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MANUAL T-3

TELPAS Introduction

NOTES General

Information about

TELPAS TELPAS

fulfills federal

requirements for

assessing the English

language proficiency

of ELLs in

kindergarten through

grade 12 in four

language domains:

listening, speaking,

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reading, and writing.

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TEA designed the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate to assess the progress that limited English proficient (LEP)

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students, also referred to as English learners (ELs), make in learning the English language. To view all English learner (EL) resources, visit the EL webpage.

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2015 Texas Proficiency Level

Descriptors is hereby extended to Texas school officials and their agents for their exclusive use in determining the English language proficiency ratings of their limited English proficient students.

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Assessment Division
manages and
oversees the
development,

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administration,
scoring, and analysis
of the Texas
assessment program,
which includes the
following
assessments: STAAR
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STAAR Alternate
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and process stories by authors from diverse backgrounds including: classroom teachers, school administrators, campus coordinators, juvenile justice officials, community leaders and university professors. It will be an inspiration and reference for educators as they

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begin or continue to implement RDP in the schools.

Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual

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background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

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Language Proficiency
in U.S. K-12 Schools
offers comprehensive
background
information about the
generation of
standards-based,
English language
proficiency (ELP)
assessments used in
U.S. K-12 school
settings. The chapters
in this book address a
variety of key issues

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involved in the development and use of those assessments: defining an ELP construct driven by new academic content and ELP standards, using technology for K-12 ELP assessments, addressing the needs of various English learner (EL) students taking the

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assessments,
connecting
assessment with
teaching and learning,
and substantiating
validity claims. Each
chapter also contains
suggestions for future
research that will
contribute to the next
generation of K-12
ELP assessments
and improve policies
and practices in the

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assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K-12

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This book provides a comprehensive and interdisciplinary examination of dual language education for Latina/o English language learners (ELLs) in the United States, with a particular focus on the state of Texas and the U.S.-Mexico border.

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The book is broken into three parts. Part I examines how Latina/o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education

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as an effective model
for addressing the
inequities identified in
Part I. Part III
examines research on
dual language
education in a large
urban school district,
a high-performing
elementary school
that serves a high
proportion of ELLs
along the Texas-
Mexico border, and

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2015 Telpas best practices for principals and teachers. This volume explores the potential and realities of dual language education from a historical and social justice lens. Most importantly, the book shows how successful programs and schools need to address and align many related aspects

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in order to best serve emergent bilingual Latino/as: from preparing teachers and administrators, to understanding assessment and the impacts of financial inequities on bilingual learners. Peter Sayer, The Ohio State University, USA

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dyslexia, this straightforward book presents information that will prepare school psychologists, neuropsychologists, educational diagnosticians, special education teachers, as well as general education teachers, to recognize, assess, and provide effective

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