

# Rater Manual

Grades K-1



**TELPAS**

**2022-2023**

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# Dates and Resources

Key Dates for TELPAS Holistic Administrations	
Online training opens	January 9, 2023
Online basic training courses for raters available	January 23, 2023
Calibration window opens for raters	February 6, 2023
Administration window	February 20–March 31, 2023
Data Entry Interface (DEI) submissions due	11:59 p.m. (CT) March 31, 2023

General Resources	
Online Resource	Located at
Texas Assessment Program	<a href="http://tea.texas.gov/student.assessment/">http://tea.texas.gov/student.assessment/</a>
TELPAS Resources	<a href="https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources/">https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources/</a>
Assessments for Students with Disabilities	<a href="https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities/">https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/assessments-for-students-with-disabilities/</a>
Assessments for Emergent Bilingual Students	<a href="https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/information-on-state-assessments-for-emergent-bilingual-students/">https://tea.texas.gov/student-assessment/testing/student-assessment-overview/accommodation-resources/information-on-state-assessments-for-emergent-bilingual-students/</a>
Testing Calendars	<a href="https://tea.texas.gov/student.assessment/calendars/">https://tea.texas.gov/student.assessment/calendars/</a>
Learning Management System	<a href="https://learningmanager.adobe.com/pearson-lms-tx/login">https://learningmanager.adobe.com/pearson-lms-tx/login</a>
2022–2023 District and Campus Coordinator Resources <ul style="list-style-type: none"> <li>• Test Security</li> <li>• <i>Data Entry Interface (DEI) User Guide</i></li> <li>• <i>Test Information Distribution Engine (TIDE) User Guide</i></li> </ul>	<a href="https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview/">https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/overview/</a>

# General Information

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## About This Manual

The instructions in this manual explain the responsibilities of grades K–1 raters for the Texas English Language Proficiency Assessment System (TELPAS) administrations. Testing coordinators and other personnel with oversight roles should be familiar with the information in this manual, the [TELPAS Test Administrator Manual](#), and the TELPAS–specific sections of the *District and Campus Coordinator Resources*. You must carefully read this manual prior to administering TELPAS holistic assessments. Test administration policies and procedures must be followed as written so that all testing conditions are uniform statewide. Raters are required to have this manual with them when holistically rating students.

## The TELPAS Program

TELPAS is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS). This assessment is designed to assess the progress that emergent bilingual (EB) students, also referred to as English learners (ELs), make in learning the English language. TELPAS fulfills federal Every Student Succeeds Act (ESSA) requirements for assessing EB students in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing.

### TELPAS

- grades K–1 include
  - holistically rated observational assessments of listening, speaking, reading, and writing
- grades 2–12 include online tests for
  - listening and speaking
  - reading and writing

TELPAS is administered only once a year, in the spring, and retest opportunities are not offered.

# TELPAS Policies and Procedures

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## TELPAS Test Mode

For kindergarten and grade 1, TELPAS listening, speaking, reading, and writing assessments are administered holistically. For these assessments, educators are trained to use the proficiency level descriptors (PLDs) from the ELPs as rating rubrics to determine a student's English language proficiency level based on ongoing classroom observations and written student work. While the writing ratings are required for grades K-1 students, districts are not required to assemble writing collections for these grade levels. All student ratings for grades K-1 are submitted through the Data Entry Interface (DEI).

## Overview of the Rating and Reporting Process

In cooperation with district and campus personnel, your campus testing coordinator may assign students for you to rate. If you have been designated to be a rater, you are responsible for holistically rating the English language proficiency of your assigned students in accordance with the prescribed holistic rating procedures. You must complete 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 DEI if your campus coordinator directs you to do so.

The campus principal will review the students' ratings. If you are a rater for students enrolled in kindergarten and grade 1, you will base your ratings on classroom observations and written student work. Campuses must maintain a file of the rating rosters.

The rating process may be completed remotely. If completing the rating process remotely, districts should follow TELPAS administration procedures to ensure validity and reliability. Districts must determine which electronic tools will be used to complete the TELPAS rating process and must ensure that all procedures are compliant with Family Educational Rights and Privacy Act (FERPA) regulations. Digital signatures and initials (signatures and initials ensuring authentication) meet FERPA requirements and are allowable.

## TELPAS Participation Requirements

All students enrolled in Texas public schools and open-enrollment charter schools are required to participate in the Texas Assessment Program. EB students in grades K-12 are required to

participate in TELPAS, including students classified as EB/EL in the Public Education Information Management System (PEIMS) whose parents have declined bilingual or English as a second language (ESL) program services (PEIMS code C). EB students are required to be assessed annually with an English language proficiency assessment until they meet emergent bilingual reclassification criteria.

There are circumstances in which a student receiving special education services may not be required to participate in one or more TELPAS language domains. 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 EB student should not be assessed in listening, speaking, reading, or writing for reasons associated with the student's particular disability. 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 in the student's permanent record file by the LPAC. The nonparticipation decision is applicable only for an EB student receiving special education services who is not eligible for TELPAS Alternate. Participation decisions must be considered on a domain-by-domain basis.

For information on EB students who enroll in a district before or during the administration window, refer to the [Student Mobility](#) section of the *Coordinator Resources*.

## **Scheduling TELPAS Test Administrations**

For the 2022–2023 school year, the Texas Education Agency (TEA) will offer a six-week test administration window for TELPAS as indicated on the [Student Assessment Testing Calendar](#). Each district should establish a local schedule to administer the online tests and complete the holistic ratings. Districts should plan to test during the first five and a half weeks of the testing window and reserve the last two to three days to enter data into DEI and verify that all data are entered.

## **TELPAS Accommodations for Holistic Administrations**

The holistically rated assessments are based on student classwork and observations of students in daily instruction. When assessing EB students who receive special education services, raters consider the students' ability to use English to access the general curriculum at their enrolled grade in accordance with the accommodations designated in their IEP. Refer to the [Accommodation Resources](#) webpage to determine if a student is eligible for a designated support such as spelling assistance or complex transcribing. Instructional accommodations do not interfere with the holistically rated assessment process if they do not invalidate the rater's ability to evaluate the student's English language proficiency levels according to the PLDs.

# Test Security and Confidentiality

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Maintaining the security and confidentiality 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* and the test administrator manuals.

## Secure Materials

TELPAS is a secure testing program, and the contents of these tests, including student information used or obtained in their administration, are confidential. Secure materials include TELPAS holistic ratings indicated on student rating rosters. Test security involves accounting for all secure materials before, during, and after each test administration. Secure test materials must be handled in strict accordance with the instructions contained in the *Coordinator Resources* and the test administrator manuals.

## Testing Irregularities

This section describes the different types of irregularities that can occur before, during, and after testing. Testing irregularities are categorized as serious violations or procedural irregularities. The section includes examples of both types of irregularities. It is important for district testing personnel to understand the distinction between types of irregularities so that each may be properly reported and addressed.

### Procedural Testing Irregularities

Procedural testing irregularities are less severe and more common than serious violations and typically result from minor deviations in testing procedures. Routine training on test security and administration procedures is the best way to avoid procedural irregularities. This section provides examples of specific types of procedural irregularities.

#### Accommodation errors

Accommodation errors typically involve providing appropriate accommodations or designated supports to ineligible students or not providing appropriate accommodations or designated supports to eligible students. Many accommodation errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district testing coordinator if they discover an accommodation error. If the error is not detected until after the assessment is complete, the district coordinator must determine if the assessment should be invalidated or submitted for scoring. If the district coordinator decides to invalidate a student's test, campus personnel should notify the student's parent or guardian. District coordinators should contact the Student Assessment Division for guidance in resolving accommodation errors.

Examples:

- A student was provided an unallowable accommodation.
- A student was provided an accommodation for which he or she was not approved.
- An allowable and approved accommodation was not provided to a student.
- An allowable and approved accommodation was not properly administered or applied.

### 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, and 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 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 in which secure materials were left unattended, district coordinators are required to submit a testing irregularity form and indicate if there was a breach in security or confidentiality.

Examples:

- Testing personnel lost or misplaced secure test materials (e.g., rating rosters or assembled writing collections).
- Students' proficiency ratings were improperly shared (i.e., a violation of FERPA).

### Eligibility errors

Eligibility errors typically involve administering the incorrect test to a student, not testing an eligible student, or testing an ineligible student. Many eligibility errors, when identified in a timely manner, can be resolved with minimal impact to students. Testing personnel should be instructed to immediately notify their campus or district coordinator if they suspect a student is being tested or has been tested incorrectly. District coordinators should contact the Student Assessment Division for guidance in resolving the issue.

Examples:

- A student was administered an incorrect test (e.g., wrong grade level, wrong version).
- An eligible student (e.g., an EB student whose parents waived district ESL services) was not administered a test.
- An ineligible student was incorrectly administered a test.
- District testing personnel failed to properly account for all eligible testers.



## Training errors

Training errors involve mistakes in training or security oaths.

Examples:

- Personnel were permitted to administer tests, monitor test sessions, relieve a test administrator during a break, or handle secure materials even though they were not properly trained or did not sign an [Oath of Test Security and Confidentiality](#).
- Raters did not follow proper training or calibration procedures.

## Serious Testing Violations

Any alleged or suspected testing irregularities falling under the category of a serious violation must be reported to the Student Assessment Division as soon as the district coordinator is made aware of the incident. Testing personnel should contact TEA if they are unsure whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation. An incident that violates the security and confidentiality of a test and is considered a serious testing violation includes the following conduct:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- discussing or disclosing secure test content or student responses
- scoring student tests, either formally or informally
- duplicating, recording, or electronically capturing (e.g., taking pictures or capturing screenshots of) confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration manuals
- responding to secure test questions
- fraudulently exempting or preventing a student from participating in the administration of a required state assessment
- encouraging or assisting an individual to engage in the conduct described above or in any other serious violation of security and confidentiality
- failing to report to an appropriate authority that an individual has engaged in or is suspected of engaging in conduct described above or in any other serious violation of security and confidentiality
- failing to implement sufficient procedures to prevent student cheating
- failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student

## Penalties for Violating Security and Confidentiality of Assessments

[Texas Administrative Code \(TAC\) §101.3031\(a\)\(5\)](#) states that any violation of test security or confidential integrity may result in TEA taking the following actions:

- invalidating student test results;
- referring certified educators to the State Board for Educator Certification (SBEC) for sanctions in accordance with TAC §247 (relating to Educators' Code of Ethics) and TAC §249 (relating to Disciplinary Proceedings, Sanctions, and Contested Cases); and
- lowering the school district's or charter school's accreditation status or a school district's, charter school's, or campus's accountability rating in accordance with [Texas Education Code \(TEC\) §39.003\(d\)](#) or appointment of a monitor, conservator, or management team to the school district or charter school in accordance with TEC §39A.

In addition, TAC §249.15(g)(5) stipulates that while charter school test administrators are not required to be certified, any irregularity during the administration of any test required by TEC Chapter 39, Subchapter B, would cause the charter itself to come under review by the commissioner of education for possible sanctions or revocation, as provided under TEC §12.115(a)(4).

As indicated in TAC §249.15, 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 or fails to cooperate with a TEA investigation, is subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a certificate, either indefinitely or for a set term
- issuance of an inscribed or non-inscribed reprimand
- suspension of a certificate for a set term or issuance of a probated suspension for a set term
- revocation or cancellation of a certificate, which includes accepting the surrender of a certificate, without opportunity for reapplication for a set term or permanently or
- imposition of any additional conditions or restrictions on a certificate that the SBEC deems necessary to facilitate the rehabilitation and professional development of the educator or to protect students, parents of students, campus personnel, or campus officials

Specifically, TAC §249.17(g) indicates a mandatory minimum sanction of a one-year suspension for an educator who is found guilty of intentionally manipulating the results or violating the security or confidentiality of any statewide assessment.

As stated in TEC §39.0303, Secure Assessment Instruments, Criminal Penalty, "A person commits an offense if 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 item in the assessment instrument, and 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.”

# Training

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## □ Review Resources

Raters should

- review and become familiar with the following resources:
  - resources available on the [TELPAS Resources webpage](#); and
  - TELPAS basic training modules and calibration activities on the LMS;
- read this rater manual before the training session; and
- have access to this manual during the training session.

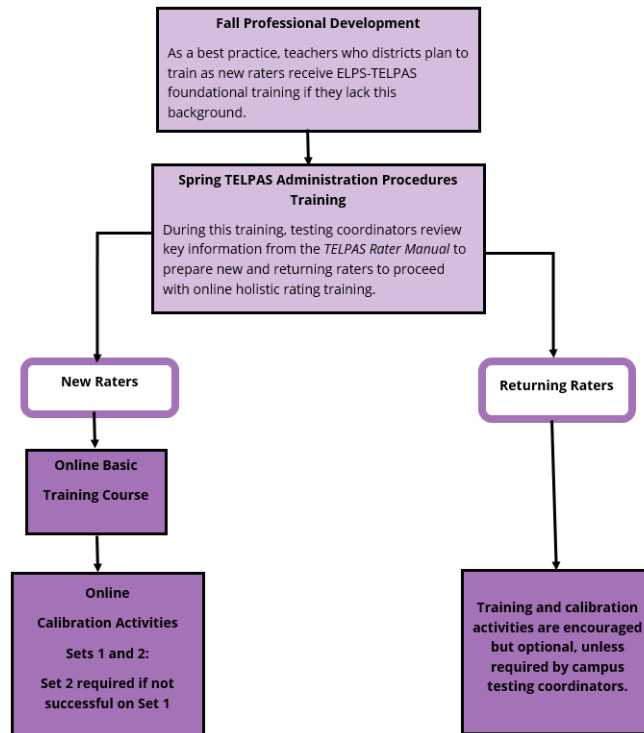
## □ Attend Test Administration Training

- Raters, calibration proctors, and other campus personnel participating in TELPAS holistic administrations are required to receive training in test security and administration procedures at least once.
- Raters or other campus personnel who are responsible for entering student ratings into DEI must be provided with additional training in specific security protocols regarding transcribing. Tampering with or changing student ratings is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.
- Your campus coordinator will schedule and conduct your training session before the administration. Required topics for this training include:
  - Test security
    - test security procedures and test security oaths
    - reporting testing irregularities
    - handling testing irregularities
    - consequences of cheating on calibration activities or falsifying holistic ratings
  - TELPAS test administration procedures and timelines, including entering ratings into DEI
  - The fundamentals of the holistic rating process
  - The holistic rating online training requirements
    - training components for new and returning raters
    - grade cluster assignments
    - training deadlines
    - information about the location of monitored sessions for calibration
    - rating support policy for any raters who do not successfully calibrate

- process for logging in to the LMS
- Accommodations for holistic administrations
- Entering and verifying student data in TIDE and DEI, if applicable
  - score codes
  - program information
  - student ratings
- Returning materials to the campus coordinator

## □ Understand Holistic Rating Training Requirements

- Raters are required to complete holistic rating training at least once before holistically assessing students.
- This training prepares educators to rate the English language proficiency of students using the PLDs from the ELPS.
- Holistic rating training includes online training modules and successful calibration to ensure thorough and standardized training of raters, which is essential to the holistic assessment process.
- The training courses and calibration activities are grade-cluster specific. The instructional content for grades K–1 training differs substantially from that of the other grades due to differences in how reading and writing are assessed. If you will rate students from more than one grade cluster, consult the campus coordinator for instructions.
- The following chart shows the steps in the holistic rating training process, which begins after raters attend their test administration training. If you have questions about your training requirements, contact your campus coordinator.



- Online Basic Training Course (required for new raters)
  - The grades K–1 basic training course covers the four language domains of listening, speaking, reading, and writing and is divided into several modules.
  - After learning the basics of the holistic rating process, participants practice rating students as part of the course.
  - New raters must complete this course and practice before beginning calibration activities.
  - Returning raters may complete this course if they choose or if directed to do so by their testing coordinator.
  - Approximate completion time is 4–5 hours for grades K–1.
- Online Calibration (required for new raters, encouraged for returning raters)
  - The calibration activities consist of two sets of students to be rated for each grade cluster.
  - For grades K–1, each set includes all four language domains and 10 students to be rated.
  - New raters must successfully complete calibration activities.

- Returning raters may complete calibration activities if they choose or if directed to do so by their testing coordinator.
- When completing calibration activities, refer to the PLDs as you rate each student.
- After you complete a set and submit your ratings, you will be able to view your score, the students you rated, and the rating annotations for each student.
- If you calibrate successfully on your first or second set, your training is complete.
- Do not worry if you do not calibrate on your first set. Different individuals require different amounts of practice to learn to evaluate second language acquisition characteristics holistically.
- If you do not calibrate successfully by the end of your second set, you may be authorized to serve as a rater at the discretion of your district. However, districts are required to provide rating support so that your assigned students are assessed consistently with the PLDs.
- The approximate completion time per set is 1–2 hours.

District coordinators will provide the appropriate passcode to campus coordinators or monitored calibration proctors. Raters should be provided passcodes at the monitored calibration session. Raters must only access calibration sets during the monitored calibration session.

## ☐ Complete Holistic Rating Training

- Complete Online Basic Training Course
  - Complete the online basic training course in a setting that is free from distractions.
  - The rating practice activities must be completed independently so that you can monitor your ability to assess students consistently with the PLD rating rubrics.
  - 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.
  - A certificate of completion for the grades K–1 basic training courses will be available on the *Completed Trainings* screen within the LMS upon completion of the modules and practice activities.
  - You may not proceed to calibration until you have completed the basic training course and have been assigned to a monitored calibration session by your campus coordinator.

## ■ Complete Online Calibration

- All online calibration sets must be completed in a monitored setting. A coordinator will notify you of the date of your monitored calibration session.
- There are two calibration sets for each grade cluster, and you must rate at least 70 percent of the students correctly within a set to demonstrate sufficient calibration.
- Refer to the PLDs as you rate each student.
- After you have successfully calibrated, go to the *Completed Trainings* screen in the LMS to access a certificate of successful completion of the calibration portion of your training.
- You must turn in all notes (including copies of PLDs, scratch paper, and any other materials with notes) to the proctor at the end of each monitored calibration session.

It is a serious testing violation to record, discuss, or share answers from the rating practice and calibration activities. TELPAS testing violations must be reported as indicated in the “Test Security and Confidentiality” section of this manual.

After entering the passcode for a calibration set, raters are required to read a statement and affirm that they will complete the rating activities independently. While collaboration is encouraged for holistically rating students, it is imperative that rater calibration is done individually to ensure that raters are able to apply the PLDs accurately and consistently.

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

## □ Access Online Systems, if Applicable

It is not necessary to access any online systems to holistically rate students. However, if your campus coordinator has assigned you to enter student ratings into DEI or other student information into TIDE, you will receive access information and additional training.

## □ Review and Sign an Oath of Test Security and Confidentiality

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



- In addition, raters and other campus personnel who are responsible for entering information into DEI must confirm compliance with security requirements by completing specific sections of a test security oath.
- A copy of the completed oath (electronic or paper) should be submitted to the campus coordinator.

Your campus coordinator is the contact person for all test-related matters on your campus. If at any time you have a question about test administration, ask your campus coordinator.

# Prepare for Administrations

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## ☐ Understand Responsibilities

Raters must:

- complete all training requirements before rating students;
- implement the test administration processes and procedures stated in this manual;
- maintain confidentiality of test materials, including materials containing personally identifiable information and ratings;
- report any suspected violation of test security to the campus coordinator;
- rate students in all required domains; and
- complete ratings in sufficient time for the information to be entered and submitted in DEI.

## ☐ Prepare to Rate Students

- Prior to rating students, raters should review the appropriate portions of the [TELPAS and TELPAS Alternate Educator Guide](#), which reinforces key points from the basic training course.
- You may want to make copies of the PLDs for each student you are rating. Put the students' names on the copies of the PLDs and use them to make individual notes about your observations of students' English language proficiency.

## ☐ Collaborate as Needed

- As you prepare to determine students' proficiency ratings, 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 proficiency levels.
- Your district may require you to collaborate with other raters or content-area teachers to ensure the validity and reliability of TELPAS ratings.
- While collaboration with others is important, remember that you are the official rater and are ultimately responsible for the ratings you assign.

# Rate Students

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Before rating students, consider the following questions.

- Have the students participated in enough contexts that require them to use everyday English, routine academic English, and cognitively demanding content-based English?
- Have the students been placed 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 students been in enough situations in which they express themselves in their comfort zone and in which they are pushed to show areas of second language acquisition they still need to develop?

## □ When Rating Students

- Use the PLDs and other TELPAS holistic rating training materials.
- Refer to the PLDs. Do not assume you have the PLDs memorized.
- Do not factor in other student abilities or characteristics.
- Start with the students whose English language proficiency levels are clearest to you.
- Base ratings on observations from a variety of social and academic settings over time.
- Evaluate the current level of English language proficiency exhibited by the student for each applicable domain.
- Ensure the proficiency rating you designate represents 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 proficiency levels.
- Collaborate with other teachers and school personnel as needed to determine a student's English language proficiency rating.
- Complete all ratings for one student before proceeding to the next student.
- Compare each student to the PLDs, and do not let the proficiency levels of other EB students you teach influence your ratings.
- Determine a student's rating by 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 EB student who has academic language proficiency can understand and use the English students need for effective participation in regular all-English instructional settings with minimal second language acquisition support. A student does not have to be a high academic achiever to have an advanced high level of English language proficiency.
- Ensure that the information you record on the rating roster is accurate and complete.

A Student Rating Roster becomes secure test material once student information has been added. Keep Student Rating Rosters, which contain confidential student information, in secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in use.

# Complete Administrations

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## ☐ Collect and Return Test Materials to the Campus Coordinator

- Collect TELPAS Student Rating Rosters and any other testing resources used.
- Account for all secure test materials prior to returning materials.
- Review the accuracy of any student data you have been asked to verify.
- Make sure that you have completed, signed, and dated the TELPAS Student Rating Roster. If completing the rating roster electronically, make sure that digital signatures (signatures ensuring authentication) meet FERPA requirements and are allowable.

## ☐ Enter Student Information in Online Systems, if Applicable

If your campus coordinator has assigned you to enter student ratings into DEI or other student information into TIDE, you will receive access information and additional training.

# **Appendix A**

## TELPAS Proficiency Level Descriptors

## ELPS-TELPAS Proficiency Level Descriptors Grades K-12 Listening

Beginning	Intermediate	Advanced	Advanced High
<p><b>Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.</b></p>	<p><b>Intermediate ELs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</b></p>	<p><b>Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.</b></p>	<p><b>Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELs</li> <li>• may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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, pre-teaching to preview or build topic-related vocabulary)</li> <li>• 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 ELs</li> <li>• 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</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELs</li> <li>• occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions</li> <li>• rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear</li> </ul>

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

Beginning	Intermediate	Advanced	Advanced High
<p><b>Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.</b></p>	<p><b>Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</b></p>	<p><b>Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.</b></p>	<p><b>Advanced high ELs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material</li> <li>• typically use pronunciation that significantly inhibits communication</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail</li> <li>• exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense</li> <li>• exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English</li> <li>• use pronunciation that can usually be understood by people accustomed to interacting with ELs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics</li> <li>• 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</li> <li>• make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions</li> <li>• may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs.</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses</li> <li>• 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</li> <li>• can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers</li> <li>• make few second language acquisition errors that interfere with overall communication</li> <li>• may mispronounce words, but rarely use pronunciation that interferes with overall communication</li> </ul>



## ELPS-TELPAS Proficiency Level Descriptors Grades K-1 Reading

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

\* 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><b>Beginning English learners (ELs) have little or no ability to use the English language to build foundational writing skills.</b></p>	<p><b>Intermediate ELs have a limited ability to use the English language to build foundational writing skills.</b></p>	<p><b>Advanced ELs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.</b></p>	<p><b>Advanced high ELs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language</li> <li>• 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 *</li> <li>• may demonstrate little or no awareness of English print conventions</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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 *</li> <li>• frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing</li> <li>• can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language</li> <li>• 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 *</li> <li>• occasionally exhibit second language acquisition errors when writing in English *</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• can participate meaningfully in most grade-appropriate shared writing activities using the English language</li> <li>• although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly</li> <li>• comparable to their native English-speaking peers *</li> </ul>

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

# **Appendix B**

TELPAS Student Rating Roster

## TELPAS Student Rating Roster Spring 2023

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. Students in grades 2-12 who are eligible for a special administration of TELPAS listening, speaking, or writing will need to be included on the roster and rated for the respective domain(s). 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 in the Test Information Distribution Engine (TIDE) User Guide. Sign and date the roster and return it to the campus coordinator.

Student Name	TSDS ID	Grade Level	Rating				Rater Information	
			Listening	Speaking	Writing	Reading (K-1 only)	A (1-7)	B (1-2)
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								

**TELPAS Rater of Above Students**

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Additional Rater (if applicable) \***

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Campus Principal**

Printed Name \_\_\_\_\_

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)

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

- 1 Yes
- 2 No

**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.

# TE★AS ASSESSMENT

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