Texas English Language Proficiency Assessment System (TELPAS)

Program Overview

See Table 1. 2010—Subjects and Grades Tested in TAKS, TELPAS, and End-of-Course Assessments for a list of subjects and grades available for the TELPAS tests.

TELPAS fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: assesses listening, speaking, reading, 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 ELLs, including ELLs who do not participate in a bilingual or English as a second language (ESL) program because of parent denial.

Test Scores

The K–12 TELPAS assessment consists of multiple-choice reading tests at grades 2–12 and holistically rated assessments of listening, speaking, writing, and grades K–1 reading. These assessments are not designed to measure mastery of content with a pass or fail score as learning academic content in a second language takes time. This is one of the main differences between TELPAS and TAKS.

TELPAS test results provide a measure of progress, indicating annually where each ELL 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 ELLs are making steady annual growth as they learn to listen, speak, read, and write in English.

The following gives a brief description of the grades 2–12 TELPAS reading scores and proficiency ratings for all language areas assessed. For more detailed technical information about test scores, refer to the *2008–2009 Technical Digest*, available on TEA's Student Assessment Division website.

TELPAS READING RAW SCORE

(Grades 2–12)

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

TELPAS READING VERTICAL SCALE SCORE

(Grades 2–12)

The TELPAS reading vertical scale score is a statistic that can be used for evaluating a student's annual growth and pinpointing how high or low a student performs within a proficiency rating. This score allows a comparison of scores by accounting for differences in the difficulty of the test form used for each administration. Scores range from approximately 270 to 975 and are divided into four English language proficiency ratings, described below. Scale scores from the Reading Proficiency Tests in English (RPTE) and TELPAS reading tests should not be compared.

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 four language-area ratings into one overall English language proficiency rating. The following gives a brief description of the abilities associated with each rating of proficiency.

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 comprehend what they are learning. Socially, these students are able to communicate simply about familiar topics and are generally able to understand conversations but may 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, though they may 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 ELLs.

Advanced—Students who receive this rating are able to 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 rating 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 may 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.

COMPREHENSION SCORE

NCLB requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading

proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "No Score Available" will be present.

COMPOSITE SCORE AND RATING

To fulfill the NCLB reporting requirements, a composite language proficiency score and rating are calculated. The proficiency rating for each of the four domains is converted to a domain score from 1 (Beginning) to 4 (Advanced High).The domain scores are weighted and added together for one composite score. The composite score can then be converted to a composite rating.

For example, the spring 2010 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 four 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 appropriate weight and then summed to obtain the TELPAS composite score. The domain weights for 2010 are listed below.

Listening—0.05

Speaking—0.05

Reading—0.75

Writing—0.15

Thus, the spring 2010 TELPAS composite score was obtained as follows:

$(3 \times .05) + (3 \times .05) + (3 \times .75) + (2 \times .15) = 2.85$

This student's composite score of 2.85 results in a composite rating of Advanced. TELPAS composite scores are converted to TELPAS composite ratings according to the following values:

1.0–1.5: Beginning

1.6–2.5: Intermediate

2.6–3.5: Advanced

3.6–4.0: Advanced High

Report Formats

Standard and optional reports are provided for the TELPAS tests. Standard reports are provided automatically to districts. To receive optional reports, a district must have completed the Optional Reports Order Form. Generally, districts are required to pay a nominal fee for each optional report requested.

Reports that include "confidential" in the title contain student-level results. All other reports present test results in an aggregated format. More information about the confidentiality of students' test results is contained in Appendix A.

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 may not correspond to real values.

Resources

See Appendix C 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 (see Appendix A). Districts receive the following standard reports for TELPAS:

Confidential Student Report	4.7
Confidential Student Label	4.11
Confidential Campus Roster—All Students	4.13
Summary Report	4.18

Confidential Student Report

Examples shown: Grade 1, Grade 3

A separate **Confidential Student Report (CSR)** is provided for each ELL for whom a TELPAS online record or answer document 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 may be used to meet state and federal requirements for reporting test results to students and parents.

Note: Reading is assessed with a multiple-choice test for grades 2–12. The student took an online administration of the reading test unless "**Paper Administration**" appears beneath the shaded bar in the "TELPAS Reading Results" section. 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 Student Assessment Division website.

A. Identification information

The top of the CSR contains identification information, both for the student (name, identification number, etc.) and the school (class group, 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. Language area

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

C. 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 reading proficiency rating comes from the TELPAS reading test. A holistic rating process is used to determine the proficiency ratings for the domains of listening, speaking, writing, and grades K–1 reading. See Test Scores in the Program Overview for additional information about the TELPAS proficiency ratings.

D. Comprehension score

NCLB requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "No Score Available" will be present.

E. Composite score and 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. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results; otherwise, "No Score Available" will be shown in place of the rating and score. The student's 2009 TELPAS composite rating (if available) is

indicated on the report for comparison. See Test Scores in the Program Overview for additional information about the TELPAS composite score and rating.

F. Document number and print number

The document number found in the bottom left corner of the report is a unique number per administration that is assigned to the student's record by the contractor. Refer to this number if questions arise about the student's results. The print number in the bottom right corner of the report is a print series number used in sequencing the reports as they are printed.

TELPAS READING RESULTS

TELPAS reading is assessed with a multiple-choice test for grades 2–12. This section describes the results of this test. This section is not applicable to CSRs for grades K–1.

G. Proficiency level of items on TELPAS reading test

(Grades 2–12)

This column shows the proficiency levels—Beginning, Intermediate, Advanced, or Advanced High—into which TELPAS reading selections and test questions are divided.

H. Items correct/tested and total items

(Grades 2–12)

This column shows the number of TELPAS reading test items answered correctly for each proficiency level, followed by the total number of items tested at each proficiency level. The bottom line shows the total number of items answered correctly on the test (the raw score) followed by the total number of items tested.

I. Reading scale score

(Grades 2–12)

The student's TELPAS reading scale score corresponds to the raw score. The scale score ranges for each proficiency rating are provided on each student's report. The scale score is more fully described in the Program Overview for TELPAS in this guide. The 2009 TELPAS reading scale score (if available) is indicated on the report for comparison purposes. Students who first enter U.S. schools in the second semester of the school year and are designated by the language proficiency assessment committee (LPAC) as reading virtually no English do not test but are assigned the minimum TELPAS reading scale score. See Test Scores in the Program Overview for additional information about the TELPAS reading scale score.

J. Proficiency rating for reading

(Grades 2–12)

This section indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in reading, based upon the range in which the student's TELPAS reading score falls. Both the rating for Spring 2010 and the rating for Spring 2009 (if available) are shown. Students who first enter U.S. schools in the second semester of the school year and are designated by the LPAC as reading virtually no English do not test but are assigned a proficiency rating of Beginning. This is noted on the report with a "#" and the message "Not Tested - Second Semester Immigrant Non-English Reader." See Test Scores in the Program Overview for additional information about the TELPAS proficiency ratings.

TELPAS
Texas English Language Proficiency Assessment System

Texas English Language Proficiency Assessment System

(Sistema de Texas para Evaluar el Dominio del Idioma Inglés)

Grade: 1
(Grado)

Confidential Student Report
(Informe Confidencial del Estudiante)

Name: FIRSTNAME LASTNAME
(Nombre)

Date of Birth: 12/12/02
(Fecha de nacimiento)

Student ID (PEIMS): *****6789
(Número de identificación del estudiante)

A

Report Date: MAY 2010
(Fecha del informe)

Date of Testing: SPRING 2010
(Fecha de evaluación)

District: 999-999 EXAMPLE ISD
(Distrito)

Campus: 101 EXAMPLE EL
(Escuela)

Local Student ID: 987654321
(Código de identificación local del estudiante)

Class Group: CLASSID NAME
(Responsable del grupo)

A

B C

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Intermediate (Intermedio)
Speaking (Habilidad para hablar)	Intermediate (Intermedio)
Reading (Habilidad para leer)	Intermediate (Intermedio)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score (Comprensión) . . . . . 2.0 D

TELPAS Composite Score (Calificación global en TELPAS) . . . . . 2.0 E

TELPAS Composite Rating (Nivel de dominio global en TELPAS)

SPRING 2009	Beginning (Principiante)
SPRING 2010	Intermediate (Intermedio)

F F

Document # 2600-00017

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

Print # 1-00008-002

TELPAS
Texas English Language Proficiency Assessment System

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

Confidential Student Report
(Informe Confidencial del Estudiante)

Grade: 3 (Grado)

Name: FIRSTNAME LASTNAME (Nombre)

Date of Birth: 12/12/00 (Fecha de nacimiento)

Student ID (PEIMS): *****6789 (Número de identificación del estudiante)

Report Date: MAY 2010 (Fecha del informe)

Date of Testing: SPRING 2010 (Fecha de evaluación)

District: 999-999 EXAMPLE ISD (Distrito)

Campus: 101 EXAMPLE EL (Escuela)

Local Student ID: 987654321 (Código de identificación local del estudiante)

Class Group: CLASSID NAME (Responsable del grupo)

TELPAS Reading Results
(Resultados de la prueba de lectura de TELPAS)

PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)
Beginning (Principiante)	10/11
Intermediate (Intermedio)	13/16
Advanced (Avanzado)	8/16
Advanced High (Avanzado superior)	4/15
Total Items (Total de preguntas)	35/58

Reading Scale Score * (Calificación a escala de lectura)	
SPRING 2009	592
SPRING 2010	643

* The scale score ranges for each reading proficiency rating in 2009 are:
(Los rangos de las calificaciones a escala en 2009 para cada nivel de dominio de lectura son)

596 and below	Beginning	596 ó menos	Principiante
597-647	Intermediate	597-647	Intermedio
648-698	Advanced	648-698	Avanzado
699 and above	Advanced High	699 ó más	Avanzado superior

Reading Proficiency Rating (Nivel de dominio en lectura)	
SPRING 2009	Beginning (Principiante)
SPRING 2010	Intermediate (Intermedio)

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Intermediate (Intermedio)
Speaking (Habilidad para hablar)	Intermediate (Intermedio)
Reading (Habilidad para leer)	Intermediate (Intermedio)
Writing (Habilidad para escribir)	Intermediate (Intermedio)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score (Comprensión)	2.0
TELPAS Composite Score (Calificación global en TELPAS)	2.0

TELPAS Composite Rating (Nivel de dominio global en TELPAS)	
SPRING 2009	Beginning (Principiante)
SPRING 2010	Intermediate (Intermedio)

Document # 2003-00004

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

Print # 1-00010-001

Confidential Student Label

Example shown: K–12

An adhesive **Confidential Student Label** is provided for each TELPAS examinee for whom an online record or answer document 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, and grade.

B. Language area

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

C. Proficiency rating for each language area

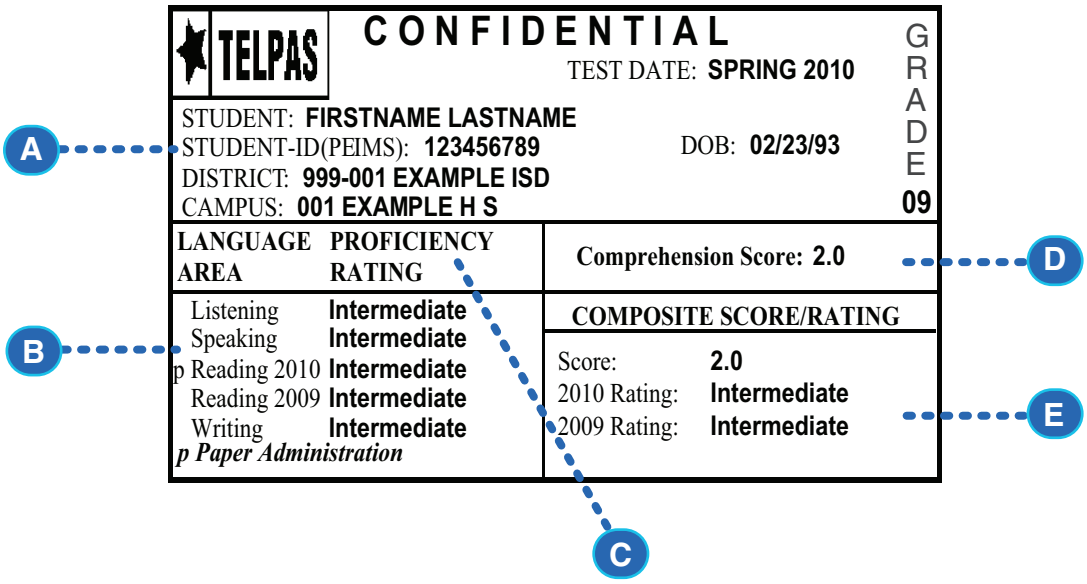
This column indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each language area. In grades 2–12, the reading proficiency rating comes from the TELPAS reading test. A holistic rating process is used to determine the proficiency ratings for the domains of listening, speaking, writing, and grades K–1 reading. See Test Scores in the Program Overview for additional information about the TELPAS proficiency ratings.

D. Comprehension score

NCLB requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "---" will be present.

E. Composite score and 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. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results; otherwise, '---' will be shown in place of the score and "No Rating Available" will be shown in place of the rating. The student's 2009 TELPAS composite rating (if available) is indicated on the report for comparison. See Test Scores in the Program Overview for additional information about the TELPAS composite score and rating.


TELPAS
CONFIDENTIAL
TEST DATE: SPRING 2010
GRADE
09
STUDENT: FIRSTNAME LASTNAME
STUDENT-ID(PEIMS): 123456789
DOB: 02/23/93
DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S
LANGUAGE AREA
PROFICIENCY RATING
Listening Intermediate
Speaking Intermediate
p Reading 2010 Intermediate
Reading 2009 Intermediate
Writing Intermediate
p Paper Administration
Comprehension Score: 2.0
COMPOSITE SCORE/RATING
Score: 2.0
2010 Rating: Intermediate
2009 Rating: Intermediate
A
B
C
D
E

Confidential Campus Roster—All Students

Example shown: K–1, 2–12

The **Confidential Campus Roster** is generated for each grade tested at each campus and lists students for whom a TELPAS online record or answer document was submitted. For each student, the report provides the proficiency rating by language area, a comprehension score, and a composite score and 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, TELPAS reading performance by proficiency level and objective is provided along with the student's corresponding TELPAS reading scale score. The information in this report may be useful for instructional planning.

A. Identification information

Identification information shown at the top left corner of the report includes the grade tested, 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.

D. Proficiency Ratings (K–1) and Holistic Ratings (2–12)

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 reading proficiency rating comes from the TELPAS reading test and is listed in the Reading section. A holistic rating process is used to determine the proficiency ratings for the domains of listening, speaking, writing, and grades K–1 reading and are listed in the Proficiency Ratings section (K–1) or the Holistic Ratings section (2–12). See Test Scores in the Program Overview for additional information about the TELPAS proficiency ratings.

Proficiency ratings are listed below.

- **BEG or BEGINNING**
  This rating indicates a beginning level of English language proficiency in the language area assessed.
- **INT or INTERMEDIATE**
  This rating indicates an intermediate level of English language proficiency in the language area assessed.
- **ADV or ADVANCED**
  This rating indicates an advanced level of English language proficiency in the language area assessed.

- **A H or ADVANCED HIGH**
  This rating indicates an advanced high level of English language proficiency in the language area assessed.

Possible messages are listed below. Changes in policy may result in different messages

- - - **NO RATING / INFORMATION AVAILABLE**
The student did not take the TELPAS reading test, or comprehension and composite information could not be determined because the appropriate language-area proficiency ratings were not available.

AB **NOT TESTED—ABSENT**
The student was absent during the TELPAS reading test.

EC **EXTENUATING CIRCUMSTANCES**
The student could not be rated due to extenuating circumstances.

O **NOT SCORED—OTHER**
The student's TELPAS reading answer document was coded "OTHER" for reasons such as illness during testing or test administration irregularities.

X **NOT TESTED—ARD DECISION**
The student did not participate on the basis of special education needs 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. Comprehension score

NCLB requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "---" will be present.

F. Composite score and 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. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results; otherwise, '---' will be shown in place of the rating and score. The student's 2009 TELPAS composite rating (if available) is indicated on the report for comparison. See Test Scores in the Program Overview for additional information about the TELPAS composite score and rating.

TELPAS READING TEST

The TELPAS reading test is assessed with a multiple-choice test for grades 2–12. This section describes the results of this test. This section is not applicable to rosters for grades K–1.

G. Performance by proficiency level and objective

(Grades 2–12)

These columns show the proficiency levels—Beginning, Intermediate, Advanced, or Advanced High—into which TELPAS reading selections and test questions are divided.

H. Reading objective-level results
(Grades 2–12)

The total number of items tested for the objective and the number of items correct for each student are found below the objective heading.

In place of objective-level data, a variety of report comments may appear, indicating the student's performance status or scoring information. Possible messages are listed below. Changes in policy may result in different messages.

- **NOT SCORED**
  The student's TELPAS reading answer document was coded "OTHER" for reasons such as illness during testing or test administration irregularities.
- **NOT TESTED-AB**
  The student was absent during the TELPAS reading test.
- **NOT TESTED-X**
  The student did not participate on the basis of special education needs as determined by the ARD committee in conjunction with the LPAC and documented in the student's IEP.

I. Reading scale score
(Grades 2–12)

The student's TELPAS reading scale score corresponds to the raw score. The 2009 TELPAS reading scale score (if available) is indicated on the report for comparison purposes. See Test Scores in the Program Overview for additional information about the TELPAS reading scale score.

J. Reading Rating
(Grades 2–12)

This section indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in reading, based upon the range in which the student's TELPAS reading score falls. Both the rating for Spring 2010 and the rating for Spring 2009 (if available) are shown. See Test Scores in the Program Overview for additional information about the TELPAS proficiency ratings.

K. Additional information
Additional information about the student is noted here. Notations are listed below.

p **Indicates a paper administration.**

+ Indicates a history file updated is needed.

 # Indicates a second semester immigrant non-English reader assigned a proficiency rating of beginning and a scale score corresponding to a scale score of zero.

TELPAS
Texas English Language Proficiency Assessment System

Grade 1

Texas English Language Proficiency Assessment System

Confidential Campus Roster
All Students

DISTRICT: 999-999 EXAMPLE ISD
CAMPUS: 101 EXAMPLE EL

REPORT DATE: MAY 2010
DATE OF TESTING: SPRING 2010

Legend

X = ARD DECISION
EC = EXTENUATING CIRCUMSTANCES
--- = NO RATING/INFORMATION AVAILABLE

	Student		Student-ID (PEIMS)	Years in U.S. Schools*	Proficiency Ratings: LISTENING RATING	SPEAKING RATING	READING RATING	WRITING RATING	Comprehension and Composite: COMPREHENSION SCORE (Based on Listening and Reading Ratings)	COMPOSITE SCORE	2010 COMPOSITE RATING	2009 COMPOSITE RATING
	LASTNAMEA	FIRSTNAMEA	111111111	1S	X	X	BEGINNING	BEGINNING	---	---	---	---
	LASTNAMEB	FIRSTNAMEB	222222222	1S	X	EC	INTERMEDIATE	INTERMEDIATE	---	---	---	---
	LASTNAMEC	FIRSTNAMEC	333333333	1S	ADVANCED	INTERMEDIATE	ADVANCED	---	3.0	---	---	INTERMEDIATE
+	LASTNAMED	FIRSTNAMED	444444444	---	ADVANCED HIGH	BEGINNING	ADVANCED HIGH	ADVANCED HIGH	4.0	3.9	ADVANCED HIGH	ADVANCED
	LASTNAMEE	FIRSTNAMEE	555555555	1S	---	---	---	ADVANCED	---	---	---	ADVANCED HIGH
	LASTNAMEF	FIRSTNAMEF	666666666	1F	BEGINNING	ADVANCED HIGH	BEGINNING	INTERMEDIATE	1.0	1.3	BEGINNING	BEGINNING
	LASTNAMEG	FIRSTNAMEG	777777777	1F	INTERMEDIATE	ADVANCED	INTERMEDIATE	BEGINNING	2.0	1.9	INTERMEDIATE	INTERMEDIATE
	LASTNAMEH	FIRSTNAMEH	888888888	1F	ADVANCED	INTERMEDIATE	ADVANCED	---	3.0	---	---	ADVANCED
	LASTNAMEI	FIRSTNAMEI	999999999	1F	ADVANCED HIGH	BEGINNING	ADVANCED HIGH	ADVANCED HIGH	4.0	3.9	ADVANCED HIGH	ADVANCED HIGH

* 1F = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **FIRST** SEMESTER (FALL) OF 2009-2010 SCHOOL YEAR
1S = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **SECOND** SEMESTER (SPRING) OF 2009-2010 SCHOOL YEAR

\+ TELPAS HISTORY FILE UPDATE IS NEEDED

TELPAS
Texas English Language Proficiency Assessment System

Grade 10

Texas English Language Proficiency Assessment System

Confidential Campus Roster

All Students

DISTRICT: 999-999 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S

REPORT DATE: MAY 2010
DATE OF TESTING: SPRING 2010

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

	Student		Student-ID (PEIMS)	Years in U.S. Schools*	Reading: PERFORMANCE BY PROFICIENCY LEVEL AND OBJECTIVE — BEGINNING 1 Word Meaning	BEGINNING 2-3 Basic Understanding/ Analyzing and Evaluating	INTERMEDIATE 1 Word Meaning	INTERMEDIATE 2 Basic Understanding	INTERMEDIATE 3 Analyzing and Evaluating	ADVANCED 1 Word Meaning	ADVANCED 2 Basic Understanding	ADVANCED 3 Analyzing and Evaluating	ADVANCED HIGH 1 Word Meaning	ADVANCED HIGH 2 Basic Understanding	ADVANCED HIGH 3 Analyzing and Evaluating	2010 SCALE SCORE	2010 READING RATING	2009 SCALE SCORE	2009 READING RATING	Holistic Ratings: LISTENING RATING	SPEAKING RATING	WRITING RATING	Comprehension and Composite: COMPREHENSION SCORE (Based on Listening and Reading Ratings)	COMPOSITE SCORE	2010 COMPOSITE RATING	2009 COMPOSITE RATING
					Number of Items Tested in Each Objective																					
					4	6	6	6	4	7	5	6	7	6	7											
					Items Correct																					
p	LASTNAMEA	FIRSTNAMEA	111111111	2	4	4	4	5	3	3	5	1	1	1	0	668	INT	668	INT	INT	INT	INT	2.0	2.0	INT	INT
	LASTNAMEB	FIRSTNAMEB	222222222	5+	NOT TESTED-X		---	---	---	---	---	---	---	---	---	---	X	---	---	X	X	X	---	---	---	---
	LASTNAMEC	FIRSTNAMEC	333333333	5+	3	5	6	5	3	4	3	5	5	3	4	736	ADV	736	ADV	ADV	ADV	ADV	3.0	3.0	ADV	ADV
	LASTNAMED	FIRSTNAMED	444444444	1F	2	6	2	1	1	2	4	0	1	2	1	624	BEG	624	BEG	BEG	BEG	BEG	1.0	1.0	BEG	BEG
p	LASTNAMEE	FIRSTNAMEE	555555555	4	4	6	4	6	4	7	3	6	7	6	7	836	A H	836	A H	A H	A H	A H	4.0	4.0	A H	A H
+	LASTNAMEF	FIRSTNAMEF	666666666	5+	NOT SCORED		---	---	---	---	---	---	---	---	---	---	O	---	---	EC	EC	EC	---	---	---	---
	LASTNAMEG	FIRSTNAMEG	777777777	3	NOT TESTED-AB		---	---	---	---	---	---	---	---	---	---	AB	---	---	A H	EC	ADV	---	---	---	---
	LASTNAMEH	FIRSTNAMEH	888888888	3	NOT TESTED-X		---	---	---	---	---	---	---	---	---	---	X	---	---	BEG	X	X	---	---	---	---
	LASTNAMEI	FIRSTNAMEI	999999999	1S	0	0	0	0	0	0	0	0	0	0	0	354	BEG#	---	---	BEG	BEG	BEG	---	---	---	---

TOTAL STUDENTS LISTED: 9

* 1F = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **FIRST** SEMESTER (FALL) OF 2009-2010 SCHOOL YEAR
1S = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **SECOND** SEMESTER (SPRING) OF 2009-2010 SCHOOL YEAR
\+ TELPAS HISTORY FILE UPDATE IS NEEDED
p INDICATES PAPER VERSION OF TEST
\# 2nd SEMESTER IMMIGRANT NON-ENGLISH READER ASSIGNED A PROFICIENCY RATING OF BEGINNING AND A SCALE SCORE CORRESPONDING TO A RAW SCORE OF ZERO

Summary Report

Examples shown: Grade 10, pg. 1; Grade 10, pg. 2

A **summary report** is provided for each grade tested at each district and campus and contains information about every student for whom a TELPAS online record or answer document 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 tested. The summary report is generated for the "All Students" aggregation only. Separate summary reports for "All Students Not in Special Education" and "Special Education Students" are not provided.

PAGE 1

This section describes summary results for each domain tested.

A. Identification information

The top of this report contains identification information for the campus or district. The grade, date of testing and the 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. In the district summary report for the grades 3–12 cluster, students in grades 3–6 are included in the "No Information Provided" category within the "Career/Technical Education" row since this demographic category applies only to grades 7–12.

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 tested or rated in the language area as well as the number and percentage of students who were not tested or rated in the language area. Students classified as "Second Semester Immigrant Non-English Readers" are noted in the reading column, included in the "Number of Students Rated," and given a Beginning TELPAS reading proficiency rating.

D. Number of students rated

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

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. See Test Scores in the Program Overview for additional information about the TELPAS proficiency levels.

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

F. Comprehension score administration summary

The TELPAS comprehension score administration summary indicates the number and percentage of students rated in listening and reading, those who did not test 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 listening and reading.

G. Comprehension score—Number of students rated

The number of students rated in listening and reading is provided for each demographic group.

H. Average comprehension score

This column shows the average comprehension score in reading and listening for each demographic group. NCLB requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score. If either the listening or reading ratings are not available, "---" will be present.

I. Composite rating administration summary

The TELPAS composite rating administration summary indicates the number and percentage of students rated in all language areas, those who did not test 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 for the TELPAS reading test, did not test due to an ARD decision, or had testing irregularities or extenuating circumstances.

J. Composite rating—Number of students rated

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

K. 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. See Test Scores in the Program Overview for additional information about the TELPAS proficiency levels.

L. 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). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results. See Test Scores in the Program Overview for additional information about the TELPAS composite score.

M. Number of matched students

To be included in the yearly progress section, the student's identification information (name, PEIMS ID, and date of birth) in 2009 and 2010 had to match and the student had to have a TELPAS proficiency rating in both years. This sample report shows that 62 students had a TELPAS composite proficiency rating in 2010. Of these students, 53 also had a TELPAS composite rating in 2009. The students rated in 2010 who

are not included in the yearly progress section could be, for example, students not enrolled in a Texas school in 2009, students whose identification information did not match from 2009 to 2010, or students reported as "Not Rated" in 2009.

N. Yearly progress in TELPAS composite rating

(Grades 1–12)

This section of the report displays the number and percentage of students who progressed by one or more proficiency levels from 2009 to 2010. Columns showing one, two, and three proficiency levels of progress are included. Students who achieved a composite rating of Advanced High in 2009 and 2010 are included in the "Students Who Progressed One Proficiency Level from 2009 to 2010" column. The column on the far right combines the data from the previous columns to show the number and percentage of students who made progress of at least one proficiency level. For example, in the sample report provided, of the 53 matched students who received a TELPAS composite rating in both years —

- 32 students (60 percent) progressed by one proficiency level
- 2 students (4 percent) progressed by two proficiency levels
- 0 students (0 percent) progressed by three proficiency levels

In all, 34 of the 53 students (64%) progressed by at least one proficiency level from 2009 to 2010. Yearly progress results are not applicable to kindergarten since each student must have two years of ratings to show yearly progress.

TELPAS
Texas English Language Proficiency Assessment System

Grade 10

Texas English Language Proficiency Assessment System
Summary Report
All Students

District: 999-999 EXAMPLE ISD
Campus: 001 EXAMPLE H S

A

A

Report Date: MAY 2010
Test Date: SPRING 2010

C

	Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Students Rated	62	98	62	98	62	98	62	98
Not Rated: EC	0	0	0	0	Students Absent 0	0	0	0
Not Rated: ARD Decision	1	2	1	2	Not Rated: ARD Decision 1	2	1	2
Other Students Not Rated	0	0	0	0	Other Students Not Rated 0	0	0	0
					2nd Sem Imm Non-Eng Readers*. 0	0		
Total Documents Submitted	63	100	63	100	63	100	63	100

D

E

"---" = No Data Reported For Fewer Than Five Students

	Listening					Speaking					Reading					Writing				
	Number of Students Rated	Percent of Students at Each Rating				Number of Students Rated	Percent of Students at Each Rating				Number of Students Rated	Percent of Students at Each Rating				Number of Students Rated	Percent of Students at Each Rating			
		Beginning	Intermediate	Advanced	Advanced High		Beginning	Intermediate	Advanced	Advanced High		Beginning	Intermediate	Advanced	Advanced High		Beginning	Intermediate	Advanced	Advanced High
All Students	62	2	11	44	44	62	3	23	40	34	62	5	10	26	60	62	3	23	56	18
Male	29	3	10	38	48	29	3	17	45	34	29	3	10	24	62	29	0	38	38	24
Female	33	0	12	48	39	33	3	27	36	33	33	6	9	27	58	33	6	9	73	12
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
African American	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Hispanic	57	2	11	44	44	57	4	23	42	32	57	4	11	28	58	57	2	23	60	16
White	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically *Yes*	54	0	7	50	43	54	0	22	43	35	54	4	7	26	63	54	4	20	61	15
Disadvantaged *No*	8	13	38	0	50	8	25	25	25	25	8	13	25	25	38	8	0	38	25	38
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A *Participants*	62	2	11	44	44	62	3	23	40	34	62	5	10	26	60	62	3	23	56	18
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	62	2	11	44	44	62	3	23	40	34	62	5	10	26	60	62	3	23	56	18
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	62	2	11	44	44	62	3	23	40	34	62	5	10	26	60	62	3	23	56	18
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL *Participants*	50	2	10	44	44	50	4	24	42	30	50	6	8	28	58	50	2	22	62	14
Nonparticipants	12	0	17	42	42	12	0	17	33	50	12	0	17	17	67	12	8	25	33	33
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education *Yes*	7	0	29	43	29	7	0	29	43	29	7	0	29	29	43	7	14	43	29	14
No	55	2	9	44	45	55	4	22	40	35	55	5	7	25	62	55	2	20	60	18
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented *Participants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Nonparticipants	61	2	11	44	43	61	3	23	41	33	61	5	10	26	59	61	3	23	56	18
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk *Yes*	62	2	11	44	44	62	3	23	40	34	62	5	10	26	60	62	3	23	56	18
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Career/Technical *Participants*	23	4	9	39	48	23	9	13	39	39	23	9	13	9	70	23	4	30	39	26
Education *Nonparticipants*	39	0	13	46	41	39	0	28	41	31	39	3	8	36	54	39	3	18	67	13
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in *2nd Sem. Immigrants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
U.S. *1st Sem. Immigrants*	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Schools *Two*	8	0	13	50	38	8	0	25	50	25	8	0	13	25	63	8	0	25	50	25
Three	9	0	11	44	44	9	0	33	44	22	9	11	0	33	56	9	11	11	56	22
Four	10	10	20	30	40	10	20	30	20	30	10	20	20	10	50	10	0	30	70	0
Five or More	34	0	9	47	44	34	0	18	44	38	34	0	9	29	62	34	3	24	53	21
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

B

* Included in the Number of Students Rated

TELPAS
Texas English Language Proficiency Assessment System

Grade 10

Texas English Language Proficiency Assessment System

Summary Report
All Students

District: 999-999 EXAMPLE ISD
Campus: 001 EXAMPLE H S

Report Date: MAY 2010
Test Date: SPRING 2010

TELPAS Comprehension Score

	Number	Percent
Number of Students Rated in Listening and Reading	62	98
Students not Rated in Listening or Reading - ARD Decision	1	2
Other Students Not Rated	0	0
Total Documents Submitted	63	100

TELPAS Composite Rating

	Number	Percent
Number of Students Rated in All Language Areas	62	98
Students not Rated in at Least One Language Area - ARD Decision	1	2
Other Students Not Rated	0	0
Total Documents Submitted	63	100

Yearly Progress in TELPAS Composite Rating — Students Assessed in Both 2009 and 2010

"---" = No Data Reported For Fewer Than Five Students

	Comprehension Score: Number of Students Rated	Comprehension Score: Average Comprehension Score	Composite Rating: Number of Students Rated	Percent of Students at Each Rating: Beginning	Intermediate	Advanced	Advanced High	Average Composite Score	Number of Matched Students	Students Who Progressed One Proficiency Level from 2009 to 2010: Number	Percent	Students Who Progressed Two Proficiency Levels from 2009 to 2010: Number	Percent	Students Who Progressed Three Proficiency Levels from 2009 to 2010: Number	Percent	Students Who Progressed at Least One Proficiency Level from 2009 to 2010: Number	Percent
All Students	62	3.3	62	5	10	26	60	3.3	53	32	60	2	4	0	0	34	64
Male	29	3.4	29	3	10	24	62	3.4	25	15	60	2	8	0	0	17	68
Female	33	3.3	33	6	9	27	58	3.3	28	17	61	0	0	0	0	17	61
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native American	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	1	---	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
African American	4	---	4	---	---	---	---	---	3	---	---	---	---	---	---	---	---
Hispanic	57	3.4	57	4	11	28	58	3.3	49	29	59	2	4	0	0	31	63
White	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically *Yes*	54	3.4	54	4	7	26	63	3.4	47	29	62	2	4	0	0	31	66
Disadvantaged *No*	8	2.9	8	13	25	25	38	2.9	6	3	50	0	0	0	0	3	50
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	62	3.3	62	5	10	26	60	3.3	53	32	60	2	4	0	0	34	64
Nonparticipants	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	62	3.3	62	5	10	26	60	3.3	53	32	60	2	4	0	0	34	64
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	62	3.3	62	5	10	26	60	3.3	53	32	60	2	4	0	0	34	64
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL *Participants*	50	3.3	50	6	8	28	58	3.3	43	25	58	2	5	0	0	27	63
Nonparticipants	12	3.4	12	0	17	17	67	3.4	10	7	70	0	0	0	0	7	70
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education *Yes*	7	3.1	7	0	29	29	43	3.0	7	4	57	0	0	0	0	4	57
No	55	3.4	55	5	7	25	62	3.4	46	28	61	2	4	0	0	30	65
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	1	---	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	61	3.3	61	5	10	26	59	3.3	53	32	60	2	4	0	0	34	64
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk *Yes*	62	3.3	62	5	10	26	60	3.3	53	32	60	2	4	0	0	34	64
No	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Career/Technical *Participants*	23	3.3	23	9	13	9	70	3.3	19	14	74	1	5	0	0	15	79
Education *Nonparticipants*	39	3.3	39	3	8	36	54	3.3	34	18	53	1	3	0	0	19	56
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in *2nd Sem. Immigrants*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
U.S. *1st Sem. Immigrants*	1	---	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Schools *Two*	8	3.4	8	0	13	25	63	3.4	3	---	---	---	---	---	---	---	---
Three	9	3.3	9	11	0	33	56	3.3	9	4	44	1	11	0	0	5	56
Four	10	3.0	10	20	20	10	50	2.9	9	6	67	0	0	0	0	6	67
Five or More	34	3.4	34	0	9	29	62	3.4	32	21	66	0	0	0	0	21	66
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

Optional Reports

In order to receive optional reports, a district must have completed the online Optional Reports Order Form. The following optional reports are available and provided at no charge:

Electronic Individual Student Record File (Confidential) 4.24

Electronic Individual Student Record File (Confidential)

The **Electronic Individual Student Record file** contains individual data records for each student for whom a TELPAS online record or answer document was submitted. The student record includes identification and demographic data as well as proficiency ratings for each language area. For grades 2–12, objective-level data and proficiency-level data are included for students taking TELPAS reading. In addition, item-level data reported for each student record include the objective measured by each test item, which answer choice the student selected for the item, and the correct answer.