

TEA Student Assessment Division

Texas English Language Proficiency Assessment System (TELPAS) Updates

2017 TEXAS ASSESSMENT CONFERENCE

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2 | TELPAS Holistic Rating Training – NEW This Year

- The Grades 2-12 Online Basic Training Course and calibration activities will now only include the domain of writing.
- A separate holistically-rated listening and speaking rater training will be available for the rare circumstances in which a student can't access the online listening and speaking assessment.
- Each training course will now have a practice activity outside of the modules.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Testing coordinators will no longer need to print certificates.

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Online Training and Calibration

- Calibration must be completed in a monitored setting.
- Raters have two opportunities to calibrate.
- For grades 2-12, raters will calibrate only on the domain of writing.
- Local procedures must be established for verifying the completion of online courses and calibration activities.
- The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates will be purged from training site at the end of each training window.
- Raters need to print and retain a copy of their training and calibration certificates. Certificates are also emailed to raters upon course completion and successful calibration.

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Online Training and Calibration

- Holistic rating training is **key**.
- Individuals **must** complete state-required training and calibration activities to be raters.
- Those who complete all requirements but don't successfully calibrate by the end of set 2 may be raters if district chooses, **but** districts must provide rating support in a manner that assures valid and reliable assessment.
- Validity and reliability checks must be implemented **during the testing window**.

Calibration Proctor Oath – NEW This Year

- A calibration proctor oath was developed for those designated to serve as a proctor for monitored calibration sessions.
- Proctors will need to sign the calibration proctor oath rather than the TELPAS rater oath as they had previously done.
- Any person who has more than one assessment role (for instance, a TELPAS calibration proctor who also serves as TELPAS test administrator) must sign an oath for each role.

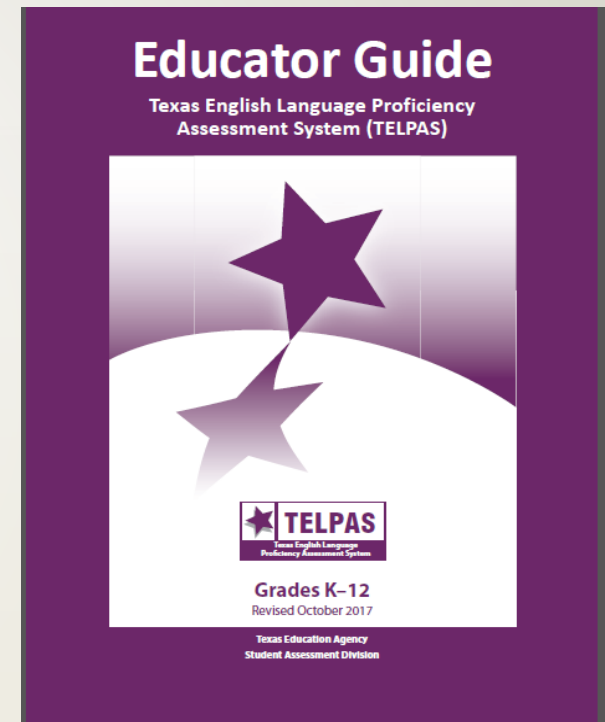
6

Educator Guide to TELPAS - NEW

The Educator Guide to TELPAS has been revised and will be posted on the TELPAS webpage.

Teachers unfamiliar with the English language proficiency standards (ELPS) and/or TELPAS should receive foundational training as a best practice. The Educator Guide to TELPAS will be a useful resource to build educators' knowledge on the ELPS and their connection to TELPAS.

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



TELPAS 2017 Reading Released Tests

The 2017 TELPAS Reading Tests for Grades 2-12 have been released and posted in the Related Webpages section on the TELPAS Resources page at <http://tea.texas.gov/student.assessment/ell/telpas/>.

Related Webpages

The links below contain general information related to state assessments:

- [Conversion Tables](#)
- [Released Tests](#)
- [Student Tutorials](#)
- [Statewide Test Results](#)
- [Test Administration Manuals](#)
- [District and Campus Coordinator Manual](#)

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Tutorials

New TELPAS tutorials will be available in late November. They are redesigned to assist students with the functionality of the TELPAS online testing interface. The tutorials will include practice activities or a 'try it' feature. The tutorials will be found in the Related Webpages section on the TELPAS Resources page at <http://tea.texas.gov/student.assessment/ell/telpas/>.

Related Webpages

The links below contain general information related to state assessments:

- [Conversion Tables](#)
- [Released Tests](#)
- [Student Tutorials](#)
- [Statewide Test Results](#)
- [Test Administration Manuals](#)
- [District and Campus Coordinator Manual](#)

2017 TELPAS Reading Testing Time

Students taking the longer reading test only took about 1 ½ -2 hours.

2017 TELPAS Reading Testing Time (in minutes)						
Grade Band	n	mean	25th Percentile	Median	75th Percentile	90th Percentile
Grade 2	110567	59	41	53	69	90
Grade 3	107460	76	53	68	88	114
Grades 4-5	182354	91	65	82	106	136
Grades 6-7	130449	81	57	74	96	124
Grades 8-9	99827	84	57	76	101	133
Grades 10-12	76644	87	57	79	107	140

Important to Note: Beginning in the 2018 TELPAS administration, the TELPAS reading test will be reduced in length.

Students took only about 1 ½ -2 hours for the listening and speaking test.

2017 TELPAS Listening and Speaking Testing Time

2017 TELPAS Listening and Speaking Pilot Testing Time (in minutes)						
Grade Band	n	mean	25th Percentile	Median	75th Percentile	90th Percentile
Grades 2-4	6119	76	62	72	86	100
Grades 4-5	3409	89	72	86	101	121
Grades 6-8	3803	70	56	67	80	96
Grades 9-12	2743	80	59	76	98	121

TELPAS Technology Updates

12 | Verify Minimum System Requirements

 	
Unified Minimum System Requirements for the Administration of Online Assessments The following specifications apply to all Texas student assessment program online assessments administered in the 2017-2018 school year.	
Common Specifications for the Administration of All Online Testing (STAAR, STAAR Alternate 2, TELPAS)	
Devices	Desktops: Windows, Mac OS X, Linux Laptops: Windows, Mac OS X, Linux Chromebooks Tablets: iPad – 4 th Generation and higher, Windows tablets except for Windows RT
Operating Systems	Windows: 7, 8.1, 10 (Windows 10 S is not supported at this time) Chrome OS: (Release Channel only, current or near-current release) Mac OS X: 10.9, 10.10, 10.11, 10.12 iOS: 10.2, 10.2.1 Fedora: 24 Ubuntu: 16.04
Processors	Windows: Intel x86 (32 or 64 bit) Chrome OS: Any Mac OS X: Intel based models iOS: Any Fedora: Intel Architecture - 64 bit only Ubuntu: Intel Architecture - 64 bit only
Memory (RAM)	Windows: 2 GB Chrome OS: 2 GB minimum (4 GB recommended) Mac OS X: 2 GB iOS: 1 GB Linux: 1 GB
Minimum Screen Size	9.5 inches for all devices
Minimum Screen Resolution	1024 x 768 for all devices
Keyboard	Physical keyboard required for assessments with essays. Wired keyboard and mouse are strongly recommended.
Headphones	Headphones or earbuds recommended for assessments with audio content.

Chromebooks can be used for TELPAS testing

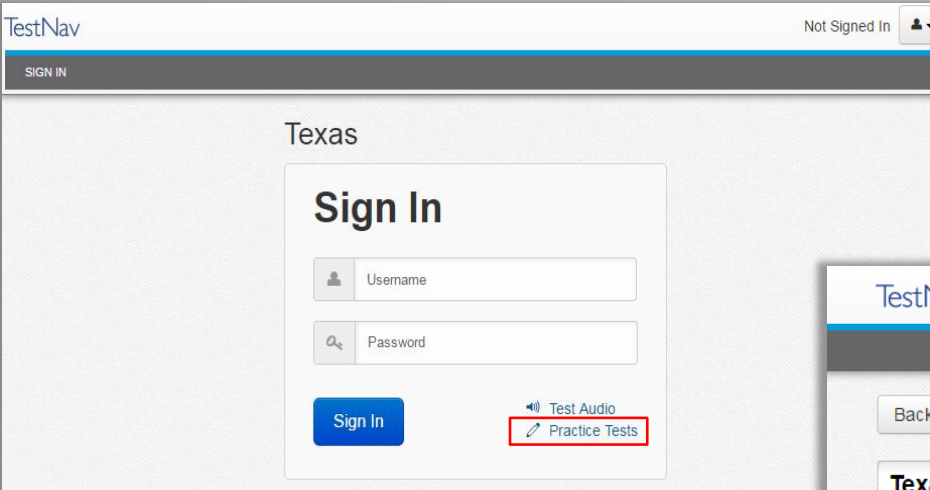
<https://www.texasassessment.com/uploads/unified-system-reqs.pdf>

Headset and Microphone Test/Check

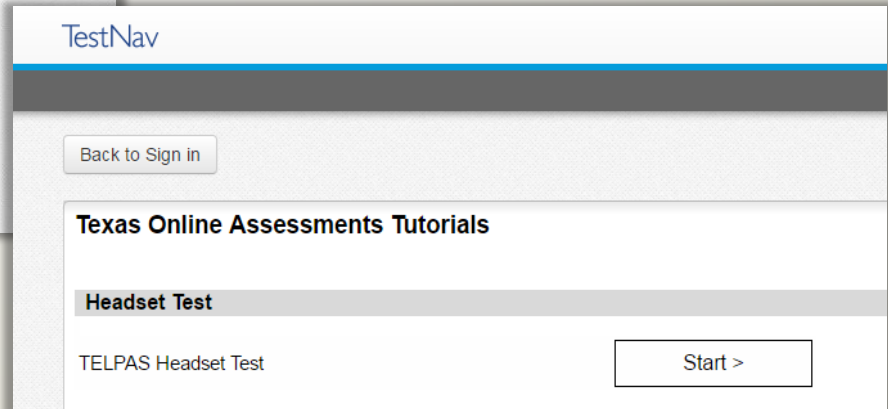
Pearson has created a Headset and Microphone Test/Check which is now available for districts to test connection, recording, and audio playback of their headsets prior to the TELPAS Listening and Speaking assessment.

To test your headsets, open the TestNav app, click on *Practice Tests*, and select “Start” next to “TELPAS Headset Test.” To download TestNav 8, visit <https://support.assessment.pearson.com/x/HgACAQ>.

14 TELPAS Headset Test from TestNav App



The image shows the TestNav Sign In screen. At the top, the TestNav logo is on the left and 'Not Signed In' with a user icon is on the right. Below the header is a dark bar with 'SIGN IN' in white. The main content area is titled 'Texas' and contains a 'Sign In' section. This section has two input fields: 'Username' with a person icon and 'Password' with a key icon. Below these fields are two buttons: a blue 'Sign In' button and a red-outlined button labeled 'Practice Tests' with a pencil icon. Above the 'Practice Tests' button is a small speaker icon and the text 'Test Audio'.



The image shows the TestNav Texas Online Assessments Tutorials screen. At the top, the TestNav logo is on the left. Below the header is a dark bar. The main content area has a 'Back to Sign in' button at the top. Below this is a section titled 'Texas Online Assessments Tutorials'. Under this title is a sub-section titled 'Headset Test'. Below the 'Headset Test' title is the text 'TELPAS Headset Test' and a button labeled 'Start >'.

15 TELPAS Headset Test from Training Site

The screenshot displays the Training PearsonAccessnext website. At the top, the breadcrumb navigation path is "Texas > 2017 - 2018 > 2018 Infrastructure Trial", which is highlighted with a red box. To the right of the breadcrumb are the user's role "AOC ISD (260999)" and a user profile icon. Below the breadcrumb is a navigation bar with icons and labels for "Home", "Setup", "Testing", "Reports", and "Support". The main content area features three large blue buttons: "SETUP" (with a gear icon), "TESTING" (with a checkmark icon), and "REPORTS" (with a clipboard icon). Each button has a "Select an action" dropdown menu below it. Below the buttons, there are two side-by-side panels. The left panel, titled "★ Program Information", contains three paragraphs of text and a red-bordered link "Infrastructure Trial Instructions". The right panel, titled "📞 Contact", is titled "Pearson Support" and lists the phone number "800-627-0225", a link to the "Pearson Customer Support Form", and the support hours "Monday thru Friday 7:30 am - 5:30 pm (CST)". It also includes a link to "Texas System Status" and a note about information for Texas Assessments.

Training PearsonAccess^{next} Texas > 2017 - 2018 > 2018 Infrastructure Trial AOC ISD (260999) [User Icon]

Home Setup Testing Reports Support

SETUP Select an action

TESTING Select an action

REPORTS Select an action

★ **Program Information**

Pearson has created an Infrastructure Trial admin in the Training Site (listed as 2017-2018 Infrastructure Trial in the admin drop down). This admin will have a Headset Test form and an Infrastructure Trial form.

The Headset Test form is available now and should be used to test headsets that will be used during the TELPAS Listening & Speaking assessment. We recommend using this Headset Test to test the connection, recording, and audio playback prior to testing day to ensure the headsets work properly.

The Infrastructure Trial form will be available closer to the testing window and should be used to practice test setup, assign students to tests, create test sessions, and to test your system configurations. This form can also be used to allow students to become familiar with the TestNav system.

- Infrastructure Trial Instructions

📞 **Contact**

Pearson Support

800-627-0225

[Pearson Customer Support Form](#)

Monday thru Friday
7:30 am - 5:30 pm (CST)

- [Texas System Status](#)

For information about all Texas Assessments,

Headphone and Microphone Requirements

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

Desktop/Laptop Headphones and Microphones

Head-mounted USB headset with microphone and headphones must be compatible with the requirements below:

Headphone Features:

Sound mode: Stereo

Earpiece: Double

Driver Unit Size: 32 mm

Frequency Response: 20 – 20000 Hz

Impedance: 32 ohms

Microphone Features:

Frequency Response: 100 – 12000 Hz

Impedance: 3320 ohms

Handheld Device Headphones and Microphones

1. 3.5mm single jack
2. Over-the-ear style (non-earbud)

Headphone and Microphone Recommendations

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

Headset List

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

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

Assessment Management System User Guide

A 2017-2018 STAAR Alternate 2 and TELPAS Assessment Management System User's Guide has been developed. The purpose of the guide is to provide step-by-step instructions for commonly performed district and campus tasks in the STAAR Alternate 2 and TELPAS Assessment Management System.

Some users will not have the responsibility for, and therefore will not have online access to, some tasks covered in this guide. It is important to review the User Roles and Permissions document.

- Visit <http://avocet.pearson.com/TX/Home> to access this guide.

22 | Resources

The screenshot displays the Avocet website interface. At the top, the Avocet logo (A to Z Results) and the TEA logo (Texas Education Agency) are visible. A search bar is located in the top right corner. The left sidebar features a navigation menu with a 'Home' link, a 'Most Popular' section listing various resources like 'Changes to TELPAS Holistic Rating Training', and an alphabetical index from A to Z. The main content area is titled 'Texas Topic Index - Pearson Assessments' with a date of 8/18/2017. It includes a welcome message and a link to the 'STAAR Alternate 2, TELPAS, and Tech Readiness Webinars Available' section, dated 2/10/2017. The footer contains the text 'ALWAYS LEARNING' and the 'PEARSON' logo.

Avocet
A to Z Results

TEA
Texas Education Agency

Search

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

» **COLLAPSE ALL**

🏠 Home

★ **Most Popular**

- » Changes to TELPAS Holistic Rating Training
- » Contact Information
- » Interactive Calendar of Events
- » Password Reset
- » Prepare Sessions
- » Session Management
- » Training
- » Transcribe Sessions
- » Tutorials
- » Unlock Sessions
- » What's New

A

- » Abbreviations Chart

Texas Topic Index - Pearson Assessments

8/18/2017

Welcome to Texas' online resource for locating information on topics related to the TELPAS and STAAR Alternate 2 administrations. This site includes a topic index on the left to help you find the information you need quickly. The topics reference pages from the most recent administration manuals and other guides, or the topic may link to an external website. You can view the resources on this site as well as download or print the pages for future reference.

STAAR Alternate 2, TELPAS, and Tech Readiness Webinars Available

2/10/2017

The STAAR Alternate 2, TELPAS, and Tech Readiness webinars for spring 2017 are now available in Avocet under Training.

avocet.pearson.com/TX/Home

Online resource tool

ALWAYS LEARNING

PEARSON

TEA Student Assessment Division

TELPAS Reading

Reading Blueprints Grades 2, 3, and 4-5

PREVIOUS

	Grade 2				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	7	6	6	6	
RC 2: basic understanding	0	8	4	4	
RC 3: analysis and evaluation			4	4	
Totals	7	14	14	14	49
	Grade 3				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	6	6	
RC 2: basic understanding	6	6	5	4	
RC 3: analysis and evaluation		4	5	5	
Totals	11	14	16	15	58
	Grades 4-5				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	5	5	
Totals	11	16	17	17	61

CURRENT

	Grade 2
RC 1: vocab and lang structures	12
RC 2: basic understanding	7
RC 3: analysis and evaluation	11
Totals	30
	Grade 3
RC 1: vocab and lang structures	12
RC 2: basic understanding	9
RC 3: analysis and evaluation	13
Totals	34
	Grades 4-5
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	14
Totals	36

Reading Blueprints Grades 6-7, 8-9, and 10-12

PREVIOUS

	Grades 6-7				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	6	6	
Totals	11	16	18	18	63
	Grades 8-9				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	5	6	7	7	
RC 2: basic understanding	6	6	5	5	
RC 3: analysis and evaluation		4	6	6	
Totals	11	16	18	18	63
	Grades 10-12				
	Beg	Int	Adv	AH	
RC 1: vocab and lang structures	4	6	7	7	
RC 2: basic understanding	6	6	5	6	
RC 3: analysis and evaluation		4	6	7	
Totals	10	16	18	18	64

CURRENT

	Grades 6-7
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37
	Grades 8-9
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37
	Grades 10-12
RC 1: vocab and lang structures	12
RC 2: basic understanding	10
RC 3: analysis and evaluation	15
Totals	37

26 | TELPAS Reading Grades 2-12: Reporting Categories

Reporting Category 1

- The student will demonstrate an understanding of words and language structures necessary for constructing meaning in English.

Reporting Category 2

- The student will demonstrate a basic understanding of a variety of texts written in English.

Reporting Category 3

- The student will demonstrate an ability to analyze and evaluate information and ideas in a variety of texts written in English.

TELPAS Listening & Speaking

28 | Listening and Speaking Blueprint: Grades 2-12

Listening		
RC 1: words and language structures	5 points	
RC 2: basic understanding	16 points	
RC 3: analyze and evaluate	6 points	
Total		27 points
Speaking		
RC1: summarize and provide information	16 points	
RC 2: share opinions and analyze information	20 points	
Total		36 points

2018 TELPAS Listening, Grades 2-12

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

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

2018 TELPAS Listening, Grades 2-12

- For listening items, the text of the stimulus and/or prompt is not available on screen.
- To interact with online listening items, students will be using “click on the correct answer” and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.
- Students will need to wear headsets.
- All audio is recorded in a studio; no text-to-speech audio is used.
- Audio is provided for the stimulus/task.

TELPAS Speaking, Grades 2-12

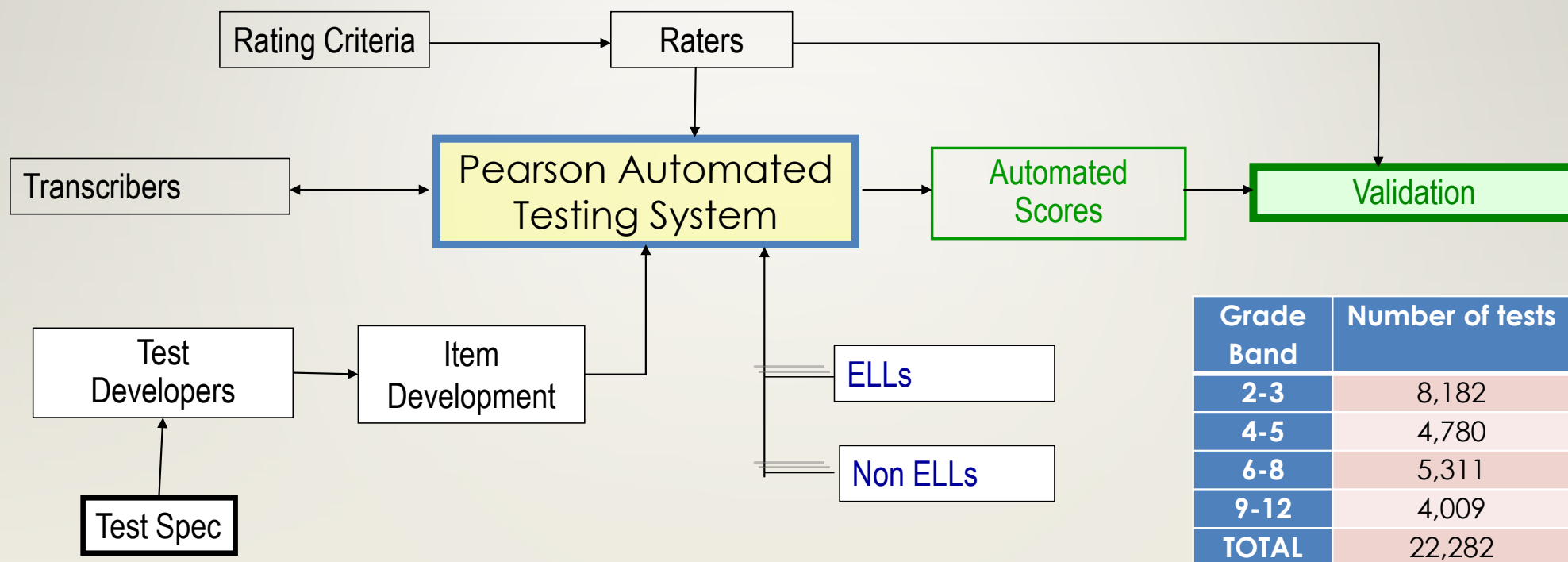
- For speaking items, the text of the prompt is available on screen for students to read and also available in an audio file for students to listen to.
- To interact with speaking items, students will be using audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.
- Students will need to wear headsets with a microphone.
- The computer will capture student's spoken responses.
- Students have up to 90 seconds of recording time for a response.
- Students have two opportunities to record a response.

TELPAS Speaking, Grades 2-12

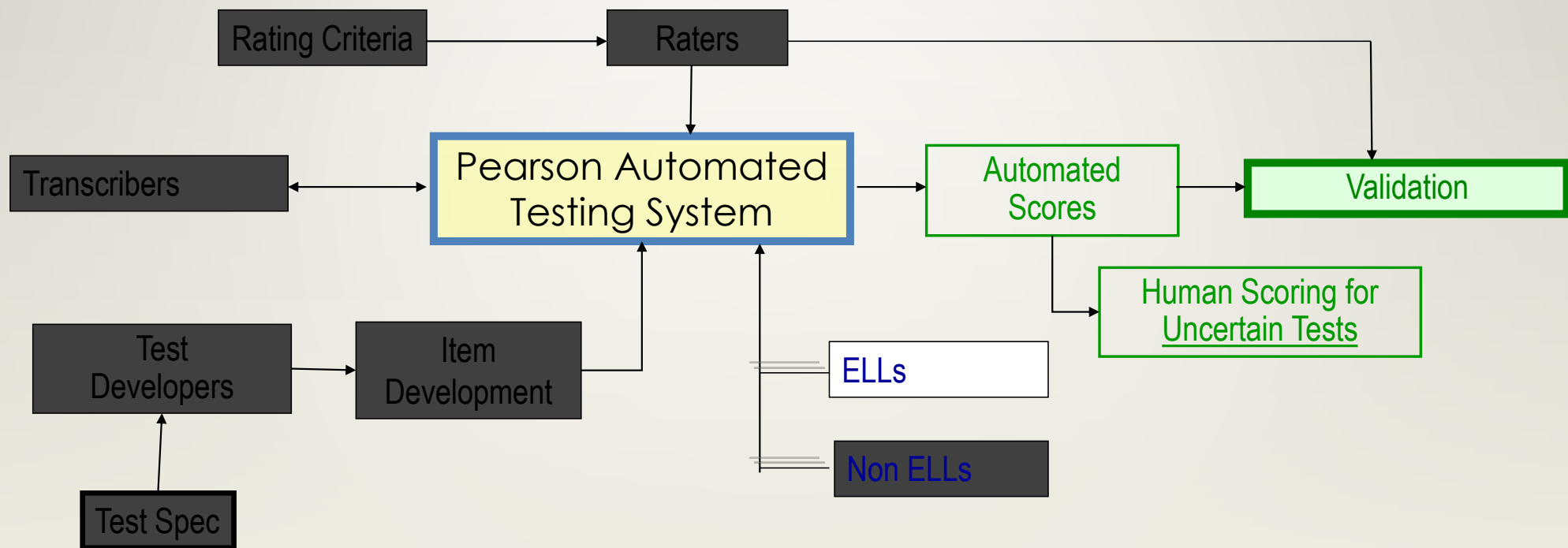
Speaking prompts are scored according to a 2 or 4 point rubric depending on the item type.

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

33 | TELPAS Speaking Test Scoring Development



34 | TELPAS Speaking Test Operational Scoring

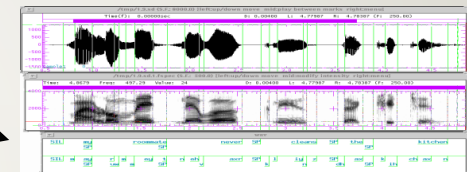
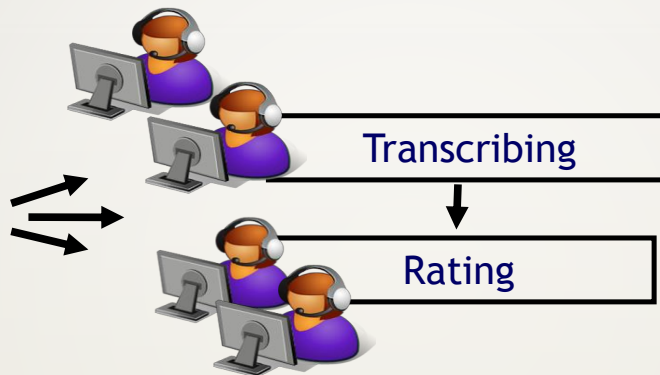


“Uncertain Cases”

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

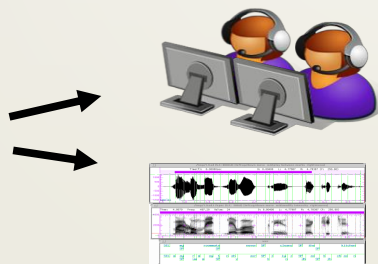
36 | Validation

Development



System is “trained” to predict human ratings

Validation



Expert human ratings

Very highly correlated

Machine scores

Validation: Machine Scores and Human Scores

As a validity and reliability check, 5,000 students will be rescored by human raters

Comparisons are made between machines scores and human scores of the same responses.

Measures used to compare reliability of machines scores and human scores

- Internal consistency
- Candidate-level (total score) correlations and agreement rate
- Item-level correlations and agreement rate

Test Reliability Analysis (Student level)

Total Test Counts		
	Human1 to Human2	Human Mean Scores to Machine Scores
Grades 2–3	0.95	0.84
Grades 4–5	0.95	0.89
Grades 6–8	0.97	0.89
Grades 9–12	0.96	0.94



Accommodations

40 | Changes to 2018 Accessibility Features that include TELPAS

Additional assistive tools

- amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

Photocopying or enlarging the following non-secure test materials (applies to approved paper only):

- test administration directions
- blank answer documents

Note: These accessibility features were previously designated supports.

Designated Supports

Designated supports for TELPAS include:

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

Assessments

For a student who meets the eligibility criterion, this accommodation may be used on

- STAAR
- STAAR Spanish
- TELPAS



Accommodation Request Form is required for TEA approval.

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

42 | Spelling Assistance: Student Eligibility Criteria

A student is eligible if the student...

- receives 504 or special education services,
- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

Important: This information is only one component of Spelling Assistance. Districts must read, review, and adhere to the Spelling Assistance policy. Document is located on the Accommodation Resources webpage.

43 | Spelling Assistance: Examples/Types

The designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- spell-check function on a word processor or as an online embedded support on STAAR*
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices

*Online embedded support only applies to STAAR

Important: This information is only one component of Spelling Assistance. Districts must read, review, and adhere to the Spelling Assistance policy. Document is located on the Accommodations Resources webpage.

44 | Complex Transcribing: Student Eligibility Criteria

A student is eligible if the student...

- routinely and effectively uses this designated support during classroom instruction and classroom testing,
- is unable to effectively use Basic Transcribing to address this need, and
- meets at least one of the following.
 - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
 - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Texas Assessment Management System for online tests.

Important: This information is only one component of Complex Transcribing. Districts must read, review, and adhere to the Complex Transcribing policy. Document is located on the Accommodation Resources webpage.

Complex Transcribing: TELPAS Special Instructions/Considerations

- For grades 2-12 TELPAS writing, an Accommodation Request Form does not need to be submitted for a student that meets the eligibility criteria for Complex Transcribing. Since the writing samples included in a TELPAS writing collection come from authentic classroom activities, the same accommodation routinely used during classroom instruction is acceptable for the writing samples used in a TELPAS writing collection.
- Note that the samples chosen to be included in a TELPAS writing collection must still adhere to the guidelines listed in the TELPAS Rater Manual. In addition, the Complex Transcribing Guidelines found on the Accommodation Resources webpage should be followed when using this designated support.

Important: This information is only one component of Complex Transcribing. Districts must read, review, and adhere to the Complex Transcribing policy. Document is located on the Accommodation Resources webpage.

Special Administration of TELPAS

In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test(reading/listening and speaking) for grades 2–12.

- Accommodations cannot be applied - A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources page.
- Technology access is precluded - Districts must make every effort to administer STAAR with Embedded Supports, TELPAS reading, and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

If approved for a special administration, instructions will be provided separately. Additional information about special administration of an online assessment will be posted on Coordinator Manual Resources webpage.

Removal of Test Booklet Seals

Beginning in spring 2018, test booklets for the Texas Assessment Program will no longer include seals which includes the TELPAS Reading paper tests.

For test booklets that contain more than one subject (e.g., mathematics and reading), there will be additional indicators (e.g., large stop signs) in the test booklets so that the students do not continue into the next subject-area test.

Alternate English Language Proficiency (ELP) Assessment

Alternate ELP Assessment: Federal Requirements

- 34 CFR §200.6(h)(5) requires that a State administers an alternate English language proficiency (ELP) assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the ELP assessment even with appropriate accommodations.
- United States Education Department (USED) has said that a state may develop alternate ELP achievement standards for the alternate ELP assessment. (Letter on June 12, 2017)

Alternate ELP Assessment

Texas is creating a holistic inventory to assess English language proficiency to

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

Why a Holistic Inventory?

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

Holistic Inventory

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

Alternate ELP Assessment Eligibility Criteria

Grades K-1

- Since all ELs will take the same K-1 holistically-rated assessment for all 4 language domains, no eligibility determination is needed.

Grades 2-12

- Grade 2: Participation requirements will be created (similar to STAAR Alternate 2) and ARD committees will be required to make an assessment determination for TELPAS.
- Grades 3-12: Participation requirements will be that ELs who are eligible to take STAAR Alternate 2 will take alternate ELP assessment.

2016 data:
Approximately 4,590 students identified as limited English Proficient (LEP) took STAAR Alternate 2 in grades 3-high school in the state.

Development of Alternate ELP Assessment

Summer 2017 - Spring 2018

- Convene advisory committee – collect feedback from the field (August 2017)
- Develop alternate proficiency level descriptors (PLDs) and items for each language domain in all four grade bands (2-3, 4-5, 6-8, and 9-12)
- Convene advisory committee – review PLDs, test items, and administration procedures
- Invitations to volunteers for cognitive lab
- Conduct Alternate ELP Assessment cognitive lab – after STAAR Alternate 2 and TELPAS administration window

Development of Alternate ELP Assessment

Summer 2018 – Summer 2019

- Collect and analyze cognitive lab survey and results
- Conduct training and administer operational Alternate ELP Assessment (Spring 2019)
- Conduct standard setting (Summer 2019)

TEA Student Assessment Division

FAQs

TELPAS: High School ELLs

Question: Is it a requirement to administer TELPAS to high school students that only come to school for a couple of class(es)?

Response: High school students enrolled in any course for high school credits to meet graduation requirements must be assessed with TELPAS.

Question: Is TELPAS required for high school ELLs who have met course requirements for graduation but need to pass STAAR if they attend school only for STAAR remediation?

Response: High school ELLs attending ONLY for STAAR remediation are not required to take TELPAS because they have met their high school course requirements.

Question: Are high school ELLs receiving special education services who have met graduation requirements but are still attending school for job training required to be assessed with TELPAS?

Response: No, they do not have to be assessed with TELPAS.

TELPAS: Years in U.S. Schools

Question: What type of schooling counts as years in U.S. schools?

Response: For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C., and U.S. Department of Defense (DoD) schools are to be considered U.S. schools.

Question: Does time spent in Puerto Rico count for years in U.S. schools?

Response: No. Territories do not count. For years in U.S. schools, only the 50 states and Department of Defense (DoD) schools count.

TELPAS: Writing Collection

Question: A student has broken their arm/wrist. How do we collect writing samples?

Response: The district will need to determine how the student is currently being accommodated in the classroom and if this accommodation will invalidate the student's writing samples. It is important to keep in mind that writing samples can be collected until the end of the assessment window and the assessment window is 6 weeks long. If there are still additional questions, please call TEA for additional guidance.

TELPAS: Listening and Speaking Test

Question: Are we able to use Chromebooks for the listening and speaking test?

Response: Yes, Chromebooks will now be supported for use on the TELPAS listening and speaking assessment.

Question: Are listening and speaking assessments two different tests?

Response: No, there is only one test that includes both listening and speaking items.

TELPAS: Listening and Speaking Test

Question: How many times can a student listen to the audio prompt for the listening and speaking test items?

Response: A student can listen to audio prompt multiple times. There is not a limit to the number of times that a student can listen to the audio prompt.

Question: Can headphones and microphones with in-line volume be used?

Response: Yes, if a district already has headphones and microphones with in-line volume, they can tape it so students won't be able to adjust it.

TELPAS: Listening and Speaking Test

Question: If the student's ARD committee determines that a student will not participate in either listening or speaking, how will the student be assessed in only one of these domains if there is only one test for both listening and speaking?

Response: A request for a special administration will need to be submitted to TEA for approval. Information about this process is being updated and will be posted on the Coordinator Manual Resources webpage.

TELPAS Educator Committees

TELPAS Educator Committees

Recommendation Process*

Eligible educators can be recommended by superintendents, administrators, directors, specialists, department heads, educational diagnosticians, or education service center (ESC) staff. The recommendation must be submitted online by the appropriate district, campus, or ESC staff member.

Online Recommendation Form:

1. Go to: <http://tea.texas.gov/student.assessment/>
2. Click on Student Assessment A-Z Directory.
3. Scroll down and click on Educator Committees.
4. Complete online form.

* This is the current process. There are plans to make the process easier which will be posted once revised.

Contact Information

Information regarding Assessments for ELLs can be found at:

<http://tea.texas.gov/student.assessment/ell/>

TEA Student Assessment Division phone number: (512) 463-9536

Email us at assessment.specialpopulations@tea.texas.gov

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