

TELPAS

Grades 2–12
Paper and Holistic

Test Administration Information

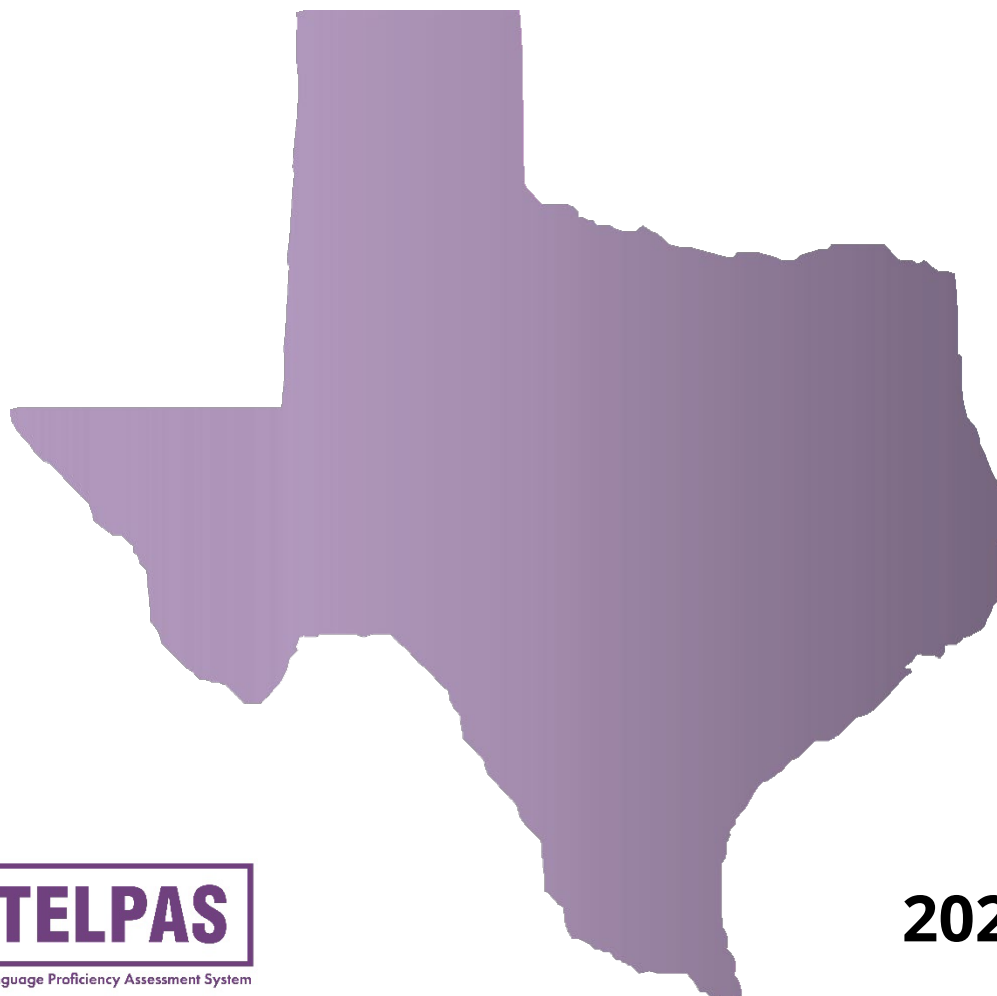


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Overview

General Information

This document is to be used in conjunction with the [District and Campus Coordinator Resources](#), the *Texas English Language Proficiency Assessment System (TELPAS) Test Administrator Manual*, and the [TELPAS Rater Manual](#). It contains information about how to provide a special administration for the following versions of TELPAS grades 2–12 assessments.

Reading	Writing	Listening and 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

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. For TELPAS listening, speaking, and writing, educators must be trained at least once to use rating rubrics, which are the proficiency level descriptors (PLDs) from the English Language Proficiency Standards (ELPS), to determine students' English language proficiency level based on ongoing classroom observations and written student work. Annual training is strongly encouraged, especially for policies and procedures that have changed. Coordinators should ensure that testing personnel have the information they need in time to ask questions and prepare for the test administration.

Prior to testing, all testing personnel must have a copy of and must have reviewed the *TELPAS Test Administrator Manual* for reading or the *TELPAS Rater Manual* for listening, speaking, and writing.

Prepare for Testing

Paper Administrations

Shipped Materials

A district will receive an initial shipment of *TELPAS Test Administrator Manuals*. Districts will receive printed test materials for each student who is eligible and registered for a special paper administration of TELPAS reading. It is important that test materials be distributed to test administrators in time for them to prepare for testing, especially if additional accommodations are needed. Any district ordering paper test materials in the additional order window will also need to order return labels to be able to ship the materials back.

Test Materials for Regular Print

- TELPAS Reading Regular-Print Test Booklet: One grade-specific regular-print test booklet is provided for each student who is eligible and registered for this format.

Test Materials for Large Print

- TELPAS Reading Large-Print Test Booklet: One grade-specific large-print test booklet is provided for each student who is eligible and registered for this format. The large-print test booklets are spiral bound, and the dimensions of the booklets are 11 inches by 17 inches.

Test Materials for Braille

- TELPAS Reading Braille Test Booklet: One grade-specific braille test booklet is provided for each student who is eligible and registered for this format. Braille tests are provided in Unified English Braille (UEB) in either contracted or uncontracted braille based on the braille test order. The braille test booklets have single-sided pages with single spacing of braille lines.
- TELPAS Reading Regular-Print Test Booklet: A corresponding regular-print test booklet is provided for the test administrator's use, such as if an enlarged photocopy is needed for large-print administration.
- *TELPAS Braille Secure Test Instructions*: Braille secure test instructions are designed to help a test administrator understand and meet the needs of a student taking a braille test.

Special Considerations

Students with a visual impairment may need to test in a separate setting in cases where their methods of response might distract other students. In addition, any student responding verbally must receive an individual administration, which is an accessibility feature. Refer to the [Accessibility Features](#) section of the *Coordinator Resources* for more information.

Photocopying for Large-Print and Braille Tests

For a student with a visual impairment who requires printed materials in a size larger than the state-supplied large-print materials (11 inches by 17 inches, spiral bound), a campus 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 example, a student may need to use a braille test booklet in conjunction with a large-print test booklet. In this situation, the regular-print test booklet included with the braille materials will need to be photocopied and enlarged. The contents of the secure braille and regular-print test booklets may be previewed by the test administrator during the district-determined preview window, which may be scheduled during the testing week on any school day before the test.

There is no need to indicate in the Test Information Distribution Engine (TIDE) that this procedure was used; however, the following guidelines must be adhered to:

- The district must maintain test security and confidentiality when photocopying test materials. All standard test security policies and procedures must be followed.
- Photocopying must be done within the district by a trained test administrator who has signed a test security oath. Information about this requirement and about test security oaths is available in the [Test Security](#) section of the *Coordinator Resources*.
- For large print, photocopying a test must be done on the day that test is administered. Previewing of test content—i.e., photocopying—prior to the day a test is administered is **NOT** allowed.
- The test booklet may not be taken apart for photocopying.
- The memory on the copier must be cleared after photocopying secure test booklets.
- All photocopies must be returned with the secure shipment.

Braille Administration

A district or campus is required to prepare any materials necessary to make TELPAS reading tests accessible to students with a visual impairment who otherwise cannot access the test content. The contents of a braille assessment may be previewed by the test administrator during the district-determined window, which may be scheduled during the testing week on any school day before the test.

Because districts and campuses are responsible for keeping testing materials secure, coordinators should do the following to prepare for previewing the materials.

- Designate a secure location (e.g., campus, room, office) to view test materials.
- Limit access by determining a time for the test administrator to preview materials.
- Designate a location where all test materials for the administration, including any supplemental materials needed for student accessibility, can be securely stored.

Students Requiring More Time to Complete

Students with visual impairments who take a braille version of TELPAS reading may require considerably more time to complete the test than students without a visual impairment. If the student typically requires more time than is allotted for testing, refer to the Extra Day designated support policy document. An Accommodation Request Form does not need to be submitted to TEA for approval. The appropriate team of people at the local level can determine that a student needs an extra day to test; however, the following guidelines MUST be adhered to:

- The district must maintain test security and confidentiality throughout the extended testing period since the student will be taking a secure state assessment at a different time than other testers. All standard test security policies and procedures must be followed.
- Students will be permitted to test only over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond eight hours.
- On day 2 of testing, the student may not return to any passages or test questions viewed on day 1.

Refer to the [Extra Day](#) designated support policy document for additional guidelines.

TELPAS Braille Secure Test Instructions

The *TELPAS Braille Secure Test Instructions* supplement the *TELPAS Test Administrator Manual* and are designed to help a test administrator understand and meet the needs of a student taking a braille reading test. The *TELPAS Braille Secure Test Instructions* are included in the braille materials. Unless otherwise stated in these instructions, the directions contained in the *TELPAS Test Administrator Manual* must be followed. After the braille materials arrive but prior to the day of testing, the test administrator should read the *TELPAS Braille Secure Test Instructions* to determine which materials or procedures a student may need for testing.

TELPAS Braille Secure Test Instructions are divided into two sections.

- **Specific Instructions:** This section provides the test administrator with information about how a particular braille test differs from the regular-print version. This includes related administration instructions and information about test questions that have been altered to ensure that the test 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 test. Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the *TELPAS Braille Secure Test Instructions* at a student's request. This section also informs test administrators of any manipulatives that a student will need in order to complete the test.
- **Test Administration Directions:** This section includes general and specific information about the braille test that should be read to the students (e.g., whether special symbols

or standard braille codes are used on the test). Any information that is on the Transcriber's Notes page in the braille test booklet is also provided in this section.

Receive Materials

The [Materials Control Form](#) must be used to account for all secure paper materials during the testing window. Secure paper test materials consist of test booklets and secure test instructions, as applicable.

Test administrators initial and log the time that the secure materials are checked out in the "TIME OUT" box. The test administrator's initials in the "TEST ADMINISTRATOR INITIALS" box signify that he or she has received the secure materials indicated and that the test administrator has signed an [Oath of Test Security and Confidentiality](#). A test administrator should not initial this form if the information on the secure materials is incorrect.

All materials must be returned to the campus coordinator at the end of each day and kept in locked, secure storage when not in use. Materials must be checked in and out on a daily basis. A new row must be completed each time secure materials are checked in and out. Missing secure materials must be located before the campus coordinator initials the "TIME IN" box. If missing secure materials cannot be located, the campus coordinator should immediately contact the district testing coordinator.

On the day of the test, test administrators must be provided the materials listed below for each student. Test administrators should keep the secure materials in locked storage until immediately before testing for each student.

There should be:

- one secure test booklet for the student;
- one secure test booklet for each test administrator who may need to refer to secure test content (e.g., for braille administrations);
- secure test instructions for braille administrations;
- pencils or pens, crayons, 20/20 pens, markers;
- scratch paper, braille paper, etc.;
- any additional TEA-authorized materials or devices that are approved or allowed, as necessary; and
- other allowable accessibility features or designated supports for students provided on the basis of student need or eligibility. Students who take the braille version of a test at any grade level may use slates and styluses, electronic notetakers, word processors, projection or low-vision devices (such as closed-circuit television [CCTV]).

Holistic Administrations

Rater Information

If you have been designated to be a rater, you are responsible for holistically rating the English language proficiency of your assigned students in accordance with the prescribed holistic rating procedures. As the designated rater for a student, you must rate the student in all domains in which he or she is eligible for a special administration; students are not permitted to have one rater for some domains and another rater for other domains. You will base your listening and speaking ratings on classroom observations and your writing ratings on assembled student writing collections. As the rater, you are required to assemble students' writing collections. 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 Learning Management System ([LMS](#)). After a rater has completed all their holistic rating training, the rater must complete calibration activities. To access the calibration activities, the rater will need to attend a monitored calibration session that is organized by the campus or district.

For calibration in listening and speaking, there are six students to rate, three in each domain. To demonstrate sufficient calibration, a rater must rate four out of the six students correctly, for a score of 67 percent. For calibration in writing, each grade cluster set contains 10 writing collections. You must rate at least 70 percent of the collections correctly within a set to demonstrate sufficient calibration. After successfully calibrating, a certificate will be available to print from the rater's *Completed Trainings* report in LMS.

If you have questions about your training requirements, contact your campus coordinator.

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 *Coordinator Resources*.

After entering the passcode for a calibration set, raters are required to read a statement and affirm that they will complete the rating activities independently. While collaboration is encouraged during the TELPAS assessment window, it is imperative that rater calibration is performed individually to ensure that raters can apply the PLDs accurately and consistently.

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities.

Prepare to Rate Students

When you rate students, you will need

- a copy of the applicable PLDs:
 - the listening and speaking PLDs for grades K–12 are in Appendix A of the [TELPAS Rater Manual](#); and
 - the writing PLDs for grades 2–12 are in Appendix B of this document;
- the TELPAS Student Rating Roster in Appendix B of the *TELPAS Rater Manual*; and
- the TELPAS Writing Collection Cover Sheet and Writing Collection Verification Checklist in Appendix C of this document.

Raters must follow the rating procedures outlined in the *TELPAS Rater Manual*. You 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.

A Student Rating Roster becomes secure test material once student information has been added. A writing collection becomes secure test material once the writing collection has been assembled and a cover sheet has been attached.

Keep student rating rosters and writing collections, which contain confidential student information, in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

TELPAS Writing

Ratings of writing collections for students enrolled in grades 2–12 are based on the writing samples in the collections. Additional classroom observations are not used. It is important for the writing in the collections to portray students' overall English language proficiency. All writing collections must be assembled and verified in accordance with the following instructions.

A training course on writing collection assembly and verification is available in LMS. This course may be used to supplement the training districts provide on assembling and verifying writing collections.

Assembling Writing Collections

Raters are responsible for assembling writing collections that accurately depict the ability of the students to communicate in writing in English. It is important for the collections to include writing from a variety of core academic content areas. Keep the following in mind as you collect student writing samples.

- Each writing collection must contain at least five writing samples, including
 - at least one writing sample that elicits the use of the past tense, and

- at least two academic writing samples from mathematics, science, or social studies.
- Writing samples assigned on or after February 6, 2023, may be considered for the writing collections. Writing samples assigned before February 6, 2023, are not eligible for inclusion.
- Writing samples may continue to be gathered throughout the assessment window until the designated date established by the campus coordinator.
- All writing collections should reflect the student's current proficiency level. For a student near the border between two levels, the rater should consider using writing samples assigned toward the latter part of the collection window. The more recent the writing samples are, the more accurately the collection will reflect the student's proficiency level at the time of the ratings.
- All writing assignments must include the student's name and date. Additional information may be included if multiple students have the same first and last name at the campus.
- The cover sheet and verification checklist in Appendix C must be completed and attached to each student's writing collection.
- 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 spellcheck 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 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 TELPAS writing collection. This includes complex transcribing as a designated support. Complex transcribing for TELPAS writing does NOT require TEA approval; therefore, districts 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 record what the student intended accurately. However, transcribers are NOT allowed to do the following:

- translate the student's writing samples into English

- give the student opening or closing sentences
- edit or alter the student's language in any way
- write notes on the individual writing samples

If the transcriber uses a word processor to type the student's writing samples as the student dictates, special functions such as grammar assistance must not be used.

The student may dictate responses into a recording device if this is the procedure used routinely in the classroom. After the responses are recorded, the transcriber can transcribe them.

In assembling a collection, choose writing samples that reflect the student's proficiency level and avoid samples that interfere with the ability to rate the student effectively. Some of the examples provided are too linguistically complex for students at lower proficiency levels to address. Other examples may be appropriate for students at lower proficiency levels but may not be challenging enough for students at higher proficiency levels. For example, an early intermediate writer whose collection contains mainly abstract or academically complex writing assignments may appear to be at a beginning level because the student was not given enough opportunities to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high proficiency writer whose collection contains too many assignments that elicit undetailed responses or social language may appear to be at a lower proficiency level because the assignments do not call for the ability to use academically complex, abstract English to give precise and detailed explanations.

The following examples are not suitable for all grade levels or proficiency levels. Base the writing assignments on the content-area TEKS and linguistically accommodated instruction required by the ELPS.

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

Encourage students to include biographical information, physical traits, and personality traits. The writing collection should include a copy of any pictures used.

- a daily routine (getting ready for school, what you do after school or on weekends)
- how to prepare a familiar food or recipe (sandwich, taco, fruit drink)
- how to play a familiar game or sport

Type 2 Examples: Writing about a familiar process

- a daily routine (getting ready for school, what you do after school or on weekends)
- how to prepare a familiar food or recipe (sandwich, taco, fruit drink)
- how to play a familiar game or sport

Type 3 Examples: Writing that elicits the use of past tense

- stories based on something shown in a picture or pictures
- narratives about something that happened or that you did that was disappointing, unforgettable, surprising, funny, unfair, etc.

- original stories composed in creative writing activities
- narratives about what you did this morning, yesterday, or last weekend
- explanation of a mathematical concept, scientific process, or historical figure you have learned about

Students should be encouraged to write in as much detail as they can. The more vivid and detailed students' writing is, the more useful the samples will be in evaluating their vocabulary development, their ability to narrate and describe using the past tense, and their grasp of basic versus complex language structures. One writing sample that elicits the use of past tense is required in each collection.

Type 4 Examples: Personal narratives and reflective pieces

- a time when you learned a lesson, resolved a problem with someone, etc.
- what true friendship is, the importance of believing in yourself, setting goals, etc.
- 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

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

Many of the types of writing discussed previously are assigned during language arts classes. Extended writing tasks from this content area, such as those that follow, are also appropriate:

- writing reflective pieces linked to stories, literature, poems, and drama read in class (for example, comparing events in a text with personal experiences; relating a character's conflict in a text to a personal experience, friend's experience, or relative's experience, etc.)
- describing and analyzing a change that a character undergoes
- comparing story variants (for example, a movie and novel based on the same story, etc.)
- writing persuasively to influence an audience to take action on an issue
- writing responses to literary or expository texts and providing text evidence to demonstrate understanding

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

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.

- explaining a scientific process you have learned about
- explaining the steps in an experiment or scientific investigation you have conducted
- writing about something you are learning in your science class
- writing about why lab rules are important
- writing about how to use a particular device or piece of science equipment
- writing about a way you have used mathematics outside of school
- explaining the steps you use in a mathematical process
- writing about something you are learning in your mathematics class
- writing to reflect the thinking you do to solve a problem
- writing about a historical figure, a person's contributions or significance, etc.
- writing an expository piece about an important historical or current event
- writing about something you are learning in your social studies class
- defending a point of view about a governmental policy or controversial issue
- writing a persuasive piece to influence a change in policy or law

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 what they can do. 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 perhaps 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 the following types of papers in the writing collections:

- papers containing language directly copied from a textbook, lesson, or other written source (Students need to write using their own words.)

- papers in which the student relies heavily on a dictionary or thesaurus. Writing assignments in which students used a dictionary or thesaurus occasionally as an instructional support to scaffold their writing are acceptable.
- papers that show a teacher's corrections
- papers in which the student relies heavily on word walls, word banks, and student spelling lists. 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. 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.
- 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. Samples written primarily in the native language should not be included.
- worksheets or question-answer writing assignments
- papers that are brief, incomplete, or obviously reflect writing that was rushed
 - Rushed pieces will not accurately portray the student's English language proficiency level. Students should be given plenty of time to complete the writing assignments.
 - Brief writing samples should not be included in the collections of students who are capable of extended writing. (It is to be expected that the limited English of beginning and early intermediate students will cause some writing samples to be brief.)

Verifying Writing Collection Components

The campus coordinator, in conjunction with the district coordinator and principal, will designate one or more persons on the campus to verify the contents of the writing collections. TELPAS raters and paraprofessionals are **NOT** permitted to perform this function. Training in verifying tasks and TELPAS administration procedures for the holistically rated components is required for TELPAS writing collection verifiers. An optional training on assembling and verifying writing is available in the LMS.

The writing collection verifier must complete the verification checklist in Appendix C to ensure that

- each collection contains at least five total writing samples;
- each writing collection includes at least one sample that elicits the use of past tense and at least two academic writing samples from mathematics, science, or social studies;
- all writing assignments include the student's name and date;

- no writing samples come from before February 6, 2023;
- no papers showing teacher corrections are included;
- no worksheets or question-answer assignments are included; and
- each collection includes samples written primarily in English.

Note that the rater is responsible for assembling the writing collections according to all the criteria noted on the Writing Verification Checklist. Collections that do not meet the requirements will be returned to the rater. Once the collection meets the above requirements, the verifier will initial and sign the verification checklist attached to the writing collection cover sheet and writing collection. This affirms that the writing collection has been assembled correctly.

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.

Complete 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 and should refer to the appropriate policy documents in the [Accessibility](#) section of the *Coordinator Resources*.

For students taking a braille version of TELPAS reading, eligibility for the Basic Transcribing designated support does not need to be determined and does not need to be documented.

Enter Student Information Into the Data Entry Interface

Students' responses for special paper administrations of TELPAS reading and students' ratings for special holistic administrations of TELPAS listening, speaking, and writing must be entered into DEI for scoring and reporting. A student's information that has been entered into DEI will be scored automatically when the *Submit Test* button is clicked at the end of the test. Only authorized district staff members who are trained in test security and administration procedures and sign an Oath of Test Security and Confidentiality are permitted to enter student information into DEI. Authorized district staff members who are responsible for entering student responses into DEI must be provided with additional training in specific security protocol regarding transcribing. Tampering with or changing student responses or holistic ratings is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

All student responses and ratings for special administrations of TELPAS must be entered and submitted in DEI by 11:59 p.m. (CT) on March 31, 2023. Student responses or ratings that are not entered and submitted in DEI by the due date will NOT be scored or reported. It is highly recommended that districts establish a local deadline and reserve the last 2–3 days of the testing window for DEI submissions to help ensure all student information is entered and submitted prior to the close of the testing window.

Guidelines for Entering Information into DEI

For students taking special holistic administrations of TELPAS listening, speaking, or writing, ratings from the student rating roster must be entered into DEI. For students taking a special paper administration of TELPAS reading, the responses from the student test booklet must be entered into DEI.

- Enter the information exactly as marked.
- Do **NOT** tamper with, adjust or change the information in any way.
- Do **NOT** interpret or infer what the information should be.

- For multiple-choice reading questions:
 - Leave the item blank in DEI if you cannot determine what the student's response is.
 - Leave the item blank in DEI if the student leaves the question unanswered.
 - Leave the item blank in DEI if the student marked more than one answer.

Steps to Enter Information into DEI

1. Make sure that you have
 - the test booklet that needs to be entered, or
 - the Student Rating Roster for holistically rated administrations.
2. Launch DEI.
3. After you log in to DEI, the *Enter Student Information* webpage appears. On this page, you should enter the login information for the student.
 - In the *Student First Name* field, enter the student's first name as it exists in TIDE.
 - In the *TSDS ID* field, enter the student's Texas Student Data System (TSDS) ID as it exists in TIDE.
 - Select *Sign In*.

4. After entering a student's information, the *Is This the Student?* webpage appears. On this page you can verify the student's information. If all the information is correct, select *Next*. The *Available Tests* 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 *Available Tests* webpage displays the tests or language domains available for data entry. On this page you can select the test for the student. If no tests or domains appear for the student or if the domains available are not correct, confirm the student's test eligibility in TIDE. Available tests indicate whether you are entering data for a new test opportunity or resuming an open opportunity.
6. On the *Test Information* page, you can review the additional test information. For help understanding how to navigate the site, select *View Help Guide*. The *Help Guide* window appears. To close the window, select *Back*.
7. To officially begin or resume the test opportunity, select *Begin Test Now*.

For TELPAS reading, some test pages may have only one question, and others may have multiple questions. You must select the student's response option for each question. DEI automatically captures and saves the response data when you enter it.

For TELPAS listening, speaking, and writing, each test consists of a single page with one field that must be filled out when entering data. In the Enter [Domain] Proficiency Rating

section, mark the appropriate radio button to indicate the student's proficiency rating in that particular domain. The exact label of this section varies by domain.

8. The *Finished* button appears in the global menu after you have responded to all required questions. When you select *Finished*, the next page gives you two options: Review the data you entered or submit the test for scoring. To review answers and go back to the test, select a question listed on this page. Questions that were not answered display a warning (▲) icon.
9. To complete the testing process, select *Submit Test*. After you select *Submit Test*, the test is officially completed. You cannot log back in and review the data you entered.

After you submit the test, the *Done Reviewing Assessment* page appears, displaying the student's name, the test name, and the data entry completion date. The page also gives options for next steps: Select *Enter Data for a Different Student* to enter responses for another student. For this option, you are directed to the *Enter Student Information* login page.

Select *Enter More Data for This Student* to enter data for the same student without having to enter that student's demographic information again. For this option, you are directed to the *Tests For This Student* page. From there, you can proceed through the test selection and verification process.

If you are finished entering test data, select *Log Out*.

Enter Student Information in TIDE

If you have been assigned to enter student information in TIDE, you will receive access information and additional training.

Return Materials

- Prior to returning materials, test administrators must account for all secure test materials, including test booklets, secure test instructions, completed TELPAS Student Rating Rosters, and completed writing collections (including cover sheets).
- Test administrators must return all secure materials to the campus coordinator after each test session.
- Typed or recorded materials and handwritten responses, as well as any scratch paper students have written on must be returned to the campus coordinator.

Appendix A

Administration Directions for TELPAS Reading

Administration Directions for TELPAS Reading

General Information

- For students who request assistance, test administrators are allowed to paraphrase, translate, repeat, or read aloud these directions and the directions that introduce particular test sections or item types, as long as the substance of the directions is not changed.
- For students receiving designated supports, the test administrator is permitted to modify the directions when needed.

Read Aloud Directions

You **MUST** read aloud **WORD FOR WORD** the **bold** text after the word **“SAY.”** Then you may paraphrase, translate, shorten, or repeat the directions as needed to best communicate with the students in your test administration. You must **NOT**, however, change the substance of the information given in the directions. Some directions use brackets within the read-aloud text to indicate where you should verbally insert information. For example, in the statement, **“You will have [until the end of the school day or an extra day] to complete this test,”** you should verbally fill in the applicable part of the sentence with, for example, “until the end of the school day,” as you are reading the directions to students. The text in *italics* is information meant for you and should not be read aloud to students.

SAY Today you will take a reading test. This test is for students who are learning the English language. Students who know a lot of English may find some test questions very easy. Students who know just a little English may find some test questions very hard. Do not worry about the parts of the test that are difficult to understand. Just do the best you can on the parts of the test you can understand.

You will have [until the end of the school day or an extra day] to complete this test. All of your responses must be recorded in your test booklet before the session ends. If you are unsure of a response, provide the best response you can. You may go back and review your responses at any time during this test session. Are there any questions?

Answer any questions before continuing.

If you have questions about the instructions, please raise your hand so I may help you. You should stay seated and quiet so that you do not disturb others who are testing. If you need a break, please raise your hand. Are there any questions?

Answer any questions before continuing. Then distribute test booklets to students.

SAY Look at the front of your test booklet. Does everyone see “Grade [Grade level] Reading” on the front of your test booklet?

Assist any students who do not have the correct test booklet.

SAY Print your first and last name in the space marked “STUDENT NAME” at the top of your test booklet.

When all students have written their names on their test booklets, continue.

SAY You may use scratch paper and make notes in your test booklet. When you have completed your test, close your test booklet and raise your hand. I will come to your desk to collect your test booklet and other test materials. If there are no more questions, you may begin.

Assist students with directions as needed.

Additional Information

- Record the start time for the test session on your seating chart.
- During the test session, test administrators **MUST** actively monitor students. Test administrators should be observing students in the testing area as they work on the test but should avoid looking at students' test booklets.
- Test administrators should remind students periodically during the test to mark their answers carefully and clearly in the test booklet.
- Test administrators are not allowed to answer any questions related to the content of the test itself. If a student asks a question that you are not permitted to answer, you may respond, for example, **"I can't answer that for you; just do the best you can."**
- If a student expresses concern because a question is difficult, encourage him or her to keep working because easier questions will likely follow, and explain that he or she may leave answers blank if something is too difficult to understand. Depending on a student's proficiency level, if a student becomes overly frustrated or anxious, it may not be appropriate to have the student finish the test. Student responses should still be entered into DEI for scoring.
- If any issues arise or you need assistance, contact your campus coordinator.
- For lunch breaks, instruct students to close their test booklets and collect all testing material. For all other breaks, instruct students to close their test booklets.
- As students complete the test, collect any scratch paper that students have written on. These materials should be returned to the campus coordinator.
- Once a student has completed the test, the test administrator should allow the student to leave the area or provide the student with an instructional activity (e.g., guided reading activity) while other students continue testing.
- Record the stop time for the test session on your seating chart.

YOU SHOULD NOT VIEW, COPY, OR DISCUSS THE TEST CONTENT AT ANY TIME UNLESS SPECIFICALLY GIVEN AUTHORIZATION TO DO SO.

Appendix B

Proficiency Level Descriptors for Writing
Grades 2–12

ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.
<p>These students:</p> <ul style="list-style-type: none"> • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs 	<p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

Appendix C

TELPAS Writing Collection Cover Sheet and
Writing Collection Verification Checklist

Texas English Language Proficiency Assessment System (TELPAS)

WRITING COLLECTION COVER SHEET SPRING 2023



Student Name _____
TSDS ID _____
Enrolled Grade Level _____
Campus Name _____
Number of Writing Samples _____
Printed Name of TELPAS Rater _____
Signature of TELPAS Rater _____
Printed Name of Additional Rater _____
Signature of Additional Rater _____
(if applicable)

Writing Rating _____



The writing collection should be kept in the student's permanent record file for two years from the time of rating.

WRITING COLLECTION VERIFICATION CHECKLIST

SPRING 2023

This checklist is to be used by both the teacher assembling the writing collection and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the “Teacher” column indicate checks that the teacher is responsible for during the assembly of the collection. The boxes in the “Verifier” column indicate tasks that the verifier must complete. *Each box should be initialed.*

	<u>Teacher</u>	<u>Verifier</u>
1. At least five writing samples are included	<input type="checkbox"/>	<input type="checkbox"/>
2. At least one writing sample designed to elicit past tense is included. . .	<input type="checkbox"/>	<input type="checkbox"/>
3. At least two academic writing samples from mathematics, science, or social studies are included	<input type="checkbox"/>	<input type="checkbox"/>
4. No writing samples show evidence of borrowed/copied language or heavy use of reference materials	<input type="checkbox"/>	N/A
5. No writing samples have been polished through editing by parents, guardians, peers, or teachers	<input type="checkbox"/>	N/A
6. No worksheets or question-answer assignments are included	<input type="checkbox"/>	<input type="checkbox"/>
7. No writing samples are written primarily in a language other than English.	<input type="checkbox"/>	<input type="checkbox"/>
8. No writing samples show brief, rushed, or incomplete writing	<input type="checkbox"/>	N/A
9. No writing sample date is missing or is prior to February 6, 2023. . . .	<input type="checkbox"/>	<input type="checkbox"/>
10. No writing sample is missing the student’s name	<input type="checkbox"/>	<input type="checkbox"/>
11. No writing sample shows teacher corrections.	<input type="checkbox"/>	<input type="checkbox"/>

The teacher and verifier signatures are required below once the writing collection meets all assembly criteria.

	____/____/____
Printed Name of Teacher	Date

Signature of Teacher

	____/____/____
Printed Name of Verifier	Date

Signature of Verifier