TELPAS and TELPAS Alternate Updates

2019 Title III Symposium
Esmeralda Cavazos, Manager
Lois Neumeyer, Program Specialist
Student Assessment Division
This session will include information on the following:

- General Updates
- TELPAS
- 2019 TELPAS Results
- TELPAS Alternate
- 2019 TELPAS Alternate Results
A separate LPAC training will be provided to Education Service Centers (ESCs) in mid-October.
  • ESCs will provide this training to the districts in their region.

LPAC resources will be streamlined such as combining the STAAR and TELPAS/TELPAS Alternate Decision-Making Guides.

The LPAC’s authority for accommodation decisions have been revised in the policy documents to include only:
  • Content and Language Supports
  • Extra Time (Same Day)
  • Oral/Signed Administration
The TELPAS assessment components include the following:

- Grades K-1
  - holistically rated observational assessments of listening, speaking, reading and writing

- Grades 2-12
  - multiple-choice online reading tests in six grade clusters (2, 3, 4-5, 6-7, 8-9, 10-12)
  - online listening and speaking tests in four grade clusters (2-3, 4-5, 6-8, 9-12)
  - holistically rated student writing collections
Communication was sent on July 15, 2019 to inform district and education service center testing coordinators about upcoming technology changes.

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

- An update of the TestNav application was released on **July 19, 2019**. After that date, all users must install the updated version prior to any 2020 administration activities. It is recommended that the old version be deleted before downloading and installing the new version.
- Support Ending for Certain Operating Systems and Devices
Based on feedback from the field and advisory groups, the TELPAS manuals organization will be updated in the 2019-2020 school year.

- TELPAS Rater Manual will only be online and not shipped to districts.
- TELPAS Test Administrator Manual will be online as well as printed and shipped to districts.

Both manuals will be posted on the [TELPAS Resources](#) webpage and in the District and Campus Coordinator Resource ([DCCR](#)).
### TELPAS Rater Resources – Training Purposes

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

<table>
<thead>
<tr>
<th>K-1 Raters</th>
<th>2-12 Raters</th>
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<td><strong>For rating purposes:</strong></td>
<td><strong>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</strong></td>
</tr>
<tr>
<td>▪ K-12 Listening PLDs</td>
<td>▪ 2-12 Writing PLDs</td>
</tr>
<tr>
<td>▪ K-12 Speaking PLDs</td>
<td>▪ TELPAS Student Rating Roster</td>
</tr>
<tr>
<td>▪ K-1 Reading PLDs</td>
<td>▪ Writing Collection Cover Sheet</td>
</tr>
<tr>
<td>▪ K-1 Writing PLDs</td>
<td>▪ Writing Collection Verification Checklist</td>
</tr>
<tr>
<td>▪ TELPAS Student Rating Roster</td>
<td></td>
</tr>
</tbody>
</table>

If approved for a special administration of listening and speaking test, 2-12 raters will also need:

- K-12 Listening PLDs
- K-12 Speaking PLDs
Districts will have the option to designate one or more centralized raters to rate TELPAS grades 2-12 writing collections district wide or only at a campus(es) or grade level.

- The designated raters will still have to meet the TELPAS rater requirements (training and calibration).
- Exception: This does not apply to raters of students that have been approved for a special administration of the listening and speaking assessment.
The TELPAS composite results indicate a student’s overall level of English language proficiency and are determined from the student’s listening, speaking, reading, and writing proficiency ratings.

- Each language domain rating is equally weighted at 25%.
- There is additional criteria that a student must meet in order to be receive a particular overall composite rating.
- Specific information about composite scores, ratings, criteria, and example can be found in the TELPAS Interpretive Guide.

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

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

Students:
- Students may prepare their spoken response by planning or writing out their response using either the notepad tool in TestNav or using the scratch paper and pencil provided during the test administration.
- Best practice – Check your answers, such as making sure an answer is selected for the reading and listening items and listen to his/her spoken response to make sure it is audible.
- Listen to the recorded prompts as many times as needed.
Speaking prompts are scored according to a 2- or 4-point rubric depending on the item type.

- Two-point item types are fairly simple, such as making a prediction based on a picture stimulus or using a simple map to provide directions.
- Four-point item types are more open ended, such as using a series of pictures to explain a multi-step process, comparing and contrasting, or taking a position on an issue and defending that position.
# TELPAS 2-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student’s response based on their performance on each speaking item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (EUPS) or PLDs and should not be used in isolation.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>At least 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness of Response</strong></td>
<td>A response at this score point may</td>
<td>A response above a score point 1 will receive 2 points on items worth a maximum of 2 points. The characteristics below should be considered minimum criteria for awarding a score of 2 on these items.</td>
</tr>
<tr>
<td>Syntax/Sentence Structure, Grammar</td>
<td>• be silent and not attempt to address the task • attempt to address the task, but may be limited to simple, high-frequency words and phrases</td>
<td>• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases</td>
</tr>
<tr>
<td></td>
<td>• consist of single words, short phrases and/or occasional short sentences • seem memorized, formulaic, and/or highly practiced • include many grammar features of another language that inhibit communication</td>
<td>• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication</td>
</tr>
<tr>
<td>Vocabulary/Word Choice</td>
<td>• be repetitive and not demonstrate an ability to use words to make an original message • be mostly limited to simple, high-frequency words and phrases</td>
<td>• rely mostly on high-frequency or basic vocabulary, but still convey an original message • rarely include details because of the student’s limited vocabulary</td>
</tr>
<tr>
<td>Pronunciation and Fluency</td>
<td>• include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up • include pronunciation that is extremely difficult to understand</td>
<td>• include pauses to search for words • include some pronunciation errors that limit understanding</td>
</tr>
<tr>
<td>Use of</td>
<td>• be entirely or mostly in another language</td>
<td>• include some words in another language</td>
</tr>
</tbody>
</table>

*Updated February 23, 2018*
There are two different printing formats for the 4-point speaking rubric. The regular format will print on two pages and the large format will print on one page for printers that have tabloid-size print available.
TELPAS Speaking: Best Practice

- **Speak clearly.**
  - Make sure your microphone is close to your mouth but not touching your lips.
  - Avoiding whispering.
- **Give as much detail as possible, speak in complete sentences, and use vocabulary you have learned in class.**
  - If you do not know a word in English to express yourself use a description of that word to relay your message.
- **Avoid playing with the headset, microphone, or headset cord**
- **Listen to your answer to make sure you can hear yourself clearly.**
  - Ask yourself if your teacher would ask you to repeat your answer or speak louder.
TELPAS Listening and Speaking Practice Sets

- Solely for practice (should not be used to predict success on TELPAS)
- Created to help students become familiar with online listening and speaking items
- Include sample items comparable to what is on the actual test
  - should not be treated like released tests
  - not a true reflection of the various difficulty levels of items on the test
- Allow students to practice listening to test items
- Allow students to practice recording speaking responses
  - should have multiple opportunities to interact with microphone
  - encourage students to plan their speaking response before actually recording it (using online notepad or scratch paper)
# TELPAS Resources

<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 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 and raters that administrators/coordinators 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) and TELPAS speaking rubrics</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>Resource</td>
<td>Purpose</td>
<td>Audience</td>
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</tr>
<tr>
<td>TELPAS Speaking</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>Rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELPAS Reading</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>Released Tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TELPAS Tutorial</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>
</tr>
</tbody>
</table>
## TELPAS Resources (continued)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS Listening and Speaking Practice Sets</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>TELPAS Microphone and Headset Check</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>TELPAS Parent Resources</td>
<td>Provide parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
</tbody>
</table>
2019 TELPAS Results
The Spring 2018 overall composite rating percentages were Beginning – 3, Intermediate – 29, Advanced – 50, Advanced High – 19.
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
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 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 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 LEP 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 TEA’s TELPAS Alternate Resources webpage and have been created to determine an EL’s eligibility for TELPAS Alternate.

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

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

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

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.

**TELPAS Alternate Blueprints and Proficiency Levels**

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

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

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 Alternate Resources

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<td>Administrators, Coordinators, Teachers</td>
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<td><strong>Participation Requirements</strong></td>
<td>Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate</td>
<td>Members of ARD committees and LPACs</td>
</tr>
<tr>
<td><strong>Observable Behaviors</strong></td>
<td>Measures the student’s use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window</td>
<td>Teachers</td>
</tr>
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<td>Purpose</td>
<td>Audience</td>
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</tr>
<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>
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</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>
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<tr>
<td></td>
<td>Are optional though highly recommended</td>
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2019 TELPAS Alternate Results
Administered throughout TELPAS Alternate window

- 488 respondents
  - 86% special education teachers
  - 3/5 bilingual/ESL teachers
  - 10% testing coordinators
  - 1% other roles
2019 TELPAS Alternate Operational Administration Numbers

- 6,465 total students
- 6,341 complete scored tests for all domains
- 64% male and 36% female
- 89% Hispanic and 6% Asian
- 88% economically disadvantaged

Figure B. 2019 TELPAS Alternate Participation by Grade

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

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

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

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Imitation</th>
<th>Early Independence</th>
<th>Developing Independence</th>
<th>Basic Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>17</td>
<td>26</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Speaking</td>
<td>16</td>
<td>26</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>Reading</td>
<td>18</td>
<td>24</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>Writing</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.*
Final TELPAS Alternate reports posted to Assessment Management System on August 2, 2019.

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

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

TELPAS Alternate Resources Webpage
https://tea.texas.gov/student.assessment/telpasalt/