

# The Language Proficiency Assessment Committee (LPAC) Decision-Making Process for STAAR and TELPAS

Texas Education Agency  
Student Assessment Division  
September 19, 2018

- Changes for 2018-2019
- LPAC Role
- Decision-Making Guides for LPACs
- Participation and Designated Supports Decisions
- ELs Receiving Special Education Services
- STAAR Spanish
- STAAR Special Provision and Exemption
- Decisions About TELPAS and TELPAS Alternate

<https://tea.texas.gov/student.assessment/ell/lpac/>

# Changes for 2018-2019

Beginning with 2018-2019, language proficiency assessment committee (LPAC) decisions will be applicable for all assessments administered in the 2018-2019 school year (December 2018, April/May 2019, and June 2019).

# LPAC's Role and Collaboration with Others

- The LPAC's role should not be to simply make decisions and process paperwork.
- The LPAC should –
  - provide opportunities to guide teachers,
  - support the English language proficiency standards (ELPS), and
  - determine needs for professional development.
- LPACs must also coordinate with testing coordinators so that participation and designated supports decisions are available in time to make testing arrangements.

# Decision-Making Guides for LPACs

- TEA is required to develop administrative procedures to implement assessment requirements for English learners (ELs).
- The regulatory procedural guides are based on 19 TAC Chapter 101, Subchapter AA. LPACs should be familiar with these Commissioner of Education rules.
- There are two decision-making guides for LPACs:
  - [STAAR Decision-Making Guide](#)
  - [TELPAS and TELPAS Alternate Decision-Making Guide](#)

# Decision-Making Guides for LPACs

- LPACs must review and address each section of the applicable decision-making guide.
- Each decision-making guide includes the following:
  1. Overview of the applicable assessment program(s)
  2. Test Participation Decisions
  3. Designated Supports Decisions
  4. Documentation of Decisions
  5. Additional considerations for the applicable assessment program(s)

# Assessment Participation Decisions

- LPACs are required to make assessment participation decisions for English learners (ELs) based on the participation criteria.

Assessment	Participation Criteria
STAAR	<ul style="list-style-type: none"> <li>General state assessment required for ELLs not administered another assessment below</li> </ul>
STAAR Spanish	<ul style="list-style-type: none"> <li>Available for ELs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress</li> <li>Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services</li> </ul>
STAAR Alternate 2	<ul style="list-style-type: none"> <li>Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate academic achievement standards</li> <li>Participation requirements found on the <a href="#">STAAR Alternate 2 Resources webpage</a></li> </ul>

Assessment	Participation Criteria
TELPAS	<ul style="list-style-type: none"> <li>General state English language proficiency assessment required for ELs not administered the alternate language proficiency assessment below</li> </ul>
TELPAS Alternate	<ul style="list-style-type: none"> <li>Available for ELs in grades 3–12 who meet the participation requirements for an alternate English language proficiency assessment.</li> <li>Participation requirements found on the TELPAS Resources and Language Proficiency Assessment Committee Resources webpages</li> </ul>
TELPAS Alternate NAAR or Medical Exception	<p>The ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for “No Authentic Academic Response” or a Medical Exception, therefore the student will not be required to participate in the administration of TELPAS Alternate.</p>

# Designated Support Decisions

- Accommodation Decisions
  - Accessibility Features (available to all students)
  - Designated Supports (locally approved)
  - Designated Supports (requiring TEA approval)
  
- For the purpose of LPAC decision-making responsibilities, refer to the “Authority for Decision and Required Documentation” section of accommodation document to determine if the LPAC is authorized to recommend the designated support.
  - There are some designated supports in which the LPAC is the sole authority for making recommendations for ELs. Other designated supports require the LPAC to work in conjunction with another committee.



# Designated Supports Decisions

- LPAC's designated supports decisions must be made on an individual student basis and in accordance with the applicable decision-making guide.
- Decisions must be based on —
  - the student's particular needs for second language acquisition support, and
  - whether the student routinely, independently, and effectively uses the designated support in instruction and classroom testing.
- LPACs must coordinate with subject-area teachers (when applicable).
  - Providing unfamiliar accommodations may hinder rather than help a student.
- Designated supports decisions should be made as close as possible to the assessment to account for student's progress in acquiring the English language.

# Accessibility

What is accessibility?

Ensuring that each student can interact appropriately with the content, presentation, and response mode of the test.

Assessments should allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions being barriers.

In order to meet this goal, various features and supports are made available on paper and online tests to students who use the same or similar supports during classroom instruction.



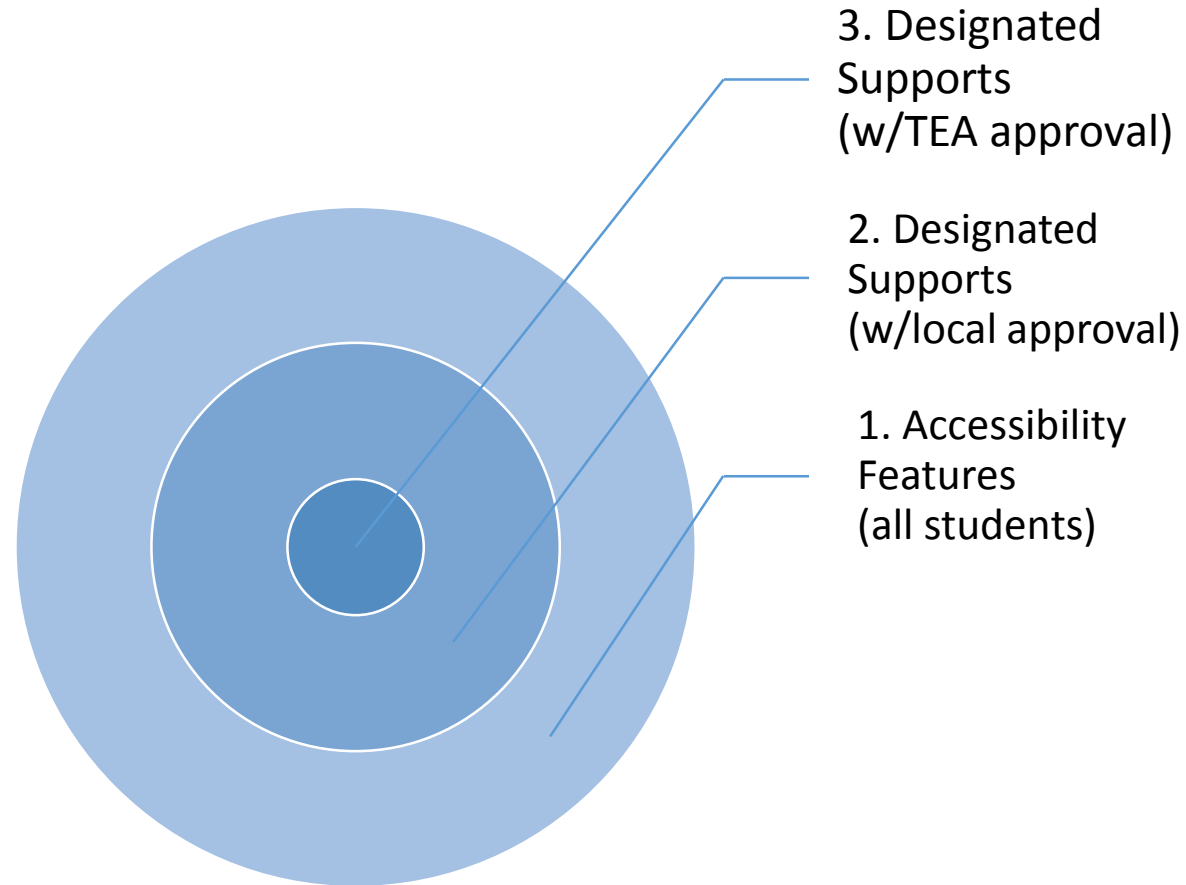
# 2018-2019 Accessibility Updates

- Recording notes in the margins per student directions has been moved to Basic Transcribing
- For students taking the STAAR grade 4 writing test online, typing the response is an allowable accessibility feature for any grade 4 student who needs the assistance.
- Scientific and graphing calculators may not be used as a calculation aid for grades 3-7 math and science.
- Beginning with the spring 2019 writing tests, oral administration of revising passages and items on paper tests is allowable.

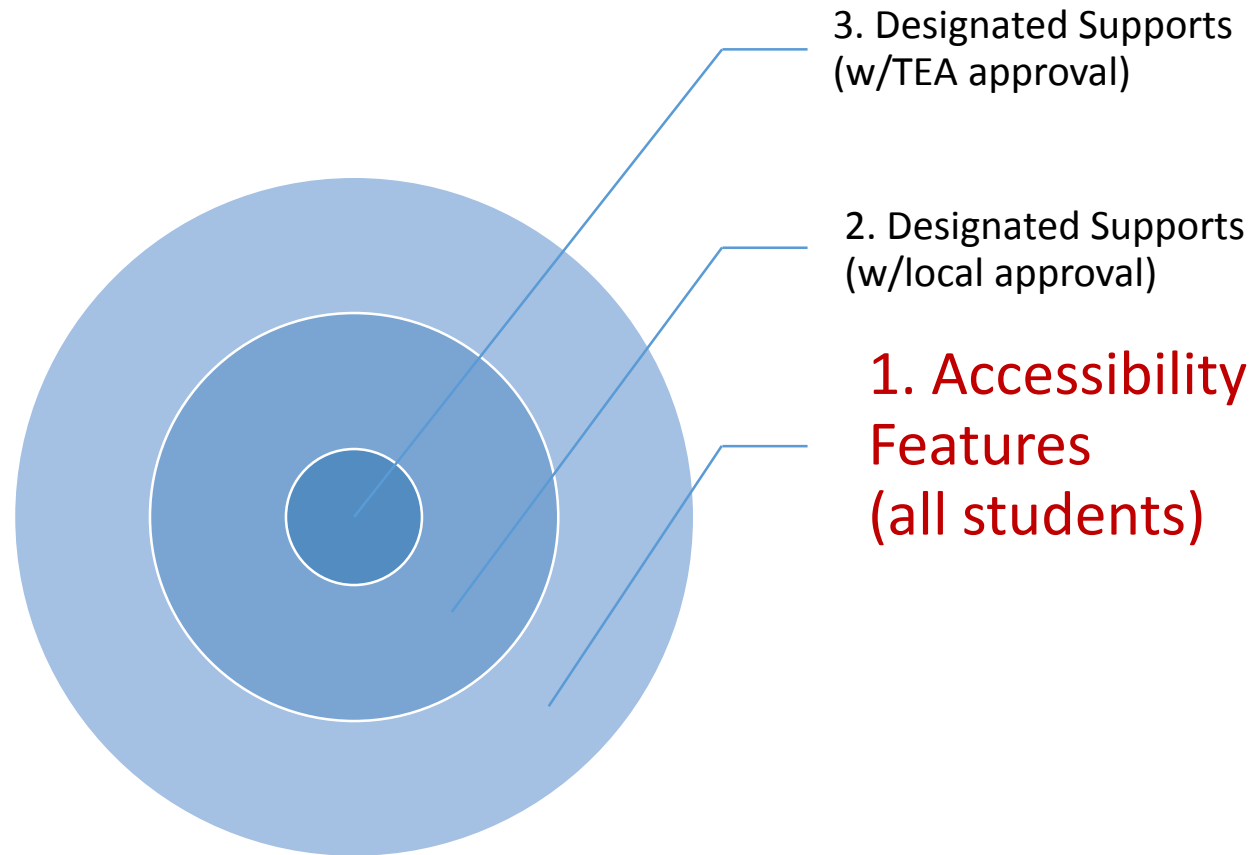
# 2018-2019 Accessibility Updates

- The eligibility for English learners (ELs) to receive an oral administration has changed to read, “The student is a current EL and takes a STAAR test in English.”
- Additional online Personal Needs and Preferences (PNPs) and tools available in spring 2019: refreshable braille, signed videos, basic calculator, Spanish with embedded supports, and dictionary tool.
- Only Unified English Braille (UEB) (contracted and uncontracted) available for STAAR braille tests.
- STAAR with Embedded Supports Paper Administration Guides include braille instructions. Separate Specific Braille Instructions (SBIs) for content and language supports is no longer needed.

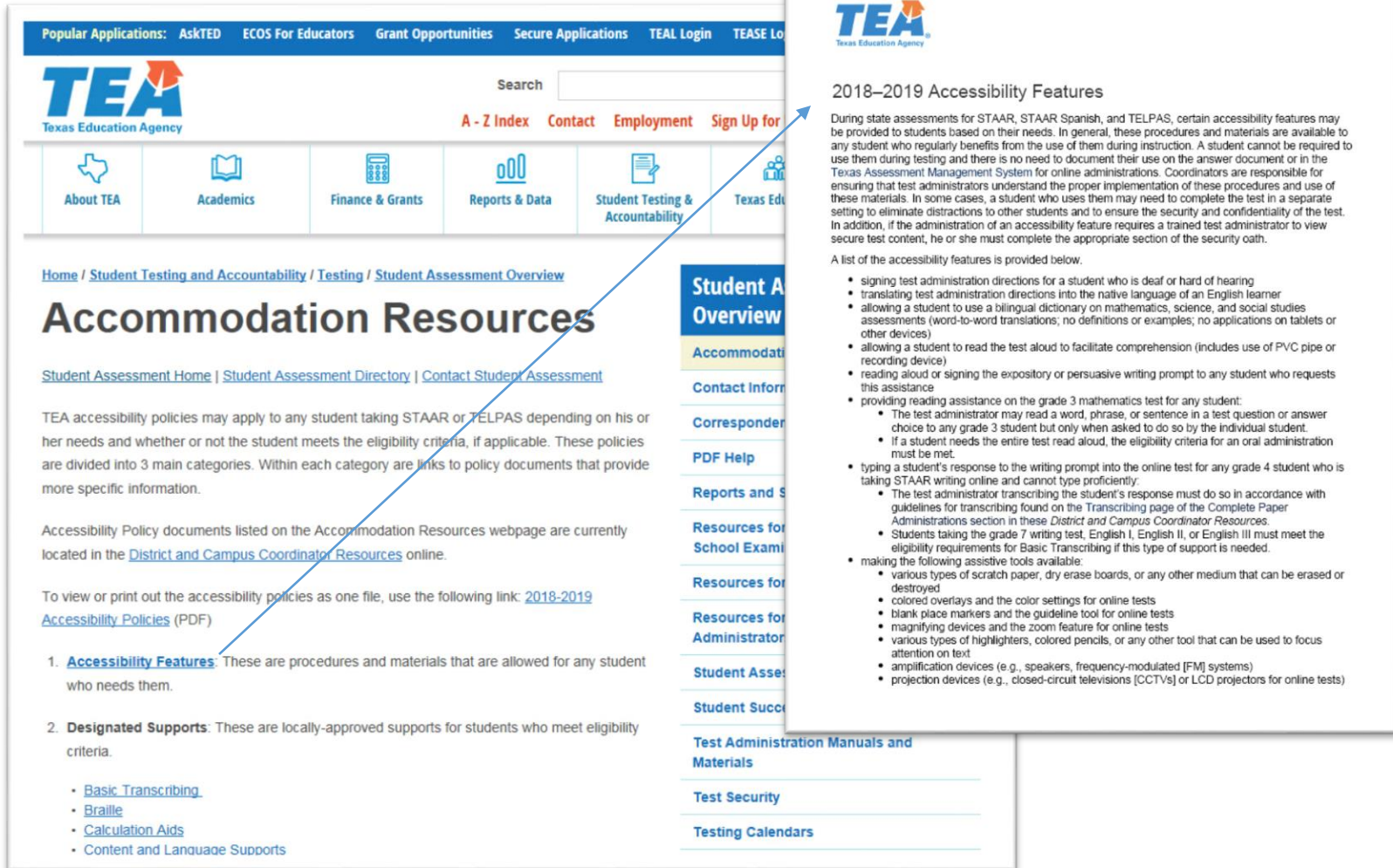
# Assessment Accommodations



# Assessment Accommodations



# Accessibility Features



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## Accommodation Resources

[Student Assessment Home](#) | [Student Assessment Directory](#) | [Contact Student Assessment](#)

TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria, if applicable. These policies are divided into 3 main categories. Within each category are links to policy documents that provide more specific information.

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the [District and Campus Coordinator Resources](#) online.

To view or print out the accessibility policies as one file, use the following link: [2018-2019 Accessibility Policies \(PDF\)](#)

- Accessibility Features:** These are procedures and materials that are allowed for any student who needs them.
- Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.
  - [Basic Transcribing](#)
  - [Braille](#)
  - [Calculation Aids](#)
  - Content and Language Supports

**2018–2019 Accessibility Features**

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must complete the appropriate section of the security oath.

A list of the accessibility features is provided below.

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations; no definitions or examples; no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer choice to any grade 3 student but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met.
- typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
  - The test administrator transcribing the student's response must do so in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section in these *District and Campus Coordinator Resources*.
  - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

Student Assessment Overview

Accommodation Resources

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Resources for School Examinations

Resources for Test Administrators

Resources for Test Administrators

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Student Success

Test Administration Manuals and Materials

Test Security

Testing Calendars



# Accessibility Features



## 2018–2019 Accessibility Features

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#1

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#2

- typing a student's response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
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  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

#3

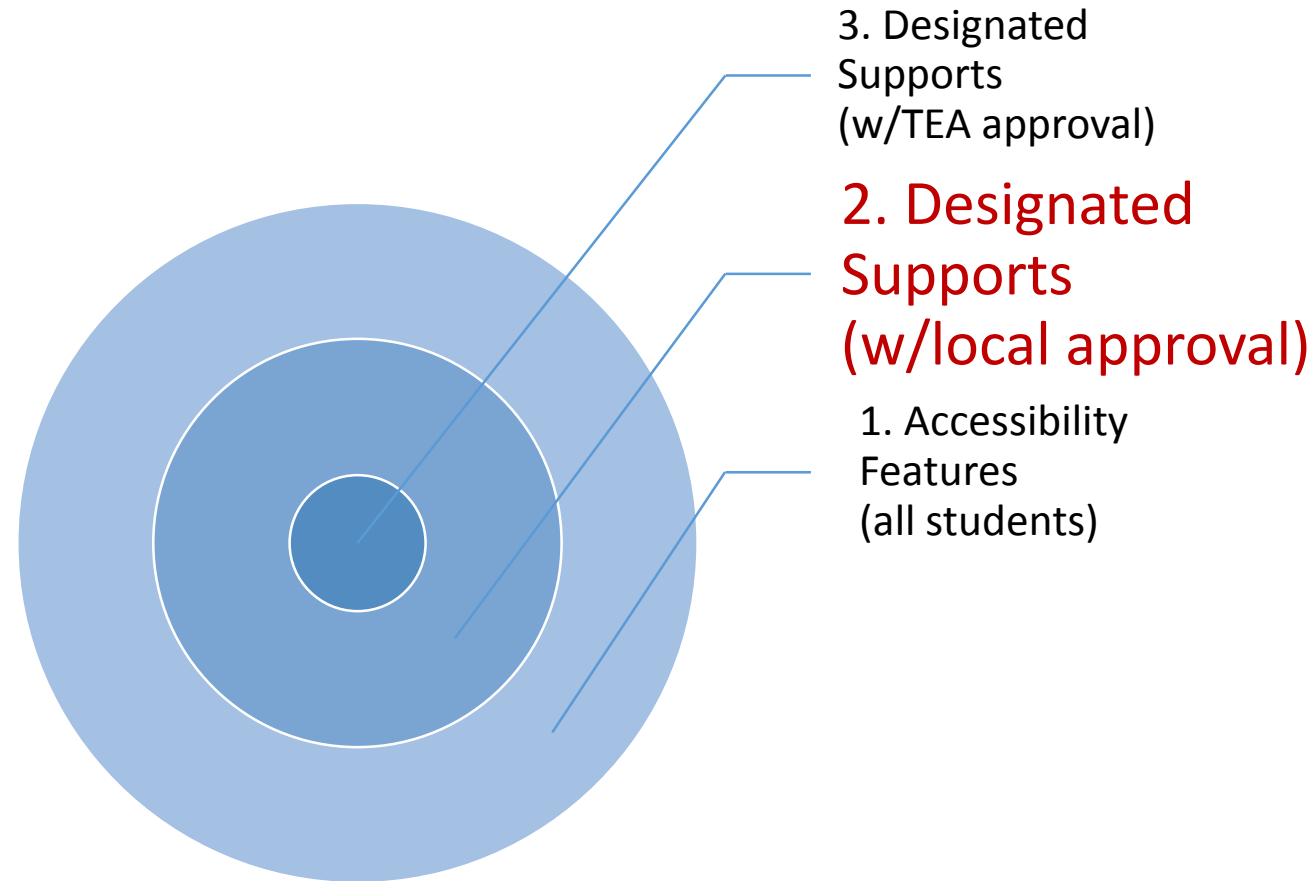
**+Back**



...and mingle!



# Assessment Accommodations



# Locally Approved Designated Supports

- These include twelve supports that may be made available to students who meet eligibility criteria.
- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria and are documented in the appropriate paperwork.
- Each policy document is organized the same way
  - Description of Accommodation
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations

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1. **Accessibility Features:** These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.

- [Basic Transcribing](#)
- [Braille](#)
- [Calculation Aids](#)
- [Content and Language Supports](#)
  - [Content and Language Supports Guidelines](#)
- [Extra Time](#)
- [Individualized Structured Reminders](#)
- [Large Print](#)
- [Manipulating Test Materials](#)
- [Mathematics Manipulatives](#)
- [Oral/Signed Administration](#)
- [Spelling Assistance](#)
- [Supplemental Aids](#)

# Locally Approved Designated Supports

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- **Content and Language Supports\***
- **Extra Time\***
- Individual Structured Reminders
- Supplemental Aids
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- **Oral/Signed Administration\***
- Spelling Assistance



\*If **LPAC** recommends these supports for R, W, ELAR, then student **cannot be reclassified at EOY**.

## 2. Designated Supports



*\*If given for R/W, student may not be reclassified at the end of the year.*

1. Extra Time\*
2. Content and Language Supports\*
3. Oral/Signed Administration\*
4. Dictionary Policy
  - a. Read assigned text
  - b. Create a visual on your Frayer Model
  - c. Add 3 bullets with info (no more than 5 words each bullet)

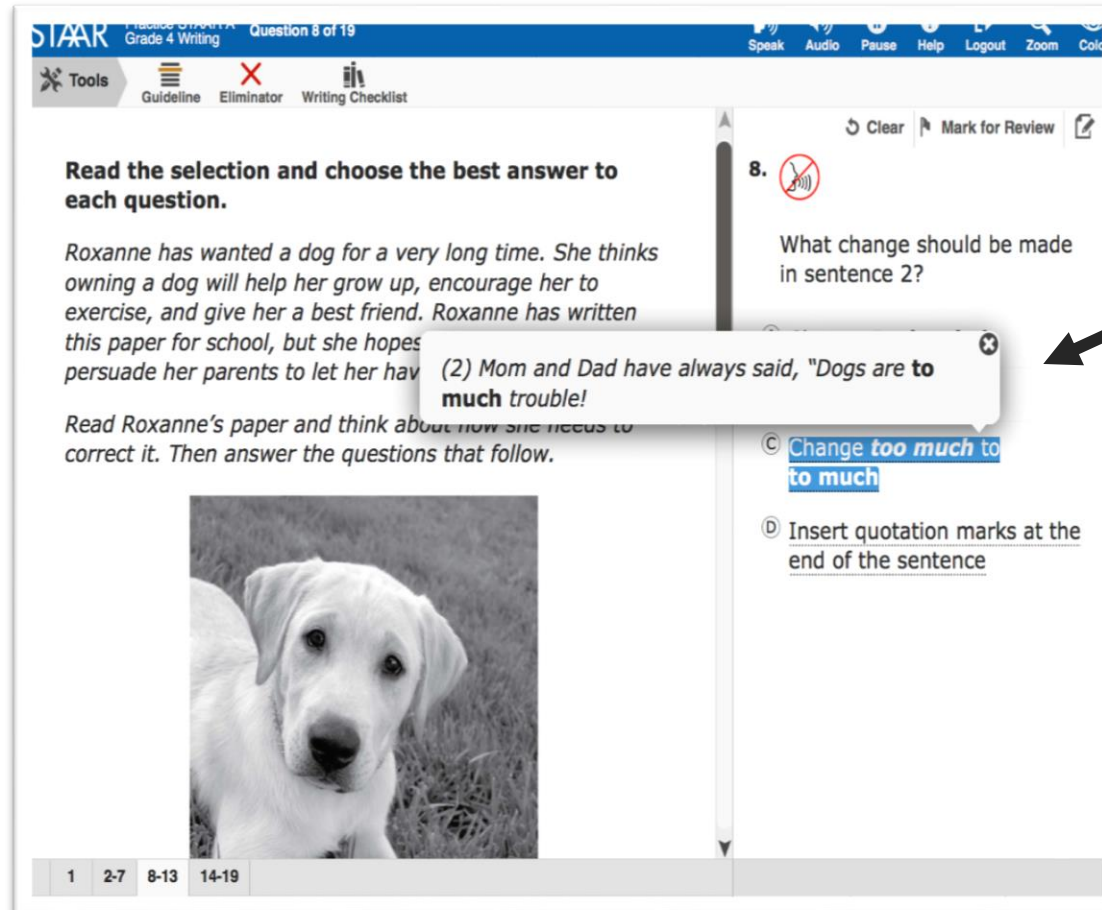
# 1. Extra time

# Extra Time

1. Routinely and effectively uses it during classroom instruction and classroom testing;
2. Unable to effectively use any accessibility features or other designated supports to address this need;
3. Meets at least one of the other criteria (i.e. student is a current EL).

## 2. Content and language supports

# Content and Language Supports



The screenshot shows a digital test interface for STAR Grade 4 Writing. The top navigation bar includes 'Tools', 'Guideline', 'Eliminator', and 'Writing Checklist'. The main content area contains a reading passage about a girl named Roxanne who wants a dog. Below the passage is a photograph of a white dog. To the right of the passage is a question: '8. What change should be made in sentence 2?'. Below the question are two answer choices: 'C Change too much to to much' and 'D Insert quotation marks at the end of the sentence'. A pop-up box is overlaid on the passage, containing the text: '(2) Mom and Dad have always said, "Dogs are to much trouble!"'. The pop-up box has a close button in the top right corner. At the bottom of the interface is a progress bar with markers for '1', '2-7', '8-13', and '14-19'.

This pop-up isolates information that corresponds to each answer choice.



# Content and Language Supports

This pop-up also isolates information that corresponds to each answer choice.

The screenshot shows a digital reading interface. At the top, there is a blue navigation bar with icons for Speak, Audio, Pause, Help, Logout, Zoom, and Close. Below this, there are buttons for 'Clear' and 'Mark for Review'. The main content area displays a text passage and a question. The question is: "2. Which word from paragraph 9 helps the reader understand what...?" The passage includes the sentence: "With a 10-year-old's *naiveté*, I strolled over to Grandfather's house hours before the **appointed** time. I **innocently** assumed that the event was solely about trying out a new gadget, and I didn't want to miss my chance to be close to the radio as the house filled up. I would have never guessed that a live radio broadcast would be enough to bring **peace**, however fleeting, to my **warring** family." A pop-up window highlights this sentence. Below the passage, there are answer choices, with "D warring" selected. At the bottom, there are navigation buttons: "Back", "Review/End", and "Next".

# Content and Language Supports

28. A student measures the masses of four cubes of the same size. One of the cubes is made of iron, one of wood, one of plastic, and one of glass. The student's results are shown in the table below.

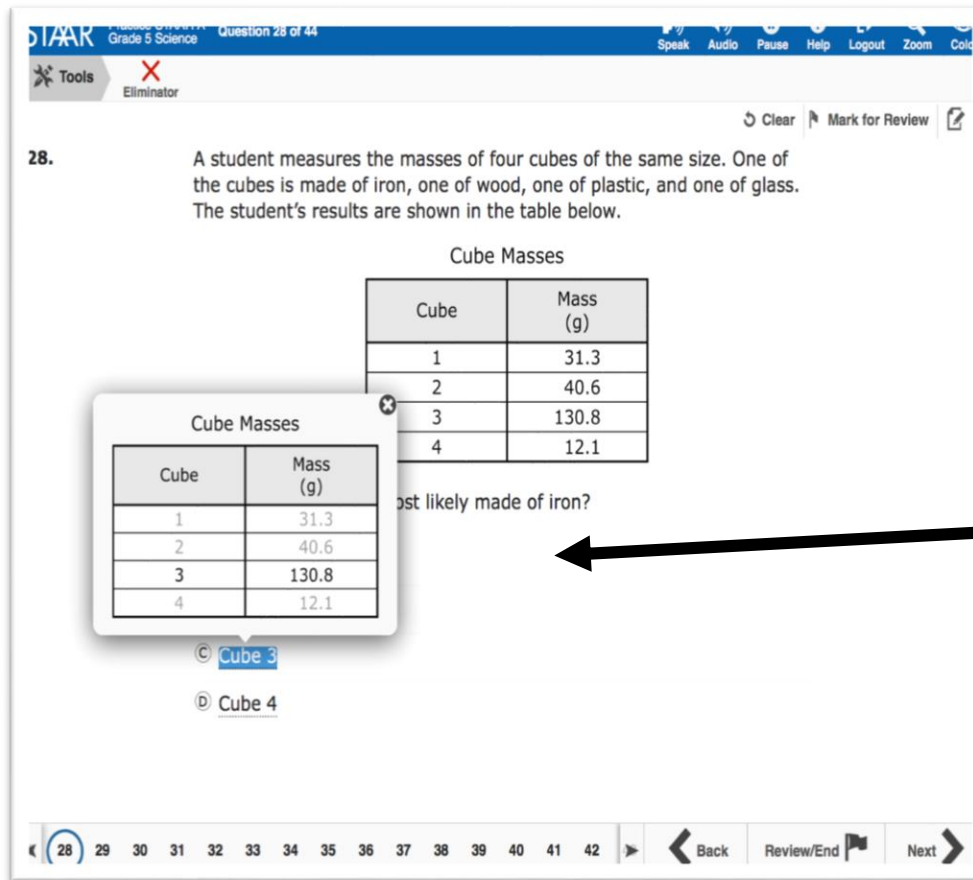
Cube Masses

Cube	Mass (g)
1	31.3
2	40.6
3	130.8
4	12.1

...most likely made of iron?

Cube 3

Cube 4



This is another example of a pop-up that isolates information that corresponds to each answer choice.

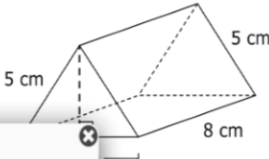
# Content and Language Supports

This pop-up provides a formula from the reference material.

STAAR Grade 8 Math Question 10 of 56

Tools: Eliminator, Formulas, Graphing Calculator, Graph Paper

10. A triangular prism and its dimensions are shown in the diagram.



$S = Ph$

What is the lateral surface area of this triangular prism in square centimeters?


(A) 192 cm<sup>2</sup>  
(B) 128 cm<sup>2</sup>  
(C) 152 cm<sup>2</sup>  
(D) 144 cm<sup>2</sup>

Navigation: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Back Review/End Next

# Content and Language Supports

Question 22 of 68

Speak Audio Pause Help



United States Puerto Rico

Increased U.S. influence in Asia

effect graphic?

Clear

- B Acquisition of Puerto Rico
- C Domino Theory
- D Roosevelt Corollary

20 21 22 23 24 25 26 27 28 29 30

Back Review/E

This pop-up provides a supplemental aid (i.e., map).

# Content and Language Supports

Question 61 of 68

Speak Audio Pause Help

Clear

You are about to embark upon a great battle, for which we have prepared you for a long time. The tide has turned! The free world is at stake. We will accept nothing less than a complete and unqualified victory!

I have full confidence in your courage, skill and skill in battle.

— General Dwight D. Eisenhower, June 6, 1944

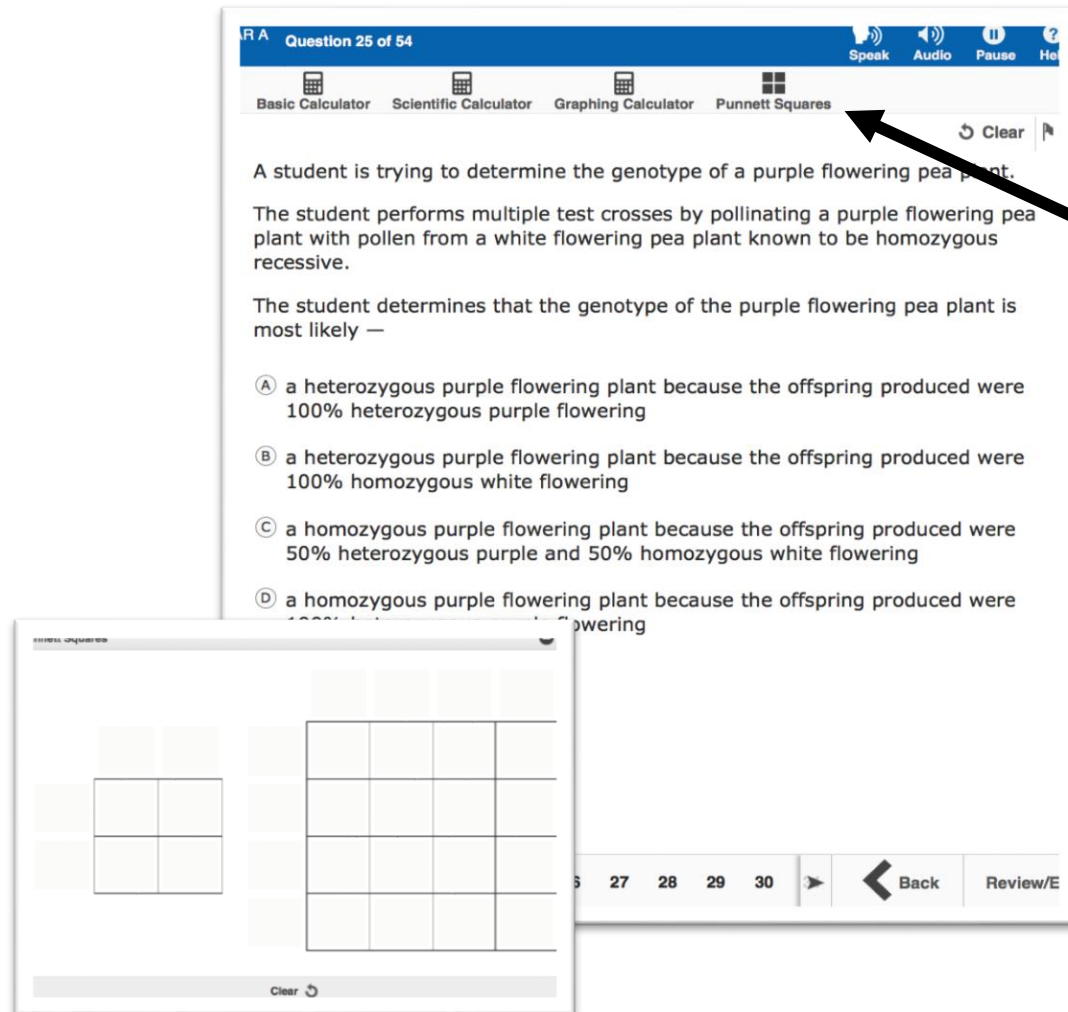
General Eisenhower provided these words of encouragement to Allied forces before they engaged in what military operation?

- A The Battle of the Bulge
- B The Sicily Campaign
- C The Invasion of Normandy
- D The Battle of the Atlantic

7 58 59 60 61 62 63 64 65 66 67 68 > < Back Review/E

This pop-up provides a visual representation (i.e., photograph) of a historical figure.

# Content and Language Supports



Question 25 of 54

Basic Calculator Scientific Calculator Graphing Calculator Punnett Squares

A student is trying to determine the genotype of a purple flowering pea plant.

The student performs multiple test crosses by pollinating a purple flowering pea plant with pollen from a white flowering pea plant known to be homozygous recessive.

The student determines that the genotype of the purple flowering pea plant is most likely —

- (A) a heterozygous purple flowering plant because the offspring produced were 100% heterozygous purple flowering
- (B) a heterozygous purple flowering plant because the offspring produced were 100% homozygous white flowering
- (C) a homozygous purple flowering plant because the offspring produced were 50% heterozygous purple and 50% homozygous white flowering
- (D) a homozygous purple flowering plant because the offspring produced were 100% homozygous white flowering

27 28 29 30

Back Review/E

Clear


This is a supplementary material. Blank Punnett squares are available for a student to use on STAAR biology with Content Supports.

# Content and Language Supports

RA Question 39 of 68

The adoption of the **assembly-line method of production** by —

- (A) increasing government regulation of the workplace
- (B) reducing labor costs and minimizing the need for skilled labor
- (C) leading to a decline in demand for products made by machines
- (D) decreasing overhead costs and reducing the demand for technology



35 36 37 38 39 40 41 42 43 44 45

Back Review/End

This pop-up provides a visual representation (i.e., photograph) of the vocabulary.



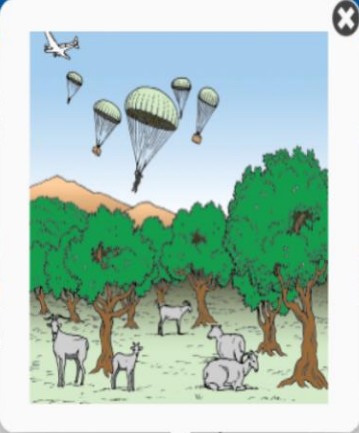
# Content and Language Supports

TAAR Practice STAAR A Grade 8 Reading Question 1 of 52

Tools Guideline

1 In 1942 my grandfather, who had fought in World War II, received a gift that caused a terrible memory of his long-running wars. He had been in Greece during the war.

2 After German soldiers occupied Greece, the British began parachuting in soldiers and supplies. My grandfather was out in the fields with our goats one day when a storm blew in and forced a British plane to make an emergency landing. My grandfather grabbed a red blanket and began waving it frantically, hoping the pilot would see that the field was large enough to land in. The pilots brought their plane down safely, much to the irritation of our goats. Grandfather



This pop-up also provides a visual representation (i.e., art) of the language in a reading selection.



# Content and Language Supports

These pop-ups clarify construct-irrelevant words.

Clear | Mark for Review

**24. Use "The Cholla Cactus" to answer the following question.**

What do the subheadings in the article help the reader understand?


- A) There are many types of cholla cacti. **knows a lot**
- B) The author **is knowledgeable** about desert animals.
- C) The cholla can be used for different purposes.
- D) Many animals live in severe environments.

**26. Use "The Cholla Cactus" to answer the following question.**

Which of these best summarizes the main points of this article?


- A) The cholla cactus is one of the few plants that grow in the extreme climate of the desert. **animals and people who live in the desert**
- B) The cholla cactus is one of the few plants that grow in the extreme climate of the desert.
- C) The cholla cactus can be found in desert regions of the United States and Mexico.
- D) The cholla cactus produces colorful flowers and tasty fruit that some desert animals depend on.

# Content and Language Supports

The development of cities has destroyed the habitats of many animals. Some animals have adjusted well to their new city habitats, but others have not. Which of these characteristics would be most useful to a wild animal living in a city? 

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

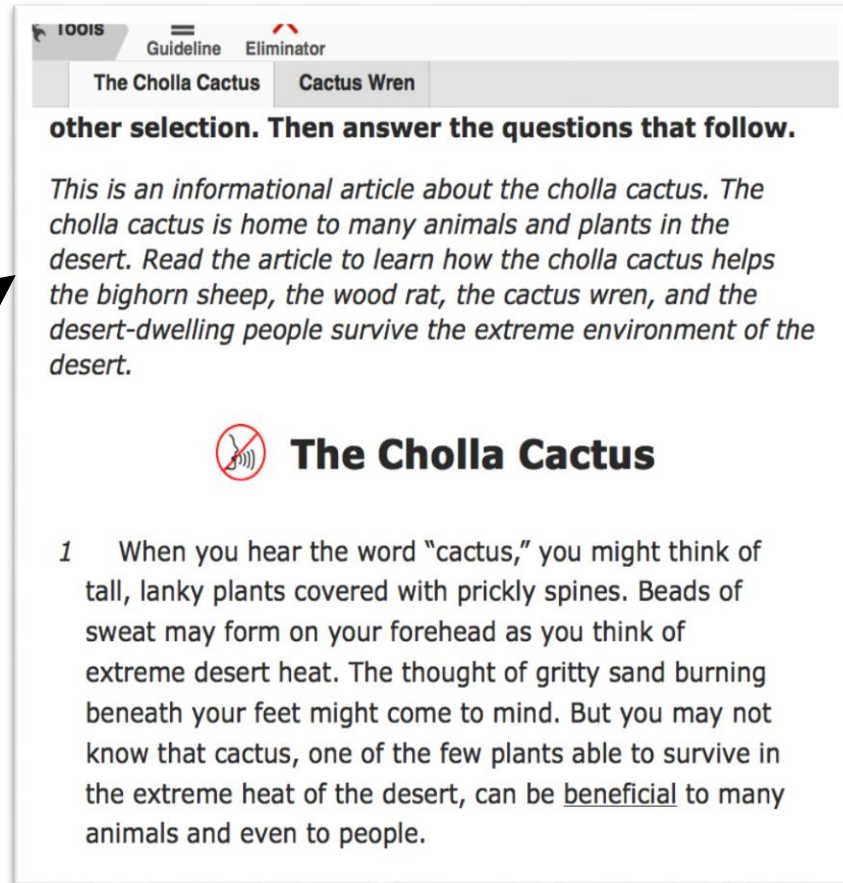
This rollover clarifies text using simpler and consistent language.

When people build cities, they destroy the habitats of many animals. Some animals learn to live in a new habitat in the city. Other animals do not learn to live in a city habitat. Which of these best helps a wild animal living in a city? 

- (A) Being active at night
- (B) Eating only one type of food
- (C) Needing a large amount of space to live
- (D) Producing a very small number of offspring

# Content and Language Supports

Pre-reading text appears before all reading and writing selections.




10015  
Guideline Eliminator

The Cholla Cactus Cactus Wren

**other selection. Then answer the questions that follow.**

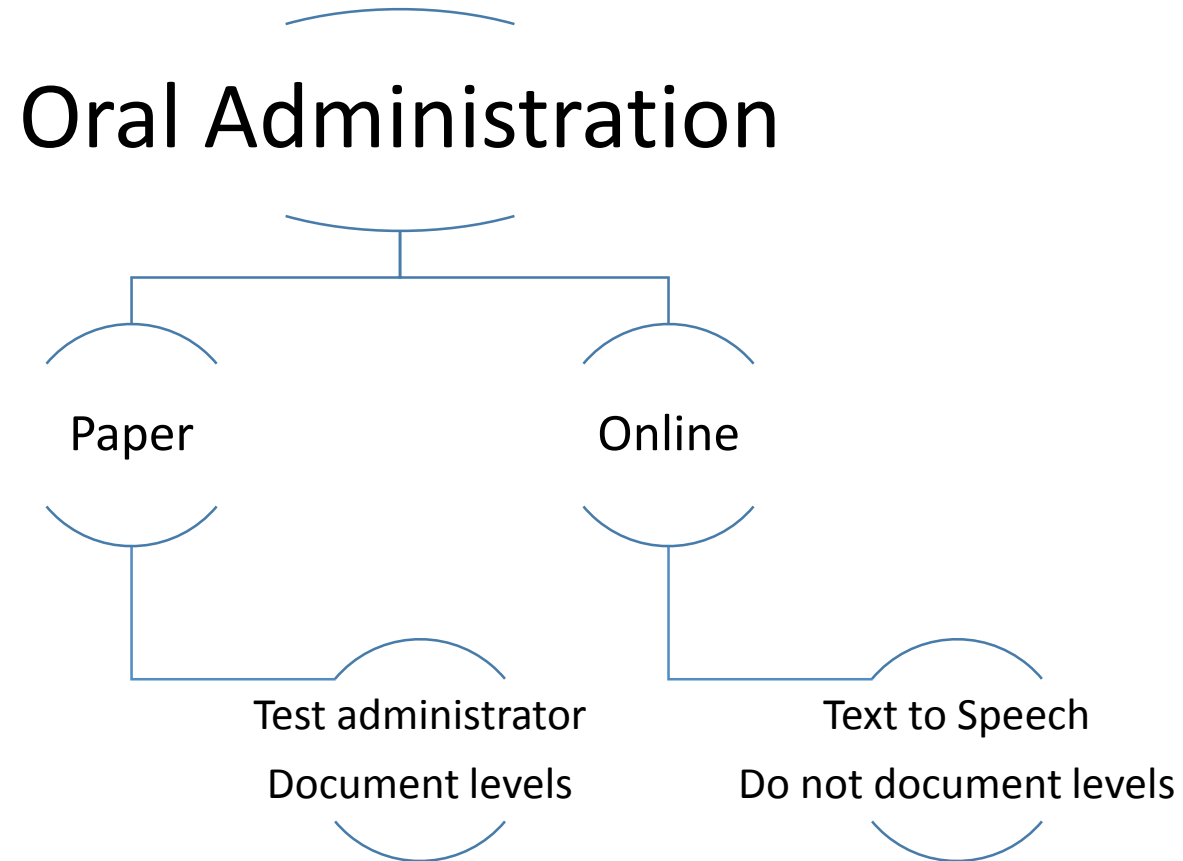
*This is an informational article about the cholla cactus. The cholla cactus is home to many animals and plants in the desert. Read the article to learn how the cholla cactus helps the bighorn sheep, the wood rat, the cactus wren, and the desert-dwelling people survive the extreme environment of the desert.*

 **The Cholla Cactus**

1 When you hear the word “cactus,” you might think of tall, lanky plants covered with prickly spines. Beads of sweat may form on your forehead as you think of extreme desert heat. The thought of gritty sand burning beneath your feet might come to mind. But you may not know that cactus, one of the few plants able to survive in the extreme heat of the desert, can be beneficial to many animals and even to people.

# 3. Oral administration

# Oral Administration



# Oral Administration



# What about dictionaries?

# Dictionaries

1. LPACs should also be very familiar with the updated **STAAR dictionary policy** (Reading/Writing/ELAR) for all students, since it now includes 3rd-5th grades:  
<https://txassessmentdocs.atlassian.net/wiki/spaces/ODCCM/pages/191563472/STAAR+Dictionary+Policy>
2. Remember! The use of bilingual dictionaries can now be found under the **accessibility features** (Math, Science and Social Studies). Their use DOES NOT have to be documented by the LPAC: <https://tea.texas.gov/accommodations/>



# Dictionaries

## STAAR Dictionary Policy

Dictionaries must be available to all students taking

- STAAR grades 3–8 reading tests;
- STAAR grades 4 and 7 writing tests;
- STAAR Spanish grades 3–5 reading tests;
- STAAR Spanish grade 4 writing test; and
- STAAR English I, English II, and English III tests

The following types of dictionaries are allowable:

- standard monolingual dictionaries in English or the language most appropriate for the student
- dictionary/thesaurus combinations
- bilingual dictionaries\* (word-to-word translations; no definitions or examples)
- ESL dictionaries\* (definition of an English word using simplified English)
- sign language dictionaries
- picture dictionaries

Both paper and electronic dictionaries, including applications on a tablet, laptop, or desktop computer, are permitted. If electronic dictionaries are used by a student during testing, Texas Education Agency (TEA) guidelines on the use of this technology must be followed in order to maintain the security and validity of the assessment. Although some technology may be very useful during a daily academic setting, technology that has functionality that violates TEA guidelines cannot be used during a state assessment. The technology guidelines for state assessments, as well as a supplementary training presentation, can be found in these *District and Campus Coordinator Resources*.

While students are working through the tests listed above, they must have access to a dictionary. Students should use the same type of dictionary they routinely use during classroom instruction and classroom testing to the extent allowable. Additional sections in the dictionary (e.g., abbreviations, biographical or geographical entries, style or grammar guides) do not have to be restricted as they are also a part of the dictionary used routinely during classroom instruction. The school may provide dictionaries, or students may bring them from home. Dictionaries may be provided in the language that is most appropriate for the student. However, specialty dictionaries such as teacher-made, student-made, subject-specific, or slang dictionaries are NOT allowed.

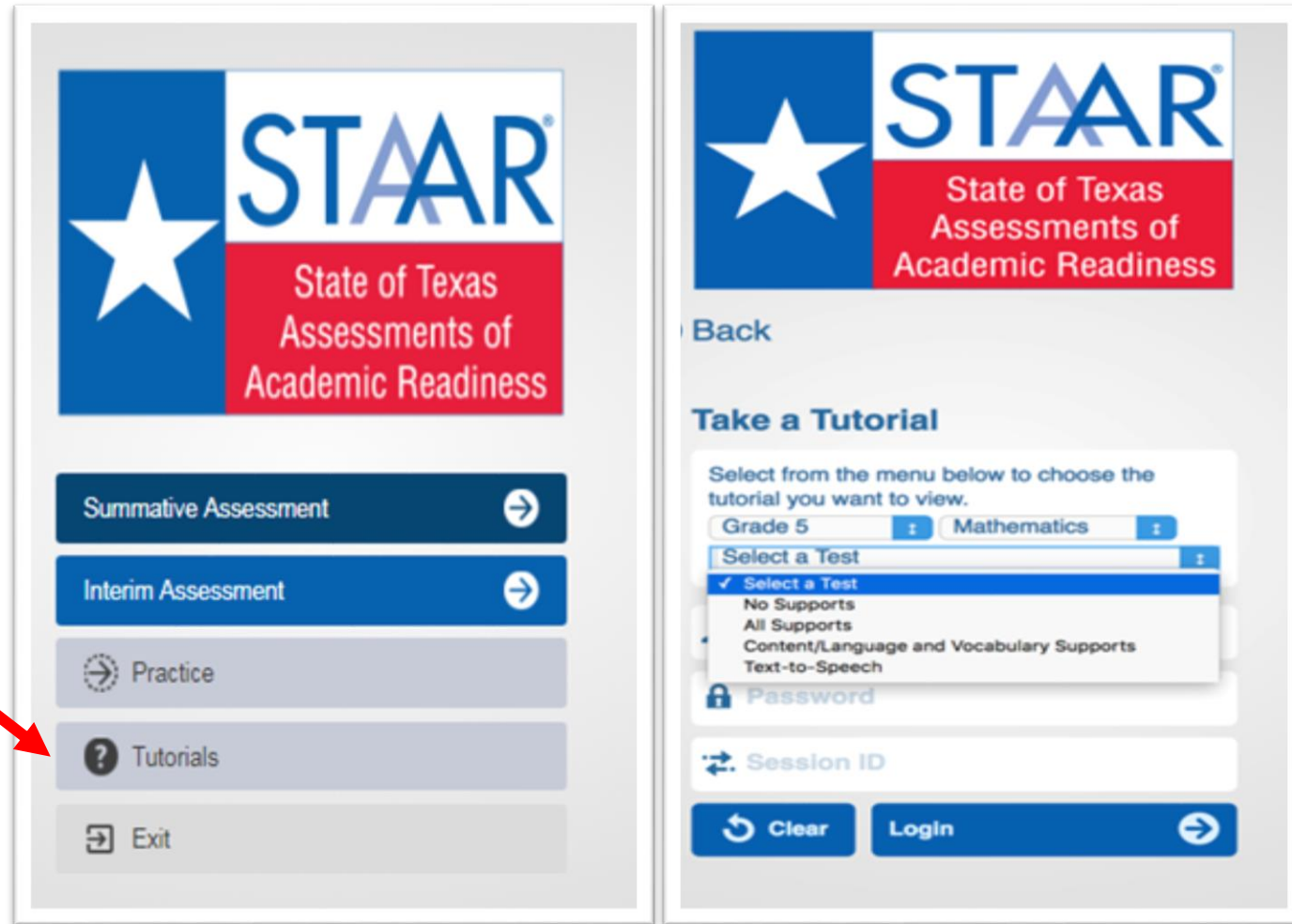
The minimum number of dictionaries a school must provide is one dictionary for every five students testing, but the state's recommendation is one for every three students or, optimally, one for each student. Although thesauruses are not required, they are allowable on all the tests listed above, either in combination with a dictionary or as a separate resource. If districts make thesauruses available to students during testing, it is recommended that there be one thesaurus for every five students.

# Online Tutorials and Practice Tests

<https://www.texasassessment.com/administrators/technology/>

## STAAR Online Tutorials

When you open the STAAR online testing platform, you will see a menu of options, including “Tutorials.”



The image displays two screenshots of the STAAR online testing platform interface. The left screenshot shows the main menu with the STAAR logo and the following options: Summative Assessment, Interim Assessment, Practice, Tutorials, and Exit. A red arrow points to the Tutorials option. The right screenshot shows the 'Take a Tutorial' screen with the STAAR logo and the following options: Back, Take a Tutorial, Select from the menu below to choose the tutorial you want to view, Grade 5, Mathematics, Select a Test, Select a Test, No Supports, All Supports, Content/Language and Vocabulary Supports, Text-to-Speech, Password, Session ID, Clear, and Login.

The screenshot displays the STAAR Student Tutorial interface. At the top, there is a blue header with the STAAR logo and the text "Student Tutorial". Below the header, there is a toolbar with icons for Speak, Audio, Zoom, Color, Pause, Help, and Logout. The main content area contains a text block explaining the use of Sticky Notes: "You can use **Sticky Notes** to make marks and annotations. Many **Sticky Notes** can be activated at the same time. Once activated, the notes can be moved to different places within a screen. Clicking and dragging on the lower right-hand corner of the **Sticky Notes** can resize the **Sticky Notes** window. Watch the video to see how to use **Sticky Notes**." Below this text is a video player showing a question: "1. Which animal barks?" with four multiple-choice options: A Cat, B Duck, C Dog, and D Pig. A yellow sticky note is overlaid on the video, containing the text "You can move Sticky notes on screen." and a "Delete" button. At the bottom of the interface, there is a navigation bar with buttons for "Eliminator", "Clear", "Notepad", "Sticky Notes", "Guideline", "Zoom", "Color", "Ruler", "Review/End", and "Next". The "Directions" button is highlighted with a blue circle, and the number "11" is displayed next to it.

## STAAR Online Tutorials

Tabs at the bottom of the screen act as a table of contents. Each tab contains a page that explains the online feature/tool and provides a short video.

Note: Videos do not have sound except for the Speak and Audio videos, which only read aloud the text on the screen.


STAAR Student Tutorial Question 17 of 18

Speak Audio Pause Help Logout Zoom Color

Tools Guideline Eliminator Pencil

Clear Mark for Review

17. Practice using **Pop-up**.



Austin is the capital of Texas.

What happens when you click on **Pop-up**?

- (A) It moves you to the next question.
- (B) It gives you more information. (correct answer)
- (C) It changes the color of the text.
- (D) It reads the question aloud.

ne Zoom Color Ruler Graph Paper Reference Materials Pop-up Rollover

Directions 17

Back Review/End Next

## STAAR Online Tutorials

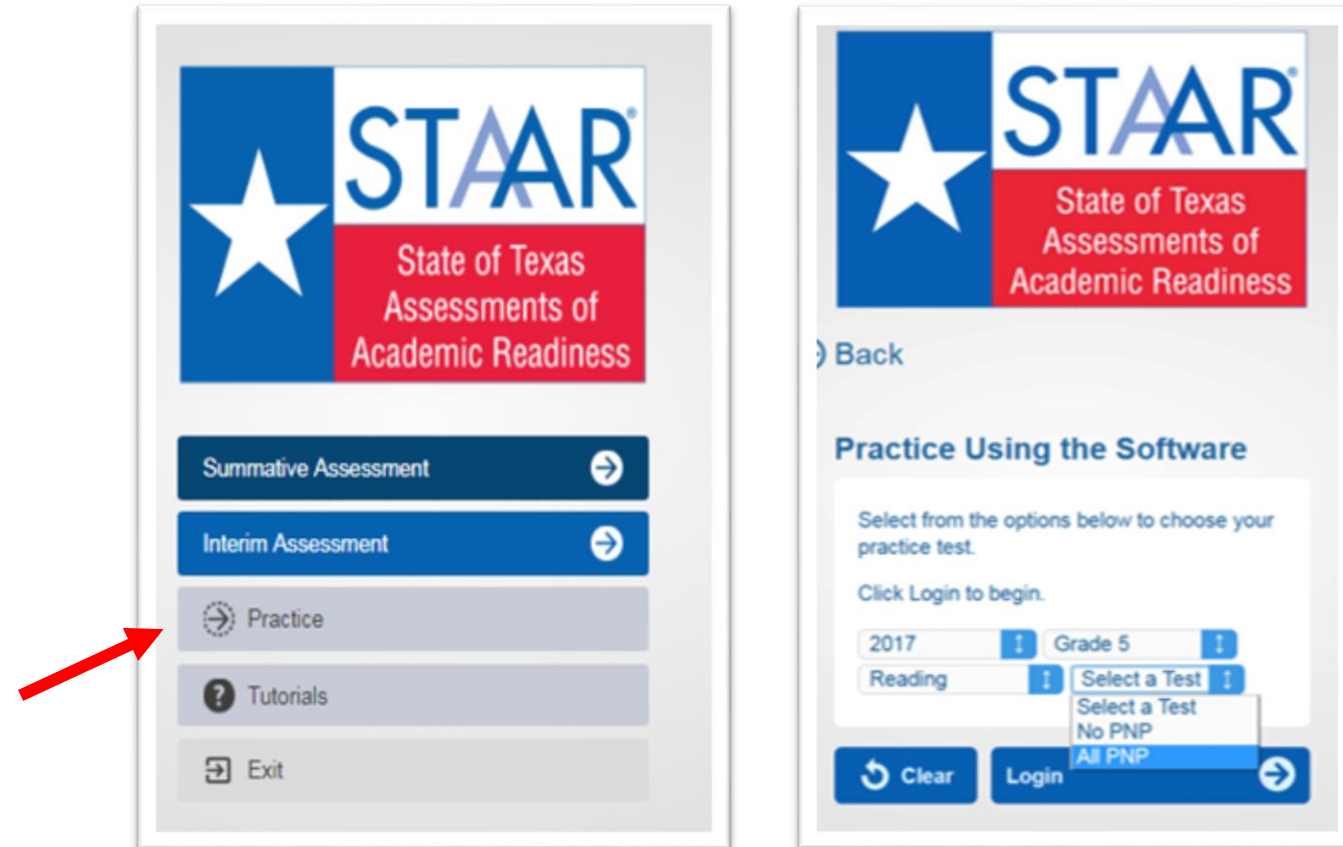
The second page of each tab has a question that you can use to practice with the feature/tool you just learned about.

Note: The questions do NOT contain tested content but are only intended to practice using the feature/tool.

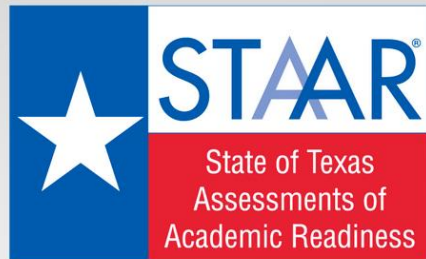
## STAAR Practice

When you open the STAAR online testing platform, you will see a menu of options, including “Practice.”

Here you will find released tests for 2017 and 2018.



The image displays two screenshots of the STAAR online testing platform interface. The left screenshot shows the main menu with options: Summative Assessment, Interim Assessment, Practice (highlighted with a red arrow), Tutorials, and Exit. The right screenshot shows the 'Practice Using the Software' screen with a dropdown menu for 'Select a Test' showing options: 2017, Grade 5, Reading, Select a Test, Select a Test, No PNP, and All PNP.



← Back

### Practice Using the Software

Select from the options below to choose your practice test.

Click Login to begin.

2017 Grade 5 Reading

Select a Test  
Select a Test  
No PNP  
All PNP

Clear Login

## STAAR Practice

To practice taking the test with all supports (i.e., TTS, pre-reads, pop-ups and rollovers), select “All PNP”.



# STAAR Online Practice

Rollover

STAAR Grade 3 Mathematics All PNP Question 24 of 32

24. The frequency table shows the number of points scored by each player on a basketball team during a game.

Player	Tally
Stephen	
Alfred	
Kenji	
Pete	
Eric	
Wesley	
Hayes	

What is the combined number of points scored by Stephen, Alfred, Pete, and Wesley?

Player	Tally
Stephen	
Alfred	
Kenji	
Pete	
Eric	
Wesley	
Hayes	

Record your answer in the boxes below. Be sure to use the correct place value.

1-32 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 Back Review/End Next


Pop-ups

STAAR Grade 3 Mathematics All PNP Question 16 of 32

16. A group of 64 children and 24 adults will travel to a zoo in vans.

How many vans will be needed to take the group to the zoo?

Ⓐ 11  
Ⓑ 80  
Ⓒ 8  
Ⓓ 5



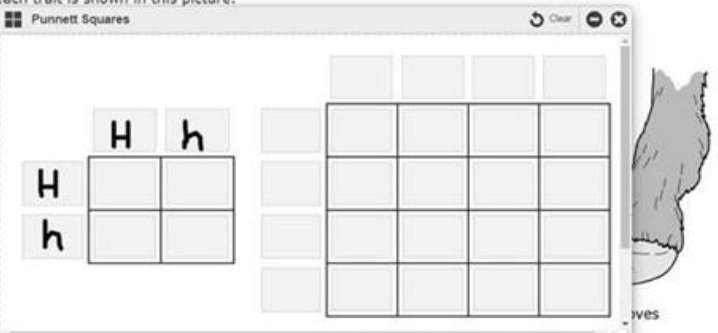
1-32 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 Back Review/End Next



# STAAR Online Practice

## Punnett Squares

29. In cattle the allele for cloven hooves (H) is dominant over the allele for mule-foot hooves (h). The phenotype for each trait is shown in this picture.



What is the probability of cloven hooves in the offspring of parents that are heterozygous for the trait?

(A) 25%  
 (B) 50%  
 (C) 75%

## Spelling Assistance

WRITTEN COMPOSITION: Expository

1. READ the following quotation.

I do not know of anyone who has gotten to the top without hard work.  
 —Margaret Thatcher

THINK about all the hard work you do. It may be work you do at school, at home, or outside.

WRITE about one type of hard work you do. Tell about your work and explain why it is so hard to do.

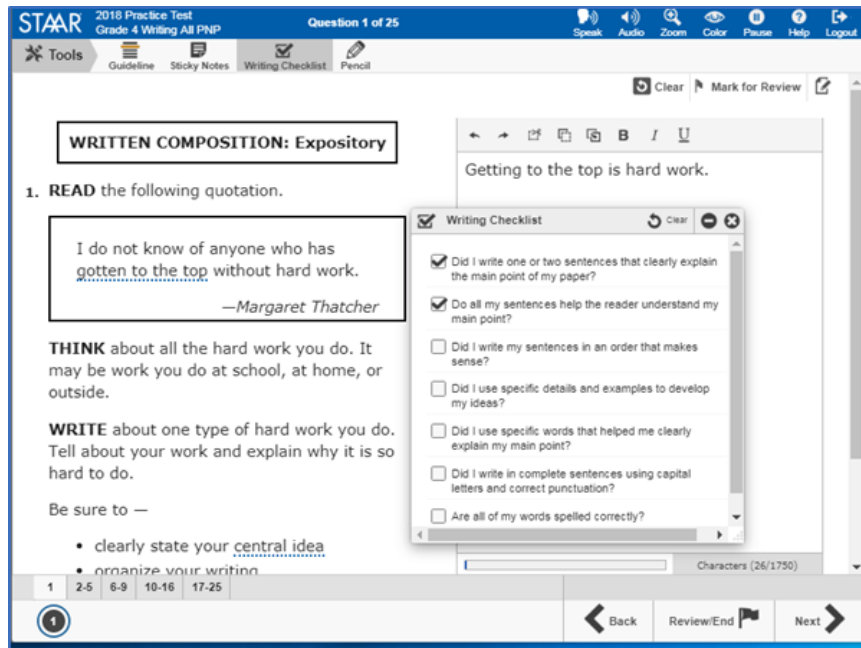
Be sure to —

- clearly state your central idea

Suggestions: wipeout, without, wideout, missout, miscut

# STAAR Online Practice

## Writing Checklist



2018 Practice Test  
Grade 4 Writing All PNP  
Question 1 of 25

Tools: Guideline, Sticky Notes, Writing Checklist, Pencil

WRITTEN COMPOSITION: Expository

1. READ the following quotation.

I do not know of anyone who has gotten to the top without hard work.  
—Margaret Thatcher

THINK about all the hard work you do. It may be work you do at school, at home, or outside.

WRITE about one type of hard work you do. Tell about your work and explain why it is so hard to do.

Be sure to —

- clearly state your central idea
- organize your writing

Writing Checklist

- Did I write one or two sentences that clearly explain the main point of my paper?
- Do all my sentences help the reader understand my main point?
- Did I write my sentences in an order that makes sense?
- Did I use specific details and examples to develop my ideas?
- Did I use specific words that helped me clearly explain my main point?
- Did I write in complete sentences using capital letters and correct punctuation?
- Are all of my words spelled correctly?

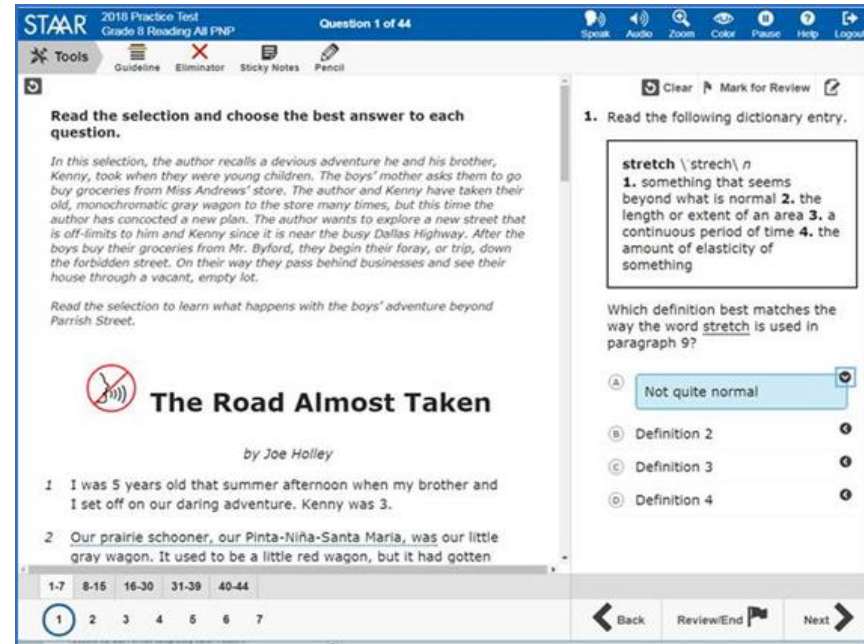
Getting to the top is hard work.

Characters (26/1750)

1 2-5 6-9 10-16 17-25

Back Review/End Next

## Prereading Text



2018 Practice Test  
Grade 8 Reading All PNP  
Question 1 of 44

Tools: Guideline, Eliminator, Sticky Notes, Pencil

Read the selection and choose the best answer to each question.

In this selection, the author recalls a devious adventure he and his brother, Kenny, took when they were young children. The boys' mother asks them to go buy groceries from Miss Andrews' store. The author and Kenny have taken their old, monochromatic gray wagon to the store many times, but this time the author has concocted a new plan. The author wants to explore a new street that is off-limits to him and Kenny since it is near the busy Dallas Highway. After the boys buy their groceries from Mr. Byford, they begin their faray, or trip, down the forbidden street. On their way they pass behind businesses and see their house through a vacant, empty lot.

Read the selection to learn what happens with the boys' adventure beyond Parrish Street.

~~X~~ **The Road Almost Taken**  
by Joe Holley

1 I was 5 years old that summer afternoon when my brother and I set off on our daring adventure. Kenny was 3.

2 Our prairie schooner, our Pinta-Niña-Santa Maria, was our little gray wagon. It used to be a little red wagon, but it had gotten

stretch \stretch\ n  
1. something that seems beyond what is normal 2. the length or extent of an area 3. a continuous period of time 4. the amount of elasticity of something

Which definition best matches the way the word stretch is used in paragraph 9?

A Not quite normal  
B Definition 2  
C Definition 3  
D Definition 4

1-7 8-15 16-30 31-39 40-44

1 2 3 4 5 6 7

Back Review/End Next

# Instructional Accommodations

Name: \_\_\_\_\_

## ELL INSTRUCTIONAL ACCOMMODATIONS

### Beginning of Year (BOY)

Date: \_\_\_/\_\_\_/\_\_\_

### Middle of Year (MOY)

Date: \_\_\_/\_\_\_/\_\_\_

### End of Year (EOY)

Date: \_\_\_/\_\_\_/\_\_\_

Campus:

Grade:

Academic Year:

- peer and native language support
- gestures for added emphasis
- simple conversations (words/phrases)
- visuals and/or verbal cues to reinforce spoken or written words
- pre-teach vocabulary
- short sentences and single words
- provide phrases or simple sentence frames
- rephrase, repeat, or slow down
- wait time
- extra time for complex material and/or assignments
- non-participation in simple conversations
- word bank of key vocabulary
- model pronunciation
- tiered sentence stems
- organize reading in chunks
- adapted text(s)
- clarification of word(s) or phrase(s)
- oral translation
- bilingual dictionary or glossary
- clarify directions
- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

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- translate word(s), phrase(s), or sentence(s)
- read and model think aloud
- drawing or pictorial representation
- writing on familiar, concrete topics
- scaffold writing assignments

#### Prior Year TELPAS:

L	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
S	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
R	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH
W	<input type="checkbox"/> B	<input type="checkbox"/> I	<input type="checkbox"/> A	<input type="checkbox"/> AH

# LPAC Decision-Making Requirements

- Designated supports decisions should be made as close as possible to the assessment to account for student's progress in acquiring the English language.
- Making a determination for a student the previous year may not take into account this progress and must be revisited.

# LPAC Documentation

# Documenting Designated Supports

- The LPAC needs to have a record of designated supports decisions for STAAR and TELPAS programs.
- There are separate forms for STAAR and for TELPAS. This is a snippet of how STAAR designated supports can be documented.

## PART II: Record of Designated Supports Decisions for STAAR Program

Place a check next to the applicable supports below and indicate for which subject(s)/course(s) the designated support and test format is to be used. The LPAC's decisions must be made in accordance with the state policies and procedures outlined in the following TEA publications: *STAAR Decision-Making Guide for LPACs* and *Educator Guide to Accessibility within the STAAR Program*. Testing designated supports for ELs who have a disability and qualify for other supports must be attached or documented separately in the student's permanent record file.

The signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing, as outlined in the TEA publication titled *Educator Guide to Accessibility within the STAAR Program*.

- *STAAR Spanish is administered in paper mode only.*
- *STAAR Alternate 2: Any language or other communication method routinely used with the student is permitted.*

	English (E) or Spanish (S)	Paper (P) or Online (O)	Oral/Signed Administration <sup>1</sup>	Content and Language Supports <sup>1*</sup>	Extra Time	Basic Transcribing	Large Print	Manipulating Test Materials	Mathematics Manipulative	Individualized Structured Reminders	Supplemental Aids	
Grades 3-5												Signature of Student's Teacher for Subject/Course
Writing												
Reading												
Mathematics												
Science												

<sup>1</sup> Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

\* These designated supports are available on STAAR online tests only.

Students for whom the LPAC recommends Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for exit at the end of the school year.

# Decisions for Assessments with Multiple Administrations

- For STAAR EOC assessments designated supports decisions can be carried over from the fall to the spring and summer administrations.
  - LPACs should meet to document any changes in a student's situation that have occurred between administrations, especially if a student no longer requires designated supports.
  - Remember, some supports may prevent the student from being considered for reclassification at the end of the year.



# Designated Supports Impact on Reclassification (Exit) Criteria for ELs

- Students for whom the LPAC recommends any of the following designated supports for any reading or writing assessment (including English I and English II) may not be considered for reclassification at the end of the school year.
  - Oral Administration
  - Content and Language Supports
  - Extra Time





- For STAAR assessments, LPACs may not recommend designated supports for an EL whose parents have denied bilingual or ESL services.
  - No designated supports
  - No testing in Spanish
  - No English I special provision
  - No unschooled asylee/refugee provisions
  
- For TELPAS assessments, all ELs are assessed regardless of whether their parents have denied bilingual or ESL services.

# Suggested Forms for LPAC Use

## STAAR Forms for LPAC Use

- [STAAR Participation and Designated Supports Decisions](#)
- [Eligibility for STAAR English I Assessment Special Provision](#)
- [Affirmation of Asylee/Refugee Status When Official Documents Delayed](#)

## TELPAS Forms for LPAC Use

- [TELPAS Participation and Designated Supports Decisions](#) A red starburst graphic with the word "New" written in white inside it.
- [LPAC Student History Worksheet](#)

These forms may be modified and reformatted for local use (Microsoft Word format). School districts may require additional supporting documentation and evidence.

These documents will be posted at: <http://tea.texas.gov/student.assessment/ell/lpac/>.

# LPAC Student History Worksheet

- The [LPAC Student History Worksheet](#) is a multiple-year student record that includes:
  - number of school years of enrollment in U.S.
  - TELPAS reading rating
  - assessment decisions
  - whether student has been enrolled for 60 consecutive school days in a school year
  - signature and date area for each year's updated Years in U.S. Schools information to help ensure annual accuracy of this important data collection
- The LPAC Student History Worksheet can be found at <https://tea.texas.gov/student.assessment/ell/lpac/>.

# ELs Receiving Special Education Services

# Assessment Decisions for ELs Receiving Special Education Services

- ELs receiving special education services may be administered any assessment depending on whether they meet the participation requirements.
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2
  - TELPAS (ARD decisions per language domain)
  - TELPAS Alternate (all domains)
  
- 19 TAC Chapter 101 of the TAC requires the LPAC to work in conjunction with the ARD committee to make assessment decisions for these students.
  - This collaboration helps ensure that factors related to a student's disability and second language acquisition are both carefully considered.

# STAAR Spanish

## Same:

- Assessed curriculum and item types
- Blueprints for building tests
- Achievement standard alignment
- Focus on readiness for next grade level or course with goal of postsecondary readiness.

## Different:

- Language accessibility
  - STAAR Spanish native language helps students understand language of test.

- When making STAAR Spanish decisions, LPACs must
  - make individual student decisions (grade-based decisions or program-based decisions are not authorized),
  - use input from student's teacher(s), and
  - determine STAAR Spanish to be the most appropriate measure of student's academic progress.
  
- LPACs recommend certain accommodations for students taking STAAR Spanish.
  - Accommodations policies documents can be found on the [Accommodation Resources webpage](#).



# STAAR Spanish Decisions

- STAAR Spanish may sometimes be appropriate for students in ESL programs.
  - Spanish speakers who have recently moved to the U.S.
  - ELs who have recently moved from a campus where they were enrolled in a bilingual program.
  - Students who receive substantial academic support in Spanish.
  
- Non-ELs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress.
  - 19 TAC Chapter 101 requires the LPAC to make the decision when a request of this type is made for a non-EL.
  - The LPAC is not responsible for performing the many other LPAC functions they carry out for ELs.

# Assessment Decisions for Different Subjects

- Decisions will often vary by necessity because of the design of the STAAR program.
  - Sometimes it may be appropriate to give STAAR Spanish in some subjects and STAAR in English in other subjects.
- LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.

# STAAR Special Provision and Exemption Decisions

# English I EOC Special Provision TAC §101.1007

- The English I EOC Special Provision is for ELs who —
  - have been enrolled in U.S. schools 3 school years or less (5 or less if qualifying unschooled asylee/refugee), and
  - have not yet attained TELPAS reading advanced high rating in grade 2 or above.
  
- When enrolled in an English I/ESOL I course, an eligible EL shall not be required to retake the assessment each time it is administered if the student passes the course but does not pass the test.
  - Students are not exempt from testing while in the course.
  - This provision does not apply to English II or English III.
  - This provision is not tied to any particular graduation plan.

# STAAR English I Assessment Special Provision

- The [English I Assessment Special Provision form](#) includes eligibility criteria.
- Course participation (semester or school year) and assessment date must be documented for each EL that meets eligibility criteria.
- Documentation must be completed and discussed with student as close to the time of the assessment as possible.
- Special provision only applies when student meets eligibility criteria and passes the course.

**The student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard on the test.**

# Exemption for Qualifying Asylees and Refugees

- Amendment to 19 TAC §101.1005 allows for the exemption of certain qualifying EL asylees and refugees from being administered a STAAR assessment **in grades 3–8 only**.
- This exemption only applies to those unschooled asylees and refugees in their first year in U.S. schools.

# Decisions about TELPAS and TELPAS Alternate

Assessments	Grades and Language Domains
TELPAS Holistically Rated	K–1 Listening, Speaking, Reading, and Writing 2–12 Writing
TELPAS Online	2–12 Reading 2–12 Listening and Speaking
TELPAS Alternate Holistic Inventory	2–12 Listening, Speaking, Reading, and Writing





- In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - **Accommodations cannot be applied**—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources webpage.
  - **Technology access is precluded**—Districts must make every effort to administer STAAR, TELPAS reading and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.
- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).

# Calculating Years in U.S. Schools

- Districts are not changing the value for years in U.S. schools submitted in a previous school year.
  - Districts are using the data previously submitted to inform data that will be submitted this spring.
- The number of years in U.S. schools on record for a student will never decrease. The value will either remain the same or increase by 1.

- In addition to years in U.S. schools, other information that will be collected includes:
  - **Unschooled asylees/refugees**
    - These students typically lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances.
  - **Students with Interrupted Formal Education (SIFE)**
    - These ELs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
    - These ELs may come to the U.S. with limited or no prior schooling. They typically lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.

- The ARD committee, in conjunction with the LPAC, is required to make TELPAS Alternate decisions for ELs with significant cognitive disabilities.
  - For ELs enrolled in grade 2, the ARD committee, in conjunction with the LPAC, must review the [TELPAS Alternate Participation Requirements](#) to determine whether a student is eligible to participate in TELPAS Alternate.

# TELPAS Alternate Participation Requirements – Grade 2

## Grade 2

If TELPAS Alternate is being considered for a student’s grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1-6 below and select Yes or No as it applies to the student. Each Yes answer requires justification that contains evidence that the student meets the criterion. To be eligible in TELPAS Alternate, the answer to questions 1-6 must be Yes. If the answer to any one of the questions is No, the student must be assessed with TELPAS.

If the ARD committee determined that the student met the eligibility criteria for TELPAS Alternate and also qualifies for **“No Authentic Academic Response”** or a **“Medical Exception”**, the student will not be required to participate in the administration of TELPAS Alternate.

# TELPAS Alternate Participation Requirements – Grades 3-12

## Grades 3-12

If a student entering grades 3-12 has been identified in PEIMS as limited English proficient (LEP), and the ARD committee has followed state guidelines to determine the student's participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 1-6 below do not need to be answered.

If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for “**No Authentic Academic Response**” or a “**Medical Exception**”, the student will not be required to participate in the administration of TELPAS Alternate.

# TELPAS Alternate Participation Requirements – Questions & Justification

1. Is the student identified in PEIMS as LEP?
2. Does the student have a significant cognitive disability?
3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment?
4. Does the student require intensive, individualized instructions in all instructional settings?
5. Does the student access and participate in the grade-level TEKS through prerequisite skills?
6. Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT an extenuating factors?

# TELPAS



TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.

All K-12 students classified as LEP in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.



# Resources

Most of the documents referred to in this portion of the presentation can be found on TEA's TELPAS Resources webpage.

<https://tea.texas.gov/student.assessment/ell/telpas/>

## TELPAS Resources

[Student Assessment Home](#) | [Assessment A–Z Directory](#) | [Contact Student Assessment](#)

TEA designed the Texas English Language Proficiency Assessment System (TELPAS) to assess the progress that limited English proficient (LEP) students make in learning the English language.

To view all English language learner (ELL) resources, visit the [ELL webpage](#).

# TELPAS Components

Grades K-1	Grades 2-12
<ul style="list-style-type: none"><li>▪ Holistically-rated assessments in listening, speaking, reading, and writing</li><li>▪ Classroom observations and student interactions</li></ul>	<ul style="list-style-type: none"><li>▪ Online tests for reading, listening, and speaking</li><li>▪ Holistically-rated student writing collection</li></ul>

# Exceptions

**There are exceptions to an EL being assessed in one or more language domain.**

- An EL receiving special education services
  - Decision must be made by ARD committee in conjunction with the LPAC.
  - Participation must be considered on a domain-by-domain basis.
  - Reason for not assessing student must be well-supported and documented.
- An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window
  - Will not be assessed by receiving district in the holistically-rated domains.
  - Is required to take the TELPAS reading test and the listening and speaking test.

# Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded
- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).
- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer.

**Note: Special administration of TELPAS is dependent upon TEA approval.**

# TELPAS Holistic Rater Training

- The Grades 2-12 Online Basic Training Course and calibration activities only include the domain of writing.
- A separate holistically-rated listening and speaking rater training for those educators that will be assessing a student with a special administration of listening and speaking test.
  - Instructions will be sent to district testing coordinators with all approved special administration requests.
- After completing the modules and practice activities, certificates of completion will be available to print in the scoring summary tab. Certificates are also automatically emailed upon successful completion, but **may take up to 24 hours to be delivered.**

# Online Training and Calibration

- Calibration must be completed in a monitored setting.
- Raters have two opportunities to calibrate.
- Local procedures must be established for verifying the completion of online courses and calibration activities.
- The TELPAS Online Training Center does not save training histories or certificates. Accounts and certificates will be purged from training site at the end of each training window.
- Raters need to print and retain a copy of their training and calibration certificates.

# TELPAS Manual for Raters and Test Administrators

- The rater manual and test administrator manual will be combined.
- It is not a required that every rater have a rater manual. However, raters must be trained and have the appropriate resources for training and rating purposes.
- Rater resources can be accessed from the online version of the TELPAS Manual for Raters and Test Administrators.



# TELPAS Rater Resources – Training Purposes

	K-1 Raters	2-12 Raters
For training purposes:	<ul style="list-style-type: none"> <li>■ K-12 Listening PLDs</li> <li>■ K-12 Speaking PLDs</li> <li>■ K-1 Reading PLDs</li> <li>■ K-1 Writing PLDs</li> </ul>	<ul style="list-style-type: none"> <li>■ 2-12 Writing PLDs</li> </ul> <p><i>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</i></p> <ul style="list-style-type: none"> <li>■ K-12 Listening PLDs</li> <li>■ K-12 Speaking PLDs</li> </ul>

# TELPAS Rater Resources – Rater Purposes

	K-1 Raters	2-12 Raters
For rating purposes:	<ul style="list-style-type: none"> <li>▪ K-12 Listening PLDs</li> <li>▪ K-12 Speaking PLDs</li> <li>▪ K-1 Reading PLDs</li> <li>▪ K-1 Writing PLDs</li> <li>▪ TELPAS Student Rating Roster</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2-12 Writing PLDs</li> <li>▪ TELPAS Student Rating Roster</li> <li>▪ Writing Collection Cover Sheet</li> <li>▪ Writing Collection Verification Checklist</li> </ul> <p><i>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</i></p> <ul style="list-style-type: none"> <li>▪ K-12 Listening PLDs</li> <li>▪ K-12 Speaking PLDs</li> </ul>

# TELPAS Composite Score

- In spring 2018, the assessments for three of the four TELPAS domains changed.
  - Reading test was redesigned to be shorter with reduced blueprint.
  - Listening and speaking tests were administered as item-based standardized assessments for the first time.
- After receiving feedback from various stakeholders, it was determined that there would be a change to the language domains for the composite score, as shown below.

Language Domain	Previous Weight	Current Weight
Listening	10%	25%
Speaking	10%	25%
Reading	50%	25%
Writing	30%	25%

# TELPAS Composite Score and ELs with Disabilities

- ESSA requires States to develop a set of parameters and procedures to obtain a composite score based on performance in the remaining domains of the English language proficiency assessment.
  
- Students with results for at least two domains will receive a composite score.
  - This is ONLY applicable to students who have an ARD decision to not be evaluated in one or two domains.
  - This does NOT apply to students who were absent, received a score code of “O” for other, or an “E” for extenuating circumstances.

# TELPAS Writing Audit – Spring 2019

**The purpose of the writing audit is to provide ongoing evidence of the validity and reliability of the holistically-rated writing component of TELPAS. The primary audit activities will include:**

- evaluating the extent to which the writing English language proficiency ratings assigned by teacher raters match those assigned by state audit raters,
- gathering feedback from teacher raters on the quality of their training for writing, and
- examining how well educators followed state-defined administration procedures to rate writing performance.

# TELPAS Writing Audit – Spring 2019

- Students will be sampled in grades 2–12 from across the state, including all 20 regions.
- The target sample size is 2,000 students, spread equally across grade bands and proficiency levels.
- Questionnaires will be given to district testing coordinators, campus testing coordinators, and to raters and will be used to gather information about the training and qualification procedures.
- Districts will receive notification after the TELPAS window if they have been selected for the writing audit.

# TELPAS Grade Clusters

Reading Tests	Listening and Speaking Tests
Grade 2	Grades 2-3
Grade 3	Grades 4-5
Grades 4-5	Grades 6-8
Grades 6-7	Grades 9-12
Grades 8-9	
Grades 10-12	

# Enrolled Grade Reclassification during TELPAS Test Administration

**For the purpose of TELPAS administration, the reclassification of a student's grade level will not be allowed during the TELPAS window.**

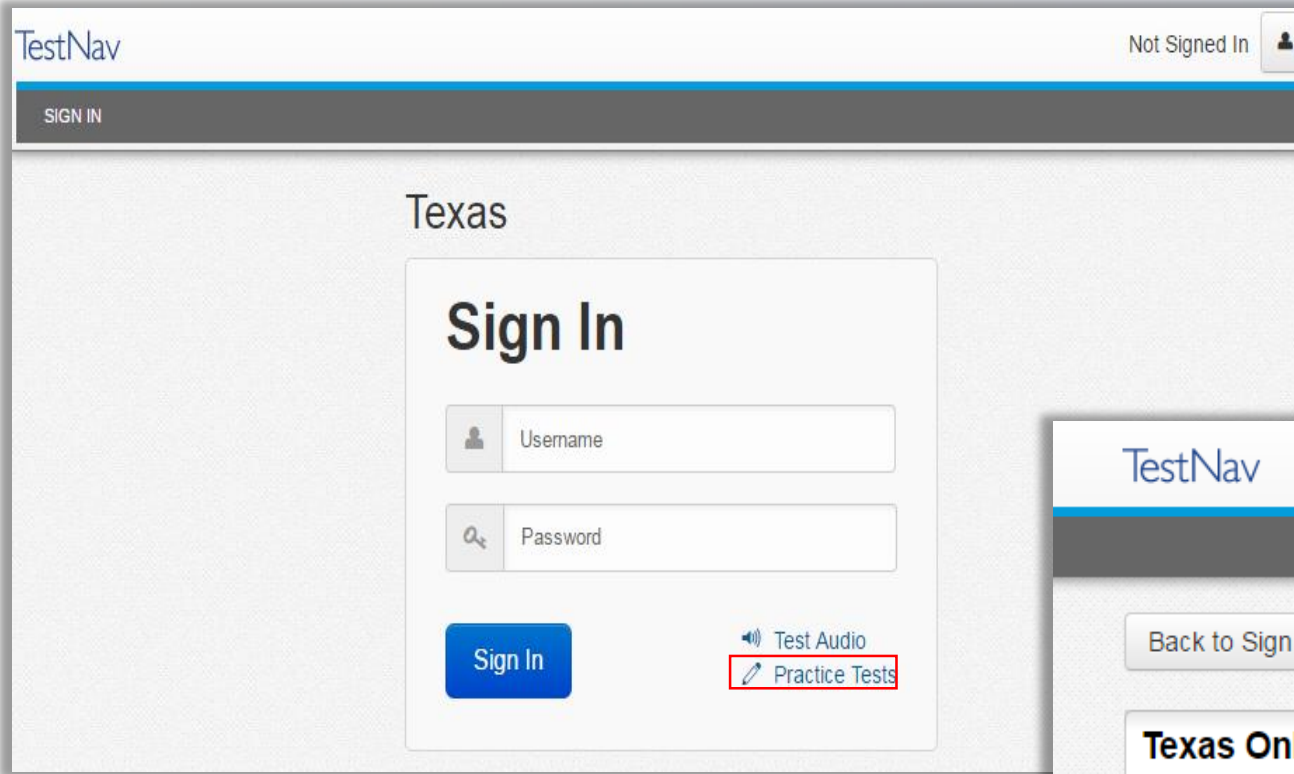
- It causes an issue within the Assessment Management System when student's grade levels change within the window.
- All the TELPAS components (holistic, reading test, listening & speaking test) should be assessed in the same grade level.



# TELPAS Tutorials and Listening and Speaking Practice Sets

- TELPAS Tutorials
  - Help students become familiar with online testing
  - Show students how to move through a test, use tools in the test, and work with different types of items
  
- Listening and Speaking Practice Sets
  - Are two different practice sets (one for elementary and one for secondary)
  - Are solely for students to practice on listening and speaking items
  - Should not be used for diagnostic purposes
  
- It is recommended that you perform the headset test prior to starting the TELPAS tutorial to ensure the headset is set up correctly.
  - Headset test is located in the TestNav app under the “Practice Tests” link.

# TELPAS Headset Test from TestNav App



TestNav Not Signed In

SIGN IN

Texas

## Sign In

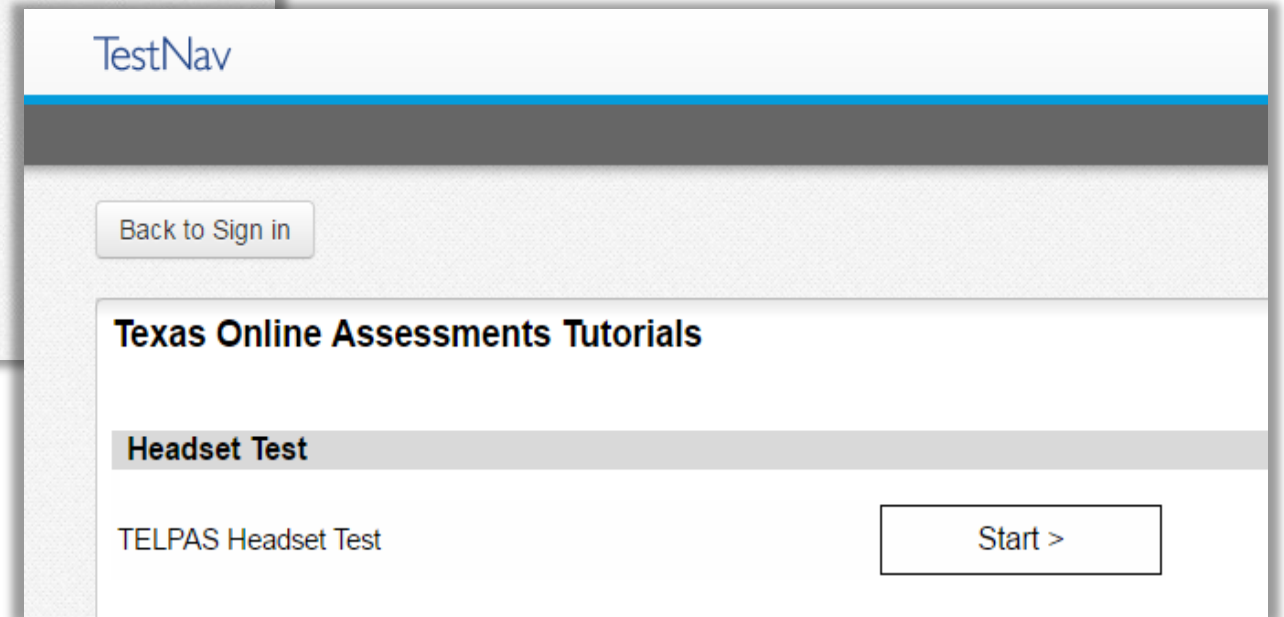
Username

Password

Sign In

Test Audio

Practice Tests



TestNav

Back to Sign in

### Texas Online Assessments Tutorials

#### Headset Test

TELPAS Headset Test

Start >

# TELPAS Parent Resources

- New TELPAS parent resources will include the following:
  - TELPAS Student Report Cards (K-1 and 2-12)
  - TELPAS FAQs (English and Spanish)
  - Parent Tips (English and Spanish)
  
- The parent resources will soon be posted on the TELPAS and TELPAS Alternate Resources webpage.

# TELPAS Blueprints and Speaking Rubrics

The TELPAS Reading Blueprints, Listening and Speaking Blueprint, and the Speaking Rubrics can be found on the [TELPAS and TELPAS Alternate Resources webpage](#).

## TELPAS Reading, Listening, and Speaking

Use the links below to access the TELPAS test blueprints and speaking rubrics.

- [TELPAS Grade 2 Reading Blueprint](#) (PDF)
- [TELPAS Grade 3 Reading Blueprint](#) (PDF)
- [TELPAS Grades 4-5 Reading Blueprint](#) (PDF)
- [TELPAS Grades 6-7 Reading Blueprint](#) (PDF)
- [TELPAS Grades 8-9 Reading Blueprint](#) (PDF)
- [TELPAS Grades 10-12 Reading Blueprint](#) (PDF)
- [TELPAS Grades 2-12 Listening and Speaking Blueprint](#) (PDF)
- [TELPAS Two-Point Speaking Rubric](#) (PDF)
- [TELPAS Four-Point Speaking Rubric](#) (PDF)
- [TELPAS Four-Point Speaking Rubric](#) (PDF, large format)

# TELPAS Listening, Grades 2-12

- The text of the stimulus and/or prompt is not available on screen.
- Students will be using “click on the correct answer” and drag-and-drop functionalities, as well as responding to multiple-choice questions for passage-based and non-passaged-based items.
- Students will need to wear headsets.
- Audio is provided for the stimulus/task.
  - All audio is recorded in a studio; no text-to-speech audio is used.

# TELPAS Speaking, Grades 2-12

- Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.
  - For simple prompts, students have 45 seconds to respond.
  - For open-ended, more complex prompts, students have 90 seconds.
  - The student's response to the prompt determines the student's proficiency level.
  
- Students have two opportunities to record a response.
  - To interact with speaking items, students will
    - use audio capture functionality to record a response,
    - listen to the response, and delete, and
    - re-record if not satisfied with their first response.

# TELPAS Speaking, Grades 2-12

**Some speaking prompts are intended to solicit shorter responses; others are intended to solicit longer responses.**

- Two-point item types are fairly simple, such as making a prediction based on a picture stimulus or using a simple map to provide directions.
- Four-point item types are more open ended, such as using a series of pictures to explain a multi-step process, comparing and contrasting, or taking a position on an issue and defending that position.

# TELPAS Speaking Rubrics

- Developed to determine the score points that should be ascribed to a student's response based on his or her performance on each speaking test item.
- Derived from the TELPAS proficiency level descriptors (PLDs).
- Should not replace the Texas English Language Proficiency Standards (ELPS) or PLDs.
- Should not be used in isolation.
- Can be found on the TELPAS and TELPAS Alternate webpage.



# “Uncertain Cases”

- Scoring system may not be confident about certain tests that include responses with the following characteristics:
  - Technical issues (such as too much static)
  - Loud background speech or noise
  - Mumbled or faint speech
  - Foreign languages
  - Not represented by those used to train the scoring engine
  
- Sent to human scorers for final rating

# Headset List

Pearson compared multiple headsets in test-like settings using ideal spacing to analyze the appropriateness of each headset for speaking/listening items.

- Based on the comparison, the following three headsets were considered by Pearson to be the most appropriate for speaking/listening items.

Headset	Jack/USB	Operating Systems
Kidz Gear wired headphones for Kids	Jack	iOS 9, iOS 10 Android 6.0
Avid AE-36	Jack	iOS 9, iOS 10 Android 5.0
Logitech USB headsets H390	USB	macOS 10.9-10.12 Windows 7, 10

# TELPAS ALT

# TELPAS Alternate

Every Student Succeeds Act (ESSA), requires each state to administer an alternate English language proficiency (ELP) assessment for ELs with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.



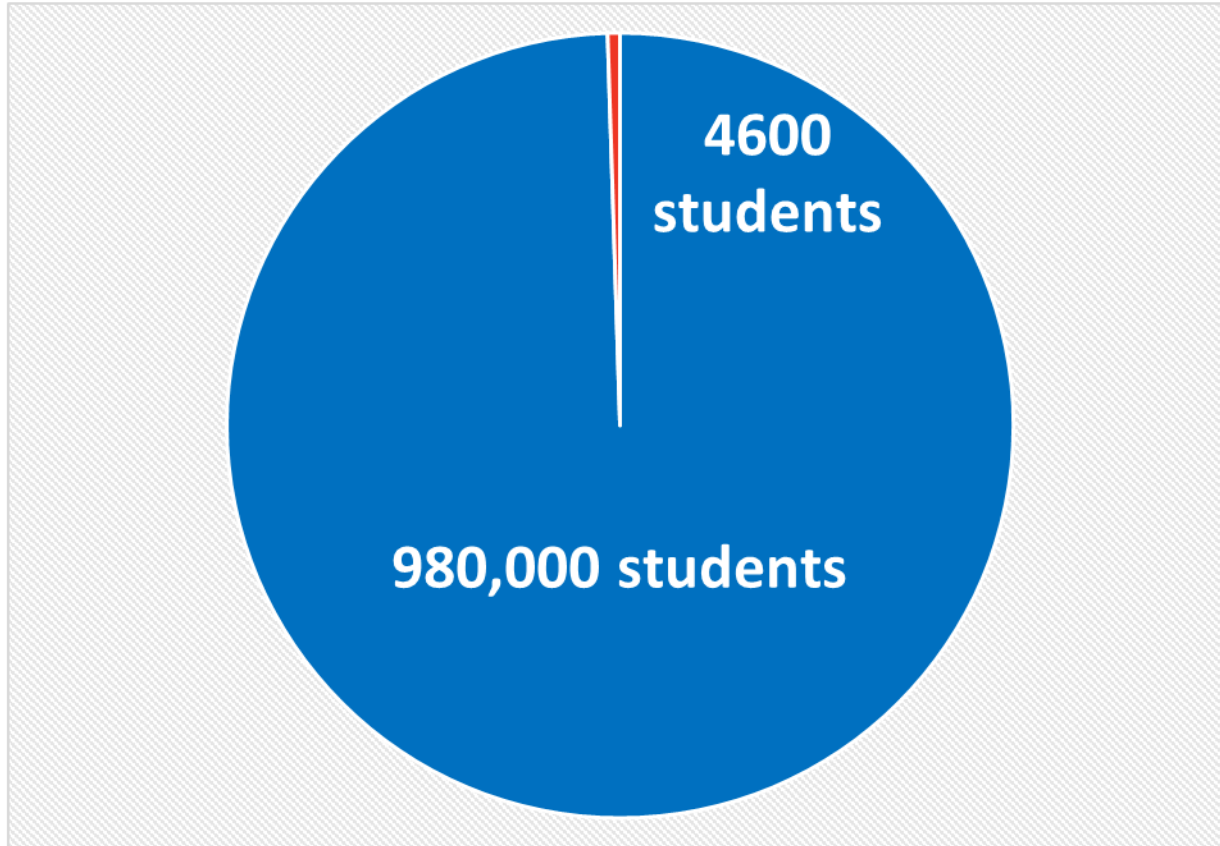
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October 2018

## TEA worked with stakeholders to develop the TELPAS Alternate for grades 2-12 to evaluate students

- receiving special education services identified in PEIMS as LEP, and
- have also been identified with a significant cognitive disability.

# Who will be assessed with TELPAS Alternate?



- Students tested with TELPAS
- Students projected to be tested with TELPAS Alternate based on 2016-2017 data

# TELPAS Alternate and ELs in Grades K-1

**All ELs in grades K-1 will take the TELPAS K-1 holistically-rated assessment for all four language domains.**



- Why will ELs in grades K-1 be assessed with the general TELPAS holistically-rated assessment and not with an alternate English language proficiency assessment?
- Based on feedback from various stakeholders, the holistically-rated assessment was appropriate for this student population since:
  - K-1 students are not yet identified as having significant cognitive disabilities.
  - We don't want to underestimate a child's potential at such a young age.



# TELPAS Alternate and ELs in Grades 2-12

- Grade 2-12 ELs have to meet participation requirements:

<https://tea.texas.gov/student-assessment/ell/telpas/>

- TELPAS Alternate Participation Form will be posted on the TELPAS and TELPAS Alternate webpage.

## Grade 2:

- Participation requirements are similar to STAAR Alternate 2.
- ARD/LPAC committees required to make assessment determination for TELPAS Alternate.

## Grades 3-12:

- ELs eligible to take STAAR Alternate 2 will take TELPAS Alternate.



# TELPAS Alternate: Participation Requirements

**ARD committees will have to make assessment decisions for students in grades 2-12 using the TELPAS Alternate Participation Requirements.**

■ For Grade 2:

- The ARD, in conjunction with the LPAC, must review the six Yes or No questions in the participation form.
- To be eligible for TELPAS Alternate, the answer to all 6 questions must be Yes and each Yes response will require justification that contains evidence that the student meets the criterion.
- If the answer to any one of the questions is No, the student must be assessed with TELPAS.

■ For Grades 3-12:

- If the student entering grades 3-12 has been identified in PEIMS as LEP and is eligible for STAAR Alternate 2, the students will be assessed with TELPAS Alternate.
- The ARD committee does not have review the six Yes or No questions in the participation form.

- Is the student identified in PEIMS as LEP?
- Does the student have a significant cognitive disability?
- Does the student require specialized, extensive supports to access the grade-level curriculum and environment?
- Does the student require intensive, individualized instructions in all instructional settings?
- Does the student access and participate in the grade-level TEKS through prerequisite skills?
- Is the assessment determination based on the student's significant cognitive disability and English learner status and NOT an extenuating factors?

# TELPAS Alternate – NAAR and ME

**No Authentic Academic Response (NAAR) and Medical Exception (ME) will be addressed differently for TELPAS Alternate.**

■ For Grade 2:

- If the ARD committee determined that the student met the eligibility criteria for TELPAS Alternate and also qualifies for NAAR or ME, the student will not be required to participate in TELPAS Alternate.

■ For Grades 3-12:

- If the ARD committee determined that the student met the eligibility criteria for STAAR Alternate 2 and also qualifies for NAAR or ME, the student will not be required to participate in TELPAS Alternate.

# TELPAS Alternate Pilot Test and Cognitive Lab

- Pilot Test
  - Administered over a 10-day window from April 23-May 4, 2018, to students in grades 2 through 12 who were eligible to participate
  - Preliminary study to evaluate the effectiveness and feasibility of this new assessment
  - Approximately 2,112 students tested
  
- Cognitive Lab
  - Conducted April 30-May 4, 2018
  - 21 school districts visited

# Cognitive Lab and Pilot Feedback

- Observable behaviors
  - More space needed for teachers to take notes or a separate note-taking document
  - Examples of student scenarios needed for clarity (to aid understanding of observable behaviors for each domain)
  
- Test Administrators
  - Training earlier in the year
  - More time with the materials
  - Post Observable Behaviors in the fall

## Overview: TELPAS Alternate Observable Behaviors

- The “questions” are called observable behaviors.
  - Each observable behavior describes characteristics that students with significant cognitive disabilities learning English demonstrate as they gain proficiency.
  - Observable behaviors were written and reviewed by educators.
  
- Based on teacher feedback, a notes section will be added to each observable behavior.
  - Educators will be able to take notes throughout the school year.
    - However, students may not be evaluated until the assessment window.
  
- Observable behaviors and additional training material will be posted soon.

# TELPAS Alternate Observable Behaviors

<b>L5. The student:</b>					
<b>Understanding the General Meaning</b>	may or may not attend to spoken English when paired with concrete symbols	matches a single spoken content-based word with picture support to an identical picture	selects a picture that corresponds to the general meaning of a spoken content-based word	selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic	selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic

This version of the TELPAS Alternate Observable Behaviors is for optional use by teachers to take notes on individual students and should not be used to officially rate eligible students prior to the assessment window.

# TELPAS Alternate Training

- TELPAS Alternate test administration manual
  
- Several short PPTs will provide more specific information about assessing students with TELPAS Alternate.
  - PPTs can be reviewed by teachers in about 10-15 minutes.
  - PPTs for each domain (listening, speaking, reading, and writing) will include authentic classroom examples written by educators.
  
- Additional training presentations will be provided (e.g. TETN, webinars).



LPAC Decision-Making Resources:

<https://tea.texas.gov/student.assessment/ell/lpac/>

Accessibility Features and Designated Supports:

<https://tea.texas.gov/accommodations/>

TELPAS Resources:

<https://tea.texas.gov/student.assessment/ell/telpas/>

# Contact Information

Information regarding assessments for ELs:  
<http://tea.texas.gov/student.assessment/ell/>

Email: [assessment.specialpopulations@tea.texas.gov](mailto:assessment.specialpopulations@tea.texas.gov)  
[Student.Assessment@tea.texas.gov](mailto:Student.Assessment@tea.texas.gov)

TEA Student Assessment Division: (512) 463-9536

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