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

Texas Education Agency
Student Assessment Division
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Topics

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- Decision-Making Guides for LPACs
- Participation and Designated Supports Decisions
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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 <u>2018-2019 school year</u> (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 for <u>guide</u> teachers,
  - support the English language proficiency standards (<u>ELPS</u>), and
  - determine needs for <u>professional development</u>.

- LPACs must also coordinate with <u>testing coordinators</u> 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	• General state assessment required for ELLs not administered another assessment below
STAAR Spanish	• Available for ELs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress • Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
STAAR Alternate 2	• 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 • Participation requirements found on the STAAR Alternate 2 Resources webpage

Assessment	Participation Criteria
TELPAS	• General state English language proficiency assessment required for ELs not administered the alternate language proficiency assessment below
TELPAS Alternate	• Available for ELs in grades 3–12 who meet the participation requirements for an alternate English language proficiency assessment. • Participation requirements found on the TELPAS Resources and Language Proficiency Assessment Committee Resources webpages
TELPAS Alternate NAAR or Medical Exception	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.

DRAFT

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 <u>individual student</u> basis and in accordance with the applicable decision-making guide.

- Decisions must be based on —
  - the student's particular <u>needs for second language acquisition</u> support, and
  - whether the student <u>routinely, independently, and effectively</u> uses the designated support in instruction and classroom testing.

- LPACs must <u>coordinate</u> with subject-area teachers (when applicable).
  - Providing unfamiliar accommodations may hinder rather than help a student.

- Designated supports decisions should be made as <u>close as possible</u> 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.

October 2018

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.

Accessibility Features

- Can be found in the District and Campus Coordinator Resources and the Accommodations Resources webpage

- Available to any student who regularly benefits from the use of these procedures or materials during instruction

- No need to document use of accessibility features in student paperwork, the answer document, or in the Texas Assessment Management System.

- A student may need to complete the test in a separate setting in order to eliminate distractions to other students and to ensure that the security and confidentiality of the test is maintained.

- A student cannot be required to use them during testing.

- Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials.

Accessibility Features

- Signing test administration directions
- Translating test administration directions
- Bilingual dictionary (word-to-word translations; no definitions or examples) for mathematics, science, and social studies assessments
  - Bilingual dictionary applications on a tablet, laptop, or desktop are not allowable as an Accessibility Feature
- Read test aloud to self (e.g., PVC pipe, recording device)
- Reading aloud or signing the expository or persuasive writing prompt
- Reading assistance on the grade 3 mathematics test
- Scratch paper (or any medium that can be erased or destroyed)
- Color overlays or online color setting
- Blank place markers or online guideline tool
- Magnifying devices or online zoom feature

Accessibility Features

Highlighters (including online tool), colored pencils, or crayons

- Tools to minimize distractions or to help maintain focus (e.g., stress ball, headphones, instrumental music)
- Individual or small-group administrations
- Reminding students to stay on task
- Online sticky notes tool
- Use of amplification devices (e.g., speakers, frequency-modulated [FM] systems)
- Use of projection devices (e.g., closed-circuit televisions [CCTVs] or liquid crystal display [LCD] projectors for online tests)
- 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

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:

- Eligibility for Basic Transcribing does NOT need to be determined; however, the procedures for Basic Transcribing MUST be adhered to. The Basic Transcribing policy document can be found on TEA's Accommodation Resources webpage.

- 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.

NEW

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
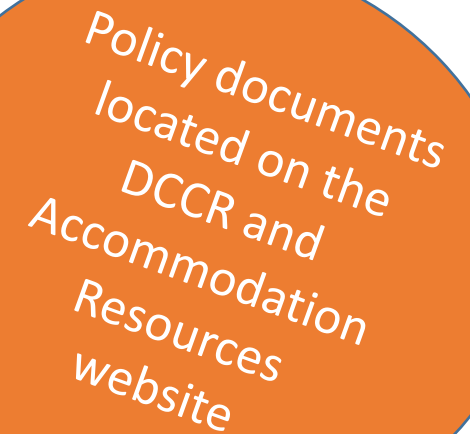
Locally Approved Designated Supports

- 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

Locally Approved Designated Supports

The following designated supports have no changes for 2018-2019:

- Extra Time
- Individual Structured Reminders
- Math Manipulatives
- Large Print
- Supplemental Aids

Policy documents located on the DCCR and Accommodation Resources website

Manipulating Test Materials

A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.

- If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- Eligibility is routinely and effectively uses the support in classroom instruction and testing

Change for 2019:

- Recording notes in the margins per student directions has been moved to the Basic Transcribing policy.

Manipulating Test Materials

Examples/Types

This designated support includes but is not limited to

- turning test booklet pages per student directions
- positioning the ruler per student directions
- operating technology per student directions, such as using the mouse to navigate the pages and operate the tools in an online administration
- highlighting per student directions
- positioning mathematics manipulatives per student directions

Basic Transcribing

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team.
    - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
- Eligibility is routinely and effectively uses the support in classroom instruction and testing.
- If the student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt, please refer to our Technology Use Guidelines document.

Change for 2019:
- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition).

Examples/Types

The test administrator may carry out Basic Transcribing to transfer student responses onto the test booklet, answer document, or in the Assessment Management System for online administrations in these situations **only**.

- The student writes or circles responses in the test booklet for multiple-choice or griddable questions.
- The student points to responses in the test booklet or on the computer screen for multiple-choice questions.
- The student dictates or signs responses for multiple-choice and griddable questions.
- The student writes responses on another workspace (e.g., scratch paper, dry erase board) or types responses on a word processor for multiple-choice questions, griddable questions, or the writing prompt.
- The student uses speech-to-text technology to indicate responses for multiple-choice questions, griddable questions, or the writing prompt.
- The student dictates or signs information to be recorded in the margins of the test booklet or in the notes tool for online tests (does NOT apply to math calculations or responses to the written composition)

- The student must be given the full time allotted to complete the entire test. It is allowable for the student to review the transcription and make any edits within the time constraints of the assessment.
  - This means that the student can change his or her response ONLY within the time limit of the test (i.e., 4 hours, 5 hours, or extra time).

- If the test administrator transfers the student's final responses onto the answer document/online testing platform after the testing period has ended, the student may not edit his or her response.

- It is recommended that the test administrator ensure that he or she can read and understand the student's intended response prior to the student leaving the testing room.

Braille/Refreshable Braille

- A student may receive this support if served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

- Eligibility is routinely and effectively uses the support in classroom instruction and testing.

- Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA's Accommodation Resources webpage.

- For braille administrations, there is no need submit an Accommodation Request Form to request "Extra Day". (Included in "General Instructions for Administering Braille State Assessments".)

Braille/Refreshable Braille

Changes for 2019:

- The state will provide both contracted and uncontracted braille test materials in UEB ONLY (begins with the December 2018 administration).

- Online screen reader support for refreshable braille displays will be available in Spring 2019 in reading/language arts and social studies assessments.

- For students who take a braille test and are also eligible for Content and Language Supports, a request for a paper version of STAAR with Embedded Supports should be submitted to TEA.

- Accommodations specific to braille test takers will be provided in the STAAR with Embedded Supports Paper Administration Guide accommodation tables and identified for the test administrator as "Braille Instructions ONLY." Samples of how these accommodations will appear will be provided in the non-secure front matter of the STAAR with Embedded Supports Paper Administration Guide.

Calculation Aids

- A student may receive this support if served by and ARD or Section 504 committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

- Grade-specific eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

Calculation Aids- Examples/Types

Changes for 2019:

- Scientific and graphing calculators are no longer listed as allowable Example/Types for 2018-2019.
    - Basic (i.e., four-function) handheld calculator or calculator application, including large-key or speech-output
    - Basic calculator available as an online embedded support on STAAR
    - Abacus or Cranmer modified abacus
    - 0-9 addition grid without special number (e.g., even numbers) indicated
    - Grade-appropriate multiplication grid without special numbers (e.g., perfect squares) indicated

- Beginning with the spring 2019 administrations of math and science for STAAR and STAAR Spanish, the basic calculator (i.e., four-function) will be offered as an embedded PNP support on the STAAR online assessment for students who meet the eligibility in grades 3-7. For questions about the functions allowed on a basic calculator, refer to the calculator tool in the online 2018 STAAR released tests and technology guidelines training PPT.

Content and Language Supports

- A student may receive this support if served by an ARD committee, Section 504 committee, or LPAC committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
- A student is eligible for this support if the ARD committee, Section 504 committee, or LPAC committee determines he/she uses the support routinely and effectively in classroom instruction and testing.
- Students for whom the LPAC recommends the use of these supports for any reading or writing assessment, may not be considered for reclassification at the end of the school year.

New for 2019:

- STAAR Spanish online available with text-to-speech (TTS), Content and Language Supports, Spelling Assistance, basic calculator, and dictionary tool.
- STAAR Spanish with embedded supports paper version available through the Special Paper Administration Process.

Oral/Signed Administration

- A student may receive this support if served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team and a determination is made that the student meets eligibility criteria.
  - If the student is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.
  - Students for whom the LPAC recommends the use of this support for any reading or writing assessment may not be considered for reclassification at the end of the school year.

Oral/Signed Administration

- Eligibility
  - routinely and effectively uses in class
  - meets at least one of the following: EL and takes English test; dyslexia or related disorder; documented evidence of reading difficulties

- Evidence of reading difficulties can be caused by various reasons, including (but not limited) to a
  - learning disability in reading
  - ADD/ADHD
  - behavioral or emotional problem
  - processing or memory issue

Oral/Signed Administration

New for 2019:

- ASL videos as an online PNP option for STAAR
- For STAAR Spanish online, TTS is offered as a tool for oral reading support
- Beginning spring 2019, the revising passages and revising test questions and answer choices can be read aloud on STAAR and STAAR Spanish PAPER writing assessments. Title page in test booklet will identify revising section.

Change for 2019:

- Student Eligibility Criteria has been clarified for ELs who take the English version of STAAR:
  - "The student is a current EL and takes the English version of STAAR."
  - A student who is taking a Spanish test may still receive an oral administration if they meet one of the other eligibility criteria.

Oral/Signed Administration-
For Students who are Deaf or Hard of Hearing
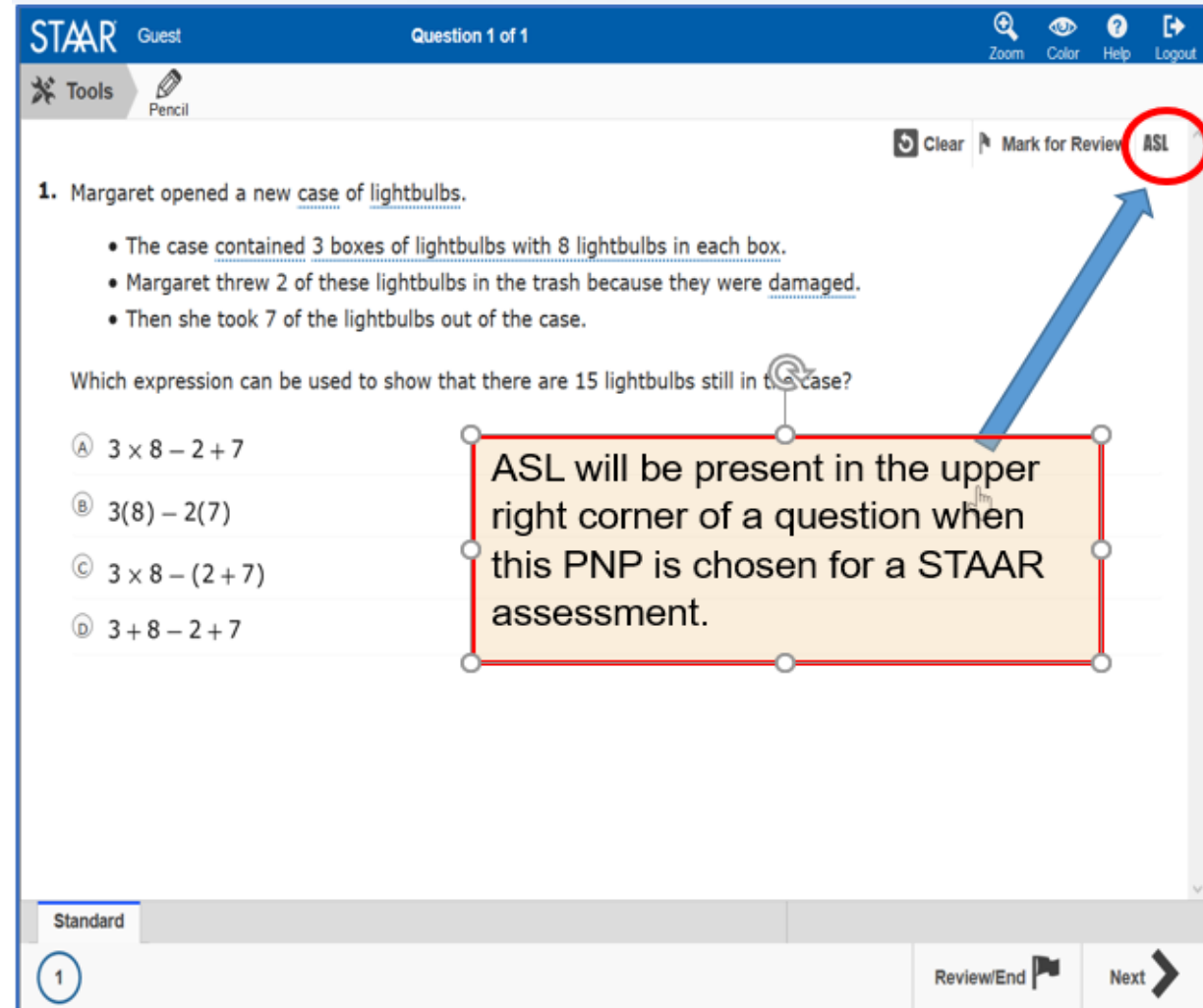
For students who are deaf or hard-of-hearing who are eligible for Content and Language Supports, AND Oral/Signed Administration

- Signing of allowable test content is allowed.

- ASL videos are available as an embedded PNP support; however, these are not available for Content and Language Supports. A test administrator will need to sign this information for the student.
  - IF a student does not use ASL or needs signing support, test administrator may sign.

- Required training: Oral/Signed Administration Guidelines and the specific guidelines for signing test content included in the General Instructions for Administering State Assessments to Students Who are Deaf or Hard of Hearing.

- Proctor codes available to district testing coordinators and assistants in the STAAR Assessment Management System to download and distribute to test administrators providing a signed administration of an online STAAR test.

American Sign Language (ASL) Videos

Available on STAAR online as a PNP for students eligible for Oral/Signed Administration

- Beginning spring 2019 administrations

- Questions and answer choices signed in ASL for all subjects (not available for Content and Language Supports).

- Closed-Captioning

- Mini practice test with a few samples to practice using functionality scheduled for fall

ASL will be present in the upper right corner of a question when this PNP is chosen for a STAAR assessment.

October 2018

American Sign Language (ASL)

ASL videos will allow students to play, rewind, and fast forward signed videos. Specific chapters, or parts of the question, are marked by dots that appear along the video track. These dots, or chapters, will allow students to go back and review specific parts of the video (e.g., answer choice) as needed.

Closed-captioning (CC) and replay buttons are provided as part of the video screen.

Spelling Assistance

- A student may receive this support if served by an ARD committee or Section 504 committee.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student's LPAC.

- Eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

- A student should be 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.

Spelling Assistance

- Available as an online embedded PNP support on STAAR writing (composition) if a student routinely uses a similar tool during class instruction.

  - For example, if a student uses a frequently misspelled word list or speech-to-text, then do NOT activate the online spelling assistance PNP. The student will use what he or she routinely uses in class.

New for 2019:

- Available on the STAAR Spanish online as an embedded PNP support for grade 4 writing.

Designated Supports Requiring TEA Approval

These include supports that may be made available to students who have a TEA-approved accommodation request form.

- Eligibility decisions are made by the appropriate team of people at the campus level based on the eligibility criteria, and then an Accommodation Request Form is sent to TEA for determination.

- Other determinations should be made in conjunction with the testing coordinator prior to submitting to ensure appropriateness.
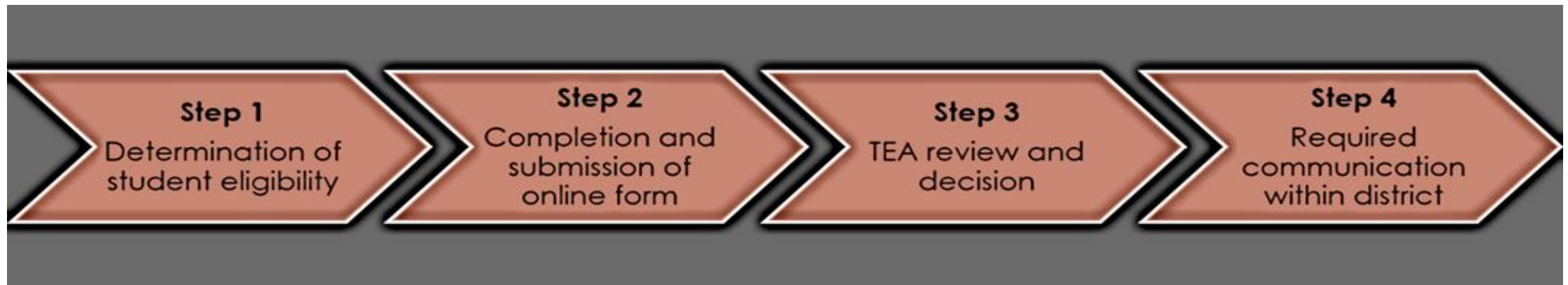
Complex Transcribing	Mathematics Scribe
Extra Day	Other

Accommodation Request Process

- Online Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, other).

- Open: October 2018

- Link to form and training document: Accommodation Resources webpage

- Expiration date of approved requests: June 30, 2019

Accommodation Request Process

- Accommodation requests must be approved before a student can use the accommodation on a state assessment. Documentation in the appropriate paperwork should state "Pending TEA approval."
- Accommodation Request Forms must be received by TEA at least one week prior to testing. Late requests will NOT be processed unless circumstances involving the student change after the deadline. Refer to the submission deadlines document
- Do NOT include confidential student information (e.g., student's first and last name, Social Security numbers, pages from an IEP, medical documents). Request will be deleted and you will be asked to resubmit.

Step 1 Determination of student eligibility → **Step 2** Completion and submission of online form → **Step 3** TEA review and decision → **Step 4** Required communication within district

Special Administration Requests

- Because English and Spanish Content and Language Supports are embedded PNP 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, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student's particular disability, a special request may be made to TEA for approval to administer a paper test booklet.

    - This process also applies to TELPAS reading.

    - For students taking TELPAS Listening and Speaking, a special request may be made to TEA for approval to assess holistically.

Special Administration Requests

Example situations when a request for a special administration of STAAR with Embedded Supports paper test is appropriate.

- seizures or migraines from looking at computer screen and frequent breaks do not work

- After multiple attempts throughout the year to acclimate the student to online testing, student becomes agitated or violent when beginning any practice test due to his or her disability.

- No access to technology because student is homebound with no internet connection available or student is in a juvenile detention facility and county does not allow online test application to be downloaded onto computers.

Special Administration Requests

Form will be located on the District and Campus Coordinator Resources webpage under the link of Special Administration of an Online Assessment.

- Form is currently being updated and is due to be open for submissions for the 2018-2019 school year in October.

Request for a Special Administration of an Online Assessment

STAAR with Embedded Supports, TELPAS reading, and TELPAS listening and speaking assessments are administered as online testing programs. When rare unavoidable circumstances exist where students cannot access an online assessment, such as those described below, TEA may authorize a special administration. Special administrations of STAAR with Embedded Supports and TELPAS reading will be in paper form, while a special administration of TELPAS listening and speaking will be a holistic assessment. Requests for special administrations based on the lack of familiarity with online testing by students or districts will not be approved. For students taking STAAR Braille who are also eligible to receive content and language supports, districts will receive an automatic approval upon submitting a request for special administration of STAAR with Embedded Supports.

Related Content

NOTE: All requests must be received by TEA at least two weeks in advance of the administration of a test as scheduled on the Student Assessment Calendar.

For additional information, contact:

Student Assessment Division
1701 North Congress Avenue
Room 3-122A
Austin, Texas 78701
(512) 463-9536

specialadministration.requests@tea.texas.gov

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.

- Depending on local policies for these committees (i.e., what time of year they meet),
  - if the documented designated supports in place for the student are still valid, there is no reason to meet again.
 - if the documented designated supports in place for the student are not valid, this should be corrected.

- Section 504 committees should ensure that a student's accommodation plan is current for the school year.
  - If the documented designated supports in place for the student are still valid, there is no reason to meet again.
  - If the documented designated supports in place for the student are not valid, this should be corrected.

- The responsibilities of the ARD committee do not change simply because the state assessment accommodation policy has changed. The purpose of an IEP is to document current and correct information. Any part of that document that is no longer true and valid should be updated.
  - The ARD committee does not have to meet again regarding state assessment accommodations if decisions made at the annual meeting still apply to the current school year.
  - The ARD committee would need to meet again regarding state assessment accommodations if decisions made at the annual meeting do not apply to the current school year.
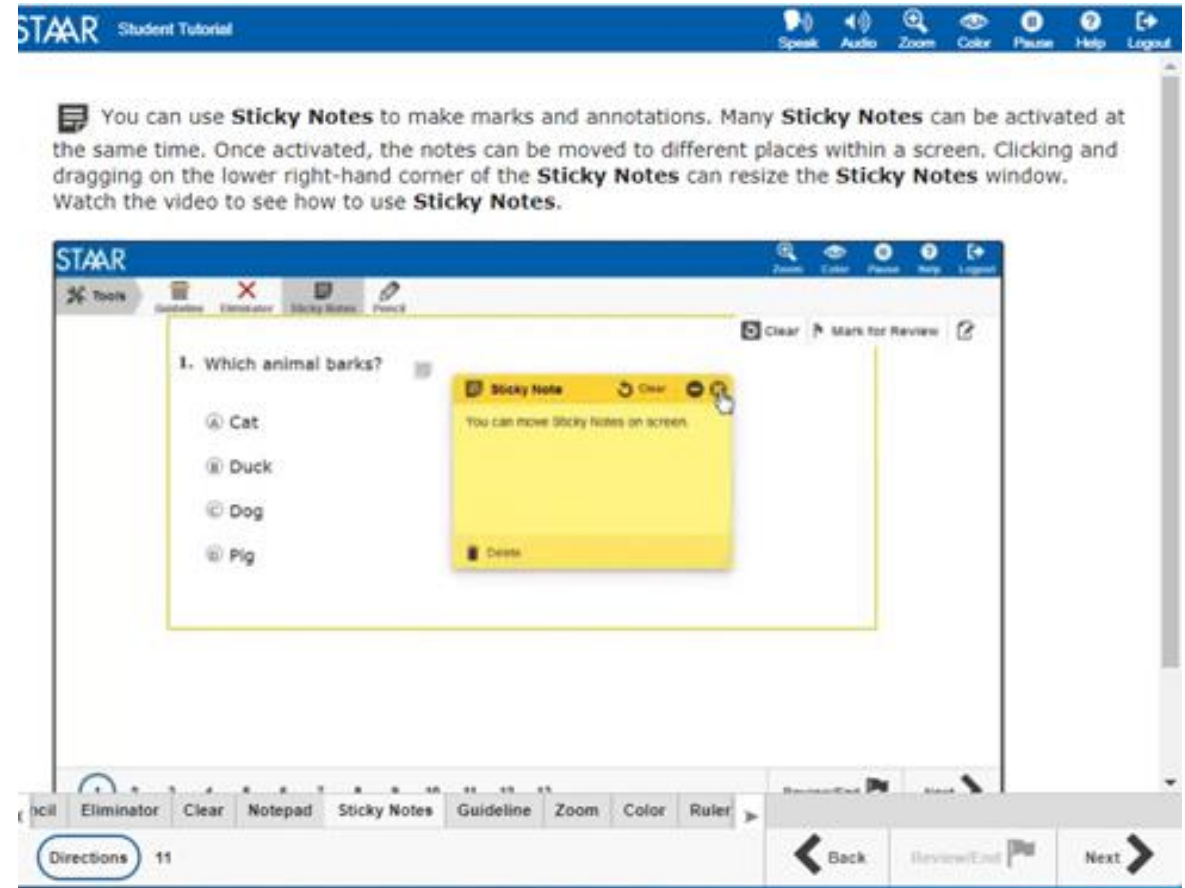
STAAR Online Tutorials

■ When you open the STAAR Online Testing Platform (SOTP), you will see a menu of options, including "Tutorials."

■ Once you select "Tutorials," you will be taken to a screen with several drop-down menus.

■ Choose the grade, subject, and test (i.e., available supports) you want to view.
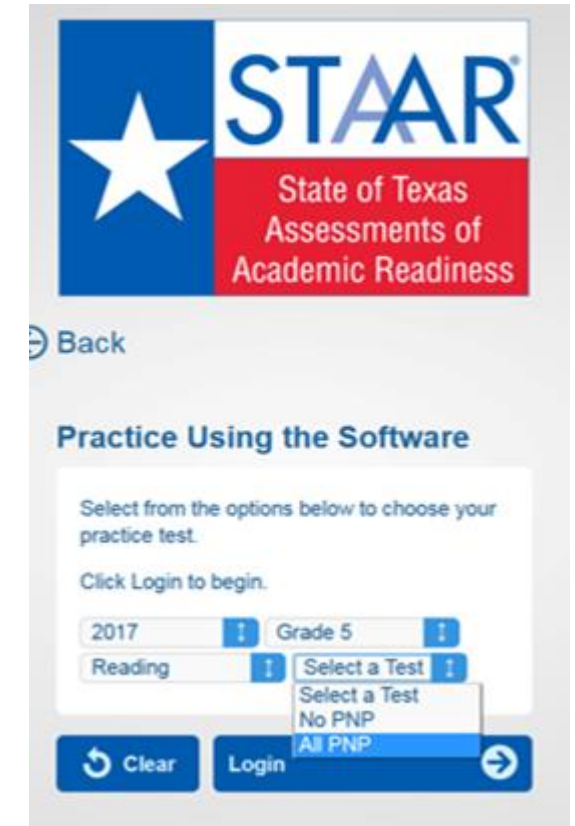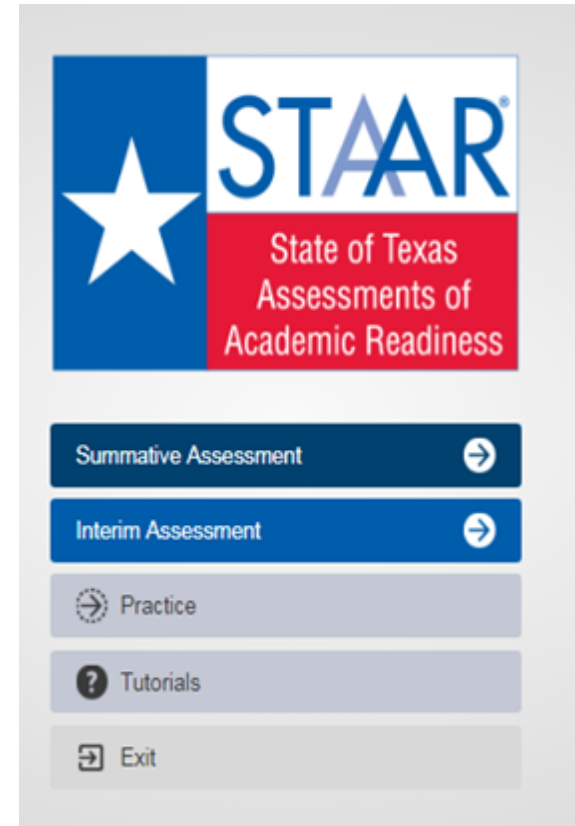
October 2018
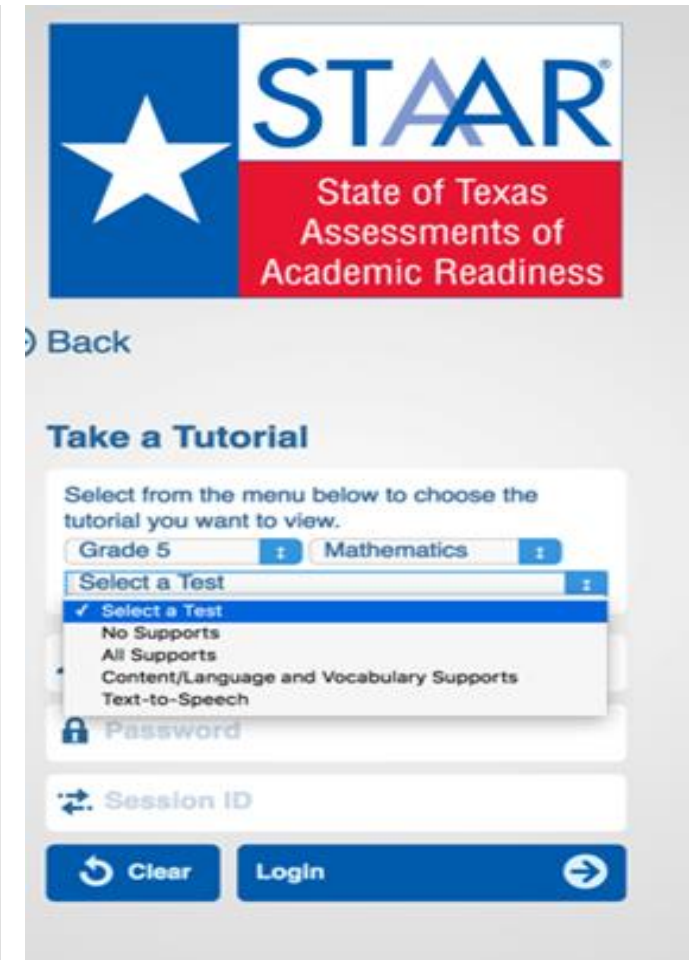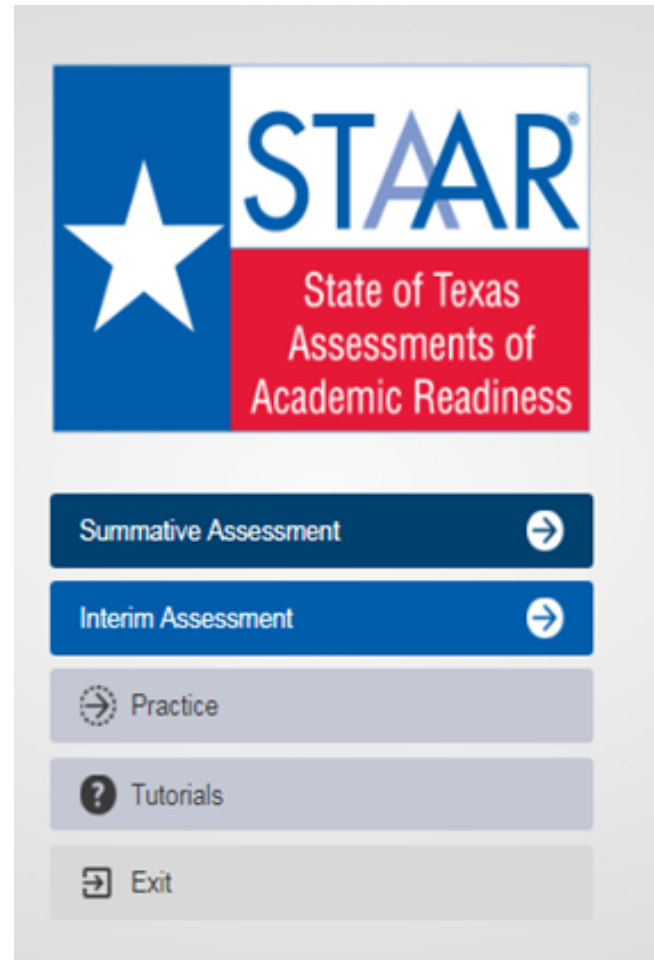
STAAR Online Tutorials

- 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.

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

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

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

STAAR Online Practice

- When you open the STAAR Online Testing Platform (SOTP), you will see a menu of options, including "Practice."

- Here you will find released tests for 2017 and 2018.

- All PNP will include the following supports:
  - Text-to-Speech (when available)
  - Spelling Assistance (writing compositions only)
  - Content and Language Supports

STAAR Online Practice

Rollover

Pop-ups

STAAR Online Practice

Punnett Squares

Spelling Assistance

STAAR Online Practice

Writing Checklist

Prereading Text

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[1]	Content and Language Supports[*]	Extra Time	Basic Transcribing	Large Print	Manipulating Test Materials	Mathematics Manipulative	Individualized Structured Reminders	Supplemental Aids	Signature of Student's Teacher for Subject/Course
Grades 3-5												
Writing												
Reading												
Mathematics												
Science												

[1] 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 <u>STAAR EOC</u> assessments designated supports decisions can be carried over from the <u>fall to the spring and summer</u> administrations.
    - LPACs should meet to document any changes in a student's situation that have occurred <u>between administrations</u>, especially if a student no longer requires designated supports.
    - Remember, some supports may prevent the student from being considered for <u>reclassification</u> 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) <u>may not</u> be considered for <u>reclassification</u> at the end of the school year.

  - Oral Administration
  - Content and Language Supports
  - Extra Time

ELs with Parental Denials

- For STAAR assessments, LPACs <u>may not</u> recommend designated supports for an EL whose parents have <u>denied</u> bilingual or ESL services.
    - No designated supports
    - No testing in Spanish
    - No English I special provision
    - No unschooled asylee/refugee provisions

- For TELPAS assessments, <u>all ELs are assessed</u> 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*   New

- *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 <u>any assessment</u> depending on whether they meet the <u>participation requirements</u>.
  - 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 <u>LPAC</u> to work in conjunction with the <u>ARD</u> 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

Alignment of STAAR and 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.

STAAR Spanish Decisions

- When making STAAR Spanish decisions, LPACs must
  - make <u>individual student</u> decisions (grade-based decisions or program-based decisions are not authorized),
  - use <u>input</u> from student's teacher(s), and
  - determine STAAR Spanish to be the <u>most appropriate</u> measure of student's academic progress.

- LPACs recommend certain accommodations for students taking STAAR Spanish.
  - Accommodations policies documents can be found on the <u>Accommodation Resources webpage</u>.

STAAR Spanish Decisions

- STAAR Spanish may sometimes be appropriate for <u>students in ESL</u> 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.

- <u>Non-ELs</u> 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 <u>vary by necessity</u> 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 <u>well-justified</u> 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 <u>3 school years or less</u> (5 or less if qualifying unschooled asylee/refugee), and
  - have <u>not</u> yet attained <u>TELPAS reading advanced high</u> 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 <u>passes the course</u> but <u>does not pass the test</u>.
  - 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 <u>completed and discussed with student</u> 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 <u>exemption</u> of certain qualifying <u>EL asylees and refugees</u> from being administered a STAAR assessment in grades 3–8 only.

- This exemption only applies to those unschooled asylees and refugees in their <u>first year</u> in U.S. schools.

Decisions about TELPAS and TELPAS Alternate

TELPAS Assessments

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 *New*

Special Administration of TELPAS

- In <u>rare circumstances</u> that prevent a student from testing online, TEA may <u>grant approval</u> for a <u>special administration</u> 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 <u>appropriate team</u> 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.

Data Collection for Spring

- 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., <u>withdraw and leave the U.S.</u> 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 <u>English and learning of subject matter</u> are affected.
    - These ELs may come to the U.S. with <u>limited or no prior schooling</u>. 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 <u>English and new grade level subject-matter</u> knowledge and skills is significantly affected.

TELPAS Alternate Participation Decisions

- The ARD committee, in conjunction with the LPAC, is required to make TELPAS Alternate decisions for ELs with <u>significant cognitive disabilities</u>.
    - 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.

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 <u>questions 1-6 must be Yes</u>. 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 <u>criteria for TELPAS Alternate</u> and also qualifies for **"No Authentic Academic Response"** or a **"Medical Exception"**, the student <u>will not</u> 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 <u>STAAR Alternate 2</u>, the student will be assessed with <u>TELPAS Alternate</u>. 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 <u>STAAR Alternate 2 </u>and also qualifies for **"No Authentic Academic Response"** or a **"Medical Exception"**, the student <u>will not</u> 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.

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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
▪ Holistically-rated assessments in listening, speaking, reading, and writing ▪ Classroom observations and student interactions	▪ Online tests for reading, listening, and speaking ▪ Holistically-rated student writing collection

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:	- K-12 Listening PLDs - K-12 Speaking PLDs - K-1 Reading PLDs - K-1 Writing PLDs	2-12 Writing PLDs *If approved for a special administration of listening and speaking test, 2-12 raters will also need:* - K-12 Listening PLDs - K-12 Speaking PLDs

TELPAS Rater Resources – Rater Purposes

	K-1 Raters	**2-12 Raters**
For rating purposes:	- K-12 Listening PLDs - K-12 Speaking PLDs - K-1 Reading PLDs - K-1 Writing PLDs - TELPAS Student Rating Roster	2-12 Writing PLDs - TELPAS Student Rating Roster - Writing Collection Cover Sheet - Writing Collection Verification Checklist *If approved for a special administration of listening and speaking test, 2-12 raters will also need:* - K-12 Listening PLDs - K-12 Speaking PLDs

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%

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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 <u>at least two domains</u> 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 <u>reclassification of a student's grade level will not be allowed</u> 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
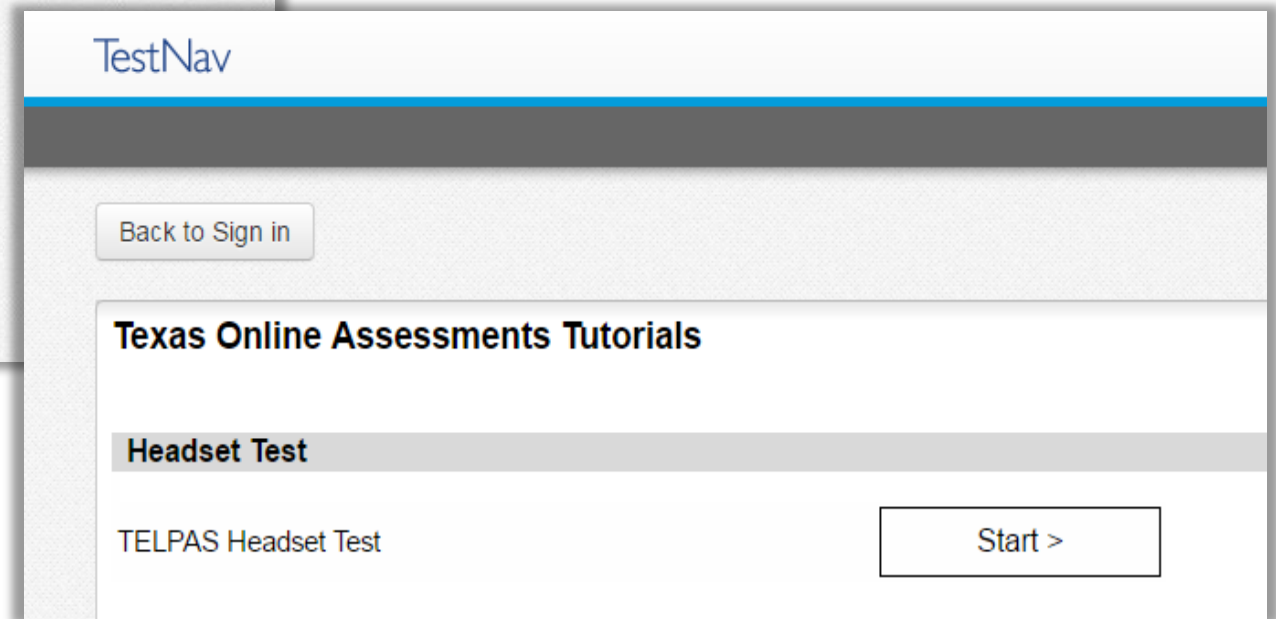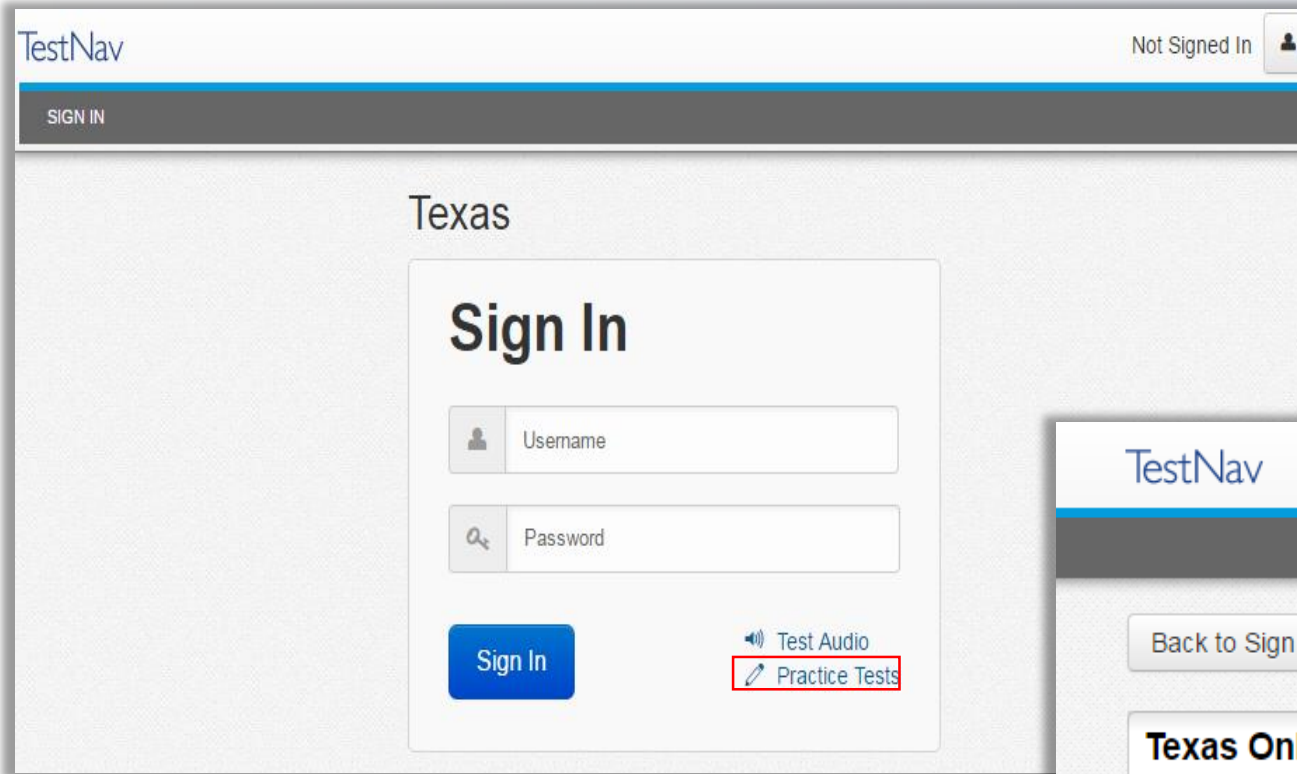
- New TELPAS parent resources will include the following:
  - TELPAS Student Report Cards (K-1 and 2-12)
  - TELPAS FAQs (English and Spanish)
  - Parent Tips (English and Spanish)

- 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
  o use audio capture functionality to record a response,
  o listen to the response, and delete, and
  o 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.

October 2018

- 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 Online Assessments: Reading

2018 TELPAS Reading Testing Time (in minutes)						
Grade Band	# of Students	Mean	25th Percentile	Median	75th Percentile	90th Percentile
Grade 2	104217	26	17	23	31	42
Grade 3	105532	36	23	31	42	59
Grades 4-5	182871	46	29	40	55	75
Grades 6-7	132285	44	28	39	54	73
Grades 8-9	102022	49	29	42	62	85
Grades 10-12	84350	48	28	42	61	84

TELPAS Online Assessments: Listening and Speaking

2018 TELPAS Listening and Speaking Testing Time (in minutes)						
Grade Band	# of Students	Mean	25th Percentile	Median	75th Percentile	90th Percentile
Grades 2-4	210220	47	33	42	56	74
Grades 4-5	182673	56	38	50	67	90
Grades 6-8	186066	55	35	48	66	91
Grades 9-12	134872	57	34	49	72	99

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.

October 2018

TELPAS Alternate

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?
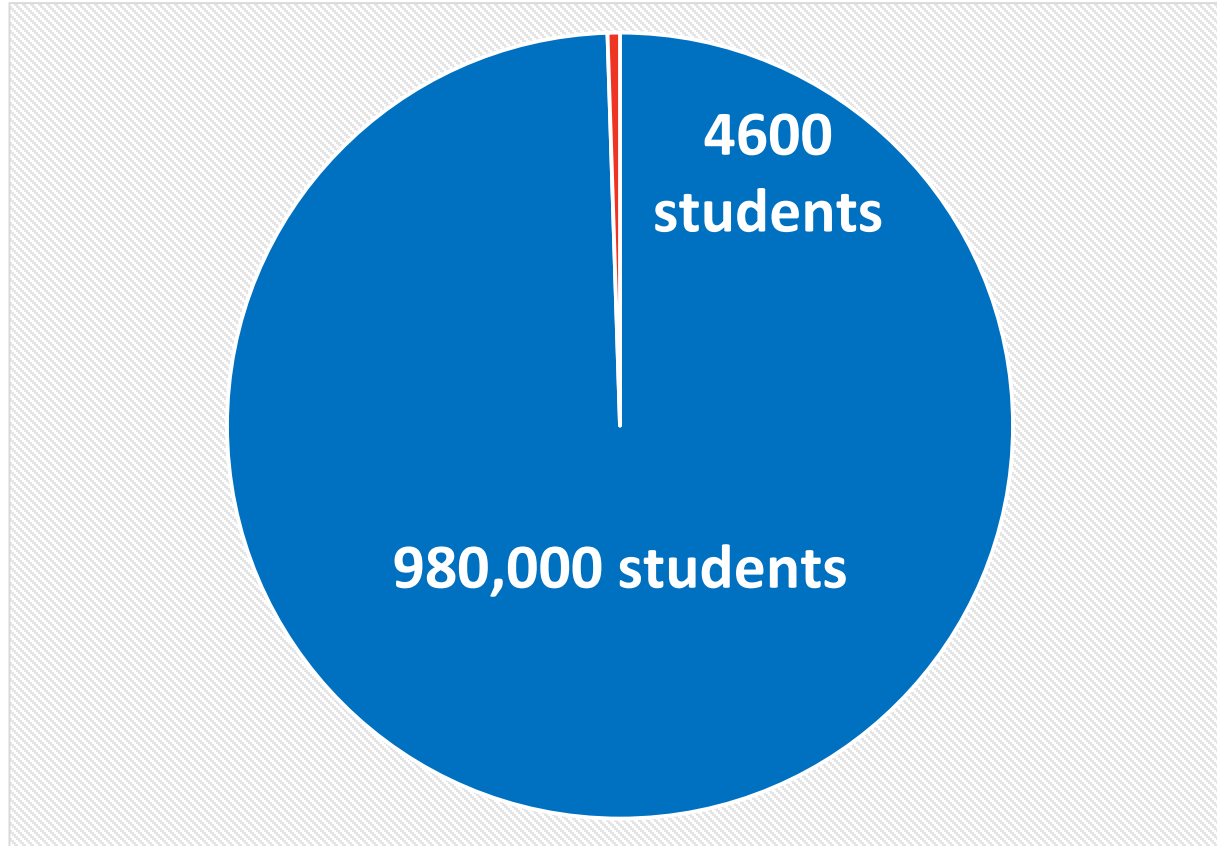
- Students tested with TELPAS

- 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.

TELPAS Alternate Participation Requirements – Questions and Justification

- 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

L5.	The student:				
Understanding the General Meaning	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).

Coming Soon

- Participation requirements

- Observable behaviors

- Test administration manual

- Multiple, short training PPTs for parents and educators

- Additional resources as needed based on feedback from the field

LPAC Decision-Making Resources

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

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