

Information Only

April 29, 2005

TO THE SUPERINTENDENT ADDRESSED:

SUBJECT: 2005 Texas English Language Proficiency Assessment System (TELPAS) Results

The purpose of this letter is to provide information that will help your district interpret its Texas English Language Proficiency Assessment System (TELPAS) results, which will arrive in districts by May 6, 2005.

The spring 2005 TELPAS reports integrate the results of the Reading Proficiency Tests in English (RPTE) and Texas Observation Protocols (TOP) into a single set of reports. Separate RPTE reports will not be produced. In addition, new TELPAS brochures called *Understanding the Confidential Student Report – A Guide for Parents* will be provided for each student so that a brochure can be sent home to parents with the Confidential Student Report (CSR). Each brochure provides all explanations in both English and Spanish.

Beginning this year the TELPAS results will be 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. The RPTE results will also be used in NCLB Adequate Yearly Progress (AYP) measures for recent immigrant LEP students who are exempt from other state reading assessments.

To fully implement TELPAS this spring, it was necessary to (1) establish an advanced high proficiency level for RPTE and (2) develop TELPAS composite ratings based on the performance of LEP students in the four language domains assessed – listening, speaking, reading, and writing. These activities were conducted by the agency 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.

Advanced High RPTE Proficiency Level

The scale scores necessary to attain the new advanced high proficiency ratings for RPTE are shown on the TELPAS Confidential Student Reports. This information is also provided on the Raw Score Conversion Tables for RPTE, which can be accessed from the A to Z Directory of the Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment>.

TELPAS Composite Ratings

TELPAS *composite* ratings, not the individual language domain ratings, will be used in determining whether Title III-funded local education agencies (LEAs) and the state meet the federally required AMAOs for progress and attainment (AMAOs 1 and 2) related to English

language proficiency. For more information about the AMAOs, please refer to the letter dated January 28, 2005, which can be accessed from the Letters to Districts menu option of the Student Assessment Division website.

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 is particularly important because AMAO 1 will evaluate 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 is that the new advanced high reading proficiency ratings will be 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 enclosed page will be used 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.

It is important for your district to be aware of the plan to gradually increase the weights in the listening, speaking, and writing domains, which are assessed through the Texas Observation Protocols. Ensuring that students receive the instruction they need to make progress in all language domains will greatly support the English acquisition and academic achievement of our state's more than 600,000 LEP students.

The TEA Division of NCLB Program Coordination is preparing a letter that describes in more detail the AMAO data and official TEA notification that Title III-funded LEAs will receive in the coming months relative to AMAO accountability.

If you have questions about this information, please address them to the following areas of TEA:

- TELPAS results and AMAO performance targets, Student Assessment, (512) 463-9536, studenta@tea.state.tx.us
- AMAO requirements and consequences, NCLB Program Coordination, (512) 936-6290, nclb@tea.state.tx.us
- Instruction of LEP students, Bilingual Education/ESL, (512) 475-3555, curric@tea.state.tx.us
- AMAO data, Performance-Based Monitoring, (512) 936-6426, pbm@tea.state.tx.us

Sincerely,

Susan Barnes
Associate Commissioner for Standards and Programs

cc ESC and district testing coordinators and bilingual/ESL coordinators

2005 TELPAS Composite Ratings and Composite Scores

Based on the recommendation of the focus group that has served to assist TEA in implementing the NCLB assessment requirements for English language learners, the composite rating weighting formulas below will be used 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
2003 and 2004*	--	--	100%	--
2005	5%	5%	80%	10%
2006	5%	5%	75%	15%
Beyond 2006	To Be Determined			

*TELPAS reporting in 2003 and 2004 included performance in Grades 3–12 only.

The weighting formula is 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: $(3 \times .05) + (3 \times .05) + (3 \times .80) + (2 \times .1) = 2.9$

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 that will help teachers and administrators interpret the new TELPAS reports. This publication may be accessed from the TEA Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment>. Printed copies of this publication will arrive in districts by May 6, 2005.

Questions about this information should be directed to the TEA Student Assessment Division at (512) 463-9536.