

TELPAS

Texas English Language Proficiency Assessment System

Rater Manual

Grades K–12



Contact Information/Resources

2014 Contact Information	
For questions about	Contact
TELPAS testing policies	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: ELL.tests@tea.state.tx.us
accessing and navigating the Texas TrainingCenter for TELPAS online rater training and calibration	Pearson's Austin Operations Center Telephone: 800-627-0225 Email: TELPAS.techhelp@support.pearson.com
accessing online resources or online test administration procedures and for online testing technical concerns or issues	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com

2014 General Information Resources	
For general information related to	Access
student assessment program	TEA Student Assessment Division website at http://www.tea.state.tx.us/student.assessment/
ELL assessments	http://www.tea.state.tx.us/student.assessment/ell
TELPAS holistic rating training courses, online calibration activities, and related training materials	http://www.TexasAssessment.com/TexasTrainingCenter
TELPAS online reading test training and administration materials	http://www.TexasAssessment.com/info
TELPAS online reading test student tutorials	http://www.TexasAssessment.com/TELPAS-tutorials
online testing technology information	http://www.TexasAssessment.com/techinfo
master index of assessment resources	http://www.TexasAssessment.com/masterindex

2014 Resource Materials	
Resource materials available online	Located at
<i>2014 Test Security Supplement</i>	http://www.tea.state.tx.us/student.assessment/security/
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard/
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
<i>User's Guide for the Texas Assessment Management System</i>	http://www.TexasAssessment.com/guide

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Calendar of Events

Spring 2014	
Events	Dates
Administration procedures training for holistically rated assessments	By 2/17
Online training courses for holistically rated assessments	
• Assembling and Verifying Grades 2–12 Writing Collections	Opens 1/13
• Basic Training Course for Kindergarten and Grade 1	Opens 1/27
• Basic Training Course for Grades 2–12	Opens 1/27
Online calibration window	Opens 2/17
Writing samples for TELPAS writing collections	Beginning 2/17
TELPAS assessment window	3/17–4/9
TELPAS data verification window	4/10–4/11
Districts receive TELPAS standard and optional reports	5/16

Icons Used in This Manual

The following icons are used throughout the manual.



This icon refers to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.



This icon indicates additional information that is available online. Text below the icon links to specific online resources.



This icon indicates a resource found on the Texas Assessment website that supplements information in this manual. The text below the icon is a link to the Texas Assessment webpage.

General Information About TELPAS

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of the four English language proficiency levels described in the ELPS: 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 the reading tests, ratings from the holistically rated assessments, and all other student data are submitted through the Texas Assessment Management System, delivered through PearsonAccess.

The instructions in this manual explain the responsibilities of raters for the spring 2014 TELPAS administration. Testing coordinators and other personnel with oversight roles should be familiar with the contents of this manual, the *2014 TELPAS Reading Test Administrator Manual*, and the TELPAS information in the *2014 District and Campus Coordinator Manual*. Assessment procedures must be followed exactly so that all individuals eligible for testing are assessed in a uniform manner.



Calendar of Events

Scheduling

Each district is responsible for developing a local schedule for the TELPAS assessments during the designated test administration window specified in the Calendar of Events. Your campus coordinator will inform you of the schedule to follow.

Submission of Student Data and Assessment Information for TELPAS

TELPAS is administered as an online assessment program. Two types of information are submitted.

- **Student data consisting of student identification, demographic, and program information**

This information includes the student's Public Education Information Management System (PEIMS) student-ID, name, date of birth, ethnicity/race, number of years in U.S. schools, special language program type, etc. Instructions for entering and verifying this information in the online system are not found in this manual. If you are needed to assist in this process, your campus coordinator will give you a separate set of instructions.

- **TELPAS assessment information**

This information includes students' answers to the reading tests for grades 2–12, the holistic proficiency ratings of each student, rater information, any reading test accommodations used, and any reasons for why a student was unable to be assessed. Instructions for submitting this information are provided in this manual.

Eligibility Requirements

All K–12 ELLs are required to participate in TELPAS, including students classified as limited English proficient (LEP) in PEIMS who have parents who 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.

The rare circumstances in which a student may not be required to participate in one or more TELPAS language domains include:

- **ARD Decision:** In rare cases, it may be necessary for the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (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 individualized education program (IEP) by the ARD committee and 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, newly enrolled students in grades 2–12 are required to take the TELPAS reading test.



ARD Resources
LPAC Resources

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC Chapter 39, Subchapter B, are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* in 19 TAC Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual and the *Test Security Supplement*.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Further, districts are required to implement the controls necessary to ensure the proper storage and accurate tracking of secure materials throughout each stage of all test administrations. Other steps districts must take to maintain security include placing confidential documentation, such as rating rosters that contain student data, in limited-access locked storage (for example, in a locked closet or cabinet) when not in use. Any scratch paper used during an assessment must also be collected and destroyed immediately after each test administration.

Confidentiality Requirements

Maintaining the confidentiality of the TELPAS program involves protecting the contents of all online assessments and student performance documentation. This requires compliance with, but is not limited to, the following guidelines.

- Before handling secure test materials, all testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the TELPAS program.
- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.
- All tests must be administered in strict accordance with the instructions contained in the test administration materials.
- No person may view, reveal, or discuss the contents of an online assessment before, during, or after a test administration unless specifically authorized to

do so by the procedures outlined in the test administration materials. If circumstances necessitate that an online assessment be examined, permission **must** first be obtained from TEA.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA.
- Only students may respond to test questions.
- Test administrators who have permission to view secure materials in order to provide an approved accommodation must be aware that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who have permission to view secure materials in order to provide an approved accommodation are required to sign a separate section of the test administrator oath.
- No person may review or discuss student responses during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

Upon completion, the TELPAS Student Rating Roster and the writing collections must be submitted to the campus coordinator for storage.

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.3031(b)(2) and as described in the *Test Security Supplement*, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, as well as any person who fails to report such a violation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term;
- issuance of an inscribed or non-inscribed reprimand;
- suspension of a Texas educator certificate for a set term; or
- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently.

Districts electing to use certified or noncertified paraprofessionals (e.g., teacher aides) during the administration of a state assessment, including any personnel who have access to secure test materials, must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under this circumstance, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board

for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

Additionally, irregularities resulting in a breach of test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the state assessment program, including the introduction in June 2007 of a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found on the Student Assessment Test Security webpage.

Given the high stakes associated with student performance, test administration personnel may face challenges in managing the testing requirements at the local level. To help guide districts in implementing these requirements and to foster best practices for maintaining a secure testing program, the Student Assessment Division developed the *Test Security Supplement*.



Test Security Supplement

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (e.g., a TELPAS rater who also serves as a reading test administrator) must receive appropriate training and sign a security oath for **each** role. Security oaths can be found in Appendix A.

NOTE: Any certified or non-certified personnel who has access to state assessment materials or who administers or assists in the administration of state assessments must be trained and sign a security oath. Non-certified personnel must be under the supervision of certified personnel.

Each oath for TELPAS raters, writing collection verifiers, and test administrators must be read and completed **after** training and **before** handling or viewing any secure test materials or confidential information. Oaths must be returned to the campus coordinator and will be kept on file in the district for at least five years.

Refer to the associated section in the *User's Guide for the Texas Assessment Management System* for more information about the online testing confidentiality statement.



Assessment Management System User's Guide

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities and are viewed by TEA as falling into one of two categories—serious or procedural.

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or writing samples
- sharing answers to the online calibration activities or practice rating activities in the online training courses
- viewing secure test content during or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials)
- discussing secure test content, student responses, or student performance
- scoring student reading tests, either formally or informally
- duplicating, recording, or capturing (electronically or by any other means) confidential test content without permission from TEA

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. The following are some examples of procedural irregularities that have been grouped by category.

Eligibility Error

- Eligible students were not rated in one or more domains.
- Eligible students were not administered the grades 2–12 reading test.
- Ineligible students were assessed.

Individualized Education Program (IEP) Implementation Issue

- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.

Improper Accounting for Secure Materials

- A rater, test administrator, campus coordinator, or district coordinator lost or misplaced writing collections or other secure materials.

Monitoring Error

- A campus coordinator did not require raters to return confidential materials.

- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.
- Secure online tests were left open and visible during a lunch break, a short break taken in the testing room, or restroom breaks.
- Testing personnel did not monitor students during a break.
- A test administrator did not ensure that students worked independently during testing
- Students were not prevented from using cell phones or any other electronic device to take pictures or send messages.
- A student was allowed to remove secure materials from the testing area.

Procedural Error

- A test administrator failed to issue the correct materials, or students were provided nonallowable materials.
- Testing personnel who were not properly trained were allowed to rate students, administer tests, or handle secure materials.
- A test administrator failed to use the test administrator manual or failed to read aloud the bolded test administration directions as outlined in the manual.
- A test administrator failed to remove or cover all instructional displays that might aid students by providing direct answers during testing.
- A TELPAS writing collection was not submitted in accordance with required assembly criteria.
- A test administrator failed to provide a student with the correct student authorization to access the TELPAS reading test.

Reporting of Testing Irregularities

Each person participating in the Texas student assessment program is responsible for reporting any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect that one has occurred, and district testing coordinators should in turn notify TEA. The district testing coordinator must contact the TEA Student Assessment Division immediately to report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity **as soon as the district testing coordinator is made aware of the situation**. Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

Reporting of Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test by indicating the score code "O" for "Other" in the Assessment Management System. Additional disciplinary



*Test Security
Supplement*

NOTES



*Test Security
Supplement*

action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the Locally Determined Disciplinary Actions Form developed for that purpose, which can be accessed at <http://www.tea.state.tx.us/student.assessment/security>.

Submission of a separate online incident report form will be necessary **only if** the district determines that adult testing personnel contributed to, caused, or did not detect the cheating due to inadequate monitoring.

For more information about test security, refer to the *Test Security Supplement*.

General Information About Holistically Rated TELPAS Assessments

The holistically rated components of TELPAS consist of

- writing collections for grades 2–12;
- observational assessments in listening and speaking for grades 2–12; and
- observational assessments in listening, speaking, reading, and writing for K–1.

For these assessments, teachers are trained to use rating rubrics, the proficiency level descriptors (PLDs) from the ELPS, to determine the English language proficiency levels of students based on ongoing classroom observations and written student work.

Overview of the Rating and Reporting Process

In cooperation with district and campus personnel, your campus coordinator will assign students for you to rate. You are responsible for holistically rating the English language proficiency of your assigned students in accordance with the prescribed holistic rating procedures. It is essential for you to complete your rater training requirements and follow the assessment procedures in this manual. After your training, you will

- assess the English language proficiency of students and assign one of four ratings: beginning, intermediate, advanced, or advanced high;
- record the students' ratings and related information on the TELPAS Student Rating Roster in Appendix B; and
- enter the students' ratings and related information in the Assessment Management System, if you are directed to do so by your campus coordinator.

Your students' ratings will be reviewed by the campus principal. You will base your ratings on classroom observations and written student work. If you are a rater of students enrolled in grades 2–12, you will gather writing samples and create student writing collections for the writing assessment. The writing collections will be verified by another trained individual to ensure that they contain the appropriate types and number of writing samples. The TELPAS Writing Collection Cover Sheet and Writing Collection Verification Checklist in Appendix C must be completed and stapled to each student's writing collection. Your campus coordinator will ensure that the writing collections are kept in the students' permanent record files for two years from the time of rating. Campuses also maintain a file of the rating rosters.

Districts are required to implement and document procedures for ensuring the validity and reliability of TELPAS results. In addition, TEA conducts periodic audits of TELPAS administration procedures and ratings.

School districts use TELPAS assessment results to plan for instruction and to meet state and federal assessment requirements.

Rater Credentials

A TELPAS rater is a teacher designated to be the official rater of an ELL's English language proficiency. Each teacher (including a substitute teacher) selected to rate a student must

- have the student in class at the time of the spring assessment window;
- be knowledgeable about the student's ability to use English in instructional and informal settings;
- hold valid education credentials such as a teacher certificate or permit;
- be appropriately trained in the holistic rating process as required by the TELPAS administration materials in accordance with 19 TAC, Chapter 101; and
- rate the student in all eligible language domains.

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. The teaching relationship of the rater to the student rated is submitted with the student's holistic ratings as part of the assessment process.

Accommodations—Holistically Rated Assessments

The holistically rated assessments are based on student classwork and observations of students in daily instruction. In assessing ELLs who receive special education services, raters take into account the ability of the students to use English to access the general curriculum at their enrolled grade in accordance with accommodations called for in their IEP. Instructional accommodations do not interfere with the holistically rated assessment process if they do not invalidate the ability to evaluate the student's English language proficiency levels according to the PLDs. For example, using writing collection samples for which a student relied heavily on a dictionary, peer support, or teacher assistance would not be allowable.

Rater Checklist

This checklist will help you keep track of the activities involved in preparing for the administration, conducting the administration, and returning materials. Follow the dates on the Calendar of Events and other dates given to you by your campus coordinator. Check off the steps below as you complete them to make sure you have fulfilled your responsibilities as a rater. Detailed instructions for completing each step are included in the following section of this manual. This page can be duplicated as needed.

Training

- ☐ Attend training session on administration procedures.
- ☐ Complete holistic rating training requirements.

Prepare for and Complete Assessments

- ☐ Assemble grades 2–12 student writing collections.
- ☐ Prepare to rate your students.
- ☐ Rate your students.
- ☐ Create and manage rating entry groups if so directed.
- ☐ Enter rating information online if so directed.

Return Materials

- ☐ Prepare materials for return.

Training

Attend training session on administration procedures.

All raters, writing collection verifiers, and other individuals assigned to support the holistic rating process are required to be trained annually in TELPAS administration procedures for the holistically rated assessments. This training is conducted in the spring and covers the contents of this manual. Your campus coordinator will notify you of the time of your TELPAS administration training session. Read this manual beforehand and bring it to the training session. Make note of any questions you have and ask them at that time. In addition, carefully review your oath of test security and confidentiality located in Appendix A. Your oath must be signed in the appropriate section after training and before handling or viewing any secure test materials or confidential information.



Texas
TrainingCenter

As part of your training, you may be instructed to complete an online training course titled *Assembling and Verifying Grades 2–12 Writing Collections*. This course can be accessed on the Texas TrainingCenter. The course takes approximately one hour to complete. The *TELPAS Rater's User Guide for Online Holistic Rating Training* in Appendix D includes instructions for using the Texas TrainingCenter website.

If you are not a rater or a writing collection verifier but have been assigned to enter holistic ratings into the Assessment Management System or provide supplemental rater training, you are required to attend the training session on TELPAS administration procedures for the holistically rated components.

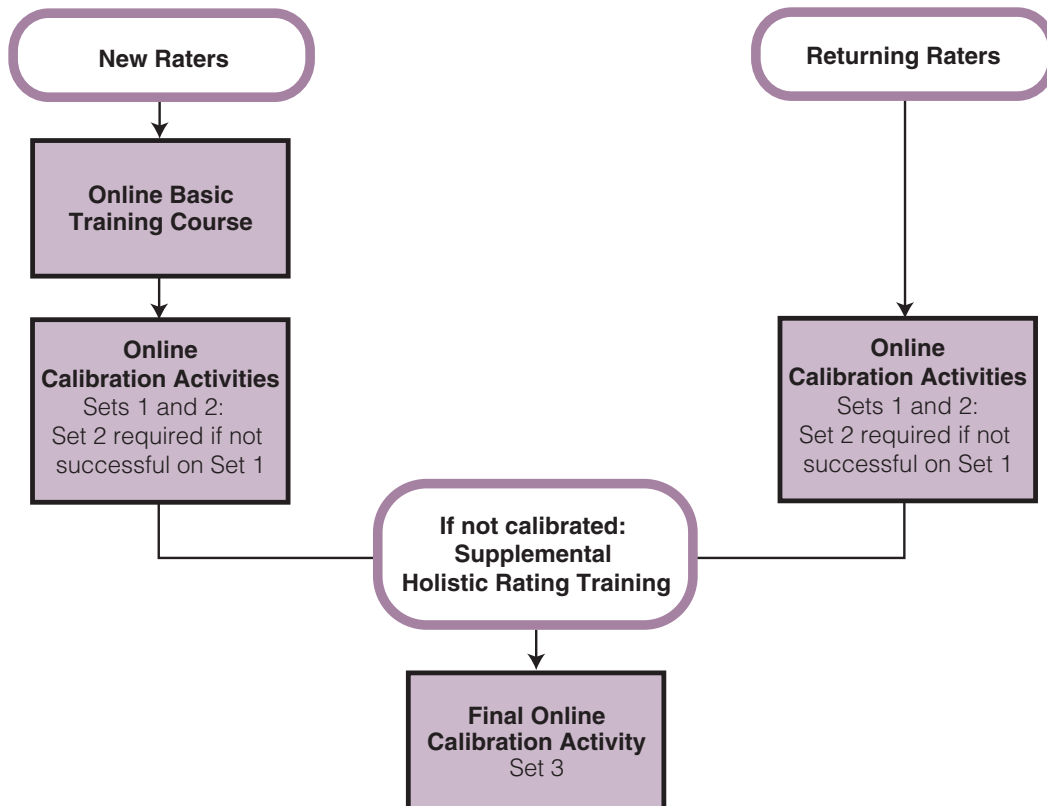
Complete holistic rating training requirements.

Teachers are required to complete annual holistic rating training before assessing students for TELPAS.

Holistic Rating Training Requirements

Holistic rating training prepares teachers to rate English language proficiency consistent with the holistic rating rubrics—the PLDs from the ELPS. Thorough, standardized training of raters is essential to the holistic assessment process.

An online training process is used. The following chart shows the steps of the online holistic rating training process, which begins after raters attend their TELPAS administration procedures training.



Online Training Components

Two training components are used—online basic training courses and online calibration activities. New raters complete an online basic training course followed by online calibration activities. Returning raters complete just online calibration activities.

■ Online Basic Training Course (*Required for New Rat*ers)

There are two basic training courses, one for raters of K–1 students and one for raters of students in grade 2 or higher (2–12). The K–1 course covers the four language domains of listening, speaking, reading, and writing. The 2–12 course covers listening, speaking, and writing. After learning the basics of the holistic rating process, participants practice rating students as part of the course. New raters must complete this course before beginning online calibration activities. Approximate completion time: 4–5 hours.

■ Online Calibration (*Required for New and Returning Rat*ers)

The online calibration activities consist of three sets of students to be rated. Each language domain is represented in each set. For K–1, each set includes all four language domains—listening, speaking, reading, and writing. For 2–12, each set includes listening, speaking, and writing. Raters complete only as many sets as it takes to calibrate. Approximate completion time per set: 1 hour.

Returning raters may review the online basic training course before their online calibration activities, if they desire. Testing coordinators may, at their discretion, require returning raters to complete the online basic training course prior to online calibration. Returning raters that have not completed rater training within the last three school years are required to complete the online basic training course before calibrating. If you have any questions about your training requirements, be sure to consult with your campus coordinator.



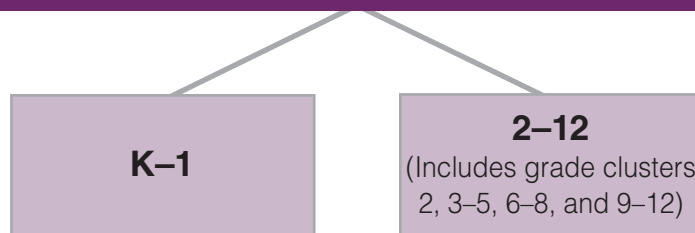
Texas
TrainingCenter

The Texas TrainingCenter contains the online training courses and calibration activities. New users will establish a username and password before accessing the site. Raters who used the TrainingCenter in the past will use the same login information. The rater's user guide in Appendix D includes step-by-step instructions for establishing usernames and passwords, logging in, and navigating the system.

The TELPAS online courses are designed to prepare raters to uniformly assess the English language proficiency of students statewide. Raters must complete the training components by the dates established by their testing coordinator. Raters are not authorized to rate students for TELPAS until they have completed all required training.

The training courses and calibration activities are grade-cluster specific. The K–1 online course and calibration activities are separate from the training components of the upper grades, both conceptually and within the TrainingCenter website. The instructional content for K–1 training differs substantially from that of the other grades due to differences in the ways that the domains of reading and writing are assessed.

Grade Cluster Organization for Online Training



Be sure that you know your assigned grade cluster for training before starting your online training:

- Grades K–1
- Grade 2
- Grades 3–5
- Grades 6–8
- Grades 9–12

If you will rate students from more than one grade cluster, consult your campus coordinator for instructions.

Online Basic Training Course

Complete the online basic training course in a setting that is free from distractions. This course is divided into modules so that it can be completed in more than one sitting if necessary. The rating practice activities in the course are required to be completed independently. Your independent practice during the course will enable you to monitor your ability to assess students consistent with the PLD rating rubrics. Five practice activities are included for each language domain. There is no required number of students to rate correctly because the activities are for practice. If you rate students incorrectly, read the rating annotations (explanations of the correct ratings) and review the PLDs carefully.

It is a violation of state assessment procedures to share or discuss answers to the rating practice activities with individuals who have not yet completed the course. TELPAS testing violations must be reported as indicated in the “Test Security and Confidentiality Requirements” section at the front of this manual.

Prior to accessing the online course, raters are required to read an online statement and affirm that they will complete the course independently and not give or receive assistance on the rating practice activities.

Upon completing all modules in the online basic training course, you will be issued a course certificate of completion in the *Training History* screen of the TrainingCenter website. (Refer to the rater’s user guide in Appendix D for instructions.) Print a copy of



Texas
TrainingCenter

the certificate and turn it in to your campus coordinator. Your certificate will remain in your online training history indefinitely.

Online Calibration

Online calibration must be completed by both new and returning raters. There are three calibration sets, with each language domain represented in each set. Each set contains 10 students to be rated. You must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration. You will calibrate across domains, not on separate domains.

Rater calibration is an essential component of holistic scoring processes in standardized assessment programs. The calibration activities will help you be confident about your ability to rate students consistent with the PLDs, and they will provide your campus coordinator with information to determine whether to provide you with supplemental training support prior to your third and final calibration set.

Complete the calibration activities in a setting that is free from distractions, and be sure to refer to the PLDs as you rate each student. You may refer to other holistic rating training notes or materials as well, if desired. You may wish to review some of the practice activities from the online basic training course or rate the students at the end of the language domain chapters in the *Educator Guide to TELPAS* before you begin a calibration set.

Do not worry if you do not calibrate on your first set of 10 students. Your alertness and freedom from distractions may make a difference in how quickly you are able to calibrate. In addition, individuals vary in the amount of practice they need to learn to evaluate second language acquisition characteristics in a holistic manner.

The first two calibration sets are available beginning February 17. The third set will become available on the Calibration Home page of the TrainingCenter beginning February 26.

As a student's rater, you must rate the student in all domains for which the student is eligible. A student is **NOT** permitted to have one rater for some domains and another rater for other domains.



*Educator Guide to
TELPAS*



Texas
TrainingCenter

Supplemental Holistic Rating Training

Individuals who do not calibrate on their assigned grade cluster by the end of the second calibration set will be provided supplemental training support before attempting the third and final set of calibration activities. If you do not calibrate by the end of the second set, contact your campus coordinator.

Raters will be given an access code to proceed with the third calibration set upon completion of their supplemental training.

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.

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

Calibration—Key Points

- You will have three opportunities to calibrate on your assigned grade cluster.
- You may complete a variety of rating activities as a warm-up exercise (refer to page 14).
- You will be required to affirm online that you agree to keep the contents of the online calibration sets secure and confidential.
- After selecting a calibration activity for your assigned grade cluster, you will be able to work at your own pace, move back and forth among students, and change your ratings at any time before you submit them. You will be able to save your work and return later to finish a calibration set.
- As a security feature, students in the calibration sets are presented in random fashion. The order of the language domains is fixed, as follows: listening, speaking, reading (K–1 only), and writing.
- After submitting your ratings, you will be able to view your score, the students you rated, and the rating annotations for each student.
- If you do not calibrate on the first set, you may log off and complete the second set later. Alternatively, you may stay online and complete the second set right away. Your campus coordinator will let you know whether the district will offer training support to raters between the first and second set.
- If you calibrate on your first or second set, your training is complete. If you do not calibrate by the end of the second set, you will be provided with supplemental training support before attempting the third and final set.
- After you have calibrated, go to the *Training History* screen of the TrainingCenter website to access a certificate of successful completion of the calibration portion of your training. Print a copy and turn it in to your campus coordinator. A copy of your certificate will be retained indefinitely in your online training history.



Texas
TrainingCenter

Refer to the rater user's guide in Appendix D for specific information about accessing the calibration activities on the TrainingCenter website and navigating from student to student within the calibration sets.

Prepare for and Complete Assessments

Assemble and verify grades 2–12 student writing collections.

Raters of students enrolled in grades 2–12 assemble student writing collections and base their ratings on the writing in the collections. Additional classroom observations are not used. It is important for the writing in collections to portray the overall English language proficiency of the students. Writing collections must be assembled in accordance with the following instructions.

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

An online training course on writing collection assembly and verification is available on the Texas TrainingCenter website. This course may be used to supplement the training districts provide on assembling and verifying writing collections.



Texas
TrainingCenter

Assembling Grades 2–12 Writing Collections

As the rater, you 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 and must include at least one narrative writing sample about a past event and at least two academic writing samples from mathematics, science, or social studies.
- Writing assigned on or after February 17, 2014, may be considered for the writing collections. Writing assigned before February 17, 2014, is not eligible for inclusion.
- Writing samples may continue to be gathered until the time raters are required to turn in students' ratings to the campus coordinator.
- All writing should reflect a student's current proficiency level. For a student near the border between two levels, the rater should consider using writing 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.
- The cover sheet and verification checklist located in Appendix C must be completed and stapled to each student's writing collection.
- Photocopies 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 provided that spell check and grammar check are disabled.
- District coordinators are required to submit a testing irregularity incident report to TEA if student writing ratings submitted to TEA 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 taken from authentic classroom activities that are grounded in content area TEKS and ELPS.**

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 levels of proficiency 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 is not given enough opportunity to demonstrate the ability to write in simple sentences using high-frequency, everyday English. On the other hand, an advanced high 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: Basic descriptive writing on a personal/familiar topic

Examples:

- Writing about yourself, your family, your best friend, your school, etc.
- Describing what you see in this picture, photo, piece of art, etc.
- Comparing yourself to a friend or relative by describing how you are alike and how you are different
- Comparing two friends, two pictures, two photos, two places you've lived or houses you've lived in, etc.

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

Type 2: Writing about a familiar process

Examples:

- 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, scrambled eggs)
- How to play a familiar game or sport

Type 3: Narrative writing about a past event

Examples:

- Stories based on something shown in a picture or pictures
- Narratives about something that happened or that you did that was disappointing, unforgettable, surprising, interesting, unexpected, funny, unfair, etc.
- Original stories composed in creative writing activities
- Narratives about what you did this morning, yesterday, last weekend

Students should be encouraged to write in as much detail as they can. The more vivid and detailed their narratives are, the more useful they will be in evaluating their vocabulary development, ability to narrate and describe using the past tense, and grasp of basic versus complex language structures. **Remember that narrative writing about a past event is required in each collection.**

Type 4: Personal narratives and reflective pieces

Examples:

- A time when you learned a lesson, resolved a problem with another person, etc.
- What true friendship is, the importance of believing in yourself, setting goals, etc.
- What you like, don't like, or would like to see changed about certain school rules or policies
- 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: 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.

Examples:

- 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, experience of a friend, or experience of a relative; etc.)
- Describing and analyzing a change that a character undergoes
- Comparing story variants, 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: 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/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. **Remember that two samples of this type of writing are required in each collection.**

Examples from science:

- Explaining a scientific process you have learned about
- Explaining the steps in an experiment or scientific investigation you have done
- Writing about something you are learning in your science class
- Writing about why lab rules are important
- Writing about how to use a certain device or piece of science equipment

Examples from mathematics:

- 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

Examples from social studies:

- Writing about a historical figure, the 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 on topics that are comfortable and familiar.
- Also include some writing tasks that stretch and push students' limits so that you can see the full extent of their language abilities and any elements of second language acquisition they still need to develop. This will be especially important when you are trying to judge whether an advanced student has perhaps reached the advanced high level. Make a special effort 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, use precise and descriptive language, etc.

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
- papers that show a teacher's corrections
- papers that have been polished through editing by peers, parents, 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. If you believe a student received too much assistance on a piece of writing, do not include it 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 to be brief.)

Verifying the Writing Collection Components

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

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 narrative about a past event and at least two academic writing samples from science, social studies, or mathematics;
- all writing assignments include the student's name and date;
- no writing samples come from before February 17, 2014;
- no papers showing teacher corrections are included;
- no worksheets or question-answer assignments are included; and
- each collection includes samples written primarily in English.

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 on the reverse side of the writing collection cover sheet. This affirms that the writing collection has been assembled correctly, as described above.

In cooperation with the district coordinator, campus coordinators will establish a process and timeline for the review of the collections. It is recommended that the verification of the writing collections occurs before ratings are assigned.

Note that the **rater** is responsible for assembling the writing collections according to all criteria in this manual. The rater, not the verifier, is solely responsible for ensuring that the following types of papers are **NOT** included in the collections:

- papers containing language directly copied from a textbook, lesson, or other written source
- papers in which the student relies heavily on a dictionary or thesaurus
- papers that have been polished through editing by peers, parents, or teachers
- papers that are brief, incomplete, or obviously reflect writing that was rushed

Prepare to rate your students.

Prior to rating your students, review the following information about the holistic rating process. This information, which comes from the basic online training course, reinforces key points to keep in mind as you prepare to holistically rate the English language proficiency of your students for the statewide TELPAS administration.

Language Domain Definitions

For assessment purposes the second language acquisition domains of listening, speaking, reading, and writing are defined as follows:

Listening	The ability to understand spoken language, comprehend and extract information, and follow social and instructional discourse through which information is provided
Speaking	The ability to use spoken language appropriately and effectively in learning activities and social interactions
Reading	The ability to comprehend and interpret written text at the grade-appropriate level
Writing	The ability to produce written text with content and format to fulfill grade-appropriate classroom assignments

These definitions are specific to second language acquisition processes and differ in some ways from definitions geared toward academic achievement and first language development.

Proficiency Level Descriptors and Global Definitions

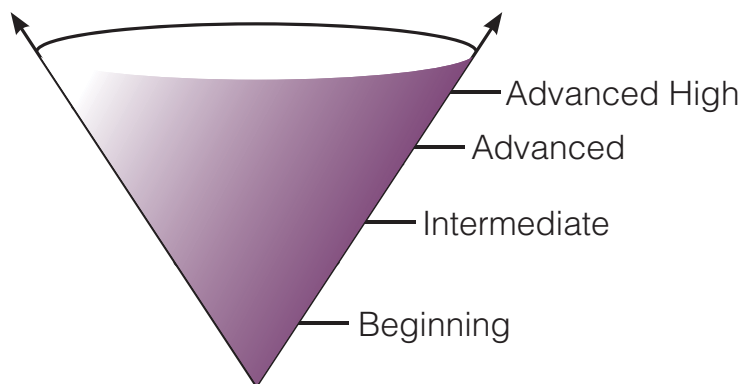
The PLDs contained in the ELPS present the major attributes of each language proficiency level in each language domain. TELPAS is designed to capture an overall level of English language proficiency; it is not an assessment of isolated skills. For each domain assessed, it is important to read the PLDs as proficiency level profiles and determine the level at which the student performs most consistently.

Review the global definitions of the proficiency levels, which apply across language domains. Keeping in mind the common threads that apply across language domains will help you stay focused on what TELPAS is designed to measure—the increasing ability of ELLs to understand and use English in grade-level academic contexts. As ELLs proceed from one proficiency level to the next, they internalize more English vocabulary and are able to understand and use more complex English grammatical structures. This growth enables them to gradually understand more of the English they hear and read in school, and to use English more fluently and independently, with a diminishing need for special language support.

Global Definitions of the Proficiency Levels	Key Features
Beginning Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	Beginning Little or no English ability
Intermediate Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	Intermediate Limited ability, simple language structures, high-frequency vocabulary, routine contexts
Advanced Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	Advanced Ability to engage in grade-appropriate academic instruction with second language acquisition support
Advanced High Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	Advanced High Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support

Progress Through the Proficiency Levels

Remember the cumulative, spiraling, building nature of second language learning. The language skills associated with a given stage of proficiency are prerequisite to the broader range of skills at the next stage. Proficiency in a new language continues to develop beyond the advanced high level, which is not intended to equal the English language proficiency of an individual whose first language is English. Over time, advanced high ELLs understand finer nuances of English meaning; use more natural phrasing; and learn low-frequency words, idioms, sayings, etc., that are typically familiar to individuals whose first language is English.



Students may learn English more quickly in some language domains than others as a result of instructional variables as well as individual student characteristics. The rate of progress through the proficiency levels within a domain can vary, too. For example, some students spend very little time at the beginning level but without appropriate instruction may “plateau” at the intermediate or advanced level. Such plateaus are particularly detrimental to ELLs who are taught academic content in English. Carefully targeted support is needed for such students in order to accelerate their learning of English and facilitate their learning of academic concepts.

Keep in mind that each proficiency level encompasses a range of growth and has an early, middle, and late stage. Do not expect all students who are at the same proficiency level to communicate the same way or to progress at the same rate on all descriptors within a level. Students in the late stages of a level often demonstrate some language abilities that “peak” into the next level. Students in the early stages of a new level may demonstrate language abilities that occasionally “spike” down to the previous level. Students progress to a new level when they perform **most consistently** at that level.

Assessing students who are near the cusp between two proficiency levels requires close attention to the level at which they perform most consistently. It is recommended that you rate such students in collaboration with others and that you assign their ratings toward the end of the assessment window so that you can determine whether they have, in fact, entered the higher proficiency level.

Social and Academic Language Proficiency

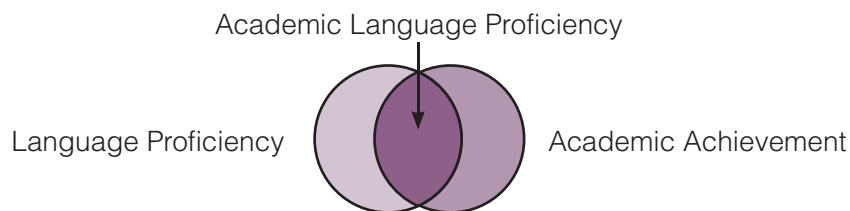
Be aware of the role of both social and academic language proficiency when assessing students for TELPAS. To meet grade-level language demands, ELLs must be able to understand and use everyday social English as well as the English needed for accessing and negotiating learning, processing cognitively demanding information, and building conceptual understanding.

Academic Language Proficiency Versus Academic Achievement

Remember that high academic achievement is not mentioned in the definition of the advanced high level of English language proficiency. Advanced high ELLs exhibit a range of academic achievement just as native English speakers do. This is true even in the academic areas of reading and writing within the English language arts curriculum. High academic achievement is not a prerequisite of the attainment of academic English language proficiency.

Conversely, though, academic language proficiency is an essential enabling and sustaining component of academic achievement because knowing the type of English that is used in academic settings makes the learning of academic concepts and skills accessible.

Review the graphic below, which helps depict the relationship between **language proficiency** as a whole, **academic achievement** as a whole, and the overlapping section—**academic language proficiency**.



Social Language Proficiency	Academic Language Proficiency	Academic Achievement
<ul style="list-style-type: none"> • Language of social interaction • Language acquisition often outside of school • Tied to everyday life • Grounded in language proficiency standards 	<ul style="list-style-type: none"> • Language of content-based instruction • Language acquisition mainly within school • Tied to school life • Grounded in language proficiency standards 	<ul style="list-style-type: none"> • Concepts of content-based instruction • Conceptual development • Tied to curriculum in specific content areas • Grounded in academic content standards

High academic achievement is the goal of all schooling and is demonstrated through content area assessments. Advanced high English language proficiency **supports** the ability of ELLs to achieve academically but is not sufficient to guarantee it. An ELL with an advanced high level of English language proficiency who is not achieving academically needs interventions related to the subject matter taught, not second language acquisition.

Observing Students in Each Language Domain

As you observe your ELLs over time during formal and informal academic tasks and interactions, evaluate their command of the English language and the types of linguistic accommodations and adaptations they need to interact in class and have full linguistic access to grade-level instruction. In the case of ELLs receiving special education services, keep in mind their ability to use English to access the general curriculum at their enrolled grade in accordance with their IEP.

Listening

There are many settings in which to gather information about an individual student's English language listening proficiency level. Reflect on how well the student understands the English he or she hears during authentic, performance-based activities such as:

- reacting to oral presentations
- responding to text read aloud
- following directions
- cooperative group work

- informal interactions with peers
- large-group and small-group instructional interactions
- one-on-one interviews
- individual student conferences

Speaking

There are many settings in which to gather information about an individual student's English language speaking proficiency level. Reflect on how well the student speaks English during authentic, performance-based activities such as:

- cooperative group work
- oral presentations
- informal interactions with peers
- large-group and small-group instructional interactions
- one-on-one interviews
- classroom discussions
- articulation of problem-solving strategies
- individual student conferences

Reading (K–1 Only)

The reading rating is based on observations of the student's reading during language and literacy instruction and in other academic settings. The rater should also consider informal and spontaneous reading that occurs naturally, such as when a student reads bulletin boards, labels, and other environmental print around the classroom and school.

Reflect on how well each student understands the English used during authentic, performance-based activities such as:

- paired reading
- sing-alongs and read-alongs, including chants and poems
- shared reading with big books, charts, overhead transparencies, and other displays
- guided reading with leveled readers
- reading subject-area texts and related materials
- independent reading
- cooperative group work
- reading response journals

Writing (K–1)

For kindergarten and grade 1, the writing rating is based on observations of the student's writing during language and literacy instruction and in other academic settings. Reflect on how well each student writes in English during authentic, performance-based activities such as:

- journal writing for personal reflections
- shared writing for literacy and content area development
- language experience dictation
- organization of thoughts and ideas through prewriting strategies
- publishing and presenting
- making lists for specific purposes
- labeling pictures, objects, and items from projects
- cooperative group work
- first drafts

Writing (Grades 2–12)

For grades 2–12, the writing rating is based on the student's writing collection, which should be representative of the writing the student does during authentic, performance-based language and literacy instruction and in a variety of academic content areas. Below are several eligible types of writing. Detailed information about assembling writing collections is found on pages 19–23.

- descriptive writing on a familiar topic
- writing about a familiar process
- narrative writing about a past event
- personal narratives and reflective pieces
- expository and other extended writing from language arts classes
- expository or procedural writing from science, mathematics, and social studies classes

Collaboration with Others

As you prepare to determine the proficiency ratings of your students, keep in mind the value of collaboration with other teachers and school personnel. Collaboration will help you ensure rating accuracy and is particularly important when a student has different content-area teachers or is near the border between two proficiency levels.

Your district is required to implement processes to ensure the validity and reliability of TELPAS ratings. Some of these processes may require you to collaborate with other raters, content-area teachers, or a supplemental support provider. Your campus coordinator will have additional information about these types of procedures.

While collaboration with others is important, remember that you are the official rater and are ultimately responsible for the ratings you assign.

Final Preparations

In the weeks prior to assigning your ELLs' English language proficiency ratings, ask yourself the following questions and make any needed adjustments.

- Have you observed the students in enough contexts that require them to use everyday English, routine academic English, and cognitively demanding content-bound English?
- Have you placed them in situations in which they need to show the ability to express themselves in English in extended ways, not just through brief answers or short written responses?
- Have you seen your ELLs in enough situations in which they express themselves in their comfort zone as well as when they are pushed to show areas of second language acquisition they still need to develop?

Rate your students.

When you rate your students, you will need

- this manual, which includes the PLDs;
- the TELPAS Student Rating Roster in Appendix B; and
- the student writing collections and writing collection cover sheets in Appendix C (for students in grades 2–12).

Follow the rating procedures outlined in the box on the next page. You will indicate your ratings and rater information on the TELPAS Student Rating Roster. Make sure that the information you record on the roster is accurate and complete. Later either you, the campus coordinator, or other designated testing personnel will enter the ratings and rater information in the Assessment Management System. The TELPAS Student Rating Roster will be retained on the campus as an official assessment record.

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

Procedures for Rating Students

- Use the PLDs on the following pages and other 2013–2014 TELPAS holistic rating training materials to rate your students. Review the holistic rating process before beginning.
- Always refer to the PLDs when rating students. Do not assume you have the PLDs memorized. Do not factor in other student abilities or characteristics when rating students.
- You may photocopy the PLDs for ease of use. If you wish, you may make multiple photocopies, put the students' names on them, and use them to make individual notes about the students you are rating. You or your school may keep these working copies for future reference.
- Start with the students whose English language proficiency levels are clearest to you.
- Your ratings should be based on observations of the student in a variety of social and academic settings over time. The writing ratings of students in grades 2–12 should be based on their writing collections.
- For each domain, evaluate the current level of English language proficiency exhibited by the student.
- The proficiency rating you designate should represent the level at which the student performs most consistently. This will help you designate the appropriate level if the student is near the border between two proficiency levels.
- Collaborate with other teachers and school personnel whenever it will help you better determine a student's English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student, and rate the student in the order that the domains are listed on the TELPAS Student Rating Roster.
- Compare each student to the PLDs and do not let the proficiency levels of other ELLs you teach influence your ratings.
- Except for grades 2–12 writing, you should be able to determine a student's rating by simply reflecting on the PLDs and the student's current ability to understand and use English in social and academic settings. In most cases, it will not be necessary to conduct specially designed language observation tasks.
- Remember that academic language proficiency is not the same as academic achievement. An ELL who has academic language proficiency can, with minimal second language acquisition support, understand and use the English students need for effective participation in regular, all-English instructional settings. A student does not have to be a high academic achiever in order to have an advanced high level of English language proficiency.

ELPS-TELPAS Proficiency Level Descriptors Grades K–12 Listening

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures) • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs • may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues 	<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary) • often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs • have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech 	<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding • understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear 	<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

**ELPS-TELPAS Proficiency Level Descriptors
Grades K–12 Speaking**

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material typically use pronunciation that significantly inhibits communication 	<p>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English use pronunciation that can usually be understood by people accustomed to interacting with ELLs 	<p>Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs 	<p>Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers make few second language acquisition errors that interfere with overall communication may mispronounce words, but rarely use pronunciation that interferes with overall communication

ELPS-TELPAS Proficiency Level Descriptors Grades K–1 Reading

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational reading skills.</p> <p>These students:</p> <ul style="list-style-type: none"> • derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are <ul style="list-style-type: none"> – read in short “chunks” – controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced – accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech • begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos) • have difficulty decoding most grade-appropriate English text because they * <ul style="list-style-type: none"> – understand the meaning of very few words in English – struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English 	<p>Intermediate ELLs have a limited ability to use the English language to build foundational reading skills.</p> <p>These students:</p> <ul style="list-style-type: none"> • demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include <ul style="list-style-type: none"> – predictable story lines – highly familiar topics – primarily high-frequency, concrete vocabulary – short, simple sentences – visual and linguistic supports • regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos) • have difficulty decoding grade-appropriate English text because they * <ul style="list-style-type: none"> – understand the meaning of only those English words they hear frequently – struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English 	<p>Advanced ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</p> <p>These students:</p> <ul style="list-style-type: none"> • demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning • recognize some basic English vocabulary and high-frequency words in isolated print • with second language acquisition support, are able to decode most grade-appropriate English text because they * <ul style="list-style-type: none"> – understand the meaning of most grade-appropriate English words – have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English 	<p>Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.</p> <p>These students:</p> <ul style="list-style-type: none"> • demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English • with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers • with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers *

* The last descriptor applies only to students who are at the developmental stage of decoding written text (i.e., they have “cracked the code” necessary for learning to read).

ELPS-TELPAS Proficiency Level Descriptors Grades K–1 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) have little or no ability to use the English language to build foundational writing skills.</p> <p>These students:</p> <ul style="list-style-type: none"> are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized * may demonstrate little or no awareness of English print conventions 	<p>Intermediate ELLs have a limited ability to use the English language to build foundational writing skills.</p> <p>These students:</p> <ul style="list-style-type: none"> know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class * frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) * 	<p>Advanced ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</p> <p>These students:</p> <ul style="list-style-type: none"> use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner * occasionally exhibit second language acquisition errors when writing in English * 	<p>Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</p> <p>These students:</p> <ul style="list-style-type: none"> use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing can participate meaningfully in most grade-appropriate shared writing activities using the English language although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers *

* These descriptors apply only to students who are at the developmental stage of generating original written text using a standard writing system.

ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <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 ELLs 	<p>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <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 ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs 	<p>Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p> <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 ELLs 	<p>Advanced high ELLs 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> <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

Create and manage rating entry groups if so directed.

The ratings and related information that you record on the TELPAS Student Rating Roster in Appendix B must be entered in the Assessment Management System in order for the ratings to be submitted to the state testing contractor.

Before ratings can be entered in the system, students must be placed in electronic **rating entry groups**. Coordinators and individuals assigned by coordinators to the role of online session administrator have access within the Assessment Management System to create rating entry groups.

Campus coordinators may decide to group students into rating entry groups by rater or by any other grouping they desire (e.g., grade level, homeroom teacher, etc.) in order to transfer the information from the TELPAS Student Rating Rosters into the online system. If you are asked to create rating entry groups, follow your campus coordinator's instructions for grouping the students.

Creating TELPAS Rating Entry Groups

If your campus coordinator directs you to create a rating entry group, complete the following steps:

1. Click the *TELPAS Holistic Ratings* tab.

NOTE: You must be at the campus level to create rating entry groups.

2. Click the *Manage Rating Entry Groups* subtab.

If the current test administration is not the 2014 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.

3. Click the **New TELPAS Rating Entry Group** button to go to the *New TELPAS Rating Entry Group* screen.

The **New TELPAS Rating Entry Group** button will be disabled and you will not be able to create a rating entry group if you do not have access to create rating entry groups.

4. Enter the Rating Entry Group Name.

NOTE: The Rating Entry Group Name must be unique within a campus. Follow any special instructions your campus coordinator gives you.

5. Click the **Save** button after entering the group name.
6. Click the **Add Students** button.
7. Select "Students" from the **View By** options set.
8. Select the checkbox next to each student name you want to add to the rating entry group.
9. Click the **Add to Group** button.



Texas Assessment
Management
System



Texas Assessment
Management
System

Adding a Student to an Existing TELPAS Rating Entry Group

1. Click the *TELPAS Holistic Ratings* tab.
2. Click the *Manage Rating Entry Groups* subtab.

If the current test administration is not the 2014 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.
3. Click a group name to go to the *TELPAS Rating Entry Group Details* screen.
4. Click the **Add Students** button.
5. Select “Students” from the **View By** options set.
6. Select the checkbox next to each student name you want to add to the rating entry group.
7. Click the **Add to Group** button.

Removing a Student From a TELPAS Rating Entry Group

1. Click the *TELPAS Holistic Ratings* tab.
2. Click the *Manage Rating Entry Groups* subtab.

If the current test administration is not the 2014 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.
3. Click a group name to go to the *TELPAS Rating Entry Group Details* screen.
4. Select the checkbox next to each student name you want to remove from the rating entry group.

If a student has any holistic ratings or rater information entered in the Assessment Management System, this information must be deleted by clicking the **Clear** button and the **Save** button before removing from a rating entry group. A student record cannot be removed from a rating entry group if any holistic ratings or rater information has been entered.
5. Click the **Remove** button.

Students may be moved from an existing rating entry group to another rating entry group at the same campus without loss of data. However, holistic rating data may be entered only when students are in a rating entry group.

Enter rating information online if so directed.

Using the information you supply on the TELPAS Student Rating Roster, you or other designated testing personnel will be responsible for entering ratings and rater information in the Assessment Management System.

Coordinators and individuals assigned by coordinators to the role of online session administrator or rating entry assistant have access to enter this information. Campus coordinators may assign each rater to one of these roles so that they can each enter their students' information, or coordinators may designate a smaller number of people to enter the ratings. All students must be placed in rating entry groups before their rating information can be entered.

If you are assigned to enter rating information online and have any questions, ask your campus coordinator for assistance.

To enter proficiency ratings and rater information, complete the following steps:

1. Go to TELPAS Holistic Ratings > Enter Holistic Rating Information.
If the current test administration is not the 2014 Spring TELPAS Grades K–12 administration, click the *Change* link next to the current test administration name to change the administration.
2. In the Student Selector panel, click the “+” next to the rating entry group name to expand the group. Then click the student's name.
In the *Student Details* window, you will see the student's name, PEIMS ID, date of birth, and enrolled grade.
3. Verify that you have selected the correct student and then enter the proficiency ratings and rater information as indicated on the following page.
4. Click the **Save** button.
5. Repeat steps 2–4 until all students' information has been entered. Contact your campus coordinator if you have questions about entering rating information.



Texas Assessment
Management
System

Proficiency Ratings and Rater Information

Using the radio buttons in the *Student Details* window of the *Enter TELPAS Holistic Rating Information* screen, select the student's ratings and rater information from the TELPAS Student Rating Roster (refer to Appendix B).

Proficiency Ratings

For the proficiency ratings, either a proficiency rating or a score designation denoting why a student was not rated must be entered for each student in the domains of listening, speaking, reading (K–1 only), and writing.

The proficiency ratings are beginning (B), intermediate (I), advanced (A), and advanced high (H). In the event a student is not holistically rated, a score designation below should be selected on the *Enter TELPAS Holistic Rating Information* screen.

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 between TEA and testing coordinators. Documentation of the reason for the designation must be maintained on the campus. There is not a designation for absence because the ratings are based on observations over time.

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.

Rater Information

The rater information fields provide information about TELPAS raters and whether they collaborated with others in determining the students' TELPAS ratings. This information needs to be transferred from the TELPAS Student Rating Roster to the *Enter Holistic Rating Information* screen. The rater information fields provide the rater's answer to two questions from the rating roster.

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.

Return Materials

Prepare materials for return.

Complete the following tasks before you return your TELPAS materials to your campus coordinator:

- Verify that the holistic ratings and rater information you supplied on the TELPAS Student Rating Roster are accurate and complete so that they can be entered into the Assessment Management System.
- Review the accuracy of any other student data you have been asked to verify.
- Make sure that you have completed, signed, and dated the TELPAS Student Rating Roster.
- **Grades 2–12:** Make sure that you have completed the writing collection cover sheets and stapled them to your students' writing collections.

Return the following to the campus coordinator:

- signed oath of test security and confidentiality
- TELPAS Student Rating Roster
- student writing collections
- this manual

Return any other testing resources if you are instructed to do so by your campus coordinator. Your oath will be kept on file for five years, and your student rating roster will be kept on file for one year. The student writing collections will be kept in the students' permanent record files for two years from the time of rating.

Appendices

Appendix A

**Oaths of Test Security and
Confidentiality**

Appendix B

Student Rating Roster

Appendix C

**Writing Collection Cover Sheet /
Writing Collection Verification
Checklist**

Appendix D

**TELPAS Rater's User Guide
for Online Holistic Rating Training**

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for TELPAS Rater

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial and sign **before** handling or viewing any secure test materials or confidential information.)

Initials

_____ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) holistic rating and administration procedures;

_____ I understand my obligations concerning the security and confidentiality of TELPAS, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and

_____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

(Initial according to your assigned role.)

_____ I understand my responsibilities as a TELPAS rater, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

_____ I understand my responsibilities as a TELPAS supplemental support provider, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

_____ I understand my responsibilities as a TELPAS rating entry assistant, and I am aware of the range of penalties that may result from a departure from the documented test administration procedures.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the _____ day of _____, 20_____.

Signature of TELPAS Rater

Printed Name of TELPAS Rater

County-District Number

District Name

Campus Name

Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS rater who also serves as a TELPAS reading test administrator) must sign an oath for each role.

State of Texas
County of _____

Texas Education Agency
Student Assessment Program

2014

Oath of Test Security and Confidentiality for TELPAS Writing Collection Verifier

I do hereby certify, warrant, and affirm that I will fully comply with all requirements governing the student assessment program and do hereby certify the following:

(Initial each statement **before** verifying TELPAS writing collections.)

Initials

- _____ I have received training in the Texas English Language Proficiency Assessment System (TELPAS) administration procedures, including procedures specific to reviewing and verifying the assembly of TELPAS student writing collections;
- _____ I understand my obligations concerning the security and confidentiality of TELPAS, and I am aware of the range of penalties that may result from a violation of test security and confidentiality; and
- _____ I am aware of my obligation to report any suspected violations of test security or confidentiality to the campus testing coordinator.

I do hereby further certify, warrant, and affirm that I will faithfully and fully comply with all requirements concerning test security and confidentiality.

Signed on this the _____ day of _____, 20_____.

Signature of Writing Collection Verifier

Printed Name of Writing Collection Verifier

County-District Number

District Name

Campus Name

Area Code/Telephone #

Any person who has more than one assessment role (for instance, a TELPAS writing collection verifier who also serves as a TELPAS reading test administrator) must sign an oath for each role.



TELPAS Student Rating Roster Spring 2014

Use the table below to list each student you rate, the student's grade level, the student's ratings, and the specified rater information. For each domain assessed, indicate the student's English language proficiency rating: B=beginning, I=intermediate, A=advanced, and H=advanced high. If, in consultation with your campus coordinator, it is determined that a student is unable to be rated in a domain, mark "E" (Extenuating Circumstances) or "X" (ARD Decision) in accordance with the instructions on pages 41–43. Sign and date the roster and return it to your campus coordinator.

Student Name	Grade Level	Rating				Rater Information	
		Listening	Speaking	Writing	Reading (K–1 only)	A (1–8)	B (1–3)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

TELPAS Rater of Above Students

Signature _____

Date _____

Additional Rater (if applicable)*

Signature _____

Date _____

Campus Principal

Signature _____

Date _____

Campus Name _____

Rater Information

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)

NOTE: If your rater information is the same for each student you rate, you may fill in the information in the first row and draw an arrow downward through the rest of the rows.

* Your district may require second or additional ratings as part of a rating verification process. This roster, the TELPAS writing collection cover sheet, and the online submission should reflect final student ratings.



**Texas English Language Proficiency
Assessment System (TELPAS)**

WRITING COLLECTION COVER SHEET

SPRING 2014



Student Name _____

Campus Name _____

Enrolled Grade Level _____

Number of Writing Samples _____

Signature of TELPAS Rater _____

Signature of Additional Rater _____
(if applicable)

Writing Rating _____



Verification checklist is on reverse side. 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 2014**

This checklist can be used by both the TELPAS rater and the verifier to ensure that the writing collection meets all criteria in this manual. The boxes in the “Rater” column indicate checks that the rater is responsible for during the assembly of the collection. The boxes in the “Verifier” column indicate tasks that the verifier must complete.

Please initial each box.

	<u>Rater</u>	<u>Verifier</u>
1. At least 5 writing samples are included	<input type="checkbox"/>	<input type="checkbox"/>
2. At least 1 narrative designed to elicit past tense is included	<input type="checkbox"/>	<input type="checkbox"/>
3. At least 2 academic samples from mathematics, science, or social studies are included	<input type="checkbox"/>	<input type="checkbox"/>
4. No samples show evidence of borrowed/copied language or heavy use of reference materials	<input type="checkbox"/>	N/A
5. No samples have been polished through editing by parents, peers, or teachers	<input type="checkbox"/>	N/A
6. No samples are written primarily in a language other than English	<input type="checkbox"/>	<input type="checkbox"/>
7. No samples show brief, rushed, or incomplete writing	<input type="checkbox"/>	N/A
8. No writing sample date is missing or prior to February 17, 2014	<input type="checkbox"/>	<input type="checkbox"/>
9. No sample is missing the student's name	<input type="checkbox"/>	<input type="checkbox"/>
10. No sample shows teacher corrections	<input type="checkbox"/>	<input type="checkbox"/>

The verifier's signature is required below once the writing collection meets all assembly criteria.

Printed Name of Verifier

____/____/____
Date

Signature of Verifier

TELPAS Rater's User Guide for Online Holistic Rating Training

New User Registration

TrainingCenter Site Code

You will need a TrainingCenter site code from your district or campus coordinator in order to register.

The site code is different from the personal password you will create on the registration screen. The site code ensures that you have been authorized to access the TrainingCenter. The site code is not case sensitive.

Creating Your TrainingCenter Account

Follow these instructions to complete the registration process and access the Texas TrainingCenter if you are a new user.

NOTE: If you are a returning user with an online training history, follow the instructions in the "Registered User Access" section of this guide. Each user should register only once.

1. New users should begin by clicking the *Self-Registration* link from the Texas TrainingCenter.

TEXAS TRAININGCENTER

[Home](#)

Login

Username:

Password:

Please note that your password is case sensitive.

[Login Help](#)
[Self-Registration](#)


Welcome to the Texas TrainingCenter

This site currently offers access to the online training system for TELPAS raters and STAAR Alternate users. Region, district, and campus testing coordinators (or their designees) also have access to this site for their administrative use.

If you are required to self-register in the Texas TrainingCenter, you will need the TrainingCenter site code from your district or campus testing coordinator for TELPAS, STAAR Alternate or both. The site code is unique to each program.

If you already have a username and password for this site, please log in at the left.

To ensure that your computer is appropriately configured, please click [here](#) for the minimum system requirements before you attempt to login.



[TELPAS rater's user guide](#)

[STAAR Alternate test administrators \(teachers\) user's guide](#)

2. Enter the site code in the field provided.



Texas
TrainingCenter

3. Complete the registration form.

NOTE: Region testing coordinator assistants and staff not associated with a specific district must select the appropriate education service center (ESC) from the District and Campus fields in the registration form.

Description of Registration Fields

FIRST NAME	Enter your first name.
LAST NAME	Enter your last name.
EMAIL	Enter your email address. Use an email address that you check regularly. If possible, use an email address that is not likely to change, such as your work email address.
NOTE: An email address can be used only once in the TrainingCenter. This is a unique field.	
CONFIRM EMAIL	Re-enter your email address for confirmation.
JOB FUNCTION	From the pull-down list select the job function that best describes your occupation.
MONTH OF BIRTH	Select your month of birth from the pull-down list. Example: January = 01
DAY OF BIRTH	Select your day of birth from the pull-down list. Example: 2 = 02
DAYTIME PHONE #	Enter your daytime phone number in the space provided. This information will be used by the TrainingCenter technical support staff only if they need to contact you.
USERNAME	Enter a username to identify yourself in the TrainingCenter.
PASSWORD	Select a password that is easy for you to remember. Your password must be a minimum of eight characters in length. Make a note of your password in a secure place. Do not share your password with other users.
CONFIRM PASSWORD	Re-enter your password for confirmation.
PASSWORD REMINDER	Enter a clue to help you remember your password.
REGION	Select your region from the drop-down list or use the <i>Select Region</i> lookup tool to see a map of the state and click the region where you work.
DISTRICT	Select your district from the drop-down list. Note that the list of available districts will depend on your selection in the Region field.
CAMPUS	Select your campus from the drop-down list. The list of available campuses depends on your selection in the <i>Region</i> and <i>District</i> fields.
ADDITIONAL ROLE AUTHORIZATION	This function should be used only by individuals designated as campus coordinators or individuals asked to assist in monitoring holistic rating training activities at the campus level.

4. Click the **Submit** button to continue.
5. Confirm registration details by reviewing your entries. If you need to change any of the information you provided, click the **Back** button at the bottom of the screen.

NOTE: Do not use the Internet browser **Back** button to navigate the TrainingCenter. Only use navigation buttons on the TrainingCenter screen.

6. Click the **Finish** button to complete your registration. You will be automatically taken to the *My Home* screen of the TrainingCenter.

Registered User Access

How to Log In

You can access the Texas TrainingCenter after you have established a username and password. If you are a rater with an existing online training history, log in using the same username and password from the last time you logged in. To access the TrainingCenter, enter your username and password and then click the **Login** button. Review and update your profile information to ensure your training is properly recorded and reported.

Forgot Username

If you have forgotten your Texas TrainingCenter username, you can click the *Login Help* link on the TrainingCenter homepage to access help in recovering your username. Refer to the TrainingCenter homepage screen shot in the “New User Registration” section of this guide if needed.

1. Click the *Login Help* link on the homepage.
2. Select *I forgot my username*. Users can also click the icon next to *I forgot my username* for a short video on the steps listed below.

Enter your email address exactly as you entered it while registering and then click the **E-mail Me My Username** button.

After the email has been sent, your screen will update with a confirmation. Check your email to retrieve your username and then click the **Return to Login** button to return to the login page.

NOTE: If the email address associated with your account needs to be updated and you are unable to login or change it, contact your coordinator or Pearson at 800-627-0225.

Forgot Password

If you have forgotten your Texas TrainingCenter password, you can click the *Login Help* link on the TrainingCenter homepage to access help in recovering your password.

1. Click the *Login Help* link on the homepage.
2. Select *I forgot my password*. Users can also click the icon next to *I forgot my password* for a short video on the steps listed below.
3. Enter your username exactly as you entered it when you registered and then click the **Next** button. Entering a different username now than the one you registered with may hinder your ability to continue.

Your password reminder will populate the screen that follows.

- a. If you can now remember your password, enter it in the *Password* field and click the **Login** button.
- b. If you are unable to remember your password, click the **E-mail Me A Password Reset Link** button.

- i. A *Confirmation* screen will display to let you know that your request to reset your password was received and to expect an email. This screen includes important information explaining why you might not receive the email.
- ii. An email will be sent to the email address associated with your TrainingCenter account. The email will contain a link you can click that will take you to a screen where you can reset your password.

NOTE: If the email address associated with your account needs to be updated and you are unable to login or change it, contact your coordinator or Pearson at 800-627-0225.

- iii. Enter a new password in the *New Password* field, and then confirm the password in the *Re-enter Password* field. Click the **Submit** button to continue. You will receive a confirmation message that your password has been reset. You can then return to the login screen to log in to the TrainingCenter

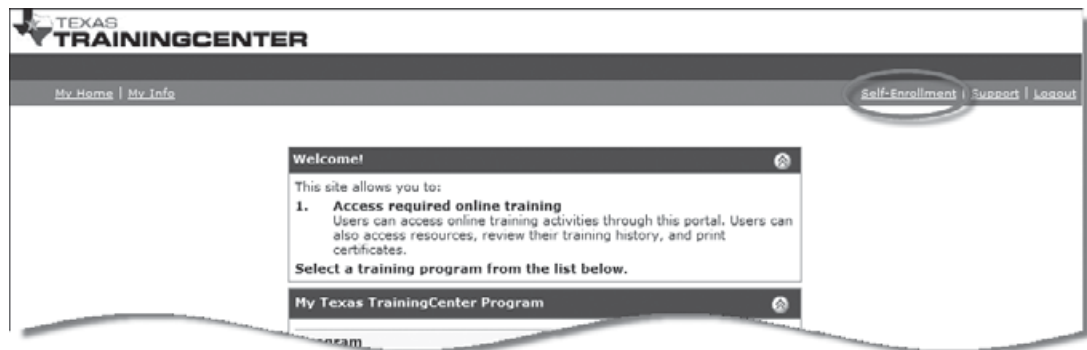
Account Deactivation

If you last logged in to your account prior to January 2011, you will automatically receive an account deactivation notice upon attempting to log in to your user account. If your account has been deactivated and you require assistance, call Pearson at 800-627-0225.

Self-Enrollment

Self-enrollment is a simple process to allow an existing TELPAS user to request a campus testing coordinator (CTC) role pending approval of the district testing coordinator. This process is also used for existing TELPAS users registered in the TELPAS program to enroll in the STAAR Alternate program. Users will need the STAAR Alternate site code to proceed with the STAAR Alternate enrollment.

1. Select the *Self-Enrollment* link from the navigation bar.



2. After clicking the *Self-Enrollment* link, you will be presented with two options.
 - a. **I want to request being a CTC.** When selecting this option and clicking the **Submit** button, a request for CTC access will be sent to the district

coordinator or district coordinator assistants. You will not receive CTC access until this request is approved.

- b. **I want to register for another program.** When selecting this option and clicking the **Submit** button, you will be prompted to enter the site code for the program in which you would like to enroll.
 - i. Enter the site code for the program in which you would like to enroll and click the **Submit** button.
 - ii. You will be enrolled in the program associated with the site code you entered. Click the **Finish** button to complete your self-enrollment.

Navigating the TELPAS TrainingCenter

My Home

Upon successful login you will see the *My Home* screen. To access the TELPAS TrainingCenter, click *TELPAS 2014*. (The *TELPAS 2014* link will be available starting January 13, 2014).



TELPAS Homepage

Upon clicking the *TELPAS 2014* link on the *My Home* screen, you will see the TELPAS TrainingCenter homepage. This is where you can access TELPAS online training courses and calibration activities. You can also update your information, access support links and TELPAS resources, and print certificates. You can return to the TELPAS TrainingCenter homepage at any time by clicking the *Program Home* link on the top navigation bar.



You can navigate the TELPAS TrainingCenter by clicking the appropriate grade-level button on the homepage, or by clicking links on the navigation bar at the top of the screen.

After you choose a grade level, another screen will appear with buttons for new and returning raters. Click the appropriate button based on guidance from your campus coordinator and follow the steps as directed on screen to complete your training requirements. You can either click the buttons or the links at the top of the screen to continue to online basic training courses or calibration activities.

Resources

There are a number of resources available to all users. Click the *Resources* link on the top navigation bar to view the *Resources* screen. To access a specific resource, click the name of the resource.

My Info

The *My Info* screen lists your user information. If you would like to update any of the information you submitted when you registered, click the *My Info* link at the top of the screen.

Be sure to enter your most up-to-date Region, District, and Campus information on the *My Info* screen.

You can update all fields except First Name, Last Name, Month of birth, and Day of birth.

Follow the steps below to update your information.

1. Enter new information.
2. Click the **Save** button.

To change any other information, contact your district or campus coordinator or Pearson at 800-627-0225.

Accessing TELPAS Online Courses

Course List Screens

The *Course List* screens provide detailed information about the TELPAS online training courses and the list of modules included. The three course list screens—K–1 Training, 2–12 Training, and Other Training—can be accessed from the TELPAS TrainingCenter homepage beginning January 13. Online courses will be available 24 hours a day, 7 days a week until the end of the TELPAS assessment window.

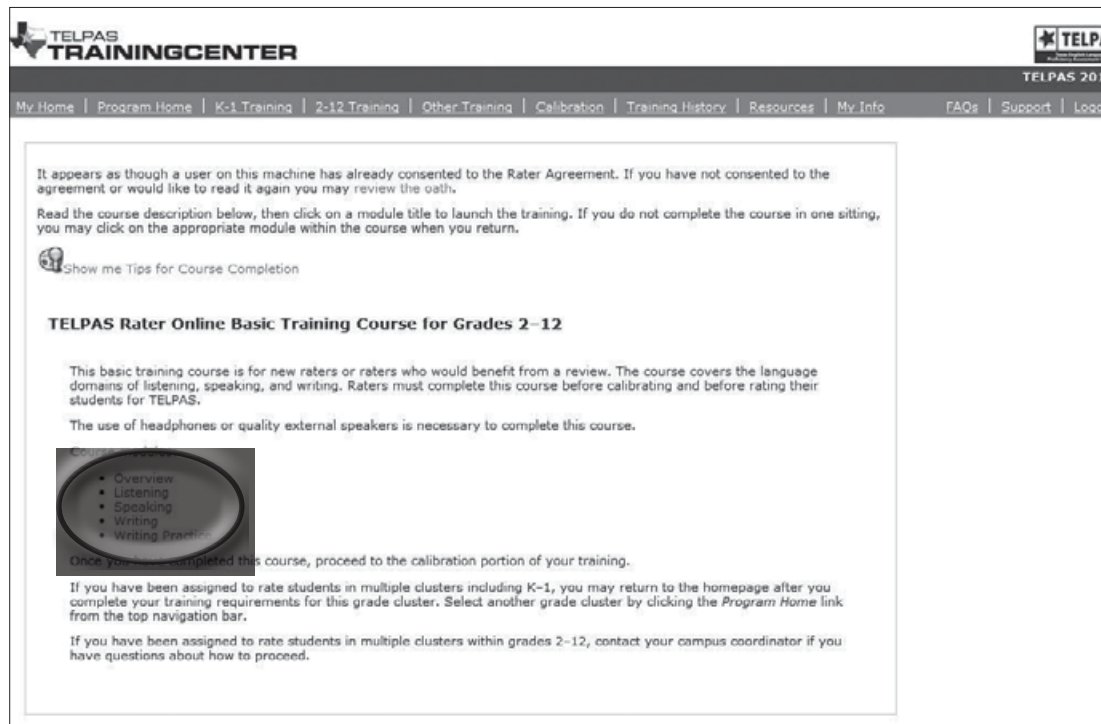
Video Clips

Video clips are included in the online course practice activities. Use headphones or quality external speakers to hear the audio.

Starting and Running an Online Module

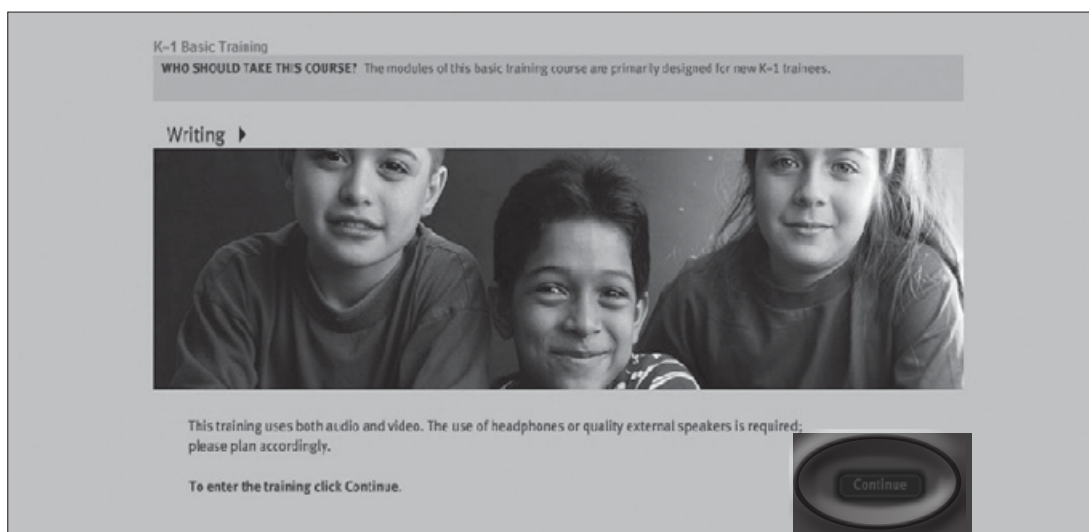
Close all unnecessary Internet browser windows before starting an online training module.

1. To view the available course and modules in a course list, you must accept the Rater Agreement for TELPAS Online Training Courses.
2. Click the title of the module you are taking.



Depending on the Internet browser you are using, the module will launch either in the same browser window or in a new tab.

3. Once the module has opened, click the **Continue** button to proceed.



4. Use the **Next** and **Back** buttons on the bottom-right corner in the module to move through the training. Click the **?** button for more information on how to navigate the module.
5. Use the summary screen at the end of each module to review how you did on the practice activities. You can access the observations, video samples, and/or writing collections in addition to the annotations for each student from this screen.
6. Click the **Save/Exit** button to exit the module. Once you exit a completed module, you will be able to see your results on the *Training History* screen.

Returning to Module “In Progress”

If you have saved your work to complete a module in more than one sitting, your work on the module is considered “in progress.” You can restart a module in progress at any time. On the *Course List* screen, click the module link to restart it.

Accessing the Training History Screen

For information about how to view your results for completed modules and where to access your course completion certificate, refer to the “Accessing Training Results and Certificate” section of this guide.

FAQs

Access a list of frequently asked questions by clicking the *FAQs* link on the navigation bar to get immediate answers to the most common technical questions about the TELPAS TrainingCenter. Questions about training requirements should be directed to your testing coordinator.

Support

Click the *Support* link on the navigation bar to view support contact information.

Logout

Click the *Logout* link to exit the TELPAS TrainingCenter and return to the *Login* screen.

Accessing TELPAS Online Calibration

Calibration Home Screen

The *Calibration Home* screen lists all the available grade cluster calibration sets. The calibration activities can be accessed from the TELPAS TrainingCenter homepage. Users will be able to access the calibration activities beginning February 17. Calibration activities will be available 24 hours a day, 7 days a week until the end of the TELPAS assessment window.

Video Clips

Video clips are included in the calibration activities. Use headphones or quality external speakers to hear the audio.

Accessing Calibration Activity

Close all unnecessary Internet browser windows before starting the calibration activity.

1. Click the name of your assigned grade cluster to select your calibration set.
2. Launch the calibration activity from the *Summary* screen.

TELPAS - Calibration List

Instructions

- To start a calibration set for your grade cluster, click on the appropriate link to the right. If you do not calibrate on the first set, the second set will automatically appear and you will be able to start it immediately if desired. Your calibration sets will be available on this page throughout the calibration window.
- To review your training and calibration history and obtain your certificates, please click on the Training History link above.

Legend

- Submissions
- Calibration Reports
- Password Protected
- New Feedback
- Old Feedback

Set 1	Attempts
Kindergarten and Grade 1 Set 1 begins Feb 18, 2013 12:00 AM	0 / 1
Grade 2 Set 1 begins Feb 18, 2013 12:00 AM	0 / 1
Grades 3-5 Set 1 begins Feb 18, 2013 12:00 AM	0 / 1
Grades 6-8 Set 1 begins Feb 18, 2013 12:00 AM	0 / 1
Grades 9-12 Set 1 begins Feb 18, 2013 12:00 AM	0 / 1

Carefully read the instructions at the bottom of the *Summary* screen on how to use the “Save” functionality and how to navigate within the calibration sets.

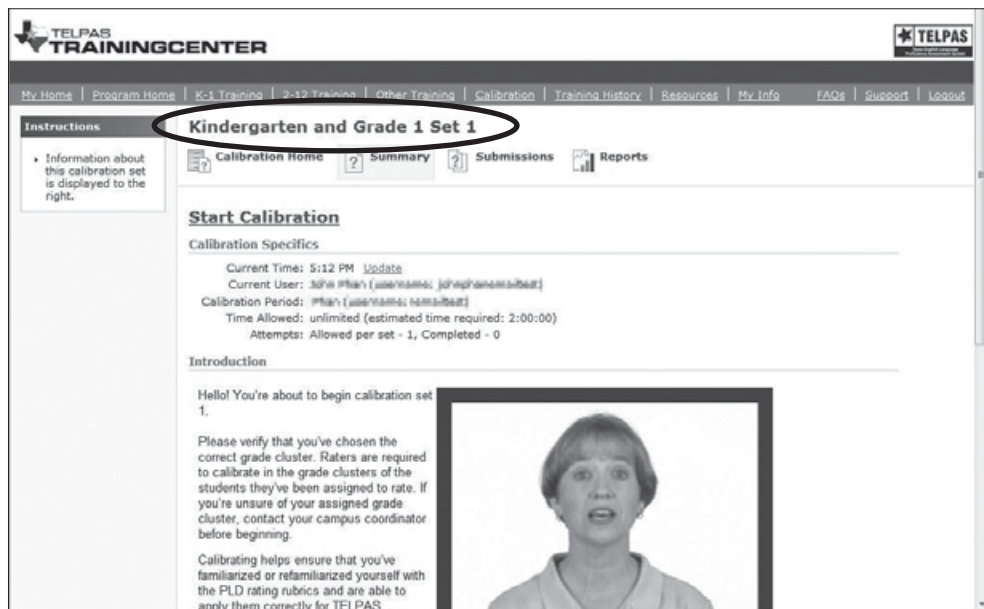
Grade Cluster Summary Screen

When you access a calibration set in any grade cluster, you will be presented with a rater agreement. The rater agreement outlines the terms and conditions for participating in the calibration activities and using the secure training system.

In accepting the agreement, you acknowledge that you must independently complete the online calibration activities. The students, ratings, and annotations that constitute the online training system are secure and are not permitted to be discussed or otherwise shared before, during, or after activities, except as part of the supplemental training provided to raters in accordance with prescribed TELPAS administration procedures. In accepting the agreement, you agree to maintain the security and confidentiality of your username and password and acknowledge that you are responsible for all activities that occur under your username and password.

Verify Grade Cluster Selection

Reference the top of the *Summary* screen to verify the grade cluster selection, as shown below.



If you selected an incorrect grade cluster, click the *Calibration Home* link to return to the screen to select the correct cluster.

Starting Calibration Activity

1. Once you are sure you have selected the correct grade cluster, click the **Start Calibration** button to begin.

NOTE: The calibration set may take a few moments to load.

2. Click **Ok** to accept the rater agreement, or click **Cancel** to return to the *Calibration Home* screen. You will be able to restart the calibration set at a later time.

Rating Instructions

When you start a calibration set, you will see the first student. For all grade clusters, you will rate students based on observations, video clips, and/or writing samples depending on the domain you are rating. For grades 2–12 writing collections, use the scroll bar on the right side of the screen to read all of the papers within the collection.

Navigating Calibration Activity

Assign each student a rating of **Beginning**, **Intermediate**, **Advanced**, or **Advanced High** by clicking the button next to the rating you choose. The rating selection for each student is located at the end of each observation box or writing collection.






The following controls are available to you while in the calibration activity:

The screenshot displays the TELPAS Training Center interface for a calibration activity. The top navigation bar includes links for My Home, Program Home, K-1 Training, 2-12 Training, Other Training, Calibration, Training History, Resources, My Info, FAQs, Support, and Logout. The main header indicates the activity is for Kindergarten and Grade 1 Set 1 - Calibration, with an estimated length of 2:00:00.

On the left side, a list of students is shown, each with a rating icon. Callout 1 points to the 'Calibration Info' tab. Callout 2 points to the 'Student 2' rating icon. Callout 3 points to the 'Student 6' rating icon. Callout 4 points to the 'Activity Started' status indicator at the bottom. Callout 5 points to the 'Next Page' button. Callout 6 points to the 'Previous Page' button. Callout 7 points to the 'Save' button for Student 1. Callout 8 points to the 'Save' button in the legend. Callout 9 points to the 'Next Page' button at the bottom.

The main content area shows the details for Student 1, including a note about saving ratings and a writing sample. The writing sample is a paragraph about a student named Chase, who is a kindergarten ESL student. The text describes Chase's understanding of his friends, his ability to process information, and his understanding of shapes and colors. The rating options are Beginning, Intermediate, Advanced, and Advanced High.

At the bottom, there are buttons for 'Save all Ratings' and 'Finish Calibration'.

Reference Number	Functionality	Description
1	Calibration Info pane	Provides quick access to all students in the calibration activity.
2 ()	Student quick link and Rating Saved indicator (dark blue floppy disk icon)	Provides a quick link to the student and serves as an indicator that the rating for that student has been saved.
3 ()	Student quick link and Rating Not Saved indicator (light blue floppy disk icon)	Provides a quick link to the student and serves as an indicator that the rating for that student has not been saved.
4	Calibration Status pane	Information in this pane changes as you navigate through the calibration activity. The purpose of this pane is to show you the current status of the activity. For example, after you save your rating for the first student, the message in this Calibration Status pane will confirm, “ Student 1 Saved. ”
5 ()	Next button	Allows navigating to the next student.
6 ()	Back button	Allows navigating to the previous student.
7 ( Save)	Save button	Allows saving student ratings. It is recommended that you save your ratings as you complete each student. The system automatically saves your rating when you select the next student.
8 (Save all Ratings)	Save all Ratings button	Allows saving all ratings at once.
9 (Finish Calibration)	Finish Calibration button	Completes the calibration activity and allows you to submit your ratings for scoring.

Rating Safeguards

The online training system is designed to allow you to work at your own pace. Until you are ready to submit your ratings, you can move back and forth among students as needed.

You can save your work if you need to exit the system and complete the activity later. The system is also designed to “auto save” your ratings as you move from one student to another. Saving your work does not affect your ability to change your ratings at any time before submitting them for scoring.

If you click the **Finish Calibration** button before all students are rated, the system will display a warning to inform you that certain students are unrated.

You can access the unrated students by either using quick links in the *Calibration Info* pane or by clicking the student number in the list of unrated students.

As an additional security feature, the students presented in the sets are randomized.

Restarting Calibration Activity in Progress

You can exit and restart a calibration set at any time as long as you have not submitted your ratings for scoring. Follow these steps to restart a calibration activity in progress:

1. Click the *Calibration* link in the navigation bar. The screen will update, displaying the calibration activity in progress. You will see a message, “You have a calibration set in progress” and a red “✱” icon next to the calibration activity in progress.

TELPAS TRAININGCENTER

My Home | Program Home | K-1 Training | 2-12 Training | Other Training | Calibration | Training History | Resources | My Info | FAQs | Support | Logout

Instructions

- To start a calibration set for your grade cluster, click on the appropriate link to the right. If you do not calibrate on the first set, the second set will automatically appear and you will be able to start it immediately if desired. Your calibration sets will be available on this page throughout the calibration window.
- To review your training and calibration history and obtain your certificates, please click on the Training History link above.

Legend

- Submissions
- Calibration Reports
- Password Protected
- New Feedback
- Old Feedback

TELPAS - Calibration List

Calibration Home

Set 1	Attempts
Kindergarten and Grade 1 Set 1 begins Feb 18, 2013 12:01 AM	1 / 1
Grade 2 Set 1 begins Feb 18, 2013 12:01 AM	0 / 1
Grades 3-5 Set 1 begins Feb 18, 2013 12:01 AM	0 / 1
Grades 6-8 Set 1 begins Feb 18, 2013 12:01 AM	0 / 1
Grades 9-12 Set 1 begins Feb 18, 2013 12:01 AM	0 / 1

✱ You have a calibration set in progress

2. Click the calibration activity name. The screen will update with the calibration activity information and instructions.
3. Click the **Continue Calibration** button to restart the activity in progress.

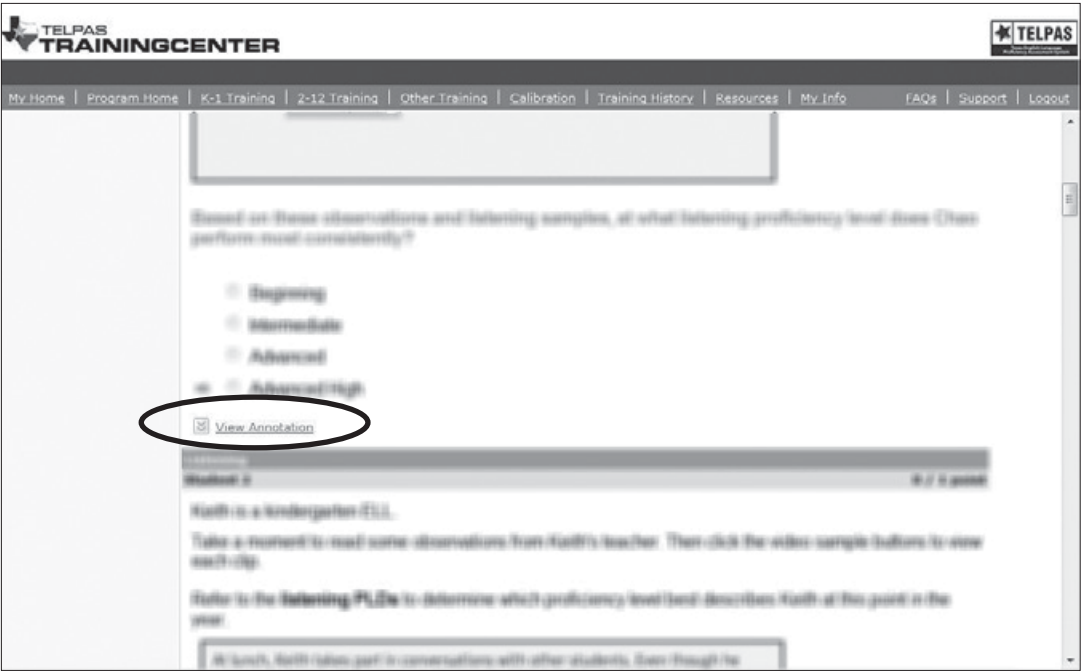
Submitting Calibration Activity for Scoring

After you have rated all students in a calibration set, click the **Finish Calibration** button. The screen will refresh with a confirmation that you are about to submit your ratings for scoring. If you are not ready to submit your ratings, you can return to any student in the calibration activity by clicking the student quick link in the *Calibration Info* pane. When you are ready to submit your ratings, click the **Submit Your Ratings** button.

As an additional safeguard, you will need to confirm your decision one more time. Click **Yes** if you are ready to submit your ratings, or click **No** to return to the students.

Rating Annotation Review

Immediately after submitting your ratings, your work will be scored. You should review the correct ratings and the ratings you assigned to the students. All students will be displayed on a single screen. Use the scroll bar to move from one student to another. While reviewing the calibration set, you will see the student, the rating you assigned to the student, and the correct rating. Read the rating annotations, which explain the relationship between the correct ratings and the PLDs, as you review your results. Click the *View Annotation* link to open the annotation.

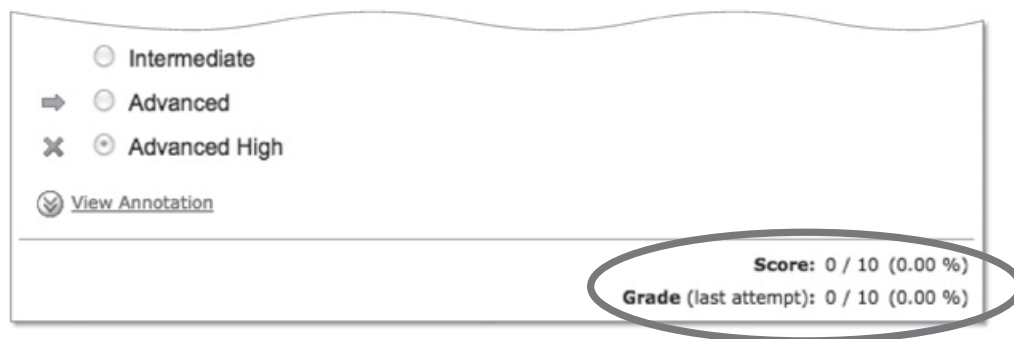


Use the following key when reviewing the results of your ratings.

Icon	Meaning
<input checked="" type="radio"/> Advanced	Rating you assigned
✓	Indicator that your rating was correct
✗	Indicator that your rating was incorrect
➡	Correct rating

Your Score

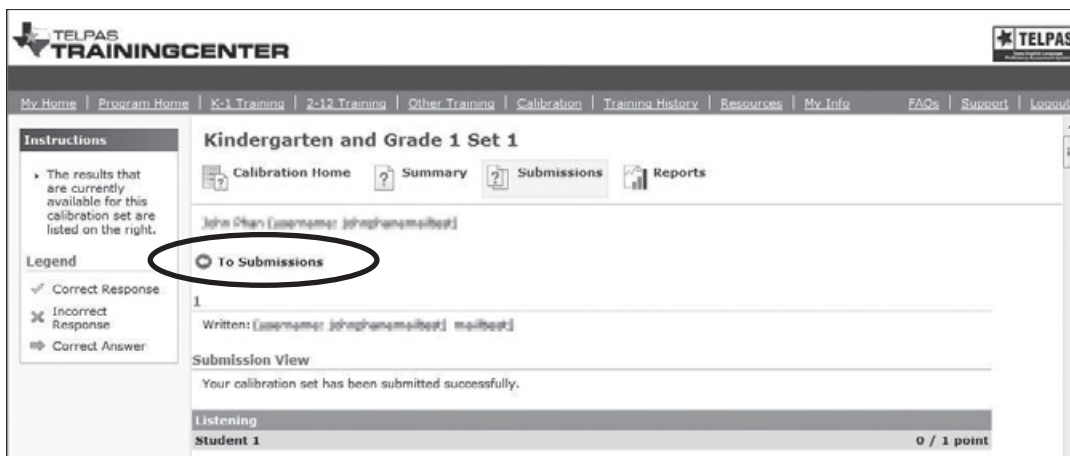
Your score is found at the bottom of the review screen in the right-hand corner.



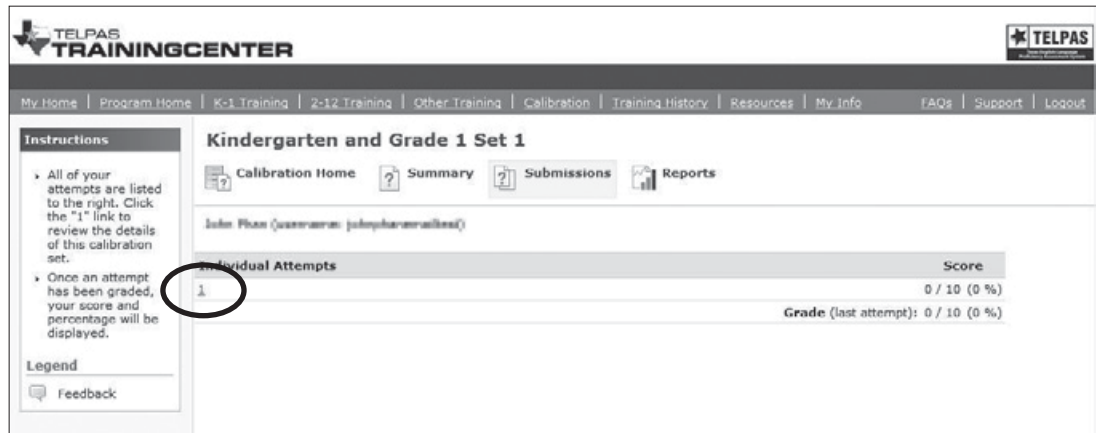
For the purposes of TELPAS rater online calibration, “Score” and “Grade” are the same.

Your score is also viewable from the **Submissions** screen. This method of viewing scores avoids the need to scroll to the bottom of the screen.

1. From the review screen, click the **To Submissions** button.



2. Review the score. To get back to the rating annotation review screen, click the 1 link.



The screen will update after you complete the calibration set. The link to start the same set will be disabled. Instead you will see the “Calibration Set Completed” message.

Your results can also be reviewed from the *Training History* screen in the TELPAS TrainingCenter. Calibration results will be displayed in the *Calibrations Completed* section. Raters must correctly rate at least 7 of the 10 students (70%) in a set to calibrate.

Reviewing a Completed Activity

You can access a completed calibration set at any time. You will be able to view the students, ratings you assigned, correct ratings, and annotations. Follow these steps to review a completed activity.

1. Click the *Calibration* link on the navigation bar from anywhere in the TELPAS TrainingCenter.
2. You will see the *Calibration Home* screen that lists all grade clusters. A calibration activity that has been completed will be marked 1/1 in the Attempts column.
3. Click the completed activity name to access the *Summary* screen.
4. Click the **Submissions** button. Next, click the *1* link under the Individual Attempts column to access the students, ratings you assigned, correct ratings, and annotations.

The screenshot displays the TELPAS TrainingCenter interface. At the top, the navigation bar includes links for My Home, Program Home, K-1 Training, 2-12 Training, Other Training, Calibration, Training History, Resources, My Info, FAQs, Support, and Logout. The main content area is titled 'Kindergarten and Grade 1 Set 1'. Below the title, there are four buttons: Calibration Home, Summary, Submissions (circled), and Reports. The Submissions button has a small icon of a document with a checkmark. Below the buttons, there is a section for 'Individual Attempts' with a table showing the following data:

Individual Attempts	Score
1	0 / 10 (0 %)

Below the table, it says 'Grade (last attempt): 0 / 10 (0 %)'.

Accessing Second Set

If you are not successful on your first set, be sure to review the ratings and annotations for the students you rated incorrectly.

Raters who are not successful on the first set will be automatically registered for the second set. You will be able to access the second set in the same grade cluster immediately following completion of the first set. You can complete the second set at a later time if you prefer.

1. Access the *Calibration Home* screen from the navigation bar.
2. Click the calibration activity name to start the second set in the same grade cluster.

The screenshot shows the TELPAS Training Center interface. The navigation bar includes links for My Home, Program Home, K-1 Training, 2-12 Training, Other Training, Calibration, Training History, Resources, My Info, FAQs, and Sign Out. The main content area is titled 'TELPAS - Calibration List' and features a 'Calibration Home' button. Below this, there are two sections: 'Set 1' and 'Set 2'. Each section lists calibration activities for different grade clusters, including 'Kindergarten and Grade 1 Set 1', 'Grade 2 Set 1', 'Grades 3-5 Set 1', 'Grades 6-8 Set 1', and 'Grades 9-12 Set 1'. The 'Set 2' section is highlighted with a red circle, and the first item in this section, 'Kindergarten and Grade 1 Set 2', is also highlighted. The 'Attempts' column shows the number of attempts for each set, with '1 / 1' for Set 1 and '0 / 1' for Set 2. A legend on the left side of the page provides information about the icons used in the interface.

3. The navigation instructions for the second set are the same as for the first set.

Individuals who do not calibrate successfully after completing the second set of calibration activities will be provided supplemental support before attempting the third and final set of calibration activities.


Raters will be given an access code to proceed with the third calibration set upon completion of their supplemental training.

Accessing Training Results and Certificate

Training History

Access the *Training History* screen from the navigation bar. This screen provides information about your training status and includes results of completed activities. You can also view and print certificates for past training activities. Once you have completed a course or calibration set, return to the *Training History* screen. From there, you will be able to view your results, access and print your certificate of course completion or successful calibration, and view the number of continuing education hours earned.


Certificate of Completion for Online Courses

Raters who complete an online training course will receive a certificate of completion. Certificates will be available for download immediately after raters complete an online course. Click the *Training History* link in the navigation bar to retrieve your certificate. The link will appear in the *Courses Completed* section. Click the  icon to access your course completion certificate.

Print a copy of the certificate and turn it in to your campus coordinator. Your certificate will remain in your online training history indefinitely.

Certificate of Successful Completion of Online Calibration

Raters who are successful after their first, second, or third calibration set will receive a certificate indicating that they have successfully completed the calibration component of TELPAS holistic rating training.

Certificates indicating successful completion of the calibration component of TELPAS holistic rating training will be available for download immediately after raters successfully complete the calibration component. Click the *Training History* link in the navigation bar to retrieve your certificate. When your certificate becomes available, the link will appear in the *Calibrations Completed* section. Click the  icon to retrieve your certificate.

Print a copy of your certificate and turn it in to your campus coordinator. Your certificate will be available for retrieval indefinitely.

Assistance

For help accessing or navigating the Texas TrainingCenter, contact Pearson using the information below.

Phone: 800-627-0225
Monday–Friday, 7:00 AM to 7:00 PM (CT)
Email: TELPAS.techhelp@support.pearson.com