

TELPAS

Grades 2–12
Paper and Holistic

Test Administration Information



2023–2024



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Resources

- [Texas Assessment Program](#)
- _____
 - _____
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- [TELPAS Resources](#)

General Information

This document contains information about how to provide a special administration of the Texas English Language Proficiency Assessment System (TELPAS) grades 2–12 assessments. It is to be used in conjunction with the _____, the _____, and the _____.

The following versions of TELPAS are available for the language domain s listed.

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

All district and campus personnel who participate in state -mandated testing or handle secure test materials and content are required to be trained at least once in test security and administration procedures. In addition, testing personnel who administer large -print or braille versions of TELPAS reading must receive specific training and special instructions for administering these versions. (505 TELPAS) 0.7.3 (0.11 (e). 2 vs 2015 0 TELPAS 0.5.0.0.2.1 (a). 26/10/18 (4F0) -3.272872.

personnel may photocopy secure test materials without submitting an Accommodation Request Form to the Texas Education Agency (TEA).

A student may have a visual impairment that requires the use of two types of test materials. For

Students Requiring More Time

District testing personnel should schedule TELPAS reading test sessions for three to four hours. Students who are still testing after four hours should be consolidated into a general testing area to continue testing. If possible, campuses should dismiss students from the testing session at scheduled intervals (e.g., after 1 hour, then after 2 hours, etc.). Until students are dismissed from the testing area, they are required to follow security procedures and should not have access to electronic devices.

exceed seven hours. Exceptions exist for students who have a TEA-approved Extra Day designated support. TEA recommends that district testing personnel begin testing (he)4. within one hour.

have been altered to ensure that the assessment is accessible to a student who reads braille. For example, test questions with a visual element that cannot be rendered in braille will include a description of what is depicted in the regular-print version of the assessment. Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the booklet at a student's request. This section also informs test administrators of any manipulatives that a student will need to complete the assessment.

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

Holistic Administration

Rater Information

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

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

It is a serious testing violation to record, discuss, or share answers from the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the Test Security section of the

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

Prepare to Rate Students

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

- a copy of the listening and speaking PLDs for kindergarten through grade 12 and the writing PLDs for grades 2 –12;
- the TELPAS Student Rating Roster; and
- the TELPAS Writing Collection document .

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

Test Administration Directions for TELPAS Reading

General Information

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For more detailed information about holistic rating training, refer to the

Rate Students for TELPAS Writing

Ratings of writing collections for students enrolled in grades 2 –12 are based on the writing samples in the collections. It is important for the writing in the collections to portray students' overall English language proficiency . A

- All writing assignments must include the student’s name and date. Additional information may be included to distinguish between multiple students at the campus who have the same first and last name.
- The TELPAS Writing Collection document must be completed.
- Photocopies or scanned copies of classroom writing assignments may be included in the writing collections as long as all copied pages are clear and legible.
- Writing samples may be typed and collected in electronic or printed form provided that spell check and grammar check are disabled for students not eligible for this designated support.
- District coordinators are required to submit a testing irregularity form to TEA if student writing ratings submitted are based on incorrectly assembled writing collections.

Information regarding the types of writing samples to include in the collections is provided on the following pages. Note that neither the types of writing nor the examples shown are intended to be exhaustive. Select writing samples from authentic classroom activities that are grounded in content-area Texas Essential Knowledge and Skills (TEKS) and ELPS instruction.

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

The transcriber’s role is to record exactly what the student has dictated. Transcribing must not interfere with the student’s natural production of English. Transcribers may ask the student to repeat the dictated response to accurately

- what you like, do not like, or want changed about certain school rules
- a person you admire, a person who has influenced your life, etc.
- how first impressions of people can change
- what it was like to move to the United States , learn a new language, etc.
- what you thought about the United States or Texas before you moved here compared to what you think now

This type of writing should give students the opportunity to write connected paragraphs using the academic and abstract vocabulary and language structures needed for developing academic language proficiency in these subject areas. Academic writing tasks for less proficient students should be appropriately adapted for their level. Two samples of content area writing are required in each collection. If you use this type of writing sample to fulfill the past tense requirement, two more content area samples are still required.

Tips for Good Writing Collections

- In all writing assignments, encourage students to take their time and write in as much detail as they can.
- In each collection, include some writing tasks that allow students to show their capabilities. These tasks should allow them to showcase the English they know and the language they have internalized while writing about topics that are comfortable and familiar.
- Also include some writing tasks that stretch and push students' limits and demonstrate the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be important when determining whether an advanced student has reached the advanced high level. A special effort should be made to assign these students extended writing tasks that require them to, for example, use abstract language, analyze, hypothesize, defend a point of view, explain a complex process in detail, or use precise and descriptive language.

What Not to Include in a Collection

- Do not include papers containing language directly copied from a textbook, lesson, or other written source in the writing collections. Students need to write using their own words.
- Papers in which the student relies heavily on a dictionary or thesaurus should not be included in the writing collections. Writing assignments in which students used a dictionary or thesaurus occasionally as an instructional support to scaffold their writing are acceptable.
- Do not include papers that show a teacher's corrections in the writing collections.
- Papers in which the student relies heavily on word walls, word banks, and student spelling lists should not be included in the writing collections. Writing assignments in which students used word walls, word banks, and spelling lists occasionally as instructional supports to scaffold their writing are acceptable.
- Papers that have been polished through editing by peers, parents, guardians, or teachers should not be included. Students may revise their writing as long as the revisions are their own. It is natural for students to seek occasional assistance and guidance when writing. However, if a teacher believes that a student received too much assistance on a piece of writing, the writing assignment should not be included in the collection.

- Do not include papers in which the student writes primarily in his or her native language. Even students at the beginning level should have five writing samples that show their ability to write in English.
- Worksheets or question- answer writing assignments should not be included. a.2 (r)-1.1 (s)0.7 (i)14.nc(a)10.

Campus coordinators, in cooperation with the district coordinator, will establish a process and timeline for reviewing the collections. It is recommended that the verification of the writing collections occur before ratings are assigned.

A writing collection becomes secure test material once the writing collection has been assembled and the completed TELPAS Writing Collection document has been attached.

Keep writing collections, which contain confidential student information, in secure ()0.6 (s)0/3.7 (r)11 (t)9.1 (h)8.7 (e)1.2 ()0.6 (d)-4.ra (d.)T1 (n)12.7 ()0.6 (s)0

After Testing

Student Response Modes

For special paper administrations of TELPAS reading, students should be instructed to record their responses in their test booklets. However, some students may be eligible for basic or complex transcribing. In these circumstances, the method of response indicated in the student's paperwork should be followed for the test administration. The test administrator transcribing the student's response must do so in accordance with the transcribing guidelines.

4. On the _____ page that appears after the student's information is entered, verify the student's information _____. If all the information is correct, select _____. The _____ page will appear.

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

5. The _____ page displays the language-domain assessment _____ available for data entry. Select the _____ assessment for the student. If the TELPAS reading assessment is not available, confirm the student's test eligibility in TIDE.
6. Review the additional test information on the _____ page. For help understanding how to navigate the site, select _____. The _____ window appears. To close the window, select _____.
7. To officially begin or resume the test opportunity, select _____. S

Return Materials

- Prior to returning materials, test administrators must account for all secure test materials , including the following:
 - used

TE★AS ASSESSMENT