Texas Education Agency

TELPAS Updates

2018 Title III Symposium

Esmeralda Cavazos, TELPAS Manager
Lois Neumeyer, Program Specialist, TELPAS Team

TELPAS Updates

This session will include information on the following:

- General Updates
- TELPAS Standard Setting
- TELPAS Composite Score
- Holistic Rating Training
- TELPAS Blueprints and Speaking Rubrics
- TELPAS Listening and Speaking Test Information
- TELPAS Alternate

General Updates

- The Student Assessment Division will now move to a school year schedule, rather than a calendar year schedule.
- The Education Service Center training will be on October 3rd.
- Language Proficiency Assessment Committee (LPAC) Decision-Making training will need to be done earlier in the year. This will allow LPACs to make decisions for December test administrations.

TELPAS Standard Setting

TELPAS Standard Setting

- A standard setting meeting was held on June 4 through 8, 2018, in Austin, TX, to establish proficiency standards for TELPAS grades 2-12 reading, listening, and speaking.
- The change to the TELPAS reading test design in Spring 2018, in addition to the development of an online test for the listening and speaking domains, required the need to establish cut scores for the four TELPAS proficiency levels (beginning, intermediate, advanced, and advanced high).
- The recommended cut scores represent the level of proficiency of each domain that a student needs to meet or exceed to be classified into each proficiency level.

TELPAS Standard Setting

- The committee member panelists consisted of educators from across the state with knowledge and experience with student groups within the populations which are administered the TELPAS assessments.
- There were about 90 educators that participated in the standard setting meetings. The educators were broken into 6 committees for reading (2, 3, 4-5, 6-7, 8-9, and 10-12) for the first two days. For the next three days, the educators were broken into 4 committees for listening and speaking (2-3, 4-5, 6-8, and 9-12).
- At the end, educators made recommendations for proficiency cuts for all three domains (reading, listening, and speaking).
- Districts will be getting reports on August 15th. Currently, a letter is being drafted to note exactly what districts will be receiving.

TELPAS Composite Score

TELPAS Composite Score

- 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.
- In 2017, each domain rating was weighted, as shown below. The weights emphasize the domains of reading and writing while listening and speaking receive less weight because it was possible to gather more complete reliability and validity evidence regarding these TELPAS assessments than it was for TELPAS listening and speaking.

Language Domain	Composite Score Weights
Listening	10%
Speaking	10%
Reading	50%
Writing	30%

TELPAS Composite Score

- In 2018, the assessments for three of the four TELPAS domains changed. The TELPAS Reading test was redesigned to be a shorter test with a reduced blueprint, and the TELPAS Listening and Speaking tests were administered as item-based standardized assessments for the first time.
- After receiving feedback from various stakeholders, it was determined that there would be a change to the language domain weights for the composite score, as shown below.

Language Domain	Current Composite Score Weights	NEW Composite Score Weights
Listening	10%	25%
Speaking	10%	25%
Reading	50%	25%
Writing	30%	25%

TELPAS Composite Score

- For the small subset of ELs with disabilities who cannot be assessed in all four domains, ESSA requires States to develop a set of parameters and procedures to obtain a composite score based on performance in the remaining domains of the English language proficiency assessment.
- Beginning with this year's TELPAS results, students with results for at least two domains will receive a composite score. Please note that this is **ONLY** applicable to students who have an ARD decision to not be evaluated in one or two domains. This does NOT apply to students who were absent, received a score code of "O" for other or an "E" for extenuating circumstances.

TELPAS Holistic Rating Training

TELPAS Holistic Rating Training

- The Grades 2-12 Online Basic Training Course and calibration activities only include the domain of writing.
- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student can't access the online listening and speaking assessment.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Certificates are also automatically emailed upon successful completion, but may take up to 24 hours to be delivered.

TELPAS Blueprints and Rubrics

TELPAS Blueprints and Speaking Rubrics

The TELPAS Reading Blueprints, Listening and Speaking Blueprint, and the Speaking Rubrics can be found on the TELPAS Resources webpage at https://tea.texas.gov/student.assessment/ell/telpas/.

TELPAS Reading, Listening, and Speaking

Use the links below to access the TELPAS test blueprints and speaking rubrics.

- TELPAS Grade 2 Reading Blueprint (PDF)
- TELPAS Grade 3 Reading Blueprint (PDF)
- TELPAS Grades 4-5 Reading Blueprint (PDF)
- TELPAS Grades 6-7 Reading Blueprint (PDF)
- TELPAS Grades 8-9 Reading Blueprint (PDF)
- TELPAS Grades 10-12 Reading Blueprint (PDF)
- TELPAS Grades 2-12 Listening and Speaking Blueprint (PDF)
- TELPAS Two-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF, large format)

TELPAS Grades 6-7 Reading Blueprint

The descriptions of the reading reporting categories can be found in the Educator Guide to TELPAS.

TELPAS
Texas English Language Proficiency Assessment System

TELPAS Grades 6–7 Reading Blueprint

Reporting Category	Number of Items
Reporting Category 1: Understand words and language structures	12
Reporting Category 2: Basic understanding of variety of texts written in English	10
Reporting Category 3: Analyze and evaluate information and ideas in a variety of texts written in English	15
Total	37

TELPAS Grades 2-12 Listening and Speaking Blueprint

TELPAS
Texas English Language Proficiency Assessment System

TELPAS Grades 2–12 Listening and Speaking Blueprint

	Reporting Category	Possible Points
Listening	Reporting Category 1: Understand spoken words and language structures	**5**
	Reporting Category 2: Basic understanding of spoken English	**16**
	Reporting Category 3: Analyze and evaluate information in spoken English	**6**
	Total	**27**
Speaking	Reporting Category 1: Provide and summarize information	16
	Reporting Category 2: Share opinions and analyze information	20
	Total	**36**

The descriptions of the listening and speaking reporting categories can be found in the Educator Guide to TELPAS.

TELPAS Listening, Grades 2-12

Items are written to target each of the 4 TELPAS proficiency levels

- **Beginning**: include picture identification, matching picture to audio prompt
- **Intermediate**: include more complex picture matching, picture sequence based on a short audio stimulus
- **Advanced and Advanced High**: include multiple-choice listening comprehension items based on video stimulus written to target those proficiency levels

TELPAS Listening, Grades 2-12

- For listening items, the text of the stimulus and/or prompt is not available on screen.
- To interact with online listening items, 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.
- All audio is recorded in a studio; no text-to-speech audio is used.
- Audio is provided for the stimulus/task.

TELPAS Speaking, Grades 2-12

- For speaking items, the text of the prompt is available on screen for students to read and also available in an audio file for students to listen to.
- To interact with speaking items, students will be using audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.
- Students will need to wear headsets with a microphone. The computer will capture students' spoken responses.

TELPAS Speaking, Grades 2-12

- 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 response to the prompt determines 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.

TELPAS Speaking, Grades 2-12

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 Speaking Rubrics

- 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 his or her performance on each speaking test item.
- The rubrics demonstrate the number of score points that a student can achieve based on his or her 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 (ELPS) or PLDs and should not be used in isolation.

TELPAS 2-Point Speaking Rubric

TELPAS
Texas English Language Proficiency Assessment System

Texas Education Agency

Two-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 test 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 (ELPS) or PLDs and should not be used in isolation.

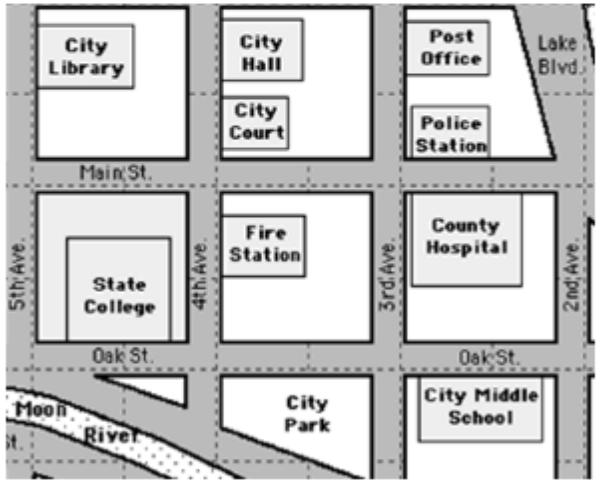
	(1) A response at this score point may	At least (2) A response above a score point 1 will receive 2 points on items worth a maximum of 2 points. The characteristics below should be considered minimum criteria for awarding a score of 2 on these items. A response above a score point 1 may
Completeness of Response	• 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	• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases
Syntax/Sentence Structure, Grammar	• 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	• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication
Vocabulary/Word Choice	• 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	• rely mostly on high-frequency or basic vocabulary, but still convey an original message • rarely include details because of the student's limited vocabulary
Pronunciation and Fluency	• 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	• include pauses to search for words • include some pronunciation errors that limit understanding
Use of L1	• be entirely or mostly in another language	• include some words in another language

Updated February 23, 2018

Sample Two-Point Item

Read the information below. You will use the map to give directions. When you are ready to speak, tell as much as you can.

Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.



Remaining attempts: 1

TELPAS 4-Point Speaking Rubric

TELPAS Texas English Language Proficiency Assessment System

Texas Education Agency

Four-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 test 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 (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Completeness of Response	• 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	• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases	• address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics	• address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	• 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	• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication	• generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses • demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures • include grammar errors when using less common language structures, which interfere somewhat with communication	• generally include complex sentences and grammar structures nearly comparable to native English-speaking peers • include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	• be repetitive and not demonstrate an ability to use words to make an original message	• rely mostly on high-frequency or basic vocabulary, but still convey an original message	• include common abstract and academic vocabulary words • include some details on familiar topics	• feature vocabulary at a level nearly comparable to their native English-speaking peers

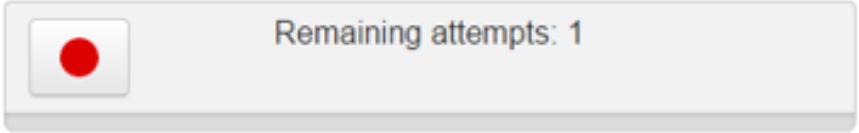
Updated February 23, 2018

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. The ability to print the large format will depend on whether the printer has the tabloid-size print available.

Sample Four-Point Item

Read the directions below. When you are ready to speak, tell as much as you can.

Imagine you could design your own elective class. Talk about what the class would be like, what you would learn and do in the class, and why you want to take that class.



Sample Four-Point Item

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

2

Remaining attempts: 1

“Uncertain Cases”

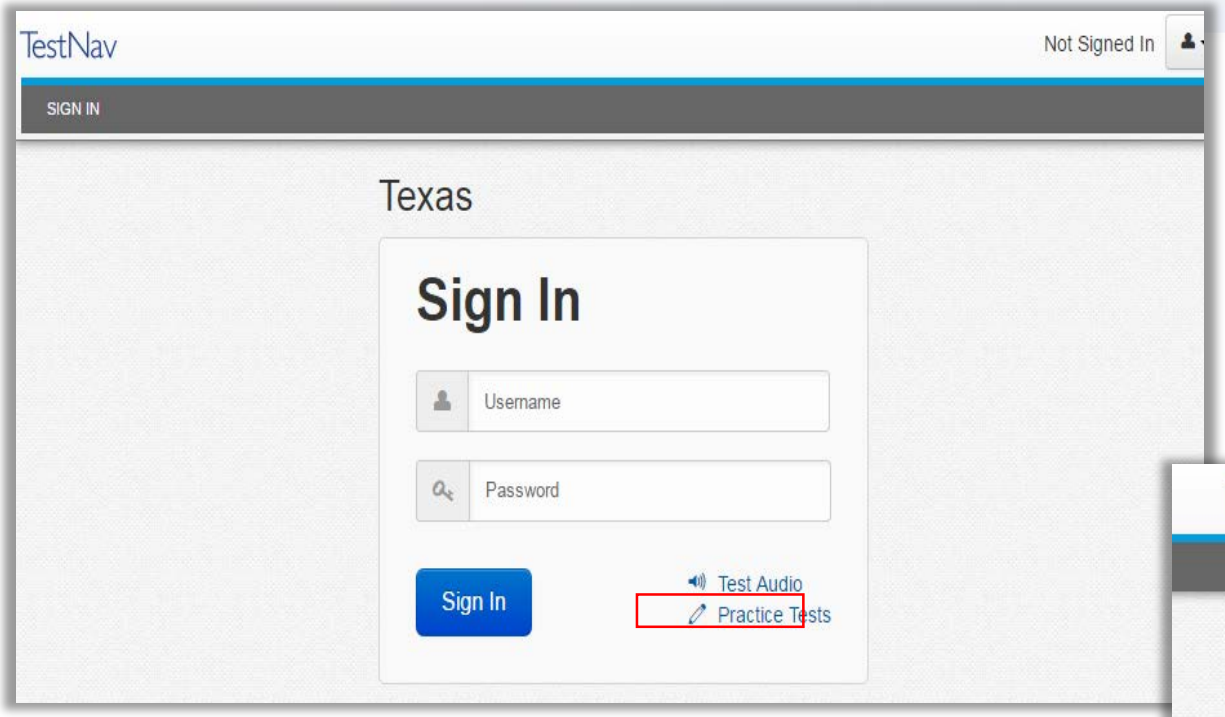
- Scoring system may not be confident about certain tests that include responses with the following characteristics:
  - Technical issues (such as too much static)
  - Loud background speech or noise
  - Mumbled or faint speech
  - Foreign languages
  - Not represented by those used to train the scoring engine

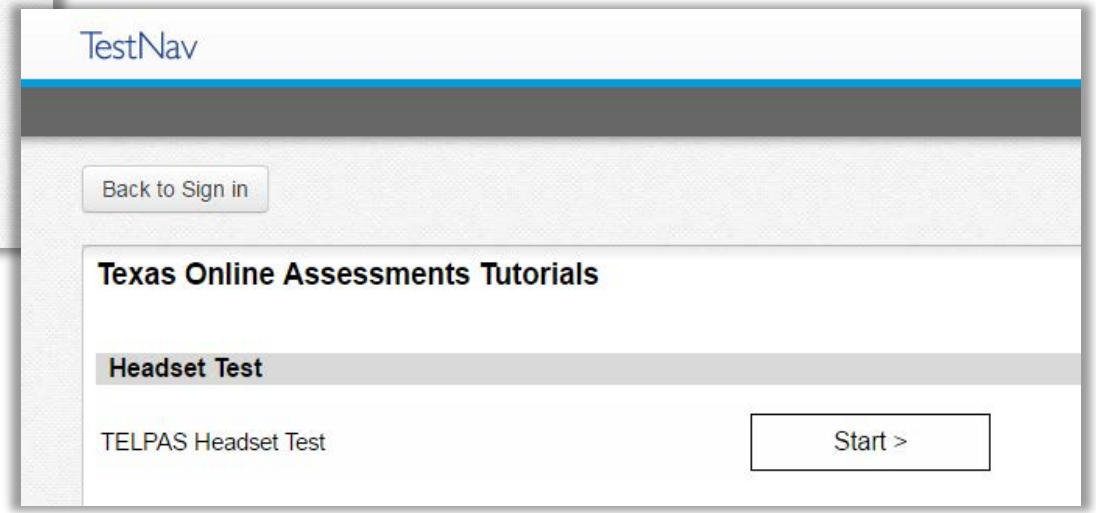
- Sent to human scorers for final rating

Headset and Microphone Test/Check

- Pearson has created a Headset and Microphone Test/Check which 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/x/HgACAQ.

TELPAS Headset Test from TestNav App





Headphone and Microphone Requirements

Before starting the Headset Test, confirm that your equipment meets the minimum requirements listed below.

Desktop/Laptop Headphones and Microphones
Head-mounted USB headset with microphone and headphones must be compatible with the requirements below: **Headphone Features:** Sound mode: Stereo Earpiece: Double Driver Unit Size: 32 mm Frequency Response: 20 – 20000 Hz Impedance: 32 ohms **Microphone Features:** Frequency Response: 100 – 12000 Hz Impedance: 3320 ohms

Handheld Device Headphones and Microphones
1. 3.5mm single jack 2. Over-the-ear style (non-earbud)

Headphone and Microphone Recommendations

1. Lightweight and durable design
2. Clear audio through the headphones
3. Clear recorded audio quality
4. Ambient noise cancellation functionality of microphone (when the microphone detects ambient noise, it filters out that noise from the speaker's voice)
5. Adjustable plastic boom microphone for easy cleaning
6. Leatherette ear pads for easy cleaning
7. Ambidextrous headset design
8. No in-line volume control or mute button that could negatively impact testing (e.g., accidental raising/lowering of volume during test)

Headset List

Pearson compared multiple headsets in test-like settings using ideal spacing to analyze the appropriateness of each headset for speaking/listening items. Based on the comparison, the following three headsets were considered the most appropriate for speaking/listening items, including the speaking/listening items in TELPAS.

Headset	Jack/USB	Operating Systems
Kidz Gear wired headphones for Kids	Jack	iOS 9, iOS 10 Android 6.0
Avid AE-36	Jack	iOS 9, iOS 10 Android 5.0
Logitech USB headsets H390	USB	macOS 10.9-10.12 Windows 7, 10

TELPAS Designated Supports

Designated Supports for TELPAS

Designated supports for TELPAS are currently being reviewed to determine if additional supports need to be added, revised, or further clarified.

- Basic Transcribing
- Individualized Structured Reminders
- Large Print (approved paper only)
- Manipulating Test Materials
- Spelling Assistance
- Complex Transcribing *
- Extra Day
- Other

*For TELPAS grades 2-12 writing, complex transcribing does not require an Accommodation Request Form. Refer to the Special Instructions/Considerations section for additional information.

TELPAS Parent Resources

TELPAS Parent Resources

TELPAS Parent Brochures

To assist districts with the task of helping parents understand their child's TELPAS test results, the Student Assessment Division has developed a PDF brochure entitled "Understanding the Confidential Student Report - A Guide for Parents." This brochure has three purposes:

1. To give you some basic information about TELPAS,
2. To explain a sample test report so that you can understand your child's actual test report,
3. To provide you with a short summary of each proficiency rating so that you will better understand the progress your child is making in learning English.

Grades K–1 English and Spanish

Grades 2–12 English and Spanish

Will soon be revised

New TELPAS parent resources will include the following:

- TELPAS Student Report Cards (K-1 and 2-12)
- TELPAS FAQs (English and Spanish)
- Parent Tips (English and Spanish)

TELPAS Alternate

TELPAS Alternate

- Every Student Succeeds Act (ESSA), requires each state to administer an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.

- The Texas Education Agency (TEA) worked with stakeholders to develop the Texas English Language Proficiency Assessment System (TELPAS) Alternate to evaluate students receiving special education services identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP) and also eligible to take STAAR Alternate 2.

Holistic Inventory

Texas created a holistic inventory to assess English language proficiency to

- satisfy the alternate ELP assessment requirement for students with the most significant cognitive disabilities (SWMSCD), and to
- reduce exemptions from specific language domains on the general TELPAS

Why a Holistic Inventory?

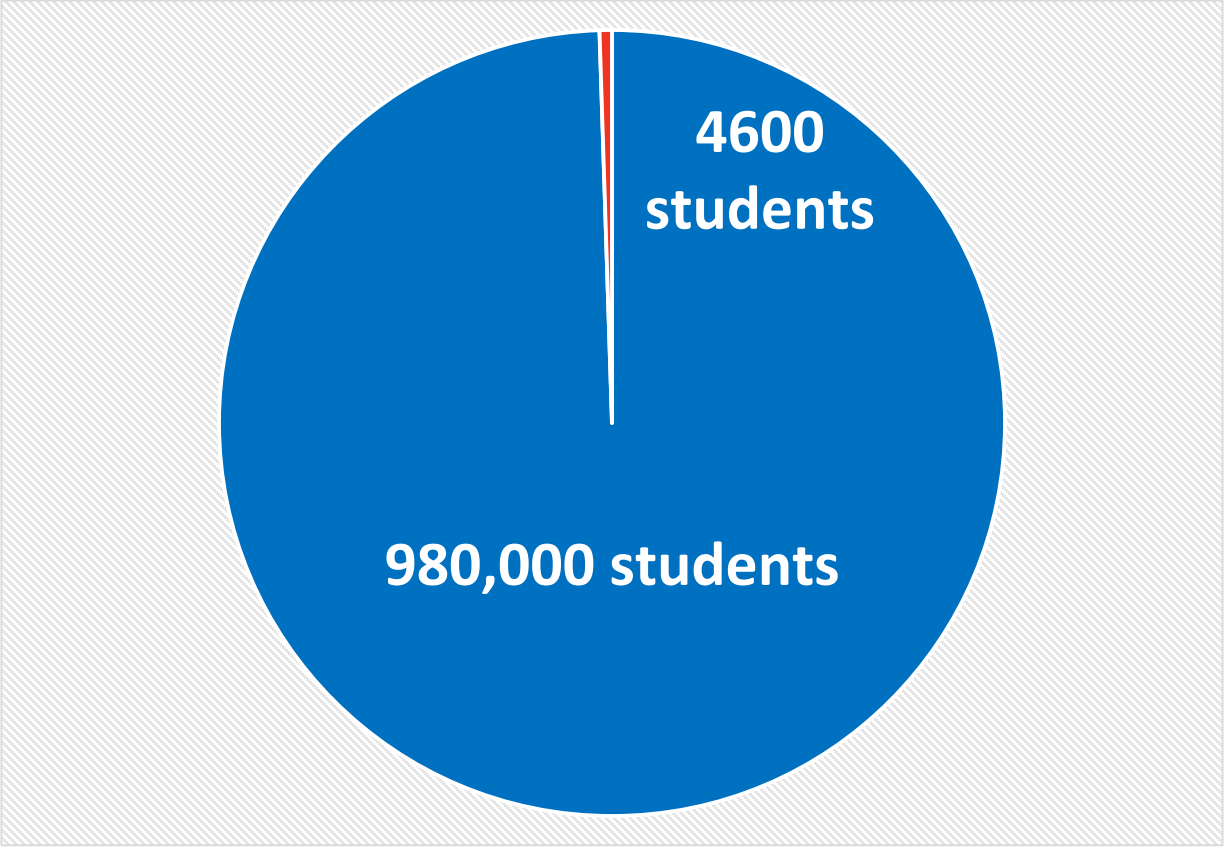
- Sensitive to the needs of SWMSCD
  - More accessible to students who have difficulty interacting with test items even with appropriate modifications and accommodations applied.
- Limit additional burden on the field
  - HB 5, 83rd Legislative Session, 2013
- Common form of evaluation used by special educators
  - Speech language inventories, adaptive behavior inventories, etc.

Holistic Inventory

The inventory requires test administrators

- based on their knowledge of a student's English language skills over a period of time
- to make holistic judgments
- across all four domains of English language proficiency (listening, speaking, reading, writing)
- using ELP-aligned observable behaviors.

Who will be assessed with TELPAS Alternate?



- Students tested with TELPAS
- Students projected to be tested with TELPAS Alternate

K-1 English Learners

Grades K-1

ELs with significant cognitive disabilities will take the TELPAS K-1 holistically-rated assessment for all four language domains, no eligibility determination is needed.

Who will be assessed with TELPAS Alternate?

Grades 2-12

Grade 2: Participation requirements have been created (similar to STAAR Alternate 2) and are in the review process. ARD/LPAC committees will be required to make an assessment determination for TELPAS Alternate.

Grades 3-12: Participation requirements will be ELs who are eligible to take STAAR Alternate 2 will take TELPAS Alternate.

Timeline for Development of TELPAS Alternate

Events	Dates
Develop theory of action, alternate PLDs, and example observable behaviors for each domain	September 2017—March 2018
Convene multiple advisory committees to review and revise proposed plan and to write observable behaviors	August 2017—Spring 2018
Conduct pilot test and cognitive lab	April 23—May 4, 2018
Collect and analyze pilot test and cognitive lab data and survey results	Summer 2018
Convene Advisory Committee	September 2018
Conduct training (TETN, Webinar, Training PowerPoints)	December 2018—January 2019
Administer operational TELPAS Alternate during TELPAS window	February 25—April 5, 2019
Conduct standard setting and report results	Summer 2019

Alternate PLDs

Alternate PLDs Overview

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 ELs have little or no functional use of the English language even when interacting with concrete symbols that are combined with highly familiar letters and words.	Level 2 ELs participate in reading activities when interacting with concrete symbols that are combined with highly familiar letters and words.	Level 3 ELs participate meaningfully in reading activities in English when working with letters and words.	Level 4 ELs demonstrate understanding of words and texts during reading activities in English.	Level 5 ELs are able to read and understand texts in English.

Alternate PLDs Overview

Level of support	These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine	These students may: • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine	These students may: • require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine	These students may: • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine	These students may: • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine across settings
Level of understanding	• alert to or show reaction to concrete symbols, letters, and/or words in English, but do not demonstrate understanding • alert to or show reaction to letter sounds in English, but do not demonstrate understanding	• understand letters or words when paired with concrete symbols • recognize a limited number of concrete symbols combined with letters or high frequency/high need sight words	• 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 • demonstrate the ability to pair letters with sounds	• understand how individual words or phrases connect to other words or phrases • decode simple words or phrases	• understand longer and more detailed social and academic texts in English • decode longer and less familiar words, phrases, or sentences
Phonemic Awareness	• not react or respond to letters, words, texts, or concrete symbols				

TELPAS Alternate Proficiency Level Descriptors

Grades 2–12 Reading

Level 1	Level 2	Level 3	Level 4	Level 5
Level 1 ELs have little or no functional use of the English language even when interacting with concrete symbols that are combined with highly familiar letters and words.	**Level 2 ELs participate in reading activities when interacting with concrete symbols that are combined with highly familiar letters and words.**	**Level 3 ELs participate meaningfully in reading activities in English when working with letters and words.**	**Level 4 ELs demonstrate understanding of words and texts during reading activities in English.**	**Level 5 ELs are able to read and understand texts in English.**
These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • alert to or show reaction to concrete symbols, letters, and/or words in English, but do not demonstrate understanding • alert to or show reaction to letter sounds in English, but do not demonstrate understanding • not react or respond to letters, words, texts, or concrete symbols	**These students may:** • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • understand letters or words when paired with concrete symbols • recognize a limited number of concrete symbols combined with letters or high frequency/high need sight words	**These students may:** • require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • 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 • demonstrate the ability to pair letters with sounds	**These students may:** • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine • understand how individual words or phrases connect to other words or phrases • decode simple words or phrases	**These students may:** • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic reading activities in English in their daily routine across settings • understand longer and more detailed social and academic texts in English • decode longer and less familiar words, phrases, or sentences

Observable Behaviors

Observable Behaviors Overview

In TELPAS Alternate, 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 ELP-aligned observable behaviors

Reading ELPS (A): learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words

Directions: Choose the highest level at which the student consistently performs.

Decoding	The student:				
	may or may not attend to familiar word/picture combinations A	matches familiar word/picture combinations to identical word/picture combinations B	selects requested high-frequency words from a group of words C	decodes words or phrases consisting of a few simple high-frequency words D	decodes longer phrases or sentences with some unfamiliar words E

Pilot Test and Cognitive Lab

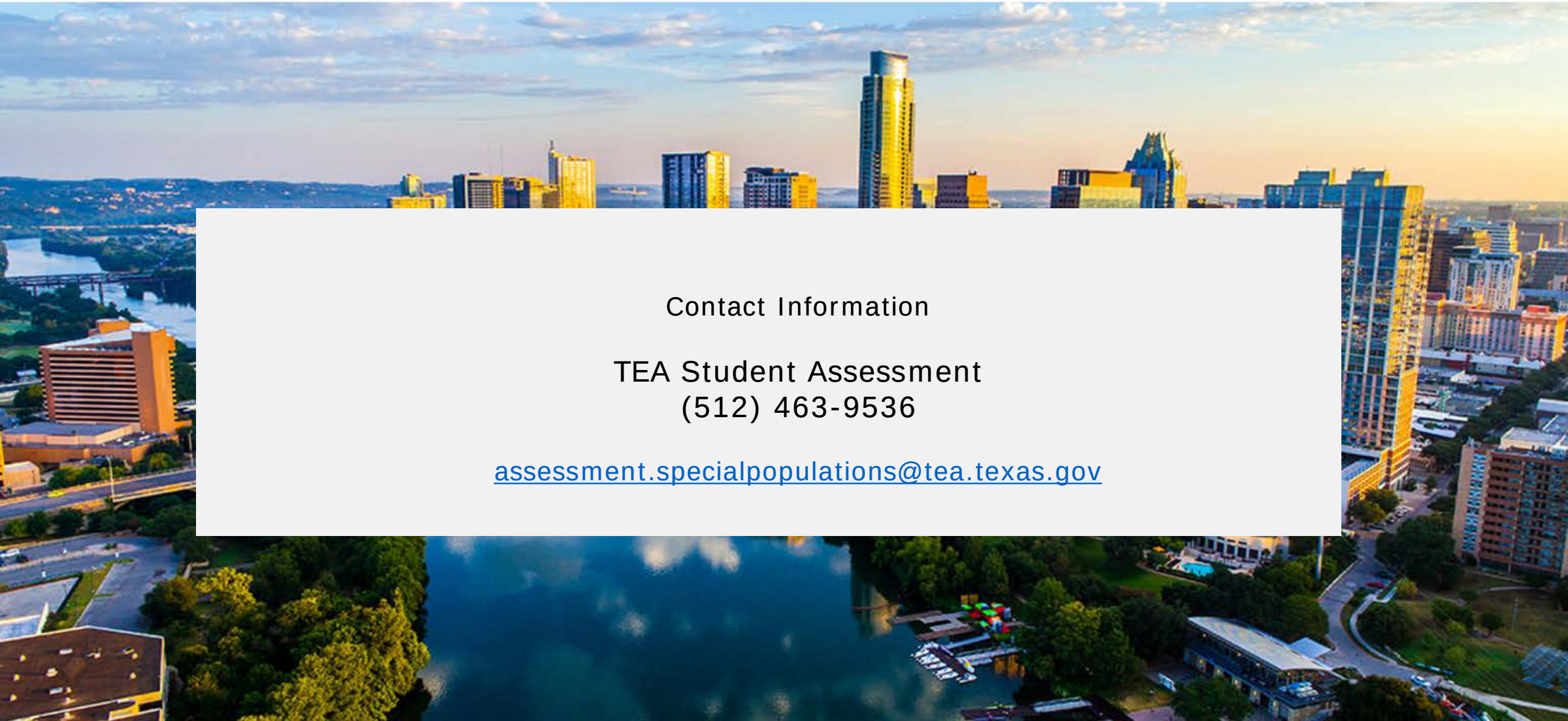
TELPAS Alternate Pilot Test and Cognitive Lab

- Pilot Test:
  - A TELPAS Alternate pilot test was administered over a 10-day window from April 23 to May 4, 2018, to students in grades 2 through 12 who were eligible to participate.
  - The pilot test was a preliminary study intended to evaluate the effectiveness and feasibility of this new assessment.
  - 2,681 students were registered; approximately 2,112 were tested.
- Cognitive Lab
  - The cognitive lab was conducted April 30th to May 4th.
  - TEA and Pearson personnel visited 21 school districts across the state.

Cognitive Lab and Pilot Feedback

- Holistic inventory (including the alternate proficiency level descriptors)
  - Appropriate for this population of students
  - Allows students who have traditionally been exempt from TELPAS to participate
  - Allows students to demonstrate growth in language proficiency
- Observable behaviors
  - Need space for people to take notes or a separate note-taking document
  - Need examples or student scenarios for clarity (to aid understanding of observable behaviors for each domain)
- Test Administrators
  - Need training earlier in the year and more time with the materials.
    - Post Observable Behaviors in the fall

Texas Education Agency



Contact Information

TEA Student Assessment
(512) 463-9536

assessment.specialpopulations@tea.texas.gov

Texas Education Agency

The mission of the Texas Education Agency is to improve outcomes for all public school students in the state by providing leadership, guidance, and support to school systems. The Office of Academics is responsible for facilitating the process that determines what students should be learning, measuring and reporting on how much they learned, and providing resources and supports to effectively improve quality, access and opportunity for PK-12th grade students in Texas.