TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

Program Overview

Refer to Table 1. 2011—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: 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 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 assessments consist 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 a second language takes time. This is one of the main differences between TELPAS and TAKS.

TELPAS assessment 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 in learning 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 *2009–2010 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 level. 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. The scale score range is subdivided into the four proficiency levels of beginning, intermediate, advanced, and advanced high. Descriptions of the reading proficiency levels are found below.

English Language Proficiency Ratings

Students who take 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 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 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, although 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 proficiency 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 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

Federal regulations require 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 federal 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 2011 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 2011 are listed below.

Listening—0.05

Speaking—0.05

Reading—0.75

Writing—0.15

The spring 2011 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 assessments. Standard reports are provided automatically to districts. To receive optional reports, a district must submit a request through the Texas Assessment Management System. 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

Refer to 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 (refer to 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 paper 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. Refer to Test Scores in the Program Overview for additional information about the TELPAS proficiency ratings.

D. Comprehension score

Federal regulations require 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 2010 TELPAS composite rating (if available) is indicated on the report for comparison purposes. Refer to 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 2010 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. Refer to 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 2011 and the rating for spring 2010 (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." Refer to 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 P. LASTNAME
(Nombre)

Date of Birth: 02/23/02
(Fecha de nacimiento)

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

A

Report Date: MAY 2011
(Fecha del informe)

Date of Testing: SPRING 2011
(Fecha de evaluación)

District: 999-001 EXAMPLE ISD
(Distrito)

Campus: 101 EXAMPLE EL
(Escuela)

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

Class Group: CLASS 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)	Beginning (Principiante)
Writing (Habilidad para escribir)	Beginning (Principiante)

Comprehension and Composite Scores
(Calificación global y de comprensión)

Comprehension Score (Comprensión) . . . . . 1.5 D

TELPAS Composite Score (Calificación global en TELPAS) . . . . . 1.1 E

TELPAS Composite Rating (Nivel de dominio global en TELPAS)

SPRING 2010	Beginning (Principiante)
SPRING 2011	Beginning (Principiante)

F F

To view your child's scores online, go to: http://www.TexasAssessment.com/students. The Unique Access Code is K84J9C.
(Para ver las calificaciones de su hijo en internet, visite la página: http://www.TexasAssessment.com/students. La clave de acceso individual es K84J9C).

Document # 2510-08099

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

Print # 1-00069-636

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)

Name: FIRSTNAME A. LASTNAME (Nombre)
Date of Birth: 02/23/99 (Fecha de nacimiento)
Student ID (PEIMS): *****6789 (Número de identificación del estudiante)

Grade: 3 (Grado)

Report Date: MAY 2011 (Fecha del informe)
Date of Testing: SPRING 2011 (Fecha de evaluación)
District: 999-001 EXAMPLE ISD (Distrito)
Campus: 101 EXAMPLE EL (Escuela)
Local Student ID: 987654321 (Código de identificación local del estudiante)
Class Group: CLASS 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)	11/11
Intermediate (Intermedio)	9/16
Advanced (Avanzado)	6/16
Advanced High (Avanzado superior)	1/15
Total Items (Total de preguntas)	27/58

Reading Scale Score* (Calificación a escala de lectura)	
SPRING 2010	531
SPRING 2011	602

* The scale score ranges for each reading proficiency rating in 2011 are:
(Los rangos de las calificaciones a escala en 2011 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 2010	Beginning (Principiante)
SPRING 2011	Intermediate (Intermedio)

TELPAS Proficiency Ratings
(Niveles de dominio de TELPAS)

LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Listening (Habilidad para escuchar)	Advanced (Avanzado)
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)	2.5
TELPAS Composite Score (Calificación global en TELPAS)	2.1

TELPAS Composite Rating (Nivel de dominio global en TELPAS)	
SPRING 2010	Beginning (Principiante)
SPRING 2011	Intermediate (Intermedio)

To view your child's scores online, go to: http://www.TexasAssessment.com/students. The Unique Access Code is K84J9C.
(Para ver las calificaciones de su hijo en internet, visite la página: http://www.TexasAssessment.com/students. La clave de acceso individual es K84J9C).

Document # 2333-05598

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

Print # 1-00071-496

Confidential Student Label

Example shown: Grades K–12

An adhesive **Confidential Student Label** is provided for each TELPAS examinee for whom an online record or paper 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

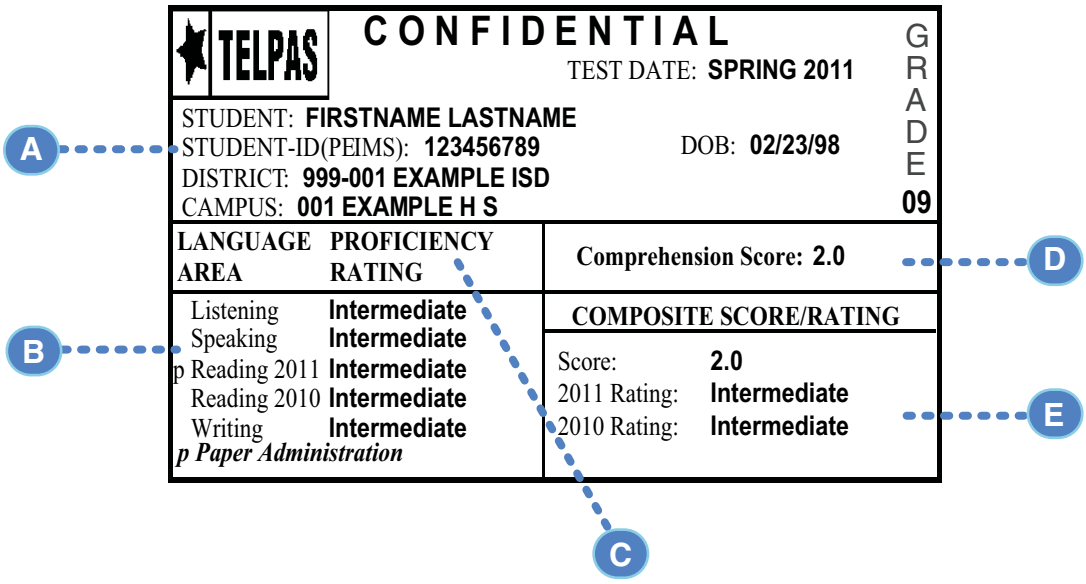
This column indicates the English language proficiency rating the student received—Beginning, Intermediate, Advanced, or Advanced High—in each language area. In grades 2–12, the reading proficiency rating comes from the TELPAS reading test. A holistic rating process is used to determine the proficiency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

D. Comprehension score

Federal regulations require 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 2010 TELPAS composite rating (if available) is indicated on the report for comparison. Refer to Test Scores in the Program Overview for additional information about the TELPAS composite score and rating.



Texas English Language Proficiency Assessment System (TELPAS)

Confidential Campus Roster—All Students

Example shown: Grades 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 paper 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. 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 reading proficiency rating comes from the TELPAS reading test and is listed in the Reading Rating 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). Refer to Test 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 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 throughout the TELPAS testing window.

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 reading record 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 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. Comprehension score

Federal regulations require 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 2010 TELPAS composite rating (if available) is indicated on the report for comparison. Refer to 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*
(grades 2–12)

These columns show how students perform within 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)

Within each proficiency level, the performance of students by test objective is shown. The total number of items tested for the objective and the number of items answered correctly by each student are found below each 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.

- **NOT SCORED**
  The student's TELPAS reading record was coded "OTHER" for reasons such as illness during testing or test administration irregularities.
- **NOT TESTED—AB**
  The student was absent throughout the TELPAS testing window.
- **NOT TESTED—X**
  The student did not participate on the basis of the student's disability 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 2010 TELPAS reading scale score (if available) is indicated on the report for comparison purposes. Refer to 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 2011 and the rating for spring 2010 (if available) are shown. Refer to 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 update is needed.**
- **# Indicates a second semester immigrant non-English reader assigned a proficiency rating of beginning and a scale score corresponding to a raw score of zero.**

TELPAS
Texas English Language Proficiency Assessment System

Grade 1

Texas English Language Proficiency Assessment System

Confidential Campus Roster
All Students

DISTRICT: 999-001 EXAMPLE ISD
CAMPUS: 101 EXAMPLE EL

REPORT DATE: MAY 2011
DATE OF TESTING: SPRING 2011

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	2011 COMPOSITE RATING	2010 COMPOSITE RATING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	M	123456789	2	ADVANCED	ADVANCED	INTERMEDIATE	INTERMEDIATE	2.5	2.1	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	ADVANCED	INTERMEDIATE	BEGINNING	BEGINNING	2.0	1.2	BEGINNING	INTERMEDIATE
+ LASTNAME	FIRSTNAME		123456789	1S	ADVANCED	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.5	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	2	INTERMEDIATE	BEGINNING	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	A	123456789	2	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	1S	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	BEGINNING	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	P	123456789	1S	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	2	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	A	123456789	1F	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.0	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	BEGINNING	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	A	123456789	1F	INTERMEDIATE	BEGINNING	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	S	123456789	2	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.0	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	1S	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.0	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	2	INTERMEDIATE	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.0	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	ADVANCED HIGH	ADVANCED	ADVANCED	ADVANCED	3.5	3.1	ADVANCED	ADVANCED HIGH
LASTNAME	FIRSTNAME	I	123456789	1F	ADVANCED	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.5	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME	A	123456789	2	ADVANCED	ADVANCED	ADVANCED	INTERMEDIATE	3.0	2.9	ADVANCED	BEGINNING
LASTNAME	FIRSTNAME	B	123456789	1F	ADVANCED	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.5	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME	D	123456789	1F	ADVANCED	BEGINNING	BEGINNING	BEGINNING	2.0	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	A	123456789	2	INTERMEDIATE	BEGINNING	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	BEGINNING	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME	A	123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING
LASTNAME	FIRSTNAME		123456789	2	ADVANCED	INTERMEDIATE	INTERMEDIATE	BEGINNING	2.5	1.9	INTERMEDIATE	BEGINNING
LASTNAME	FIRSTNAME		123456789	1F	INTERMEDIATE	INTERMEDIATE	BEGINNING	BEGINNING	1.5	1.1	BEGINNING	BEGINNING

TOTAL STUDENTS LISTED: 30

* 1F = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **FIRST** SEMESTER (FALL) OF 2010-2011 SCHOOL YEAR
1S = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **SECOND** SEMESTER (SPRING) OF 2010-2011 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: 999-001 EXAMPLE ISD
CAMPUS: 001 EXAMPLE H S

REPORT DATE: MAY 2011
DATE OF TESTING: SPRING 2011

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		Intermediate			Advanced			Advanced High			2011 Scale Score	2011 Reading Rating	2010 Scale Score	2010 Reading Rating	Holistic Ratings: Listening Rating	Speaking Rating	Writing Rating	Comprehension and Composite: Comprehension Score (Based on Listening and Reading Ratings)	Composite Score	2011 Composite Rating	2010 Composite Rating
					1	2-3	1	2	3	1	2	3	1	2	3												
					Word Meaning	Basic Understanding/ Analyzing and Evaluating	Word Meaning	Basic Understanding	Analyzing and Evaluating	Word Meaning	Basic Understanding	Analyzing and Evaluating	Word Meaning	Basic Understanding	Analyzing and Evaluating											
					Number of Items Tested in Each Objective																						
					4	6	6	6	4	7	5	6	7	6	7												
					Items Correct																						
p LASTNAME	FIRSTNAME	M	123456789	5	3	6	5	5	2	3	1	1	1	2	2	677	INT	655	INT	A H	A H	INT	3.0	2.2	INT	INT
LASTNAME	FIRSTNAME	M	123456789	3	4	6	6	5	4	6	5	5	2	4	4	771	A H	668	INT	A H	A H	ADV	4.0	3.9	A H	INT
LASTNAME	FIRSTNAME	M	123456789	5	4	6	5	6	4	3	1	2	4	1	1	704	ADV	708	ADV	INT	INT	INT	2.5	2.8	ADV	ADV
LASTNAME	FIRSTNAME		123456789	6+	4	6	6	4	3	4	3	3	3	3	2	722	ADV	755	A H	ADV	ADV	INT	3.0	2.9	ADV	A H
p LASTNAME	FIRSTNAME	N	123456789	5	4	6	6	6	4	4	3	4	4	2	4	750	ADV	749	A H	ADV	ADV	INT	3.0	2.9	ADV	A H
+ LASTNAME	FIRSTNAME	R	123456789	2	4	4	3	5	4	0	2	3	1	3	1	672	INT	642	INT	INT	INT	INT	2.0	2.0	INT	INT
LASTNAME	FIRSTNAME		123456789	6+	4	6	5	5	3	4	3	3	2	1	1	704	ADV	699	ADV	ADV	ADV	ADV	3.0	3.0	ADV	ADV
LASTNAME	FIRSTNAME		123456789	6+	4	6	5	5	3	7	4	2	4	3	4	750	ADV	776	A H	ADV	ADV	ADV	3.0	3.0	ADV	A H
LASTNAME	FIRSTNAME	A	123456789	6+	4	6	6	5	4	4	2	1	3	2	2	713	ADV	804	A H	ADV	A H	INT	3.0	2.9	ADV	A H
LASTNAME	FIRSTNAME	D	123456789	2	4	5	4	3	1	3	1	2	2	2	1	663	INT	586	BEG	INT	INT	INT	2.0	2.0	INT	BEG
LASTNAME	FIRSTNAME	H	123456789	2	4	6	6	6	4	7	5	5	6	5	4	822	A H	699	ADV	A H	A H	ADV	4.0	3.9	A H	ADV
LASTNAME	FIRSTNAME	S	123456789	5	NOT TESTED-X		---	---	---	---	---	---	---	---	---	---	X	---	X	A H	A H	X	---	---	---	---
LASTNAME	FIRSTNAME	L	123456789	5	4	6	6	6	4	5	4	5	4	2	4	766	A H	784	A H	ADV	ADV	ADV	3.5	3.8	A H	A H
LASTNAME	FIRSTNAME	L	123456789	5	4	6	6	6	4	7	4	4	4	4	4	783	A H	833	A H	A H	A H	ADV	4.0	3.9	A H	A H
LASTNAME	FIRSTNAME	A	123456789	6+	4	6	6	6	4	6	5	5	5	3	2	777	A H	833	A H	ADV	ADV	INT	3.5	3.6	A H	A H
LASTNAME	FIRSTNAME		123456789	6+	4	6	6	6	4	7	5	6	3	6	5	822	A H	784	A H	A H	A H	A H	4.0	4.0	A H	A H
LASTNAME	FIRSTNAME	I	123456789	6+	4	6	6	6	4	6	1	4	5	4	5	771	A H	732	ADV	ADV	A H	INT	3.5	3.7	A H	ADV
LASTNAME	FIRSTNAME		123456789	6+	4	6	6	5	4	5	1	3	5	2	2	731	ADV	703	ADV	ADV	A H	ADV	3.0	3.1	ADV	ADV
LASTNAME	FIRSTNAME	C	123456789	6+	4	6	6	6	4	5	4	2	4	3	4	755	ADV	694	ADV	ADV	ADV	ADV	3.0	3.0	ADV	ADV
LASTNAME	FIRSTNAME	M	123456789	1F	4	6	6	6	4	5	4	6	7	2	3	783	A H	---	---	ADV	ADV	ADV	3.5	3.8	A H	---
LASTNAME	FIRSTNAME		123456789	6+	4	6	6	6	4	4	5	5	6	3	4	783	A H	732	ADV	A H	A H	INT	4.0	3.7	A H	ADV
LASTNAME	FIRSTNAME	T	123456789	2	4	6	6	6	4	5	5	3	4	4	2	760	A H	668	INT	A H	A H	ADV	4.0	3.9	A H	INT
LASTNAME	FIRSTNAME	C	123456789	6+	4	6	6	3	4	3	3	3	2	4	1	713	ADV	694	ADV	ADV	ADV	INT	3.0	2.9	ADV	ADV
LASTNAME	FIRSTNAME		123456789	6+	4	6	6	3	4	4	4	5	4	4	4	755	ADV	743	A H	ADV	ADV	INT	3.0	2.9	ADV	A H
LASTNAME	FIRSTNAME		123456789	6+	4	6	6	6	4	6	5	6	7	5	6	860	A H	833	A H	A H	A H	A H	4.0	4.0	A H	A H

TOTAL STUDENTS LISTED: 25

* 1F = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **FIRST** SEMESTER (FALL) OF 2010-2011 SCHOOL YEAR
1S = YEAR 1, FIRST ENROLLED IN U.S. SCHOOLS IN THE **SECOND** SEMESTER (SPRING) OF 2010-2011 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 paper 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 assessed. 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 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 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 TELPAS reading proficiency rating of Beginning.

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

Page 2

This section describes the summary results for the comprehension score, the composite rating, and the 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. Federal regulations require 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 throughout the TELPAS testing window, 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. Refer to 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. Refer to 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 2010 and 2011 had to match and the student had to have a TELPAS proficiency rating in both years. The following sample report shows that 24 students had a TELPAS composite proficiency rating in 2011. Of these students, 23 also had a TELPAS composite rating in 2010. The students rated in 2011 who are not included in the yearly progress section could be, for example, students not enrolled in a Texas school in 2010, students whose identification information did not match from 2010 to 2011, or students reported as "Not Rated" in 2010.

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 2010 to 2011. Columns showing one, two, and three proficiency levels of progress are included. Students who achieved a composite rating of Advanced High in 2010 and 2011 are included in the "Students Who Progressed One Proficiency Level from 2010 to 2011" 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 following sample report provided, of the 23 matched students who received a TELPAS composite rating in both years:

- 9 students (39%) progressed by one proficiency level
- 2 students (9%) progressed by two proficiency levels
- 0 students (0%) progressed by three proficiency levels

In all, 11 of the 23 students (48%) progressed by at least one proficiency level from 2010 to 2011. 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

Page 1 of 2

District: 999-001 EXAMPLE ISD (A)
Campus: 001 EXAMPLE H S

(A) **Report Date:** MAY 2011
Test Date: SPRING 2011

(C)

	Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Students Rated	25	100	25	100	24	96	24	96
Students Absent					0	0		
Not Rated: EC	0	0	0	0			0	0
Not Rated: ARD Decision	0	0	0	0	1	4	1	4
Other Students Not Rated	0	0	0	0	0	0	0	0
2nd Sem Imm Non-Eng Readers*.					0	0		
Total Documents Submitted	25	100	25	100	25	100	25	100

(D) (E)

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

(B)

	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	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
Male	14	0	7	57	36	14	0	7	36	57	13	0	8	46	46	13	0	38	54	8
Female	11	0	18	45	36	11	0	18	45	36	11	0	18	36	45	11	0	64	27	9
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
Am. Indian or Alaskan Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged *Yes*	23	0	9	52	39	23	0	9	43	48	22	0	9	45	45	22	0	45	45	9
No	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Title I, Part A *Participants*	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant *Yes*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL *Participants*	18	0	11	56	33	18	0	11	39	50	18	0	17	39	44	18	0	56	39	6
Nonparticipants	7	0	14	43	43	7	0	14	43	43	6	0	0	50	50	6	0	33	50	17
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education *Yes*	4	---	---	---	---	4	---	---	---	---	3	---	---	---	---	3	---	---	---	---
No	21	0	14	52	33	21	0	14	38	48	21	0	10	38	52	21	0	48	43	10
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Nonparticipants	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk *Yes*	25	0	12	52	36	25	0	12	40	48	24	0	13	42	46	24	0	50	42	8
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Career/Technical Education *Participants*	23	0	9	52	39	23	0	9	43	48	22	0	9	41	50	22	0	50	41	9
Nonparticipants	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---	2	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Years in U.S. Schools *2nd Sem. Immigrants*	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
1st Sem. Immigrants	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Two	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Three	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Four	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Five	6	0	17	33	50	6	0	17	33	50	5	0	20	40	40	5	0	60	40	0
Six or More	13	0	0	77	23	13	0	0	54	46	13	0	0	62	38	13	0	54	31	15
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

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

Report Date: MAY 2011
Test Date: SPRING 2011

TELPAS Comprehension Score

	Number	Percent
Number of Students Rated in Listening and Reading	24	96
Students not Rated in Listening or Reading - ARD Decision	1	4
Other Students Not Rated	0	0
Total Documents Submitted	25	100

TELPAS Composite Rating

	Number	Percent
Number of Students Rated in All Language Areas	24	96
Students not Rated in at Least One Language Area - ARD Decision	1	4
Other Students Not Rated	0	0
Total Documents Submitted	25	100

"---" = 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	Yearly Progress in TELPAS Composite Rating (Students Assessed in Both 2010 and 2011): Number of Matched Students	Students Who Progressed One Proficiency Level from 2010 to 2011: Number	Percent	Students Who Progressed Two Proficiency Levels from 2010 to 2011: Number	Percent	Students Who Progressed Three Proficiency Levels from 2010 to 2011: Number	Percent	Students Who Progressed at Least One Proficiency Level from 2010 to 2011: Number	Percent
All Students	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
Male	13	3.3	13	0	8	46	46	3.3	13	4	31	2	15	0	0	6	46
Female	11	3.2	11	0	18	36	45	3.2	10	5	50	0	0	0	0	5	50
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Hispanic/Latino	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
Am. Indian or Alaskan Native	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Asian	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Black or African American	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
White	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two or More Races	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	22	3.3	22	0	9	45	45	3.3	21	7	33	2	10	0	0	9	43
No	2	---	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
Nonparticipants	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Bilingual *Participants*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
ESL *Participants*	18	3.3	18	0	17	39	44	3.2	18	8	44	1	6	0	0	9	50
Nonparticipants	6	3.3	6	0	0	50	50	3.4	5	1	20	1	20	0	0	2	40
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Special Education *Yes*	3	---	3	---	---	---	---	---	3	---	---	---	---	---	---	---	---
No	21	3.3	21	0	10	38	52	3.3	20	9	45	2	10	0	0	11	55
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Nonparticipants	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
At-Risk *Yes*	24	3.3	24	0	13	42	46	3.2	23	9	39	2	9	0	0	11	48
No	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Career/Technical Education *Participants*	22	3.3	22	0	9	41	50	3.3	21	9	43	2	10	0	0	11	52
Nonparticipants	2	---	2	---	---	---	---	---	2	---	---	---	---	---	---	---	---
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Years in U.S. Schools *2nd Sem. Immigrants*	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
1st Sem. Immigrants	1	---	1	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Two	4	---	4	---	---	---	---	---	4	---	---	---	---	---	---	---	---
Three	1	---	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---
Four	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---
Five	5	3.2	5	0	20	40	40	3.1	5	2	40	0	0	0	0	2	40
Six or More	13	3.3	13	0	0	62	38	3.3	13	5	38	0	0	0	0	5	38
No Information Provided	0	---	0	---	---	---	---	---	0	---	---	---	---	---	---	---	---

Optional Reports

In order to receive optional reports, a district must submit a request through the Texas Assessment Management System.

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 paper 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.