TELPAS
Texas English Language Proficiency Assessment System

Rater Manual

Grades K–12

TELPAS

2020–2021

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Contact Information and Resources

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For questions about	**Contact**
TELPAS testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Help Desk: https://teastudentassessments.zendesk.com/hc/en-us/categories/360002017872-Student-Assessment
accessing online resources, online test administration procedures, the TELPAS Online Training Center, or help with technical concerns or issues	Pearson's Customer Service Center Telephone: 800-627-0225 Online Form: Go to http://tx.pearsonaccessnext.com and select Pearson Customer Support Form under "Contact Us." Live Chat: Go to http://tx.pearsonaccessnext.com and click "Chat Now."

General Information Resources	
For general information related to	**Access**
the student assessment program	www.tea.texas.gov/student.assessment/
EL assessments	www.tea.texas.gov/student.assessment/ell/
TELPAS online basic training courses, online calibration activities, and related training materials	http://TexasAssessment.gov/telpastrainingcenter
TELPAS online test training and administration materials	https://tx.mypearsonsupport.com/
TELPAS online test student tutorials	https://tx.mypearsonsupport.com/telpas/
online testing technology information	http://TexasAssessment.gov/administrators/technology/

Resource Materials	
Resources online include	**Located at**
District and Campus Coordinator Resources	www.txetests.com/dccr/
Accommodation Resources	www.tea.texas.gov/student.assessment/accommodations/
Language Proficiency Assessment Committee Resources	www.tea.texas.gov/student.assessment/ell/lpac/
STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide	https://tx.mypearsonsupport.com/training-resources/

Calendar of Events

2020–2021	
Events	**Dates**
TELPAS Online Training Center opens	January 11
Online training courses for holistically rated assessments	
• Assembling and Verifying Grades 2–12 Writing Collections course available	January 11
• Basic training courses for new grades K–1 and 2–12 raters available	January 25
Online calibration window opens	February 8
Earliest eligibility date for TELPAS writing samples	February 8
Deadline for training test administrators, raters, assemblers, and verifiers on administration procedures	February 19
TELPAS assessment window, grades K–12 listening, speaking, and writing and grades K–1 reading	February 22–April 2
TELPAS assessment window, grades 2–12 reading	February 22–April 9
Deadline for districts to opt in for printed report cards	April 9
Districts receive TELPAS printed reports	May 21–May 28

General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of the four English language proficiency levels described in the ELPS: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators.

The assessment components for grades K–1 and 2–12 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, and 10–12
  - online listening and speaking tests in four grade clusters: 2–3, 4–5, 6–8, and 9–12
  - holistically rated student writing collections

Students' answers to the online tests, ratings from the holistically rated assessments, and all other student data are submitted through the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System. Districts have the option to designate one or more centralized raters to rate TELPAS grades 2–12 writing collections districtwide, campuswide, or by grade level. The implementation of centralized raters is not a requirement. It is solely an option to provide districts some flexibility in the assessment of grades 2–12 student writing collections; however, teachers are still required to assemble an EL's writing collection to be rated.

The instructions in this manual explain the responsibilities of raters and teachers assembling grades 2–12 writing collections for the spring 2021 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the *2021 TELPAS Test Administrator Manual*, and the TELPAS information in the *District and Campus Coordinator Resources*. Assessment procedures must be followed exactly so that all individuals eligible for testing are assessed in a uniform manner.

NOTES

In rare circumstances that prevent a student from testing online, the Texas Education Agency (TEA) may grant approval for a special administration of the domains of listening and speaking for grades 2–12. This manual does not contain instructions for rating students in listening and speaking for a special administration. If you are directed to be a rater for a special administration, you will follow the instructions that are provided with the approval for the special administration. If you are unsure of your holistic rating training requirements, contact your campus testing coordinator.

Scheduling

Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the Calendar of Events. Your campus coordinator will inform you of the schedule to follow.

Submission of Student Data and Assessment Information for TELPAS

TELPAS is administered as an online assessment program. Two types of information are submitted.

- **Student data consisting of student identification, demographic, and program information**

  This includes the student's Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS assessment information**

  This includes students' answers to the listening and speaking and reading tests for grades 2–12, the holistic proficiency ratings of each student, rater information, any designated supports used for testing, and any reasons why a student was unable to be assessed. Instructions for submitting this information are provided in the *STAAR Alternate 2, TELPAS, and TELPAS Alternate Assessment Management System User's Guide*.

Eligibility Requirements

All ELs in grades K–12 are required to participate in TELPAS, including students classified as limited English proficient (LEP/EL) in PEIMS whose parents have declined bilingual/English as a second language (ESL) program services (PEIMS code C). ELs are

required to be assessed annually until they meet bilingual/ESL program reclassification criteria and are reclassified as non-LEP/English proficient.

There are circumstances in which a student may not be required to participate in the general TELPAS or in one or more language domains.

- **Admission, Review, and Dismissal (ARD) Decision:** In rare cases, it may be necessary for the ARD committee, in conjunction with the language proficiency assessment committee (LPAC), to determine that an EL receiving special education services should not be assessed in listening, speaking, reading, and/or writing for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's individualized education program (IEP) by the ARD committee and the student's permanent record file by the LPAC. It is also important to note that special administrations of the TELPAS online test(s) are available, which may allow the student to participate. Refer to the *Coordinator Resources* for more information.
- **ELs with Significant Cognitive Disabilities (SCD):** TEA developed TELPAS Alternate to assess ELs with the most significant cognitive disabilities. To determine an EL's eligibility to participate in TELPAS Alternate, refer to the TELPAS Alternate Participation Requirements found on the TELPAS Alternate Resources webpage. A separate test administrator manual for TELPAS Alternate can also be found on the TELPAS Alternate Resources webpage.
- **Newly Enrolled EL—Holistically Rated Domains:** An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains; however, newly enrolled students in grades 2–12 are required to take the TELPAS listening and speaking and reading tests.

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical for ensuring fair and equal testing opportunities for all students. Given the many uses of student performance data and the need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the *Coordinator Resources* and the test administrator manuals.

All assessment instruments specified in the Texas Education Code (TEC), Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. Test security involves accounting for all secure materials before, during, and after each test administration. Districts must ensure that all district and campus personnel who participate in state-mandated testing or handle secure test materials meet the eligibility requirements detailed in the appropriate test administration materials, be trained, and sign an Oath of Test Security and Confidentiality.

Maintaining Security of Test Materials

All secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals. Districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Districts and campuses must identify a suitable location where secure test materials can be kept in locked storage when not in use. Access to these secure locations should be limited to no more than a few essential personnel and these individuals should be the only people who possess keys to the storage area.

Districts that choose to participate in the optional testing window extensions must maintain test security and confidentiality throughout the extended windows. This includes ensuring that all test materials (e.g., online test tickets) are securely stored and students are cautioned about sharing secure test content.

All testing personnel who handle test materials should be aware that the materials may contain secure test content and that any viewing, discussing, or recording of this confidential information is strictly prohibited. Test administrators who have permission to view secure content in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that responding to test questions, recording the information they see, scoring a test, or discussing the content of a test at any time is strictly prohibited. Each person participating in the student assessment program is required to maintain and preserve the confidentiality of all secure test content including test booklets, online assessments, online test tickets, completed answer documents, STAAR

Alternate 2 image cards, TELPAS holistically rated components, and TELPAS calibration activities.

Maintaining the confidentiality of the Texas student assessment program requires compliance with, but is not limited to, the guidelines listed below.

- All testing personnel who participate in statewide testing must undergo training and sign the appropriate security oath, located in the Security section of the *Coordinator Resources*, affirming that they understand their obligations concerning the security and confidentiality of the state assessments **before** handling secure test materials or administering assessments.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.
- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions.
- Only students may respond to test questions, perform calculations, and create rough drafts to written responses.
- Test administrators who have permission to view secure materials in order to provide an approved designated support or as part of the program-specific test administration process must be reminded that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited.
- No person may review or discuss student responses or solicit information from students about secure test content during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Training Requirements

Testing personnel are required to receive annual training in test security and administration procedures and are responsible for complying with state assessment requirements. In addition, testing personnel must receive training in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments. By signing the appropriate oath, participants affirm that they have been trained, understand their obligation to properly implement the program, acknowledge their responsibility to report any suspected testing irregularity to the district or campus testing coordinator,

principal, or the TEA Student Assessment Division, and are aware of the range of penalties that may result from a violation.

The Student Assessment Division has developed web-based training modules for test administrators as part of the ongoing effort to improve security measures in the state's testing program and to help ensure that test results are meaningful and valid. The training modules are provided to supplement the mandatory training required of all personnel involved in testing. This online training is optional but strongly recommended.

The training modules can be found on the Training webpage.

Testing Irregularities

Testing irregularities can occur before, during, and after testing and are categorized as serious violations or procedural irregularities. This section includes examples of both types of irregularities, as well as incidents involving student cheating. It is important for district testing personnel to understand the different types of irregularities so that each type of irregularity may be properly addressed.

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying holistic ratings or student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers)
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described in the items

listed above or in any other serious violation of security and confidentiality

- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

For all incidents involving assistance, tampering, or falsifying, districts are required to provide a determination on the Online Incident Report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated. Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to TEA's Student Assessment Division as soon as the coordinator is made aware of the situation. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Procedural Testing Irregularities

Procedural irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Some examples of specific types of procedural irregularities are included below.

Monitoring Errors

Monitoring errors are some of the most common types of testing incidents but can be avoided with appropriate training. Improper monitoring can be detrimental to students. For example, accepting a blank answer document may result in a student not receiving credit for a test that student took. Other monitoring-related errors might lead to breaches in confidentiality that could place students' test scores in question.

Districts should evaluate incidents involving improper student behavior and make a determination regarding whether testing personnel were or were not actively monitoring. If active monitoring caught the improper student behavior, an Online Incident Report form is not necessary. If improper or inactive monitoring occurred, an Online Incident Report form must be submitted.

For all incidents where students were left unattended and unmonitored, districts are required to provide a determination on the Online Incident Report form of whether the irregularity compromised the validity of the students' assessments and the students' tests were invalidated.

Examples:

- A test administrator
  - left a room unmonitored while students were testing;
  - did not monitor students during a break from testing;

- reinforced test-taking strategies;
- did not properly prepare a testing environment or a device for testing;
- did not use the test administrator manual during testing or did not read the "SAY" directions to students prior to testing;
- did not properly complete the required seating chart; or
- did not give students the correct amount of time to complete the test, including allowing students to continue testing another day without proper approval.

- A test administrator did not actively monitor students and did not
  - detect when a student went back and worked on the previous day's test or went ahead to the next test;
  - ensure that students worked independently during testing;
  - prevent students from using cell phones or any other electronic device to take pictures, share postings, or send messages;
  - verify that students recorded their responses and accepted blank answer documents from students; or
  - confirm that students submitted online tests.

Accommodation Errors

Accommodation errors typically involve providing or not providing appropriate accommodations or designated supports. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district must determine if the assessment should be invalidated or submitted for scoring. If the district decides to invalidate a student's test, the district should notify the student's parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student, not approved for an accommodation, was provided the accommodation.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.
- The district failed to get the required TEA approval for an accommodation.

Eligibility Errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being or has been tested incorrectly. District coordinators should contact Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong language, wrong version).
- A specific test was administered on the incorrect day (e.g., administered a reading test on the math test day).
- An eligible student was not administered a test (e.g., an EL whose parents had waived district bilingual/ESL services was not administered the assessment).
- An ineligible student was incorrectly administered a test (e.g., a student who has completed only the first part of U.S. History was administered the STAAR U.S. History test).
- The district failed to properly account for all eligible testers.

Improper Accounting for Secure Materials

Improperly accounting for secure materials typically involves late, lost, or missing materials or failure to maintain the security of the materials. A majority of the situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures (e.g., not reconciling the number of students scheduled to test against the number of answer documents submitted, not using materials control documents, not following check-in/check-out procedures, not accounting for the items that were issued to test administrators at the end of each day, including test booklets, answer documents, test tickets, etc.).

If testing personnel locate any secure materials that were not returned after an administration, contact the Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether the items were kept secure or if there was a breach in confidentiality.

For all incidents where secure materials were left unattended, districts are required to provide a determination on the Online Incident Report form of whether the secure materials were accessed and confidentiality was breached.

Examples:

- A student was issued test materials (e.g., test booklet, answer document, or test ticket) belonging to another student.
- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- A test administrator did not return secure test materials following each day's administration.
- Secure test materials were left unattended or secure online assessments were left open and visible.
- Secure test materials were not returned to the testing contractor by the published dates.
- Scorable materials were found after test materials had been returned to the testing contractor.
- Students' test results or test performance was improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

Other Procedural Irregularities

Procedural testing irregularities that do not fall into one of the categories listed above are classified as other procedural irregularities.

Examples:

- Testing personnel did not use the test administrator manual or failed to read the test administration script verbatim as outlined in the resources.
- A student was permitted to test beyond the allowed time limit on an assessment or was not provided the full allotment of time to complete an assessment.
- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they had not been properly trained or did not sign the appropriate oath(s).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A student was issued test materials or a test ticket belonging to another tester.

Incidents Involving Student Cheating

Student cheating on state assessments, either by providing or receiving assistance, requires action by the campus or the district coordinator. After investigating the incident, if the district determines that a student has been involved in cheating on a state assessment, the district is required to:

- invalidate the student's test (as required by TAC, §101.3031(a)(4)) by marking the score code "O" for "Other" on the student's answer document or in the online form for the corresponding test, and

- complete the Locally Determined Disciplinary Action (LDDA) form to report any disciplinary action taken against students who participated in the cheating incident.

Submission of an Online Incident Report form is necessary only if the district determines that adult testing personnel contributed to, caused, or failed to detect the cheating. In addition, it is a serious violation if a student photographs, duplicates, posts, or transmits secure test content or disseminates this information using an electronic device. The Student Assessment Division must be contacted immediately.

Penalties for Violating Security and Confidentiality of Assessments

TAC, §101.3031(a)(5), states that any violation of test security or confidential integrity may result in TEA

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC, Chapter 247 (relating to Educators' Code of Ethics) and TAC, Chapter 249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with Texas Education Code (TEC), §39.057(d), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, Chapter 39(a).

As indicated in TAC, §249.15, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a certificate for a set term or issuance of a probated suspension for a set term;
- revocation or cancellation, which includes accepting the surrender of, a certificate without opportunity for reapplication for a set term or permanently; or
- imposition of any additional conditions or restrictions upon a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, school personnel, or school officials.

Specifically, TAC, §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who intentionally manipulates the results or violates the security or confidential integrity of any statewide assessment.

Further, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by the TEC, Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC, §12.115(a)(4).

As stated in the TEC, §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if

- the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any item in the assessment instrument; and
- the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Investigating and Reporting Testing Irregularities

Each person participating in the assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district coordinator if they witness an irregularity or suspect that one has occurred. All testing personnel have an obligation to report testing irregularities and should follow local reporting procedures. Failure to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test or failure to cooperate with TEA in an investigation is itself a violation under TAC, §249.15(b)(6) and (b)(8).

Oaths of Security and Confidentiality

All district and campus personnel who participate in state-mandated testing or handle or have access to secure test materials must be trained and sign an oath of test security and confidentiality. Any person who has more than one testing role (for instance, a district coordinator who also serves as a test administrator) must receive appropriate training and sign a security oath for each role. Test security oaths are valid for the entire school year, including fall, spring, and summer testing, as well as any field testing and mandatory sampling conducted during this time period.

Test administrators must complete the general oath. General oaths should be printed or saved and provided to the campus coordinator. All oaths are required to be maintained by the district for a period of five years. The general Oath of Test Security and Confidentiality is available in the Security section of the *Coordinator Resources*.

General Information About Holistically Rated TELPAS Assessments

The holistically rated components of TELPAS consist of

- writing collections for grades 2–12; and
- observational assessments in listening, speaking, reading, and writing for grades K–1.

For these assessments, educators are trained to use rating rubrics, which are the proficiency level descriptors (PLDs) from the ELPS, to determine the English language proficiency levels of students based on ongoing classroom observations and written student work. While the ***rating*** of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

Overview of the Rating and Reporting Process

In cooperation with district and campus personnel, your campus coordinator may assign students for you to rate. If you have been designated to be a rater, you are responsible for holistically rating the English language proficiency of your assigned students in accordance with the prescribed holistic rating procedures. It is essential for you to complete your rater training requirements and follow the assessment procedures in this manual. After your training, you will

- assess the English language proficiency of students and assign one of four ratings: beginning, intermediate, advanced, or advanced high;
- record the students' ratings and related information on the TELPAS Student Rating Roster in Appendix B; and
- enter the students' ratings and related information into an online rating entry form in TestNav, if you are directed to do so by your campus coordinator.

Students' ratings will be reviewed by the campus principal. If you are a rater of students enrolled in K–1, you will base your ratings on classroom observations or written student work. The writing collections will be verified by another trained individual to ensure that they contain the appropriate types and number of writing samples. The TELPAS Writing Collection Cover Sheet and Writing Collection Verification Checklist in Appendix C must be completed and attached to each student's writing collection. The campus coordinator will ensure that the writing collections are kept in the students' permanent record files for two years from the time of rating. Campuses also maintain a file of the rating rosters.

NOTES

Starting in 2020–2021, the rating process may be completed remotely. If completing the rating process remotely, districts should follow the TELPAS administration procedures to ensure validity and reliability. Districts must determine which electronic tools will be used to complete the TELPAS rating process and must ensure that all procedures are compliant with FERPA regulations. Digital signatures and initials (signatures and initials ensuring authentication) meet FERPA requirements and are allowable. Campuses chosen to participate in a TEA audit of TELPAS writing will need to print writing collections for submission even if they rated the writing collections electronically.

Districts have the option to designate one or more centralized raters to rate TELPAS grades 2–12 writing collections districtwide, campuswide, or by grade level; however, teachers are still required to assemble an EL's writing collection and be trained on TELPAS administration procedures in order to appropriately assemble writing collection(s). If using centralized raters, districts will need to develop their own process to gather the writing collections.

School districts use TELPAS assessment results to plan for instruction and to meet state and federal assessment requirements.

Rater Credentials

A TELPAS rater is a teacher/educator designated to be the official rater of an EL's English language proficiency. The rater credentials are different for K–1 and 2–12 and, for 2–12, vary depending on the language domain(s) for which a student needs to be rated.

Grades K–1 Rater Credentials

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

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

For K–1, teachers must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.

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

Grades 2–12 Rater Credentials (writing only)

A rater does not need to have the student in class at the time of the spring assessment window.

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

- hold valid Texas education credentials, such as a teacher certificate or permit; and
- be appropriately trained in the holistic rating process.

Teachers are still required to assemble an EL's writing collection. If using the option of centralized raters, districts will need to develop their own process to gather the writing collections.

Please note that districts, at their discretion, can implement additional requirements for raters of grades 2–12 writing collections.

Grades 2–12 Rater Credentials (listening and speaking)

In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains, including writing. A campus is not permitted to use different raters for different domains.

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

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

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

NOTES

A student is **NOT** permitted to have one rater for some domains and another rater for other domains. Note that this also applies when a student has a special administration of listening and speaking in grades 2–12; the same rater must be used for grades 2–12 writing and listening and speaking.

Accommodations—Holistically Rated Assessments

The holistically rated assessments are based on student classwork and observations of students in daily instruction. In assessing ELs who receive special education services, raters take into account the ability of the students to use English to access the general curriculum at their enrolled grade in accordance with accommodations called for in their IEP. Refer to the Accommodation Resources webpage to determine if a student is eligible for a designated support such as spelling assistance or complex transcribing. Instructional accommodations do not interfere with the holistically rated assessment process if they do not invalidate the ability to evaluate the student's English language proficiency levels according to the PLDs. For example, using writing collection samples for which a student relied heavily on a dictionary, peer support, or teacher assistance would not be allowable.

Checklist

This checklist will help you keep track of the activities involved in preparing for the assessments, completing the assessments, and returning materials. Follow the dates on the Calendar of Events and other dates given to you by your campus coordinator. Detailed instructions for required tasks are in the following section of this manual. Instructions for some tasks may be provided by your campus coordinator. This page can be duplicated as needed.

> Depending on your role in the holistic assessment process, some of the responsibilities noted below may or may not be applicable. If you have any questions, consult with your campus coordinator.

Training

- ❒ Attend training session on administration procedures.
- ❒ Complete holistic rating training requirements.

Prepare for and Complete Assessments

- ❒ Assemble grades 2–12 student writing collections.
- ❒ Verify grades 2–12 writing collections.
- ❒ Prepare to rate students.
- ❒ Rate students.
- ❒ Create and manage test sessions for holistic rating information, if so directed.
- ❒ Start and monitor rating test sessions, if so directed.
- ❒ Enter rating information online, if so directed.

Return Materials

- ❒ Prepare materials for return.

> Teachers assembling writing collections are required to receive training on TELPAS administration procedures regardless of whether they have been designated as raters or not.

Training

Attend training session on administration procedures.

All raters, writing collection assemblers and verifiers, calibration proctors, and other individuals assigned to support the holistic rating process are required to be trained annually in TELPAS administration procedures for the holistically rated assessments. Your campus coordinator will schedule and conduct the training session. For centralized raters being used at a districtwide level, it may either be a campus coordinator or district coordinator that will schedule and conduct the training session. Prior to your training, you should review this manual, which is posted on the TELPAS Resources webpage. Make note of any questions you have and ask them during your training. In addition, carefully review your Oath of Test Security and Confidentiality located in the *Coordinator Resources*. Your oath must be signed after training and before handling or viewing any secure test materials or confidential information.

As part of your training, you may be instructed to complete an online training course titled Assembling and Verifying Grades 2–12 Writing Collections. This course can be accessed from the TELPAS Online Training Center website. The course takes approximately one hour to complete.

If you are not a rater or a writing collection verifier but have been designated to assemble a writing collection or to enter holistic ratings into the Assessment Management System, you are required to attend the training session on TELPAS administration procedures for the holistically rated components.

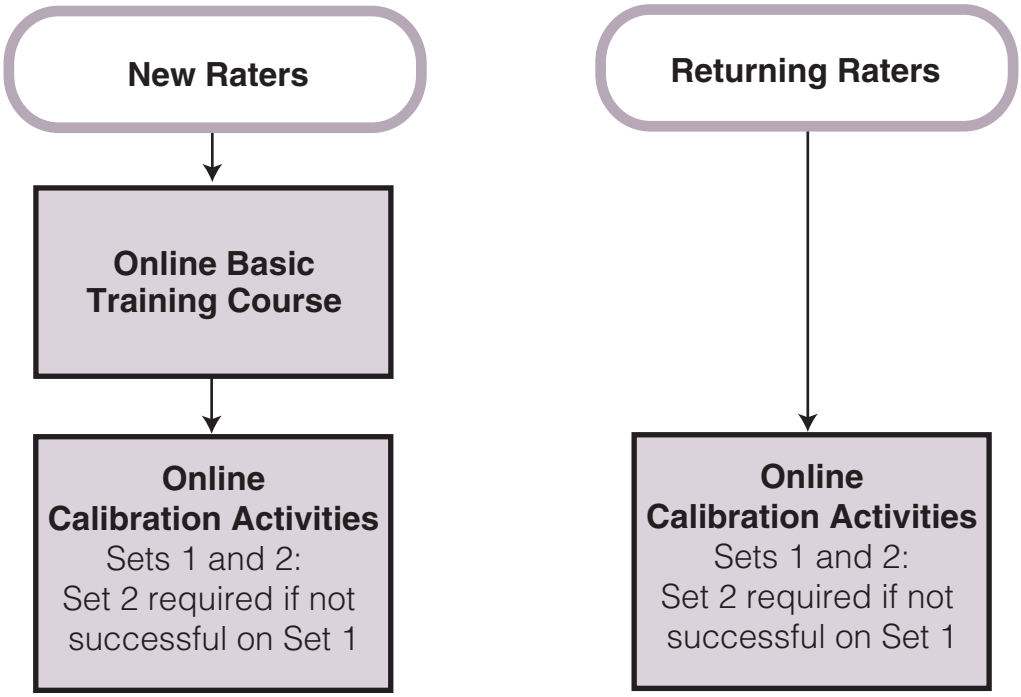
Complete holistic rating training requirements.

Raters are required to complete annual holistic rating training before assessing students for TELPAS.

Holistic Rating Training Requirements

Holistic rating training prepares raters to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the ELPS. Thorough, standardized training of raters is essential to the holistic assessment process.

An online training process is used. The following chart shows the steps of the online holistic rating training process, which begins after raters attend their TELPAS administration procedures training.



Online Training Components

Two training components are used—online basic training courses and online calibration activities. New raters complete an online basic training course followed by online calibration activities. Returning raters complete just online calibration activities. Raters will need to have a copy of the applicable PLDs to complete their training and calibration activities.

- **Online Basic Training Course (*Required for New Raters*)**
  There are two basic training courses, one for raters of K–1 students and one for raters of students in grade 2 or higher (2–12). The K–1 course covers the four language domains of listening, speaking, reading, and writing. The 2–12 course covers writing. After learning the basics of the holistic rating process, participants practice rating students as part of the course. New raters must complete this course and practice before beginning online calibration activities. Approximate completion time: 4–5 hours for K–1 and 2–3 hours for 2–12.
- **Online Calibration (*Required for New and Returning Raters*)**
  The online calibration activities consist of two sets of students to be rated. For K–1, each set includes all four language domains—listening, speaking, reading, and writing. For 2–12, each set includes only the domain of writing. Raters complete only as many sets as it takes to calibrate. The approximate completion time per set is 1–2 hours.

> Monitored calibration sessions must be completed in one sitting. District coordinators should only give a passcode for each set one time, as raters can only try each set one time. Raters should not be provided passcodes for the same calibration set over multiple days.

Returning raters may review the online basic training course before their online calibration activities, if they desire. Testing coordinators may, at their discretion, require returning raters to complete the online basic training course prior to online calibration. Returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating. Districts using centralized raters for grades 2–12 writing collections may require additional training requirements at their discretion. If you have any questions about your training requirements, consult your campus coordinator or district coordinator (as applicable).

The TELPAS Online Training Center contains the online training courses and calibration activities. All new users will establish a username and password before accessing the site. Returning raters may log in using the same username and password used in 2020. Instructions for creating accounts and navigating the website are available throughout the TELPAS Online Training Center.

The TELPAS online courses are designed to prepare raters to uniformly assess the English language proficiency of students statewide. Raters must complete the

training components by the dates established by their testing coordinator. Raters are not authorized to rate students for TELPAS until they have completed all required training.

The training courses and calibration activities are grade-cluster specific. The instructional content for K–1 training differs substantially from that of the other grades due to differences in the ways that the domains of reading and writing are assessed.

Be sure you know your assigned grade cluster before starting your online training:

- Grades K–1
- Grade 2
- Grades 3–5
- Grades 6–8
- Grades 9–12

If you will rate students from more than one grade cluster, consult the campus coordinator for instructions. Centralized raters will need to be notified as to which online training they should complete.

Online Basic Training Course

Complete the online basic training course in a setting that is free from distractions. This course is divided into modules so that it can be completed in more than one sitting, if necessary. The rating practice activities are required to be completed independently. Your independent practice during the course will enable you to monitor your ability to assess students consistent with the PLD rating rubrics. There is no required number of students to rate correctly because the activities are for practice. If you rate students incorrectly, read the rating annotations (explanations of the correct ratings) and review the PLDs carefully.

A certificate of completion for the K–1 and 2–12 online basic training courses will be issued within the TELPAS Online Training Center upon completion of the modules and practice activities. You may not proceed to calibration until you have completed the online basic training course and have been assigned to a monitored calibration session by your campus.

Online Calibration

Online calibration must be completed by both new and returning raters in a monitored setting. There are two calibration sets for each grade cluster. For K–1, each set contains 10 students to be rated. Each language domain is represented in each set. You must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration. For 2–12, each grade cluster set contains 10 writing collections. You must rate at least 70 percent of the collections correctly within a set to demonstrate sufficient calibration. A coordinator will notify you of your training date.

Rater calibration is an essential component of holistic scoring processes in standardized assessment programs. The calibration activities will help you be confident about your ability to rate students consistent with the PLDs. When completing calibration activities, refer to the PLDs as you rate each student. You may wish to review some of the practice activities from the online basic training course before you attend a monitored calibration session.

Do not worry if you do not calibrate on your first set. Individuals vary in the amount of practice they need to learn to evaluate second language acquisition characteristics in a holistic manner. After you complete a set and submit your ratings, you will be able to view your score, the students you rated, and the rating annotations for each student. If you do not calibrate successfully on the first set, you will be notified by a coordinator of how to proceed. The second set must also be completed in a monitored calibration session. You may try each set only once.

If you calibrate successfully on your first or second set, your training is complete. If you do not calibrate by the end of your second set, you may be authorized to serve as a rater at the discretion of your district; however, districts are required to provide rating support so that your assigned students are assessed consistent with the PLDs.

After you have successfully calibrated, go to the *Scoring Summary* tab of the TELPAS Online Training Center to access a certificate of successful completion of the calibration portion of your training. Print a copy and turn it in to your session proctor or other designated personnel. You must turn in all notes (this includes copies of PLDs, scratch paper, and any other materials with notes) to the proctor of the monitored session after completing calibration activities.

If you have questions about your training requirements, contact your campus coordinator.

It is a violation of state assessment procedures to record, discuss, or share answers to the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the "Test Security and Confidentiality" section at the front of this manual.

Prior to creating a TELPAS Online Training Center account, raters are required to read an online statement and affirm that they will complete the rating activities independently. While collaboration is encouraged during the TELPAS assessment window, it is imperative that rater calibration is done individually to ensure that raters are able to apply the PLDs accurately and consistently.

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities.

Prepare for and Complete Assessments

Assemble and verify grades 2–12 student writing collections.

Ratings of writing collections for students enrolled in grades 2–12 are based on the writing samples in the collections. Additional classroom observations are not used. It is important for the writing in collections to portray the overall English language proficiency of the students. If using the option of centralized raters, districts will need to develop their own process, whether paper based or electronic, to gather the writing collections. Regardless of which options districts use to rate student writing collections, all writing collections must be assembled and verified in accordance with the following instructions.

An online training course on writing collection assembly and verification is available on the TELPAS Online Training Center website. This course may be used to supplement the training districts provide on assembling and verifying writing collections.

Assembling Grades 2–12 Writing Collections

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

- Each writing collection must contain at least five writing samples and must include at least one writing sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies.
- Writing assigned on or after February 8, 2021, may be considered for the writing collections. Writing assigned before February 8, 2021, is not eligible for inclusion.
- Writing samples may continue to be gathered throughout the assessment window until the designated date established by the campus coordinator.
- All writing should reflect a student's current proficiency level. For a student near the border between two levels, the rater should consider using writing assigned toward the latter part of the collection window. The more recent the writing samples are, the more accurately the collection will reflect the student's proficiency level at the time of the ratings.

- All writing assignments must include the student's name and date. Additional information may be included if there are multiple students with the same first and last name at the campus.
- The cover sheet and verification checklist located in Appendix C must be completed and attached to each student's writing collection.
- Photocopies or scanned copies of classroom writing assignments may be included in the writing collections as long as all copied pages are clear and legible.
- Writing samples may be typed and collected in electronic or printed form provided that spell check and grammar check are disabled for students not eligible for this designated support.
- District coordinators are required to submit a testing irregularity incident report to the TEA if student writing ratings submitted to the TEA are based on incorrectly assembled writing collections.

Information regarding the types of writing samples to include in the collections is provided on the following pages. Note that neither the types of writing nor the examples shown are intended to be exhaustive. **Select writing samples taken from authentic classroom activities that are grounded in content area TEKS and ELPS.**

In assembling a collection, choose writing samples that reflect the student's proficiency level, and avoid samples that interfere with the ability to rate the student effectively. Some of the examples provided are too linguistically complex for students at lower proficiency levels to address. Other examples may be appropriate for students at lower levels of proficiency but may not be challenging enough for students at higher proficiency levels. For example, an early intermediate writer whose collection contains mainly abstract or academically complex writing assignments may appear to be at a beginning level because the student is not given enough opportunity to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high writer whose collection contains too many assignments that elicit undetailed responses or social language may appear to be at a lower proficiency level because the assignments do not call for the ability to use academically complex, abstract English to give precise and detailed explanations.

The following examples are not suitable for all grade levels or proficiency levels. Base the writing assignments on the content area TEKS and linguistically accommodated instruction required by the ELPS.

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

- writing about yourself, your family, your best friend, your school, etc.
- describing what you see in this picture, photo, piece of art, etc.
- comparing yourself to a friend or relative by describing how you are alike and how you are different
- comparing two friends, two pictures, or two places you've lived, etc.

Encourage students to include biographical information, physical traits, and personality traits. The writing collection should include a copy of any pictures used.

Type 2 Examples: Writing about a familiar process

- a daily routine (getting ready for school, what you do after school or on weekends)
- how to prepare a familiar food or recipe (sandwich, taco, fruit drink)
- how to play a familiar game or sport

Type 3 Examples: Writing that elicits the use of past tense

- stories based on something shown in a picture or pictures
- narratives about something that happened or that you did that was disappointing, unforgettable, surprising, funny, unfair, etc.
- original stories composed in creative writing activities
- narratives about what you did this morning, yesterday, last weekend
- explanation of a mathematical concept, scientific process, or historical figure you have learned about

Students should be encouraged to write in as much detail as they can. The more vivid and detailed students' writing is, the more useful the samples will be in evaluating their vocabulary development, ability to narrate and describe using the past tense, and grasp of basic versus complex language structures. **Remember that one writing sample that elicits the use of past tense is required in each collection.**

Type 4 Examples: Personal narratives and reflective pieces

- a time when you learned a lesson, resolved a problem with someone, etc.
- what true friendship is, importance of believing in yourself, setting goals, etc.
- what you like, don't like, or want changed about certain school rules
- a person you admire, a person who has influenced your life, etc.
- how first impressions of people can change
- what it was like to move to the United States, learn a new language, etc.
- what you thought about the United States or Texas before you moved here compared to what you think now

Type 5 Examples: Expository and other extended writing on a topic from language arts

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

- writing reflective pieces linked to stories, literature, poems, and drama read in class (for example, comparing events in a text with personal experiences; relating a character's conflict in a text to a personal experience, experience of a friend, or experience of a relative, etc.)
- describing and analyzing a change that a character undergoes
- comparing story variants (for example, a movie and novel based on the same story, etc.)
- writing persuasively to influence an audience to take action on an issue
- writing responses to literary or expository texts and providing text evidence to demonstrate understanding

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

This type of writing should give students the opportunity to write connected paragraphs using the academic and abstract vocabulary and language structures needed for developing academic language proficiency in these subject areas. Academic writing tasks for less proficient students should be appropriately adapted for their level. **Remember that two samples of content area writing are required in each collection. If you use this type of writing sample to fulfill the past tense requirement, two more content area samples are still required.**

- explaining a scientific process you have learned about
- explaining the steps in an experiment or scientific investigation you have done
- writing about something you are learning in your science class
- writing about why lab rules are important
- writing about how to use a certain device or piece of science equipment
- writing about a way you have used mathematics outside of school
- explaining the steps you use in a mathematical process
- writing about something you are learning in your mathematics class
- writing to reflect the thinking you do to solve a problem
- writing about a historical figure, a person's contributions or significance, etc.
- writing an expository piece about an important historical or current event
- writing about something you are learning in your social studies class
- defending a point of view about a governmental policy or controversial issue
- writing a persuasive piece to influence a change in policy or law

Tips for Good Writing Collections

- In all writing assignments, encourage students to take their time and write in as much detail as they can.

- In each collection, include some writing tasks that allow students to show what they **can** do. These tasks should allow them to showcase the English they know and the language they have internalized while writing on topics that are comfortable and familiar.
- Also include some writing tasks that stretch and push students' limits so you can see the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be important when trying to judge whether an advanced student has perhaps reached the advanced high level. A special effort should be made to assign these students extended writing tasks that require them to, for example, use abstract language, analyze, hypothesize, defend a point of view, explain a complex process in detail, use precise and descriptive language, etc.

What Not to Include in a Collection

DO NOT include the following types of papers in the writing collections:

- papers containing language directly copied from a textbook, lesson, or other written source (Students need to write using their own words.)
- papers in which the student relies heavily on a dictionary or thesaurus
  - Writing assignments in which students used a dictionary or thesaurus occasionally as an instructional support to scaffold their writing are acceptable.
- papers that show a teacher's corrections
- papers in which the student relies heavily on word walls, word banks, and student spelling lists
  - Writing assignments in which students used word walls, word banks, and spelling lists occasionally as instructional supports to scaffold their writing are acceptable.
- papers that have been polished through editing by peers, parents, or teachers
  - Students may revise their writing as long as the revisions are their own. It is natural for students to seek occasional assistance and guidance when writing. If a teacher believes that a student received too much assistance on a piece of writing, the writing assignment should not be included in the collection.
- papers in which the student writes primarily in his or her native language
  - Even students at the beginning level should have five writing samples that show their ability to write in English. Samples written primarily in the native language should not be included.
- worksheets or question-answer writing assignments
- papers that are brief, incomplete, or obviously reflect writing that was rushed
  - **Rushed** pieces will not accurately portray the student's English language proficiency level. Students should be given plenty of time to complete the writing assignments.

- **Brief** writing samples should not be included in the collections of students who are capable of extended writing. (It is to be expected that the limited English of beginning and early intermediate students will cause some writing to be brief.)

Verifying the Writing Collection Components

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

The writing collection verifier must complete the verification checklist in Appendix C to ensure that

- each collection contains at least five total writing samples;
- each writing collection includes at least one sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies;
- all writing assignments include the student's name and date;
- no writing samples come from before February 8, 2021;
- no papers showing teacher corrections are included;
- no worksheets or question-answer assignments are included; and
- each collection includes samples written primarily in English.

Note that the teacher is responsible for assembling the writing collections according to all the criteria noted on the Writing Verification Checklist. Collections that do not meet the requirements will be returned to the teacher. Once the collection meets the above requirements, the verifier will initial and sign the verification checklist attached to the writing collection cover sheet and writing collection. This affirms that the writing collection has been assembled correctly.

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

Prepare to rate students.

Prior to rating students, raters may review the appropriate portions of the *TELPAS and TELPAS Alternate Educator Guide*. The guide includes foundational information about TELPAS, TELPAS Alternate, the ELPS, the PLDs, and second language acquisition. The four language domains and the four proficiency levels are defined and described in detail. Much of the information in the guide comes from the basic online training course and reinforces key points to keep in mind as you prepare to holistically rate the English language proficiency of your students for the statewide TELPAS administration.

Collaboration with Others

As you prepare to determine the proficiency ratings of students, keep in mind the value of collaboration with other teachers and school personnel. Collaboration will help you ensure rating accuracy and is particularly important when a student has different content area teachers or is near the border between two proficiency levels.

Districts, including districts implementing centralized raters, are required to implement processes to ensure the validity and reliability of TELPAS ratings. Some of these processes may require you to collaborate with other raters or content area teachers. Your campus coordinator or the district coordinator will have additional information about these types of procedures.

While collaboration with others is important, remember that you are the official rater and are ultimately responsible for the ratings you assign.

Final Preparations

In the weeks prior to assigning ELs' English language proficiency ratings, teachers and raters should consider the following questions and make any needed adjustments.

- Have the students participated in enough contexts that require them to use everyday English, routine academic English, and cognitively demanding content-based English?
- Have the students been placed in situations in which they need to show the ability to express themselves in English in extended ways, not just through brief answers or short written responses?
- Have students been in enough situations in which they express themselves in their comfort zone as well as when they are pushed to show areas of second language acquisition they still need to develop?

NOTES

Rate students.

When you rate students, you will need

- a copy of the applicable PLDs,
- the TELPAS Student Rating Roster in Appendix B, and
- the student writing collections and writing collection cover sheets in Appendix C (for students in grades 2–12).

Follow the rating procedures outlined in the box on the next page. You will indicate your ratings and rater information on the TELPAS Student Rating Roster. Make sure that the information you record on the roster is accurate and complete. Either you, the campus coordinator, or other designated testing personnel will later enter the ratings and rater information into an online rating entry form in TestNav for each student. The TELPAS Student Rating Roster will be retained by the campus as an official assessment record.

A writing collection becomes secure test material once the writing collection has been assembled and a cover sheet has been attached. Keep student writing collections and student rating rosters, which contain confidential student information, in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

Procedures for Rating Students

- Use the PLDs and other TELPAS holistic rating training materials to rate students. Review the holistic rating process before beginning.
- Always refer to the PLDs when rating students. Do not assume you have the PLDs memorized. Do not factor in other student abilities or characteristics when rating students.
- If you wish, you may make multiple photocopies or electronic copies of the PLDs, put the students' names on them, and use them to make individual notes about the students you are rating. You or your school may keep these working copies for future reference.
- Start with the students whose English language proficiency levels are clearest to you.
- K–1 ratings are based on observations of the student in a variety of social and academic settings over time. The writing ratings of students in grades 2–12 must only be based on their writing collections.
- For each applicable domain, evaluate the current level of English language proficiency exhibited by the student.
- The proficiency rating you designate should represent the level at which the student performs most consistently. This will help you designate the appropriate level if the student is near the border between two proficiency levels.
- Collaborate with other teachers and school personnel whenever it will help you better determine a student's English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student. For grades K–1, rate the student in the order that the domains are listed on the TELPAS Student Rating Roster.
- Compare each student to the PLDs and do not let the proficiency levels of other ELs you teach influence your ratings.
- Except for grades 2–12 writing, you should be able to determine a student's rating by simply reflecting on the PLDs and the student's current ability to understand and use English in social and academic settings. In most cases, it will not be necessary to conduct specially designed language observation tasks.
- Remember that academic language proficiency is not the same as academic achievement. An EL who has academic language proficiency can, with minimal second language acquisition support, understand and use the English students need for effective participation in regular, all-English instructional settings. A student does not have to be a high academic achiever in order to have an advanced high level of English language proficiency.

Create and manage test sessions for holistic rating information, if so directed.

The ratings and related information that you record on the TELPAS Student Rating Roster in Appendix B must be entered into an online rating entry form in TestNav.

Test sessions are electronic groupings of students within the Assessment Management System. After students have been entered into the system and key student information has been verified, they must be assigned to a test session. Students must be placed into a test session before holistic rating information can be entered. Your campus coordinator may assign you the role of online session administrator so that you can create, manage, and prepare test sessions. If you are asked to act as online session administrator, you can find step-by-step instructions for these tasks in the *Assessment Management System User's Guide*.

Campus coordinators may decide to group students into test sessions by rater or by any other grouping they desire (e.g., grade level, homeroom teacher, etc.) in order to transfer the information from the TELPAS Student Rating Rosters into the online system. If you are asked to create test sessions, follow your campus coordinator's instructions for grouping the students. Note that students in grades K–1 cannot be grouped in the same test session as students in grades 2–12 due to differences in the language domains that are holistically rated.

Start and monitor rating test session, if so directed.

Refer to the *Assessment Management System User's Guide* for detailed information about starting and monitoring rating test sessions. Contact your campus coordinator if you have questions about test sessions. For further information, contact the Customer Service Center at 800-627-0225.

Enter rating information online, if so directed.

Using the information you supply on the TELPAS Student Rating Roster, you or other designated testing personnel will be responsible for entering ratings and rater information into TestNav.

You must have TELPAS Student Rating Rosters before entering ratings.

All students must be placed in test sessions before their rating information can be entered. If you are designated to enter rating information into TestNav, refer to the *Assessment Management System User's Guide* for instructions. If you have any questions, contact your campus coordinator for assistance. The TELPAS assessment window for grades K–12 listening, speaking, and writing and grades K–1 reading closes on April 2. Student records for these grades and domains must be verified as complete by 5:00 p.m. (CT), April 2.

> The transcribe assistant user role must be assigned to a user to enter rating information into TestNav.

Marking a Test Complete

If your campus coordinator directs you to mark an online rating entry form as complete, refer to the *Assessment Management System User's Guide* for instructions.

NOTE: The rating information cannot be entered if the online rating entry form is marked complete. If you mistakenly mark an online rating entry form complete, contact your campus coordinator.

Return Materials

Prepare materials for return.

Complete the following tasks before you return TELPAS materials to your campus coordinator:

- Verify that the holistic ratings and rater information you supplied on the TELPAS Student Rating Roster is accurately entered into an online rating entry form in TestNav, if so directed.
- Review the accuracy of any other student data you have been asked to verify.
- Make sure that you have completed, signed, and dated the TELPAS Student Rating Roster. If completing the rating roster electronically, digital signatures (signatures ensuring authentication) meet FERPA requirements and are allowable.
- **Grades 2–12:** Make sure that you have completed the writing collection cover sheets and attached them to students' writing collections. If rating writing collections electronically, digital signatures and initials (signatures and initials ensuring authentication) meet FERPA requirements and are allowable.

Return the following TELPAS materials to the campus coordinator:

- TELPAS Student Rating Roster
- student writing collections
- any other testing resources as instructed

Your oath will be kept on file for at least five years, and the student rating roster will be kept on file for one year. The student writing collections will be kept in the students' permanent record files for two years from the time of rating.

Appendix A

Proficiency Level Descriptors

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Listening

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.	**Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.**	**Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.**	**Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.**
These students: • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures) • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELs • may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	**These students:** • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary) • often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELs • have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	**These students:** • usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding • understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELs • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear	**These students:** • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Speaking

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.	**Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.**	**Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.**	**Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.**
These students: • mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate • speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts • lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material • exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material • typically use pronunciation that significantly inhibits communication	**These students:** • are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning • speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail • exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense • exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English • use pronunciation that can usually be understood by people accustomed to interacting with ELs	**These students:** • are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning • discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics • have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features • make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions • may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs	**These students:** • are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses • communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers • can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers • make few second language acquisition errors that interfere with overall communication • may mispronounce words, but rarely use pronunciation that interferes with overall communication

ELPS-TELPAS Proficiency Level Descriptors
Grades K–1 Reading

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) have little or no ability to use the English language to build foundational reading skills.	**Intermediate ELs have a limited ability to use the English language to build foundational reading skills.**	**Advanced ELs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.**	**Advanced high ELs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.**
These students: • derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are – read in short "chunks" – controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced – accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech • begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos) • have difficulty decoding most grade-appropriate English text because they * – understand the meaning of very few words in English – struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English	**These students:** • demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include – predictable story lines – highly familiar topics – primarily high-frequency, concrete vocabulary – short, simple sentences – visual and linguistic supports • regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos) • have difficulty decoding grade-appropriate English text because they * – understand the meaning of only those English words they hear frequently – struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English	**These students:** • demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning • recognize some basic English vocabulary and high-frequency words in isolated print • with second language acquisition support, are able to decode most grade-appropriate English text because they * – understand the meaning of most grade-appropriate English words – have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English	**These students:** • demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English • with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers • with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *

* **The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have "cracked the code" necessary for learning to read).**

ELPS-TELPAS Proficiency Level Descriptors
Grades K–1 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) have little or no ability to use the English language to build foundational writing skills.	**Intermediate ELs have a limited ability to use the English language to build foundational writing skills.**	**Advanced ELs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.**	**Advanced high ELs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.**
These students: • are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.) • know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language • cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized * • may demonstrate little or no awareness of English print conventions	**These students:** • know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English • can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English • express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class * • frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *	**These students:** • use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing • can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language • although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner * • occasionally exhibit second language acquisition errors when writing in English *	**These students:** • use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing • can participate meaningfully in most grade-appropriate shared writing activities using the English language • although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *

* **These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.**

ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	**Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.**	**Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.**	**Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.**
These students: • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English **Typical writing features at this level:** • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs	**These students:** • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English **Typical writing features at this level:** • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs	**These students:** • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar **Typical writing features at this level:** • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs	**These students:** • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English **Typical writing features at this level:** • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

Appendix B

TELPAS Student Rating Roster

TELPAS Student Rating Roster
Spring 2021

Use the table below to list each student you rate, the student's grade level, the student's ratings, and the specified rater information. For each domain assessed, indicate the student's English language proficiency rating: B=beginning, I=intermediate, A=advanced, and H=advanced high. The listening and speaking ratings of a student in grades 2–12 will need to be included only if there was a TEA approval for a special administration for listening and speaking. If, in consultation with your campus coordinator, it is determined that a student is unable to be rated in a domain, mark "E" (Extenuating Circumstances) or "X" (ARD Decision) in accordance with the instructions in the *Assessment Management System User's Guide*. Sign and date the roster and return it to the campus coordinator.

Student Name	Grade Level	Rating				Rater Information	
		Listening	Speaking	Writing	Reading (K–1 only)	A (1–9)	B (1–3)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

TELPAS Rater of Above Students

Printed Name _____

Signature _____

Date _____

Additional Rater (if applicable)*

Printed Name _____

Signature _____

Date _____

Campus Principal

Printed Name _____

Signature _____

Date _____

Campus Name _____

Rater Information

A. What is the relationship of the rater to the student?
   1 Bilingual Education Teacher
   2 ESL Teacher
   3 Elementary General Education Teacher
   4 Middle or High School General Education Teacher of Foundation (Core) Subject(s)
   5 Special Education Teacher
   6 Gifted and Talented Teacher
   7 Teacher of Enrichment Subject(s)
   8 Centralized Rater
   9 No Domains Rated (E or X in every domain)

B. Did the rater collaborate with others familiar with the student's progress in learning English?
   1 Yes
   2 No
   3 No Domains Rated (E or X in every domain)

NOTE: If your rater information is the same for each student you rate, you may fill in the information in the first row and draw an arrow downward through the rest of the rows.

* Your district may require second or additional ratings as part of a rating verification process. This roster, the TELPAS writing collection cover sheet, and the online submission should reflect final student ratings.

Appendix C

Writing Collection Cover Sheet/ Writing Collection Verification Checklist

Texas English Language Proficiency Assessment System (TELPAS)

WRITING COLLECTION COVER SHEET

SPRING 2021

Student Name_____

Campus Name _____

Enrolled Grade Level_____

Number of Writing Samples _____

Printed Name of TELPAS Rater _____

Signature of TELPAS Rater _____

Printed Name of Additional Rater _____

Signature of Additional Rater _____
(if applicable)

Writing Rating _____

TELPAS
Texas English Language Proficiency Assessment System

The writing collection should be kept in the student's permanent record file for two years from the time of rating.

WRITING COLLECTION VERIFICATION CHECKLIST
SPRING 2021

This checklist can be used by both the teacher assembling the writing collection and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the "Teacher" column indicate checks that the teacher is responsible for during the assembly of the collection. The boxes in the "Verifier" column indicate tasks that the verifier must complete.

Please initial each box.

	Teacher	Verifier
1. At least five writing samples are included	☐	☐
2. At least one writing sample designed to elicit past tense is included	☐	☐
3. At least two academic writing samples from mathematics, science, or social studies are included	☐	☐
4. No writing samples show evidence of borrowed/copied language or heavy use of reference materials	☐	N/A
5. No writing samples have been polished through editing by parents, peers, or teachers	☐	N/A
6. No worksheets or question-answer assignments are included	☐	☐
7. No writing samples are written primarily in a language other than English	☐	☐
8. No writing samples show brief, rushed, or incomplete writing	☐	N/A
9. No writing sample date is missing or is prior to February 8, 2021	☐	☐
10. No writing sample is missing the student's name	☐	☐
11. No writing sample shows teacher corrections	☐	☐

The teacher and verifier signatures are required below once the writing collection meets all assembly criteria.

_____ _____/_____/_____
Printed Name of Teacher Date

_____
Signature of Teacher

_____ _____/_____/_____
Printed Name of Verifier Date

_____
Signature of Verifier

TEXAS ASSESSMENT

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