

Rater Manual

Grades K-12



TELPAS
2021-2022

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Contact Information and Resources

Contact Information	
For questions about	Contact
TELPAS testing policies	Texas Education Agency/s Student Assessment Division Telephone: 512-463-9536 Help Desk
accessing online resources, online test administration procedures, online training, or help with technical concerns or issues	Texas Testing Support Telephone: 833-601-8821 TexasTestingSupport@cambiumassessment.com Live Chat: Go to https://www.texasassessment.gov/contact.html 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	https://tx.tms.pearson.com/Account/TxLogin
TELPAS online test training and administration materials	https://www.texasassessment.gov/telpas.html
TELPAS online practice tests and practice sets	http://www.texasassessment.gov/families.html
online testing (training, administration materials, and technology assistance)	https://www.texasassessment.gov/testing-personnel.html
testing calendars	http://tea.texas.gov/student.assessment/calendars/

Resource Materials	
Resources online include	Located at
<i>District and Campus Coordinator Resources</i>	www.txetests.com/dccr/
Accommodation Resources	www.tea.texas.gov/student.assessment/accommodations/
Language Proficiency Assessment Committee (LPAC) Resources	www.tea.texas.gov/student.assessment/ell/lpac/
<i>Test Information Distribution Engine (TIDE) User Guide</i>	https://www.texasassessment.gov/resources/system-user-guides/tide-user-guide
<i>Data Entry Interface (DEI) User Guide</i>	https://www.texasassessment.gov/resources/system-user-guides/dei-user-guide
<i>Test Delivery System (TDS) User Guide</i>	https://www.texasassessment.gov/resources/system-user-guides/test-delivery-system-user-guide

Key Dates

2021–2022	
Events	Dates
TELPAS online training opens	January 10
Online training courses for holistically rated assessments	
<ul style="list-style-type: none"> Assembling and Verifying Grades 2–12 Writing Collections course available 	January 10
<ul style="list-style-type: none"> Basic training courses for new grades K–1 and 2–12 raters available 	January 24
Online calibration window opens	February 7
Earliest eligibility date for TELPAS writing samples	February 7
Deadline for training test administrators, raters, assemblers, and verifiers on administration procedures	February 18
TELPAS assessment window, grades K–12 listening, speaking, reading, and writing	February 21–April 1
Deadline for districts to opt in for printed report cards	April 1
Districts receive TELPAS printed reports	May 31–June 3

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. Note that when this resource refers to ELs, it applies to students identified as emergent bilingual (EB), per the terminology changes made in the 87th Texas Legislature.

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 according to 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 are submitted through the Test Delivery System (TDS). Ratings from the holistically rated assessments are submitted through the [Data Entry Interface \(DEI\)](#). 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 use of centralized raters is not a requirement. It is solely an option to provide districts 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 2022 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the [TELPAS Test Administrator Manual](#), and the TELPAS information in the [District and Campus Coordinator Resources](#). Assessment procedures must be followed exactly so that all students eligible for testing are assessed in a uniform manner.

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

Scheduling

For the 2021–2022 school year, TEA will offer a six-week test administration window for TELPAS. Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the [Student Assessment Testing Calendar](#). 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 Texas Student Data System (TSDS) ID, name, date of birth, ethnicity/race, number of years in U.S. schools, and special language program type. Instructions for entering and verifying this information in the online system are not included 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 and holistic ratings, rater information, and any designated supports used for testing, and should be entered in the **appropriate** system:

- students' grades 2–12 listening and speaking tests and reading tests are administered and submitted in TDS
- students' holistic proficiency rating for grades 2–12 writing are entered into the Data Entry Interface (DEI)
- holistic ratings for students' grades K–1 listening, speaking, reading and writing tests are entered into DEI
- designated supports for students' grades K–12 tests are entered into the Test Information Distribution Engine (TIDE)
- reasons why a student was unable to be assessed are submitted into TIDE

Instructions for submitting this information are provided in the [DEI User Guide](#), [TIDE User Guide](#), and [TDS User Guide](#).

Eligibility Requirements

All ELs in grades K–12 are required to participate in TELPAS, including students classified as EB in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services. ELs are required to be assessed annually until they meet EB/EL reclassification criteria.

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, 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 tests are available, which may allow the student to participate. Refer to the [Coordinator Resources](#) for more information.
- **ELs with Significant Cognitive Disabilities:** 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 document 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.

General Information About TELPAS Holistically Rated 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 students' English language proficiency level based on ongoing classroom observations and written student work. While the writing ratings for grades K–1 students are 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 in DEI, if you are directed to do so by your campus coordinator.

The campus principal will review the students' ratings. If you are a rater for students enrolled in grades K–1, you will base your ratings on classroom observations or written student work. If you are a rater for students enrolled in grades 2–12, you will base your ratings on assembled student writing collections. Another trained individual will verify the grades 2–12 writing collections 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.

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 assemble writing collection(s) appropriately. If using centralized raters, districts will need to develop their own process to gather the writing collections.

Rater Credentials

A TELPAS rater is an educator designated to be the official rater of an EL’s English language proficiency. The rater credentials are different for grades 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 grades 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 campus coordinators, 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 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.

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. When assessing ELs who receive special education services, raters consider the student's ability to use English to access the general curriculum at their enrolled grade in accordance with the accommodations designated 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.

Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas 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 Texas Assessment Program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the *District and Campus Coordinator Resources* and the test administrator manuals.

Secure Materials

TELPAS is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. This includes

- online assessments,
- online session IDs,
- TELPAS holistic ratings, and
- TELPAS calibration activities.

In addition, district coordinators should verify that procedures are in place to collect and promptly destroy any online test tickets and any reference materials, scratch paper, graph paper, or recordings used during the test administration.

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.

Testing Irregularities

This section describes the different types of irregularities that can occur before, during, and after testing. Testing incidents are categorized as serious violations or procedural irregularities. The 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 reported and 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;
- discussing or disclosing secure test content or student responses;
- duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals; or
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment.

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 district testing 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 testing irregularities are less severe, more common, and typically the result of minor deviations in testing procedures. Routine training is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

Accommodation Errors

Accommodation errors typically involve providing appropriate accommodations or designated supports to ineligible students or not providing appropriate accommodations or designated supports to eligible students. 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.

Accounting Errors

Improperly accounting for secure materials typically involves late, lost, or missing materials; failure to maintain the security of the materials; or improperly accounting for students' tests, responses, and results. A majority of the situations that involve the loss or late return of secure materials results 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).

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 an online incident report form of whether the secure materials were accessed, and confidentiality was breached.

Examples:

- Testing personnel lost or misplaced test booklet(s), answer document(s), or other secure test materials.
- Secure test materials were left unattended or secure online assessments were left open and visible.
- Secure test materials were destroyed.
- A student's responses, holistic ratings, or observable behaviors were submitted incorrectly (e.g., wrong subject or domain or wrong student).
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- Students' test results or test performance were improperly shared (i.e., a violation of the Family Educational Rights and Privacy Act [FERPA] of 1974).

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 tested or has been tested incorrectly. District coordinators should contact the 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).
- An eligible student was not administered a test (e.g., English learner (EL) whose parents had waived district English as a Second Language (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 or campus failed to submit STAAR Alternate 2 student responses, TELPAS holistic ratings, or TELPAS Alternate observable behaviors inventory.
- The district failed to properly account for all eligible testers.

Training Errors

Training errors involve mistakes in training, calibration, or security oaths.

Examples:

- 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 of Test Security and Confidentiality](#).
- Raters for TELPAS did not follow proper training or calibration procedures.

Penalties for Violating Security and Confidentiality of Assessments

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 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

- 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.
- 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 TEC, [§39.003\(d\)](#), or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC, [§39A](#).

Specifically, Texas Administrative Code [§249.17\(g\)](#) indicates that an educator who is found guilty of intentionally manipulating the results or violating the security or confidential integrity of a state assessment may not receive a sanction of less than a one-year suspension.

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 [Key Dates](#) and other dates given to you by your campus coordinator. Detailed instructions for required tasks are in the following section of this manual. In addition, your campus coordinator may provide instructions for some tasks. 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, if required.
- 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 at least once 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 at least once 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, either a campus coordinator or district coordinator 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 the [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 [Learning Management System \(LMS\)](#). 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 in [DEI](#), you are required to attend the training session on TELPAS administration procedures for the holistically rated components at least once.

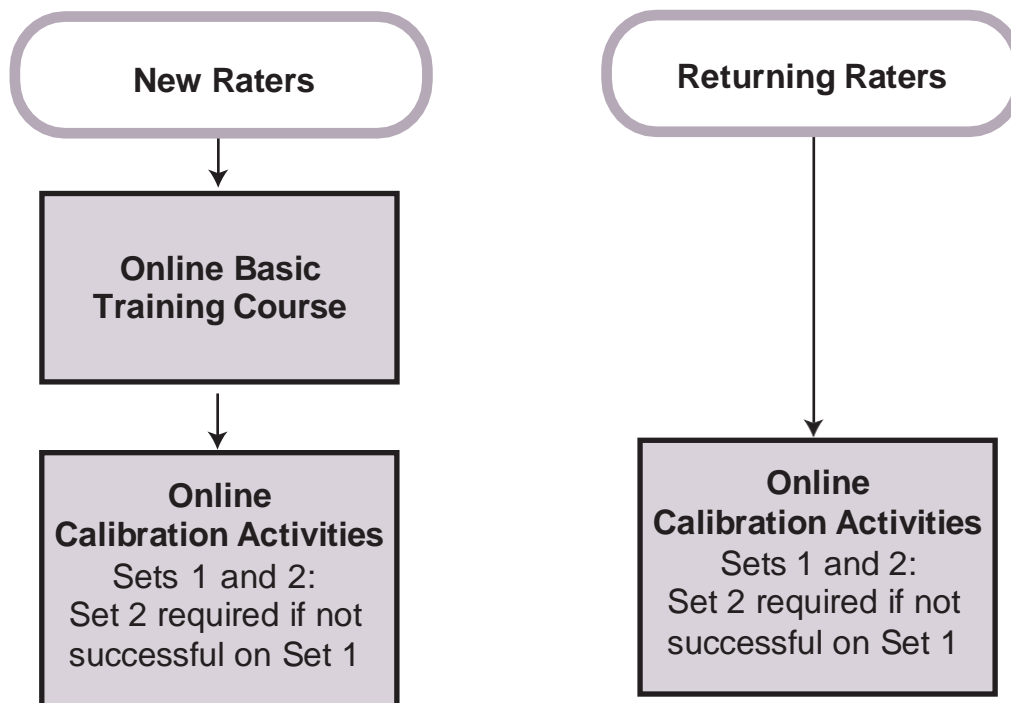
Complete Holistic Rating Training Requirements

Raters are required to complete holistic rating training at least once 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 in 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 the online calibration activities only. Raters will need to have a copy of the applicable PLDs to complete their training and calibration activities. The two training components are as follows.

- **Online Basic Training Course (Required for New Raters)**

There are two basic training courses, one for raters of students in grades K–1 and one for raters of students in grades 2–12. The grades K–1 course covers the four language domains of listening, speaking, reading, and writing. The grades 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 grades K–1 and 2–3 hours for grades 2–12.

- **Online Calibration (Required for New and Returning Raters)**

The online calibration activities consist of two sets of students to be rated. For grades K–1, each set includes all four language domains—listening, speaking, reading, and writing. For grades 2–12, each set includes only the writing domain. Raters complete only as many sets as it takes to calibrate. The approximate completion time per set is 1–2 hours.

District coordinators will provide the appropriate passcode to campus coordinators or monitored calibration proctors. Raters should be provided passcodes at the monitored calibration session. Raters must only access calibration sets during the monitored calibration session.

Returning raters may review the online basic training course before their online calibration activities, if they so choose. Campus coordinators may, at their discretion, require returning raters to complete the online basic training course before online calibration. Campus coordinators using centralized raters for grades 2–12 writing collections may require additional training at their discretion. If you have any questions about your training requirements, consult your campus coordinator or district coordinator, as applicable.

The [LMS](#) contains the online training courses and calibration activities. Appropriate training courses, practice, and calibration sets are available on the *Rater* tab.

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 grades K–1 training differs substantially from that of the other grades due to differences in how 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 about 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 grades K–1 and 2–12 online basic training courses will be available on the *Completed Trainings* screen within the LMS 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 coordinator.

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 grades 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 grades 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 the date of your monitored calibration session.

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 holistically. 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 successfully 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 *Completed Trainings* screen within the LMS 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 (including copies of PLDs, scratch paper, and any other materials with notes) to the proctor at the end of each monitored calibration session.

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 from the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the "Test Security and Confidentiality" section of this manual.

After entering the passcode for a calibration set, 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 the collections to portray students' overall English language proficiency. 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 in the LMS. 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 samples assigned on or after February 7, 2022, may be considered for the writing collections. Writing samples assigned before February 7, 2022, are 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 collections should reflect the student's current proficiency level. For a student near the border between two levels, the rater should consider using writing samples 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 multiple students have the same first and last name at the campus.
- The cover sheet and verification checklist 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 form to TEA if student writing ratings submitted 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 from authentic classroom activities that are grounded in content-area TEKS and ELPS instruction.**

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 proficiency levels 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 was not given enough opportunities to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high proficiency 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 have 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, or 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, the importance of believing in yourself, setting goals, etc.
- what you like, do not 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, friend’s experience, or relative’s experience, 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 conducted
- writing about something you are learning in your science class
- writing about why lab rules are important
- writing about how to use a particular 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 about topics that are comfortable and familiar.
- Also include some writing tasks that stretch and push students' limits and demonstrate the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be important when determining 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, or use precise and descriptive language.

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. However, 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 samples to be brief.)

Verifying the Writing Collection Components

The campus coordinator, in conjunction with the district coordinator and principal, will designate one or more persons on the campus to verify the contents of the writing collections. TELPAS raters and paraprofessionals are **NOT** permitted to perform this function. 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 7, 2022;
- 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.

Campus coordinators, in cooperation with the district coordinator, will establish a process and timeline for reviewing 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 should 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. It 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 students' proficiency ratings, 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 and when they are pushed to show areas of second language acquisition they still need to develop?

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 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 enter the ratings and rater information in DEI for each student later. 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.
- Grades 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 be based on only 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 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 understand and use the English students need for effective participation in regular, all-English instructional settings with minimal second language acquisition support. A student does not have to be a high academic achiever to have an advanced high level of English language proficiency.

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 in DEI.

You must have TELPAS Student Rating Rosters before entering ratings.

If you are designated to enter rating information in DEI, refer to the [DEI User Guide](#) for instructions. If you have any questions, contact your campus coordinator for assistance. The TELPAS assessment window for grades K–12 listening, speaking, reading, and writing closes on April 1. Student records for these grades and domains must be entered and verified as complete by 5 p.m. (CT), April 1.

One of the following user roles must be assigned to a user to enter rating information in DEI:

- District Testing Coordinator
- District Testing Assistant
- Campus Testing Coordinator
- Online Test Administrator
- Principal
- Student Data Assistant
- Teacher

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 in DEI, 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 test security oath will be kept on file for at least five years, and the student rating roster 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
<p>Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.</p>	<p>Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p>	<p>Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p>	<p>Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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
<p>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</p>	<p>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p>	<p>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p>	<p>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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
<p>Beginning English learners (ELs) have little or no ability to use the English language to build foundational reading skills.</p>	<p>Intermediate ELs have a limited ability to use the English language to build foundational reading skills.</p>	<p>Advanced ELs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.</p>	<p>Advanced high ELs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</p>
<p>These students:</p> <ul style="list-style-type: none"> • derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are <ul style="list-style-type: none"> – 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 * <ul style="list-style-type: none"> – 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 	<p>These students:</p> <ul style="list-style-type: none"> • demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include <ul style="list-style-type: none"> – 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 * <ul style="list-style-type: none"> – 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 * <ul style="list-style-type: none"> – 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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
<p>Beginning English learners (ELs) have little or no ability to use the English language to build foundational writing skills.</p>	<p>Intermediate ELs have a limited ability to use the English language to build foundational writing skills.</p>	<p>Advanced ELs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</p>	<p>Advanced high ELs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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) * 	<p>These students:</p> <ul style="list-style-type: none"> • 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 * 	<p>These students:</p> <ul style="list-style-type: none"> • 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
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p>	<p>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p>	<p>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.</p>	<p>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.</p>
<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 	<p>These students:</p> <ul style="list-style-type: none"> • 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 <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • 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 2022

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 *Test Information Distribution Engine (TIDE) User 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 (2–12 writing only)
- 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 2022



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 _____



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 2022

This checklist is to 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.

	<u>Teacher</u>	<u>Verifier</u>
1. At least five writing samples are included	<input type="checkbox"/>	<input type="checkbox"/>
2. At least one writing sample designed to elicit past tense is included	<input type="checkbox"/>	<input type="checkbox"/>
3. At least two academic writing samples from mathematics, science, or social studies are included	<input type="checkbox"/>	<input type="checkbox"/>
4. No writing samples show evidence of borrowed/copied language or heavy use of reference materials	<input type="checkbox"/>	N/A
5. No writing samples have been polished through editing by parents, peers, or teachers.	<input type="checkbox"/>	N/A
6. No worksheets or question-answer assignments are included	<input type="checkbox"/>	<input type="checkbox"/>
7. No writing samples are written primarily in a language other than English.	<input type="checkbox"/>	<input type="checkbox"/>
8. No writing samples show brief, rushed, or incomplete writing	<input type="checkbox"/>	N/A
9. No writing sample date is missing or is prior to February 7, 2022.	<input type="checkbox"/>	<input type="checkbox"/>
10. No writing sample is missing the student’s name	<input type="checkbox"/>	<input type="checkbox"/>
11. No writing sample shows teacher corrections.	<input type="checkbox"/>	<input type="checkbox"/>

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	

TE★AS ASSESSMENT