

NCLB requires Title III funded districts to meet three AMAOs:

AMAO 1 Progress	AMAO 2 Attainment	AMAO 3 Adequate Yearly Progress
Definition	Definition	Definition
Includes all LEP students grades K–12 45.0% of current LEP students progressing by at least 1 proficiency level a year on the TELPAS	Includes all LEP students grades 1–12 <u>1–4 Years LEP:</u> 12.0% of current LEP students reaching Advanced High on the TELPAS <u>5 or More Years LEP:</u> 20.0% of current LEP students reaching Advanced High on the TELPAS	Reading/ELA $\geq 73\%$ (Performance + Participation Requirements) + Mathematics $\geq 67\%$ (Performance + Participation Requirements) + Graduation Rate <sup>1</sup> $\geq 75\%$ OR Attendance Rate $\geq 90\%$

<sup>1</sup> Graduation rate used is for HISD districtwide.

**Changes to TELPAS Reading Effective 2008**

- Starting in 2008, TELPAS reading scores for students in grade 2 are obtained through a multiple-choice assessment. Previously, grade 2 reading proficiency was assessed via teacher ratings.
- TELPAS Reading assessments exist for six different grade clusters: 2, 3, 4–5, 6–7, 8–9, and 10–12.
- The new test assesses to a greater extent a student's proficiency in academic English, specifically in the areas of science and mathematics.
- More items on the new test assess the highest proficiency level – Advanced High.
- The TELPAS-Reading assessment is now an exclusively online assessment (grades 2 through 12 only). Paper and pencil tests will be used only in rare circumstances.
- Because of the changes to TELPAS Reading, the assessment had to be renormed in summer 2008. This included the establishment of new cut points to define the four proficiency levels.

**Changes to Annual Measureable Achievement Objectives Effective 2010**

- Starting in 2010, AMAOs for TELPAS are no longer based on grade-level performance.
- AMAO #1 (Yearly Progress) includes all LEPs in grades K through 12, while AMAO #2 (Attainment) includes all LEPs grades 1 through 12.
- The attainment AMAO now takes into account the number of years a student has been LEP.
- Both progress and attainment AMAOs exclude students scoring Advanced High on TELPAS in 2009.
- Years LEP is based on PEIMS records, and not Years in U.S. Schools from TELPAS record.

**Summary of Significant TELPAS Dates:**

By September 1, 2010	District report of 2009–2010 results to Board of trustees
March 7 – April 8, 2011	Administration window for TELPAS
May 13, 2010	Receive 2010–2011 TELPAS reports from TEA

**Frequently Asked Questions**

1. Why are LEP students who will be administered TAKS in English also required to take the TELPAS?

When a LEP student is no longer eligible for a LEP exemption from TAKS but is still developing proficiency in English, TELPAS results can help schools examine to what extent the student's TAKS performance may be affected by a limited understanding of the English language. This information helps in planning instructional interventions that appropriately address the student's linguistic and academic needs.

2. Will LEP students stop being assessed using the TELPAS once they attain a rating of Advanced High?

Not necessarily. All students designated as LEP are required to participate in TELPAS. When students meet the state criteria for exiting bilingual/ESL programs and are re-designated as non-LEP, they will no longer take the TELPAS.

# Research Brief

## 2010 TEXAS EDUCATION AGENCY Texas English Language Proficiency Assessment System (TELPAS)

In response to the federal testing requirement of No Child Left Behind (NCLB), the Texas Education Agency (TEA) has developed an assessment system called the Texas English Language Proficiency Assessment System (TELPAS). Under this system, Limited English Proficient (LEP) students in kindergarten through twelfth grade are assessed in four language domains: listening, speaking, reading, and writing. TELPAS uses both observational (teacher ratings) and multiple-choice assessments to rate students proficiency in the four domains, and uses these subscores to calculate an overall proficiency rating. The results of this assessment are then used to determine whether districts receiving Title III funds meet federally mandated annual measurable achievement objectives (AMAOs) that indicate where LEP students are on a continuum of English language development. This continuum is divided into four proficiency levels:

- Advanced High
- Advanced
- Intermediate
- Beginning

To determine a campus' or district's TELPAS ratings, TEA examines the proficiency rating in each language domain, comprehension score, and composite score/rating. TELPAS composite ratings, not individual language domain ratings, are used to determine whether Title III funded campus/districts meet the federally required AMAOs for progress and attainment related to English language proficiency.

**Composite score and Composite rating:**

- The composite results indicate LEP students' overall level of English language proficiency and are determined from the listening, speaking, writing, and reading proficiency ratings. Reading proficiency ratings are given the greatest weight in determining composite results (see flowchart on inside panel for calculation formula).
- The composite scores range from 1.0 (ratings of Beginning in all language areas) to 4.0 (ratings of Advanced High in all language areas).
- TELPAS composite scores are converted to TELPAS composite ratings according to the values in the table below.
- Only students rated in all four language areas are included in composite results.

TELPAS Composite Score	TELPAS Composite Rating
1.0–1.5	Beginning
1.6–2.5	Intermediate
2.6–3.5	Advanced
3.6–4.0	Advanced High

**Comprehension Score (reported but not used for AMAO accountability):**

- The TELPAS comprehension score ranges from 1.0 to 4.0 and is derived from the listening and reading proficiency ratings.
- To calculate the score, students' listening and reading ratings are averaged. Each of these subtests thus contributes 50% to the comprehension score.

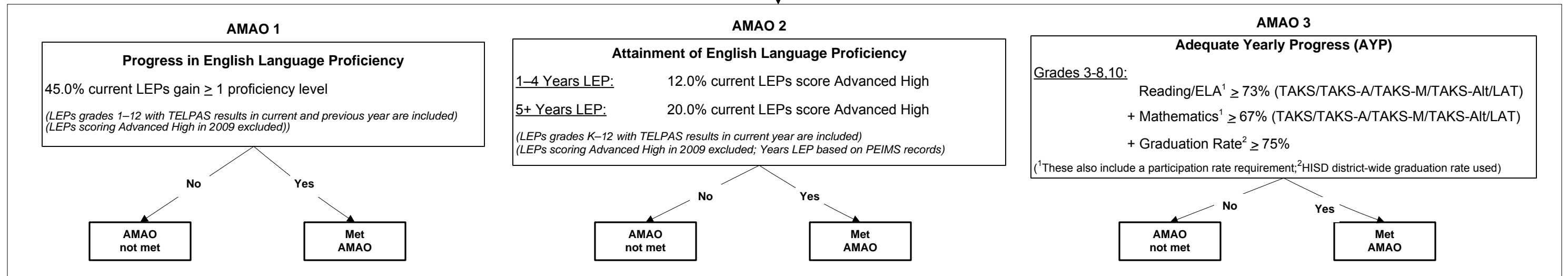
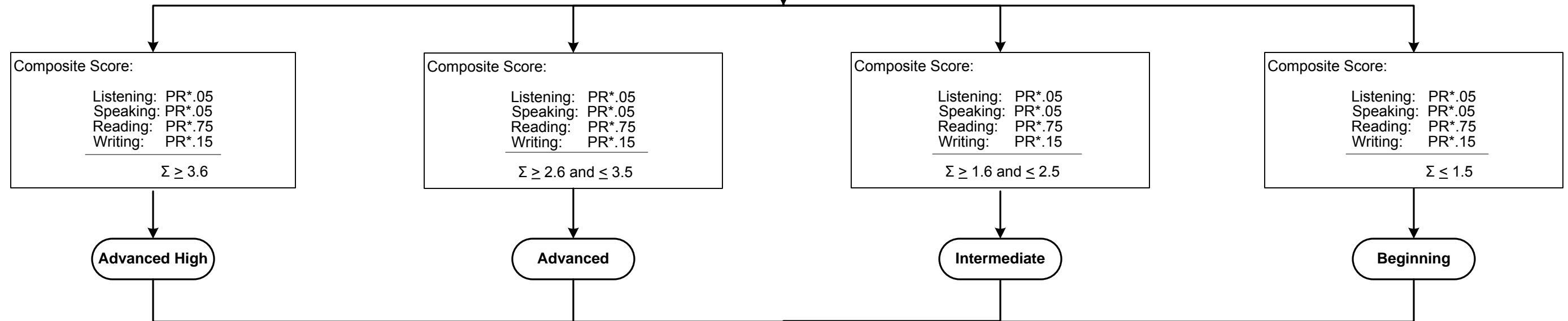
**Critical Components of the Model**

- Listening, speaking, and writing proficiency are assessed via teacher ratings of student performance. Reading is assessed by teacher ratings for grades K–1 but via multiple-choice test in grades 2–12.
- Raters of TELPAS-Writing are required to collect writing samples that represent student writing proficiency. Campuses are required to keep these writing collections in students' permanent record file for two years.
- Immigrant LEP students who score Advanced High on TELPAS in their first year of enrollment in U.S. schools are not eligible for future LEP exemptions.
- LEP students continue to be assessed through the TELPAS as long as they are classified as LEP, regardless of their TELPAS composite rating.
- TELPAS cannot be used to exit a student out of LEP status.
- New exit criteria as of Spring 2007: If English TAKS-Writing scores are not available, the Writing portion of the TELPAS is used instead. Students must score Advanced High on the TELPAS-W in order to exit.
- The TELPAS-Reading assessment is now administered online (grades 2 through 12 only).

# 2010 Texas English Language Proficiency Assessment System

For the LEP student population, determine:  
 (1) the proficiency rating (PR) on a scale of 1 (Beginning) to 4 (Advanced High) in each language domain (listening, speaking, reading, and writing);  
 (2) the composite score (weighted average based on proficiency levels in each domain); and  
 (3) the composite rating based on the four possible categories (Beginning, Intermediate, Advanced, Advanced High)

Examine percent of LEP students meeting each Annual Measurable Achievement Objective (AMAO) to determine if AMAOs have been met.



## How are TELPAS composite ratings assigned ?

A campus' or district's composite rating is determined by the weighted sum of the LEP students' proficiency levels in listening, speaking, reading and writing. The table below describes how proficiency levels are weighted in TELPAS. All calculations are rounded to one decimal place.

Year	Listening	Speaking	Reading	Writing
2008	5%	5%	75%	15%
2009	5%	5%	75%	15%
2010	5%	5%	75%	15%

Each domain score is multiplied by the appropriate weight and then summed to obtain the TELPAS composite score.

## How is the TELPAS used to evaluate AMAOs?

TELPAS results are used in AMAO accountability measures as required by the No Child Left Behind Act for Limited English Proficient students. AMAOs prescribe a minimum percentage of LEP students that must demonstrate progress and attainment in English language proficiency, as well as adequate yearly progress. The TELPAS is the assessment and reporting structure with which AMAOs 1 and 2 are evaluated. Satisfactory performance on AMAOs related to progress and attainment are determined based on TELPAS composite ratings, whereas the AMAO related to adequate yearly progress is determined based on a combination of TAKS, TAKS-Alt, TAKS-M, TAKS-Accommodated, and LAT results.