



**TELPAS**



# Introduction

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## General Information about TELPAS

TELPAS fulfills federal requirements for assessing the English language proficiency of ELLs in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS reports student performance in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used in accountability and performance-based monitoring indicators. The assessment components for grades K–1 and 2–12 include the following:

- Grades K–1
  - holistically rated observational assessments of listening, speaking, reading, and writing
- Grades 2–12
  - multiple-choice online reading tests in six grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12
  - holistically rated student writing collections
  - holistically rated observational assessments of listening and speaking

Students' answers to reading tests, ratings from holistically rated assessments, and all other student data are submitted through the Assessment Management System.

For holistically rated assessments, teachers are trained to use rating rubrics to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Each district establishes a local schedule to administer the online reading tests and complete the holistic ratings during the assessment window of March 17 through April 9, 2014.

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the  and  icons indicate which checklist you are reading.

## Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as LEP in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C). ELLs are required to be assessed annually until they meet bilingual/ESL program exit criteria and are reclassified as non-LEP.



Checklist for  
TELPAS  
Administrations

## NOTES



ARD Committee  
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LPAC Resources

There are rare circumstances in which a student may not be required to participate in one or more TELPAS language domains.

- **ARD Decisions.** In rare cases, it may be necessary for the ARD committee, in conjunction with the LPAC, to determine that an ELL receiving special education services should not be assessed in reading, writing, listening, and/or speaking for reasons associated with the student's particular disability. Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented in the student's IEP by the ARD committee and in the student's permanent record file by the LPAC.
- **Newly Enrolled ELL—Holistically Rated Domains.** An ELL 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 the receiving district in the holistically rated domains. However, a newly enrolled student in grade 2–12 is required to take the TELPAS reading test.

ELLs in grades 2–12 who enter U.S. schools in the second semester of the school year are required to take the reading test and will receive scores based on their test performance.

## Holistically Rated Assessments

### Online Holistic Rating Training

Online holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the English Language Proficiency Standards (ELPS). Raters are required to complete holistic rating training annually. The training is available through the Texas TrainingCenter website, which requires a username and password for access.

District and campus coordinators are responsible for ensuring that all individuals designated to serve as TELPAS raters fulfill their holistic rating training requirements. The training status of raters (completion and performance) is captured electronically and reported through the TrainingCenter's learning management system functionality. This functionality provides information to help coordinators arrange for and monitor rater training.

The following chart outlines the steps and components of the holistic rating training process.

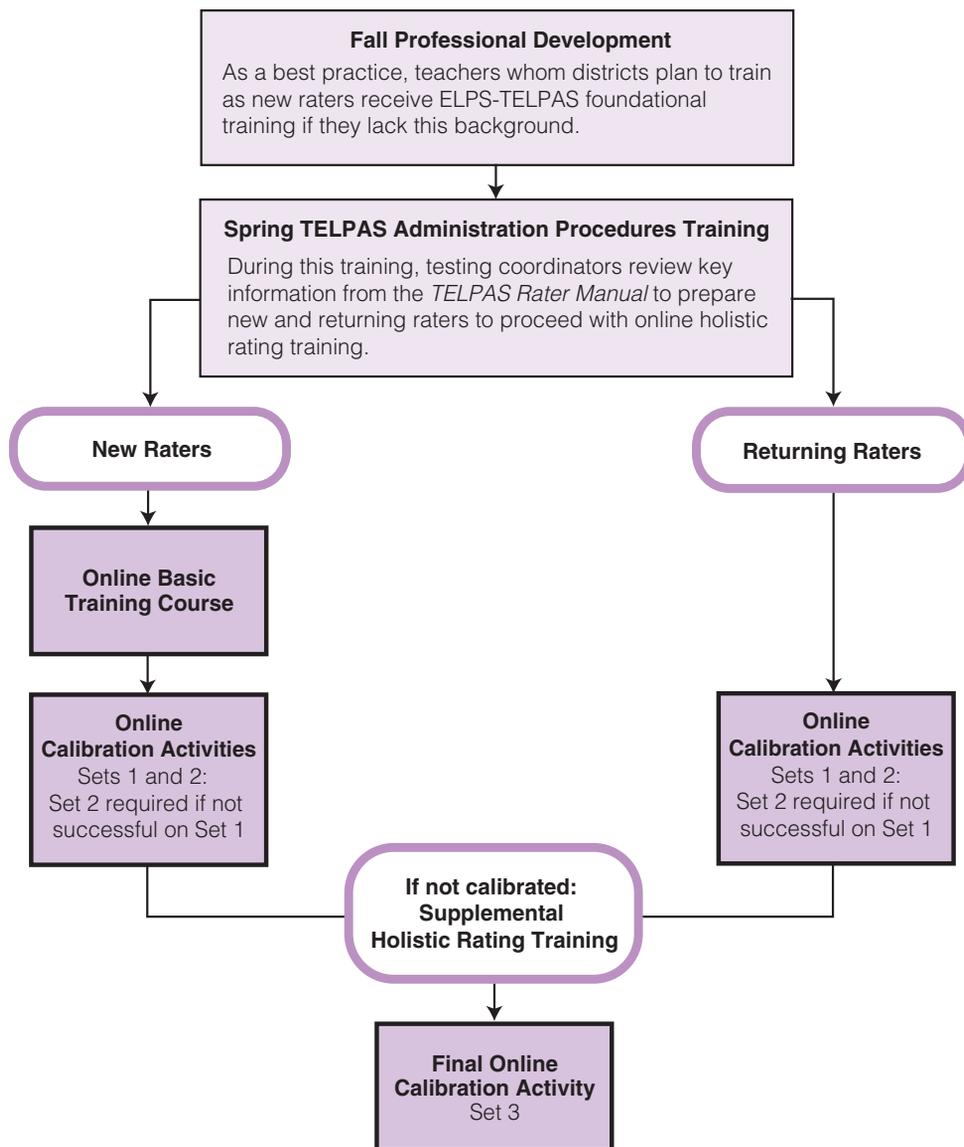


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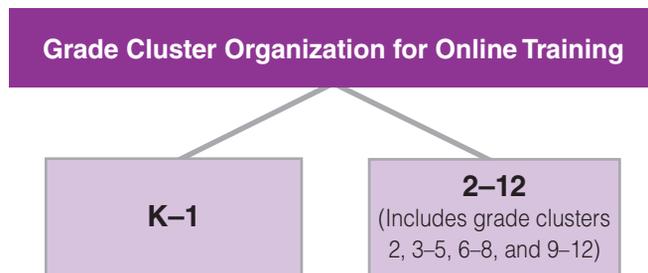


TELPAS  
Coordinator's  
User Guide for  
Online Holistic  
Rating Training

### Grades K–12 Holistic Rating Training Flowchart



The online basic training courses and calibration activities are grade-cluster specific. K–1 training is separate from the other clusters both conceptually and within the TrainingCenter because of developmental differences between K–1 and older students.



Teachers must be assigned to complete rater training in the grade cluster that corresponds to the grade levels of the students they will rate. Note the guidelines below for teachers who are assigned to rate students in more than one grade cluster (e.g., students in grades 5 and 6 or in grades 1 and 2).

- **Multiple clusters within grades 2–12.** These raters are required to train in the cluster in which they have the most ELLs. As a best practice, they should also review online basic training course practice activities in the additional cluster(s) to check their readiness to apply the PLD rubrics appropriately.
- **Multiple clusters that include K–1.** These raters must complete training for K–1 and at least one other cluster (within grades 2–12). Raters with more than one additional cluster should train in the cluster in which they have the most ELLs. As a best practice, they should review online basic training course practice activities in the other cluster(s) to check their readiness to apply the PLD rubrics appropriately.

Refer to the following online resources for more detailed information:

- TELPAS Holistic Rating Training Requirements and Procedures
- *Coordinator's User Guide for Online Holistic Rating Training* for the TELPAS section of the TrainingCenter

Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required training and calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 3 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.

## Rater Credentials

A teacher (including a substitute teacher) selected to rate an ELL 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; and
- rate the student in all eligible domains.

A rater must rate each student in all domains for which the student is eligible. A campus is not permitted to use different raters for different domains.



Coordinator  
Manual Resources

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

## Supplemental Support for Raters

TELPAS holistic rating training provides a system of supplemental support to assist raters who have not successfully calibrated by the end of set 2. This support helps prepare raters for the third and final calibration set.

Districts select individuals to serve as supplemental support providers. Districts are encouraged to train at least one supplemental support provider (more depending on the district's needs) for each of the following grade spans: K–1, 2–5, and 6–12. A district may request assistance from an ESC to meet supplemental support needs under rare circumstances; however, ESCs may not always be able to fulfill the need. Supplemental support providers access a recorded Web-based training presentation to receive their training.

A supplemental support provider must

- be a 2012–2013 fully trained rater in the applicable K–1 or 2–12 span,
- complete the recorded Web-based training, and
- calibrate on either set 1 or set 2.

Note the guidelines below for supplemental support providers with multiple cluster assignments. These guidelines are modeled after the rater guidelines for multiple grade-cluster assignments.

- **Supplemental support providers for K–1 only.** These supplemental support providers are those individuals that were fully trained raters in K–1 in 2012–2013. They must also complete the Web-based supplemental support training and calibration activities for K–1 this year.
- **Supplemental support providers for 2–12 cluster(s) only.** These supplemental support providers are those individuals that were fully trained raters in a 2–12 grade cluster in 2012–2013. They must complete the Web-based supplemental support training (2–5 or 6–12 or both) for each 2–12 cluster they are assigned to support. Supplemental support providers who will serve as raters this year must calibrate in the 2–12 cluster that matches this year's rating assignment. If supplemental support providers will not serve as raters this year, they must calibrate in the cluster for which they will be providing supplemental support.
- **Supplemental support providers for K–1 and 2–12.** These supplemental support providers are those individuals who were fully trained raters in K–1 and a 2–12 grade cluster in 2012–2013. They must complete Web-based supplemental support training for K–1 and each 2–12 cluster (2–5 or 6–12 or both) they are assigned to support. They must also calibrate in K–1 and at least one cluster in grades 2–12 this year. The 2–12 cluster that supplemental support providers should calibrate in depends on whether they will serve as raters this year. Refer to

the guidance for supplemental support providers for 2–12 cluster(s) only for more information.

There are two basic models for providing supplemental support to raters. The models are described in detail in the recorded Web-based training.

- Individual or group session

Under this model, raters attend a one-on-one or group session with a supplemental support provider before completing their third and final calibration set.

- Brief meeting followed by additional consultation at rater's request

Under this model, the rater meets with the supplemental support provider for instructions on resources to review.

In rare circumstances, if testing personnel determine that it is not possible for a rater to be assisted by a supplemental support provider, the individual may be directed to independently review key resources and proceed to the third calibration set.

To access the third calibration set, raters need a special access code that keeps them from inadvertently completing the third calibration set before receiving supplemental support. The access code is sent to district coordinators and provided to supplemental support providers during the Web-based training.

## Assembling and Verifying Writing Collections

The process for rating writing in grades 2–12 differs from the observational process for rating listening and speaking. Raters of students in grades 2–12 assemble student writing collections and base their ratings on the writing samples in the collections. The *TELPAS Rater Manual* outlines specific requirements for assembling and verifying the contents of the collections. The requirements support the validity and reliability of the writing assessment by ensuring that students are assessed on the types of writing that best depict their ability to write in English during content area instruction.

Testing coordinators establish and oversee processes to ensure that writing collections are assembled and verified as required. An optional TrainingCenter online course titled *Assembling and Verifying Grades 2–12 Writing Collections* may be used to supplement the test administration procedures training of testing coordinators, campus administrators, raters, and writing collection verifiers.



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## Key Holistic Rating Training Dates

| Date              | Activity   |
|-------------------|--|
| January 13        | Assembling and Verifying Grades 2–12 Writing Collections course available  |
| January 6–10      | <i>TELPAS Rater Manual</i> and <i>TELPAS Reading Test Administrator Manual</i> due in districts (available online in December) |
| January 24        | End date for district coordinator training—all TELPAS components   |
| January 27        | Online basic training courses for new K–1 and 2–12 raters available  |
| January 27        | Supplemental support provider recorded Web-based training available  |
| February 7        | End date for campus coordinator training—holistically assessed components  |
| February 17       | End date for training raters and verifiers on administration procedures  |
| February 17       | Earliest eligibility date for TELPAS writing samples   |
| February 17       | Calibration window opens for new and returning raters—first 2 sets   |
| February 26       | Third and final calibration set available  |
| March 17–April 11 | TELPAS assessment window (includes April 10–11 for data verification)  |

The online courses and calibration activities remain available until the end of the TELPAS assessment window. However, it is recommended that districts require raters to complete their training requirements by the first day of the TELPAS assessment window. If there are extenuating circumstances and a district determines that an additional rater needs to be trained after the assessment window has begun, the rater must complete all training requirements before rating students for the live assessment.

## Assessment Validity and Reliability

Districts are required to implement procedures to support the validity and reliability of the TELPAS rating process. The procedures may be districtwide or vary by campus. The requirements are described later in this section of the *Coordinator Manual*.

TEA conducts periodic validity and reliability audits of the TELPAS holistic assessment process to examine the extent to which test administration procedures are followed and the holistic ratings are valid and reliable.



Accommodation  
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## Accommodations Information

With the exception of braille tests, the majority of testing accommodations available for STAAR reading, English I, and English II assessments are available for students taking the TELPAS reading tests.

Information regarding accommodations allowable during the TELPAS holistically rated assessments can be found in the *TELPAS Rater Manual*. Accommodation information regarding reading tests can be found on the Accommodation Resources webpage.

## Paper Administrations of Reading Tests for Grades 2–12

In rare circumstances, a paper administration of a reading test for grade 2 or above may be authorized by TEA. If a student is affected by unusual circumstances such as those listed below, a paper administration may be necessary. The rare circumstances that might require a student to test on paper are

- accommodations that are unavailable in the online testing mode,
- unavoidable technological problems that make administering the online test impossible, or
- other special situations in which computers or technology are lacking (such as homebound students, JJAEPs, jails, or detention centers).

Detailed instructions for submitting a formal request to TEA can be found on the Coordinator Manual Resources webpage. If the request is approved, TEA will notify the district coordinator and arrange for the shipping of paper materials. District coordinators should allow at least two weeks for processing the request and shipping materials.

For paper administrations of TELPAS reading for grades 2–12, student responses to test questions, holistic ratings, and other student data will be submitted through the Assessment Management System. Refer to the *TELPAS Supplement for Paper Administrations* for specific information regarding paper TELPAS reading tests.

# Training

| Summary of TELPAS Training Requirements   |  |
|---|--|
| Who must be trained   | Type of training needed  |
| District coordinators   | Annual training in TELPAS administration procedures  |
| Campus coordinators   | Annual training in TELPAS administration procedures  |
| Principals  | Annual training in general TELPAS administration procedures, including the role of principals in ensuring rating accuracy  |
| Supplemental support providers  | Annual online holistic rating training, supplemental support provider training, and training on administration procedures for the holistically rated assessments             |
| Writing collection verifiers  | Annual training on administration procedures for the holistically rated components of TELPAS, including training on verifying the required components of writing collections |
| Grades 2–12 reading test administrators, monitors, or assistants  | Annual training in test security and TELPAS reading test procedures for grades 2–12  |
| Raters  | Annual online holistic rating training and training on administration procedures for the holistically rated assessments  |
| Technology staff and others assigned to Assessment Management System roles (e.g., rating entry assistants, district coordinator assistants) | Annual training in test security and applicable TELPAS administration procedures   |

## Prepare for and attend district coordinator training.

### Prepare for Training

- Establish procedures to identify and assess all eligible ELLs.
- Implement processes to ensure that enough raters are designated and appropriately trained and that enough individuals are trained to provide supplemental support to raters.
- Implement procedures to support the validity and reliability of the holistically rated assessments.

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Oaths

- Ensure proper coordination with technology staff so that campuses are set up for the online reading tests.
- Train campus personnel on online administration and submission processes.
- Maintain security and confidentiality throughout the assessment period.

### ☐ Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual*.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide*, the *TestNav 7 Technical Guide*, and other technology resources on the Texas Assessment Information webpage.
- Make sure you are familiar with the TELPAS holistic rating training Web-based courses and calibration components for raters and, as needed, the associated coordinator and rater user guides.
- Be familiar with how TEA PowerPoint presentations and other online resources about the holistically rated components can help with the training of new testing personnel.

### ☐ Attend Training

- All district coordinators must attend training annually.
- Training should be held by the date specified on the Calendar of Events.
- If you have not received notice of the date and location of the district coordinator session for your region, contact the regional ESC.
- Bring this manual to the session.

### ☐ Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components.
- Initial each item on the oath as it is completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath in the appropriate section after testing has concluded for the school year.
- Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept the Terms and Conditions of Use. This agreement is displayed on screen when logging in to the Assessment Management System for the first time.

## Prepare for and conduct campus coordinator and principal training.

### Designate Campus Coordinators for Each Campus With Enrolled ELLs

- In conjunction with you, campus coordinators are responsible for supervising online reading test processes for grades 2–12 and the training and administration processes for the holistically rated assessments.

### Schedule Training Sessions

- Campus coordinators and principals are required to receive annual training in test security and general testing procedures, as well as procedures unique to TELPAS. Principal training sessions should be specific to their obligations and do not need to be as detailed as campus coordinator sessions.
- Schedule training sessions by the dates specified on the Calendar of Events.
- Training for the holistically rated components is completed earlier than training for the online grades 2–12 reading tests. Training associated with the online student data submission process is completed by the latter date.

The principal's role in the rating process is critical. The principal affirms his or her oversight of the TELPAS rating process by working in collaboration with district and campus coordinators to designate testing personnel and implement effective assessment procedures. The principal plays a key role in ensuring holistic rating accuracy by reviewing and signing each rater's TELPAS Student Rating Roster prior to the final verification of student data.

### Distribute Manuals to Campus Coordinators

- Instruct your campus coordinators to review the “TELPAS” section of this manual and the appropriate resources for both the holistically rated components and the online reading test.
- Campus coordinators must also be familiar with the contents of the *TELPAS Rater Manual* and the *TELPAS Reading Test Administrator Manual*, which they will use to train raters and reading test administrators.



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TELPAS Manuals

## □ Prepare for and Conduct Training Sessions

Some key topics to cover at the training sessions include:

- Preparing for Testing
  - responsibilities of campus coordinator, principal, and other campus testing personnel
  - testing manuals and other testing resources
  - verifying that student records of all ELLs are in the Assessment Management System
  - assessing all eligible students
  - scheduling reading test administrations for grades 2–12
  - designating and training raters, test administrators, supplemental support providers, and other testing personnel
  - testing accommodations
  - monitoring holistic rating training, including supplemental training
  - setting up reading test sessions in the Assessment Management System
- Test Security
  - test security policies, procedures, and oaths
- Test Confidentiality Requirements
  - active monitoring
  - proper testing procedures
  - seating charts for grades 2–12 reading tests
  - consequences of cheating for adults and students
- Holistic Rating Process
  - assembling and reviewing writing collections
  - implementing and documenting procedures for ensuring rating validity and reliability
  - entering and verifying holistic rating information
  - collecting and storing TELPAS Student Rating Rosters and student writing collections
  - setting up rating entry groups in the Assessment Management System
- Student Data Elements and Online Testing Score Codes
  - verifying student identification, demographic, and program information
  - entering score codes
  - supplying and verifying Years in U.S. Schools data
  - entering additional data as described in the “Verify extenuating circumstances data” section of this manual

## Prepare for and attend campus coordinator training.

### Prepare for Training

As campus coordinator, you are the contact person for all TELPAS-related communications at your campus. Some key responsibilities include ensuring that

- all eligible ELLs are identified and assessed;
- the technology infrastructure is in place, computers have been tested, and technology issues have been resolved;
- a sufficient number of TELPAS test administrators and raters are identified and properly trained;
- appropriate personnel have been trained to enter/verify student information in the Assessment Management System;
- reading test sessions are scheduled and actively monitored, and students have the opportunity to use the online reading test tutorials for the browser-based version of TestNav;
- online test sessions and rating entry groups are created;
- personnel have been designated and trained to verify the contents of the grades 2–12 writing collections;
- procedures are in place during the administration to support the validity and reliability of the rating process;
- student records for all enrolled ELLs are in the Assessment Management System;
- student records are verified as complete; and
- materials are collected, verified, and filed as appropriate.

### Review TELPAS Administration Resources

- Read this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual*, which you will use to train raters and test administrators.
- Become familiar with the online resources for setting up and administering the online reading tests and submitting data for all TELPAS components. The resources include the *Assessment Management System User's Guide*, the *TestNav 7 Technical Guide*, and other technology resources on the Texas Assessment Information webpage.
- Make sure you are familiar with the TELPAS holistic rating training Web-based courses and calibration components for raters and, as needed, the associated coordinator and rater user guides.
- Be familiar with how PowerPoint presentations by TEA and other online resources about the holistically rated components can help with the training of new testing personnel.



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## Attend Training

- Campus coordinators are required to attend training annually in test security and general testing procedures, as well as procedures unique to TELPAS.
- District coordinators will schedule training sessions by the dates specified on the Calendar of Events.
- Bring this manual, the *TELPAS Rater Manual*, and the *TELPAS Reading Test Administrator Manual* to the session.

## Review and Sign Oath

- Understand your obligations concerning test security and confidentiality and your role in ensuring the validity and reliability of the TELPAS holistically rated components. Become familiar with the “Test Security and Confidentiality Requirements” section in this manual.
- Initial each item on the oath as completed.
- Sign your oath in the appropriate section after training and before handling secure test materials.
- Sign your oath again in the appropriate section after testing has concluded for the school year.
- Before testing personnel can access secure administrative features to administer any online assessment, they must read and accept the Terms and Conditions of Use. This agreement is displayed on screen when logging in to the Assessment Management System for the first time.

Return your oath to your district coordinator after all test materials have been returned.

## Prepare for and conduct technology staff training.

### Designate Technology Staff

- Technology staff should be available for assistance during test sessions to address technology problems that might occur during testing.
- Technology staff may include campus coordinators, principals, and test administrators, in addition to district-level technology personnel.
- Ensure technology staff sign the technology oath.

## ☐ Schedule and Conduct Training Sessions

- Schedule sessions well in advance of test administrations to allow sufficient time to prepare your campus for online administrations.
- Technology staff are required to receive annual training in test security and applicable TELPAS testing procedures and sign the technology oath.
- During the course of test administrations, technology staff may need to
  - be in the testing room,
  - access secure testing materials, and/or
  - communicate to support staff the status of online testing and student answer files.
- Technology staff are responsible for becoming thoroughly familiar with the online testing processes, technical manuals, and documents, as well as ensuring that the following activities have been completed:
  - administrative rights necessary for installing software are obtained
  - network infrastructure and computers have been assessed and meet the minimum system requirements
  - all testing software is properly installed, configured, and tested

## ☐ Direct Technology Staff to Review Resources for Online Activities

- The *Assessment Management System User's Guide* provides details for navigating and using resources of the Assessment Management System.
- The *TestNav 7 Technical Guide* provides information about navigating TestNav and conducting online administrations.
- The *Quick Guide to Online Testing* outlines the key steps to online testing for district coordinators and their staff.



## Coordinate supplemental support provider training.

## ☐ Designate Supplemental Support Providers

- District coordinators should designate enough supplemental support providers to cover the needs of your district. Reviewing the number of raters who were unable to calibrate by the end of calibration set 2 last year may help you anticipate this year's needs.
- Districts are encouraged to have at least one supplemental support provider for each of the following grade spans: K–1, 2–5, and 6–12. Districts with high numbers of ELLs may find it beneficial to have supplemental support providers on



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*Assessment  
Management  
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*Quick Guide to  
Online Testing*

some or all campuses. In rare circumstances, a district may request assistance from an ESC to meet supplemental support needs; however, ESCs may not always be able to fulfill the need.

Staff designated to serve as supplemental support providers must attend the annual administration procedures training for raters, complete Web-based holistic rating training for the current year, and sign the rater oath.

### ☐ Ensure That Supplemental Support Providers Complete Training

- In addition to completing rater training, all supplemental support providers are required to complete the current year's Web-based supplemental support provider training.
- The training is accessible from the supplemental support provider resources section of the TrainingCenter.
- Be sure to assign these individuals the TELPAS Supplemental Support Provider role in the TrainingCenter using the promotion tool. This role will allow supplemental support providers access to the supplemental support training materials and resources.
- There is separate training for each of the following grade spans: K–1, 2–5, and 6–12.
- The training will be available beginning January 27. The district coordinator, or campus coordinator if applicable, is responsible for monitoring that each supplemental support provider completes the training. A sample training sign-in sheet and certificate of completion will be available from the coordinator resources section of the TrainingCenter.



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### CC Plan for and conduct administration procedures training for raters and writing collection verifiers.

#### ☐ Designate Raters and Verifiers

- Select raters and writing collection verifiers in cooperation with your district coordinator and other designated leadership staff. Districts are encouraged to train as many new teachers as possible each year because rater training provides teachers with professional development to improve instruction for ELLs.
- As a best practice, individuals who lack familiarity with the ELPS and TELPAS and who will be trained as new raters in the spring should be identified and provided with staff development in the fall.

- Raters must be teachers of the ELLs they rate and have the students in class at the time of the spring assessment window.
- While ESL teachers who have ELLs in pull-out programs may be designated as raters if necessary, keep in mind the importance of training content-area teachers as raters because TELPAS ratings must reflect the ability of students to understand and use English during content area instruction.
- Writing collection verifiers may be LPAC administrators, school counselors, or other suitable staff but must not be paraprofessionals or teachers serving as TELPAS raters this year.

### ☐ Schedule Test Administration Procedures Training for Raters and Verifiers

- This training is required annually for staff assigned to these roles.
- The end date for conducting this training is February 17. If necessary, additional individuals may be trained after this date to address extenuating circumstances.

### ☐ Distribute *TELPAS Rater Manual* to Raters and Verifiers Before Training Session

- Direct raters and verifiers to thoroughly read the manual.

### ☐ Conduct Administration Procedures Training for Raters and Verifiers

- Some key topics to cover during these sessions include the following:
  - TELPAS test administration procedures and timelines, including requirements and timelines for assembling and verifying grades 2–12 writing collections
  - the ways in which test security, confidentiality, and integrity apply to the holistically rated assessments
  - fundamentals of the holistic rating process for raters who do not yet have this background
  - a review of the Web-based holistic rating training requirements for raters, including grade cluster assignments, training deadlines, training components for new and returning raters, arrangements for supplemental training, rating support policy for any raters who do not successfully calibrate, and the process for logging into and updating user information in the TrainingCenter
- Make sure new raters understand which training to take and for which grade clusters.
- A planning roster of raters who have completed holistic rating training in the online system is provided in the TrainingCenter. This roster may assist testing coordinators in determining which raters need to complete new rater training.

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Returning raters who have not completed training within the last three school years are required to repeat new rater training.

- Raters must be well trained to use the PLD rubrics by reviewing corresponding sections of the *TELPAS Rater Manual*.
- You may wish to assign raters and verifiers to complete or review the TrainingCenter online course titled *Assembling and Verifying Grades 2–12 Writing Collections*. A TEA-provided PowerPoint titled *Grades 2–12 Writing Collection Overview* is also available on the TELPAS Resources webpage.
- Raters and writing collection verifiers must initial and sign an oath after training and prior to handling secure materials.

## **Plan for and conduct training for reading test administrators.**

### **Designate Reading Test Administrators**

- In cooperation with the district coordinator and principal, select a sufficient number of test administrators to meet your campus needs.
- Designate at least one test administrator for every 30 students to be tested.
- Test administrator credentials, which are the same for STAAR and TELPAS, are found in the “STAAR” section of this manual.
- Select any personnel you plan to assign as online session administrators. These individuals are able to perform a broader range of technological functions in the Assessment Management System than test administrators.

### **Schedule Reading Test Administrator Training Sessions**

- All test administrators, online session administrators, and monitors are required to have annual training in general assessment and TELPAS-specific procedures.
- This training is required annually for staff assigned to these roles.
- The end date for this training is March 14. If necessary, additional training may be conducted after this date to address extenuating circumstances.

### **Distribute *TELPAS Reading Test Administrator Manual***

- Direct trainees to prepare for their training by thoroughly reading the manual and applicable sections of the following online resources:
  - the *Assessment Management System User's Guide*, which provides details for navigating and using resources of the Assessment Management System
  - *TestNav 7 Technical Guide*, which provides information about navigating TestNav and conducting online sessions



*Assessment  
Management  
System User's  
Guide*

*TestNav 7  
Technical Guide*

## ❑ Conduct Test Administrator Training

- Review the test administrator duties in the *TELPAS Reading Test Administrator Manual* and other applicable online resources, making sure that trainees understand the test security and confidentiality regulations, requirements for active monitoring, consequences of cheating, and use of TestNav and the Assessment Management System to fulfill their roles.
- Test administrators can use the Practice Center to practice using the Assessment Management System without affecting real data. A separate user ID is required for the Practice Center.
- Reading test administrators must initial and sign the test administrator security oath after training and prior to handling secure materials.

## CC Designate and train rating entry assistants, if applicable.

### ❑ Designate Rating Entry Assistants

- If needed, assign staff to assist with entering holistic rating information from the TELPAS Student Rating Rosters into the Assessment Management System.
- This role within the Assessment Management System may be assigned to raters or other designated personnel.
- Unlike the role of online session administrator, this role cannot be assigned permission to set up rating entry groups.

### ❑ Train Rating Entry Assistants

- Any staff assigned to this role must read the *TELPAS Rater Manual* and attend annual TELPAS administration procedures training for raters. In addition, they must be trained to use the applicable Assessment Management System components.

## DC CC Monitor holistic rating training.

### ❑ Receive Login Information for the Texas TrainingCenter

- New district coordinators receive a user account email notification for the TrainingCenter.
- If you have not been assigned a username and password, contact Pearson's Austin Operations Center at 800-627-0225.
- Refer to the *TELPAS Coordinator's User Guide for Online Holistic Rating Training* for more information about logging in to the system and granting administrative access to individuals.



Texas Assessment Management System Practice Center

User Roles and Permissions for the Texas Assessment Management System



TELPAS Coordinator's User Guide for Online Holistic Rating Training



## ☐ Use TrainingCenter Resources to Monitor Holistic Rating Training

- TrainingCenter tools and reports provide authorized personnel with the following information. ESC, district, and campus personnel with access to the coordinator section of the TrainingCenter are able to see reports for their access level and below.
  - **Statewide rater lookup tool.** Makes it possible for authorized personnel to look up the online holistic rating training history of individual raters throughout the state. Authorized personnel will also be able to change last names, send password reset emails, and view usernames for users in their access level or below.
  - **Planning roster of returning raters.** Uses records beginning with the 2009–2010 school year to generate a list of previously trained raters.
  - **Course completion roster.** Lists online basic training course completion and in-progress status and performance by user for the current year.
  - **At-a-glance report.** Lists online basic training course and calibration status, as well as time spent in each calibration set, for all registered users for the current year.
  - **Calibration summary report.** Provides calibration summary information by grade cluster (K–1, 2, 3–5, 6–8, 9–12) and for grade clusters combined.
  - **Training certificates and professional development hours.** Generated for raters who complete training courses and calibration activities.
    - A certificate of completion is issued when a rater completes the online basic training course.
    - A certificate of successful completion is issued when a rater demonstrates sufficient calibration (70 percent or better) on a calibration set.
    - Five hours are awarded for the K–1 and 2–12 basic training courses, and two hours are awarded (in all) for calibration.

There is no state-required level of rating accuracy established for the online basic training course. The rating activities in the course are provided to give raters opportunities to practice applying the rubrics. The course completion roster does, however, indicate performance on the practice activities as well as time spent in each domain module so that coordinators can effectively monitor the initial training of new raters.

## ❑ Establish Supplemental Support Model and Monitor Training

- In accordance with the support model descriptions in the TELPAS Introduction, choose one or more models to meet campus needs.
- Supplemental support must be provided before calibration set 3. Coordinate with the supplemental support provider to establish a training schedule.
- Supplemental support providers give raters an access code that they need to be able to begin calibration set 3.

## Prepare for the TELPAS Administration

### **Oversee assembly and verification of grades 2–12 writing collections.**

#### **Ensure That Proper Writing Collections Are Assembled and Verified**

- In cooperation with the district coordinator, establish a process and timeline for the assembly and verification of your campus's writing collections.
- Student writing assigned on or after February 17 may be considered.
- The assembly and verification process may continue after the opening of the TELPAS assessment window.
- Verifications of the writing collections should occur before ratings are assigned.
- Requirements for assembling and verifying the collections are detailed in the *TELPAS Rater Manual*.
- Reinforce the importance of
  - using writing samples from authentic classroom activities that are grounded in the content area TEKS and ELPS, and
  - assembling writing collections that accurately reflect students' overall ability to express themselves in writing in English.

While the rating of writing for K–1 students is required, districts are not required to assemble writing collections for these grade levels.

### **Establish procedures to ensure validity and reliability.**

#### **Establish Procedures**

- In cooperation with the district coordinator and principal, campus coordinators should implement procedures, such as those listed in the box on the following page, to help ensure the validity and reliability of the holistic rating process during the TELPAS administration.



- These procedures required by the district may be districtwide or may vary by campus.

#### All Language Domains, K–12:

- To determine students' ratings, raters collaborate with other teachers of these students. (The other teachers may or may not be raters.)
- To determine the ratings of students near the border between proficiency levels, raters collaborate with each other or with supplemental support providers.

#### Writing, Grades 2–12:

- A district-determined selection of writing collections is rated a second time, and if the ratings differ, resolution ratings are provided and used.
- All writing collections are rated a second time, and if the ratings differ, resolution ratings are provided and used.

- Collaboration helps ensure that ratings in all domains reflect the ability of the students to understand and use English in different content areas in accordance with federal requirements.

### ☐ Maintain Documentation of Procedures Followed

- Work with principals to ensure that the established procedures are followed.
- Campus coordinators must maintain documentation of the procedures followed for one year from the date of testing.

### ☐ Implement Rating Support Requirements for Individual Raters

- During the live administration, campus coordinators should work with the district coordinator to establish a rating support system for any individual who serves as a rater but did not successfully complete the calibration component of rater training.
- To accomplish this, calibrated raters may be directed to collaborate with the individual to determine the ratings of the individual's students, or calibrated raters may determine ratings for the individual's students separately, and these ratings or additional resolution ratings may be used.

Raters who do not successfully calibrate must be provided rating support in all domains.



*Assessment  
Management  
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User Roles and  
Permissions for the  
Texas Assessment  
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System

## **DC** Log in and assign user access to the Assessment Management System.

### **□** Receive Login Information for the Assessment Management System

- New district coordinators receive a user account email notification with instructions for establishing a password for the Assessment Management System.
- If you have not been assigned a user ID, contact Pearson's Austin Operations Center at 800-627-0225.
- Refer to the *Assessment Management System User's Guide* for more information about logging in to the system for the first time and creating user accounts.
- District coordinators create accounts for campus coordinators as needed.

## **DC** **CC** Create user accounts for campus personnel and technology staff.

Coordination and administration of online tests may be carried out by personnel acting in multiple roles within a district and campus. Keep in mind the different permissions associated with different roles such as online session administrators, online test administrators, TELPAS rating entry assistants, etc.

### **□** Create Role-Specific User Accounts for Testing Staff

- District coordinators can delegate this task to campus coordinators.
- District and/or campus coordinators are responsible for confirming that user accounts are created for the appropriate testing staff. Refer to the User Roles and Permissions for the Texas Assessment Management System document for a complete description of roles and associated permissions.
- Following the instructions in the *Assessment Management System User's Guide*, assign users one or more roles.
- Keep in mind that rating entry assistants have permission to enter and edit holistic rating data but not to set up rating entry groups.
- All staff members accessing the Assessment Management System must be issued a user ID.

When users leave the district or need to be removed from the system for other reasons, their access must be locked.

**DC CC Ensure that testing infrastructure is in place and that the test delivery system is configured; conduct test of online testing system.**

**□ Review Infrastructure Guidelines and Ensure That Infrastructure Is in Place**

The Minimum System Requirements document on the Assessment Management System Information webpage provides a listing of minimum and recommended levels of functionality for network connectivity and devices, Internet browser setup, TestNav configuration, and hardware and software requirements.

Technology staff must

- coordinate with the district coordinator to ensure successful online administrations;
- ensure that the network infrastructure and computers meet the minimum system requirements;
- review applicable technology documents accessible from the Assessment Management System Information webpage;
- disable any automatically launching applications such as screensavers, scheduled virus scans, email notification alerts, detectors, instant messaging programs, and power management software on laptops warning of low battery levels;
- follow instructions regarding firewalls and content filters in the *TestNav 7 Technical Guide*;
- confirm that the network is secure if testing via a wireless network; and
- alert network users at each campus to the schedule for online administrations and, if necessary, request that they avoid unnecessary or heavy bandwidth activities that may impair the network during testing.

Contact Pearson's Austin Operations Center at 800-627-0225 if you require technical assistance.



*TestNav 7  
Technical Guide*

Minimum System  
Requirements



## ☐ Ensure That Technology Staff Have Downloaded and Installed Software and Tools for Online Administrations

- Previously installed TestNav and proctor caching software from all server and local installation areas must be removed.
- Purge all test information cached using the previously installed proctor caching software.
- After removing old software, install new software and tools prior to testing:
  - proctor caching software
  - Proctor Caching Testing Tool

Proctor caching is required when conducting an online administration.

- Detailed information about the software and tools can be found in the *TestNav 7 Technical Guide*.

## ☐ Coordinate and Conduct a Test of Online Testing Environment

There are tools available for technology staff to check the functionality of the TestNav configuration and proctor caching software required for online testing. Technology staff should perform these tests well in advance of administrations to ensure successful test delivery, particularly if your campus is new to online testing.

- TestNav delivery system. The current version of TestNav should be opened by launching a browser and entering the URL. For specific TestNav information, refer to the *TestNav 7 Technical Guide*.
- Texas Practice Test. Use this testing tool to check the functionality of TestNav.
- Proctor Caching Testing Tool. Use this testing tool to check the functionality of the proctor caching software. This test includes a 70-question practice test to simulate a live test.

Technology staff should be available for assistance during test administration sessions should a technical problem arise. In addition, they should be familiar with procedural and logistical aspects of TELPAS in accordance with their assigned responsibilities.

## **DC CC Plan for online test administrations.**

### **☐ Become Familiar with the Assessment Management System Practice Center**

- The Practice Center is where testing personnel can practice the test administration tasks. Some of the tasks that can be practiced include the following:
  - creating sample students
  - registering students
  - assigning sample students to additional groups and tests
  - placing additional orders
  - creating test sessions and rating entry groups and assigning students
- Access to the Practice Center is set up in the same manner as access to the Assessment Management System operational site but requires a separate user ID.

### **☐ Become Familiar with the TELPAS Online Reading Test Student Tutorials**

- The tutorials include instructions to be read aloud as students complete sample questions. Students have the option of working through approximately 20 representative test questions independently to become comfortable with the TELPAS online testing interface.
- The student tutorials are available online from the Texas Assessment webpage.
- Determine the best way to use the student tutorials with ELLs who have varying degrees of familiarity with the TELPAS online testing interface.

## **DC Enter student data for the TELPAS administration.**

### **☐ Enter or Upload Student Data**

There are two options for uploading student data to the Assessment Management System.

- Pearson may upload student data using the October 2013 PEIMS submission.
- Districts may upload student data using a file created locally.

If you are using a locally created file, be sure to upload student data early enough to allow two weeks for verification.



Texas Assessment  
Management  
System Practice  
Center

TELPAS Student  
Tutorials



*Assessment  
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*Student Data File  
Format for Student  
Registration and  
Precoding*

If you choose not to use the Student Data Upload feature, you can enter student data manually using the New Student Wizard. While users entering new students through the New Student Wizard can register students for an administration within the Wizard, you should only access the New Student Wizard for students that are not in the Student Directory. You can also Register students through Test Management > Register, View by Unregistered Students.

Districts will receive email notification that student data files have uploaded to the Assessment Management System.

Notify campus coordinators that the files are ready for verification and updating. Districts whose data upload is based on a PEIMS extract should keep in mind that the TELPAS Years in U.S. Schools data collection is not a PEIMS element. It is possible to download the comma separated values (CSV) file, provide the Years in U.S. Schools data, and re-upload the file, which avoids the need to add the data for each individual student within the Assessment Management System. For more information concerning the student data file layout and a template for data file uploads, refer to the Texas Assessment Information webpage.

### **Verify and update student data elements.**

#### **Download Files for Data Verification**

District coordinators will notify you by email that the campus files are ready.

- Request your registration files through the Assessment Management System.
- You will receive a notification email that the file is ready to be viewed.
- Ensure that you retrieve your student registration files in time to allow at least two weeks for data verification.

#### **Verify Student Data Elements**

- Ensure that all enrolled K–12 ELLs have been included in the Assessment Management System.
  - Data must be included and verified even for enrolled students who are not assessed due to absence, ARD decision, extenuating circumstances, or testing irregularities.
- If a student withdraws from your campus before the TELPAS assessment window begins, remove the student's test assignments (2–12 reading and K–12 holistic rating). A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task.
- Ensure the accuracy and completeness of all data in the Assessment Management System.

- Program information should reflect the student's status at the time of testing.
- Current information should be provided if the student is new to the district.
- Current information should be provided if the student's program information or demographic information has changed since the October 2013 PEIMS submission.
- If a demographic or program information field is left blank, data from the October 2013 PEIMS submission will be used to complete the field. If this is not possible, data from blank fields will be aggregated and reported as "No information provided" for that element.

### ❑ Update the Information in the Correct Fields in the Registration File

### Upload student data files.

### ❑ Upload Corrected Student Data Files to the Assessment Management System

- Upload the updated file in the *Send Student Data* tab or make manual changes to student records.
- District coordinators and student data assistants have permission to upload these files.

Updates to student data in the Assessment Management System are applied to the reporting of assessment results, but do not alter student information at TEA contained in the PEIMS file.



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## **Verify years in U.S. schools data (grades 1–12 only).**

### **Verify Years in U.S. Schools Data Collection in Consultation with LPAC**

- New legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools. Therefore, ELL students enrolling in U.S. schools within the last 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.
- Do not include kindergarten or prekindergarten in the calculation of years in U.S. schools. Consider grade 1 as the first year for students enrolled in U.S. schools since kindergarten or before.
- Decisions regarding the calculation of years in U.S. schools are made by the students' LPAC in accordance with guidance available on the LPAC Assessment Resources webpage.
- Refer to Appendix A for specific information on recording this data.

## **Verify extenuating circumstances data.**

### **Verify Extenuating Circumstances Data Collection**

District and campus testing coordinators must work in conjunction with the LPAC to determine whether an ELL in the district has an extenuating need. The special circumstances that cause ELLs to have extenuating needs are defined as follows.

#### ■ **Unschooling Asylees/Refugees**

- These ELLs are determined to be unschooled asylees or refugees in accordance with state-established criteria. These students lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances. It is highly critical that this category be coded accurately for proper identification of these students.

#### ■ **Students with Interrupted Formal Schooling (SIFE)**

- These ELLs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside of the U.S. and/or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
- These ELLs may also come to the U.S. with limited or no prior schooling. They lack literacy skills in their first language, basic subject-matter knowledge and skills, and/or basic social skills. For the purpose of this data collection, include ELLs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

## Submission of Extenuating Circumstances Data

- This data can be submitted and updated through the Student Data Upload process.
- This data can also be entered on the TELPAS Student Registration Details page of the Assessment Management System. To submit this information for ELLs with extenuating needs, select “1 = Yes” in the field for the applicable special circumstance(s). For example, if an ELL meets the eligibility criteria to qualify as an unschooled asylee/refugee, select “1 = Yes” in the field labeled “Unschooled Asylee/Refugee.”



## **Plan for administration of online reading tests and entry of holistic rating information.**

District and campus coordinators should ensure that reading test sessions and rating entry groups are created. Online session administrators can assist campus coordinators in setting up and managing online test sessions as well as setting up and managing rating entry groups. For information about assessing students for TELPAS in alternative education settings such as JJAEPs or DAEPs, refer to the Administrations in Alternative Education Settings online resource document.



[Administrations in Alternative Education Settings](#)

### **❑ Create Reading Test Sessions and Generate Student Authorizations**

- All ELLs in grades 2–12 must be assigned to a test session.
- In coordination with the district coordinator, campus coordinators should create reading test sessions at least one to two weeks prior to testing.
- Reading test sessions must be created before students can log in to TestNav to take the test.
- Ensure that the proctor caching server is designated in the session details.
- Student authorizations contain the URL that will be entered into a browser to access TestNav and the unique username and test code needed to log in to take an assessment.
- Student authorizations should be printed at least one day before the test administration and stored in a secure location.

### **❑ Create Rating Entry Groups**

- All ELLs in grades K–12 must be assigned to a rating entry group (if enrolled before the first day of the testing window).
- In coordination with the district coordinator, the campus coordinator should create rating entry groups at least one to two weeks prior to testing.

- Rating entry groups can be set up according to campus preference. These groups may be arranged by raters, or any other campus grouping, however large or small.
- Rating entry groups are not dependent on reading test sessions, specific grade clusters, or reporting groups specified in your district's student data file upload.
- Rating entry groups must be created before students' ratings can be entered.



## Manage assessments of students who move.

- If an ELL enrolls in a Texas public school BEFORE March 17 (the start of the TELPAS assessment window), the receiving campus is responsible for all TELPAS assessments.
- If an ELL enrolls ON or AFTER March 17, the receiving campus is responsible only for the grades 2–12 reading test (if the test was not already administered).
- This is true whether the student enrolls from another Texas school or from another state or country.

### □ Sending Campus—Manage Students Who Withdraw BEFORE the Window Opens

- If TELPAS test assignments for the student exist in the Assessment Management System (2–12 reading; K–12 holistic ratings), remove the test assignments.
- If the student enrolls in another Texas public school, the receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the student has test assignments on another campus.

It is not possible for a student to have TELPAS test assignments in multiple locations. The Assessment Management System allows only one test assignment for reading and one for holistic ratings.

- Handle migrant students who formally withdraw the same way as other students who withdraw. If a migrant student does not formally withdraw, the campus is responsible for the student's holistic ratings and reading test. Designate the student as absent if the campus is unable to give the reading test, though every effort should be made to test the student.

### □ Sending Campus—Manage Students Who Withdraw ON or AFTER the Window Opens

- Sending campuses are responsible for submitting holistic ratings of students who were enrolled before March 17 but withdraw before the close of the window.

- This is true even if the ratings were not yet assigned when the student moved.
- If the student took the grade 2–12 reading test before moving, the test must be submitted for scoring.

### ❑ Receiving Campus—Manage Students Who Enroll BEFORE the Window Opens

- The receiving campus is responsible for all TELPAS assessments.
- **K–1 and 2–12:** Add and assess the student as any other enrolled ELL.

### ❑ Receiving Campus—Manage Students Who Enroll ON or AFTER the Window Opens

- **K–1:** Do not take any action. A K–1 student who enrolls on or after March 17 is not considered enrolled for TELPAS. Do not conduct holistic ratings for students who enroll on or after March 17.
- **2–12:** Follow the instructions below to see if the student was given the reading test on another Texas campus. If yes, take no further action. If no, the receiving campus is responsible for the reading test.

### ❑ Determine Whether Student Took Reading Test Outside of District

- Use the search feature in the *Register Students* screen to determine if the student's record exists in the Assessment Management System (do this BEFORE attempting to enroll or register the student in the Assessment Management System).
- If the record is not found, the receiving district coordinator adds the student either manually or through the student data upload process.
- If the record is found, the receiving campus clicks on the student's name to check his or her reading test status in the *Assigned Tests* tab.
- If the reading test was taken, the receiving campus takes no further action.
- If the reading test was not taken,
  - the district coordinator moves the student's reading test assignment from sending to receiving campus (if an error message appears, contact Pearson for assistance); and
  - once the assignment is moved, the campus coordinator assigns the student to the online reading test session and administers the test.

Detailed instructions are found in the *Assessment Management System User's Guide*.



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# Monitor TELPAS Administration

## Ensure proper testing procedures.

### Ensure Proper Holistic Rating Procedures

- Implement processes to ensure that holistic rating procedures are in place and testing personnel are carrying out their responsibilities.
- Monitor the procedures that have been established for ensuring validity and reliability of the rating process.

### Ensure Proper Testing Procedures for Reading Tests

- **District coordinators:** Visit campuses to help maintain test security and ensure that proper assessment procedures are followed.
- **Campus coordinators:** Be available to assist test administrators during testing and observe as many testing rooms as possible. If a situation arises that you do not know how to resolve, contact the district coordinator. With the principal, you are responsible for ensuring that all eligible ELLs on the campus are assessed and that test security is maintained.
- Resolve any irregularities as they occur, following the procedures outlined in the “Test Security and Confidentiality Requirements” section at the front of this manual.
- A more detailed section on ensuring proper testing procedures is found in the *TELPAS Reading Test Administrator Manual*.

A test administrator who has been trained in general TELPAS administration procedures as well as in TELPAS reading testing procedures must be present in the testing room at all times during testing.

### Monitor Reading Tests

#### Scheduling

- Each student must be allowed to work at his or her individual speed. Because the reading test is **untimed**, each student must be allowed to have as much time as necessary to respond to every test question. Districts are not required to test beyond the regular school hours, but they are free to do so in rare circumstances where it may be necessary. Districts should exercise judgment about starting a test session after lunch, as some students may not have enough time to work at



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their individual speed to respond to the test questions before the end of the school day.

- Every effort should be made to administer the TELPAS reading test to students who are absent on a given day of testing within the TELPAS window. If students are not present for the test session for which they were originally scheduled, they should be moved to another test session later in the testing window.

## Testing Procedures

- Students who lack familiarity with the TELPAS online testing interface should be administered the student tutorials prior to testing.
- Students must remain seated and are not allowed to talk to each other during testing.
- Students must not use reference materials.
- Students are allowed to use scratch paper because they do not have test booklets in which to write notes. All scratch paper must be destroyed immediately after testing.
- Some students may finish a test earlier than others. After they have finished testing, students may be allowed to quietly read books or leave the testing room.

Test questions are considered secure information at all times. No unauthorized viewing, discussion, or scoring is allowed. All personnel in the test sessions must be thoroughly familiar with the test security and confidentiality requirements in the *TELPAS Reading Test Administrator Manual*.

If you need assistance in handling unusual circumstances of any kind during the TELPAS administration window, call TEA's Student Assessment Division at 512-463-9536.

## □ Become Familiar with Reports That Assist in Monitoring Completion of TELPAS Administrations

- Two reports assist in monitoring the entry of holistic rating data. These reports, which continuously update and display data, can be accessed by district coordinators, campus coordinators, online session administrators, and rating entry assistants.
  - **TELPAS Holistic Rating Student Status Report (District and Campus Level).** This report lists current holistic rating data of all students within the selected district or campus and can be used to verify that the information from the TELPAS Student Rating Rosters has been entered accurately into the Assessment Management System.



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- **TELPAS Holistic Rating Snapshot (District and Campus Level).** This snapshot displays the number of students whose holistic ratings are complete, in progress, or not started, and can be used to track the progress personnel make in entering holistic rating data during the testing window.
- Two reports show the combined status of students' reading tests and holistic rating data. These reports, which are updated three times a day, are particularly useful for helping districts ensure that all test records are complete during the final verification process.
- **TELPAS Combined Status Report (District and Campus Level).** This report shows the status of each student within the district or campus on certain key elements that must be completed before the system will acknowledge a record as complete. The report enables coordinators to know whether holistic ratings and rater information have been entered, reading tests for grades 2–12 have been completed, and Years in U.S. Schools information has been entered.
- **TELPAS Summary Report (District Level).** This report displays, by campus, the number of students with each status (Not Started, In Progress, Completed, and Resolution Required) for the holistic rating and reading portions of TELPAS. The report gives district coordinators a quick overview of the progress campuses make in completing the assessments. It can be used before and during the verification window.

# Complete Administration Process

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## Collect materials from raters and reading test administrators.

### Collect Rater Materials

- Before raters return their materials to you, they must
  - review the accuracy of any student data elements or test status information you have asked them to verify;
  - make sure that they have completed, signed, and dated the TELPAS Student Rating Roster; and
  - make sure that a TELPAS Writing Collection Cover Sheet and Verification Checklist is completed and stapled to each student's writing collection (grades 2–12).
- After you have collected the materials from raters, you must confirm that all the steps above have been taken.
- Raters must return all rater materials to you. These materials include the following:
  - TELPAS Student Rating Roster
  - student writing collections, including cover sheet
  - *TELPAS Rater Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
- Determine when to have the principal sign the TELPAS Student Rating Rosters. The principal may review and sign rosters before or after raters return materials to you as long as this is done prior to the final verification of student data.
- Verify that you have received a signed TELPAS Student Rating Roster and oath from each rater and signed oath from each writing collection verifier.
- Retain the following documentation in a central location for the duration noted:
  - signed TELPAS Student Rating Rosters (one year)
  - student writing collections for grades 2–12, including TELPAS Writing Collection Cover Sheet and Verification Checklist (two years)
  - signed oaths (five years)
  - documentation of procedures followed to ensure validity and reliability of the rating process (one year)
- The student writing collections must be kept in the students' permanent record files.

## ☐ Collect Reading Test Administration Materials

- After the final test session, reading test administrators must return the following test materials to you.
  - *TELPAS Reading Test Administrator Manual* (The manual may be recycled. It should not be returned to the testing contractor.)
  - seating charts
  - Test Session Roster(s)
  - student authorizations (secure documents)
  - scratch paper (secure documents)
- Verify that you have received a signed test administrator security oath from each of your test administrators. Retain these security oaths for at least five years.
  - Destroy the student authorizations and scratch paper.



## Ensure that assessment information is entered and verified.

If you have questions about where to enter holistic rating and score code information, refer to the *Assessment Management System User's Guide*.

## ☐ Enter and Verify Holistic Ratings and Rater Information

- Personnel assigned to enter and verify this information should be trained appropriately.
- For each student and holistically assessed domain, personnel must enter a holistic rating (beginning, intermediate, advanced, or advanced high) or one of the following score designations denoting why a student was not rated.

### **X = ARD Decision**

Student does not participate in the TELPAS holistically rated assessment in the specified domain(s) on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP.

For each domain, the assessments should be meaningful measures of English language proficiency for the vast majority of ELLs receiving special education services. Because of the observational and holistic nature of the assessments, decisions for a student not to participate should be extremely rare.



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**E = Extenuating Circumstances**

Eligible student is unable to be rated in the specified domain(s) due to extenuating circumstances.

This score designation is rare and usually made in consultation with TEA. Documentation of the reason for the designation must be maintained on the campus. If you are a receiving campus and only responsible for a student's reading test because the student enrolled during the testing window, do not add a test assignment for holistic ratings or mark "extenuating circumstances."

- Rater information must be entered for each student. These fields provide documentation of the types of teachers assigned as raters and the extent to which a collaborative rating process was used. This documentation is gathered through the rater's answer to two questions.

**A. What is the relationship of the rater to the student?**

1 = Bilingual Education Teacher

2 = ESL Teacher

3 = Elementary General Education Teacher

4 = Middle or High School General Education Teacher of Foundation (Core) Subject(s)

5 = Special Education Teacher

6 = Gifted and Talented Teacher

7 = Teacher of Enrichment Subject(s)

8 = No Domains Rated (E or X in every domain)

**B. Did the rater collaborate with others familiar with the student's progress in learning English?**

1 = Yes

2 = No

3 = No Domains Rated (E or X in every domain)

"No Domains Rated" must be selected for BOTH questions if a student is marked Extenuating Circumstances or ARD Decision in every domain.

## ☐ Verify Score Codes for Grades 2–12 Reading Test

- A student's test is automatically scored when the **Final Submit** button is clicked at the end of the test. It is not necessary to make a selection in the Score Code menu for a test to be scored.
- If a student does not complete the reading test, one of the following “do not score” designations must be selected when marking the student's test complete.

### **A = Absent**

Student absent throughout the testing window.

A student should not be marked absent if the student was absent on the testing days but also fits one of the score designations below.

### **X = ARD Decision**

Student does not participate in the grades 2–12 reading test on the basis of the student's disability, as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP. A decision not to assess a student should be rare.

### **O = Other Student Not to Be Scored**

Student experiences a test administration irregularity or illness during testing. If you are a sending campus and are responsible only for a student's holistic ratings because the student withdrew during the testing window, do not place the student in a test session or mark a “do not score” designation.

#### **Mark Test Complete**

A student's test should only be marked complete in a “do not score” situation or in the event the student forgot to click the **Final Submit** button and exited out of the test.

If a student has accidentally logged in as the wrong student or the test administrator has logged in a student who is absent that day, do not mark the test complete. If the test is incorrectly marked complete, contact Pearson's Austin Operations Center.

Refer to the *Assessment Management System User's Guide* for how to mark a student's test complete.

## ☐ Verify Accommodation Categories

The following types of accommodations are available to students with disabilities, including those taking TELPAS. Students receiving special education or



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Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition, may be eligible for the accommodations listed below.

- Type 1—accommodations approved locally. This type of accommodation is available for students who meet specific eligibility criteria. The decision to provide a Type 1 accommodation to a student is made by the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team). It is not necessary to submit an Accommodation Request Form to TEA.
- Type 2—accommodations requiring TEA approval. This type of accommodation requires the submission of an Accommodation Request Form to TEA. For accommodations listed in the Accommodation Triangle under Type 2, the appropriate team of people at the campus level (e.g., ARD committee, ARD committee in conjunction with the LPAC, Section 504 placement committee, RTI team, student assistance team) determines whether the student meets all of the specific eligibility criteria and, if so, submits an Accommodation Request Form to TEA for approval.

Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.



Accommodation  
Resources



## Ensure that student records are verified as complete.

The TELPAS assessment window closes on April 9. Student records must be verified as complete by 7:00 PM (CT), April 11. If during the verification process you realize that a student has not been tested, the student must be tested during the verification window.

### ☐ Check the TELPAS Combined Status Report

This report shows the combined status of students' reading tests, holistic rating data, and Years in U.S. Schools data. It is available to district coordinators, campus coordinators, and online session administrators. This report is particularly useful for helping districts ensure that all test records are complete during the final verification process.

Checkmarks on the TELPAS Combined Student Status Report and data in the TELPAS Holistic Rating Student Status Report are generated based on completion of information, not accuracy. District coordinators are responsible for establishing processes to ensure accuracy of data submitted. All students must be tested and all records **MUST** be entered and verified by 7:00 PM (CT), April 11.



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TELPAS Optional  
Reports



Oaths

## **Order optional reports for the district.**

### **Order Optional Reports Through the Assessment Management System by April 11**

- Instructions on how to select optional reports and services can be found in the *Assessment Management System User's Guide*.

## **Ensure that security oaths are signed and returned.**

### **Return Signed Security Oaths from Campus Coordinator and Principal to District Coordinator**

- Return oaths after the administration is complete.
- The TELPAS Rater oath, TELPAS Writing Collection Verifier oath, and Test Administrator oath are retained at the campus level.

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