

## **APPENDIX 27**

# **DEVELOPMENT OF THE TELPAS COMPOSITE RATINGS AND COMPOSITE SCORES**



## **Development of the TELPAS Composite Ratings and Composite Scores**

In 2005, the TELPAS results were used in the Annual Measurable Achievement Objective (AMAO) accountability measures required by the No Child Left Behind Act of 2001 (NCLB) for limited English proficient (LEP) students.

To fully implement TELPAS in spring 2005, it was necessary to develop TELPAS composite ratings based on the performance of LEP students in the four language domains assessed—listening, speaking, reading, and writing. This activity was conducted by TEA and its testing contractors with input from nationally recognized technical experts and second language acquisition experts, a LEP student assessment focus group of Texas educators and administrators from the regional, district, and campus levels, and other Texas professional educators.

In order to develop composite ratings for TELPAS, it was necessary to consider the weight that each of the four language domains (listening, speaking, reading, and writing) should have in the composite rating. It was also important to adopt a weighting plan that would provide an appropriate transition from the former TELPAS system, which reported the reading domain only. A transition plan was particularly important because one of the AMAO indicators evaluates yearly progress, that is, the extent to which students made progress from 2004 (based on the domain of reading) to 2005 (based on a composite rating derived from all four domains). An additional change from the old to new TELPAS reporting system was that the advanced high reading proficiency ratings was reported using RPTE rather than TAKS, which was used in previous TELPAS reporting.

Based on the recommendation of the focus group that has served to assist the Texas Education Agency (TEA) in implementing the NCLB assessment requirements for English language learners, the composite rating weighting formulas on the following page were approved for the 2005 and 2006 TELPAS assessments. After 2006, the weight of listening, speaking, and writing will be increased, although reading will continue to have the most weight, followed by writing. The weighting formulas that will be used after 2006 will be determined at a later date.

## How TELPAS Composite Ratings and Composite Scores Are Generated

Based on the recommendation of a focus group that assists TEA in implementing the NCLB assessment requirements for English language learners, the composite rating weighting formulas below have been established for the 2005 and 2006 TELPAS assessments. After 2006, the weight of listening, speaking, and writing will be increased, although reading will continue to have the most weight, followed by writing.

### Weights of the Language Domains in TELPAS Composite Ratings

Year	Listening	Speaking	Reading	Writing
2004 TELPAS*	--	--	100%	--
2005 TELPAS	5%	5%	80%	10%
2006 TELPAS	5%	5%	75%	15%
Beyond 2006	To Be Determined			

\*TELPAS reporting in 2004 included performance in Grades 3–12 only, and the ratings were derived from RPTE (beginning, intermediate, and advanced) and TAKS reading (advanced high).

The domain weights are used to generate composite scores and composite ratings.

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

Each domain rating 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 appropriate weight and then summed to obtain the TELPAS composite score. The spring 2005 TELPAS composite score was obtained as follows:

$$(3 \times .05) + (3 \times .05) + (3 \times .80) + (2 \times .1) = 2.9$$

TELPAS composite scores are converted to TELPAS composite ratings according to the values in the table below. This student's composite score of 2.9 results in a composite rating of Advanced.

TELPAS Composite Score Conversion Table

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

The annual publication titled *Interpreting Assessment Reports* contains additional detailed information to help teachers and administrators interpret TELPAS reports. This publication may be accessed from the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment>.