



Spring Updates: TELPAS and TELPAS Alternate

January 25, 2024
Event #1136

Agenda

- TELPAS Updates
- TELPAS Alternate Updates
- Questions



TELPAS

TELPAS Overview

- TELPAS annually assesses the progress that emergent bilingual (EB) students make in learning the English language.
- All K–12 students classified as emergent bilingual EB/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.

The TELPAS testing window is February 19th to March 29th.

Exceptions to an EB Student Being Assessed in One or More Language Domain

An EB student 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 a student must be well-supported and documented.

An EB student 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 listening and speaking test and the reading and writing test.

Refer to the [Student Mobility](#) page in the DCCR for more information.

TELPAS Components

Grades K–1

Holistically-rated Assessments

Listening

Speaking

Reading

Writing

Grades 2–12

Online Tests

Listening and Speaking
(2-3, 4-5, 6-8, 9-12)

Reading and Writing
(2, 3, 4-5, 6-7, 8-9, 10-12)

TELPAS Key Dates for 2023-2024

Due Date for Adding All Students in TIDE	By 11/30/23
Due Date for Districts to Indicate Special Administration (paper and holistic) in TIDE	By 11/30/23
Districts Receive Test Administrator Manuals	1/22/24—1/26/24
Districts submit Additional Order of Paper Test Materials	2/12/24—3/25/24 Test Materials By 4/8/24 Return Labels
Assessment Window	2/19/24—3/29/24
Submit Score Codes and Upload Holistic Ratings in TIDE and Submit Student Responses (paper admin) in DEI; (this means entered/submitted and processed by that date and time)	3/29/24 11:59 p.m. (CT)
Districts Return Paper Test Materials	By 4/12/24

The Calendar of Events is found on the [Calendars](#) page in the DCCR.

TELPAS Additional Order Window

When is the TELPAS AO window?	The TELPAS additional order window is 2/12-3/25 for test materials and by 4/8 for return labels.
What should I know about the TELPAS AO window?	TELPAS reading paper tests (regular print, large print, braille contracted, and braille uncontracted) must be ordered during the additional order window (<u>even if the TELPAS paper test format was indicated in TIDE by 11/30</u>).
What should I take into consideration when placing an AO?	When placing an AO, a district must consider the time it will take to ship materials, administer the assessment, and enter the responses in DEI by 3/29/24.

Special Administration of a TELPAS Online Test

In rare circumstances that prevent a student from testing online, the student must meet eligibility criteria for a special administration of a TELPAS online test (listening and speaking or reading and writing) for grades 2–12.



- Accommodations cannot be applied
- Technology access is precluded*
- Unable to participate in one domain



A student may receive a special administration (paper test or holistic assessment) of an online test ONLY if this it is noted in the student's individualized education program (IEP) or Section 504 plan.

*This applies in rare situations where computers or technology are absolutely not available such as homebound students without internet access, JJAEPs, jails, or detention centers. For these types of scenarios, contact Texas Testing Support at (833) 601-882 or TexasTestingSupport@cambiumassessment.com for assistance in ordering paper materials.

Special Administrations for Online TELPAS Tests

Special Administration for TELPAS

Both online TELPAS tests have two language domains combined. If a student is eligible for a special administration in one of the test's domains, the student will need to have a special administration in both domains (if applicable).

TELPAS Listening and Speaking	Holistic for listening and speaking	Holistic administrations conducted by raters that have completed training and calibration successfully
TELPAS Reading and Writing	Paper for reading	Regular print, large print, and braille (contracted and uncontracted)
	Holistic for writing	<ul style="list-style-type: none">• Holistic administration conducted by raters that have completed training and calibration successfully.• Will require writing samples that meet the writing collection criteria.

More information about [special administration of an online TELPAS assessment](#) can be found in the DCCR and in the TELPAS Paper and Holistic Administration Information document which is posted on the [Test Administrator Manuals](#) page in the DCCR.

Test Mode and Paper Test Format in TIDE

The screenshot displays the 'Test Format Indicator' section of the TIDE interface. It features two main tabs: 'Test Mode' and 'Paper Test Format'. Below these tabs, there are three dropdown menus:

- TELPAS Listening & Speaking:** A dropdown menu with options: 'Holistic', 'Online', and 'Holistic' (highlighted).
- TELPAS Reading & Writing:** A dropdown menu with options: 'Paper & Holistic', 'Online', and 'Paper & Holistic' (highlighted).
- TELPAS Reading:** A dropdown menu with options: '--Select--', '--Select--', 'Regular Print', 'Large Print', 'Braille Contracted', and 'Braille Uncontracted'.

- The due date for districts to indicate TELPAS special paper or holistic administration of an online assessment in TIDE was **11/30**.
- The Test Mode defaults to online mode. If a district/campus has additional grades 2-12 students eligible for a special administration, the information needs to be noted in TIDE and if applicable, paper test materials will need to be ordered.
- **NOTE: There is no action required for K-1 students if the student's grade level is noted in TIDE as kindergarten or grade 1 (even if the test mode is in the online mode).**

Blank Graphic Organizers for Online TELPAS Tests



Supplemental Aids

Owned by Bruce Malone ***
Last updated: Oct 23, 2023 by Rachel Griffin • 6 min read

TEA approval is NOT required.



STAAR
TELPAS
Assessments
For a student who meets the eligibility criterion, this designated support may be used on: <ul style="list-style-type: none">• STAAR, including STAAR Spanish• TELPAS (blank graphic organizers only)
Description of Designated Support
This designated support allows a student to use paper-based resources that assist in recalling information.
Student Eligibility Criteria
A student may use this designated support if the student <ul style="list-style-type: none">• routinely, independently, and effectively uses it during classroom instruction and classroom testing.

- A student may use a blank graphic organizer (paper only) for online TELPAS tests (listening and speaking and/or reading and writing) so TELPAS has been added to the Supplemental Aids policy document.
- Supplemental aides such as mnemonic devices and organizers with graphics or text will not be allowed.
- Refer to the policy document for additional information on student eligibility and which committee can make the decision. LPAC does not have sole authority for this designated support.
- Blank graphic organizers will need to be noted in TIDE as part of the non-embedded supports for TELPAS.

Designated Supports for TELPAS Online Tests




Designated Support	Listening and Speaking	Reading and Writing	Non-embedded Support in TIDE	TEA Approval
Basic Transcribing	X	X	X	
Individualized Structured Reminders	X	X	X	
Manipulating Test Materials	X	X	X	
Complex Transcribing		X	X	X
Extra Day	X	X	X	X
Blank Graphic Organizer, paper only (New for Spring 2024)	X	X	X	

NEW

Specific information, such as student eligibility criteria and special considerations and instructions, can be found in the [Accessibility](#) section of DCCR.

Headsets/Headphones, Microphones, and Keyboards



		
Headsets	Headphones with Microphones	Keyboards
Required for the writing domain on the reading and writing test.	<ul style="list-style-type: none">• Required for both domains on the TELPAS listening and speaking test• Required for a student that is eligible for speech-to-text (STT) for the online writing domain in TELPAS reading and writing test.	Are highly recommended for the TELPAS reading and writing test due to the writing domain.


Audio Playback and Recording Device Checks



- If an assessment has multimedia features, there will be audio playback and recording device checks that must be completed, before a student can start their test.
- For TELPAS listening and speaking, both audio playback and recording device checks are required.
- For TELPAS reading writing, audio playback device check will be required for all students. For students with STT, both audio playback and recording device checks will be required.

Audio Playback Check

Make sure audio playback is working.



 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Recording Device Check

Make sure your recording device is working.



1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

Microphone Functionality



17
GUEST, GUEST

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

Tell all about your favorite friend. Describe why that friend is your favorite.

▶ 90s
Remaining

17
GUEST, GUEST

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

Tell all about your favorite friend. Describe why that friend is your favorite.

▶ 90s
Remaining

Warning

Selecting 'Yes' will delete your response and start recording automatically. Do you want to record your response again?

TELPAS Schedules and Administrations



District/Campus Testing Schedule:

- TEA recommends that districts begin testing within one hour of the start of the school day and **no test session may exceed seven hours**.
- Districts should exercise judgment about starting a test session after lunch and for late students, as some students may not have sufficient time to complete the test before the end of the school day.
- **TELPAS assessments should be administered on separate days** to allow students sufficient time and opportunity to do their best work.

NEW

NEW



Student Test Administration:

- Must be completed **within the same school day**; Exceptions exist for eligible students who have an approved Extra Day accommodation.
- Are expected to complete the TELPAS assessment in about three hours; Students who are still testing after four hours should be consolidated into a general testing area to continue testing.

Online Practice and Released Tests



INFORMATION



Practice and Released Tests


Access practice and released tests to become familiar with question types and the online testing environment.

- Designed to familiarize students with the online testing environment, available tools, and various types of questions.
- Students may sign in with their credentials to practice with their current test attributes, such as a student who is approved for STT. Eligibility needs to be already noted in TIDE, so the attribute is available when the student signs in for his or her practice test.
- Includes STAAR redesign practice tests, STAAR released tests, TELPAS Listening and Speaking practice and released tests, and TELPAS Reading and Writing practice sets.

TELPAS Released and Practice Tests

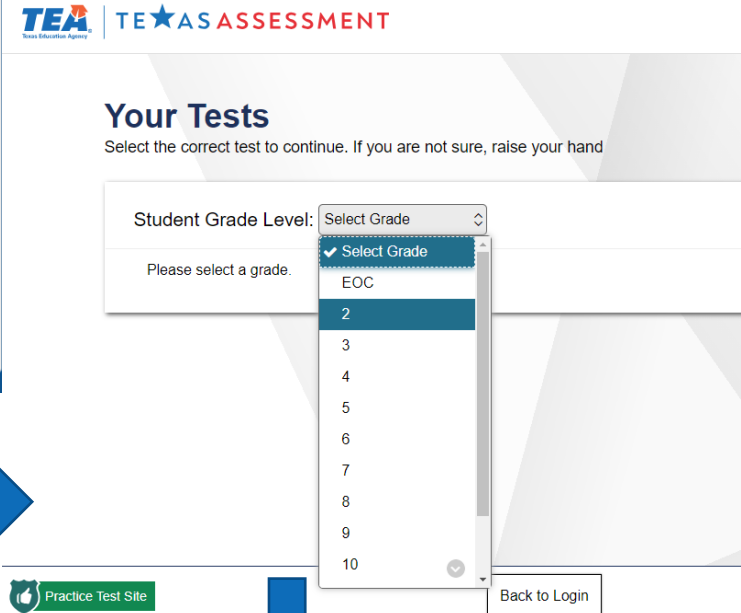


INFORMATION



Practice and Released Tests

Access practice and released tests to become familiar with question types and the online testing environment.



TEA | **TE★AS ASSESSMENT**

Your Tests

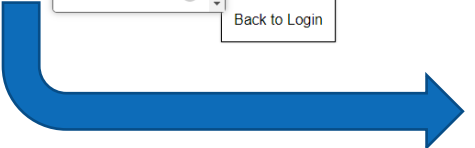
Select the correct test to continue. If you are not sure, raise your hand

Student Grade Level:

Please select a grade.

- Select Grade
- EOC
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

[Practice Test Site](#) [Back to Login](#)



TELPAS Released and Practice Tests

TELPAS Writing Sampler

[Start TELPAS Writing Sampler](#)

TELPAS Reading

Grade 2

[Start 2017 TELPAS Grade 2 Reading Released Test](#)

[Start 2018 TELPAS Grade 2 Reading Practice Set](#)

[Start 2020 TELPAS Grade 2 Reading Released Test](#)

TELPAS Listening & Speaking

Grades 2 - 3

[Start 2018 TELPAS Grades 2-3 Listening and Speaking Practice Set](#)

[Start 2020 TELPAS Grades 2-3 Listening and Speaking Released Test](#)



TELPAS Key Dates for Holistic Rater Training and Administrations



TELPAS Assessment Window (Grades K-12 Listening, Speaking, Reading and Writing)	February 19 to March 29
Assembling and Verifying Grades 2–12 Writing Collections course available*	January 8
Online basic training courses for new K–1 and 2–12 raters* available	January 22
Calibration window opens for new and returning K-1 and 2-12* raters	February 5
Earliest eligibility date for TELPAS writing samples*	February 5
*Applicable for 2-12 raters with students with special holistic administration(s)	

Refer to the [TELPAS Rater Training Activities](#) page in the DCCR for more information on rater training.

Rater Credentials

A teacher (including a substitute teacher) selected to rate an EB student 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. Paraprofessional may serve as raters.

Rater Credentials (continued)

Certified and noncertified staff members who are currently employed by the district and routinely work with students in the classroom may serve as raters only if they

- are trained in test security and administration procedures,
- complete rater training requirements, and
- sign an Oath of Test Security and Confidentiality.

Noncertified staff members must be supervised, either directly or indirectly, by a certified staff member on the same campus throughout the test administration.

- If a noncertified staff member is responsible for a violation of test security or confidentiality, the supervising certified staff member is subject to penalty.

Rater credentials can be found in the Designate TELPAS Raters section on the [Campus Test Coordinator Training Activities](#) page in the DCCR and in the 2023-2024 Holistic Rating Training PPT (slides 6-7 and notes) that is posted in the Training section on the [TELPAS Resources](#) webpage.

Holistic Rater Training (no changes to training requirements)



NEW RATERS

K–1 Raters

Complete an online basic training course, which includes practice rating activities for each language domain – listening, speaking, reading, and writing.

2-12 Raters (for Special Holistic Administrations of Listening, Speaking, and/or Writing)

Complete an online basic training course and practice rating activity. Training for listening and speaking includes both domains. Training for writing is only for that domain.

Both K-1 and 2-12 Raters

Complete calibration activities to ensure that they are prepared to apply the PLD rubrics consistently and accurately.

RETURNING RATERS

K–1 and 2-12 Raters

Raters, who have successfully completed calibration activities at least once, are highly encouraged to complete calibration before rating; however, it's optional, unless required by campus testing coordinator.

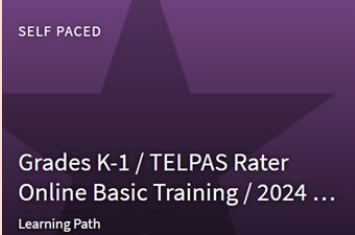
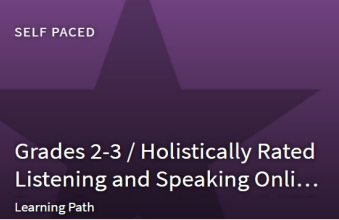
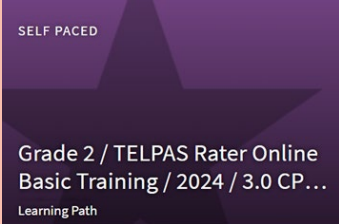
NEW RATERS AND RETURNING RATERS

Annual test security and administration procedures training is strongly encouraged, especially for policies and procedures that have changed.

It is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window.

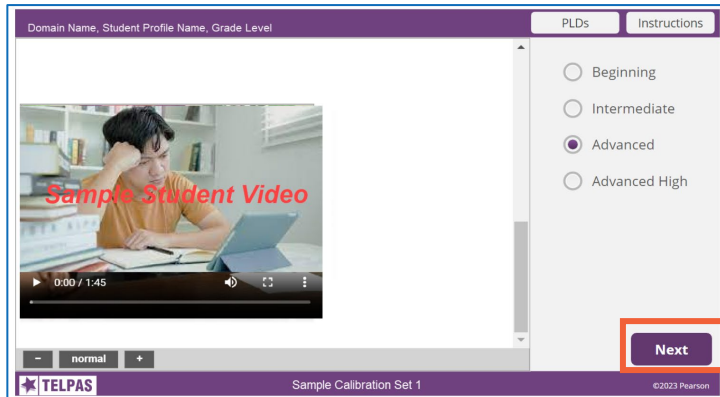
All raters must sign a test security oath.

Online Basic Training: K-1 and 2-12

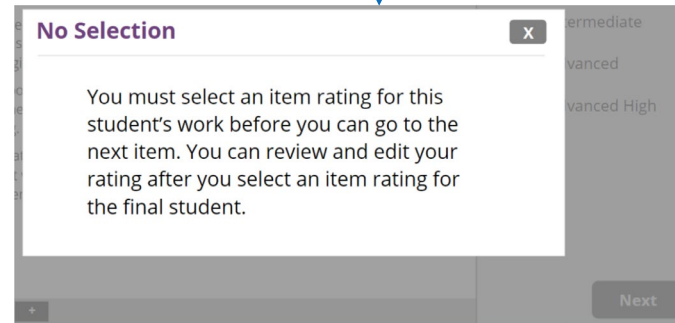
Grades K-1	Online Basic Training includes all 4 language domains (listening, speaking, reading, and writing).	
Grades 2-12*	<ul style="list-style-type: none">▪ Online Basic Training includes two separate courses that are grade cluster specific.<ul style="list-style-type: none">○ One course combines the listening and speaking domains (grades 2-3, 4-5, 6-8, 9-12). Both the listening and speaking modules must be completed.○ The other course is only for the writing domain (grades 2, 3-5, 6-8, 9-12)	<h3>Listening and Speaking</h3>  <h3>Writing</h3> 

*Grades 2-12 is for raters who will need to complete a special holistic administration.

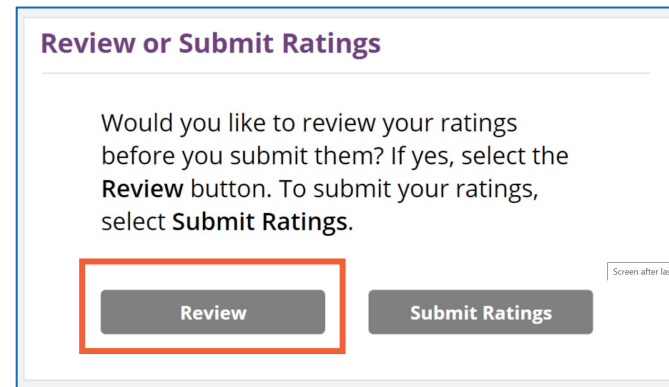
TELPAS Online Rater Training (Practice and Calibration)



- After reviewing the full student profile (text and video/writing samples), the user must select a rating to move on to the next profile.
- If no rating is selected, the user will get a message.



Users will be able to change a rating for a student profile **BEFORE** submitting his or her ratings by clicking on the *Review* button. Ratings cannot be changed once they are submitted.

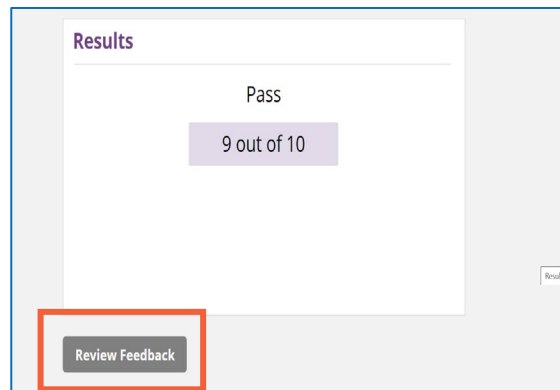
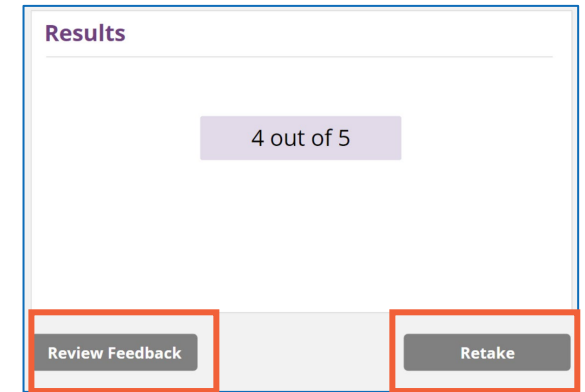


TELPAS Online Rater Training: Results Page



Online Basic Training Practice Sets

- The summary page will indicate how many responses were correct out of the total number of student profiles.
- Users can review the feedback and/or retake the practice set. A separate window will open with feedback.



Calibration Sets

- The summary page will indicate a **Pass** or **Fail** and how many responses were correct out of the total number of student profiles. The user can also review feedback.
- There is not an opportunity to retake a calibration set: however, there are two calibration sets. If a user is not successful on the first set, there is another opportunity with the second set. Users should check with the calibration proctor or campus coordinator regarding second opportunity.

Rater Information in TIDE



Rater information needs to be entered in TIDE in the *Additional Student Information* section. It can be uploaded in TIDE by using the Additional Student Fields data file.

Go to section: 1 2 3 4 5 6 7 8 9 10

Additional Student Information

Emergent Bilingual Indicator Code: - Select -

Bilingual Program Type: - Select -

ESL Program Type: - Select -

Migrant: - Select -

Years in U.S. Schools: - Select -

Parental Denial: - Select -

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: - Select -

Interrupted Formal Education Code: - Select -

TELPAS Rater A (Relationship)

6 7 8 9 10

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

- 1 - Bilingual Education Teacher
- 2 - ESL Teacher
- 3 - Elementary General Education Teacher
- 4 - MS or HS General Ed Teacher of Core Subjects
- 5 - Special Education Teacher
- 6 - Gifted and Talented Teacher
- 7 - Teacher of Enrichment Subjects

Unschooled Asylee / Refugee Code: - Select -

Interrupted Formal Education Code: - Select -

TELPAS Rater B (Collaboration)

6 7 8 9 10

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: Yes No

Interrupted Formal Education Code: - Select -

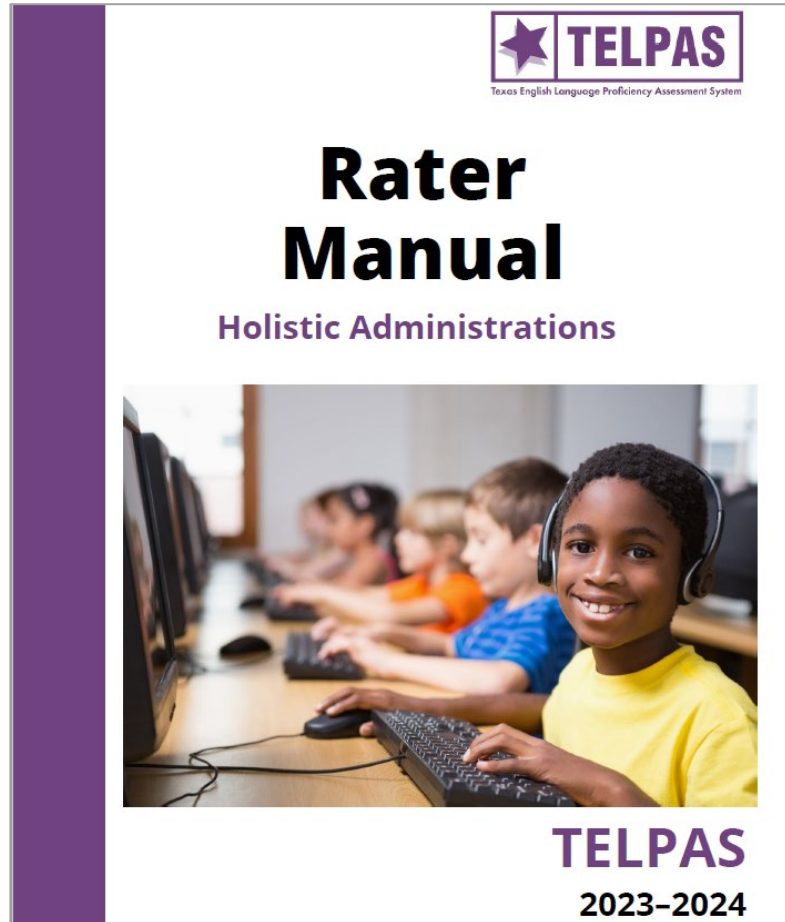


Additional Student Field File: TELPAS Rater Information

	A	B	C	D	E	F	G
1	TSDS ID	AttributeName	Subject	Value	Action		
2		TELPAS Rater A (Relationship)	N/A				
3				1 - Bilingual Education Teacher			
4				2 - ESL Teacher			
5				3 - Elementary General Education Teacher			
6				4 - MS or HS General Ed Teacher of Core Subjects			
7				5 - Special Education Teacher			
8				6 - Gifted and Talented Teacher			
9				7 - Teacher of Enrichment Subjects			
10							

	A	B	C	D	E	F	G
1	TSDS ID	AttributeName	Subject	Value	Action		
2		TELPAS Rater A (Relationship)	N/A	1 - Bilingual Education Teacher			
3		TELPAS Rater B (Collaboration)	N/A				
4				Yes			
5				No			
6							

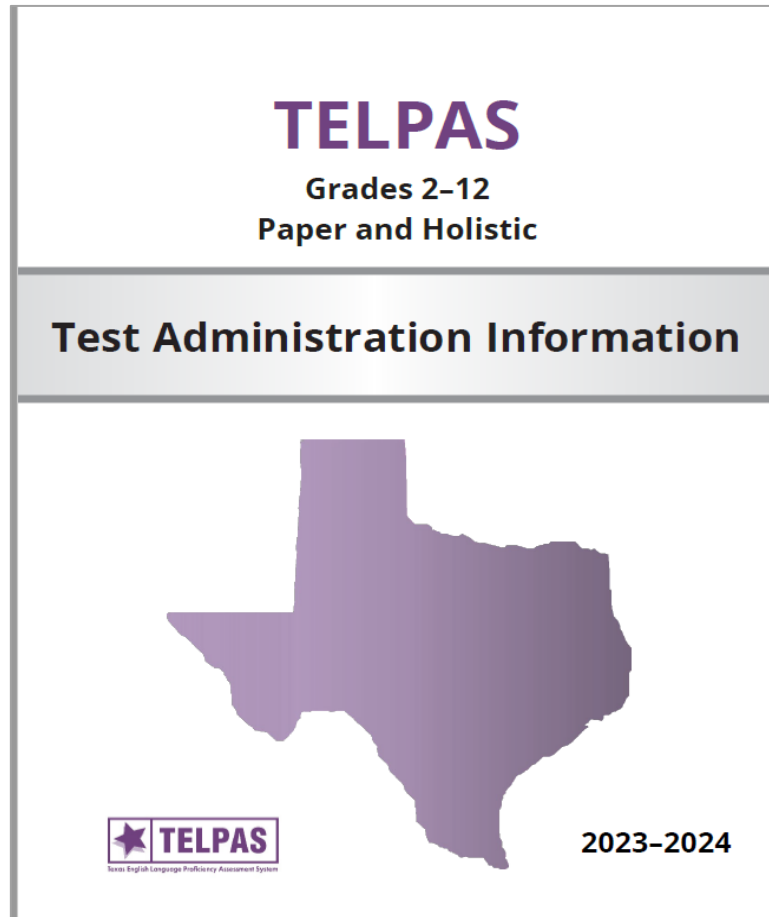
TELPAS Rater Manual



- Is available online only
- Explains the responsibilities of raters for the TELPAS holistic administrations
- **TELPAS PLDs** and the **Student Rating Roster** will now be standalone documents and will be posted in the *What Other Information is Available?* section on the TELPAS Resources webpage. They are not included in the manual.
- For grades 2-12, the rater manual should be used in conjunction with the holistic information in the *TELPAS Paper and Holistic Test Administration Information* document.



TELPAS Paper and Holistic Test Administration Information (grades 2-12)



- Available online only and should be used in conjunction with TELPAS Rater Manual
- Used for special paper admin (regular, large, and braille*) and for special holistic admin (listening, speaking, and writing)
- Standalone ***Writing Collection Coversheet and Verification Checklist*** will be posted in the *What Other Information is Available?* section on the [TELPAS Resources](#) webpage. They are not included in the manual.



*TELPAS Braille Secure Test Instructions, previously called Specific Braille Instructions, were printed and shipped; one per test.

TELPAS PLDs, Student Rating Roster, and Writing Cover Sheet and Verification Checklist

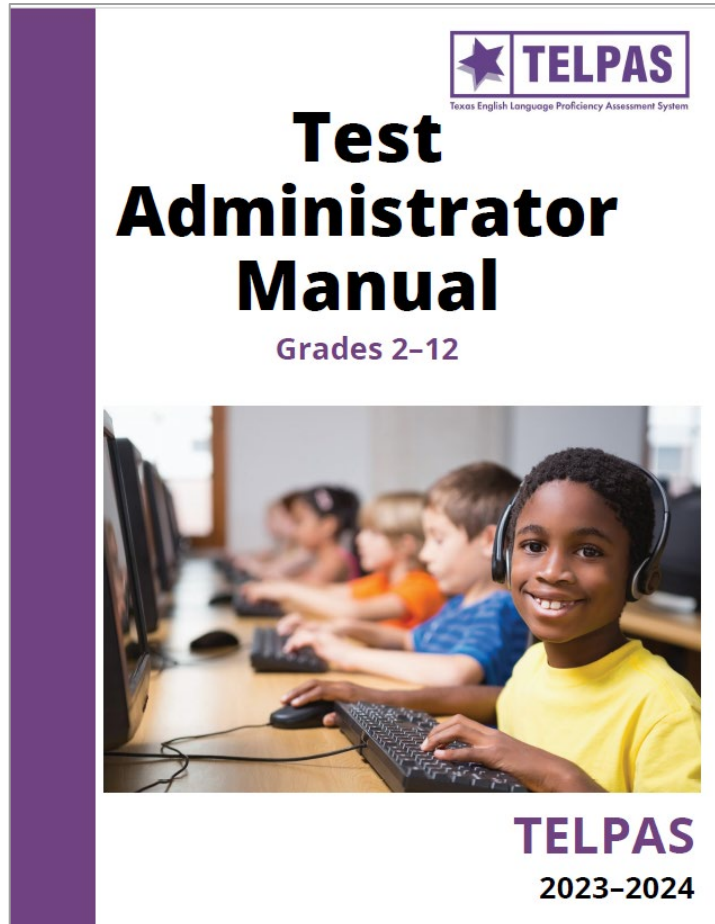
What Other Information Is Available?

Test Administration

- District and Campus Coordinator Resources
- TELPAS Test Administration Manual
- TELPAS Rater Manual
- TELPAS Paper and Holistic Test Administration Information
- TELPAS Proficiency Level Descriptors
- TELPAS Student Rating Roster
- TELPAS Writing Collection Cover Sheet and Verification Checklist

Resources are found on the [TELPAS Resources](#) webpage.

TELPAS Test Administrator Manual (grades 2-12 online administrations)



- Printed and shipped, as well as posted online
- Based on student registration #s with 10% overage
- Formula similar to STAAR, 1:15
- AO window is 2/12-3/25 (test materials and up to 4/8 (labels))

Students Moving Within the TELPAS Window

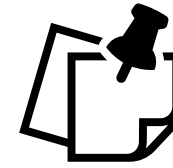
- Students can only be actively enrolled in one district/campus in TIDE. If a student moves during the administration window, TELPAS tests (including holistic ratings) will follow the student.
- Rating information or score code (if applicable) can only be entered by a user in the district/campus where the student is enrolled.
- Once the receiving district has enrolled the student in TIDE, the sending district will not be able to upload the student's rating(s) or submit a score code (if applicable) online.

Collaboration Between Sending and Receiving Districts

- Sending districts will need to coordinate with the receiving districts in order to provide them with the rating(s), including the rater information, or score code (if applicable).
- Districts can share the information using the secure file center in TIDE, as an attachment (EXCEL spreadsheet, word or PDF document, etc.).

Reminder: If an EB student enrolls in a Texas public school **BEFORE** February 19 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments. If an EB student enrolls **ON or AFTER** February 19, the receiving campus is responsible only for the grades 2–12 online tests (if the tests were not already administered). The sending campus is responsible for the holistic components even if the ratings were not yet assigned or uploaded/entered online.

Student's Grade Level during TELPAS Administration Window



- A student should have the same grade level across all domains during the TELPAS administration window (even if the test content is in the same grade band).
- It is recommended that once a student begins testing in one grade level, then the student should complete all testing with that same grade level.
- A student that does not have the same grade level across all domains will not get a composite rating.

TIDE Enhancement—Student Registration File

Excel Column	Column Order	Header Label	Required	Width Limit	Acceptable Values
K	24	Years in U.S. Schools	No	1	1 = First enrolled in U.S. schools during part or all of the current school year 2 = Has been enrolled in U.S. schools for all or part(s) of 2 school years 3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years 4 = Has been enrolled in U.S.
L	24	Years in U.S. Schools	No	1	1 = First enrolled in U.S. schools during part or all of the current school year 2 = Has been enrolled in U.S. schools for all or part(s) of 2 school years 3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years 4 = Has been enrolled in U.S. schools for all or part(s) of 4 school years 5 = Has been enrolled in U.S. schools for all or part(s) of 5 school years 6 = Has been enrolled in U.S. schools for all or part(s) of 6 or more school years <blank> = database value retained

- When using the *Upload Student Information* task to upload student information in TIDE, the template will retain previously uploaded values when specific fields are left blank.
- Refer to the [Student Registration Upload File Format](#) document on the TIDE Upload File Formats webpage for detailed information on whether this applies to a specific field.
 - If applicable, “<blank> = database value retained” is included as an acceptable value.
 - If not applicable, a blank value will replace the previously submitted information. Districts must validate fields that require yearly updates such as Years in U.S. School.

TELPAS Administration Deadline, 3/29, 11:59 p.m. (CT)*



System	Information	Recommendation(s)
TIDE	<ul style="list-style-type: none">all student information, including student demographics, years in U.S. schools, program enrollment, and designated supportsholistic ratings for students in kindergarten and grade 1 and for students in grades 2–12 who were eligible for a special holistic administration of speaking, listening, or writingscore codes for non-participation (see next slide)	<ul style="list-style-type: none">Are strongly encouraged to submit their files before 5:00 p.m. (CT) on March 29Do not resubmit entire uploads on the last day of the testing window; if changes are necessary, limit resubmitted files to only contain altered entries to reduce processing time.
DEI	<ul style="list-style-type: none">student responses for special paper administrations of TELPAS reading (regular print, large print, braille contracted, and braille uncontracted)	Reserve the last 2–3 days of the testing window for DEI submissions



*Entered/submitted/uploaded AND processed by this date and time; the How to Upload Holistic Ratings in TIDE video will be available in the DCCR on the week of February 19th.

TELPAS Score Codes in TIDE



Score Codes for Online Tests		
X	ARD- decision	An ARD committee, in conjunction with an LPAC, determined that a student should not be assessed in one more language domains due to a disability.
A	Absent	This score code should be used in rare circumstances due to the 6-week admin window. An example would be a student that is absent throughout the entire or most of test admin window.
O	Other	Examples for this score code include a student did not complete test due to illness or a test administration irregularity.

Score Codes for Holistic Assessments		
X	ARD-decision	An ARD committee, in conjunction with an LPAC, determined that a student should not be assessed in one more language domains due to a disability.
E	Extenuating Circumstances	An eligible student cannot be rated in the specified domain due to extenuating circumstances. Due to the 6-week testing window, this should be rarely used.

The score codes available in TIDE are by assessment program. It is important to know which TELPAS score codes apply to online tests, and which score codes apply to holistic assessments.

TELPAS Resources

Resource	Purpose	Audience
TELPAS Educator Guide	Provides an overview of TELPAS and serves to support effective implementation of the Texas English Language Proficiency Standards (ELPS) and PLDs to guide instruction.	Administrators, Coordinators, Educators
TELPAS Training PowerPoints	Provide introductory training resources for educators, raters, and administrators/coordinators to use to build foundational knowledge of TELPAS	Administrators, Coordinators, Educators
TELPAS Manuals: Rater, Test Administrator, and Test Administration Information	Provides policies and guidance for raters, test administrators, and TELPAS special administrations (holistic and paper). Manuals and supplement materials are updated annually.	Administrators, Coordinators, Educators, Test Administrators
TELPAS Listening, Speaking, Reading, and Writing Blueprints	Provides districts with the test blueprints (listening, speaking, reading, and writing) including reporting categories	Administrators, Coordinators, Educators

TELPAS Resources (cont.)

Resource	Purpose	Audience
TELPAS 2-12 Speaking Rubrics	Derived from the TELPAS proficiency level descriptors (PLDs) and demonstrates the number of score points that a student can achieve based on their performance on each speaking test item	Administrators, Coordinators, Educators
TELPAS 2-12 Writing Rubrics	Derived from the TELPAS PLDs and demonstrates the number of score points that a student can achieve based on their performance on each writing test item.	Administrators, Coordinators, Educators, Parents
TELPAS 2-12 Speaking Scoring Guides	Provide exemplar student responses for the TELPAS online speaking assessment. It is intended to be used alongside the spring 2020 TELPAS listening and speaking released test.	Administrators, Coordinators, Educators, Parents
TELPAS 2-12 Writing Scoring Guides	Provide exemplar student responses and annotations based on score points that students can achieve on the writing constructed response type items.	Administrators, Coordinators, Educators, Parents

TELPAS Resources (cont.)

Resource	Purpose	Audience
Released TELPAS Listening and Speaking & TELPAS Reading and Writing Tests	Available in the online interface and can be used to administer to students for diagnostic purposes	Administrators, Coordinators, Educators, Parents, Students
Answer Keys for TELPAS Released Tests	Provides answers to released tests, reporting category per item, and ELPS student expectation per item. In addition, there are speaking and writing scoring guides that align with released tests.	Administrators, Coordinators, Educators, Parents, Students
TELPAS Practice Sets/Tests	Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items, including recording and playing speaking responses and entering writing responses)	Administrators, Coordinators, Educators, Parents, Students
Scoring Process for TELPAS Speaking Responses	Provides information on the 5-step process for scoring TELPAS speaking responses (includes information on reliability and validity components and rescoring information)	Administrators, Coordinators, Educators, Parents



TELPAS Alternate

TELPAS Alternate Updates

- There are no changes to the actual TELPAS Alternate assessment.



Texas English Language Proficiency Assessment System

The TELPAS Alternate administration window is February 19th to March 29th.

TELPAS Alternate Key Dates for 2023-2024

Due Date for Adding All Students in TIDE	By 11/30/23
Due Date for Districts to Indicate TELPAS Alternate Participation in TIDE	By 11/30/23
Districts Receive Initial Order of Paper Test Materials (Observable Behaviors)	1/22/24—1/26/24
Assessment Window	2/19/24—3/29/24
Submit Score Codes in TIDE and Submit Student Responses (Observable Behavior ratings) in DEI; (this means entered/submitted and processed by that date and time)	3/29/24 11:59 p.m. (CT)

Refer to the [Student Mobility](#) page in the DCCR for information on sending and receiving district/campus responsibilities for students who enroll or withdraw during the TELPAS Alternate administration window.

What Is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with the most significant cognitive disabilities in grades 2–12
- Aligned to the Texas English Language Proficiency Standards (ELPS)
- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population



Who Takes TELPAS Alternate?



Students Eligible for TELPAS Alternate

Are EB students in grades 2–12 who have the most significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.

Have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

Please note: Unlike TELPAS, there are no domain-specific exemptions for TELPAS Alternate. Students must be assessed in all 4 language domains.

Who Is Assessed with TELPAS Alternate?

Grades K–1	<ul style="list-style-type: none">• No TELPAS Alternate for K–1.• All EB students, including students receiving special education services, will take TELPAS K–1 holistically rated assessment for all four language domains.
Grade 2	<ul style="list-style-type: none">• Participation requirements are available on TEA’s TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.
Grades 3–12	<ul style="list-style-type: none">• Participation requirements are available on TEA’s TELPAS Alternate Resources webpage.• ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is EB/EL and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.

Updated TELPAS Alternate Participation Requirements

The image shows three overlapping forms titled "TELPAS ALTERNATE PARTICIPATION REQUIREMENTS". Each form includes a header with the TELPAS logo and a star icon. The top form is for students with the most significant cognitive disability requiring a highly specialized program. The middle form is for students who do not meet eligibility criteria but have specific learning disabilities or speech impairments. The bottom form is for students who do not meet criteria but have specific instructional needs based on a mild sensory, attention, or learning disability. Each form includes fields for student name, date, grade, and district personnel, and contains various eligibility questions and documentation requirements.

- The TELPAS Alternate Participation Requirements (for grades 2–12) have been updated and are available on TEA’s [TELPAS Alternate Resources](#) webpage.
- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to EB students.
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3–12.
- For student in grades 3–12, the LPAC will answer question 1: “Is the student identified in PEIMS as EB/EL?”, initial the assurances in Step II, and answer "Yes" in question 6.

Updated TELPAS Alternate Participation Requirements: Question #1

STEP 1: DETERMINE IF THE STUDENT MEETS THE PARTICIPATION REQUIREMENTS

1. Is the student identified in PEIMS as EB/EL?

Yes

No



If No is marked, stop here. The student does not meet the participation requirements for TELPAS Alternate.

Specific instructions based on student's enrolled grade level

Grade 2

For EB students in grade 2, review questions 2–5 and mark Yes or No.

If Yes is marked, provide a justification containing evidence that the student meets the criterion.



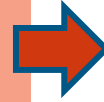
If No is marked for any question below, stop. The student does not meet the participation requirements for TELPAS Alternate and must take TELPAS.

Grades 3–12

For EB students in grades 3–12, if the ARD committee has followed the state guidelines and determined that the student will participate in the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the EB student must also take TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy the remaining participation requirements for these students in questions 2–5. You may skip questions 2–5 and mark Yes for question 6.

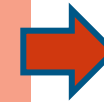
Alternate Proficiency Level Descriptors (PLDs)

The Alternate PLDs are domain-specific and define how well EB students at the five proficiency levels are able to understand and use English in social and academic settings.



Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
EB students at this level have little or no functional ability to understand spoken English even when interacting with concrete symbols that are combined with highly familiar spoken words.	EB students at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.	EB students at this level participate in listening activities in English when working with spoken short, simple messages.	EB students at this level demonstrate understanding of longer spoken messages of multiple sentences during listening activities in English.	EB students at this level are able to understand detailed and complex spoken messages in English.

The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of EB students.



<p>These students may:</p> <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine know too little English to understand or react to routine directions and simple conversations even when the topics are familiar and the speaker uses linguistic supports alert to or show reaction to spoken English but do not demonstrate understanding 	<p>These students may:</p> <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand simple familiar spoken words when paired with concrete symbols follow single-word directions when paired with concrete symbols 	<p>These students may:</p> <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand simple familiar spoken words but not how they fit into a larger language context follow single-word directions 	<p>These students may:</p> <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand short simple conversations as well as short simple discussions on familiar topics follow single-step directions consisting of a few words often identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions 	<p>These students may:</p> <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine across settings understand longer and more elaborated directions, conversations, and discussions on familiar and unfamiliar topics but sometimes need processing time follow multi-step directions understand most main points, most important details, and some implicit information during social and academic interactions
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What Are Observable Behaviors?

- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.
- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.

Sample Observable Behavior for Decoding

R2. The student:				
Decoding				
may or may not attend to familiar word/picture combinations (A)	matches familiar word/picture combinations to identical word/picture combinations (B)	selects requested high-frequency words from a group of words (C)	decodes words or phrases consisting of a few simple high-frequency words (D)	decodes longer phrases or sentences with some unfamiliar words (E)

Observable Behaviors with Classroom Examples

L8. The student:					
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multistep directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," "sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door," "walk to the restroom," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."

- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

An accessible version of the Observable Behaviors and classroom examples can be found on TEA's [TELPAS Alternate Resources](#) webpage.

TELPAS Alternate Administration Training

- As with TELPAS administration training, testing personnel are required to receive training at least once in test security and administration procedures and are responsible for complying with state assessment requirements.
- In addition, testing personnel must receive training at least once in testing policies and procedures specific to each administration and, if applicable, training related to security protocols for authorized viewing of state assessments.

TELPAS Alternate Training

There are two training options.

OPTION 1:

TELPAS Alternate Training Courses in [LMS](#)

- Part 1 includes 4 modules (one per language domain)
- Part 2 includes 4 modules (Introduction, Eligibility, Accessibility, and Test Administration)
- Educators will get CPE hours once both parts are completed.

OPTION 2:

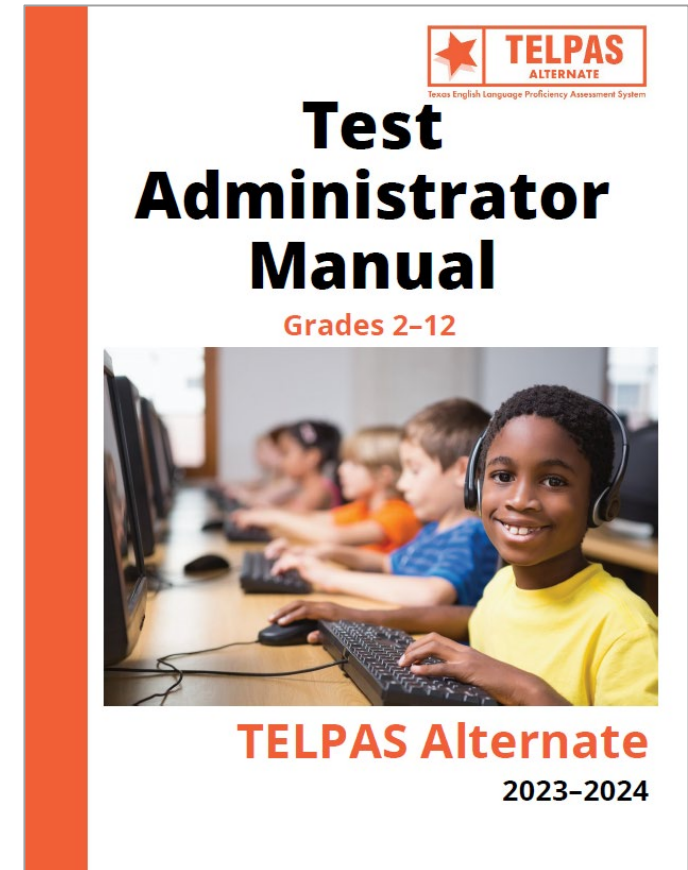
A series of training PowerPoints are also available on TEA's [TELPAS Alternate Resources](#) webpage.

- There are domain-specific PPTs, eligibility requirements, and test administration info.
- Each PPT can be reviewed in about 10–15 minutes.
- However, CPE hours are not earned for reviewing PPTs.

While training is not required, TEA highly recommends that test administrators rating students, especially if they are new test administrators or have never administered TELPAS Alternate. There is no calibration for TELPAS Alternate test administrators.

TELPAS Alternate Test Administrator Manual

- Manual
 - available online only
 - not shipped to districts
- Observable Behaviors shipped to districts
 - Based on registration counts + 10% overage
 - Observable Behaviors will be packed in 3's
 - Districts are not able to place additional order
 - Observable Behaviors PDF available online for printing
- The manual no longer includes the student response modes for this assessment. The student response modes can be found in the TELPAS Alternate Educator Guide.



TELPAS Alternate Observable Behaviors PDF

- A standalone TELPAS Alternate Observable Behaviors Inventory PDF can be found in the *What is Tested?* section on the [TELPAS Alternate Resources](#) webpage.
- The inventory includes all 40 Observable Behaviors (10 per language domain).
- The inventory will no longer be included in the *TELPAS Alternate Test Administrator Manual*.

TELPAS Alternate

Observable Behaviors Inventory

Listening, Speaking, Reading, and Writing

Name of Student:


Enrolled Grade:

TSDS ID:

Date Completed:

Printed Name of Test Administrator:

Signature of Test Administrator:



Texas English Language Proficiency Assessment System

Alternate PLDs

TELPAS Alternate Proficiency Level Descriptors					
Grades 2–12 Writing					
Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency	
EB students at this level have little or no functional use of writing and even high words.	EB students at this level approximate writing or	EB students at this level participate in writing or	EB students at this level participate meaningfully in	EB students at this level are able to produce detailed and	

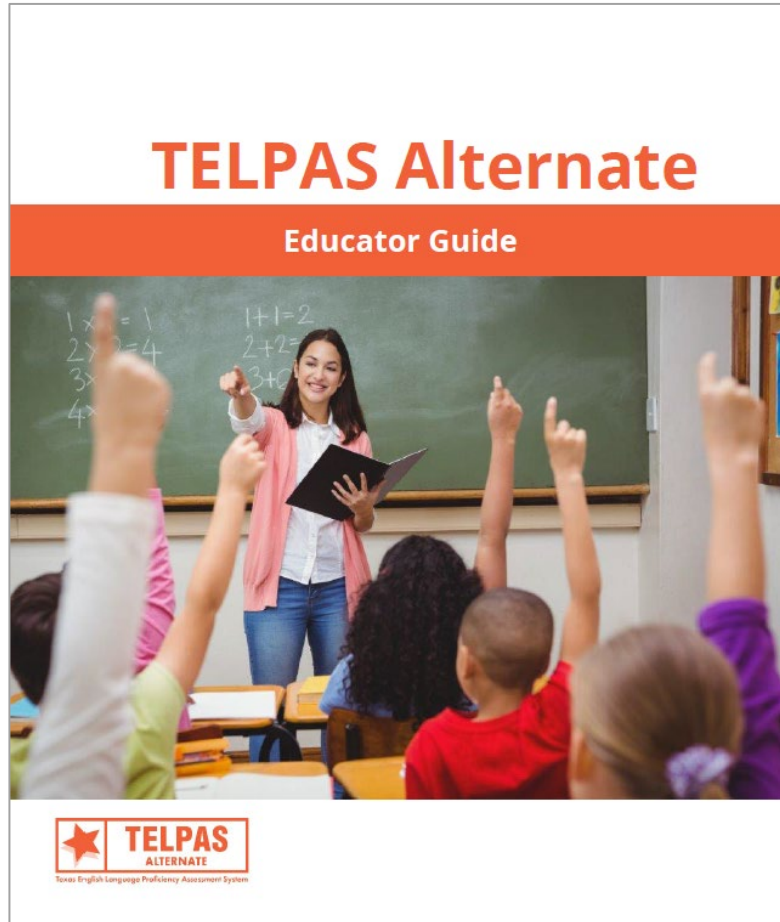
TELPAS Alternate Proficiency Level Descriptors					
Grades 2–12 Reading					
Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency	
EB students at this level have little or no English language interacting symbols with high words.	EB students at this level	EB students at this level	EB students at this level	EB students at this level are	

TELPAS Alternate Proficiency Level Descriptors					
Grades 2–12 Speaking					
Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency	
EB students at this level have little or no functional use of spoken communication interact words.	EB students at this level approximate speaking or	EB students at this level participate in speaking or	EB students at this level produce short, simple	EB students at this level produce detailed spoken	

TELPAS Alternate Proficiency Level Descriptors					
Grades 2–12 Listening					
Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency	
EB students at this level have little or no functional ability to understand spoken English even when interacting with concrete symbols that are combined with highly familiar spoken words.	EB students at this level participate in routine listening activities in English when interacting with concrete symbols that are combined with highly familiar spoken words.	EB students at this level participate in listening activities in English when working with spoken short, simple messages.	EB students at this level demonstrate understanding of longer spoken messages of multiple sentences during listening activities in English.	EB students at this level are able to understand detailed and complex spoken messages in English.	
These students may: <ul style="list-style-type: none"> require full second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine know too little English to understand or react to routine directions and simple conversations even when the topics are familiar and the speaker uses linguistic supports alert to or show reaction to spoken English but do not demonstrate understanding 	These students may: <ul style="list-style-type: none"> require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand simple familiar spoken words when paired with concrete symbols follow single-word directions when paired with concrete symbols 	These students may: <ul style="list-style-type: none"> require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand simple familiar spoken words but not how they fit into a larger language context follow single-word directions 	These students may: <ul style="list-style-type: none"> require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine understand short simple conversations as well as short simple discussions on familiar topics follow single-step directions consisting of a few words often identify and distinguish key words and phrases necessary to understand the general meaning during social and academic interactions 	These students may: <ul style="list-style-type: none"> require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic listening activities in English in their daily routine across settings understand longer and more elaborated directions, conversations, and discussions on familiar and unfamiliar topics but sometimes need processing time follow multi-step directions understand most main points, most important details, and some implicit information during social and academic interactions 	

- The alternate PLDs for TELPAS Alternate will now be a standalone PDF document.
- The alternate PLDs will be posted in the *What Other Information is Available?* section on the [TELPAS Alternate Resources](#) webpage.
- The alternate PLDs will no longer be included in the *TELPAS Alternate Educator Guide* or the *TELPAS Alternate Test Administrator Manual*.

TELPAS Alternate Educator Guide



- Is no longer combined with TELPAS
- Provides an overview of TELPAS Alternate assessment program
- Includes the student response modes that test administrators should be familiar with

TELPAS Alternate Administration Deadline, 3/29, 11:59 p.m. (CT)*

System	Information	Recommendation(s)
TIDE	<ul style="list-style-type: none">all student information, including student demographics, years in U.S. schools, program enrollmentscore codes for non-participation (see next slide)	Reserve time to verify information before the end of the administration window
DEI	<ul style="list-style-type: none">student ratings for TELPAS Alternate Observable Behaviors; ratings for all 40 Observable Behaviors must be entered in order for the “test” to be submitted	Reserve the last 2–3 days of the testing window for DEI submissions



*Entered/submitted/uploaded AND processed by this date and time

TELPAS Alternate Score Codes in TIDE

Score Codes for TELPAS Alternate

E	Extenuating Circumstances	An eligible student cannot be rated in all 40 Observable Behaviors due to extenuating circumstances.	Due to the 6-week testing window, this score code should be rarely used as teachers must provide multiple opportunities throughout the assessment window for students to demonstrate their English language proficiency.
M	Medical Exception (ME)	The ARD Committee, in conjunction with the LPAC, has determined that the student has met eligibility criteria for ME or for NAAR and will not participate in TELPAS Alternate.	These decisions should have been made prior to attempting to administer the assessment and requires documentation in the student's individualized education program.
N	No Authentic Academic Response (NAAR)		

TELPAS Alternate Resources

Resource	Purpose	Audience
TELPAS Alternate Educator Guide	Provides an overview of TELPAS Alternate and serves to support effective implementation of the ELPS.	Administrators, Coordinators, Teachers
TELPAS Alternate: Alternate PLDs	Align to the ELPS and present the major characteristics of each language proficiency level in each language domain.	
Updated Participation Requirements	Used by ARD committees, in conjunction with the LPAC, to make eligibility/participation decisions about TELPAS Alternate participation. The participation requirements have been updated for the 2023-2024 school year.	Members of ARD committees and LPACs
Observable Behaviors (Classroom Examples)	Provide elementary and secondary classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.	Educators

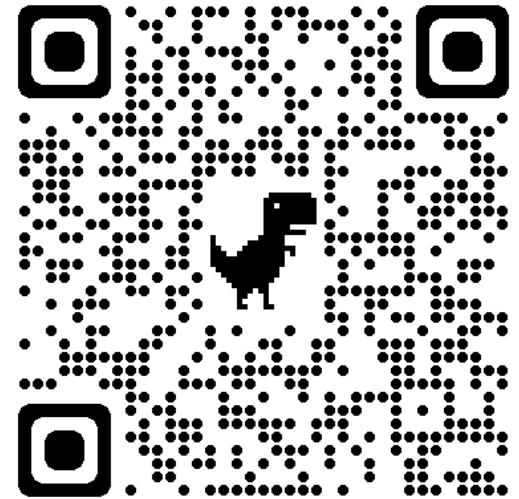
TELPAS Alternate Resources (cont.)

Resource	Purpose	Audience
Test Administration Manual	<ul style="list-style-type: none"> Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students Required to be read carefully and followed as written Will include a fillable version of the TELPAS Alternate Observable Behaviors 	Administrators, Coordinators, Teachers serving as test administrators
TELPAS Alternate Training Modules	<ul style="list-style-type: none"> Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Includes two parts; both parts must be completed in order to receive continuing professional education (CPE) hours 	Administrators, Coordinators, Teachers serving as test administrators
Training PowerPoints	<ul style="list-style-type: none"> Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Are optional though highly recommended 	Administrators, Coordinators, Teachers serving as test administrators
Parent Brochure	Communicates (English and Spanish) basic information about TELPAS Alternate. This information is now on Texas Assessment webpage.	Parents

Please register for one of our committees on the Texas Assessment Learning Management System!

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics
- **Standard-setting** – groups of educators are convened to establish cut scores that define the performance levels
- Use the QR code or visit the [Texas Educator Committees](#) page to register for committee.



Texas Through-year Assessment Pilot (TTAP) will run for the following test titles in SY24-25 (Year 3)

■ Grade 3 Math

NEW

■ Grade 5 Science

■ Grade 6 Math

■ Grade 7 Math

■ Grade 8 Social Studies

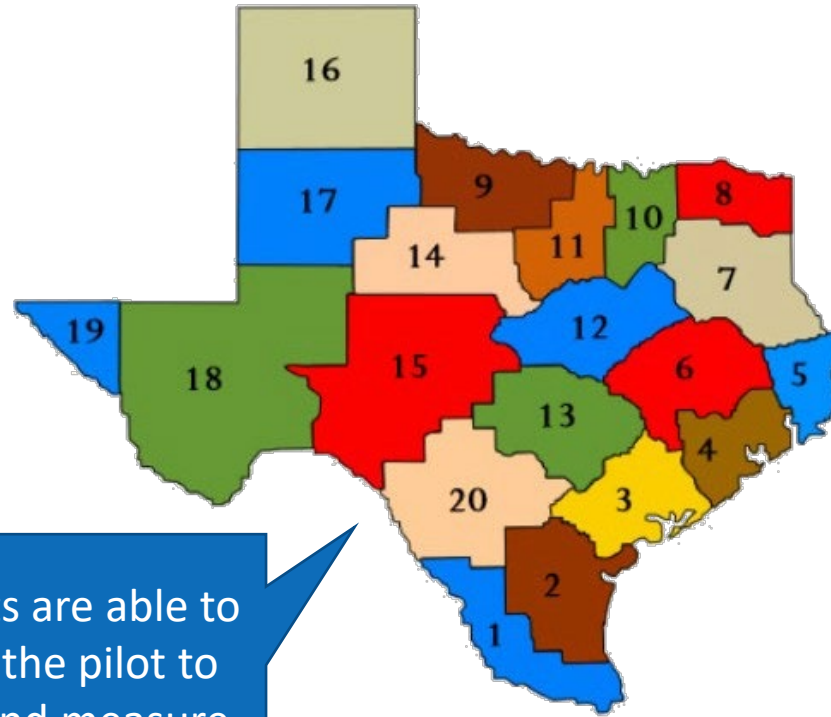
■ Algebra 1

NEW

Other notes:

- To gather a representative sample, we would like to see at least 8K students participate in each test title
- Grades 3-5 test titles will have Spanish
- Content and language supports will be available for students who need it
- Pilot is 100% online
- The pilot will run in limited titles and grade levels, but intends to cover all content areas eventually

TTAP hopes to see district representation across the entire state of Texas as it expands to elementary and high school next school year



Participating districts are able to share feedback on the pilot to help TEA improve and measure efficacy of the program

SY23-24 Participation (Year 2)

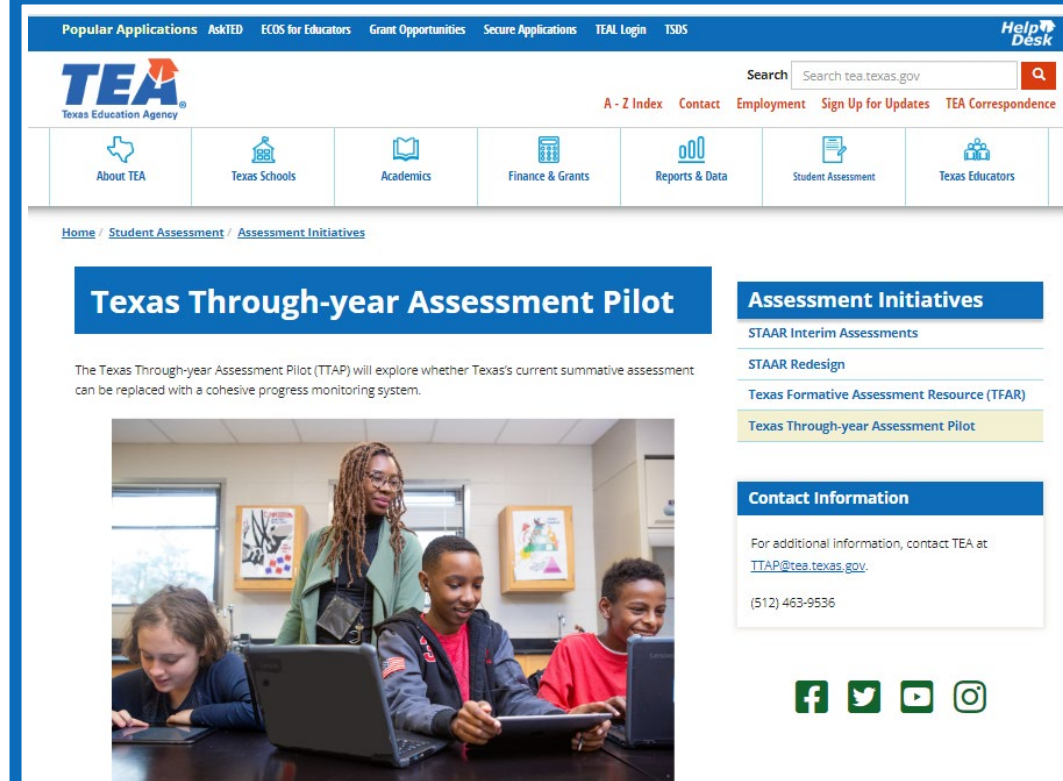
- **19 out of 20 regions**
- **93 LEAs**
 - 44 rural
 - 21 town
 - 13 suburban
 - 15 urban
- **56K students**
 - Grade 5 Science: 17K
 - Grade 6 Math: 9K
 - Grade 7 Math: 8K
 - Grade 8 Social Studies: 23K

We want you to pilot TTAP with us this fall and have your voice heard!

1. Scan this QR code to ask questions and be notified when applications open mid-February



2. Keep updated on the assessment pilot through the [TTAP webpage](#)



The screenshot shows the TEA website's navigation bar with links for Popular Applications, AskTEd, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, and TSDS. A search bar is present with the text "Search tea.texas.gov". Below the navigation bar are icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The main content area features a blue header for "Texas Through-year Assessment Pilot" and a sub-header "Assessment Initiatives". The text below the header states: "The Texas Through-year Assessment Pilot (TTAP) will explore whether Texas's current summative assessment can be replaced with a cohesive progress monitoring system." Below this text is a photograph of a teacher and three students working at a table with laptops. To the right of the photograph is a sidebar with "Assessment Initiatives" (listing STAAR Interim Assessments, STAAR Redesign, Texas Formative Assessment Resource (TFAR), and Texas Through-year Assessment Pilot) and "Contact Information" (providing the email TTAP@tea.texas.gov and phone number (512) 463-9536). Social media icons for Facebook, Twitter, YouTube, and Instagram are located at the bottom right of the page.

Contact Information



Help Desk: [Helpdesk.tea.texas.gov](https://helpdesk.tea.texas.gov)



Student Assessment Division: (512) 463-9536



Information on State Assessments for Special Populations:
[Assessments for Special Populations webpage](#)

Disclaimer

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- If any of the slides are changed for local use, please remove any TEA logos, headers, or footers. (You may need to edit the Master slide.)
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