TELPAS

Grades 2 –12
Paper and Holistic

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General Information

This document contains information about how to provide a special administration for the versions of the Texas English Language Proficiency Assessment System (TELPAS) grades 2–12 assessments listed in the table below and is intended to be used in conjunction with the *District and Campus Coordinator Resources*, the *TELPAS Test Administrator Manual*, and the *TELPAS Rater Manual*.

Reading	Writing	Listening	Speaking
• Regular Print • Large Print • Braille (contracted and uncontracted)	• Holistic		

Before Testing

Paper Administrations

A district's initial shipment will include printed copies of the *TELPAS Test Administrator Manual* and printed test materials for each student in grades 2–12 who is eligible and registered for a special paper administration of a TELPAS reading assessment. It is important that test materials be distributed to test administrators in time for them to prepare for testing, especially if accommodations are needed.

Test Materials for Regular Print

- TELPAS Reading Regular-Print Test Booklet: One grade-specific regular-print test booklet is provided for each student who is eligible and registered for this format.

Test Materials for Large Print

- TELPAS Reading Large-Print Test Booklet: One grade-specific large-print test booklet is provided for each student who is eligible and registered for this format. The large-print test booklets are spiral bound, with dimensions of 11 inches by 17 inches and text at a point size of 18+.

Test Materials for Braille

- TELPAS Reading Braille Test Booklet: One grade-specific braille test booklet is provided for each student who is eligible and registered for this format. Braille tests are provided in Unified English Braille (UEB), either contracted or uncontracted based on the braille test order.

Photocopying for Large-Print and Braille Assessments

A student may have a visual impairment that requires the use of two types of test materials. For example, a student may need to use a braille test booklet in conjunction with a large-print test booklet. In this situation, a regular-print test booklet could be photocopied. Alternatively, a large-print booklet could be ordered separately during the additional order window. The contents of the secure braille and regular-print test booklets may be previewed by the test administrator during the district-determined preview window, which may be scheduled during the testing week on any school day before the assessment.

For a student with a visual impairment who requires printed materials in a size larger than the state-supplied large-print materials (11 inches by 17 inches, 18+ point size), district or campus testing personnel may photocopy secure test materials without submitting an Accommodation Request Form to the Texas Educ002 Tw -8.377d.4 (as)-5 ( )]TJ -A8.377d.gTd [(m)-3.4 (a4)33(tE-5 ( )]T)7 (t)-.7 (te)]

- Designate a location where all test materials for the administration, including any supplemental materials needed for student accessibility, can be securely stored.

Students Requiring More Time

District testing personnel should schedule TELPAS reading test sessions for three to four hours, as students are expected to complete assessments in about three hours. District testing personnel should begin testing within one hour of the start of the school day. Students must complete the assessment within the same school day unless the student has been approved for an extra day or becomes sick during testing. Any student who needs additional time may continue testing until the end of the regularly scheduled school day, but students may not spend more than seven hours working on the assessment.

Students with visual impairments who take a braille version of TELPAS reading may require considerably more time to complete the assessment than students without visual impairments. The submission of an Accommodation Request Form to TEA is not required for such students to receive an extra day to test; such a determination can be made by the appropriate team at the local level. However, the following guidelines must be adhered to:

- District testing personnel must maintain test security and confidentiality throughout the extended testing period since the student will be taking a secure state assessment at a different time than other testers. All standard test security policies and procedures must be followed.

- Students will be permitted to test only over two full, regularly scheduled, consecutive school days. Each day of testing must not extend beyond seven hours.

- On day 2 of testing, the student may not return to any passages or test questions accessed or responses marked on day 1.

Refer to the [Extra Day](#) designated support policy document for additional guidelines.

TELPAS Braille Secure Test Instructions

The *TELPAS Braille Secure Test Instructions* supplements the *TELPAS Test Administrator Manual* and is designed to help a test administrator understand and meet the needs of a student taking a braille assessment. The *TELPAS Braille Secure Test Instructions* is included in the braille materials. Unless otherwise stated in these instructions, the directions contained in the *TELPAS Test Administrator Manual* must be followed. The test administrator should read the *TELPAS Braille Secure Test Instructions* before the day of testing to determine which materials or procedures a student may need.

The *TELPAS Braille Secure Test Instructions* is divided into two sections:

- Specific Instructions: This section provides information for the test administrator about how a particular braille assessment differs from the regular-print version, including related administration instructions and information about test questions that have been altered to ensure that the assessment is accessible to a student who reads braille. For example, test questions with a visual element that cannot be rendered in braille will include a description of what is depicted in the regular-print version of the

assessment . Although such descriptions are provided in the braille booklet, the test administrator may read them aloud from the *TELPAS Braille Secure Test Instructions* at a student's request. This section also informs test administrators of any manipulatives that a student will need to complete the assessment .

- Test Administration Directions: This section includes general and specific information

For more detailed information about holistic rating training, refer to the

Test Administration Directions for TELPAS Reading

General Information

- Prior to reading the test directions below, test administrators must inform students about their campus's testing consolidation plan by telling them when students who are still testing will be grouped together and students who have completed testing will j   oin a regular or alternate class schedule.

- For students who request assistance, test administrators are allowed to paraphrase, translate, shorten, repeat, or read aloud these directions and the directions that introduce particular test sections or question types as needed to best communicate with t hose students, as long as the substance of the directions is not changed.

- For students receiving accommodations   , the test administrator is permitted to modify the directions when needed.

Read Aloud Directions

The test administrator

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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 was not given enough opportunities to demonstrate the ability to write   in simple sentences using high -frequency, everyday English. On the other hand, an advanced high proficiency 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 / ( )Te atloay.002 Tc -0.2 (fici)-2.4 (i)-5.2 (c)02.3 (c)0.y (l)0.6 (l)0 (l)-5.2 (y c)0.5

- what true friendship is, the importance of believing in yourself, setting goals, etc.

- what you like, do not like, or want changed about certain school rules

- 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 Examples: Expository and other extended writing on a topic from language arts   : 5.9 (p7)-2.2 (c:3.3

- writing a persuasive piece to influence a change in policy or law

This type of writing should give students the opportunity to write connected paragraphs using

assistance on a piece of writing, the writing assignment should not be included in the collection.

- Papers in which the student writes primarily in his or her native language should not be included. Even students at the beginning level should have five writing samples that show their ability to write in English.

Campus coordinators, in cooperation with the district coordinator, will establish a process and timeline for reviewing the collections. It is recommended that the verification of the writing collections occur before ratings are assigned.

> A writing collection becomes secure test material once the writing collection has been assembled and the completed TELPAS Writing Collection document has been attached. Writing collections, which contain confidential student information, must be kept in   secure storage (for example, in a locked filing cabinet or closet or on a secure server) when not in us3.30.6.

After Testing

Student Response Modes

For special paper administration s of TELPAS reading students should be instructed to record their responses in their test booklets. However, some students may be eligible for basic or complex transcribing . In these circumstances, the method of response indicated in the student's paperwork should be followed for the test administration. The test administrator transcribing the student's response must do so in accordance with the transcribing guidelines in the appropriate policy documents in the Accommodations section of the *Coordinator Resources*.

For students taking a braille version of TELPAS reading , eligibility for the Basic Transcribing designated support does not need to be determined and the use of the designated support does not need to be documented.

Submit Responses in DEI

Students' responses for special paper administrations of TELPAS reading MUST be submitted in DEI for scoring and reporting. All student responses must be entered and submitted in DEI by 11:59 p.m. (CT) on March 28 , 2025. Student responses that are not entered and submitted in DEI by the due date will NOT be scored or reported. District testing personnel should establish a local deadline and reserve the last week of the testing window to submit data in DEI.

A student's information that has been submitted in DEI will be scored automatically when the *Submit Test* button is clicked at the end of the assessment. Only authorized district testing personnel who are trained in test security and administration procedures and sign an Oath of Test Security and Confidentiality are permitted to submit student respo nses in DEI. Authorized testing personnel who are responsible for submitting student responses in DEI must be provided with additional training in specific security protocol regarding tran sferring student responses . Tampering with or changing student responses is strictly prohibited. As a reminder of this obligation, these individuals are required to complete a specific part of a test security oath.

Authorized testing personnel should follow the steps below to enter student responses in DEI.

1. Have the student's test booklet readythkl>ì· NÂ; X Ð`]•,À 3 qn›Ü X'áb>EF Ðe€Q 9á Ñ sen2I1 (d)-5.2 (i)0.63

4. On the *Is This the Student?* page that appears after the student's information is entered, verify the student's information. If all the information is correct, select *Next*. The *Available Tests* page will appear.

   If any of the information is incorrect, do not proceed with the data entry for this student. Log out of the application and notify the campus coordinator that the student's information is incorrect. Data entry cannot begin until this information is corrected in TIDE.

5. The *Available Tests* page displays the assessment available for data entry. Select the assessment for the student. If the TELPAS reading assessment is not available, confirm the student's test eligibility in TIDE.

6. Review the additional test information on the *Test Information* page. For help understanding how to navigate the site, select *View Help Guide*. The *Help Guide* window appears. To close the window, select *Back*.

7. To officially begin or resume the test opportunity, select *Begin Test Now*. Some test pages may have only one question, and others may have multiple questions. Select the student's response option for each question. DEI automatically captures and saves the response data when it is entered.

   o Enter the student's responses verbatim.

   o Do NOT tamper with, adjust, or change the student's responses in any way.

   o Do NOT interpret or infer a student's response.

   o Leave the question blank in DEI if the student's response cannot be understood.

   o Leave the question blank in DEI if the student leaves the question unanswered.

8. The *You are done entering data* page appears at the end of the test. This page provides two options: review the entries that have been entered or submit the test for scoring. To review answers and go back to the assessment, select a question listed on this page. Questions that were not answered display a warning ( ) icon.

9. To complete the testing process, select *Submit Test*. After *Submit Test* has been clicked, a pop-up window notes that the end of the test has been reached and the user may click "Yes" to continue to the next page or click "No" to keep working. After "Yes" is clicked, the assessment is officially completed and logging back in to review the data entered is not possible.

After the authorized district staff member submits the assessment, the *Done Reviewing Test* page appears displaying the student's name, the test name, and the data entry completion date. The page also gives options for next steps.

The authorized district staff member should select

Enter Student Information in TIDE

Students' holistic ratings for TELPAS, including special holistic administrations of grades 2–12 listening, speaking, and writing, must be submitted and processed in TIDE by 11:59 p.m. (CT) on March 28, 2025, using the *Holistic Rating s Upload* template.