TELPAS

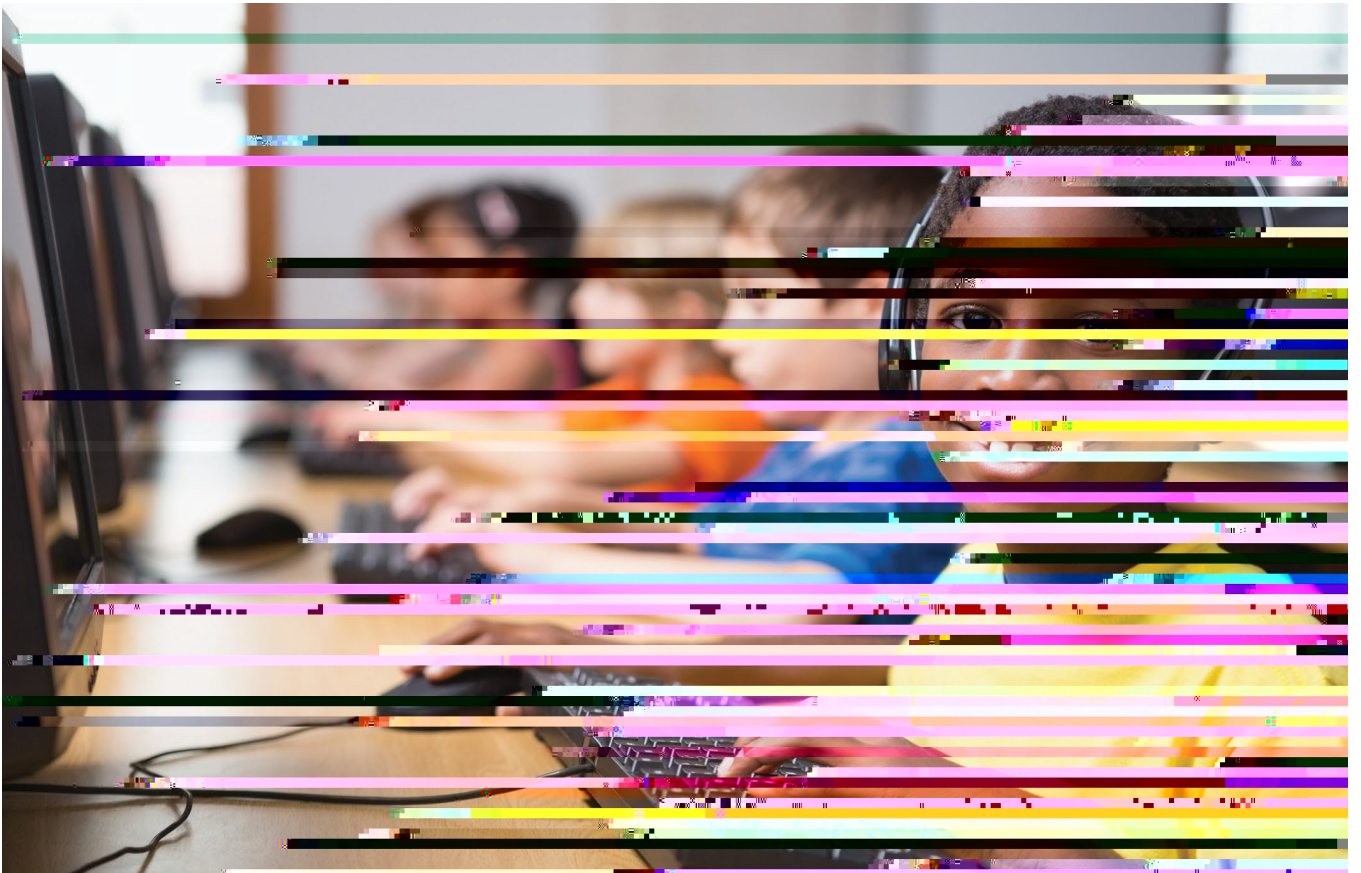**Texas English Language Proficiency Assessment System**

Grades 2–12

TELPAS

2023–2024

Information about the Texas Assessment Program can be found on the [Student Assessment](#) website.

[Texas Educator Committees](#)

The Texas Education Agency encourages highly qualified educators to apply to participate in educator committees for the Texas Assessment Program. Click the link or scan the QR code for more information.

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Resources

- x [Texas Assessment Program](#) at http://tea.texas.gov/student.assessment/

- x [TELPAS Resources](#) at https://tea.texas.gov/s tudent -assessment/testing/telpas/telpas-resources

- x [Assessments for Special Populations](#) at https://tea.texas.gov/student-assessment/testing/student-assessment-overview/assessments- for -special-populations

- x [Test Administration Resources](#) at https://tea.texas.gov/student-assessment/testing/student-assessment- overview/test- administration -resou rces

- x [Test Administrator Practice Site](#) at https://tx pt.cambiumtds.com/testadmin

- x [Student Practice Test Site](#) at https://txpt.cambiumtds.com/student

General Information

About This Manual

The instructions in this manual explain the responsibilities of test administrators for the Texas English Language Proficiency Assessment System (TELPAS) administration. Test administrators must carefully read this manual prior to administering any TELPAS assessments. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. Test administrators are required to have this manual with them during the test administration. For special paper administrations of TELPAS reading or special holistic administrations for students in grades 2–12, refer to the TELPAS Paper and Holistic Test Administration Information in addition to this manual and the TELPAS Rater Manual

The TELPAS Program

TELPAS is an English language proficiency assessment designed to assess the progress that emergent bilingual (EB) students make in learning the English language. The assessment is aligned to the Texas English Language Proficiency Standards (ELPS). TELPAS fulfills the Every Student Succeeds Act, which requires that all EB students be assessed annually until they are determined to be proficient in the English language.

TELPAS for kindergarten and grade 1 includes holistically rated observational assessments of listening, speaking, reading, and writing. For grades 2–12, TELPAS consists of online assessments for listening and speaking and for reading and writing. TELPAS is administered once a year, in the spring, and retest opportunities are not offered.

Policies and Procedures

TELPAS Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools are ri.] (p) 0.7 (e) 2 (n)]TJ 0

Test Security   and Confidentiality

Maintaining the security and confidentiality of all components of the Texas Assessment Program is critical for ensuring fair and equal testing opportunities for all Texas students. Given the many uses of student performance data and the   need to assure educators, parents, students, and the public that test results are meaningful and valid, it is imperative that all individuals participating in the Texas Assessment Program preserve the integrity of test content and student data through strict adherence to the instructions and procedures contained in the Coordinator Resources

District coordinators should contact the [TEA Student Assessment Division](#) for guidance in resolving accommodation errors.

Examples:

- x A student was provided an unallowable accommodation.

- x A student was provided an accommodation for which he or she was not approved.

- x An allowable and approved accommodation was not provided to a student.

- x An allowable and approved accommodation was not properly administered or applied.

- x District personnel administered Complex Transcribing, Extra Day, or Other designated supports without TEA approval.

Accounting Errors

Improperly accounting for secure materials typically involves late, lost, or missing materials; failure to maintain the security of the materials; or improperly accounting for students' tests, responses, or results. Most situations that involve the loss or late return of secure materials result from not establishing or implementing basic inventory procedures.

Testing personnel who locate any secure materials that were not returned after an administration must contact the TEA Student Assessment Division immediately. District coordinators should always question why materials were returned late or how these materials were discovered in order to determine whether there was a breach in security or confidentiality.

For all incidents where secure materials were left unattended, district coordinators are required to submit a testing irregularity form indicating if there was a breach in security or confidentiality.

Examples:

- x Testing personnel lost or misplaced student test tickets or secure test materials (e.g.,

Training Errors

Training errors involve mistakes in training , calibration, or

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, a person commits an offense if:

x   the person intentionally discloses the contents of any portion of a secure assessment instrument developed or administered under this subchapter, including the answer to any question in the assessment instrument; and

x   the disclosure affects or is likely to affect the individual performance of one or more students on the assessment instrument.

An offense under this section is a Class C misdemeanor.

Inci dents Involving Student Cheating

District testing personnel are required to actively monitor students to ensure students are following test procedures and directions. In some cases, however, students might cheat or attempt to cheat by violating or attempting to violate test security procedures. All students are required to follow test procedures and directions and should be reminded of this responsibility.

District coordinators are required to have procedures in place to prevent the use of cell phones or personal electronic devices to duplicate or capture images or recordings of secure test content during test administrations. If a student duplicates, records, electronically captures (e.g., takes a screen capture or photograph), posts, or transmits secure te st content or disseminates this information, the TEA Student Assessment Division must be contacted immediately. Any duplicated or captured secure test content must be destroyed upon completion of the district coordinator's investigation. In addition, any posted test content must be removed .

Students cheating or attempting to cheat on state assessments, either by providing or receiving assistance, requires action by the campus or district coordinator. After investigating the incident, if district testing per sonnel determine that a student has been involved in cheating or attempting to cheat o n a state assessment, the district or campus coordinator   must :

x   invalidate the student's assessment as required by TAC   §101.3031(a)(4) by marking the score code "O" for "Other" in TIDE for the corresponding assessment; and

x   complete the Locally Determined Disciplinary Action   Form to report any disciplinary action taken against students who participate   d in the cheating incident.

A Procedural Testing Irregularity form does not need to be submitted for students' testing errors. If, however, the district coordinator determines that there was a failure on the part of adult testing personnel to fol   low test administration procedures (such as inadequate

- o Use of an Electronic Device to Monitor a Health Condition
- x Language Supports
  - o Signing Test Directions
  - o Translating Test Directions
- x Setting Supports
  - o Individual Test Administration
  - o Small Group Administration
- x Timing Supports
  - o Reminding Students to Stay on Task

Test administrators must understand how to implement these procedures and use these materials. In some cases, a student who uses accessibility features may need to complete the assessment in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. I n addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, the test administrator must complete a specific part of a test security oath.

Designated Supports

Designated supports are chang es to assessment materials or procedures that allow all test takers to demonstrate their knowledge of the content being tested without the format of the

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Campus coordinators must provide test administrators with information and training about the supports that a student is to receive on test day.

Specific information regarding allowable designated supports for TELPAS, student eligibility criteria, and special instructions or considerations may be accessed in the Accommodations section of the Coordinator Resources If a student was provided a designated support, it must be indicated before the close of the testing window .

In rare circumstances, a student may need a testing accommodation that is not available with an online administration. In such cases, the student may be eligible for a special paper or holistic administration. Eligibility must be indicated for these students in TIDE by the date indicated in the Calendar of Events to ensure appropriate materials are shipped to campuses. Braille versions of TELPAS reading assessments are available to eligible students. Refer to the

- ƒ hall monitors
- ƒ availability of campus coordinator and other testing supervisors
- o Entering and verifying student data in TIDE, as applicable
- o Returning materials to the campus coordinator

q Review and Sign an Oath of Test Security and Confidentiality

- x Test administrators, principals, raters, and other campus personnel participating in TELPAS administrations must complete an Oath of Test Security and Confidentiality after training an d before handling secure test materials and content.

- x Test administrators and other campus personnel must initial each item on the test security oath, as applicable .

- x Test administrators or other campus personnel who are authorized to provide special admin istrations or who are responsible for submitting student responses in DEI or uploading holistic ratings in TIDE must confirm compliance with security requirements by completing specific sections of the test security oath.

- x A copy of the completed test secu rity oath (electronic or paper) must be submitted to the campus coordinator.

> The campus coordinator is the contact person for all assessment- related matters on campus. Any questions that arise during test administration should be directed to the campus coordinator.

- o Test administrators are permitted to adjust the language and specificity of the administration directions to the level of English proficiency of the students in a particular test session. This means that they may shorten the directions, explain them further, simplify an explanation, or state the information in a different way to make the directions more understandable for students. Test administrators must not change the substance of the information contained in the directions.
- o Test administrators are permitted to translate administration directions into the native language of the students. Test questions, answer choices, listening passages, reading passages , and constructed-response questions must NOT be translated , rephrased, clarified, or read aloud.

- x The instructions test administrators read aloud to students will help students understand the nature of the TELPAS online assessments.
  - o The administration direct ions explain to students that they will encounter questions that vary in difficulty depending on how much English they know and that this range of difficulty will help measure their progress in learning English from year to year.
  - o The directions explain to students that they should do their best on the test questions they understand and that they may leave answers to questions they do not understand blank or choose the answers they think might be correct.
  - o More difficult test questi ons and passages are interspersed with easier ones so that the most difficult questions and passages are not grouped together. A student who expresses concern about a test question or selection that is difficult to understand should be encouraged to contin ue working through the assessment , as easier questions and passages are likely to follow. They should not spend too much time on any one question.

q Create Test Sessions, as Applicable

If the campus coordinator has assigned test administrators to create t est sessions in TIDE, they must receive access information and additional training.

q Arrange for Testing Areas

- x Ensure that students are sufficiently separated from each other that they can work without distraction and cannot see one another's monitor s.
- x Ensure that one headset is available for each student taking the listening and speaking assessment.
- x

q Receive Test Materials from Campus Coordinator

On the day of the assessment, test administrators must ensure that the following required materials are available:

- x   student test tickets; test tickets contain personally identifiable information and should be kept co n.7 (Te)87 ()3.3f (l)3 (i (s)0.7d (pt1)87 ()3.3 (co nal)15.4 Tc 0 Tw 10.95M)-9d [(2)0.7;BDCJ 0.00

Monitor Online Administrations

q Ensure a Proper Testing Environment

- x No element of the testing room environment should hinder any student's performance.

- x A "Testing—Do Not Disturb" sign should be posted outside the testing room.

- x An instructional environment should be maintained during testing windows. It is not necessary to conceal or remove instructional or reference materials in testing area s, classrooms, or hallways unless they could provide assistance or are a direct source of answers for the language domain assessment being administered.

- x Clocks in the testing room, wh ether analog or digital, do not need to be covered or removed.

- x All desks or computer workstations used for testing must be cleared of books and other materials not required for the assessment.

- x All desks or computer workstations used for testing must be sufficiently separated from each other so that students cannot see one another's monitors.

q ec

- x District testing personnel may establish specific days and start times for testing. TEA

x   pencils or pens for use with scratch paper

x

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Complete Online Administration s

q Collect Test Materials

Before students leave the testing area, collect the following:

- x used and unused student test tickets
- x used and unused test session IDs
- x used and unused scratch paper
- x any additional TEA -authorized materials (e.g., headphones, headsets) required for test administration

q Return Test Materials to the Campus Coordinator

- x Prior to returning materials, test administrators must account for all secure test

Administration Directions for TELPAS

These directions have been written with the assumption that students are familiar with the tools and features available in TDS from using the online practice tests and practice sets. If a student needs assistance with the functionality of the online tools before or during the assessment, refer to descriptions of the tools in the Appendix.

General Information

x   For a student who takes a break during the test session, the student should pause the assessment. Pausing an assessment logs the student out. To resume testing, the student must repeat the login process.

x   For students who reqwh auinec (e)5.2 ef ae n

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Use the chart below when a student has a question about one or more of the tools in the online system. If a student is having trouble locating a tool, point to the proper icon in the ICON column below. If a student asks how a tool or button functions, the test administrator may read aloud the information in the TEXT column. The information in this column may be read verbatim, paraphrased, or clarified as needed.

ICON	