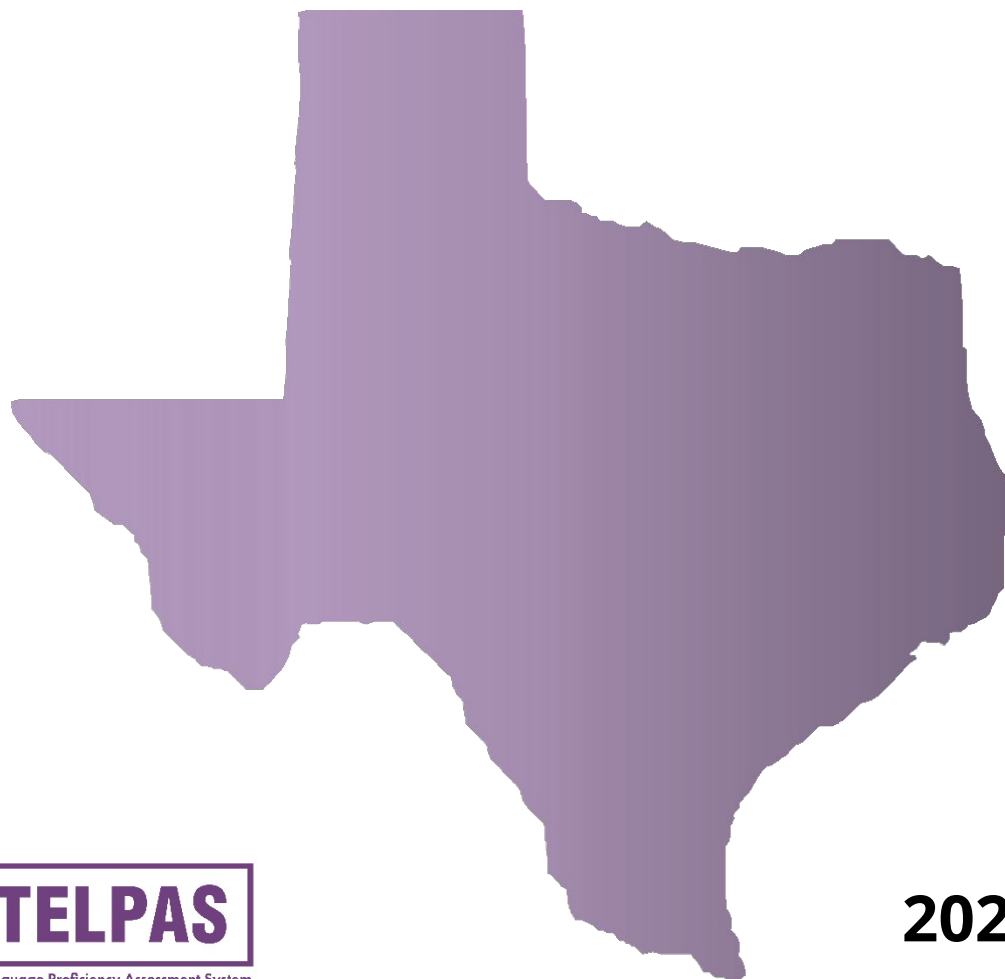


# TELPAS

Grades 2–12  
Paper and Holistic

## Test Administration Information



**2024–2025**

Information about the Texas Assessment Program can be found on the [Student Assessment](#) website.

### [Texas Educator Committees](#)

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.



# Table of Contents

- Resources..... 4**
- General Information..... 5**
- Before Testing ..... 6**
  - Paper Administrations .....6
  - Holistic Administrations .....9
- During Testing ..... 11**
  - Manage Materials for TELPAS Reading .....11
  - Test Administration Directions for TELPAS Reading .....12
  - Rate Students .....14
- After Testing ..... 22**
  - Student Response Modes .....22
  - Submit Responses in DEI .....22
  - Enter Student Information in TIDE.....24
  - Return Materials .....24

# Resources

- [Texas Assessment Program](#)
- [District and Campus Coordinator Resources](#)
  - [Test Information Distribution Engine \(TIDE\) User Guide](#)
  - [Data Entry Interface \(DEI\) User Guide](#)
- [TELPAS Resources](#)

# General Information

This document contains information about how to provide a special administration for the versions of the Texas English Language Proficiency Assessment System (TELPAS) grades 2–12 assessments listed in the table below and is intended to be used in conjunction with the [District and Campus Coordinator Resources](#), the [TELPAS Test Administrator Manual](#), and the [TELPAS Rater Manual](#).

| Reading   | Writing  | Listening  | Speaking   |
|---|--|--|--|
| <ul style="list-style-type: none"><li>• Regular Print</li><li>• Large Print</li><li>• Braille (contracted and uncontracted)</li></ul> | <ul style="list-style-type: none"><li>• Holistic</li></ul> | <ul style="list-style-type: none"><li>• Holistic</li></ul> | <ul style="list-style-type: none"><li>• Holistic</li></ul> |

Training on test security and administration procedures should be provided annually to ensure a standardized test administration and the best testing experience for Texas students. Annual training is especially important for understanding and implementing new or updated policies and procedures. In addition, testing personnel who administer large-print or braille versions of TELPAS reading must receive specific training and special instructions for administering these versions. For TELPAS listening, speaking, and writing, educators must be trained in using the proficiency level descriptors (PLDs) to rate students' English language proficiency level based on ongoing classroom observations and written student work. Coordinators should ensure that testing personnel have the information they need in time to ask questions and prepare for the test administration.

Prior to administering the assessment, all testing personnel must have reviewed and have access to the *TELPAS Test Administrator Manual* for reading or the *TELPAS Rater Manual* for listening, speaking, and writing.

Any emergent bilingual (EB) student who is administered a TELPAS reading assessment on paper must have his or her responses submitted in the Data Entry Interface (DEI). Any student who is administered a TELPAS listening, speaking, or writing assessment holistically must have his or her ratings entered in the Test Information Distribution Engine (TIDE) using the *Holistic Ratings Upload* template. All DEI submissions and TIDE holistic ratings uploads must be submitted and processed by 11:59 p.m. (CT) on March 28, 2025.

# Before Testing

## Paper Administrations

A district's initial shipment will include printed copies of the *TELPAS Test Administrator Manual* and printed test materials for each student in grades 2–12 who is eligible and registered for a special paper administration of a TELPAS reading assessment. It is important that test materials be distributed to test administrators in time for them to prepare for testing, especially if accommodations are needed.

### Test Materials for Regular Print

- TELPAS Reading Regular-Print Test Booklet: One grade-specific regular-print test booklet is provided for each student who is eligible and registered for this format.

### Test Materials for Large Print

- TELPAS Reading Large-Print Test Booklet: One grade-specific large-print test booklet is provided for each student who is eligible and registered for this format. The large-print test booklets are spiral bound, with dimensions of 11 inches by 17 inches and text at a point size of 18+.

### Test Materials for Braille

- TELPAS Reading Braille Test Booklet: One grade-specific braille test booklet is provided for each student who is eligible and registered for this format. Braille tests are provided in Unified English Braille (UEB), either contracted or uncontracted based on the braille test order. The braille test booklets have single-sided pages with single spacing of braille lines.
- TELPAS Reading Regular-Print Test Booklet: A corresponding regular-print test booklet is provided for the test administrator's use in cases such as when an enlarged photocopy is needed for a large-print administration.
- *TELPAS Braille Secure Test Instructions*: One grade-specific set of braille secure test instructions is provided to help a test administrator understand and meet the needs of a student taking a braille assessment.

Students with a visual impairment may need to test in a separate setting in cases where their methods of response might distract other students. In addition, any student who responds verbally must receive an individual administration, which is an accessibility feature. Refer to Individual Test Administration on the [Accessibility Features](#) page of the *Coordinator Resources* for more information.

## Photocopying for Large-Print and Braille Assessments

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet. In this situation, a regular-print test booklet could be photocopied. Alternatively, a large-print booklet could be ordered separately during the additional order window. The contents of the secure braille and regular-print test booklets may be previewed by the test administrator during the district-determined preview window, which may be scheduled during the testing week on any school day before the assessment.

For a student with a visual impairment who requires printed materials in a size larger than the state-supplied large-print materials (11 inches by 17 inches, 18+ point size), district or campus testing personnel may photocopy secure test materials without submitting an Accommodation Request Form to the Texas Education Agency (TEA).

There is no need to indicate in TIDE that this photocopying procedure was used; however, the following guidelines must be adhered to:

- District testing personnel must maintain test security and confidentiality when photocopying test materials. All standard test security policies and procedures must be followed.
- Photocopying must be done within the district by a trained test administrator who has signed a test security oath. Information about this requirement and about test security oaths is available in the [Test Security](#) section of the *Coordinator Resources*.
- Photocopying an assessment for a large-print administration must be done on the day the assessment is administered. Photocopying prior to the day an assessment is administered is **NOT** allowed.
- The test booklet may not be taken apart for photocopying.
- The memory on the copier must be cleared after photocopying secure test booklets.
- All photocopies must be returned with the secure shipment.

## Braille Administration

District or campus testing personnel should prepare any allowable materials necessary to make TELPAS reading assessments accessible to students with visual impairments who otherwise cannot access the test content. The contents of a braille version of an assessment may be previewed by the test administrator during the district-determined window, which may be scheduled during the testing week on any school day before the assessment.

Because district and campus personnel are responsible for keeping test materials secure, coordinators should do the following to prepare for previewing the materials:

- Designate a secure location (e.g., campus, room, office) to view test materials.
- Limit access by determining a time for the test administrator to preview materials.

- Designate a location where all test materials for the administration, including any supplemental materials needed for student accessibility, can be securely stored.

## Students Requiring More Time

District testing personnel should schedule TELPAS reading test sessions for three to four hours, as students are expected to complete assessments in about three hours. District testing personnel should begin testing within one hour of the start of the school day. Students must complete the assessment within the same school day unless the student has been approved for an extra day or becomes sick during testing. Any student who needs additional time may continue testing until the end of the regularly scheduled school day, but students may not spend more than seven hours working on the assessment.

Students with visual impairments who take a braille version of TELPAS reading may require considerably more time to complete the assessment than students without visual impairments. The submission of an Accommodation Request Form to TEA is not required for such students to receive an extra day to test; such a determination can be made by the appropriate team at the local level. However, the following guidelines must be adhered to:

- District testing personnel must maintain test security and confidentiality throughout the extended testing period since the student will be taking a secure state assessment at a different time than other testers. All standard test security policies and procedures must be followed.
- Students will be permitted to test only over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.
- On day 2 of testing, the student may not return to any passages or test questions accessed or responses marked on day 1.

Refer to the [Extra Day](#) designated support policy document for additional guidelines.

## TELPAS Braille Secure Test Instructions

The *TELPAS Braille Secure Test Instructions* supplements the *TELPAS Test Administrator Manual* and is designed to help a test administrator understand and meet the needs of a student taking a braille assessment. The *TELPAS Braille Secure Test Instructions* is included in the braille materials. Unless otherwise stated in these instructions, the directions contained in the *TELPAS Test Administrator Manual* must be followed. The test administrator should read the *TELPAS Braille Secure Test Instructions* before the day of testing to determine which materials or procedures a student may need.

The *TELPAS Braille Secure Test Instructions* is divided into two sections:

- **Specific Instructions:** This section provides information for the test administrator about how a particular braille assessment differs from the regular-print version, including related administration instructions and information about test questions that have been altered to ensure that the assessment is accessible to a student who reads braille. For example, test questions with a visual element that cannot be rendered in braille will include a description of what is depicted in the regular-print version of the



assessment. Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the *TELPAS Braille Secure Test Instructions* at a student's request. This section also informs test administrators of any manipulatives that a student will need to complete the assessment.

- **Test Administration Directions:** This section includes general and specific information about the braille assessment that should be read to the students (e.g., whether special symbols or standard braille codes are used on the assessment). Any information that is on the Transcriber's Notes page in the braille test booklet is also provided in this section.

## Holistic Administrations

This information should be used in conjunction with the *TELPAS Rater Manual* for holistic administrations of TELPAS listening, speaking, or writing to students in grades 2–12 who meet the eligibility requirements for a special administration.

## Rater Information

A test administrator who has been designated to be a rater is responsible for holistically rating the English language proficiency of his or her assigned students in accordance with the prescribed holistic rating procedures. The designated rater for a student must rate the student in all domains in which he or she is eligible for a special administration; students are not permitted to have different raters for different domains. Raters base listening and speaking ratings on classroom observations and writing ratings on assembled student writing collections, which the rater is required to assemble. Another trained individual will verify the grades 2–12 writing collections to ensure that they contain the appropriate types and number of writing samples.

A rater that has been approved to holistically rate students in grades 2–12 is required to complete holistic rating training. The basic training course and calibration activities for listening and speaking are separate from the training and calibration for writing and are available in the [Learning Management System](#) (LMS). After a rater has completed all of his or her holistic rating training, the rater must complete calibration activities. To access the calibration activities, the rater must attend a monitored calibration session organized by the campus or district.

For calibration in listening and speaking, there are six sample students to rate, three in each domain. To demonstrate sufficient calibration with a passing score, a rater must rate at least four out of the six students correctly. For calibration in writing, each grade cluster set contains 10 writing collections, of which a rater must rate at least seven correctly to demonstrate sufficient calibration. After successfully calibrating, the rater can print a certificate from the rater's *Completed Trainings* report in LMS.

It is a serious testing violation 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 section of the *Coordinator Resources*.

After entering the passcode for a calibration set, raters are required to read a 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 performed individually to ensure that raters can 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.

For more detailed information about holistic rating training, refer to the *TELPAS Rater Manual*. If any questions arise about rater training requirements, contact the campus testing coordinator.

## Prepare to Rate Students

Raters need to have the following resources, available on the [TELPAS Resources](#) webpage, when rating students:

- a copy of the listening, speaking, or writing PLDs, as applicable;
- the TELPAS Student Rating Roster; and
- the TELPAS Writing Collection document.

Raters must follow the rating procedures outlined in the *TELPAS Rater Manual*. Raters indicate the ratings and rater information on the TELPAS Student Rating Roster. Raters must ensure that the information recorded on the roster is accurate and complete.

# During Testing

## Manage Materials for TELPAS Reading

The [Materials Control Form](#) must be used to account for all secure paper materials during the testing window. Secure paper test materials consist of test booklets and secure test instructions, as applicable.

Test administrators initial and log the time that the secure materials are checked out in the TIME OUT box. The test administrator's initials in the Test Administrator Initials box signify that he or she has received the secure materials indicated and that the test administrator has signed a test security oath. A test administrator should not initial this form if the information on the secure materials is incorrect.

All materials must be returned to the campus coordinator at the end of each day and kept in locked, secure storage when not in use. Materials must be checked in and out on a daily basis. A new row must be completed each time secure materials are checked in and out. Missing secure materials must be located before the campus coordinator initials the TIME IN box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district testing coordinator.

On the day of the assessment, test administrators must be provided the materials listed below as appropriate for each student. Test administrators should keep the secure materials in locked storage until immediately before each student's test session.

There should be:

- one secure test booklet for the student;
- one secure test booklet for each test administrator who may need to refer to secure test content (e.g., for braille administrations);
- secure test instructions for braille administrations;
- pencils or pens, crayons, 20/20 pens, markers;
- scratch paper, braille paper, etc.;
- any additional TEA-authorized materials or devices that are approved or allowed, as necessary; and
- other allowable accessibility features or designated supports for students provided on the basis of student need or eligibility. Students who take the braille version of an assessment at any grade level may use slates and styluses, electronic notetakers, word processors, or projection or low-vision devices (such as closed-circuit television [CCTV]).

# Test Administration Directions for TELPAS Reading

## General Information

- Prior to reading the test directions below, test administrators must inform students about their campus's testing consolidation plan by telling them when students who are still testing will be grouped together and students who have completed testing will join a regular or alternate class schedule.
- For students who request assistance, test administrators are allowed to paraphrase, translate, shorten, repeat, or read aloud these directions and the directions that introduce particular test sections or question types as needed to best communicate with those students, as long as the substance of the directions is not changed.
- For students receiving accommodations, the test administrator is permitted to modify the directions when needed.

## Read Aloud Directions

The test administrator **MUST** read aloud **WORD FOR WORD** the **bold** text after the word **“SAY.”** Some directions use brackets within the read-aloud text to indicate where information should be verbally inserted. For example, in the statement **“Does everyone see “[GRADE LEVEL or GRADE RANGE] Reading” on the front of your test booklet?”** the test administrator should verbally fill in the grade level, such as grade 3, as he or she is reading the directions to students. The directions may be repeated as many times as needed. The text in *italics* is information meant for the test administrator and should not be read aloud to students.

**SAY** **Today you will take a reading test. This test is for students who are learning the English language. Students who know a lot of English may find some test questions easy. Students who know just a little English may find some test questions hard. Do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you can understand.**

**This test should take you about three to four hours to complete. Do not spend too much time on any single question. If you are unsure of a response, provide the best response you can. You may go back to review your responses at any time during the test. Are there any questions?**

*Answer any questions before continuing.*

**If you have questions about the instructions, please raise your hand so I may help you. You should stay seated and quiet so that you do not disturb others who are testing. Are there any questions?**

*Answer any questions before continuing. Distribute test booklets to students.*

**SAY** **Look at the front of your test booklet. Does everyone see “[GRADE LEVEL or GRADE RANGE] Reading” on the front of your test booklet?**

*Assist any students who do not have the correct test booklet.*

**SAY** Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

*When all students have written their names on their test booklets, continue.*

**SAY** You may use scratch paper and make notes in your test booklet. When you have completed your test, close your test booklet and raise your hand. I will come to your desk to collect your test booklet and other test materials. If there are no more questions, you may begin.

*Assist students with directions as needed.*

## **Additional Information**

- The test administrator must record the start time for the test session on the seating chart.
- Test administrators are not allowed to answer any questions related to the content of the assessment itself. If a student asks a question that a test administrator is not permitted to answer, the test administrator may respond, for example, **“I can’t answer that for you; just do the best you can.”**
- If a student expresses concern because a question is difficult, the test administrator should encourage him or her to keep working because easier questions will likely follow and explain that he or she may leave answers blank if something is too difficult to understand. Depending on a student’s proficiency level, if a student becomes overly frustrated or anxious, it may not be appropriate to have the student finish the assessment. Student responses should be submitted in DEI for scoring.
- Test administrators should remind students periodically during the assessment to mark their answers carefully and clearly in the test booklet.
- If any issues arise or assistance is needed, the test administrator should contact the campus coordinator.
- For lunch breaks, the test administrator must instruct students to close their test booklets and collect all testing material. For all other breaks, students must be instructed to close their test booklets.
- As students complete the assessment, the test administrator must collect any scratch paper that students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed the assessment, the test administrator should allow the student to leave the testing area according to the campus consolidation plan.

- The test administrator must record the stop time for the test session on the seating chart.

**TEST ADMINISTRATORS SHOULD NOT VIEW, COPY, OR DISCUSS THE TEST CONTENT AT ANY TIME UNLESS SPECIFICALLY GIVEN AUTHORIZATION TO DO SO.**

## Rate Students

Before rating students, consider the following questions:

- 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 in which they are pushed to show areas of second language acquisition they still need to develop?

When rating students:

- Use the PLDs and other TELPAS holistic rating training materials.
- Do not factor in other student abilities or characteristics.
- Start with the students whose English language proficiency levels are clearest.
- Base ratings on observations from a variety of social and academic settings over time.
- Evaluate the current level of English language proficiency exhibited by the student for each applicable domain.
- Ensure that the proficiency rating designated represents the level at which the student performs most consistently.
- Collaborate with other teachers and campus personnel as needed to determine a student's English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student.
- Compare each student to the PLDs, and do not let the proficiency levels of other EB students influence the ratings.
- Determine a student's rating by 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 EB student 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.

Ensure that the information recorded on the rating roster is accurate and complete.

TELPAS Student Rating Rosters become secure test materials once student information has been added. TELPAS Student Rating Rosters that contain confidential student information must be kept in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

For more detailed information about holistic rating training, refer to the *TELPAS Rater Manual*.

## Rate Students for TELPAS Writing

Ratings of writing collections for students enrolled in grades 2–12 are based on the writing samples in the collections. It is important for the writing in the collections to portray students' overall English language proficiency. All writing collections must be assembled and verified in accordance with the following instructions.

An optional training course on writing collection assembly and verification is available in LMS and may be used to supplement the training district testing personnel provide on assembling and verifying writing collections.

### Assembling Writing Collections

Raters 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 student writing samples are collected:

- Each writing collection must contain at least five writing samples, including:
  - at least one writing sample that elicits the use of the past tense, and
  - at least two academic writing samples from mathematics, science, or social studies.
- No writing samples dated prior to February of the current school year are eligible.
- 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 the date. Additional information may be included to distinguish between multiple students at the campus who have the same first and last name.
- The TELPAS Writing Collection document must be completed.
- 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 any type of spelling or grammar assistance is disabled for students not eligible for these accommodations.
- District coordinators are required to submit a testing incident form to TEA if submitted student writing ratings 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. Writing samples should be selected from authentic classroom activities that are grounded in content-area Texas Essential Knowledge and Skills (TEKS) and ELPS instruction.

Since TELPAS writing samples are from authentic classroom activities, the same accommodations routinely used during classroom instruction are acceptable for the writing samples used in a writing collection. This includes the Complex Transcribing designated support. Complex Transcribing for TELPAS writing does not require TEA approval; therefore, district testing personnel do not have to submit an Accommodation Request Form.

The transcriber's role is to record exactly what the student has dictated. Transcribing must not interfere with the student's natural production of English. Transcribers may ask the student to repeat the dictated response to accurately record what the student intended. However, transcribers are not allowed to do the following:

- translate the student's writing samples into English
- give the student opening or closing sentences
- edit or alter the student's language in any way
- write notes on the individual writing samples

If the transcriber uses a word processor to type the student's writing samples as the student dictates, special functions such as grammar assistance must not be used.

The student may dictate responses into a recording device if this is the procedure used routinely in the classroom. After the responses are recorded, the transcriber can transcribe them.

In assembling a collection, writing samples should be chosen that reflect the student's proficiency level; samples that interfere with the ability to rate the student effectively should be avoided. 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. The writing assignments should be based on the content-area TEKS and linguistically accommodated instruction required by the ELPS.

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

- 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

Students should be encouraged 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, their ability to narrate and describe using the past tense, and their grasp of basic versus complex language structures. 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:**

- 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

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

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

- 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

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. Two samples of content-area writing are required in each collection. If this type of writing sample is used to fulfill the past tense requirement, two more content-area samples are still required.

## **Tips for Good Writing Collections**

- In all writing assignments, students should be encouraged to take their time and write in as much detail as they can.
- In each collection, some writing tasks should be included that allow students to show their capabilities. These tasks should allow students to showcase the English they know and the language they have internalized while writing about topics that are comfortable and familiar.
- Some writing tasks should also be included 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 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**

- Papers containing language directly copied from a textbook, lesson, or other written source should not be included in the writing collections. Students need to write using their own words.
- Papers in which the student relies heavily on a dictionary or thesaurus should not be included in the writing collections. 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 should not be included in the writing collections.
- Papers in which the student relies heavily on word walls, word banks, and student spelling lists should not be included in the writing collections. 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, guardians, or teachers should not be included. 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 should not be included. Even students at the beginning level should have five writing samples that show their ability to write in English.
- Worksheets or question-answer writing assignments should not be included in the writing collections.
- Papers that are brief or incomplete or that obviously reflect writing that was rushed should not be included for the following reasons:
  - 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 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. An optional training on assembling and verifying writing collections is available in LMS.

The writing collection verifier must complete the verification checklist 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 the date;
- no writing samples are dated prior to February of the current school year;
- 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 rater is responsible for assembling the writing collections according to the criteria noted on the second page of the TELPAS Writing Collection document. Collections that do not meet the requirements will be returned to the rater. 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.

A writing collection becomes secure test material once the writing collection has been assembled and the completed TELPAS Writing Collection document has been attached. Writing collections, which contain confidential student information, must be kept in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

# After Testing

## Student Response Modes

For special paper administrations of TELPAS reading, students should be instructed to record their responses in their test booklets. However, some students may be eligible for basic or complex transcribing. In these circumstances, the method of response indicated in the student's paperwork should be followed for the test administration. The test administrator transcribing the student's response must do so in accordance with the transcribing guidelines in the appropriate policy documents in the [Accommodations](#) section of the *Coordinator Resources*.

For students taking a braille version of TELPAS reading, eligibility for the Basic Transcribing designated support does not need to be determined and the use of the designated support does not need to be documented.

## Submit Responses in DEI

Students' responses for special paper administrations of TELPAS reading **MUST** be submitted in DEI for scoring and reporting. All student responses must be entered and submitted in DEI by 11:59 p.m. (CT) on March 28, 2025. Student responses that are not entered and submitted in DEI by the due date will **NOT** be scored or reported. District testing personnel should establish a local deadline and reserve the last week of the testing window to submit data in DEI.

A student's information that has been submitted in DEI will be scored automatically when the *Submit Test* button is clicked at the end of the assessment. Only authorized district testing personnel who are trained in test security and administration procedures and sign an Oath of Test Security and Confidentiality are permitted to submit student responses in DEI. Authorized testing personnel who are responsible for submitting student responses in DEI must be provided with additional training in specific security protocol regarding transferring student responses. Tampering with or changing student responses is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

Authorized testing personnel should follow the steps below to enter student responses in DEI.

1. Have the student's test booklet ready.
2. Launch and log in to DEI.
3. On the *Enter Student Information* page that appears, enter the login information for the student:
  - In the *Student First Name* field, enter the student's first name as it appears in TIDE.
  - In the *TSDS ID* field, enter the student's Texas Student Data System (TSDS) ID as it appears in TIDE.
  - Select *Sign In*.

4. On the *Is This the Student?* page that appears after the student's information is entered, verify the student's information. If all the information is correct, select *Next*. The *Available Tests* page will appear.

If any of the information is incorrect, do not proceed with the data entry for this student. Log out of the application and notify the campus coordinator that the student's information is incorrect. Data entry cannot begin until this information is corrected in TIDE.

5. The *Available Tests* page displays the assessment available for data entry. Select the assessment for the student. If the TELPAS reading assessment is not available, confirm the student's test eligibility in TIDE.
6. Review the additional test information on the *Test Information* page. For help understanding how to navigate the site, select *View Help Guide*. The *Help Guide* window appears. To close the window, select *Back*.
7. To officially begin or resume the test opportunity, select *Begin Test Now*. Some test pages may have only one question, and others may have multiple questions. Select the student's response option for each question. DEI automatically captures and saves the response data when it is entered.
  - o Enter the student's responses verbatim.
  - o Do **NOT** tamper with, adjust, or change the student's responses in any way.
  - o Do **NOT** interpret or infer a student's response.
  - o Leave the question blank in DEI if the student's response cannot be understood.
  - o Leave the question blank in DEI if the student leaves the question unanswered.
8. The *You are done entering data* page appears at the end of the test. This page provides two options: review the entries that have been entered or submit the test for scoring. To review answers and go back to the assessment, select a question listed on this page. Questions that were not answered display a warning (▲) icon.
9. To complete the testing process, select *Submit Test*. After *Submit Test* has been clicked, a pop-up window notes that the end of the test has been reached and the user may click "Yes" to continue to the next page or click "No" to keep working. After "Yes" is clicked, the assessment is officially completed and logging back in to review the data entered is not possible.

After the authorized district staff member submits the assessment, the *Done Reviewing Test* page appears displaying the student's name, the test name, and the data entry completion date. The page also gives options for next steps.

The authorized district staff member should select *Enter Data for a Different Student* to enter responses for another student. For this option, the authorized district staff member is directed to the *Enter Student Information* login page.

When finished entering test data, the authorized district staff member should select *Log Out*.

## Enter Student Information in TIDE

Students' holistic ratings for TELPAS, including special holistic administrations of grades 2–12 listening, speaking, and writing, must be submitted and processed in TIDE by 11:59 p.m. (CT) on March 28, 2025, using the *Holistic Ratings Upload* template. District personnel assigned to enter student information and holistic ratings in TIDE will receive access information and additional training.

## Return Materials

- Prior to returning materials, test administrators must account for all secure test materials, including the following:
  - used and unused regular-print, large-print, and braille test booklets;
  - *TELPAS Braille Secure Test Instructions*;
  - typed or recorded materials and handwritten student responses on scratch paper;
  - completed seating charts;
  - completed TELPAS Student Rating Rosters; and
  - completed TELPAS Writing Collections with students' writing samples.
- Raters must review the accuracy of any student data or test status information that they have been asked to verify.
- Raters must ensure that they have completed, signed, and dated each TELPAS Student Rating Roster and TELPAS Writing Collection document.
- Test administrators must return all secure materials to the campus coordinator after each test session.



TE★AS ASSESSMENT