Texas English Language Proficiency Assessment System (TELPAS)
Spring 2004 Score Reports

Title III, Part A of the No Child Left Behind Act of 2001 (NCLB) requires states to conduct annual statewide English language proficiency assessments to demonstrate the progress that limited English proficient (LEP) students in kindergarten through grade twelve make in learning the English language. For this reason, the Texas Education Agency has developed the observation protocol, through which teachers holistically rate each LEP student's English language proficiency based on classroom observations. In Spring 2004, school districts conducted a benchmark administration of these new assessments in which they rated close to 600,000 K – 12 LEP students.

Title III requires that LEP students be assessed in four domains: listening, speaking, reading, and writing. The observation protocols were used to assess the following language domains:

Grades K – 2	listening, speaking, reading, writing
Grades 3 – 12	listening, speaking, writing

The domain of reading in Grades 3 – 12 was assessed through the Reading Proficiency Tests in English (RPTE) and the Texas Assessment of Knowledge and Skills (TAKS). These assessments provide the performance data for the new Texas English Language Proficiency Assessment System (TELPAS).

Notes:

75 Students were assessed using the TELPAS.