TELPAS Updates

Title III Symposium

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Topics

Texas English Language Proficiency Assessment System (TELPAS) Overview

English Language Proficiency Standards (ELPS) and TELPAS Connection

TELPAS Data from Spring 2017

Online Training and Calibration

TELPAS Updates

TELPAS Educator Committees

Texas English Language Proficiency Assessment System (TELPAS)

Assesses the progress that English language learners (ELLs) in kindergarten through grade 12 make in acquiring the English language in the domains of listening, speaking, reading, and writing

Measures English acquisition in alignment with the Texas English Language Proficiency Standards (ELPS) that are integrated into the state curriculum

Fulfills state and federal requirements for assessing English language proficiency

Results used in accountability and performance-based monitoring activities

ELPS-TELPAS Connection

The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for ELLs. School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

Every teacher who has an ELL in class is responsible for fulfilling the requirements of the subject-area TEKS and the ELPS. There are three instructional components of the ELPS:

1. Cross-curricular second language acquisition essential knowledge and skills

2. Proficiency level descriptors (PLDs)

3. Linguistic accommodations

These three instructional components work together to accelerate the rate at which ELLs learn English and subject matter.

(TEA Educator Guide to TELPAS)

TELPAS PLDs

The ELPS proficiency level descriptors (PLDs) present the major characteristics of each language proficiency level in each language domain by:

- defining how well ELLs at the four proficiency levels are able to understand and use English in grade-level academic settings,

- showing the progression of second language acquisition from one proficiency level to the next, and

- serving as a road map to help teachers tailor instruction to the linguistic needs of ELLs.

For ease of use, the PLDs are presented in a chart format rather than the legal format in which they appear in the Texas Administrative Code. For statewide consistency, the PLDs are used in the chart format which is the format used for TELPAS.

(TEA Educator Guide to TELPAS)

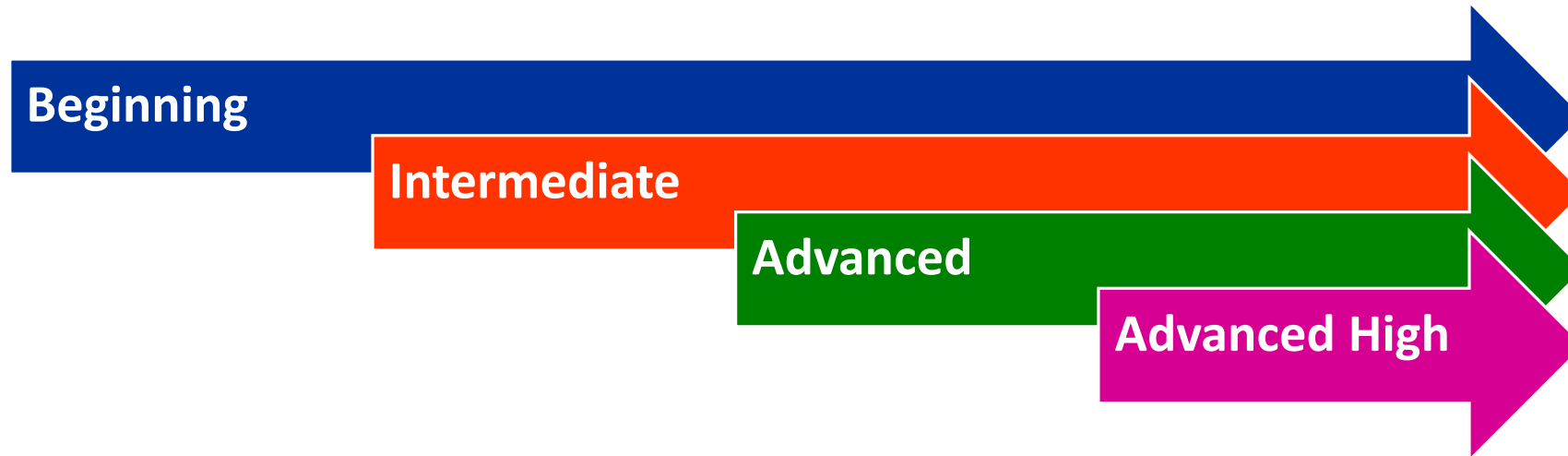## ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Reading

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.

These students:
 	
• read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes
  - environmental print
  - some very high-frequency words
  - concrete words that can be represented by pictures
• read slowly, word by word
• have a very limited sense of English language structures
• comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text
• are highly dependent on visuals and prior knowledge to derive meaning from text in English
• are able to apply reading comprehension skills in English only when reading texts written for this level
	These students:
	
	• read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes
	  - everyday oral language
	  - literal meanings of common words
	  - routine academic language and terms
	  - commonly used abstract language such as terms used to describe basic feelings
	• often read slowly and in short phrases; may re-read to clarify meaning
	• have a growing understanding of basic, routinely used English language structures
	• understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension
	• struggle to independently read and understand grade-level texts
	• are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level
		These students:
		
		• read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
		  - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words
		  - demonstrate an emerging ability to understand words and phrases beyond their literal meaning
		  - understand multiple meanings of commonly used words
		• read longer phrases and simple sentences from familiar text with appropriate rate and speed
		• are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text
		• are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics
			These students:
			
			• read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used
			• generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression
			• are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text
			• are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

PLDs and Instruction

Beginning

Intermediate

Advanced

Advanced High

The PLDs play an important role in linguistically accommodated instruction. The PLDs describe the degree to which students at each of the four proficiency levels need linguistic supports and accommodations to engage meaningfully in grade-level instruction.

As students progress from one proficiency level to the next, their level of English proficiency increase and their need for linguistic support and accommodations decreases.

TEA Educator Guide to TELPAS

The Educator Guide to TELPAS is being revised and redesigned. The plan is to have the Educator Guide posted early in the school year.

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

EDUCATOR GUIDE TO TELPAS

TELPAS
Texas English Language
Proficiency Assessment System

Grades K–12
Revised July 2011

Texas Education Agency
Student Assessment Division

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Tutorials

New TELPAS tutorials will be released in late December. They are being redesigned to assist students with the functionality of the TELPAS online testing interface. The plan is to include practice activities or a 'try it' feature. Once posted, the tutorials can be found in the Related Webpages section on the TELPAS Resources page at http://tea.texas.gov/student.assessment/ell/telpas/.

2017 TELPAS

Grades K–1	Grades 2–12
▪ Holistically-rated listening, speaking, reading, and writing assessments based on classroom observations and student interactions.	▪ Online multiple-choice reading test ▪ Holistically-rated student writing collection ▪ Holistically-rated listening and speaking assessments based on classroom observations and student interactions
Teachers serving as new TELPAS raters for writing, listening, speaking, and reading complete online basic training* component. All TELPAS raters must complete monitored online calibration activities annually.	Teachers serving as new TELPAS raters for writing, listening, and speaking complete online basic training* component. All TELPAS raters must complete monitored online calibration activities annually.

* New raters and returning raters who have not completed calibration activities within the last 3 school years are required to complete the online basic training course before calibrating.

Current Plan for 2018 TELPAS

Grades K–1	Grades 2–12
Same as 2017	- Online multiple-choice reading test with shorter blueprint - Online listening and speaking test - Holistically-rated student writing collection
Same as 2017	Teachers serving as new TELPAS raters for writing complete online basic training* component. All TELPAS raters will complete the monitored online calibration activities annually.

* New raters and returning raters who have not completed calibration activities within the last 3 school years are required to complete the online basic training course before calibrating.

2017 TELPAS Results

TELPAS Percent of Students at Each Proficiency Level at Grades K–2

B = Beginning
I = Intermediate
A = Advanced
H = Advanced High

	Listening B I A **H**	Speaking B I A **H**	Reading B I A **H**	Writing B I A **H**
16-17	18 30 29 **22**	24 32 26 **18**	37 30 19 **14**	39 31 19 **11**
15-16	18 30 29 **22**	25 31 26 **18**	36 31 20 **13**	36 31 19 **11**
14–15	19 30 29 **22**	26 31 25 **17**	37 30 19 **13**	40 31 19 **11**
13–14	20 30 29 **22**	27 31 25 **17**	38 29 21 **13**	40 31 19 **11**
12–13	20 30 29 **21**	27 31 25 **17**	35 26 20 **18**	40 31 18 **11**
11–12	20 31 28 **21**	5 17 33 **44**	7 14 27 **53**	7 25 36 **31**

TELPAS Percent of Students at Each Proficiency Level at Grades 3–12

B = Beginning
I = Intermediate
A = Advanced
H = Advanced High

	Listening B I A **H**	Speaking B I A **H**	Reading B I A **H**	Writing B I A **H**
16-17	4 11 26 **59**	6 14 29 **51**	12 27 40 **21**	8 23 35 **35**
15-16	4 11 26 **59**	6 14 30 **50**	11 26 43 **20**	7 23 35 **35**
14–15	4 11 27 **58**	6 15 30 **49**	12 27 40 **22**	7 23 36 **34**
13–14	4 11 28 **58**	6 15 31 **48**	12 25 40 **22**	7 23 36 **33**
12–13	4 12 29 **56**	5 16 32 **46**	7 14 25 **54**	7 24 37 **32**
11–12	4 13 31 **53**	5 17 33 **44**	7 14 27 **53**	7 25 36 **31**

TELPAS Composite Score

Domain	Weight
Listening	10%
Speaking	10%
Writing	30%
Reading	50%

TELPAS Composite Ratings
2012–2017 Percent of Students Reaching Advanced High

	K–2	3–12
2017	**14**	**34**
2016	14	34
2015	14	34
2014	13	34
2013	18	53
2012	18	51

Online Training and Calibration

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.**

Important to Emphasize

It is a violation of state assessment procedures and a serious testing irregularity to record, discuss, or share answers to the rating practice and calibration activities.

- After completion of calibration activities, proctors must destroy all notes taken about specific student profiles.

NOTE: While collaboration is encouraged during the live administration to help ensure that ratings in all domains reflect the ability of students to understand and use English in different content areas, it is imperative that rater calibration is done individually to ensure that raters are able to apply the PLDs accurately and consistently.

TELPAS Reading

TELPAS K-1 Reading PLDs

ELPS-TELPAS Proficiency Level Descriptors
Grades K–1 Reading

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills.	Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.	Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.	Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.

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

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

* 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).

TELPAS K-1 Reading

The reading PLDs for K–1 differ from those of ELLs in grades 2–12 because they take into account that K–1 students develop the ability to decode written text at different rates regardless of their stage of second language acquisition.

The PLDs contain descriptors related to the ability to understand English read aloud as well as the ability to decode and understand written English. For students not yet at the emergent literacy stage of decoding written text, the descriptors related to understanding written English are not used.

(TEA Educator Guide to TELPAS)

TELPAS 2-12 Reading PLDs

ELPS-TELPAS Proficiency Level Descriptors
Grades 2–12 Reading

Beginning	Intermediate	Advanced	Advanced High
Beginning English language learners (ELLs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.

These students:
 	
• read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes
  - environmental print
  - some very high-frequency words
  - concrete words that can be represented by pictures
• read slowly, word by word
• have a very limited sense of English language structures
• comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text
• are highly dependent on visuals and prior knowledge to derive meaning from text in English
• are able to apply reading comprehension skills in English only when reading texts written for this level
	These students:
	
	• read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes
	  - everyday oral language
	  - literal meanings of common words
	  - routine academic language and terms
	  - commonly used abstract language such as terms used to describe basic feelings
	• often read slowly and in short phrases; may re-read to clarify meaning
	• have a growing understanding of basic, routinely used English language structures
	• understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension
	• struggle to independently read and understand grade-level texts
	• are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level
		These students:
		
		• read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:
		  - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words
		  - demonstrate an emerging ability to understand words and phrases beyond their literal meaning
		  - understand multiple meanings of commonly used words
		• read longer phrases and simple sentences from familiar text with appropriate rate and speed
		• are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text
		• are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics
			These students:
			
			• read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used
			• generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression
			• are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text
			• are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

Summary Statement for AH

Advanced high ELLs have ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.

Students must be able to understand and use the English of everyday social and routine classroom interactions, as well as the English needed for **accessing** and **negotiating learning**, **processing cognitively demanding information**, and **building conceptual understanding**. *(TEA Educator Guide to TELPAS)*

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.

Reading Blueprints Grades 2, 3, and 4-5

CURRENT

	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**

REDUCED

	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

CURRENT

	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**

REDUCED

	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

DRAFT

TELPAS 2017 Reading Released Tests

The 2017 TELPAS Reading Tests for Grades 2-12 will be released and posted in August. Once posted, the released tests can be found in the Related Webpages section on the TELPAS Resources page at http://tea.texas.gov/student.assessment/ell/telpas/.

TELPAS Writing

Writing for Grades 2–12 Reminders

All writing samples included in the writing collection should reflect a student's **current** proficiency level.

A writing collection must include writing samples that were taken from **authentic classroom activities that are grounded in content area TEKS and ELPS**.

Raters are responsible for assembling writing collections that accurately depict the ability of their ELLs to communicate in writing in English.

These writing samples should not be separate writing tasks conducted specifically for TELPAS. The writing samples should come from authentic classroom activities as part of TEKS and ELPS instruction.

Six Types of Writing Samples

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

Type 2: Writing about a familiar process

Type 3: Writing that elicits the use of past tense

Type 4: Personal narratives and reflective piece

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

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

- *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.*

TELPAS Grades 2-12 Listening and Speaking

2018 TELPAS Listening and Speaking Development

2015-2016 school year	2016 Spring-Summer	2016 Fall	2017
▪ Work internally to draft blueprints, create item types, draft policies and procedures	▪ ELL Focus Group and Texas TAC ▪ Develop first set of listening and speaking items ▪ Educator committee reviews first item set for content and bias	▪ Complete cognitive lab with ELLs in grades 3-12 to observe their interaction with online testing platform and item types ▪ Build pilot listening and speaking test forms	▪ Administer pilot forms to volunteer districts ▪ Scoring and data analysis ▪ Build first operational listening and speaking forms

TELPAS Grade Levels

READING

- Grade 2
- Grade 3
- Grades 4-5
- Grades 6-7
- Grades 8-9
- Grades 10-12

LISTENING & SPEAKING

- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

Pilot Participation

Approximately 109 districts, 468 campuses, and 22,255 students participated in the pilot.

Of the total students, approximately

8180 students in grades 2-3,

4771 students in grades 4-5,

5302 students in grades 6-8,

4002 students in grades 9-12, and

85% were ELLs.

Non-ELLs were included in the pilot study to compare native English speaker performance to ELL performance.

DRAFT 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

DRAFT Listening Grades 2-12: Reporting Categories

Listening Reporting Category 1

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

Listening Reporting Category 2

The student will demonstrate a basic understanding of spoken English used in a variety of contexts.

Listening Reporting Category 3

The student will demonstrate an ability to analyze and evaluate information and ideas presented in spoken English in a variety of contexts.

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Listening

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

2018 TELPAS Listening, Grades 2-12

Items 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, the text of the stimulus and/or prompt is not available onscreen.

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 items.

Students will be wearing headsets.

All audio is recorded in a studio; no text-to-speech audio is used.

Listen to the audio. Follow the directions you hear.
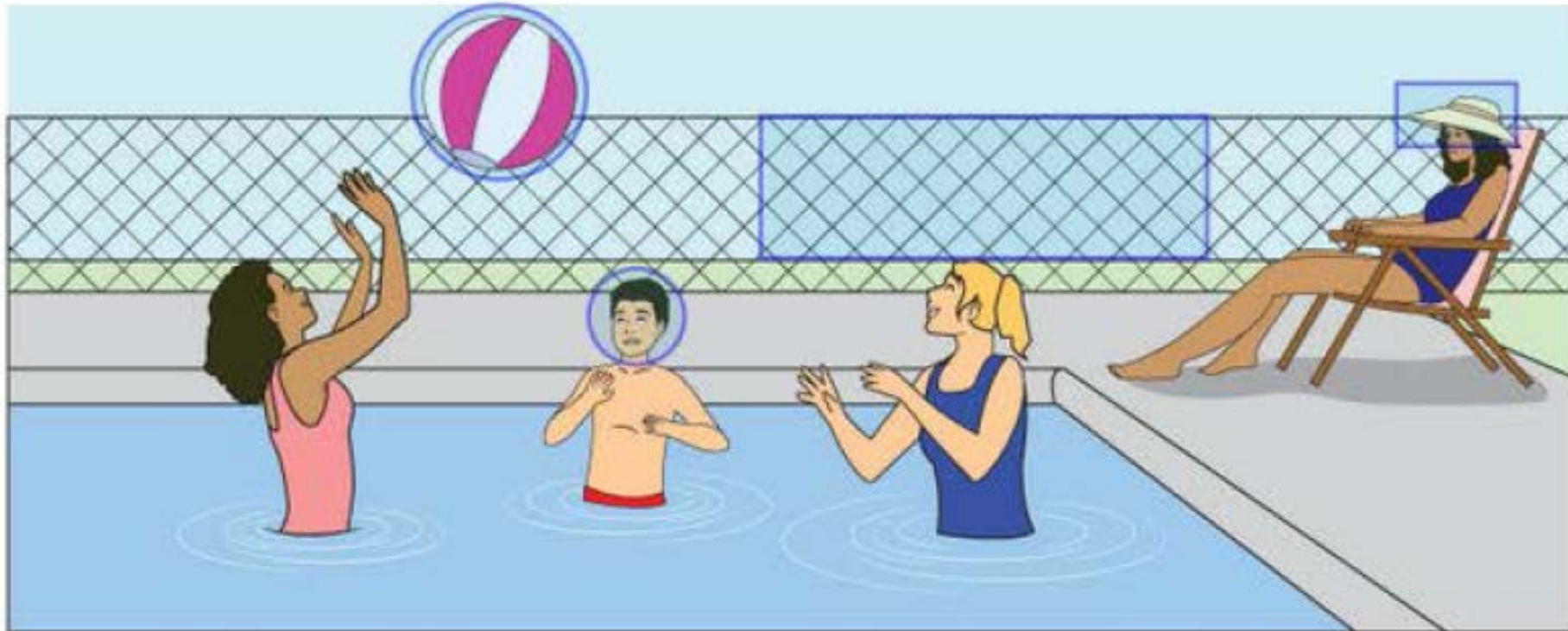
Audio: *Click on the ball.*

Listen to the audio. Move a picture into the box that best matches what you hear.
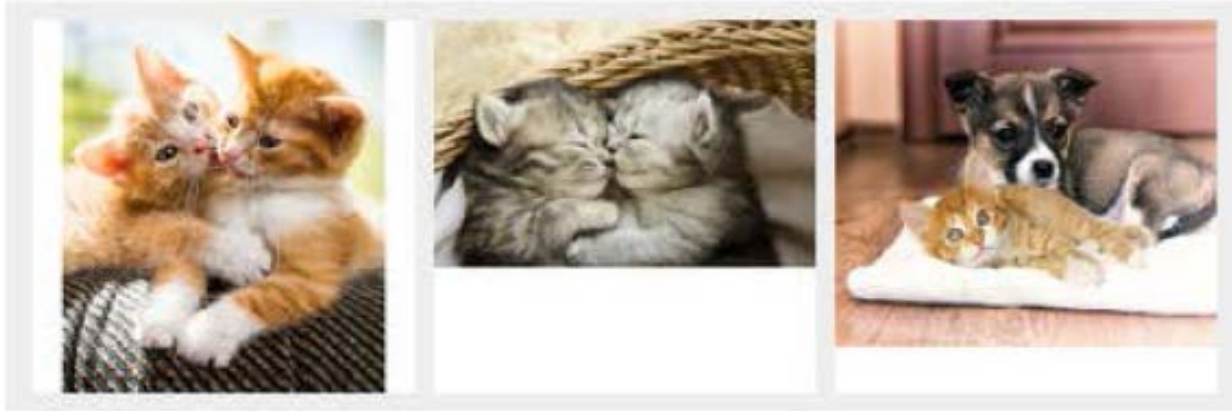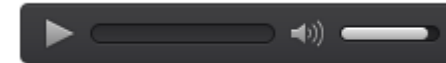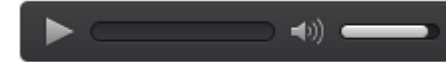

Audio 1: *The kitten lies on a blanket with the dog.*

Audio 2: *The kittens lie together in a basket.*

Look at the picture and listen to the audio. Choose the answer that best matches the picture.
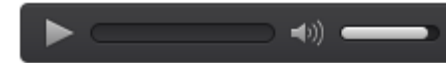
Audio 1: *The people are looking for their clothes.*
Audio 2: *The people are folding their clothes.*
Audio 3: *The people are buying some clothes.*
Audio 4: *The people are making new clothes.*

DRAFT Speaking Grades 2-12: Reporting Categories

Speaking Reporting Category 1

The student will demonstrate an ability to use spoken English to provide and summarize information in a variety of academic and social situations.

Speaking Reporting Category 2

The student will demonstrate an ability to use spoken English to share opinions and analyze information in a variety of academic and social situations.

ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Speaking

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

TELPAS Speaking, Grades 2-12

For speaking items, the text of the prompt is available onscreen for students to read and also available in an audio file for student 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 be wearing headsets with a microphone.

The computer will capture student spoken responses.

Students have up to 90 seconds of recording time for 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 items 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.

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

Imagine that you are at the library. You are going to meet your friend at the park. Explain how you would get there.
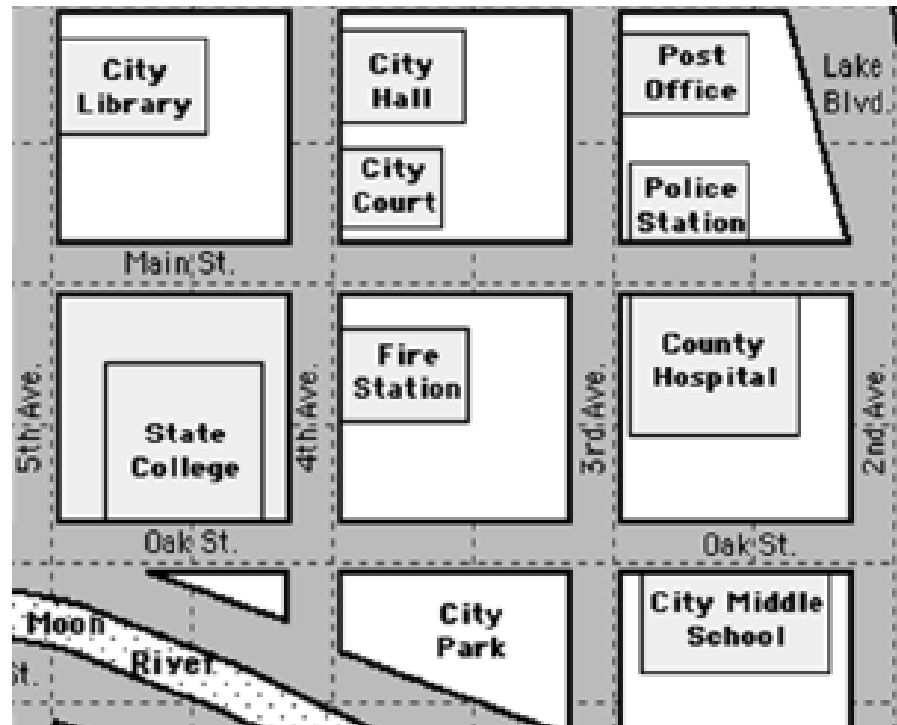
Remaining attempts: 1

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

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

Remaining attempts: 1

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

1

2

Remaining attempts: 1

Read or listen to the explanations below.

Jane

I think Texas is the best place to go on vacation because it is nice and warm…

John

My choice for best vacation destination is New York because there is so much to see and do…

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

Who do you agree with more, Jane or John?
- First say the name of the person you agree with.
- Next use your own words to explain two reasons why you agree with that person.

Remaining attempts: 1

Scoring Process

Sample of student responses get transcribed

⬇

Same sample of student responses gets scored by trained raters according to the appropriate rubric

⬇

Transcribed and rated responses get fed into scoring engine to train the engine

⬇

Scoring engine completes scoring on the rest of the student responses

⬇

Responses that are not scorable by the engine get "kicked out" and sent for human scoring

⬇

As a validity and reliability check, 10% of engine-scored responses get rescored by human raters

"Kicked Out"

Responses that are not understandable

Responses that have some sort of technical issue

Responses not represented by those used to train the scoring engine

Are machine scores comparable to human scores?

Measures considered

◦ Reliability (internal consistency)

◦ Candidate-level (or test-level) correlations

◦ Item-level correlations

Pilot Scoring of Speaking

Late March
◦ Begin pulling responses for rangefinding
◦ Begin rangefinding, build training sets for human raters, conduct transcription training and rater training

Early April
◦ Continue transcriptions and human ratings

Early May
◦ Complete transcription process (52,200 total completed transcriptions; Approximately 50 transcribers)

Mid May-July
◦ Complete human ratings (488,377 total responses rated; Approximately 107 human raters)
◦ Train scoring engine, begin machine scoring

July-August
◦ Human scoring as needed, 10% rescore

Microphone and Headphone Requirements

It is recommended that headsets be uni-directional, with noise-cancelling microphones.

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
	Ear piece	Double
	Driver Unit Size	32 mm
	Frequency Response	20 – 20000 Hz
	Impedance	32 ohms
Microphone Features	Frequency Response	100 – 12000 Hz
	Impedance	3320 ohms

Microphone and Headphone Requirements

Handheld Device Headphones and Microphones

1. 3.5mm single jack

2. Over-the-ear style (non-earbud)

3. Lightweight and durable design

4. Clear audio through the headphones

5. Clear recorded audio quality

6. Ambient noise cancellation functionality of microphone (when the microphone detects ambient noise, it filters out that noise from the speaker's voice)

7. Adjustable plastic boom microphone for easy cleaning

8. Leatherette ear pads for easy cleaning

9. Ambidextrous headset design

10. No in-line volume control or mute button that could negatively impact testing (e.g., accidental raising/lowering of volume during test)

TELPAS Challenges: 2018 and Beyond

- Annual calibration requirement for holistically-rated domains

- Testing window

- Administration logistics, especially for online listening and speaking assessment

- Headphone and microphone requirements for online listening and speaking assessment

- District budgeting for cost of headsets for online listening and speaking assessment

TELPAS Educator Committees

Input from Texas educators is a critical component of ensuring that the state assessments developed by the Student Assessment Division of the Texas Education Agency (TEA) are valid, reliable, high-quality measures of student achievement.

We are seeking qualified educators from your school or district to serve on statewide committees who will participate and review test items (questions) in a Texas English Language Proficiency Assessment System (TELPAS) Educator Committee meeting.

Eligibility Criteria:

Our process is dependent on educators who are currently working with English language learners (ELLs) and have bilingual/ESL experience. Content area (math, science, and social studies) educators are also eligible. However, they must have bilingual/ESL experience.

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.

TELPAS Educator Committees Upcoming Meetings

Reading Educator Committee Meetings (2 days):

Grade 10-12 July 27-28, 2017

Grade 2 August 15-16, 2017

Listening and Speaking Educator Committee Meetings (1 ½ days):

Grade 6-8 July 31- August 1, 2017

Grade 2-3 *August 3-4, 2017 (starts at 1 p.m. August 3)

Grade 9-12 August 17-18, 2017

We look forward to seeing some of Texas' finest educators at our TELPAS educator review meetings!

For any questions about educator committees or the recommendation process, please contact anyone on TEA's TELPAS team at (512) 463-9536.

Contact Information

Email ELL Assessment team at ell.tests@tea.texas.gov

Call Student Assessment Division at 512-463-9536

ELL Assessments Information webpage
http://tea.texas.gov/student.assessment/ell/