
Spring ELL Assessment Update TETN

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Topics

- TELPAS Updates
- STAAR Updates

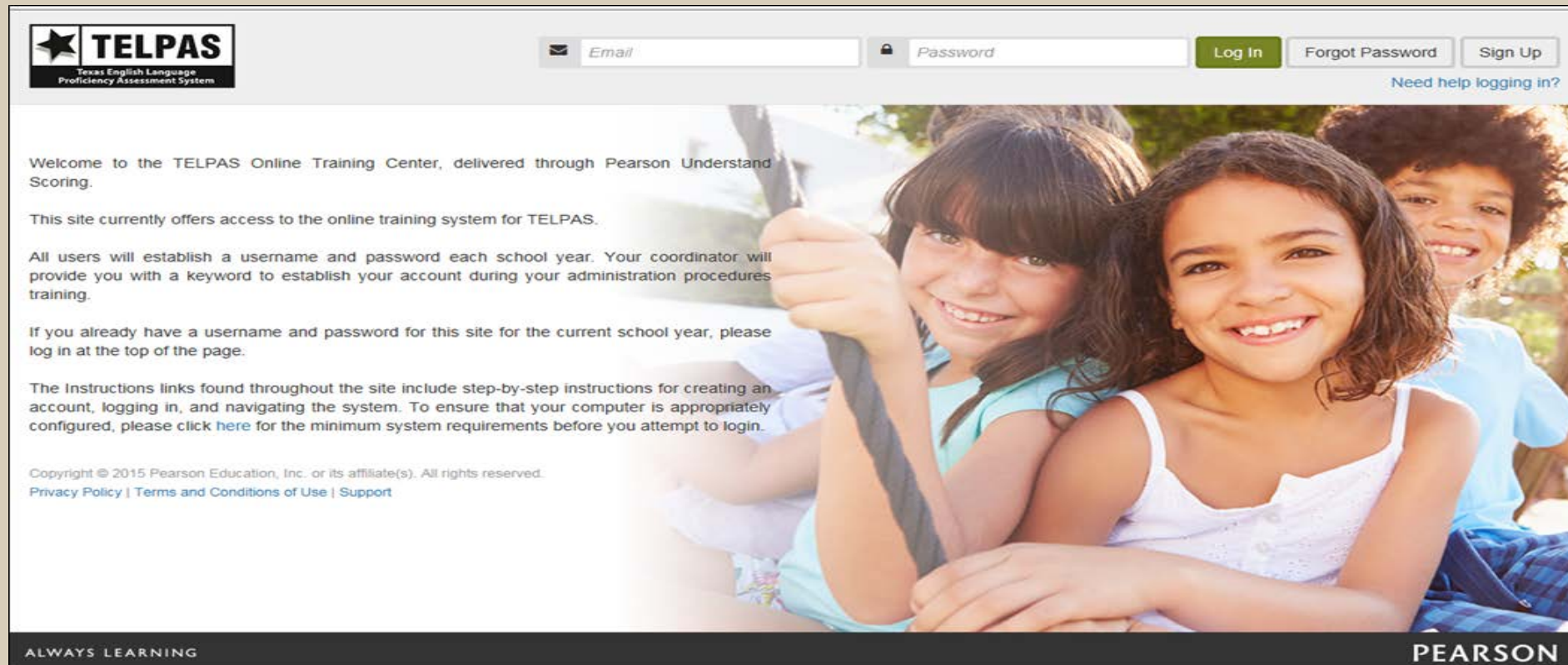
TELPAS Updates

ONLINE TRAINING AND ONLINE TESTING INFORMATION

Key Dates

Date	Activity
Jan 3–6	TELPAS manuals shipped to districts
Jan 17–Apr 7	Student data submission (student registration)
Jan 18	Assembling and Verifying Grades 2–12 Writing Collections course available
Jan 30	Online basic training courses for new K–1 and 2–12 raters available
Feb 13	Calibration window opens for new and returning raters
Feb 13	Earliest eligibility date for TELPAS writing samples
Mar 6–Apr 5	TELPAS assessment window
Apr 6–7	Data verification window

TELPAS Online Training Center



TELPAS
Texas English Language
Proficiency Assessment System

Email Password [Log In](#) [Forgot Password](#) [Sign Up](#)

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Welcome to the TELPAS Online Training Center, delivered through Pearson Understand Scoring.

This site currently offers access to the online training system for TELPAS.

All users will establish a username and password each school year. Your coordinator will provide you with a keyword to establish your account during your administration procedures training.

If you already have a username and password for this site for the current school year, please log in at the top of the page.

The Instructions links found throughout the site include step-by-step instructions for creating an account, logging in, and navigating the system. To ensure that your computer is appropriately configured, please click [here](#) for the minimum system requirements before you attempt to login.

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ALWAYS LEARNING PEARSON

TexasAssessment.com/TELPASTrainingCenter

TELPAS Online Training Center Updates

- New raters and returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating.
- Raters required to create new account each year; accounts purged each year
- No role-based accounts (RTCs and DTCs will not have accounts created for them)
 - No training reports for coordinators
 - No account management tools for coordinators
- Calibrations required to be completed in monitored session
 - Two sets available

TELPAS Online Training Center Updates

- The optional Assembling and Verifying Grades 2–12 Writing Collections course is now separated into two modules (assembling writing collections and verifying writing collections).
- The Grades K-1 Rater Online Basic Training Course and the Assembling and Verifying Grades 2–12 Writing Collections Course will now have a practice activity outside of the modules.
- After completing the modules and practice activities for these courses, a certificate of completion will be available in the training center.
- There are calibration passcodes for set 1 and passcodes for set 2 each day.

Monitored Calibration Sessions

- Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
- Districts must establish local procedures for verifying the completion of the online basic training course before new raters can access calibration activities.
- The number of calibration sessions needed depends on the number of raters that must be trained to rate the ELLs on each campus.
- Most raters will need 1-2 hours to complete a calibration set. Raters must finish a calibration set once it is started in the same monitored session.
- Local procedures must be established for completion of second calibration set if needed.

Monitored Calibration Sessions

A testing coordinator or other designated personnel must serve as a proctor.

- The number of proctors needed depends on the number of raters being trained.
- Proctors may be LPAC administrators, school counselors, or other suitable staff.
- Proctors **must not** be teachers serving as TELPAS raters this year.
- Proctors must have received administration procedures training and sign the rater oath.

Monitored Calibration Sessions

- A trained proctor must be available to actively monitor the calibration session.
- A roster of participants must be maintained for each calibration session.
- Proctors must have correct calibration passcodes for the day of the session.
- Raters may use their *TELPAS Rater Manual* **or** a copy of the PLDs and scratch paper to make notes during calibration. **Any notes taken during calibration should be done on the scratch paper provided and not in the TELPAS manual.** All notes taken by raters during the session must be turned in to the proctor and destroyed.
- The use of headphones is required for raters to complete the calibration activities.

Course and Calibration Certificates

- After completing the modules and practice activities for the Grades K-1 Rater Online Basic Training Course or the Assembling and Verifying Writing Collections Course, a certificate of completion will be available in the scoring summary tab of the TELPAS Online Training Center.
- After completing all modules in the 2-12 online basic training course, district testing coordinators will be able to provide raters with a certificate of completion.
- After successfully calibrating, raters will go to the scoring summary tab of the TELPAS Online Training Center to access and print a certificate. The certificate must be provided to the session proctor.

Coordinator Resources for TELPAS Holistic Rating Training

A document containing important online rater training resources for coordinators includes:

- Daily calibration passcode for each set (the passcodes are updated weekly)
- Sample monitored calibration session roster template
- Link to the course certificate generator for 2–12 Online Basic Training Course

Should only be shared with other designated personnel acting as district coordinator assistants

Can be accessed within the *Published Reports* section of the TELPAS Assessment Management System

TELPAS Online Testing and Data Submission

- K-1 (all domains) and Grades 2–12 (listening, speaking and writing) online TELPAS entry of holistic rating information will be delivered through TestNav. Grades 2–12 reading test will also be delivered through TestNav.
 - TestNav accessed through an installable app version.
- Years in U.S. schools data collection do not break out the first year into semesters.
- TELPAS testing and data submission activities will be managed through PearsonAccess^{next}.

TELPAS Online Test Sessions

- Test sessions will need to be created for students to take the grades 2–12 reading test.
 - This includes separate test sessions for students approved to take a paper administration so that responses to test questions can be transcribed into a special online form.
- Test sessions will need to be created for holistic rating information to be entered for each student in K–12.
- Student test tickets will be used for students to log in to reading tests but are no longer required for designated personnel to enter rating information. Administrators will “Launch Test” instead.

TELPAS Reading Accommodations Information

TELPAS Reading Test Administrator Manual contains information about specific accommodations allowed for grades 2–12 TELPAS reading tests.

Specific information regarding student eligibility criteria and special instructions or considerations is available at the Accommodation Resources webpage.

The following procedures are not permitted, as they may invalidate the test.

- Students may not receive reading assistance.
- Students may not use English-language or foreign-language reference materials.
- Test questions and reading selections may not be translated.
- Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.

Reports for Monitoring Completion of TELPAS Administrations

TELPAS Combined Status Report (Campus Level)

- This report displays the status of K–12 holistic rating entry and 2–12 reading test for each student registered with a selected campus.
- Coordinators can also verify ratings and rater information, completion of 2–12 reading tests, and entry of years in U.S. schools information.

TELPAS Summary Report (District and Campus Level)

- This report displays the status of the entry of K–12 TELPAS rating information and 2–12 reading tests for a district and campuses within that district.
- Report indicates the number of students with each status (Not Started, Incomplete, and Complete) for the rating and reading portions of the assessment.

Unsubmit and Do Not Report for Online Tests

Unsubmit

- **For grades 2–12 reading tests:** In the event that a student or test administrator submits a student's reading test prematurely and the student did not get the chance to complete the test, the district testing coordinator should contact Pearson's Customer Service Center as soon as possible to get the student's test unsubmitted. TEA must be contacted to approve this if it has been more than 2 hours since the student's test was inadvertently submitted.
- **For grades K–12 rating entry form:** In the event an error was made in entering holistic ratings or rater information, the district testing coordinator should contact the Customer Service Center to get the rating entry form unsubmitted to make corrections.

Do Not Report

- This function is used to void a student's online testing record. This should mainly be used for voiding student's test records of ineligible testers (i.e. when non-ELL students are tested for TELPAS)
- Function is available on the Test Details screen for online tests to district testing coordinators only

Years in U.S. Schools Data Collection

The ***Instructions for Years in U.S. Schools Data Collection*** document is posted on the Language Proficiency Assessment Committee Resources webpage at <http://tea.texas.gov/student.assessment/ell/lpac/>.

Information is also available in the ***2017 District and Campus Coordinator Manual***.

Years in U.S. Schools Data Collection

Important Reminders

Districts cannot change the value for years in U.S. schools submitted in a previous school year. Districts use 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 cannot decrease. The value will either remain the same or increase by 1.

Data Collection Information

Required data collection for ELLs with extenuating circumstances:

- Unschooled ELL asylees/refugees
- Students with Interrupted Formal Education (SIFE)

This information can be submitted and updated through the Student Data Upload process.

Or can also be manually entered into the Assessment Management System.

These special circumstances are defined in the ***2017 District and Campus Coordinator Manual***.

Final Data Verification Window

Assessment window closes Wednesday, April 5

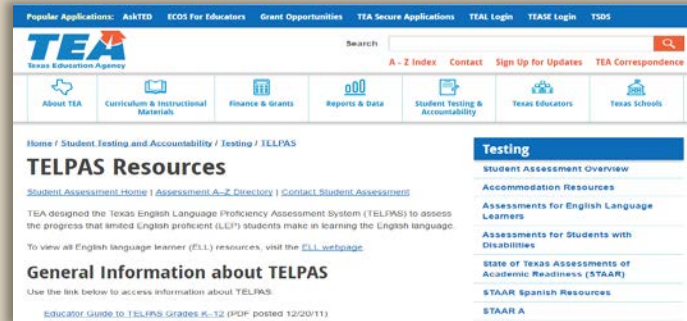
Verification window closes Friday, April 7

NOTE: The verification window will end at 5 p.m. (CT) on Friday, April 7.

2017 Listening and Speaking Pilot Study

- Pilot study of the new TELPAS listening and speaking assessments will be conducted during the 2017 TELPAS testing window.
- Information obtained from the pilot study will inform test development and administration policy decisions going forward.
- Students will be registered through upload in the Assessment Management System.
- Uni-directional headsets with noise-cancelling microphones are recommended.

Resources



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



2017 District and Campus Coordinator Manual

STAAR Updates

STAAR Participation Decisions

- For Ells the following STAAR assessments are available
 - STAAR (with or without embedded supports)
 - STAAR Spanish (grades 3-5)
 - STAAR Alternate 2
- LPACs are required to make and document assessment decisions in accordance with outlined procedures.
- LPAC's accommodation decisions must be made on an individual student basis.
- 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.

Overview of Major Changes

- STAAR offered on paper and online in all grades and subjects. (English only)
- Addition of 2 new online-only embedded supports
 - Content Supports
 - Language and Vocabulary Supports
- New organization of accommodation policy
 - Accessibility Features
 - Designated Supports
 - Designated Supports Requiring TEA Approval
- Broader eligibility for many accommodations

Language and Vocabulary Supports and Content Supports Classroom Connection



Classroom Accommodations and the Link to Language and Vocabulary Supports and Content Supports

Classroom Accommodation		Embedded Support
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.	➡	Language and Vocabulary Support
Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.	➡	Language and Vocabulary Support
The teacher isolates specific information to focus the student on the core concept being taught.	➡	Content Support
The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.	➡	Language and Vocabulary Support
The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleting or spacing out each step required to solve the problem.	➡	Language and Vocabulary Support
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.	➡	Content Support
The student receives reading support.	➡	Text-to-speech
The teacher provides the formula(s) that is needed to solve a problem.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.	➡	Content Support
The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.	➡	Language and Vocabulary Support
During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.	➡	Language and Vocabulary Support
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.	➡	Content Support
The teacher presents parts of a complex concept one at a time.	➡	Content Support

- Available in the Accommodation Resources webpage
- Will guide LPACs and schools' personnel in their decision making process

STAAR Online or Paper versus STAAR Online with Embedded Supports

- These tests have the same:
 - selections and test questions (including field test questions)
 - passing standards
 - assessed curriculum
 - test blueprints
 - progress measures
 - time limits
 - accessibility features

STAAR ACCESSIBILITY

- All accommodations can now be found on the Accommodation Resources webpage.
- Accommodations will be divided into 3 categories with broader eligibility criteria.
 - 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.

Accessibility Features

Popular Applications: AskTED ECOS For Educators Grant Opportunities TEA Secure Applications TEAL Login TEASE Login TSDS

TEA
Texas Education Agency

Search

A - Z Index Contact Sign Up for Updates TEA Correspondence

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Home / Student Testing and Accountability / Testing / Student Assessment Overview

Accommodation Resources

Accommodations, or 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 on this website are provided by the Texas Education Agency (TEA) for districts to use in implementing accessibility policies for STAAR and TELPAS.

2016 Accommodation Resources

2017 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.

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

2017 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 these procedures or materials during instruction. A student cannot be required to use them during testing and there is no need to document their use on students' answer documents. 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 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 are maintained.

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:
 - scratch paper (or any medium that can be erased or destroyed)
 - color 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
 - highlighters, colored pencils, or crayons
- 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

Accessibility Features

The use of bilingual dictionaries can now be found under the accessibility features.

They are allowable for mathematics, science, and social studies assessments.

Bilingual dictionaries must be word/phrase translation dictionaries only.

They must NOT be designed to define words or to illustrate or explain content terminology or concepts.

Designated Supports Policy Documents

Contain the information needed to make accommodation decisions for all students taking STAAR, STAAR Spanish, and TELPAS

Each document is organized the same way

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

2017 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.

1. [Accessibility Features](#): These are procedures and materials that are allowed for any student who needs them.

2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.

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

3. **Designated Supports Requiring TEA Approval**: These supports require the submission and approval of a TEA Accommodation Request Form.

- [Complex Transcribing](#)
- [Extra Day](#)
- [Math Scribe](#)
- [Other](#)
- [Photocopy](#)

LPAC as Independent Authority for Decisions

1. Oral/Signed Administration
2. Content Supports
3. Language and Vocabulary Supports
4. Extra Time
5. Dictionary
6. Basic Transcribing
7. Large Print
8. Amplification Devices
9. Manipulating Test Materials
10. Mathematics Manipulatives
11. Projection Devices
12. Individualized Structured Reminders
13. Supplemental Aids

Accommodation Recommendations for Reading and Writing: Impact on Exit Criteria for ELLs

- Students for whom the LPAC recommends the following designated supports for any reading or writing assessment, may not be considered for exit at the end of the school year.
 1. Dictionaries (this applies only to grades 3-5 since the use of dictionaries as a designated support is considered an accommodation for these grades only)
 2. Oral Administration
 3. Language and Vocabulary Supports
 4. Extra Time

STAAR Dictionary Accommodation Policy

According to #3 under “Special Instructions/Considerations” in the Dictionary accommodation policy document, if a student in grade 6 or above needs a dictionary not listed in the STAAR Dictionary Policy:

“Dictionaries are a required part of standard test administration procedures (and not considered a testing accommodation) for some state assessments. For more information, refer to the STAAR Dictionary Policy located on the TEA’s STAAR Resources webpage. If a student in grade 6 or above needs a dictionary not listed in this policy, contact TEA’s Accommodations Task Force.”

This applies only to picture dictionaries, which is the only type of dictionary listed on the Dictionary accommodation policy that is not also listed on the STAAR Dictionary Policy.

Instead of contacting TEA, adhere to the following guidance: For STAAR reading and writing assessments for grade 6 or above, a picture dictionary (listed in the Examples/Types section of the Dictionary accommodation policy) may be provided, along with the required dictionary from the STAAR Dictionary Policy, to a student who routinely, effectively, and independently uses a picture dictionary during classroom instruction.

Documenting Accommodation Decisions for ELLs Receiving Special Education Services

- In the case of an ELL who receives special education services, the ARD committee in conjunction with the LPAC shall determine and document the need for allowable testing accommodations in accordance with Texas Administrative Codes (TAC) § 101.1003(c) and § 101.1005(e).
- It is important for the LPAC to be mindful of the confidentiality requirements for students with disabilities when documenting these decisions.

Suggested Forms for LPAC Use

- *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.

Reminder: Accommodation decisions should be made as close as possible to the assessment to account for student's progress.

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

STAAR Participation and Accommodation Decisions

PART II: Record of Designated Support Decisions for STAAR Program

This table may be used by the LPAC to document STAAR accommodation decisions for ELLs. Place a check next to the applicable supports below and indicate for which subject(s)/course(s) the accommodation 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: 2017 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, outlined in the TEA publication titled Educator Guide to Accessibility within the STAAR Program.

- STAAR Spanish is administered in paper format only.
- STAAR Alternate 2: There is no specified list of allowable linguistic accommodations. Any language or other communication method routinely used with the student is permitted.

STUDENT NAME: _____

ENROLLED GRADE: _____

SCHOOL YEAR: _____

	English or Spanish (3-5 only)	Paper (P) or Online (O) English only	Oral/Signed Administration 1	Content Supports 1*	Language and Vocabulary Supports 1*	Extra Time	Dictionary	Base Transcribing	Large Print	Amplification Devices	Manipulating Test Materials	Mathematics Manipulatives	Projection Devices	Individualized Structured Reminders	Supplemental Aids	Signature of Student's Teacher for Subject/Course
Mathematics																
Science																
Social Studies																
Reading																
Writing																
English I																
English II																
English III																

SIGNATURES OF DESIGNATED LPAC MEMBERS _____

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) _____

Page 2

- Part II of this form lists test accommodation (designated supports) decisions that LPACs have sole authority for recommendation.
- Braille, calculation aids, and spelling assistance decisions have to be made in conjunction with the ARD or section 504 committees, therefore, are not listed here. These decisions must be recorded and included in student's permanent record file.
- This form can be modified or copied and provided to testing coordinators.
- ELLs for whom the LPAC determines eligibility for content supports and/or language and vocabulary supports must take the online administration. If a student receiving these supports requires a paper administration, a paper request form needs to be submitted; however, paper tests are approved by TEA in rare circumstances.

Recording Accommodations on the Answer Document

- *District and Campus Coordinator Manual*
- Campus personnel must be trained in accurately recording accommodations on each student's answer document or in the Assessment Management System for online administrations.
- Record the accommodation that is documented and made available to a student, even if the student did not use the accommodation during testing.

Special Paper Request Process

- Because Language and Vocabulary Supports and Content Supports are embedded accommodations presented in an online format, replicating these features in a paper version is not always possible.
- Technology-based accommodations 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.
- The paper administration request document is updated and posted on the TEA's District and Campus Coordinator Manual Resources webpage.

Special Paper Administrations of STAAR with Embedded Supports

In addition to receiving training on general test administration procedures and test security, test administrators need to be trained in testing procedures specific to STAAR with Embedded Supports paper administrations.

- Providing Language and Vocabulary Supports and Content Supports is different than in years past.
- Training Materials located on the Accommodations Resources webpage include:
 - Non-secure sections of the Paper Administration Guides (available soon)
 - Additional training resource (available soon)

Organizing Test Administrations

In some cases, students taking STAAR administrations may be grouped across programs, grades, and subject areas or courses.

Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.

Students using certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

Preparing ELLs for Testing with Designated Supports

In training test administrators with ELLs in their sessions, make sure to review this section of test administrator manuals.

Administration “SAY” directions assume ELLs have been told in advance

- how their sessions will be conducted
- what type of accommodations they may receive

Helping ELLs Understand Test Directions

For all tests, ELLs may be helped to understand “SAY” directions and test booklet directions that introduce test sections or item formats. Test administrator is allowed to:

- paraphrase
- translate
- repeat
- read directions aloud

Test administrator is not allowed to add directions that are substantively different (no pointers, no test-taking strategies, etc.).

STAAR tests have no sample items; familiarize new ELLs with item formats ahead of time using released tests on TEA website.

STAAR Online Student Tutorials

- Can be accessed from STAAR Online Testing Platform
- Tutorials help students learn how to use the supports and read aloud accommodations as well as standard online tools.
- Self-guided--Students move through tutorial at their own pace
- No teacher administration directions

STAAR
State of Texas
Assessments of
Academic Readiness

Take Test

Practice

Tutorials

Take a Tutorial

Select from the menu below to choose the tutorial you want to view.

Select a Grade Select a Subject Select a Test

Username

Password

Session ID

Clear Login

Assessing Newly Arrived ELLs Who Know Little English

In isolated situations if completing an assessment is not in the best interest of a student (e.g., a newly arrived ELL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete test.

The decision should be documented and communicated to student's parents after the test administration.

Exemption for Qualifying Unschooled Asylees and Refugees

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.

This exemption only applies to those unschooled asylees and refugees in their first year in U.S. schools.

English I EOC Special Provision TAC

§ 101.1007

For ELLs who —

- have been enrolled in U.S. schools 3 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.

Why this provision? In English I and ESOL I courses, these students may require substantial instructional scaffolding and linguistic adaptation not feasible on standardized language arts assessments.

Special Provision

When enrolled in an English I/ESOL I course, an eligible ELL shall not be required to retake assessment each time it is administered if student passes course but does not pass the test.

NOTE:

- **Students are not exempt from testing while in the course.**
- **Provision does not apply to English II.**
- **This provision is not tied to any particular graduation plan.**

ELLs with Parental Denials

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

Resources

LPAC Resources webpage:

- 2017 STAAR Decision-Making Guide for LPACs
- ELL Assessment Documentation Forms

Accommodation Resources webpage:

- Classroom Accommodations and the Link to Language and Vocabulary Supports and Content Supports
- Educator Guide to Accessibility within the STAAR Program (this guide takes the place of the “Linguistic Accommodations for ELLs Participating in the STAAR Program” document) (*Coming Soon*)
- Accommodation Policy Documents

Contact Information

Email ELL Assessment team at ell.tests@tea.texas.gov

Call Student Assessment Division at 512-463-9536

ELL Assessments Information webpage

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

Accommodations Resources webpage

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