a second language takes time. Instead, the assessment provides a measure of progress, indicating annually where each EL is on a continuum of English language development. The progress of students along the continuum of the five proficiency ratings is the basis for the TELPAS Alternate reporting system and the key to helping districts monitor whether students assessed with TELPAS Alternate are making steady annual growth in learning to listen, speak, read, and write in English.

The following gives a brief description of the TELPAS Alternate grades 2–12 listening, speaking, reading, and writing scores and proficiency ratings for all language domains assessed. For more detailed technical information about assessment scores, refer to the Technical Digest, available on TEA’s Student Assessment Division website.

TELPAS Alternate Scale Score

The TELPAS Alternate scale scores are statistics that can be used for evaluating a student’s annual growth and pinpointing how high or low a student performs within a proficiency level. Scale scores allow a comparison of scores by accounting for differences in the difficulty of the assessment used for each administration. The listening, speaking, reading, and writing domains each have their own scale score, ranging from 600 to 1000. The scale score ranges for each domain are subdivided into the five proficiency levels of awareness, imitation, early independence, developing independence, and basic fluency.
English Language Proficiency Ratings

Students who are assessed with the TELPAS Alternate assessment receive proficiency ratings in each language domain assessed—listening, speaking, reading, and writing—as well as a composite rating that combines the language-domain ratings into one overall English language proficiency rating. The following gives a brief description of the abilities associated with the composite and language-domain ratings.

Awareness—Students who receive this rating may be aware of English sounds or print; however, they have little or no functional ability to participate in communication activities in English.

- EL listeners at this level may require full second language acquisition support, be unable to understand or react to routine directions and simple conversations, and alert to spoken English but be unable to demonstrate understanding.
- EL speakers at this level may require full second language acquisition support, know too little English to communicate simple ideas even when topics are highly familiar, alert to or show reaction to stimuli but be unable to demonstrate ability to clearly communicate thoughts, and not initiate spoken communication in English.
- EL readers at this level may require full second language acquisition support; alert to or show reaction to concrete symbols, letters, and/or words in English but not demonstrate understanding; alert to or show reaction to letter sounds in English but not demonstrate understanding; and not react or respond to letters, words, texts, or concrete symbols.
- EL writers at this level may require full second language acquisition support, know too little English to participate in shared writing activities, and alert to or show reaction to stimuli but not demonstrate the ability to communicate their thoughts in writing.

Imitation—Students who receive this rating match, imitate, or approximate some English in their environment; however, they are not able to independently understand or produce English. They participate in routine communication activities in a familiar environment when the activities are significantly linguistically accommodated.

- EL listeners at this level may require significant second language acquisition support, understand simple familiar spoken words when paired with concrete symbols, and follow single-word directions when paired with concrete symbols.
- EL speakers at this level may require significant second language acquisition support, imitate or attempt to imitate use of spoken English words after modeling, and rarely initiate spoken communication in English independently.
- EL readers at this level may require significant second language acquisition support, understand letters or words when paired with concrete symbols, and recognize a limited number of concrete symbols combined with letters or high-frequency/high-need sight words.
- EL writers at this level may require significant second language acquisition support, begin to participate in routine shared writing activities with teacher modeling, and attempt to write symbols or letters.

Early Independence—Students who receive this rating understand short, simple messages and produce messages of one or two high-need, high-frequency words (e.g., book, cafeteria, teacher).
They are starting to participate in linguistically accommodated communication activities in English in familiar environments.

- EL listeners at this level may require moderate second language acquisition support, understand simple, familiar spoken words without understanding how they fit into a larger language context, and follow single-word directions.

- EL speakers at this level may require moderate second language acquisition support, communicate with a very limited vocabulary or high-frequency, high-need, concrete one- or two-word responses; not understand how words fit into a larger language context; and hesitate to speak in English and often give up in their attempts to communicate.

- EL readers at this level may require moderate second language acquisition support, understand a few single printed words but not how they fit into a larger language context, identify a limited number of high-frequency/high-need sight words, and demonstrate the ability to pair letters with sounds.

- EL writers at this level may require moderate second language acquisition support, actively participate in shared writing activities when the writing topic is routine and concrete, and write a few single letters or words but not understand how they fit into a larger language context.*

Developing Independence—Students who receive this rating understand longer messages of multiple sentences in English and produce simple, descriptive, original messages by combining two or more words (e.g., new red bike, big fast truck). They participate meaningfully in linguistically accommodated communication activities in English in familiar environments.

- EL listeners at this level may require occasional second language acquisition support, understand short, simple conversations and short, simple discussions on familiar topics, follow single-step directions consisting of a few words, and identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions.

- EL speakers at this level may require occasional second language acquisition support, combine spoken words to create simple, original messages, and pause to find words to restate or clarify meaning.

- EL readers at this level may require occasional second language acquisition support, understand how individual words or phrases connect to other words or phrases, and decode simple words or phrases.

- EL writers at this level may require occasional second language acquisition support; actively participate in shared writing activities when the writing topic is familiar; write simple, original messages consisting of a few words or memorized phrases*; and label, list, and copy high-frequency words and phrases.*

Basic Fluency—Students who receive this rating understand and produce more detailed, complex, and elaborate messages with multiple sentences in English. These students participate independently in communication activities in English in familiar environments.

- EL listeners at this level may require minimal second language acquisition support; understand longer and more elaborated directions, conversations, and discussions on

* Students using augmentative and alternate communication (AAC) as expressive communication must use symbols that are combined with printed letters or words beginning with the “Early Independence” level.
familiar and unfamiliar topics; follow multi-step directions; and understand most main points, most important details, and some implicit information during social and academic interactions.

- EL speakers at this level may require minimal second language acquisition support, be able to express detailed ideas through spoken words in social and academic English, and occasionally pause to search for words and phrases to clarify meaning.

- EL readers at this level may require minimal second language acquisition support; understand longer and more detailed social and academic texts in English; and decode longer and less familiar words, phrases, or sentences.

- EL writers at this level may require minimal second language acquisition support, contribute written text to shared writing activities when the topic has been recently experienced,* and write detailed texts in social and academic English.*

**Composite Score and Rating**

To fulfill federal requirements, a composite language proficiency score and rating are calculated. The composite score is calculated using an equal-weighted average of the four individual domain scores. The composite score can then be converted to a composite rating.

For example, the spring 2021 TELPAS Alternate composite score and composite rating for a student who has the following language domain ratings are generated as shown below.

The proficiency rating for each of the scored domains is converted to a domain score from 1 (awareness) to 5 (basic fluency).

- **Listening proficiency rating**
  - Early independence=3

- **Speaking proficiency rating**
  - Basic fluency=5

- **Reading proficiency rating**
  - Early independence=3

- **Writing proficiency rating**
  - Imitation=2

Each domain score is multiplied by the weight—0.25—and then summed to obtain the TELPAS Alternate composite score.

\[(3 \times 0.25) + (5 \times 0.25) + (3 \times 0.25) + (2 \times 0.25) = 3.25\]

This student’s composite score of 3.25 and profile of domain scores results in a composite rating of early independence. The TELPAS Alternate composite scores and domain proficiency ratings are converted to the TELPAS Alternate composite ratings according to the domain score of profile descriptors on the following page. All of the criteria listed for a proficiency level must be met for a student to receive that rating.

* Students using augmentative and alternate communication (AAC) as expressive communication must use symbols that are combined with printed letters or words beginning with the “Early Independence” level.
Table 6. TELPAS Alternate Composite Rating Profile Descriptors

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Domain Score Profile Descriptors</th>
</tr>
</thead>
</table>
| Basic Fluency     | • a TELPAS Alternate composite score greater than or equal to 4  
|                   | • at least two domains with proficiency level of basic fluency  
|                   | • all domains with proficiency level of early independence or higher                                  |
| Developing Independence | • a TELPAS Alternate composite score greater than or equal to 3.25  
|                     | • at least two domains with proficiency level of developing independence or higher  
|                     | • all domains with proficiency level of imitation or higher                                               |
| Early Independence| • a TELPAS Alternate composite score greater than or equal to 2.25  
|                   | • at least two domains with proficiency level of early independence or higher  
|                   | • at least three domains with proficiency level of imitation or higher                                  |
| Imitation         | • a TELPAS Alternate composite score greater than or equal to 1.5  
|                   | • at least two domains with proficiency level of imitation or higher                                     |

A student who fails to meet the imitation requirements will receive an awareness composite rating.

Report Formats

Standard and additional reports are provided for the TELPAS Alternate assessment. Standard reports are provided automatically to districts. Additional reports are available at a nominal fee to districts. A district must submit a request through the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System to receive the additional reports.

The summary reports present assessment results in an aggregated format. All other reports contain confidential student-level results. More information about the confidentiality of students’ results is contained in the General Information section of this manual.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.
Resources

Refer to the General Information section of this manual and TEA’s Student Assessment Division website for additional TELPAS Alternate information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the General Information section of this manual). Districts receive the following standard reports for TELPAS Alternate (the page numbers listed indicate where information on specific reports can be found in this manual):

- TELPAS Alternate Report Card (Confidential) 5.7
- Confidential Student Label 5.11
- Confidential Campus Roster—All Students 5.13
- Summary Report 5.16
- Individual Student Data File (Confidential) 5.20
A separate TELPAS Alternate Report Card (TARC) is provided for each student for whom a TELPAS Alternate record was submitted. This report indicates the student’s English language proficiency ratings for the four language domains assessed. Information on this report is provided in both English and Spanish. Information from this report can be used to meet state and federal requirements for reporting assessment results to students and parents.

A. Identification information
The top of both pages of the TARC contains identification information, both for the student (name, identification number, etc.) and the school (district, etc.). For confidentiality, the student’s Public Education Information Management System (PEIMS) identification number is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

B. Proficiency levels
This row describes the proficiency levels—awareness, imitation, early independence, developing independence, and basic fluency—that are used to describe student proficiency in each of the four language domains.

C. Proficiency rating for each language domain
This section indicates the English language proficiency rating the student received in each language domain. Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate proficiency ratings.

D. Detailed proficiency ratings
This section provides additional information about the student’s performance in the domains of listening, speaking, reading, and writing. The student’s scale score for the domain appears on the left and the student performance in each reporting category tested within the domain appears on the right. The performance for each category within a domain is provided as the number of points achieved out of the total number of points possible for that category.

E. Student Portal information
This provides the web address and access code for parents and students to access information from the TELPAS Alternate Report Card online.

F. Document number and process number
The document number found in the bottom right corner of the report is a unique number per administration that is assigned to the student’s record by the testing contractor. Refer to this number if questions arise about the student’s results. The process number found in the bottom right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

G. Composite rating
The composite rating indicates the student’s overall level of English language proficiency and is determined from the student’s listening, speaking, reading, and writing proficiency ratings. Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate composite rating.
H. Understanding the TELPAS Alternate Report Card
This section explains the information contained in each section of the report card.

I. Parent Resources
This section directs parents and caretakers to additional resources that they can use to help their child.
The TELPAS Alternate test has been designed to assess students who are learning the English language. However, TELPAS Alternate allows for various modes of communication in English to address the specific access needs of students. This report gives you information on your child's English language proficiency and provides resources for you to help them improve even more.

(Imitación)

### Proficiency Levels (Niveles de desempeño)

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Awareness (Consciencia Inicial)</td>
<td>1</td>
<td>Students are aware of English sounds or print but have little or no functional ability to participate in communication activities (estudiantes están conscientes de cómo se oye o se ve el inglés escrito, pero su capacidad funcional para participar en actividades de comunicación es escasa o nula)</td>
</tr>
<tr>
<td>2</td>
<td>Imitation (Imitación)</td>
<td>2</td>
<td>Students match and imitate English to participate in routine communication activities in familiar settings, but need significant linguistic accommodations (estudiantes copian o imitan el inglés para participar en actividades de comunicación de rutina en contextos familiares, pero necesitan adaptaciones lingüísticas considerables)</td>
</tr>
<tr>
<td>3</td>
<td>Early Independence (Independencia Inicial)</td>
<td>3</td>
<td>Students understand short messages, produce one- or two-word messages, and are starting to participate in linguisticallyaccommodated activities in familiar settings (estudiantes comprenden mensajes breves, producen mensajes de una o dos palabras y están empezando a participar en actividades con adaptaciones lingüísticas en entornos familiares)</td>
</tr>
<tr>
<td>4</td>
<td>Developing Independence (Independencia en desarrollo)</td>
<td>4</td>
<td>Students understand longer messages, produce simple, messages, and participate meaningfully in linguisticallyaccommodated activities in familiar settings (estudiantes comprenden mensajes más largos, producen mensajes sencillos y participan de manera significativa en actividades con adaptaciones lingüísticas en entornos familiares)</td>
</tr>
<tr>
<td>5</td>
<td>Basic Fluency (Fluidez básica)</td>
<td>5</td>
<td>Students understand and produce more detailed messages and participate independently in communication activities in familiar settings (estudiantes comprenden y producen mensajes más detallados y participan de forma independiente en actividades de comunicación en entornos familiares)</td>
</tr>
</tbody>
</table>

### TELPAS Alternate Proficiency at a Glance (Información general del desempeño en TELPAS Alternate)

#### Listening (Habilidad para escuchar)

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Basic Fluency (Fluidez básica)</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Speaking (Habilidad para hablar)

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Early Independence (Independencia Inicial)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Reading (Habilidad para leer)

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Imitation (Imitación)</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Writing (Habilidad para escribir)

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Developing Independence (Independencia en desarrollo)</td>
<td>4</td>
</tr>
</tbody>
</table>

**To view your child’s scores online, go to [TexasAssessment.gov](http://TexasAssessment.gov)**

(Para ver las calificaciones de su hijo en internet, visite la página [TexasAssessment.gov](http://TexasAssessment.gov))
Overall English Proficiency (Desempeño general en inglés)

TELPS Alternate Composite Rating (Nivel de dominio global en TELPS Alternate)

Spring 2021: Developing Independence (Independencia en desarrollo)
Spring 2020: Developing Independence (Independencia en desarrollo)

The Composite Rating is the overall level of English proficiency determined with listening, speaking, reading, and writing ratings. (El Nivel de dominio global es el nivel general de desempeño del inglés, determinado por las calificaciones de la habilidad para escuchar, hablar, leer y escribir.)

Understanding the TELPS Alternate Report Card (Cómo entender el Informe de calificaciones de TELPS Alternate)

The generic report images below provide details about what information is provided in the TELPS Alternate Report Card. (Las imágenes genéricas del informe a continuación presentan detalles de la información que se proporciona en el Informe de calificaciones de TELPS Alternate.)

Parent Resources (Recursos para padres)

For students who are learning English, it is important to develop their linguistic skills not only in English but in their native language as well. For activities that parents can do to help their child, go to http://texasassessments.com/telpas-alt/families/. (Es importante que los estudiantes que están aprendiendo inglés desarrollen habilidades lingüísticas no solo en inglés, sino también en su lengua materna. Si desea información sobre actividades que los padres pueden hacer para ayudar a sus hijos, visite la página http://texasassessments.com/es/telpas-alt/familias/)
Confidential Student Label
Example shown: Grade 2

An adhesive **Confidential Student Label** is provided for each student for whom a TELPAS Alternate record was submitted. These labels should be placed on the individual student’s permanent record.

A. **Identification information**
   Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, date of testing, and grade.

B. **Language area (domain)**
   This column lists the four language areas assessed: listening, speaking, reading, and writing.

C. **Proficiency rating for each language area (domain)**
   This column indicates the English language proficiency rating the student received—awareness, imitation, early independence, developing independence, and basic fluency—in each language area. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS Alternate proficiency ratings.

D. **Composite rating**
   The composite results indicate the student’s overall level of English language proficiency and are determined from the student’s listening, speaking, reading, and writing proficiency ratings. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS Alternate composite rating.
**LANGUAGE AREA** | **PROFICIENCY RATING** | **COMPOSITE RATING**
--- | --- | ---
Listening | Basic Fluency | 2021 Rating: Developing Independence |
Speaking | Imitation | 2020 Rating: Early Independence |
Reading | Early Independence | |
Writing | Developing Independence | |
Confidential Campus Roster—All Students

Example shown: Grade 12

The **Confidential Campus Roster** is generated for each grade assessed at each campus and lists students for whom a TELPAS Alternate record was submitted. For each student, the report provides the proficiency rating by language domain and a composite rating. The report also indicates each student’s number of years of enrollment in U.S. schools as submitted by the student’s school district. For each language domain, performance by proficiency level and reporting category is provided along with the student’s raw scores. The information in this report can be useful for instructional planning.

### A. Identification information
Identification information shown at the top left corner of the report includes the grade assessed, the district number and name, and the campus number and name. At the top right corner, the report date and date of testing are shown.

### B. Student information
Students are identified by name and student identification number (as used for PEIMS).

### C. Years in U.S. schools
This column indicates how many years the student has been enrolled in schools in the United States as submitted by the student’s school district. For more information, refer to the document, “Instructions for Years in U.S. Schools Data Collection,” located on TEA’s Language Proficiency Assessment Committee Resources webpage.

### D. English language proficiency ratings
These columns indicate the English language proficiency rating the student received—awareness, imitation, early independence, developing independence, or basic fluency—in each language domain. Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate proficiency ratings.

Proficiency ratings are listed below.

- **Lvl 1:** This level indicates that the student achieved a proficiency level of awareness.
- **Lvl 2:** This level indicates that the student achieved a proficiency level of imitation.
- **Lvl 3:** This level indicates that the student achieved a proficiency level of early independence.
- **Lvl 4:** This level indicates that the student achieved a proficiency level of developing independence.
- **Lvl 5:** This level indicates that the student achieved a proficiency level of basic fluency.
Possible messages are listed below.

- - - NO RATING/INFORMATION AVAILABLE
  Information could not be determined because the appropriate language-domain proficiency ratings were not available.

E EXTENUATING CIRCUMSTANCES
  The student is unable to be assessed in all four domains due to extenuating circumstances.

M MEDICAL EXCEPTION
  The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student's medical condition, as determined by the admission, review, and dismissal (ARD) committee in conjunction with the language proficiency assessment committee (LPAC) and documented in the student's individualized education program (IEP).

N NO AUTHENTIC ACADEMIC RESPONSE (NAAR)
  The student is unable to participate meaningfully in the TELPAS Alternate assessment on the basis of the student's disability, resulting in the inability to make an authentic academic response during instruction, as determined by the ARD committee and documented in the student's IEP.

E. Reporting Categories
  Columns under the listening, speaking, reading, and writing language domains show the reporting categories for each domain. Directly below each reporting category, the total number of points possible in that category is provided.

F. Scale Score
  Students’ scale score is shown in a column under each language domain.

G. Composite rating
  The composite rating indicates the student’s overall level of English language proficiency and is determined from the student's listening, speaking, reading, and writing proficiency ratings. Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate composite rating.
# Texas English Language Proficiency Assessment System Alternate

## Confidential Campus Roster

### All Students

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Firstname</th>
<th>Lastname</th>
<th>Campus</th>
<th>SEASON</th>
<th>Composite</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>999999999</td>
<td>ABOOOG</td>
<td>GNJL</td>
<td>999999999</td>
<td>E</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>999999999</td>
<td>FIRSTNAME</td>
<td>LASTNAME</td>
<td>999999999</td>
<td>M</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>999999999</td>
<td>FIRSTNAME</td>
<td>LASTNAME</td>
<td>999999999</td>
<td>N</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>999999999</td>
<td>FIRSTNAME</td>
<td>LASTNAME</td>
<td>999999999</td>
<td>O</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

## Report Date:

**Month YYYY**

**Date of Testing:**

**Season YYYY**

### Total Students Listed:

999
Summary Report
Example shown: Grade 6

A summary report is provided for each grade assessed at each district and campus and contains information about every student for whom a TELPAS Alternate record was submitted. These reports describe summary results of the performance of each demographic and program group assessed. The summary report is generated for the “All Students” aggregation only.

Page 1

This section describes summary results for each domain assessed.

A. Identification information
The top of this report contains identification information for the campus or district. The grade, date of testing, and report date are also indicated.

B. Demographic groups and program information
Demographic and program categories are listed on the left side of this section. Results for students with no demographic or program information coded are included in the “No Information Provided” categories.

C. Language domain administration summary
This section shows the administration summary information for the four TELPAS Alternate language domains in which students are rated—listening, speaking, reading, and writing. Each section lists the number and percentage of students who were assessed or rated in the language domain as well as the number and percentage of students who were not assessed or rated in the language domain.

D. Number of students rated
The number of students rated is provided for each demographic and program category for each language domain.

E. Percentage of students receiving each proficiency rating
These columns show the percentage of students receiving a proficiency rating of awareness, imitation, early independence, developing independence, and basic fluency for each demographic group. Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate proficiency levels.
This section describes the summary results for the composite rating and the yearly progress.

**F. Composite rating administration summary**
The TELPAS Alternate composite rating administration summary indicates the number and percentage of students rated in all language domains, those who were not assessed due to extenuating circumstances, medical exception, or no authentic academic response. Students are classified as “Not Rated” if they do not have a rating in all four language domains because they were absent throughout the TELPAS Alternate assessment window, were not assessed due to an ARD decision, or there were irregularities or extenuating circumstances.

**G. Composite rating—Number of students rated**
The number of students rated is provided for each demographic and program category.

**H. Percentage of students receiving each composite proficiency rating**
These columns show the percentage of students receiving a composite proficiency rating of awareness, imitation, early independence, developing independence, and basic fluency for each demographic group. Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate proficiency levels.

**I. Average Composite Score**
This column shows the average composite score for each demographic group. The composite results indicate the student’s overall level of English language proficiency and are determined from the student’s listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of awareness in all language domains) to 5 (ratings of basic fluency in all language domains). Refer to Assessment Scores in the Program Overview for additional information about the TELPAS Alternate composite score.

**J. Process number**
The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.
# Texas English Language Proficiency Assessment System Alternate

## Summary Report

**Grade 6**

**District:** 999-999 DISTRICT NAMEXX  
**Campus:** 999 SCHOOL NAMEXXX  
**Report Date:** MONTH YYYY  
**Date of Testing:** SEASON YYYY

<table>
<thead>
<tr>
<th>Administration Summary</th>
<th>Number/Percent</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students Rated</td>
<td>50  63</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
</tr>
<tr>
<td>Not Rated: EC</td>
<td>11  14</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
</tr>
<tr>
<td>Not Rated: ME</td>
<td>14  16</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
</tr>
<tr>
<td>Not Rated: NAAR</td>
<td>5  6</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
<td>0  0  0</td>
</tr>
</tbody>
</table>

**Total Number of Students:** 80  100

### Demographics

#### Male

- English

#### Female

- Other

#### Hispanic/Latino

- Am. Indian or Alaska Native

#### Asian

- Black or African American

#### Native Hawaiian/Pacific Islander

- White

#### Two or More Races

- No Information Provided

#### Economically Disadvantaged

- Yes

#### Title I, Part A Participants

- Yes

#### Title I, Part A Nonparticipants

- No

#### Migrant

- Yes

- No

#### Limited English Proficient

- Non-LEP (Monitored 1st Year)

#### Non-LEP (Monitored 2nd Year)

- Non-LEP (Monitored 3rd Year)

#### Non-LEP (Monitored 4th Year)

#### Non-LEP (Post Monitoring)

#### Other Non-LEP

- No Information Provided

#### Bilingual

- Yes

- No

#### ESL

- Yes

- No

#### Gifted/Talented

- Yes

- No

#### At-Risk

- Yes

- No

#### Years in U.S.

- One

#### Number of Schools

- Two

#### Number of Awards

- Three

#### Number of Awards

- Four

#### Number of Awards

- Five

#### Number of Awards

- Six or More

- No Information Provided

---

*For Fewer Than Five Students*

---

*No Data Reported For Fewer Than Five Students*
## Texas English Language Proficiency Assessment System Alternate

### Summary Report

**Grade 6**

**District:** 999-999  **DISTRICT NAME**

**Campus:** 999  **SCHOOL NAME**

**Report Date:** MONTH YYYY  **Date of Testing:** SEASON YYYY

### Administration Summary

<table>
<thead>
<tr>
<th>Number of Students Rated</th>
<th>Not Rated: EC</th>
<th>Not Rated: ME</th>
<th>Not Rated: NAAR</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>11</td>
<td>14</td>
<td>5</td>
<td>80</td>
</tr>
</tbody>
</table>

### Composite Rating

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Evaluation</th>
<th>Entry</th>
<th>Early Independence</th>
<th>Developing</th>
<th>Proficiency</th>
<th>2 of 3 Match 2 of 3 Match</th>
<th>Average Score</th>
<th>Students Who Progressed One Proficiency Level</th>
<th>Students Who Progressed Two Proficiency Levels</th>
<th>Students Who Progressed Three Proficiency Levels</th>
<th>Students Who Progressed Four Proficiency Levels</th>
<th>Students Who At Least One Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>

### Yearly Progress in TELPAS Alternate Composite Rating

<table>
<thead>
<tr>
<th>Limited English</th>
<th>Bilingual</th>
<th>Gifted/Talented</th>
<th>At-Risk</th>
<th>Years in U.S.</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Nonparticipants</td>
<td>No Information Provided</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Non-LEP (Monitored 1st Year)</td>
<td>Non-LEP (Monitored 2nd Year)</td>
<td>Non-LEP (Monitored 3rd Year)</td>
<td>Non-LEP (Monitored 4th Year)</td>
<td>Other Non-LEP</td>
<td>No Information Provided</td>
</tr>
<tr>
<td>Current LEP</td>
<td>Nonparticipants</td>
<td>No Information Provided</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
</tr>
<tr>
<td>Non-LEP (Monitored 1st Year)</td>
<td>Non-LEP (Monitored 2nd Year)</td>
<td>Non-LEP (Monitored 3rd Year)</td>
<td>Non-LEP (Monitored 4th Year)</td>
<td>Other Non-LEP</td>
<td>No Information Provided</td>
</tr>
<tr>
<td>Non-LEP (Monitored 1st Year)</td>
<td>Non-LEP (Monitored 2nd Year)</td>
<td>Non-LEP (Monitored 3rd Year)</td>
<td>Non-LEP (Monitored 4th Year)</td>
<td>Other Non-LEP</td>
<td>No Information Provided</td>
</tr>
</tbody>
</table>

---

No Data Reported For Fewer Than Five Students
Individual Student Data File (Confidential)

The Individual Student Data File contains individual data records for each student for whom a TELPAS Alternate record was submitted. The student record includes identification and demographic data as well as proficiency ratings and reporting categories for each language domain.
Additional Printed Copies of Reports

Additional printed copies for the following standard reports are available for a fee to districts. A district must submit a request through the Assessment Management System to receive the additional printed copies of reports. Refer to the Standard Reports section for examples of these reports.

– TELPAS Alternate Report Card (Confidential)
– Confidential Student Label