

# LPAC Middle of the Year Training

## WS# 65805

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# Professional Learning Essential Agreements

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- Be respectful of others
- Be an active participant
- Take care of your needs
- Use electronic devices as learning tools



# Final LPAC MOY Power Point

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The final PowerPoint and all other LPAC guides and documents will be posted on the Language Proficiency Assessment Committee Resources page of the Student Assessment Division website at:

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



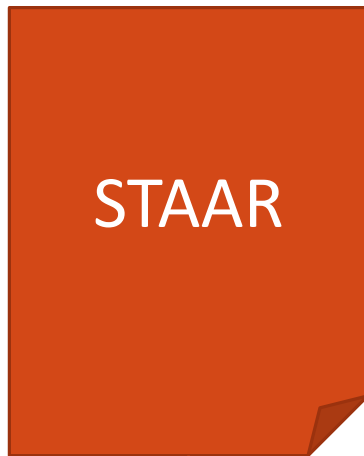
# STAAR

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# STAAR Assessments

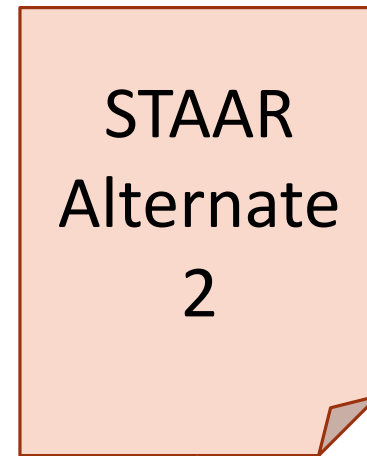
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Paper or online



Paper



Online



# Changes for 2018 and Beyond

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- The guidelines described in this training are applicable for all assessments administered in the remainder of the 2017-2018 school year (spring and June 2018).
- Beginning with the next school year, language proficiency assessment committees (LPACs) decisions will be applicable for all assessments administered in the 2018-2019 school year (December 2018, spring 2019 and June 2019).

**For December 2018 EOC administrations, LPAC participation and designated supports decision-making must take place during the fall of 2018, as close as possible to the assessment window.**

# STAAR Decision-Making Guide for LPACs

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- The regulatory procedural guide is based on 19 TAC Chapter 101, Subchapter AA.
  - LPACs should be familiar with these Commissioner of Education rules.
- TEA is required to develop administrative procedures to implement English language learners (ELLs) assessment statutory requirements.
- LPACs are responsible for —
  - following administrative procedures in the guide
  - making decisions on an individual student basis
  - working as a committee to make decisions
  - maintaining required documentation

# Participation Decisions

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# STAAR Participation Decisions

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STAAR encompasses—

- STAAR
- STAAR Spanish
- STAAR Alternate 2

LPACs are required to make and document assessment decisions in accordance with outlined procedures.

# Understanding Alignment of STAAR and STAAR Spanish

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Same:

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

Differences:

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

# STAAR Spanish Decisions

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

# STAAR Spanish for Students in ESL Programs

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- In addition to being appropriate for ELLs in bilingual programs who are receiving academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for students in ESL programs.
- ESL program examples:
  - Spanish speakers who have recently moved to the U.S.
  - ELLs who have recently moved from a campus where they were enrolled in a bilingual program
  - Students who receive substantial academic support in Spanish

# Non-ELLs in Spanish Bilingual Programs

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- Non-ELLs 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.
  - Chapter 101 requires the LPAC to make the decision when a request of this type is made for a non-ELL.
- This is most common in two-way dual language programs but is not necessarily limited to these programs.
- The LPAC is not responsible for performing the many other LPAC functions they carry out for ELLs.

# Assessment Decisions for Different Subjects

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- Decisions will often vary by necessity because of the design of the STAAR program.
  - For example, it may sometimes 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.

# Assessment Decisions for ELLs Receiving Special Education Services

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- ELLs receiving special education services may be administered any assessment depending on whether they meet the participation requirements.
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2
- 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.

# Designated Supports Decisions

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# Designated Supports Decisions for STAAR

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- LPAC's designated supports decisions must be made on an individual student basis.
- Decisions must be based on —
  - student's particular needs for second language acquisition support, and
  - whether student routinely, independently and effectively uses the designated support in instruction and classroom testing.
- LPACs must coordinate with subject-area teachers.
  - 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 Resources

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Designated Support decisions for STAAR are to be made by LPACs in accordance with policies and procedures in the following:

- 2018 STAAR Decision-Making Guide for LPACs

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

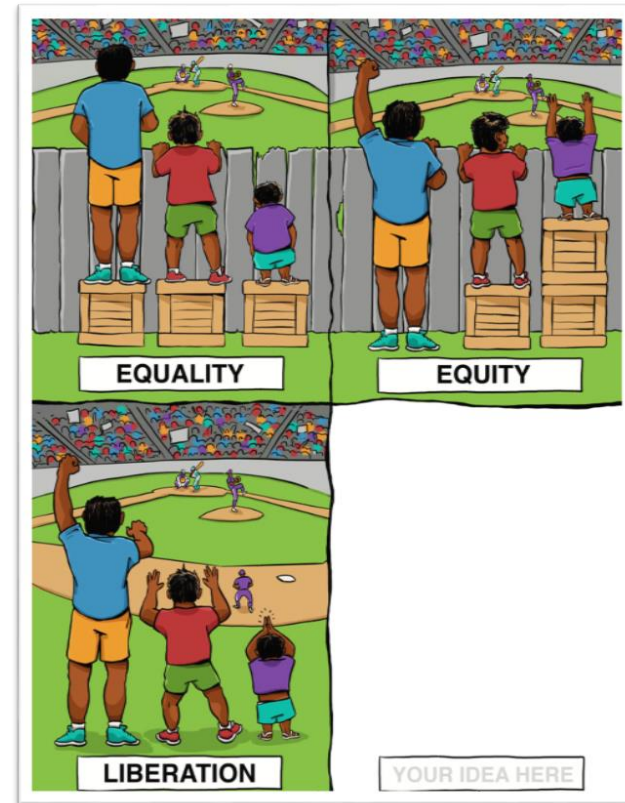
- Accessibility Policy Documents located on TEA's Accommodation Resources webpage

[https://tea.texas.gov/Student Testing and Accountability/Testing/Student Assessment Overview/Accommodation Resources/2018 Accessibility/](https://tea.texas.gov/Student%20Testing%20and%20Accountability/Testing/Student%20Assessment%20Overview/Accommodation%20Resources/2018%20Accessibility/)

# Think, Talk & Share



<https://tinyurl.com/lpacmoy>



# Designated Supports During State Assessments

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- Designated Supports in instruction allow each student to maximize his or her academic potential.
- Not all Designated Supports suitable for instruction are allowable during state assessments.
- Using designated supports during an assessment allows test takers to demonstrate their knowledge of the content being tested without the format of the assessment, the non-tested language, or the type of responses needed to answer the questions being barriers.

# Designated Supports for ELLs with Disabilities

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- LPACs are responsible for making designated support decisions for the STAAR program in conjunction with the student's ARD, Section 504, RTI or other applicable committee.
  - **Designated supports decisions related to the student's particular needs for second language acquisition support, and**
  - **Designated supports decisions related to the student's disability**
- These committees should become familiar with all information on the TEA Accommodation Resources webpage.

# LPAC Role and Collaboration with Testing Coordinators

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

# Understanding STAAR Accessibility

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# STAAR ACCESSIBILITY

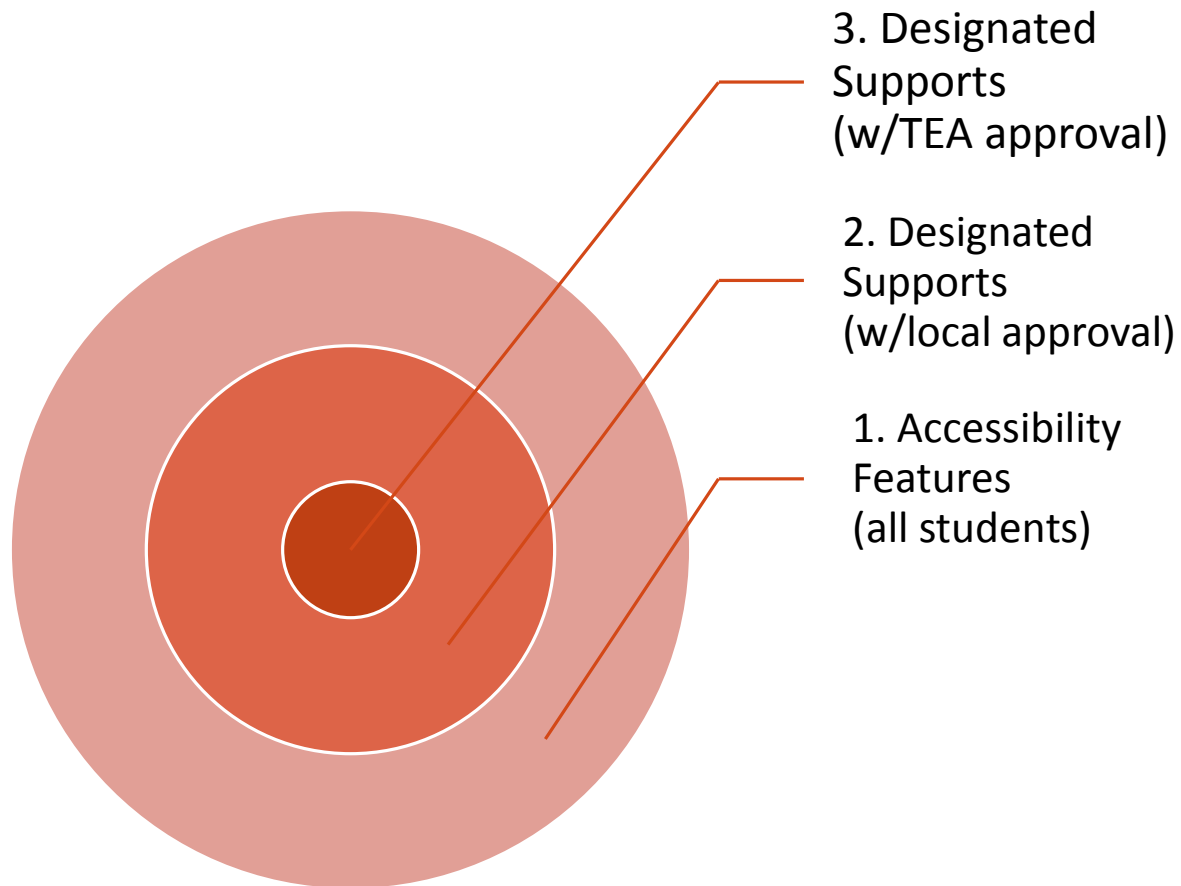
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- Accessibility policy information can be found on the Accommodation Resources webpage.
- Accessibility policies are divided into 3 categories
  - **Accessibility Features:** Available to all students who need them
  - **Designated Supports:** The appropriate team of people at the campus level has determined and documented that the student meets the revised eligibility criteria.
  - **Designated Supports Requiring TEA Approval:** The appropriate team of people at the campus level has determined student eligibility and submitted an Accommodation Request Form to TEA.



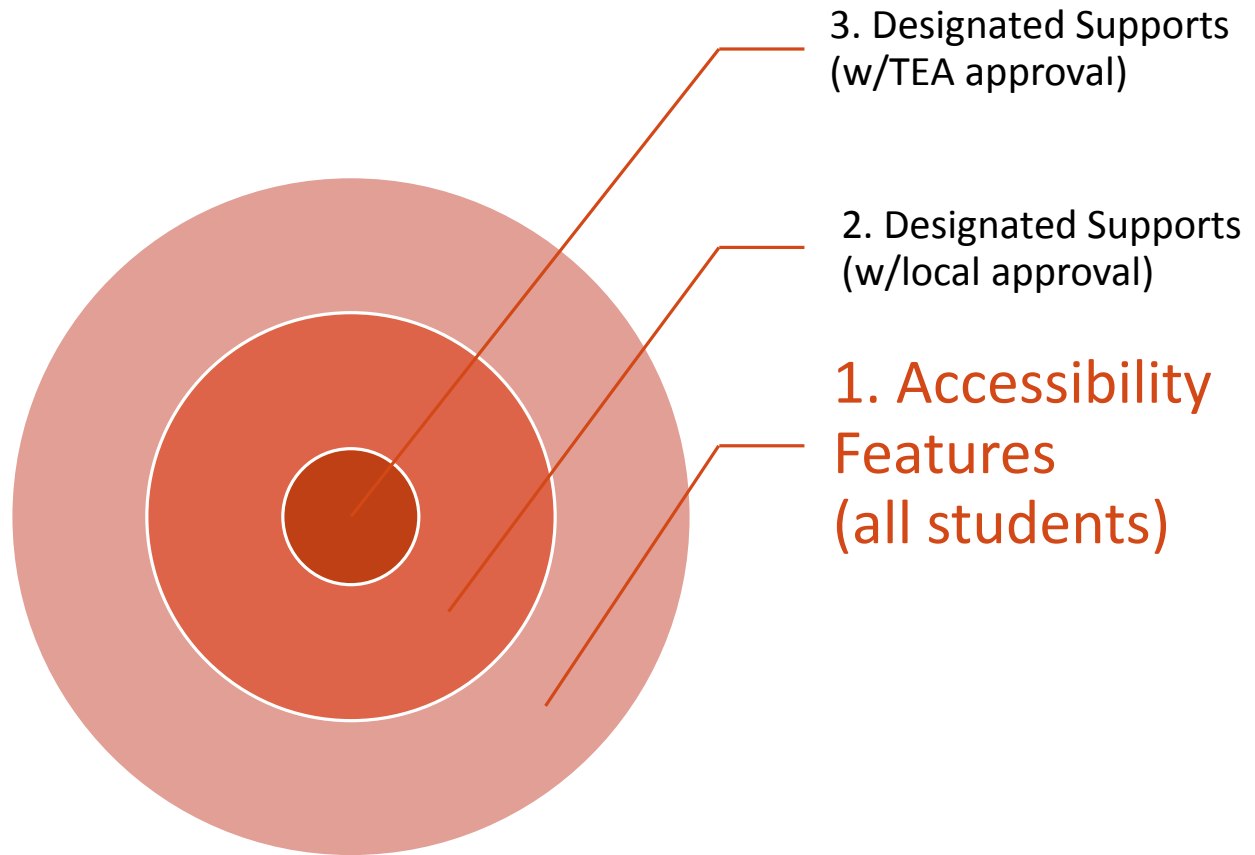
# Assessment Accommodations

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# Assessment Accommodations

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# Accommodation Resources

The screenshot shows the TEA website's Accommodation Resources page. At the top, there are navigation links for Popular Applications: AskTED, ECOS For Educators, Grant Opportunities, and TEA Secure Applications. The TEA logo and a search bar are also visible. Below the navigation is a menu with icons for About TEA, Academics, Finance & Grants, Reports & Data, and Student Testing Accountability. The main content area has a breadcrumb trail: Home / Student Testing and Accountability / Testing / Student Assessment Overview. The title "Accommodation Resources" is prominently displayed. A paragraph explains that accommodations are changes to materials or procedures to enable students to access learning and testing. Below this, there are two links: "2017 Accessibility Resources" and "2018 Accessibility Resources". An orange callout box with the text "New for Spring 2018" and an arrow points to the "2018 Accessibility Resources" link. To the right, a sidebar titled "2018 Accessibility" provides an overview of the policies, categorized into three groups: Accessibility Features, Designated Supports, and Designated Supports Requiring TEA Approval. Each category includes a list of specific resources with links. Below the sidebar, there are sections for "of-School Examinees", "Resources for Students and Parents", and "Resources for Teachers and Administrators".

Popular Applications: AskTED ECOS For Educators Grant Opportunities TEA Secure Applications

TEA Texas Education Agency

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## Accommodation Resources

Accommodations, or designated supports, are changes to materials or procedures that enable students to access learning and testing. It is important to keep in mind that while some accommodations may be appropriate for instructional use, they may not be appropriate or allowable on a statewide assessment. The accommodation resources are provided by the Texas Education Agency (TEA) for districts to use in implementing accessibility policies for STAAR and TELPAS.

- [2017 Accessibility Resources](#)
- [2018 Accessibility Resources](#)

**New for Spring 2018**

### 2018 Accessibility

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.

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

- 1. Accessibility Features:** These are procedures and materials that are allowed for any student who needs them.
  - [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](#)
- 2. Designated Supports:** These are locally-approved supports for students who meet eligibility criteria.
  - [Complex Transcribing](#)
  - [Extra Day](#)
  - [Mathematics Scribe](#)
  - [Other](#)
- 3. Designated Supports Requiring TEA Approval:** These supports require the submission and approval of a TEA Accommodation Request Form.
  - [Complex Transcribing](#)
  - [Extra Day](#)
  - [Mathematics Scribe](#)
  - [Other](#)

#### Accommodation Request Process

For designated supports requiring TEA approval, the appropriate team of people at the campus

of-School Examinees

Resources for Students and Parents

Resources for Teachers and Administrators



# 1. Accessibility Features

**TEA**  
Texas Education Agency

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## 2018 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.

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 language learner
- allowing a student to use a bilingual dictionary (word-to-word translations; no definitions or examples) on mathematics, science, and social studies assessments
- 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.
- 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)
- giving permission for a student to use tools to minimize distractions or to help maintain focus (e.g., stress ball, noise-reducing headphones, or instrumental music [no lyrics] played through an individual student's headphones or ear buds)
- allowing individual and small-group administrations
- reminding students to stay on task

# 1. Accessibility Features

**NOTES**

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- allowing individual and small-group administrations
- reminding students to stay on task

**+Back**



...and mingle!



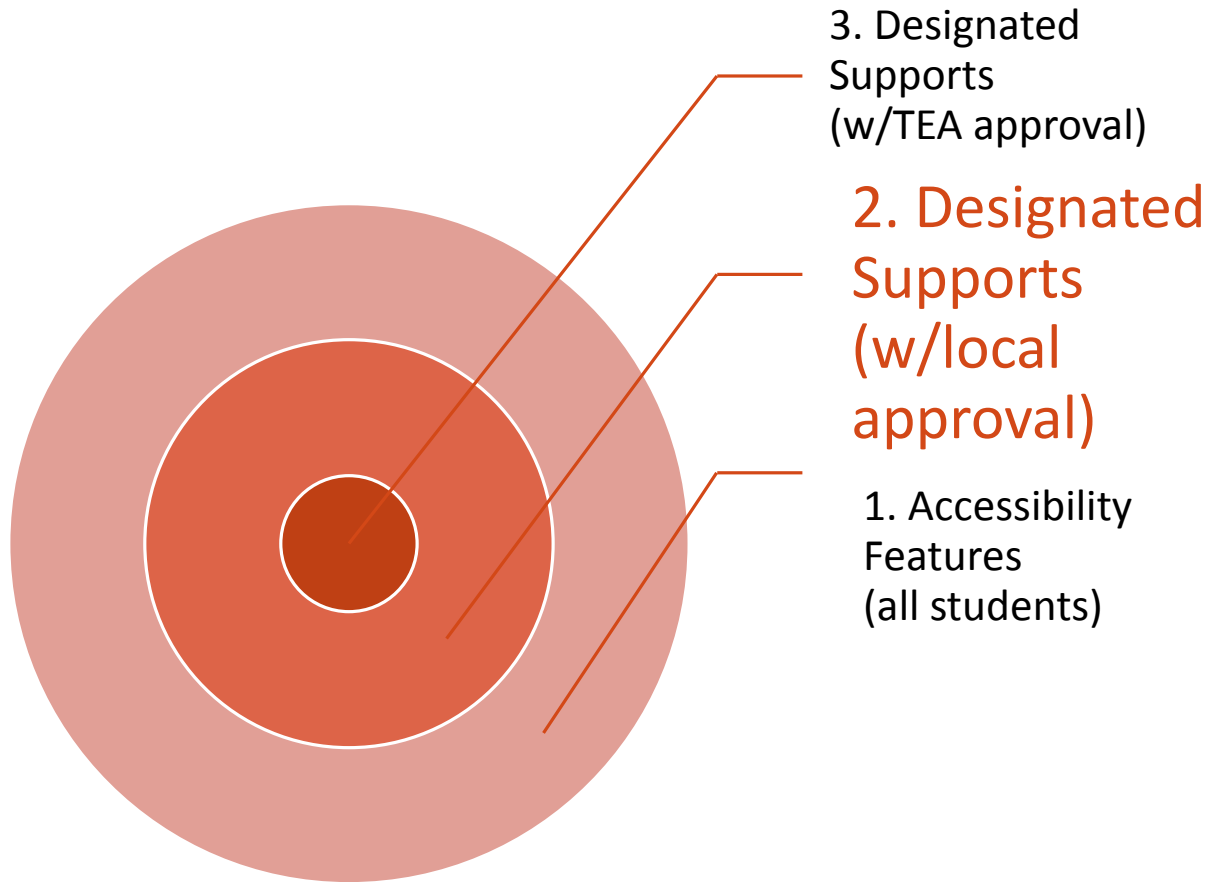
# New Accessibility Features!

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- ✓ Use of amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- ✓ Use of projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

# Assessment Accommodations

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# 2. Designated Supports

STAAR, STAAR Spanish, and TELPAS accommodations:

- Description of Accommodation
- Assessments
- Student Eligibility Criteria
- Authority for Decision and Required Documentation
- Examples/Types
- Special Instructions/Considerations



### 2018 Accessibility

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.

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  - [Manipulating Test Materials](#)
  - [Mathematics Manipulatives](#)
  - [Oral/Signed Administration](#)
  - [Spelling Assistance](#)
  - [Supplemental Aids](#)






# LPAC Decision-Making Authority

EA  
Education Agency

TEA approval is NOT require



## Content and Language Supports

### Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of selections, test questions, and answer choices.

### Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR

**NOTE:** Not available for Algebra II and English III

### Student Eligibility Criteria

A student may use this designated support if

- instructional and assessment decisions are made by an LPAC, Section 504 committee, or ARD committee, and
- he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

### Authority for Decision and Required Documentation

- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, there is no need for this designated support to be recorded in the STAAR Assessment Management System.

### Examples/Types

This designated support is available **only** in an online administration as pop-ups, rollovers, prereading text, and supplementary materials.

- The “Authority for Decision and Required Documentation” section of the document indicates the committee authorized to recommend the designated support.

- This bullet indicates that LPACs alone can recommend the use of the designated support.

# \*LPAC as Independent Authority

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Basic Transcribing*	Braille	Calculation Aids	Content & Language Supports*^
Extra Time*^	Individualized Structured Reminders*	Large Print*	Manipulating Test Materials*
Mathematics Manipulatives*	Oral/Signed Administration*^	Spelling Assistance	Supplemental Aids*

OA, content and language supports are embedded in the STAAR online interface.

^ Linguistic Accommodations



# Changes to Locally-Approved Designated Supports

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- Content and language supports have been combined into one embedded support
- STAAR Calculator Policy now includes the use of calculators for grade 8 science
- Authority for decision for math manipulatives and supplemental aids has been expanded to include additional campus level teams (e.g., RTIs)
- Photocopy not a separate designated support but has been included within other policy documents (Large Print, Other).

## 2. Designated Supports

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1. Extra Time\*
2. Content and Language Supports\*
3. Oral/Signed Administration\*
4. Basic Transcribing
5. Braille^
6. Calculation Aides^
7. Large Print
8. Manipulating Test Materials
9. Mathematics Manipulatives
10. Individualized Structured Reminders
11. Spelling Assistance^
12. Supplemental Aids

Some of these designated supports are not new to the assessment program, but are **NEW FOR LPACs**.

^Sometimes these decisions are done in conjunction with other committees.

*\*Linguistic Accommodations: If given for R/W, student may not exit LEP status*



## 2. Designated Supports

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*\*If given for R/W, student may not  
exit LEP status*

1. Extra Time\*
2. Content and Language Supports\*
3. Oral/Signed Administration\*

### INSTRUCTIONS

- 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)

# Extra Time

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# Extra Time

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- Routine use in specified contexts**: ELL must need and routinely be provided extra time when completing assignments and assessments that require substantial comprehension or use a substantial amount of English.
- Second language acquisition**: ELLs need for extra time must be based on language acquisition factors related to the student's needs to read meaningfully in English or write a meaningful response, as applicable.
- Non-factors**: Factors that are not ELL-specific must not be considered, such as test anxiety, use of test strategies, or other reasons not related to second language acquisition.

NOT an automatic decision!

# Content & Language Supports

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# Content & Language Supports

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Updated

## Assessments and Student Eligibility Criteria

- These supports, mainly in the form of pre-reads, pop-ups, and rollovers, are available on STAAR online tests only.
  - NOT available for Algebra II or English III.
- A student may use this support if he or she routinely, independently, and effectively uses this support during classroom instruction and testing.

## Classroom Accommodations Examples that Link to STAAR Content and Language Supports

The teacher introduces a new book to a struggling reader prior to reading it aloud or independent reading. The topics discussed might include major concepts, difficult words, setting, characters, or prior knowledge of the subject.

Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.

The teacher isolates specific information to focus the student on the core concept being taught.

The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.

The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.

The teacher provides the student with a specific supplemental aid (e.g., chart, table, graph, checklist, map, timeline) applicable to the question being posed, the assignment, or the task.

The teacher provides the formula(s) that is needed to solve a problem.

The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.

The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.

During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.

The teacher directs the student (e.g., highlight, bold, point to, flag the information) to the specific part(s) of the selection, diagram, map, or figure that is being discussed.

The teacher presents parts of a complex concept one at a time.

<https://apps.esc1.net/ProfessionalDevelopment/RegionOne>

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**DRAFT**



# Content & Language Supports

STAAR Practice STAAR Grade 4 Writing Question 8 of 19

Tools | Guideline | Eliminator | Writing Checklist

Speak | Audio | Pause | Help | Logout | Zoom | Cold

8. What change should be made in sentence 2?

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

Roxanne has wanted a dog for a very long time. She thinks owning a dog will help her grow up, encourage her to exercise, and give her a best friend. Roxanne has written this paper for school, but she hopes persuade her parents to let her have a dog.

Read Roxanne's paper and think about how she needs to correct it. Then answer the questions that follow.

(2) Mom and Dad have always said, "Dogs are to much trouble!"

C Change too much to to much

D Insert quotation marks at the end of the sentence

1 | 2-7 | 8-13 | 14-19

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

# Content & 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 'Color'. Below this, a text passage is displayed. A question is highlighted: '2. Which word from paragraph 9 helps the reader understand what...?'. A pop-up window is overlaid on the text, containing the following passage: 'With a 10-year-old's *naïveté*, 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.' Below the passage, the word 'warring' is selected with a radio button. The interface also includes a 'Clear' button, a 'Mark for Review' button, and a 'Back' button at the bottom.

# Content & 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

Which cube is most likely made of iron?

Cube 3

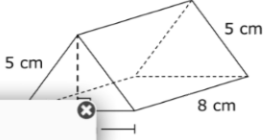
Cube 4

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

# Content & Language Supports

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

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



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>

$S = Ph$

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



# Content & Language Supports

The screenshot displays a digital assessment interface. At the top, it says "Question 22 of 68" and includes icons for "Speak", "Audio", "Pause", and "Help". The main content area features a world map with a callout box over Puerto Rico. The callout box contains the text "Increased U.S. influence in Asia" and a question "effect graphic?". Below the map, there are four multiple-choice options: (B) Acquisition of Puerto Rico, (C) Domino Theory, and (D) Roosevelt Corollary. At the bottom, there is a navigation bar with question numbers 20 through 30, a "Back" button, and a "Review/E" button.

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

# Content & Language Supports

RA Question 61 of 68

Speak Audio Pause Help

Clear

You are about to embark upon a historic battle which we have  
striven these many months. The tide has turned! The free world  
to Victory! together  
I have full confidence in your courage, skill in battle.  
We will accept nothing less than complete victory.  
— [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 & Language Supports

AR A Question 25 of 54

Basic Calculator Scientific Calculator Graphing Calculator Punnett Squares

Speak Audio Pause Help

Clear

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% heterozygous purple flowering

Punnett Squares


Back Review/En

Clear

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




# Content & Language Supports

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 & Language Supports

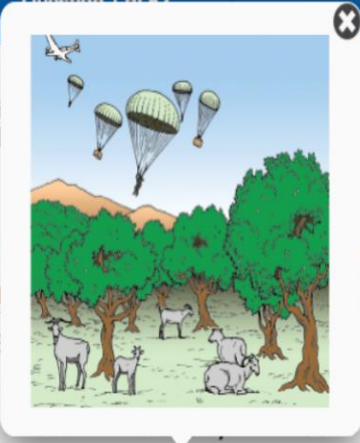
TAAR Practice STAAR A Grade 8 Reading Question 1 of 52

Tools

Guideline

1 In 1942 my grandfather, who had been a soldier in World War I, received a gift that caused a terrible accident that ended his longest-running wars. He

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 & Language Supports

These pop-ups clarify construct-irrelevant words.

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 cacti in the desert.
- 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.
- 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.


animals and people who live in the desert

desert dwellers.

knows a lot




# Content & 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 & Language Supports

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


10015    =    Eliminator

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.



# Content & Language Supports: Special Situations

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Because Content and Language Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.

Technology-based supports enable most students to test online; however, a special administration request can be made to TEA for approval to administer a paper test IF...

- the use of an accommodation is not feasible or appropriate for an online administration, or
- the administration of an online test is inappropriate due to a student's particular disability.

Instructions for submitting a special administration request form will be posted on the TEA's District and Campus Coordinator Manual 2018 Resources webpage located at <https://tea.texas.gov/student.assessment/manuals/dccm/> in early January. We will begin accepting requests in early 2018.

An Accommodation Request Form should NOT be used for these requests. The Designated Response requiring TEA approval will be indicated on the paper request form.

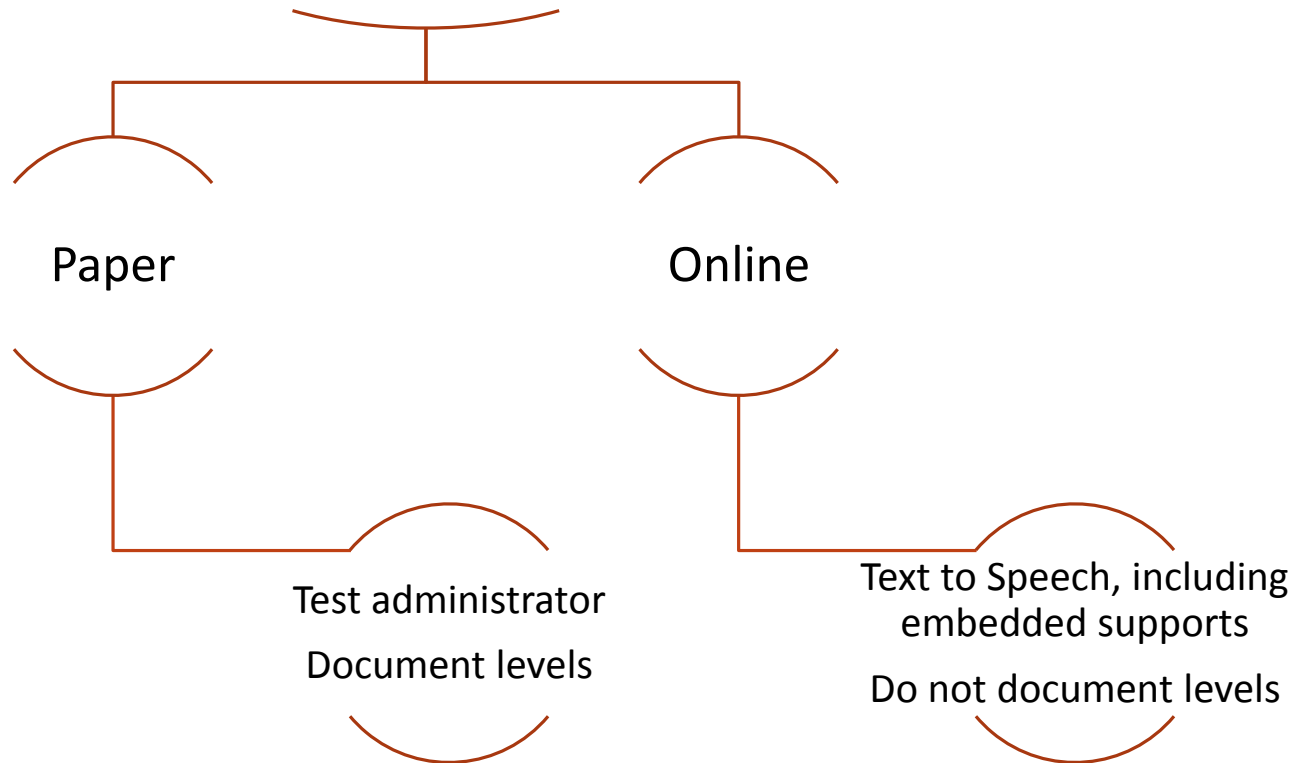
# Oral Administration

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# Oral Administration



# Oral Administration

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# Designated Supports for Reading & Writing

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IMPACT ON EXIT CRITERIA



# Designated Supports Recommendations for Reading and Writing: Impact on Exit Criteria for ELLs

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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 exit at the end of the school year.

- Oral Administration
- Content and Language Supports
- Extra Time



For assessments with multiple administrations (e.g., EOC or SSI grades), STAAR designated supports decisions can be carried over from spring to the June administration **ONLY**.

However, the LPAC 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 exit at the end of the year.*

# What about dictionaries?

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# Dictionaries for Reading and Writing in grades 3-5 now included in the STAAR Dictionary Policy and no longer a Designated Support



## State of Texas Assessments of Academic Readiness (STAAR®) Dictionary Policy

Dictionaries must be available to all students taking:

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

LPACs should be very familiar with the updated STAAR dictionary policy for all students, which is available on TEA’s STAAR Reading Resources webpage at

<http://tea.texas.gov/student.assessment/staar/reading/>




# Dictionary policy change and its impact on ELL exit criteria

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The use of dictionaries on reading and writing assessments does not prevent an ELL student to be considered for exit at the end of the year.

However, it is important for LPACs to consider the degree to which the student relies on a dictionary during language arts instruction or testing when making exit decisions.

# Dictionaries



**State of Texas Assessments of Academic Readiness (STAAR®)  
Dictionary Policy**

Dictionaries must be available to all students taking the STAAR test.

- STAAR grades 3–8 reading tests
- STAAR grades 4 and 7 writing tests, including revising and editing
- STAAR Spanish grades 3–5 reading tests
- STAAR Spanish grade 4 writing test, including revising and editing
- 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 dictionary

Both paper and electronic dictionaries are permitted. However, electronic dictionaries that provide access to the Internet or have photographic capabilities are **NOT** allowed. For electronic dictionaries that are hand-held devices, test administrators must ensure that any features that allow note taking or uploading of files have been cleared of their contents both before and after the test administration.


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. 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, the dictionary must be commercially produced. Teacher-made or student-made dictionaries are not allowed. The minimum schools need 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.

\*Bilingual and ESL dictionaries should be provided in accordance with individual student needs based on how much students use them in instruction and classroom testing. While there is no requirement regarding a minimum number of bilingual or ESL dictionaries schools must provide, for ELLs who depend heavily on a dictionary in language arts instruction, it is recommended that there be one dictionary for each student. Additionally, it is important for LPACs to consider the degree to which an ELL student relies on a dictionary during language arts instruction or testing when making exit decisions at the end of the year.

Texas Education Agency  
Student Assessment Division  
September 2017

12054-122614 • 04/08/2017





# Dictionaries

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1. LPACs should be very familiar with the updated **STAAR dictionary policy** (Reading/Writing/ELA) for all students, since it now includes 3rd-5th grades:  
[www.tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539613203&libID=51539613202](http://www.tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539613203&libID=51539613202)
2. Remember! The use of **bilingual** dictionaries can be found under the **accessibility features** (Math, Science and Social Studies). Their use **DOES NOT** have to be documented by the LPAC:  
<http://tea.texas.gov/student.assessment/accommodations/>



# Decisions about Special Provision, Exemption, and Multiple Administrations

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# English I EOC Special Provision TAC §101.1007

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For ELLs 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 advanced high reading rating in grade 2 or above.

When enrolled in an English I/ESOL I course, an eligible ELL 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.
- Provisions do not apply to English II or English III.
- This provision is not tied to any particular graduation plan.

*\*US Schools = Public, private, home school in the 50 states, D.C. and U.S. DoD (not PR)*

# Exemption for Qualifying Asylees and Refugees

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- Amendment to 19 TAC §101.1005 allows for the exemption of certain qualifying ELL 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.

# ELLs with Parental Denials

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# ELLs with Parental Denials

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LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an ELL whose parents have denied bilingual or ESL services.

This includes:

- No designated supports
- No testing in Spanish
- No English I special provision
- No unschooled asylee/refugee provisions

# Documentation of STAAR Test Decisions

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# Suggested Forms for LPAC Use

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- *STAAR Participation and Accommodation, or Designated Support, Decisions*
- *Eligibility for STAAR English I Assessment Special Provision*
- *Student History Worksheet*
  
- 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/>



# STAAR Participation and Accommodation Decisions



## 2018 STAAR Participation and Designated Supports Decisions



CAMPUS \_\_\_\_\_

DISTRICT \_\_\_\_\_

### PART I: Documentation and Justification of STAAR Participation Decisions

The following table may be used to document and justify STAAR assessment decisions, as required by Section 101.1005 of the Texas Administrative Code. In the "Subject/Courses Administered" column, indicate All if the student will be assessed with the same statewide assessment for all subjects/courses administered during the school year. Otherwise, list the specific subjects/courses for the applicable assessments.

For an ELL who receives special education services, the student's admission, review, and dismissal (ARD) committee is required to make and document the assessment decisions in conjunction with the language proficiency assessment committee (LPAC). **Reminder:** An ELL who receives special education services may be eligible to participate in STAAR Alternate 2 in accordance with the applicable requirement for this assessment. **Only** reasons associated with the student's disability, **not** with the student's second language acquisition, may be considered.

For STAAR Spanish, the justification must be based on the participation requirements and must specifically validate the assessment decision. For STAAR and STAAR Alternate 2, follow the instructions in the *STAAR Decision-Making Guide for LPACs* when completing the justification column. You can also use this section to document STAAR Spanish participation decisions for non-ELLs.

STUDENT NAME \_\_\_\_\_

ENROLLED GRADE \_\_\_\_\_

Assessment	Participation Criteria	Subject/Courses Administered	Justification <i>(Attach additional information if more room is required.)</i>
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 ELLs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress</li> <li>Not permitted for an ELL 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 ELLs, 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>		

\*For STAAR EOCs, decisions can be carried over from spring to the June and December administrations. This also applies to Grade 5 and 8 retest opportunities in May and June.

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**PART II: Record of Designated Support 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: *2018 STAAR Decision-Making Guide for LPACs* and *Educator Guide to Accessibility within the STAAR Program*. Testing accommodations for ELLs who have a disability and qualify for other accommodations 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>2*</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.

<sup>2</sup> 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.



	Paper (P) or Online (O)	Oral/Signed Administration <sup>1</sup>	Content and Language Supports <sup>2*</sup>	Extra Time	Basic Transcribing	Large Print	Manipulating Test Materials	Mathematics Manipulative	Individualized Structured Reminders	Supplemental Aids	
Grades 6-8 and EOCs											Signature of Student's Teacher for Subject/Course
Reading											
Writing											
Mathematics											
Science											
Social Studies											
Algebra I											
Algebra II			N/A								
Biology											
English I											
English II											
English III			N/A								
U.S. History											

<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.

**PART III: Notes**

You can use the section below to record any other information pertinent to the administration of the state mandated assessments, including designated supports requested for the students by a committee other than the LPAC.

[Notes]

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**SIGNATURES OF DESIGNATED LPAC MEMBERS**

**All required members**

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These signatures affirm that the decisions recorded have been made by the LPAC committee in full accordance with the state policies and procedures.

**LPAC MEETING DATE(S)** \_\_\_\_\_

**DRAFT**



# *Eligibility for STAAR English I Assessment Special Provision*

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- The form includes TAC special provision and eligibility criteria.
- Course participation (semester or school year) and assessment date must be documented for each ELL 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.**

# *Student History Worksheet*

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- Multiple-year student record of —
  - number of school years of enrollment in U.S.
  - TELPAS reading rating
  - test decisions
  - whether student has been enrolled for 60 consecutive school days in a school year
- Includes 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

# TELPAS

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# Changes to 2018 Accessibility Features that include TELPAS

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## Additional assistive tools

- amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)

Photocopying or enlarging the following non-secure test materials (applies to approved paper only):



- test administration directions
- blank answer documents

**Note: These accessibility features were previously designated supports.**



# Designated Supports


Designated supports for TELPAS include:

- Basic Transcribing
- Individualized Structured Reminders
- Large Print (approved paper only)
- Manipulating Test Materials
- Spelling Assistance (new)
- Complex Transcribing (new) \*
- Extra Day 
- Other 

## Assessments

For a student who meets the eligibility criterion, this accommodation may be used on

- STAAR
- STAAR Spanish
- TELPAS

Accommodation Request Form is required for TEA approval. 

**\*For TELPAS grades 2-12 writing, complex transcribing does not require an Accommodation Request Form. Refer to the Special Instructions/Considerations section for additional information.**

# Spelling Assistance: Student Eligibility Criteria

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A student is eligible if the student...

- receives 504 or special education services,
- routinely, independently, and effectively uses it during classroom instruction and classroom testing, and
- is capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) but has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.

**Important: This information is only one component of Spelling Assistance. Districts must read, review, and adhere to the Spelling Assistance policy. Document is located on the Accommodation Resources webpage.**

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# Spelling Assistance: Examples/Types

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The designated support may include **only**

- visual sound cards
- frequently misspelled word list (e.g., student-made, teacher-made, commercially produced)
- Spell check function on a word processor
- pocket spell-checker
- word-prediction software
- text-to-speech software or devices
- speech-to-text software, applications, or devices

**Important: This information is only one component of Spelling Assistance. Districts must read, review, and adhere to the Spelling Assistance policy. Document is located on the Accommodation Resources webpage.**

# Complex Transcribing: Student Eligibility Criteria



A student is eligible if the student...

- routinely and effectively uses this designated support during classroom instruction and classroom testing,
- is unable to effectively use Basic Transcribing to address this need, and
- meets at least one of the following.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]) that necessitates the use of braille or large-print test materials.
  - The student has a physically disabling condition (e.g., muscular dystrophy, cerebral palsy, arthritis) that prevents him or her from independently and effectively recording responses on the lined pages of the answer document or in the space provided in the Texas Assessment Management System for online tests.

**Important: This information is only one component of Complex Transcribing. Districts must read, review, and adhere to the Complex Transcribing policy. Document is located on the Accommodation Resources webpage.**

# Special Administration of TELPAS

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- In rare circumstances that prevent a student from testing online, **TEA may grant approval** for a special administration of a TELPAS online test (reading/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 page.
  - **Technology** access is precluded - Districts must make every effort to administer STAAR with Embedded Supports, 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.
- Decision recommendation for 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).

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

# TELPAS Resources for LPACs

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- Years in U.S. Schools Data Collection Document
  - Years in U.S. schools collected annually for each ELL during TELPAS
  - Used in determining performance requirements in various state and federal accountability measures
  - Document contains instructions for determining years in U.S. schools, including 60-day rule information
- 2018 TELPAS Decision-Making Guide for LPACs
  - Includes information on assessing ELLs receiving special education services with TELPAS
- 2018 Accessibility Features
  - Certain accessibility features may also be provided for TELPAS

# Calculating Years in U.S. Schools

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- 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.

# Data Collection for Spring

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In addition to years in U.S. schools, other information that will be collected includes:

- **Unschooled asylees/refugees**

- These students 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 ELLs 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 of 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 ELLs may come to the U.S. with limited or no prior schooling. They 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 ELLs 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.





# Alternate English Language Proficiency (ELP) Assessment

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# Federal Requirements Assessment

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- 34 CFR §200.6(h)(5) requires that a State administers an alternate ELP assessment for English learners (ELs) with the most significant cognitive disabilities who cannot participate in the ELP assessment even with appropriate accommodations.

# Alternate ELP Assessment

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Texas is creating a holistic inventory to assess English language proficiency to

- satisfy the Alternate ELP assessment requirement for students with the most significant cognitive disabilities (SWMSCD)
- reduce exemptions from specific language domains on the general TELPAS

# Who will be assessed with the Alternate ELP Assessment?

Spring 2018 Cog Lab

Spring 2019  
Administer TELPAS Alt  
Assessment

## Grades K-1

- Since all ELs will take the same K-1 holistically-rated assessment for all 4 language domains, no eligibility determination is needed.

## Grades 2-12

- Grade 2: Participation requirements will be created (similar to STAAR Alternate 2) and LPAC/ARD committees will be required to make an assessment determination for TELPAS.
- Grades 3-12: Participation requirements will be ELs who are eligible to take STAAR Alternate 2 will take TELPAS Alternate.



# Alternate ELP Assessment Cog Lab

Late April-Early May



LEAs will receive a letter from TEA soliciting districts to participate in the cognitive lab:

- including the proposed calendar for completing cognitive lab activities and
- describing the procedures for districts who will volunteer to participate.

***Participation is a golden opportunity to inform Texas' first language proficiency assessment created specifically for ELs with significant cognitive disabilities!***



# Final LPAC MOY Power Point

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The final PowerPoint and all other LPAC guides and documents will be posted on the Language Proficiency Assessment Committee Resources page of the Student Assessment Division website at:

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

# Contact Information

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Information regarding Assessments for ELLs:

<http://tea.texas.gov/student.assessment/ell/>

TEA Student Assessment Division phone number:

(512) 463-9536

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



# Region One ESC Contacts

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Center for Excellence in Education of Diverse Learners (CEEDS)

