Texas English Language Proficiency Assessment System (TELPAS) Updates

Texas Education Agency
Student Assessment Division
October 18, 2019
TETN #4851

Agenda

- English Language Proficiency Standards
- TELPAS Overview
- TELPAS Manuals
- TELPAS Holistically Rated Components
- TELPAS Online Tests
- TELPAS Resources
- TELPAS FAQs

English Language Proficiency Standards (ELPS)

Were approved by State Board of Education in 2007-2008

Are part of Texas Essential Knowledge and Skills (TEKS) state-required curriculum

Are an integral part of instruction in each TEKS foundation and enrichment subject

Include proficiency level descriptors (PLDs) that inform instruction and are used to determine students' English language proficiency in the summative assessment

Teachers should ...

| use the PLDs throughout the school year as formative assessment rubrics | → | stay attuned to the English language proficiency levels of their students | → | monitor progress and linguistically tailor (accommodate) content area instruction |

Measuring the ELPS

Texas English Language Proficiency Assessment System measures the ELPS. The two integrally aligned.

TELPAS reports performance in alignment with the ELPS-PLDs using the four proficiency levels (beginning, intermediate, advanced, or advanced high).

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TELPAS

- TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.

- All K-12 students classified as LEP/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS assessment components include the following:

- **Grades K-1**
  - holistically rated observational assessments of listening, speaking, reading and writing

- **Grades 2-12**
  - multiple-choice online reading tests in six grade clusters (2, 3, 4-5, 6-7, 8-9, 10-12)
  - online listening and speaking tests in four grade clusters (2-3, 4-5, 6-8, 9-12)
  - holistically rated student writing collections

Exceptions

There are exceptions to an EL being assessed in one or more language domain.

- **An EL receiving special education services**
  - Decision must be made by ARD committee in conjunction with the LPAC
  - Participation must be considered on a domain-by-domain basis
  - Reason for not assessing student must be well-supported and documented

- **An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window**
  - Will not be assessed by receiving district in the holistically-rated domains
  - Is required to take the TELPAS reading test and the listening and speaking test

Summative TELPAS Assessment

TELPAS answers the following question:

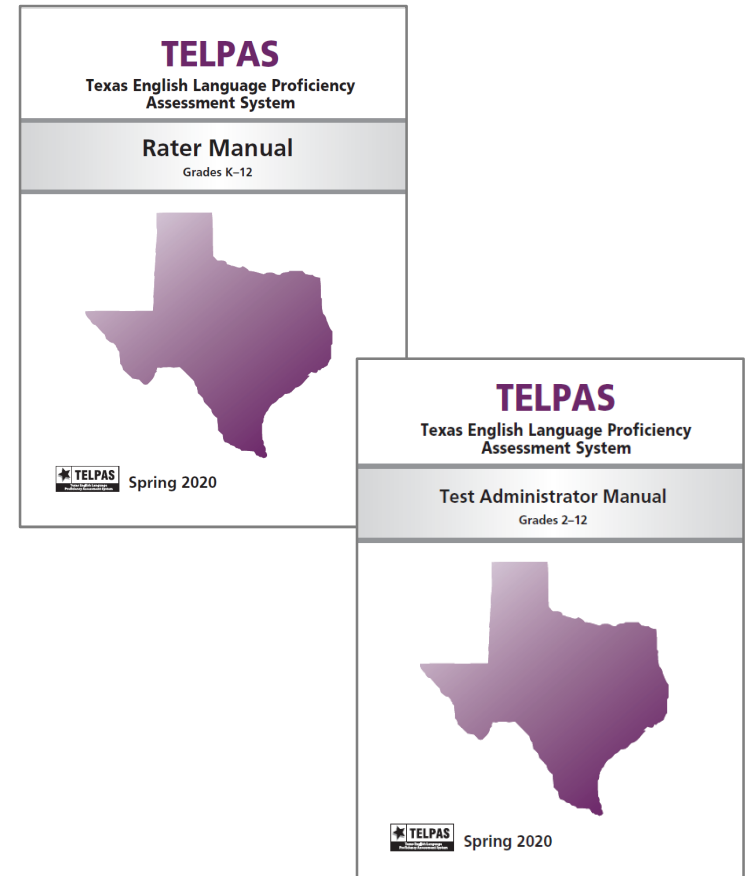How well is the student currently able to understand and use English during grade-level instruction?

Advanced High

Advanced

Intermediate

Beginning

TELPAS Spring Dates

Date	Activity
January 6-10	TELPAS Test Administrator manual shipped to districts
January 13	Assembling and Verifying Grades 2–12 Writing Collections course available
January 27	Online basic training courses for new K–1 and 2–12 raters available
February 10	Calibration window opens for new and returning raters
February 10	Earliest eligibility date for TELPAS writing samples
February 21	End date for training raters, assemblers, and verifiers on administration procedures
February 24-April 3	TELPAS assessment window

Student records must be verified as complete by 5:00 p.m. (CT) on April 3rd. There is not a separate TELPAS data verification window.

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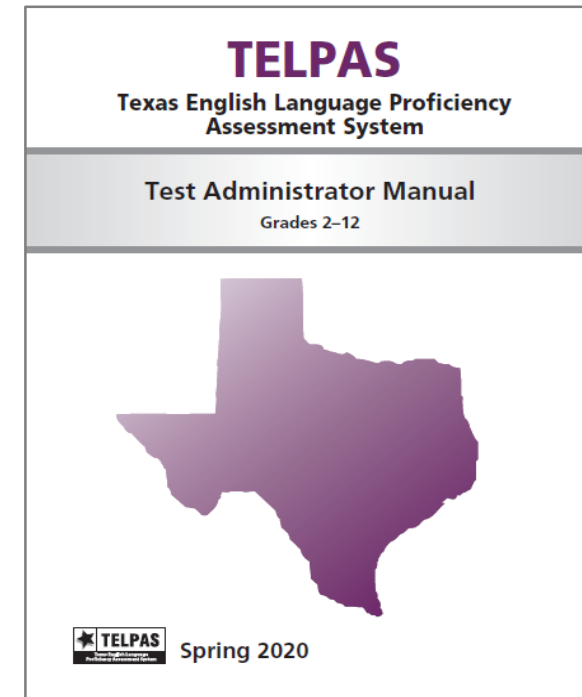# TELPAS Manuals: Raters and Test Administrators

NEW

- Based on feedback from the field and advisory groups, the TELPAS manuals organization will be updated in the 2019-2020 school year.
    - The TELPAS Rater Manual will only be online and not shipped to districts. The manual and PLDs are available within the TELPAS Online Training Center.
    - The TELPAS Test Administrator Manual will be online as well as printed and shipped to districts.

- Both manuals will be posted on the TELPAS Resources webpage and in the District and Campus Coordinator Resource (DCCR).

TELPAS
Texas English Language Proficiency Assessment System
Rater Manual
Grades K–12

TELPAS Spring 2020

TELPAS
Texas English Language Proficiency Assessment System
Test Administrator Manual
Grades 2–12

TELPAS Spring 2020

TELPAS Test Administrator Manuals

NEW

Districts must submit counts to receive test administrator manuals.

Activity	Date
Submit counts for TELPAS test administrator manuals	10/21 - 11/8

TELPAS
Texas English Language Proficiency Assessment System

Test Administrator Manual
Grades 2–12

TELPAS Spring 2020

TELPAS Rater Resources – Training Purposes

For training purposes:	K-1 Raters	2-12 Raters
	▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs ▪ K-1 Reading PLDs ▪ K-1 Writing PLDs	▪ 2-12 Writing PLDs If approved for a special listening and speaking test, 2-12 also need: ▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*.
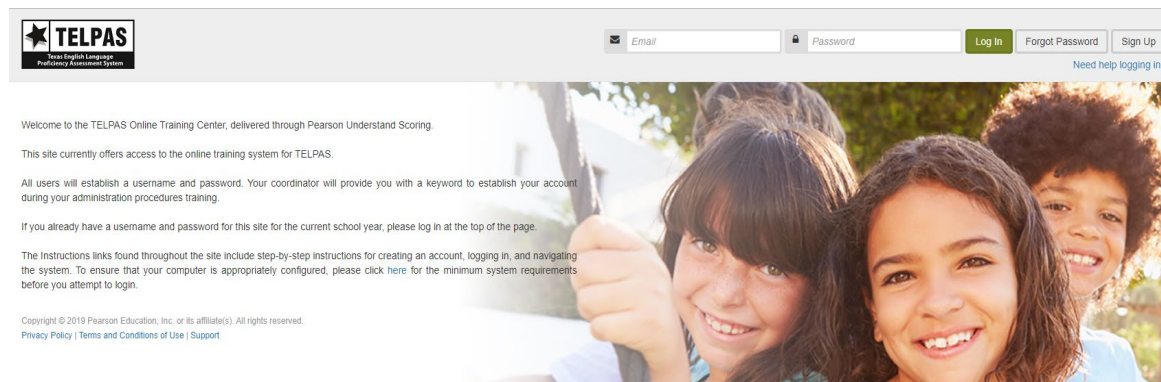
TELPAS Rater Resources – Rater Purposes

	K-1 Raters	**2-12 Raters**
For rating purposes:	- K-12 Listening PLDs - K-12 Speaking PLDs - K-1 Reading PLDs - K-1 Writing PLDs - TELPAS Student Rating Roster	2-12 Writing PLDs - TELPAS Student Rating Roster - Writing Collection Cover Sheet - Writing Collection Verification Checklist If approved for a special administration of listening and speaking test, 2-12 raters will also need: - K-12 Listening PLDs - K-12 Speaking PLDs

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*.

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TELPAS Online Training Center

NEW

- Starting in 2019-2020, the TELPAS Online Training Center will have the capability to save teachers' certificates from year to year.

- Certificates will still be available to print immediately after successful course/calibration completion but it may take up to 24 hours for emailed certificates to arrive in a user's inbox.

- As best practice, it is still recommended that teachers print and keep a copy of their certificates.

NEW

- Districts will have the option to designate one or more centralized raters to rate TELPAS **grades 2-12** writing collections districtwide, campuswide, or by grade level.
  - The designated raters will still have to meet the TELPAS rater requirements (training and calibration).
  - Exception: Centralized raters cannot be used for students that have been approved for a special administration of the listening and speaking assessment.

TELPAS Writing Collections: Centralized Raters

- The implementation of centralized raters is not a requirement.

- It is solely an option to provide districts some flexibility in the TELPAS assessment of grades 2-12 student writing collections.
    - As noted before, the centralized raters will still have to meet the TELPAS rater requirements.
    - Districts, at their own discretion, may require additional training for those raters designated as centralized raters.

K-1 Rater Credentials (remain the same)

- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student's ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains
- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

2-12 Rater Credentials (writing only)

<u>NEW</u>

- Starting in 2019-2020, a rater does not need to have the student in class at the time of the spring assessment.

- The rater (including a substitute teacher) selected to rate an EL must
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process*

- Paraprofessionals may not serve as raters.

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

2-12 Rater Credentials (listening, speaking, and writing)

- In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains.

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

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

UPDATE

- Teachers of ELs in 2-12 are still required to assemble an EL's writing collection to be rated.

- Campus coordinators will need to determine which teachers will be assembling student writing collection(s).

- Districts using centralized raters will need to develop their own process to gather the writing collections districtwide, campuswide or by grade level.

TELPAS Writing Collections: Teachers of ELs

- Teachers assembling the writing collection(s) are required to receive TELPAS administration procedures training in order to ensure that writing collections are assembled appropriately.

- Teachers may be instructed to complete an online training course titled *Assembling and Verifying Grades 2-12 Writing Collections*. However, this course is optional.

TELPAS: Reliability and Validity

- Districts, including districts that are implementing centralized raters, are required to implement and document procedures for ensuring the validity and reliability of the holistic rating process.

- Procedures may vary by campus, at a district's discretion.

- For one year from the date of testing, campuses must maintain documentation of the procedures followed.

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TELPAS Enrolled Grade Reclassification during Test Administration

- For the purpose of TELPAS administration, the reclassification of a student's grade level is strongly discouraged during the TELPAS window.

- It causes an issue within the Assessment Management System when a student's grade level changes within the window.

- All the TELPAS components (holistic, reading test, listening & speaking test) should be the same grade level.

Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, the TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded
  - Unable to participate in one domain of TELPAS
- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., LPAC; LPAC in conjunction with RTI team, student assistance team, ARD committee, or 504 committee).
- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer.

TELPAS Blueprints and Speaking Rubrics

- The TELPAS Reading Blueprints, Listening and Speaking Blueprint, and the Speaking Rubrics can be found on the [TELPAS Resources](#) webpage.

TELPAS Reading, Listening, and Speaking

Use the links below to access the TELPAS test blueprints and speaking rubrics.

- TELPAS Grade 2 Reading Blueprint (PDF)
- TELPAS Grade 3 Reading Blueprint (PDF)
- TELPAS Grades 4-5 Reading Blueprint (PDF)
- TELPAS Grades 6-7 Reading Blueprint (PDF)
- TELPAS Grades 8-9 Reading Blueprint (PDF)
- TELPAS Grades 10-12 Reading Blueprint (PDF)
- TELPAS Grades 2-12 Listening and Speaking Blueprint (PDF)
- TELPAS Two-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF)
- TELPAS Four-Point Speaking Rubric (PDF, large format)

TELPAS Listening, Grades 2-12

- The text of the stimulus and/or prompt is not available on screen.

- 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.
  - Audio is provided for the stimulus/task.

- Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.
  - For simple prompts, students have 45 seconds to respond.
  - For open-ended, more complex prompts, students have 90 seconds.
  - The student's responses to the prompts determine the student's proficiency level.
- Students have two opportunities to record a response.
  - To interact with speaking items, students will use audio capture functionality to record a response, listen to the response, and delete and re-record if not satisfied with their first response.

TELPAS Speaking Rubrics

- Developed to determine the score points that should be ascribed to a student's response based on his or her performance on each speaking test item

- Derived from the PLDs

- Demonstrate how a student will be assessed for speaking; however, the speaking rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation

TELPAS Speaking Rubrics (continued)

- Speaking prompts are scored according to a 2-point rubric 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.

TELPAS 2-Point Speaking Rubric

Two-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at this score point may	At least (2) A response above a score point 1 will receive 2 points on items worth a maximum of 2 points. The characteristics below should be considered minimum criteria for awarding a score of 2 on these items. A response above a score point 1 may
Completeness of Response	• be silent and not attempt to address the task • attempt to address the task, but may be limited to simple, high-frequency words and phrases	• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases
Syntax/Sentence Structure, Grammar	• consist of single words, short phrases and/or occasional short sentences • seem memorized, formulaic and/or highly practiced • include many grammar features of another language that inhibit communication	• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication
Vocabulary/Word Choice	• be repetitive and not demonstrate an ability to use words to make an original message • be mostly limited to simple, high-frequency words and phrases	• rely mostly on high-frequency or basic vocabulary, but still convey an original message • rarely include details because of the student's limited vocabulary
Pronunciation and Fluency	• include frequent and long pauses that may indicate that the student is struggling to communicate and/or has given up • include pronunciation that is extremely difficult to understand	• include pauses to search for words • include some pronunciation errors that limit understanding
Use of L1	• be entirely or mostly in another language	• include some words in another language

Updated February 23, 2018

TELPAS 4-Point Speaking Rubric

TELPAS — Texas English Language Proficiency Assessment System

Four-Point Speaking Rubric

As part of the TELPAS listening and speaking assessment, rubrics were developed to determine the score points that should be ascribed to a student's response based on their performance on each speaking test item. The rubrics demonstrate the number of score points that a student can achieve based on their performance on each speaking test item. Two different rubrics, a two-point rubric and a four-point rubric, are used to score different types of speaking items on the TELPAS listening and speaking assessment. Both rubrics are derived from the TELPAS proficiency level descriptors (PLDs). The rubrics demonstrate how a student will be assessed for speaking; however, the rubrics should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs and should not be used in isolation.

	(1) A response at score point 1 may	(2) A response at score point 2 may	(3) A response at score point 3 may	(4) A response at score point 4 may
Completeness of Response	• be silent and not attempt to address the task • attempt to address the task, but may be limited to simple, high-frequency words and phrases	• address the task in a limited way by communicating simple, original ideas, using sentences and occasional phrases	• address the task somewhat successfully by generally communicating comfortably on common social and grade-appropriate academic topics	• address the task completely by communicating, with or without elaboration, on a variety of social and grade-appropriate academic topics
Syntax/Sentence Structure, Grammar	• consist of single words, short phrases and/or occasional short sentences • seem memorized, formulaic and/or highly practiced • include many grammar features of another language that inhibit communication	• contain mostly simple sentences in the present tense • include simple English language structures • include grammar errors that limit communication	• generally include the correct verb tense for the task, but have some errors, especially when using irregular or complex tenses • demonstrate overall familiarity using basic grammar features and may include some complex grammatical structures • include grammar errors when using less common language structures, which interfere somewhat with communication	• generally include complex sentences and grammar structures nearly comparable to native English-speaking peers • include grammar errors which rarely interfere with communication
Vocabulary/Word Choice	• be repetitive and not demonstrate an ability to use words to make an original message	• rely mostly on high-frequency or basic vocabulary, but still convey an original message	• include common abstract and academic vocabulary words • include some details on familiar topics	• feature vocabulary at a level nearly comparable to their native English-speaking peers

Updated February 23, 2018

There are two different printing formats for the 4-point speaking rubric. The regular format will print on two pages and the large format will print on one page for printers that have tabloid-size print available.

TELPAS Listening and Speaking Practice Sets

<u>UPDATE</u>

- Will be in four grade bands (2-3, 4-5, 6-8, and 9-12)

- Will still be accessed through TestNav app

- Are solely for practice (should not be used to predict success on TELPAS)

- Created to help students become familiar with online listening and speaking items

TELPAS Listening and Speaking Practice Sets (continued)

- Include sample items comparable to what is on the actual test
  - should not be treated like released tests
  - not a true reflection of the various difficulty levels of items on the test

- Allow students to practice listening to test items

- Allow students to practice recording speaking responses
  - should have multiple opportunities to interact with microphone
  - encourage students to plan their speaking response before actually recording it (using online notepad or scratch paper)

TELPAS Testing: Allowable Activities

Test Administrators:

- TAs may read the directions in the gray-box directions.
  - The gray-box directions may be read, clarified, and/or translated to student at the student's request.

Students:

- Students may prepare their spoken response by planning or writing out their response using either the notepad tool in TestNav or using the scratch paper and pencil provided during the test administration.

- Best practice – Check your answers, such as making sure an answer is selected for the reading and listening items and listen to his/her spoken responses to make sure the responses are audible.

- Listen to the recorded prompts as many times as needed.

Gray-Box Directions

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.
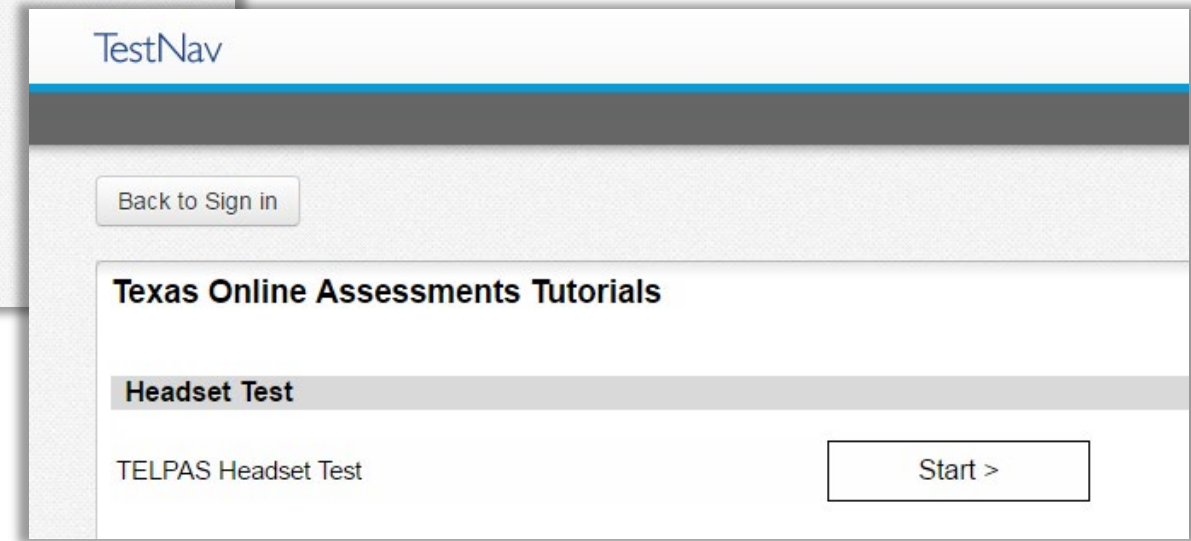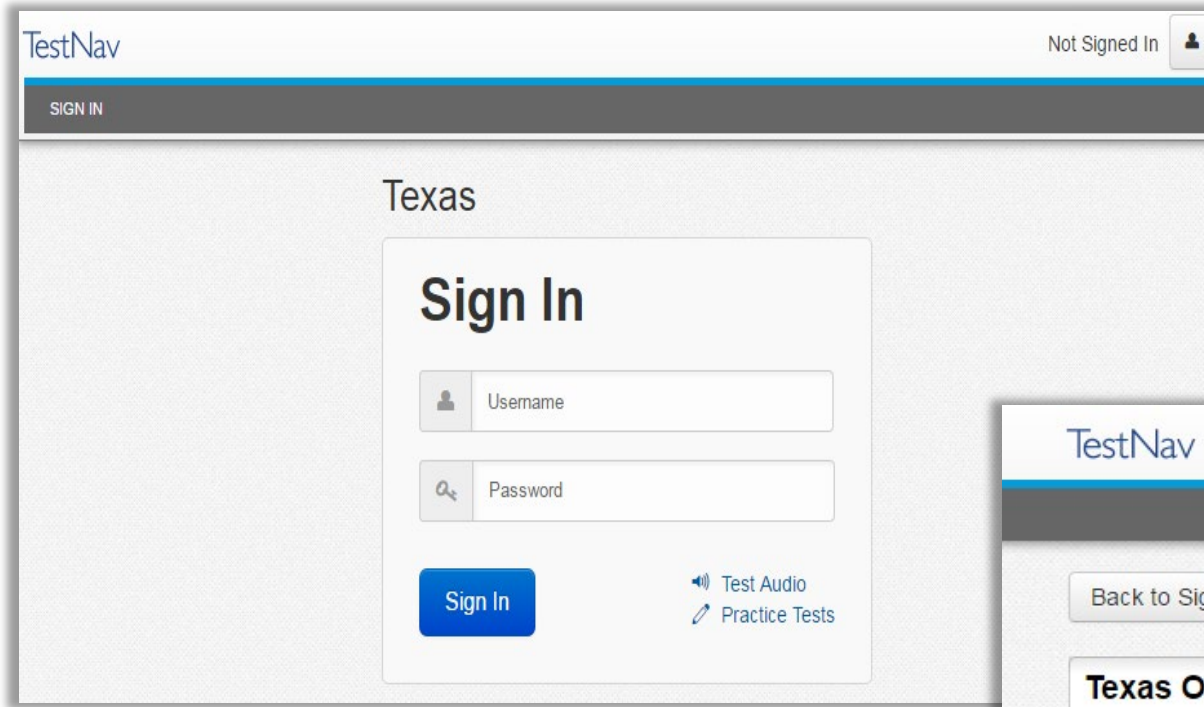
1

2

Remaining attempts: 1

TELPAS Speaking: Best Practice

- Speak clearly.
  - Make sure your microphone is close to your mouth but not touching your lips.
  - Avoid whispering.
- Give as much detail as possible, speak in complete sentences, and use vocabulary (academic language) you have learned in class.
  - If you do not know a word in English to express yourself use a description of that word to relay your message.
- Avoid playing with the headset, microphone, or headset cord.
- Listen to your answer to make sure you can hear yourself clearly.
  - Ask yourself if your teacher would ask you to repeat your answer or speak louder.

Headset and Microphone Test/Check

- Pearson has created a Headset and Microphone Test/Check which is 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 Pearson TestNav 8 website

TELPAS Headset Test from TestNav App

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TELPAS Resources

Resource	Purpose	Audience
Educator Guide to TELPAS and TELPAS Alternate	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS and PLDs to guide instruction	Administrators, Coordinators, Teachers
TELPAS Training PowerPoints	Provide introductory training resources for educators, raters and administrators/coordinators to use to build foundational knowledge of TELPAS	Administrators, Coordinators, Teachers
TELPAS Reading, Listening, and Speaking Blueprints	Provide districts with the test blueprints (reading, listening, and speaking) and TELPAS speaking rubrics	Administrators, Coordinators, Teachers

TELPAS Resources

Resource	Purpose	Audience
TELPAS Speaking Rubrics	Were derived from the TELPAS proficiency level descriptors (PLDs) and demonstrate the number of score points that a student can achieve based on their performance on each speaking test item	Administrators, Coordinators, Teachers
TELPAS Reading Released Tests	Are available in the online interface and can be used to administer to students for diagnostic purposes	Administrators, Coordinators, Teachers
TELPAS Tutorial	Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)	Administrators, Coordinators, Teachers, Students

TELPAS Resources

Resource	Purpose	Audience
TELPAS Listening and Speaking Practice Sets	Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses	Administrators, Coordinators, Teachers, Students
TELPAS Microphone and Headset Check	Available in the TestNav app under the "Practice Tests" link for districts to test connection, recording, and audio playback of their headsets prior to utilizing listening and speaking practice sets and definitely before testing	Administrators, Coordinators, Teachers
TELPAS Parent Resources	Provide parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains	Administrators, Coordinators, Teachers, Parents

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Frequently Asked Questions

FAQ

- **Can teachers use speaking rubrics to informally assess students before the TELPAS online test?**

  Yes, these rubrics can be found on the <u>TELPAS Resources </u>webpage.

- **During online testing of listening and speaking can students plan their responses?**

  Yes, students should be encouraged to plan their responses before recording. They can use scratch paper or the notepad tool embedded in the test.

Questions?

Disclaimer

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For More Information

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TELPAS Resources Webpage