

Texas English Language Proficiency Assessment System (TELPAS)

Program Overview

TELPAS fulfills federal requirements for assessing the English language proficiency of English learners (ELs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). TELPAS provides performance data used to fulfill state and federal reporting requirements. Student performance is reported in terms of four English language proficiency ratings: beginning, intermediate, advanced, and advanced high. TELPAS is administered to all ELs, including ELs who do not participate in a bilingual or English as a second language (ESL) program because of parent denial.

Assessment Scores

The K–12 TELPAS assessments consist of online listening and speaking and reading assessments at grades 2–12, a holistically rated writing assessment for all grades, and a holistically rated process for all domains in grades K–1. These assessments are not designed to measure mastery of content with a pass or fail score as learning a second language takes time. This is one of the main differences between TELPAS and STAAR.

The TELPAS assessment results provide a measure of progress, indicating annually where each EL is on a continuum of English language development designed for second-language learners. This continuum is divided into four proficiency levels: beginning, intermediate, advanced, and advanced high. The progress of students along this continuum is the basis for the TELPAS reporting system and the key to helping districts monitor whether their ELs are making steady annual growth in learning to listen, speak, read, and write in English.

The following gives a brief description of the grades 2–12 TELPAS listening, speaking, and reading scores and proficiency ratings for all language areas assessed. For more detailed technical information about assessment scores, refer to the [Technical Digest](#), available on TEA's Student Assessment Division website.

TELPAS Listening, Speaking, and Reading Raw Scores

(Grades 2–12)

The TELPAS raw score is the number of items answered correctly on an assessment. By itself, the raw score has limited utility; it can be interpreted only in reference to the total number of items on an assessment. Raw scores should not be compared across administrations.

TELPAS Scale Score

(grades 2–12)

The TELPAS scale scores are statistics that can be used for evaluating a student's annual growth and pinpointing how high or low a student performs within a proficiency level. Scale scores allow a comparison of scores by accounting for differences in the difficulty of the assessment form used for each administration. The listening, speaking, and reading domains each have their own scale score, ranging from approximately 1000 to 2000. The scale score ranges for each domain are subdivided into the four proficiency levels of beginning, intermediate, advanced, and advanced high.

English Language Proficiency Ratings

Students who take the TELPAS assessments receive proficiency ratings in each language area assessed—listening, speaking, reading, and writing—as well as a composite rating that combines the language-area ratings into one overall English language proficiency rating. The following gives a brief description of the abilities associated with the composite and language-area ratings.

Beginning—Students who receive this rating are in the early stages of learning English. These students have a small vocabulary of very common words and little ability to use English in academic settings. These students often communicate using English they have memorized.

- Beginning listeners struggle to understand simple conversations and to identify and distinguish individual words and phrases spoken in English.
- Beginning speakers mainly speak using single words and short phrases and lack the knowledge of English grammar necessary to connect ideas and speak in sentences.
- Beginning readers' ability to derive meaning from English text is minimal. They rely heavily on previous knowledge of the topic, their limited vocabulary, and pictures to gain meaning from English text.
- Beginning writers lack the English vocabulary and grasp of English language structures and grammar necessary to build writing skills in English and address grade-appropriate writing tasks in a meaningful way.

Intermediate—Students who receive this rating are able to use common, basic English in routine academic activities but need considerable English language support to make learning understandable. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but might not comprehend all the details.

- Intermediate listeners usually understand simple or routine directions as well as short, simple conversations and discussions on familiar topics. They frequently understand only part of what they hear and seek clarification by requesting the speaker to repeat, slow down, or rephrase speech.
- Intermediate speakers know enough English to speak in a simple manner using basic vocabulary. They are able to participate in short conversations and speak in sentences, although they might hesitate frequently and for long periods to think of how to communicate their intended meaning.

- Intermediate readers are able to understand short connected texts on familiar topics but tend to interpret English very literally and have difficulty following story lines that have a surprise twist or nonstandard format. Because their English vocabulary consists mainly of high-frequency words, they rely heavily on prior knowledge of a topic for comprehension and need the support of pictures that illustrate meaning.
- Intermediate writers have a limited ability to use the English language to build writing skills and a limited ability to address grade-appropriate writing tasks in English. They frequently exhibit features of their primary language when expressing themselves in English and are sometimes unable to be understood by individuals not accustomed to ELs.

Advanced—Students who receive this rating are able to understand and use academic English in classroom activities when given some English language support. In social situations, these students can understand most of what they hear but have some difficulty with unfamiliar grammar and vocabulary.

- Advanced listeners can usually understand longer conversations and class discussions but occasionally depend on visuals, verbal cues, and gestures to support understanding.
- Advanced speakers are able to participate comfortably in most conversations and academic discussions, with occasional pauses to restate, repeat, or search for words or phrases to clarify meaning. They can narrate, describe, and explain in some detail and have an emerging ability to speak in English using grade-appropriate complex sentences and complex grammar structures.
- Advanced readers are able to understand more complex texts because they have acquired a variety of grade-appropriate English vocabulary and are familiar with the structure of the English language. They use this knowledge to understand texts that introduce them to unfamiliar topics, and they can move beyond literal comprehension to begin to think critically about ideas presented in grade-appropriate texts.
- Advanced writers have enough knowledge of English to address grade-appropriate writing tasks with support. They can express themselves using a variety of verb tenses and sentence patterns, and they can communicate their ideas in some detail, although they often require assistance when topics are abstract, academically challenging, or unfamiliar.

Advanced high—Students who receive this rating are able to use academic English in classroom activities with little English language support from others, even when learning about unfamiliar material. Students at this level have a large enough vocabulary in English to communicate clearly and fluently in most situations.

- Advanced high listeners can understand long conversations and class discussions, with little dependence on visuals, verbal cues, and gestures to support understanding. In both social and instructional interactions, they are able to understand main points and details at a level nearly comparable to native English-speaking peers.
- Advanced high speakers are able to use abstract and content-based vocabulary and can participate in extended discussions on a variety of social and grade-appropriate academic topics with only rare disruptions or hesitations.
- Advanced high readers might have occasional difficulty with low-frequency vocabulary or new English expressions but demonstrate, at a level nearly comparable to native English-

speaking peers, comprehension of both explicit and implicit information in grade-appropriate texts.

- Advanced high writers have acquired the English vocabulary and command of English language structures to address grade-appropriate writing tasks. They are nearly comparable to native English-speaking peers in their ability to express themselves, with occasional exceptions when dealing with complex or abstract ideas or when attempting to use low-frequency words and expressions.

Composite Score and Rating

To fulfill federal requirements, a composite language proficiency score and rating are calculated. To calculate the composite score, the proficiency rating for each of the domains is converted to a domain score from 1 (beginning) to 4 (advanced high). The domain scores are equally weighted and added together for one composite score. The composite score can then be converted to a composite rating.

For example, the spring 2019 TELPAS composite score and composite rating for a student who has the following language domain ratings are generated as shown below.

The proficiency rating for each of the scored domains is converted to a domain score from 1 (beginning) to 4 (advanced high).

Listening proficiency rating

Advanced=3

Speaking proficiency rating

Advanced=3

Reading proficiency rating

Advanced=3

Writing proficiency rating

Intermediate=2

Each domain score is multiplied by the weight—0.25—and then summed to obtain the TELPAS composite score.

$$(3 \times 0.25) + (3 \times 0.25) + (3 \times 0.25) + (2 \times 0.25) = 2.75$$

This student's composite score of 2.75 results in a composite rating of Advanced. The TELPAS composite scores and domain proficiency ratings are converted to the TELPAS composite ratings according to the rules below. All of the criteria listed for a particular rating must be met for a student to receive that rating.

Advanced High:

- A TELPAS composite score of 3.5 or higher
- A minimum proficiency level of advanced in all domains

Advanced:

- A TELPAS composite score of 2.5 or higher
- A minimum proficiency level of intermediate in all domains
- A minimum proficiency level of advanced in at least half of the domains in which the student was assessed

Intermediate:

- A TELPAS composite score of 1.5 or higher
- A minimum proficiency level of intermediate in at least half of the domains in which the student was assessed

Beginning:

- A student whose composite score fails to meet the intermediate requirements will receive a beginning proficiency rating.

For a small subset of ELs with disabilities who cannot be assessed in all four domains, students with results for at least two domains will receive a composite score. Please note that this is only applicable to students who have an ARD decision to not be evaluated in one or two domains.

Report Formats

Standard and additional reports are provided for the TELPAS assessments. Standard reports are provided automatically to districts. Additional reports are available at a nominal fee to districts. A district must submit a request through the TELPAS Assessment Management System to receive the additional reports.

The summary reports present assessment results in an aggregated format. All other reports contain confidential student-level results. More information about the confidentiality of students' results is contained in the [General Information](#) section of this manual.

Note that the sample reports included in this guide are for illustration only. They are provided to show the basic layout of the reports and the information they provide. Some information might not correspond to real values.

Resources

Refer to the [General Information](#) section of this manual and [TEA's Student Assessment Division website](#) for additional TELPAS information and resources.

Standard Reports

Information contained in the standard reports is sufficient to satisfy mandatory reporting requirements (refer to the [General Information](#) section of this manual). Districts receive the following standard reports for TELPAS:

TELPAS Report Card (Confidential)	5.7
Confidential Student Label	5.13
Confidential Campus Roster—All Students	5.15
Summary Report	5.19
Individual Student Data File (Confidential)	5.25

TELPAS Report Card (Confidential)

Examples shown: [Grade 1](#), [Grade 12](#)

A separate **TELPAS Report Card (TRC)** is provided for each student for whom a TELPAS record was submitted. This report indicates the student's English language proficiency ratings for the four language areas assessed. Information on this report is provided in both English and Spanish. Information from this report can be used to meet state and federal requirements for reporting assessment results to students and parents.

NOTE: Listening, speaking, and reading domains are assessed with an online assessment for grades 2–12. The student took an online administration of the reading assessment unless “Paper Administration” appears next to the Reading heading in the “TELPAS Proficiency at a Glance” section. The student took an online administration of the listening and speaking assessment unless the report indicates in the listening and speaking portions of the “TELPAS Proficiency at a Glance” section that a holistic assessment was administered. In some grade clusters, the raw score cut points associated with the scale score ranges differ for paper versus online administrations. The complete set of raw score conversion tables for all TELPAS administrations can be found on [TEA's Performance Reporting Division website](#).

A. Identification information

The top of both pages of the TRC contains identification information, both for the student (name, identification number, etc.) and the school (district, etc.). For confidentiality, the student identification number (PEIMS) is indicated by five asterisks followed by the last four digits of the ID number. The grade, date of testing, and the report date are also indicated.

B. Proficiency levels

This row describes the proficiency levels—beginning, intermediate, advanced, and advanced high—that are used to describe student proficiency in each of the four language areas.

C. Proficiency rating for each language area

This section indicates the English language proficiency rating the student received in each language area. In grades 2–12, the listening, speaking, and reading proficiency ratings come from the TELPAS listening and speaking and reading online assessments. A holistic rating process is used to determine the proficiency ratings for the domain of writing and grades K–1 listening, speaking, and reading. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

D. Detailed proficiency ratings

In grades 2–12, this section provides additional information about the student's performance in the domains of listening, speaking, and reading. The student's scale score for the domain appears on the left and the student performance in each reporting category tested within the domain appears on the right. The performance for each category within a domain is provided as the number of points achieved out of the total number of points possible for that category. For the writing domain and grades K–1, this section will not provide scores for reporting categories. These domains are rated holistically and therefore have one overall score.

E. Student Portal information

This provides the web address and access code for parents and students to access information from the TELPAS Report Card online.

F. Document number and process number

The document number found in the bottom right corner of the report is a unique number per administration that is assigned to the student's record by the testing contractor. Refer to this number if questions arise about the student's results. The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.

G. Composite rating

The composite rating indicates the student's overall level of English language proficiency and is determined from the student's listening, speaking, reading, and writing proficiency ratings. For a small subset of ELs with disabilities who cannot be assessed in all four domains, students with results for at least two domains will receive a composite rating. Please note that this is only applicable to students who have an ARD decision to not be evaluated in one or two domains. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite rating.

H. Understanding the TELPAS Report Card

This section explains the information contained in each section of the report card.

I. Parent Resources

This section directs parents and caretakers to additional resources that they can use to help their child(ren).



Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

YYYY TELPAS Report Card (Informe de calificaciones de TELPAS YYYY)

FIRSTNAME M. LASTNAME

Grade (Grado): 1

Date of Birth: 01/01/04
(Fecha de nacimiento)

Student ID: *****9999
(Número de identificación del estudiante)

Local Student ID: 999999999
(Código de identificación local del estudiante)

District: DISTRICTNAMEXX
(Distrito) 999-999

The TELPAS tests have been designed to assess students who are learning the English language. This report gives you information on your child's English language proficiency and provides resources for you to help them improve even more.
(Las pruebas TELPAS se han diseñado para evaluar a los estudiantes que están aprendiendo el idioma inglés. Este informe le proporciona información sobre el dominio que tiene su hijo del idioma inglés y le brinda recursos para ayudarlo aún más.)



Mike Morath, Commissioner of Education (Comisionado de Educación)

Proficiency Levels (Niveles de desempeño)

<p>B Beginning (Principiante)</p> <p>students are in the beginning stages of learning English (los estudiantes están en las etapas iniciales de aprendizaje del inglés)</p>	<p>I Intermediate (Intermedio)</p> <p>students use common, basic academic English, but need considerable support (los estudiantes usan un inglés académico básico y común, pero necesitan ayuda considerable)</p>	<p>A Advanced (Avanzado)</p> <p>students understand and use academic English with some support (los estudiantes entienden y usan el inglés académico con algo de ayuda)</p>	<p>AH Advanced High (Avanzado superior)</p> <p>students use academic English with little support (los estudiantes usan el inglés académico con poca ayuda)</p>
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TELPAS Proficiency at a Glance (Información general del desempeño en TELPAS)

<p>L Listening (Habilidad para escuchar)</p> <p>I Intermediate (Intermedio)</p>	<p>S Speaking (Habilidad para hablar)</p> <p>B Beginning (Principiante)</p>	<p>R Reading (Habilidad para leer)</p> <p>NO RATING AVAILABLE (NO HAY CALIFICACIÓN DISPONIBLE)</p>	<p>W Writing (Habilidad para escribir)</p> <p>AH Advanced High (Avanzado superior)</p>
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Listening (Habilidad para escuchar)

Intermediate

 (Intermedio)

The listening test is a holistic rating test, this means there is one overall score, with no individual categories. (La prueba de habilidad para escuchar es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)

Speaking (Habilidad para hablar)

Beginning

 (Principiante)

The speaking test is a holistic rating test, this means there is one overall score, with no individual categories. (La prueba de habilidad para hablar es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)

Reading (Habilidad para leer)

NO RATING AVAILABLE (NO HAY CALIFICACIÓN DISPONIBLE)

Writing (Habilidad para escribir)

Advanced High

 (Avanzado superior)

The writing test is a holistic rating test, this means there is one overall score, with no individual categories. (La prueba de habilidad para escribir es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)

XXX999
Unique Access Code

To view your child's scores online, go to www.TexasAssessment.com
(Para ver las calificaciones de su hijo en internet, visite la página www.TexasAssessment.com)

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TELPAS

Overall English Proficiency (Desempeño general en inglés)

G TELPAS Composite Rating (Nivel de dominio global en TELPAS)

Spring 2019: NO RATING AVAILABLE
(NO HAY CALIFICACIÓN DISPONIBLE)

I Spring 2018: Intermediate (Intermedio)

The Composite Rating is the overall level of English proficiency determined with listening, speaking, reading, and writing ratings. (El Nivel de dominio global es el nivel general de desempeño del inglés, determinado por las calificaciones de la habilidad para escuchar, hablar, leer y escribir.)

H Understanding the TELPAS Report Card (Cómo entender el Informe de calificaciones de TELPAS)

The generic report images below provide details about what information is provided in the TELPAS Report Card. (Las imágenes genéricas del informe a continuación presentan detalles de la información que se proporciona en el Informe de calificaciones de TELPAS.)

TELPAS PROFICIENCY (DESEMPEÑO DE TELPAS)
A quick summary of student's test results this year. (Explicación breve de los resultados de las pruebas del estudiante en este año.)

TELPAS Proficiency at a Glance (Información general del desempeño en TELPAS)

Listening (Habilidad para escuchar) I Intermediate (Intermedio)	Speaking (Habilidad para hablar) A Advanced (Avanzado)	Reading (Habilidad para leer) B Beginning (Principiante)	Writing (Habilidad para escribir) AH Advanced High (Avanzado superior)
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PROFICIENCY LEVEL (NIVEL DE DOMINIO)
The student's proficiency level is highlighted. (Se destaca el nivel de dominio del estudiante.)

Reading (Habilidad para leer)
Intermediate
The reading test is a holistic rating test, this means there is one overall score, with no individual categories. (La prueba de habilidad para escuchar es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)

STUDENT PORTAL (PÁGINA ELECTRÓNICA DE INFORMACIÓN DEL ESTUDIANTE)
Parents can login to the student portal using the unique access code to view student scores online. (Los padres pueden ingresar a la página electrónica del estudiante utilizando la clave de acceso individual para consultar las calificaciones de su hijo en internet.)

XXX999 Unique Access Code
To view your child's scores online, go to www.TexasAssessment.com
(Para ver las calificaciones de su hijo en internet, visite la página www.TexasAssessment.com)

I Parent Resources (Recursos para padres)

For students that are learning English, it is important to develop their linguistic skills not only in English but in their native language as well. For activities that parents can do to help their child, go to <https://tea.texas.gov/student.assessment/eil/tefpas/>. (Es importante que los estudiantes que están aprendiendo inglés desarrollen habilidades lingüísticas no solo en inglés, sino también en su lengua materna. Si desea información sobre actividades que los padres pueden hacer para ayudar a sus hijos, visite la página de internet <https://tea.texas.gov/student.assessment/eil/tefpas/>.)

For more information about TELPAS, contact your child's school. (Para obtener más información sobre TELPAS, comuníquese a la escuela de su hijo.)



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(Para ver las calificaciones de su hijo en internet, visite la página www.TexasAssessment.com)

E



Texas English Language Proficiency Assessment System
(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

YYYY TELPAS Report Card (Informe de calificaciones de TELPAS YYYY)

FIRSTNAME M. LASTNAME

Grade (Grado): 12

Date of Birth: 01/01/04
(Fecha de nacimiento)

Student ID: *****9999
(Número de identificación del estudiante)

A

Local Student ID: 999999999
(Código de identificación local del estudiante)

District: DISTRICTNAMEXX
(Distrito) 999-999

The TELPAS tests have been designed to assess students who are learning the English language. This report gives you information on your child's English language proficiency and provides resources for you to help them improve even more.
(Las pruebas TELPAS se han diseñado para evaluar a los estudiantes que están aprendiendo el idioma inglés. Este informe le proporciona información sobre el dominio que tiene su hijo del idioma inglés y le brinda recursos para ayudarlo aún más.)



Mike Morath

Mike Morath, Commissioner of Education (Comisionado de Educación)

B Proficiency Levels (Niveles de desempeño)

B Beginning (Principiante)

students are in the beginning stages of learning English (los estudiantes están en las etapas iniciales de aprendizaje del inglés)

I Intermediate (Intermedio)

students use common, basic academic English, but need considerable support (los estudiantes usan un inglés académico básico y común, pero necesitan ayuda considerable)

A Advanced (Avanzado)

students understand and use academic English with some support (los estudiantes entienden y usan el inglés académico con algo de ayuda)

AH Advanced High (Avanzado superior)

students use academic English with little support (los estudiantes usan el inglés académico con poca ayuda)

C TELPAS Proficiency at a Glance (Información general del desempeño en TELPAS)



Listening (Habilidad para escuchar)

AH Advanced High (Avanzado superior)



Speaking (Habilidad para hablar)

A Advanced (Avanzado)



Reading (Habilidad para leer)

B Beginning (Principiante)



Writing (Habilidad para escribir)

AH Advanced High (Avanzado superior)

Listening (Habilidad para escuchar)

Advanced High

AH 2019 **B 2018**

(Avanzado superior)

Proficiency Level	Beginning (9999-9999)	Intermediate (9999-9999)	Advanced (9999-9999)	Advanced High (9999-9999)
2019				
2018				

CATEGORY	POINTS ACHIEVED
Word Meaning (Significado de la palabra)	5 of 5
Basic Understanding (Entendimiento básico)	16 of 16
Analyzing and Evaluating (Análisis y evaluación)	6 of 6
TOTAL	27 of 27

Speaking (Habilidad para hablar)

Advanced

A 2019 **I 2018**

(Avanzado)

Proficiency Level	Beginning (9999-9999)	Intermediate (9999-9999)	Advanced (9999-9999)	Advanced High (9999-9999)
2019			9999	
2018				

CATEGORY	POINTS ACHIEVED
Summarizing (Resumen)	12 of 16
Analyzing (Análisis)	13 of 20
TOTAL	25 of 36

Reading (Habilidad para leer)

Beginning

B 2019 **B 2018**

(Principiante)

Proficiency Level	Beginning (9999-9999)	Intermediate (9999-9999)	Advanced (9999-9999)	Advanced High (9999-9999)
2019			9999	
2018				

CATEGORY	POINTS ACHIEVED
Word Meaning (Significado de la palabra)	3 of 12
Basic Understanding (Entendimiento básico)	4 of 10
Analyzing and Evaluating (Análisis y evaluación)	5 of 15
TOTAL	12 of 37

Writing (Habilidad para escribir)

Advanced High

AH 2019 **A 2018**

(Avanzado superior)

The writing test is a holistic rating test, this means there is one overall score, with no individual categories. (La prueba de habilidad para escribir es una prueba de calificación integral, esto significa que hay una calificación general sin categorías individuales.)

XXX999

Unique Access Code

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mmddy- ZZZZZZ-CCDDOcc-SSSSSS

Overall English Proficiency (Desempeño general en inglés)

G TELPAS Composite Rating (Nivel de dominio global en TELPAS)

A Spring 2019: Advanced (Avanzado)

I Spring 2018: Intermediate (Intermedio)

The Composite Rating is the overall level of English proficiency determined with listening, speaking, reading, and writing ratings.
(El Nivel de dominio global es el nivel general de desempeño del inglés, determinado por las calificaciones de la habilidad para escuchar, hablar, leer y escribir.)

H Understanding the TELPAS Report Card (Cómo entender el Informe de calificaciones de TELPAS)

The generic report images below provide details about what information is provided in the TELPAS Report Card.
(Las imágenes genéricas del informe a continuación presentan detalles de la información que se proporciona en el Informe de calificaciones de TELPAS.)

TELPAS PROFICIENCY (DESEMPEÑO DE TELPAS)
A quick summary of student's test results this year.
(Explicación breve de los resultados de las pruebas del estudiante en este año.)

TELPAS Proficiency at a Glance (Información general del desempeño en TELPAS)

L Listening (Habilidad para escuchar) Intermediate (Intermedio)	S Speaking (Habilidad para hablar) Advanced (Avanzado)	R Reading (Habilidad para leer) Beginning (Principiante)	W Writing (Habilidad para escribir) Advanced High (Avanzado superior)
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SCALE SCORE (CALIFICACIÓN A ESCALA)
You can see the student's exact score, and where the score is in relation to the four proficiency levels. (Usted puede observar la calificación exacta del estudiante, y dónde se ubica la calificación en relación con los cuatro niveles de desempeño.)

REPORTING CATEGORY (ÁREA DE CONOCIMIENTOS)
The score is broken down by major content category. (La calificación se desglosa por áreas principales de contenido.)

PROFICIENCY LEVEL (NIVEL DE DOMINIO)
The student's proficiency level is highlighted.
(Se destaca el nivel de dominio del estudiante.)

Reading (Habilidad para leer)

B Beginning (Principiante)	I Intermediate (9999-9999)	A Advanced (9999-9999)	AH Advanced High (9999-9999)
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CATEGORY POINTS ACHIEVED

Word Meaning (Significado de la palabra)	3 of 12
Basic Understanding (Entendimiento básico)	4 of 10
Analyzing and Evaluating (Análisis y evaluación)	5 of 15
TOTAL	12 of 37

STUDENT PORTAL (PÁGINA ELECTRÓNICA DE INFORMACIÓN DEL ESTUDIANTE)
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I Parent Resources (Recursos para padres)

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E

Confidential Student Label

Example shown: [Grade 2](#)

An adhesive **Confidential Student Label** is provided for each student for whom a TELPAS record was submitted. These labels should be placed on the individual student's permanent record.

A. Identification information

Identification information shown at the top of the label includes the student name, student identification number (as used for PEIMS), birth date, district number and name, campus number and name, administration year, and grade.

B. Language area

This column lists the four language areas assessed: listening, speaking, reading, and writing.

C. Test Information

When applicable, information about special administrations is provided. *P* indicates a paper administration, and *h* indicates a holistic rating.

D. Proficiency rating for each language area

This column indicates the English language proficiency rating the student received—beginning, intermediate, advanced, or advanced high—in each language area. In grades 2–12, the listening and speaking ratings come from the TELPAS listening and speaking assessment, and the reading proficiency rating comes from the TELPAS reading assessment. A holistic rating process is used to determine the proficiency ratings for the writing domain for all grades and for all domains in grades K–1. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

E. Composite rating

The composite results indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. For a small subset of ELs with disabilities who cannot be assessed in all four domains, students with results for at least two domains will receive a composite rating. Please note that this is only applicable to students who have an ARD decision to not be evaluated in one or two domains. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite rating.



CONFIDENTIAL

DATE OF TESTING: SEASON YYYY

G
R
A
D
E
02

STUDENT: LASTNAMEXXXXXXXXX FIRSTNAME M
STUDENT ID (PEIMS): 999999999
DISTRICT: 999-999 DISTRICT NAMEXX
CAMPUS: 999 CAMPUS NAMEXXXX

DOB: mm/dd/yy

A

B

C

D

E

LANGUAGE AREA	PROFICIENCY RATING	COMPOSITE RATING	
Listening	Advanced	2019 Rating:	Intermediate
Speaking	Intermediate	2018 Rating:	Intermediate
<i>p</i> Reading	Intermediate		
<i>p</i> Writing	Beginning		

p Paper Administration

Confidential Campus Roster—All Students

Example shown: [Grade 1](#), [Grade 11](#)

The **Confidential Campus Roster** is generated for each grade assessed at each campus and lists students for whom a TELPAS record was submitted. For each student, the report provides the proficiency rating by language area and a composite rating. The report also indicates each student's number of years of enrollment in U.S. schools as submitted by the student's school district. For grades 2–12, the TELPAS listening, speaking, and reading performance by proficiency level and reporting category is provided along with the student's corresponding scale scores. The information in this report can be useful for instructional planning.

A. Identification information

Identification information shown at the top left corner of the report includes the grade assessed, the district number and name, and the campus number and name. At the top right corner, the report date and date of testing are shown.

B. Student information

Students are identified by name and student identification number (as used for PEIMS).

C. Years in U.S. schools

(Grades 1–12)

This column indicates how many years the student has been enrolled in schools in the United States as submitted by the student's school district. For more information, see the document, "Instructions for Years in U.S. Schools Data Collection," located on [TEA's Student Assessment webpage](#).

D. English language proficiency ratings (K–12)

These columns indicate the English language proficiency rating the student received—beginning, intermediate, advanced, or advanced high—in each language area. In grades 2–12, the proficiency rating comes from the online listening and speaking and reading tests. Writing is holistically rated for grades 2–12. For grades K–1, all four languages areas are rated holistically. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency ratings.

Proficiency ratings are listed below.

- **BEG (BEGINNING)**

This rating indicates a beginning level of English language proficiency in the language area assessed.

- **INT (INTERMEDIATE)**

This rating indicates an intermediate level of English language proficiency in the language area assessed.

- **ADV (ADVANCED)**

This rating indicates an advanced level of English language proficiency in the language area assessed.

- **A H (ADVANCED HIGH)**

This rating indicates an advanced high level of English language proficiency in the language area assessed.

Possible messages are listed below.

- - - **NO RATING/INFORMATION AVAILABLE**

The student did not take the TELPAS listening and speaking or reading assessments, or information could not be determined because the appropriate language-area proficiency ratings were not available.

- EC EXTENUATING CIRCUMSTANCES**

The student could not be rated in specified domain(s) due to extenuating circumstances.

- O NOT SCORED - OTHER**

The student's TELPAS listening and speaking or reading record was coded "OTHER" ("Other Student Not To Be Scored" in the online system) for reasons such as illness during the assessment or administration irregularities.

- X NOT TESTED - ARD DECISION**

The student did not participate on the basis of the student's disability as determined by the admission, review, and dismissal (ARD) committee in conjunction with the LPAC and documented in the student's individualized education program (IEP).

E. Reporting Categories (2–12)

In Grades 2–12, columns under the listening, speaking, and reading language areas show the reporting categories for each area. Directly below each reporting category, the total number of points possible in that category is provided.

F. Scale Score (2–12)

In grades 2–12, students' scale score is shown in a column below the language-area head. The area of writing is rated holistically, so it will not include a scale score.

G. Composite rating

The composite rating indicates the student's overall level of English language proficiency and is determined from the student's listening, speaking, reading, and writing proficiency ratings. For a small subset of ELs with disabilities who cannot be assessed in all four domains, students with results for at least two domains will receive a composite rating. Please note that this is only applicable to students who have an ARD decision to not be evaluated in one or two domains. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite rating.

H. Test Information

Information about special administrations is provided in this column. *P* indicates a paper administration, and *h* indicates a holistic rating.



Grade 1

Texas English Language Proficiency Assessment System Confidential Campus Roster All Students

District: 999-999 DISTRICT NAMEXX
Campus: 999 SCHOOL NAMEXXXX

Report Date: MONTH YYYY
Date of Testing: SEASON YYYY

Table with columns: Student, Student ID (PEIMS), Years in U.S. Schools, Listening Rating, Speaking Rating, Reading Rating, Writing Rating, Composite Rating. Includes legend for proficiency changes and student data.

Grade 11

Texas English Language Proficiency Assessment System Confidential Campus Roster All Students



Report Date: MONTH YYYY Date of Testing: SEASON YYYY

District: 999-999 DISTRICT NAMEXXX Campus: 999 SCHOOL NAMEXXXX

Table with columns for Student, Years in U.S. Schools, Listening, Speaking, Reading, Writing, and Composite. Includes proficiency ratings and scores for each skill area.

Legend: BEG = Beginning, INT = Intermediate, ADV = Advanced, A/H = Advanced High, EC = Extenuating Circumstances, --- = No Rating/Information Available, AB = Absent, X = ARD Decision, O = Other

2019 Proficiency Compared to 2018: Increase in Proficiency (Green), No Change in Proficiency (Yellow), Decrease in Proficiency (Red)

TOTAL STUDENTS LISTED: 999

h Holistic rating administration for listening and speaking

p Paper administration for reading

Summary Report

Examples shown: [Grades K through 2](#), [Grade 6](#)

A **summary report** is provided for each grade assessed at each district and campus and contains information about every student for whom a TELPAS record was submitted. District-level summary reports are also provided for grade clusters K–2 and 3–12. These reports describe summary results of the performance of each demographic and program group assessed. The summary report is generated for the “All Students” aggregation only.

Page 1

This section describes summary results for each domain assessed.

A. Identification information

The top of this report contains identification information for the campus or district. The grade, date of testing, and report date are also indicated.

B. Demographic groups and program information

Demographic and program categories are listed on the left side of this section. Results for students with no demographic or program information coded are included in the “No Information Provided” categories.

C. Language area administration summary

This section shows the administration summary information for the four TELPAS language areas in which students are rated—listening, speaking, reading, and writing. Each section lists the number and percentage of students who were assessed or rated in the language area as well as the number and percentage of students who were not assessed or rated in the language area.

D. Number of students rated

The number of students rated is provided for each demographic and program category for each language area.

E. Percentage of students receiving each proficiency rating

These columns show the percentage of students receiving a proficiency rating of beginning, intermediate, advanced, and advanced high for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency levels.

Page 2

This section describes the summary results for the composite rating and the yearly progress.

F. Composite rating administration summary

The TELPAS composite rating administration summary indicates the number and percentage of students rated in all language areas, those who were not assessed due to an ARD decision, other students not rated, and the total number of documents submitted. Students are classified

as “Not Rated” if they do not have a rating in all four language areas because they were absent throughout the TELPAS assessment window or there were irregularities or extenuating circumstances.

G. Composite rating—Number of students rated

The number of students rated is provided for each demographic and program category.

H. Percentage of students receiving each proficiency rating

These columns show the percentage of students receiving a composite proficiency rating of Beginning, Intermediate, Advanced, and Advanced High for each demographic group. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS proficiency levels.

I. Average composite score

This column shows the average composite score for each demographic group. The composite results indicate the student’s overall level of English language proficiency and are determined from the student’s listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). For a small subset of ELs with disabilities who cannot be assessed in all four domains, students with results for at least two domains will receive a composite score. Please note that this is only applicable to students who have an ARD decision to not be evaluated in one or two domains. Refer to [Assessment Scores](#) in the Program Overview for additional information about the TELPAS composite score.

J. Process number

The process number found in the bottom-right corner of the report is a unique number, per administration, that is assigned to the report by the testing contractor.



Grades K through 2

Texas English Language Proficiency Assessment System Summary Report All Students

District: 999-999 DISTRICT NAMEXX

Report Date: MONTH YYYY Date of Testing: SEASON YYYY

Table with columns for Proficiency Levels (Listening, Speaking, Reading, Writing) and sub-columns for Number and Percent. Rows include student demographics (All Students, Male, Female, etc.), language acquisition (Limited English Proficient, Bilingual, etc.), and years in U.S. Schools.

* = Years in U.S. Schools calculations include students in grades 1 and 2 only. ... = No Data Reported For Fewer Than Five Students



Grades K through 2 Texas English Language Proficiency Assessment System Summary Report All Students

District: 999-999 DISTRICT NAMEXX

Report Date: MONTH YYYY Date of Testing: SEASON YYYY

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced ADV H = Advanced High

Table with columns for Proficiency Levels, Telpas Composite Rating (Number, Percent), Average Score, # of Matched Students, and Yearly Progress in Telpas Composite Rating+ (Students Who Progressed One, Two, Three, At Least One Level).

+ = Yearly progress calculations include students in grades 1 and 2 only * = Years in U.S. Schools calculations include students in grades 1 and 2 only



Grade 6

Texas English Language Proficiency Assessment System Summary Report All Students

Report Date: MONTH YYYY Date of Testing: SEASON YYYY

District: 999-999 DISTRICT NAMEXXX Campus: 999 SCHOOL NAMEXXXX

Proficiency Levels

- BEG = Beginning INT = Intermediate ADV = Advanced ADV H = Advanced High

Table with columns: Proficiency Level, Total Documents Submitted, Number of Students Receiving a Composite Rating, Average Score, Yearly Progress in TELPAS Composite Rating (One, Two, Three, At Least One level), and Students Who Progressed.

... = No Data Reported For Fewer Than Five Students

Individual Student Data File (Confidential)

The **Individual Student Data File** contains individual data records for each student for whom a TELPAS record was submitted. The student record includes identification and demographic data as well as proficiency ratings for each language area. For grades 2–12, reporting category-level data and proficiency-level data are included for students taking the TELPAS listening and speaking test and the reading test.

Additional Printed Copies of Reports

Additional printed copies for the following standard reports are available for a fee to districts. A district must submit a request through the Assessment Management System to receive the additional printed copies of reports. Refer to the “Standard Reports” section for examples of these reports.

- TELPAS Report Card (Confidential)
- Confidential Student Label