Considerations for EL Testing

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Topics

- Accessibility Features
- Designated Supports
- LPAC Decision Making
- Documentation
- STAAR and TELPAS
- Other testing for ELs – Identification, formative assessment, reclassification
Accommodation Resources

- [https://tea.texas.gov/accommodations/](https://tea.texas.gov/accommodations/)
- [https://tea.texas.gov/student.assessment/ell/](https://tea.texas.gov/student.assessment/ell/)

- Accessibility policies – may apply to any student taking STAAR or TELPAS depending on his/her needs and whether or not the student meets the eligibility criteria, if applicable.
  - Accessibility features – allowed for any student who needs them.
  - Designated Supports – locally approved supports for students who meet eligibility criteria
  - Designated Supports Requiring TEA Approval
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.
Designated Supports recommended by LPAC for ELs (Linguistic Accommodations)

- Content and Language Support
  - Can be recommended by the LPAC but will make student ineligible for reclassification at end of school year.
  - New – available for STAAR Spanish online
  - Include pop-ups, rollovers, prereads and supplementary materials
Pop-ups:

- isolate specific information in a question that corresponds to each answer choice
- isolate specific text or information in a selection that is referenced in the question or answer choices
- isolate specific information in a graphic or list that is referenced in the question
- define literary terms
- apply an allowable supplemental aid (e.g., graphic organizer, place-value chart, t-chart, graphic of scientific concept, timeline, map) to specific questions or answer choices
- include the formula from the grade-specific Reference Materials when the question specifies the measure or conversion to be performed
- direct student attention to parts of the grade-specific Reference Materials
- provide clarifying information for a graphic organizer, political cartoon, or map
- provide a visual representation in the selection, question, answer choices, or in the writing prompt by adding graphics, photographs, or animations
- define or clarify construct-irrelevant words, phrases, and sentences using plain language, synonyms, definitions, examples, and consistent language

When a pop-up is clicked, a window appears above or below the dotted underline or dotted box. Clicking the “X” closes the Pop-up window.

For students who have text-to-speech as an embedded support, the Speak icon will appear in all pop-ups. The student can click the Speak icon to hear the text in the pop-up read aloud. (Note: text-to-speech may not be able to read aloud some text, such as labels, that render as art.)
Rollovers:

- bullet or separate steps in a process (e.g., multi-step problem, sequence of events)
- reword complex questions or answer choices to condense text
- reorganize and simplify historical excerpts
Figure 13. Additional Supports (available in English and Spanish)

Prereads:
- Offer text prior to the selection (for grades 3-8 reading, grades 4 and 7 writing, English I, and English II only)
What do content and language supports look like in the classroom?

<table>
<thead>
<tr>
<th>Classroom Accommodations Examples that Link to STAAR Content and Language Supports</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>Using a dictionary or thesaurus, the teacher points out the meaning or synonym of a word.</td>
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<td>The teacher isolates specific information to focus the student on the core concept being taught.</td>
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<td>The teacher acts out or has the students role-play newly introduced vocabulary or difficult concepts.</td>
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<td>The teacher simplifies difficult vocabulary and then reformats complex word problems by bulleted or spacing out each step required to solve the problem.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>The teacher provides the formula(s) that is needed to solve a problem.</td>
</tr>
<tr>
<td>The teacher provides visual aids (e.g., demonstrations, photographs, art) to identify people and/or places.</td>
</tr>
<tr>
<td>The teacher provides visual aids (e.g., demonstrations, photographs, art) to define or clarify vocabulary.</td>
</tr>
<tr>
<td>During classroom discussions, the teacher clarifies or rewords complex text or questions using simpler language.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The teacher presents parts of a complex concept one at a time.</td>
</tr>
</tbody>
</table>
Designated Supports recommended by LPAC for ELs (Linguistic Accommodations)

- Extra Time
  - If recommended by LPAC, makes student ineligible for reclassification at end of year.
Designated Supports recommended by LPAC for ELs (Linguistic Accommodations)

- Oral/Signed Administration
  - If recommended by LPAC, makes student ineligible for reclassification at end of year.
Accommodation Recommendations for Reading and Writing: Impact on Reclassification Criteria for ELs

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

- It is important for LPACs to consider the degree to which an EL student relies on a dictionary during language arts instruction or testing when making reclassification decisions at the end of the year.
Locally-approved designated supports include accommodations that may be made available to students who meet eligibility criteria. The decision should be based on the eligibility criterion and aimed at addressing a student’s consistent academic struggle in a specific area even after intensive instruction and remediation. The appropriate team of people at the campus level determines eligibility as indicated in each policy document. The decision to use a designated support during a state assessment should be made on an individual student basis and take into consideration the needs of the student and whether the student routinely receives the support during classroom instruction and classroom testing. This does not mean that the support must be used every day during instruction. Routine accommodation, or designated support use, as defined by the Texas Education Agency (TEA), means that the student has used the support often enough during classroom instruction and testing that he or she is able to use it independently during the state assessment. (Independent use is applicable to some designated supports [e.g., calculation aids] but not to others [e.g., oral administration].) In addition, the support has been proven to be effective in meeting the student’s specific needs, as evidenced by student scores or teacher observations with and without support use.
Things to Consider about Online Testing

- Which students receive accessibility features or designated supports on test day?

- What special arrangements need to be considered for students who will use accessibility features and designated supports on test day? For example, ensuring that calculators and other equipment have sufficient batteries or choosing separate settings for students who use certain supports requires advance planning.

- What staff training is needed to properly provide certain designated supports? For instance, transcribing a student’s response onto an answer document or providing an oral/signed administration of a paper test requires advance training.

- What campus and district procedures are in place to ensure test security, especially if the student is using technology as a support? Please refer to the Technology Guidelines page in the Policy Highlights section of the Coordinator Resources.

- What procedure is in place and who is responsible for recording designated supports on the answer document or in the Assessment Management System for online tests?

- Have students taking STAAR online had the opportunity to practice interacting with the tools and features in the online testing system? It is important that students have used the online tutorials and released tests to become familiar with selecting answers, using the online tools, moving through the test, submitting the test, etc.

- What special arrangements need to be considered for students taking different versions of STAAR with different designated supports? For example, should students taking STAAR online without designated supports be grouped with students taking STAAR online with designated supports? Should students taking STAAR on paper and STAAR online be grouped together?
Resource

- Educator Guide to Accessibility within the STAAR Program
  https://tea.texas.gov/accommodations/ bottom of page
Decision Making Process
https://tea.texas.gov/student.assessment/ell/lpac/
TETN September 19, 2018
The LPAC’s role should not be to simply make decisions and process paperwork.

The LPAC should –
- provide opportunities for guide teachers,
- support the English language proficiency standards (ELPS), and
- determine needs for professional development.

LPACs must also coordinate with testing coordinators so that participation and designated supports decisions are available in time to make testing arrangements.

Use 2 Decision Making Guides – one for STAAR and the other for TELPAS.

Overview

This Texas Education Agency (TEA) publication is designed to guide language proficiency (LPACs) in making assessment and designated supports decisions for English learners of Texas Assessments of Academic Readiness (STAAR) program.

The procedures in this publication implement the EL assessment requirements in Chap Code (TEC) and Chapter 101, Subchapter AA, Division 1, of the Texas Administrative Code are accessible from the A–Z index of the TEA website at http://tea.texas.gov. The requirements for making assessment decisions in accordance with administrative procedures established responsibilities, LPACs must adhere to the administrative procedures in this guide.

2019 TELPAS and TELPAS Alternate Decision-Making Guide for LPACs

Overview

This Texas Education Agency (TEA) publication is designed to guide language proficiency assessment committees (LPACs) in making assessment decisions for English learners (ELs) with regards to the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate programs which consist of the following components:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grades and Language Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS Holistically Rated Assessments</td>
<td>K–1 Listening, Speaking, Reading, and Writing</td>
</tr>
<tr>
<td>TELPAS Online Assessments</td>
<td>2–12 Writing</td>
</tr>
<tr>
<td>TELPAS Alternate Holistic Inventory</td>
<td>2–12 Reading, Listening, Speaking, and Writing</td>
</tr>
</tbody>
</table>

Additional information about the design of TELPAS may be found in TEA’s publication titled Educator Guide to TELPAS and TELPAS Alternate. The guide is in the process of being updated to include TELPAS Alternate.
Assessment Participation Decisions

In addition to the general TELPAS, TEA has developed an alternate English language proficiency assessment, referred to as TELPAS Alternate, for ELs with significant cognitive disabilities. The admission, review, and dismissal (ARD) committee, in conjunction with language proficiency LPAC, should determine if an EL receiving special education services is eligible for TELPAS Alternate. The TELPAS Alternate Participation Requirements are posted on the TELPAS and TELPAS Alternate Resources webpage at https://tea.texas.gov/student.assessment/ell/telpas/. There are circumstances in which a student may not be required to participate in the general TELPAS or in one or more language domains of the general TELPAS.
Accommodation Decisions

- 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 Support Decisions

- LPAC’s designated supports decisions must be made on an individual student basis and in accordance with the applicable decision-making guide.

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

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

- Designated supports decisions should be made as close as possible to the assessment to account for student’s progress in acquiring the English language.
2018-19 STAAR Participation and Designated Supports Decisions

PART I: Documentation and Justification of State of Texas Assessments of Academic Readiness (STAAR) Participation Decisions

The following table may be used to document and justify STAAR assessment decisions, as required by Section 161.1005 of the Texas Administrative Code. In the “Subject/Courses Administered” column, indicate ALL if the student will be assessed with the same statewide assessment for all subjects/courses administered during the school year. Otherwise, list the specific subjects/courses for the applicable assessments.

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

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

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>ENROLLED GRADE</th>
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<tr>
<th>Assessment</th>
<th>Participation Criteria</th>
<th>Subject/Courses Administered</th>
<th>Justification</th>
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<tbody>
<tr>
<td>STAAR</td>
<td>• General state assessment required for ELs not administered another assessment below</td>
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</table>
| STAAR Spanish         | • Available for ELs in grades 3-5 for whom a Spanish version of STAAR most appropriate 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           |                              |               |

*For EOCs, STAAR accommodation decisions can be carried over from the fall to the spring and summer administrations. For Grade 5 and 8 retake opportunities decisions made for April assessments can be carried over to May and June.*
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.
When making STAAR Spanish decisions, LPACs must:
- make individual student decisions (grade-based decisions or program-based decisions are not authorized),
- use input from student’s teacher(s), and
- determine STAAR Spanish to be the most appropriate measure of student’s academic progress.

LPACs recommend certain accommodations for students taking STAAR Spanish:
- Accommodations policies documents can be found on the Accommodation Resources webpage.
STAAR Spanish Decisions

- STAAR Spanish may sometimes be appropriate for students in ESL programs.
  - Spanish speakers who have recently moved to the U.S.
  - ELs who have recently moved from a campus where they were enrolled in a bilingual program.
  - Students who receive substantial academic support in Spanish.

- Non-ELs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student’s academic progress.
  - 19 TAC Chapter 101 requires the LPAC to make the decision when a request of this type is made for a non-EL.
  - The LPAC is not responsible for performing the many other LPAC functions they carry out for ELs.
Assessment Decisions for Different Subjects

- Decisions will often vary by necessity because of the design of the STAAR program.
  - Sometimes it may be appropriate to give STAAR Spanish in some subjects and STAAR in English in other subjects.

- LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.
PART III: Record of Designated Supports Decisions for STAAR

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 LPIAC’s decisions must be made in accordance with the state policies and procedures outlined in the following Texas Education Agency (TEA) publications: STAAR Decision-Making Guide for LPIACs 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 Educator Guide to Accessibility within the STAAR Program.

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<th>Grades 3-5</th>
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1 Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

2 Spelling assistance may be used only on the written composition.

3 These designated supports are available on STAAR online tests only.

Students for whom the LPIAC recommends Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for reclassification at the end of the school year.
<table>
<thead>
<tr>
<th>Grades: 6-8 and EOCs</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
<th>Algebra I</th>
<th>Algebra II</th>
<th>Biology</th>
<th>English I</th>
<th>English II</th>
<th>English III</th>
<th>U.S. History</th>
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*Students eligible for oral administration and content and language supports should take STAAR online since these supports are only offered online.*

*Spelling assistance may be used only on the written composition.*

*These designated supports are available on STAAR online tests only. Students for whom the DRC recommends Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any reading or writing assessment, may not be considered for reclassification at the end of the school year.*

Signature of Student’s Teacher for Subject/Course
PART III: Notes
You can use the section below to record any other information pertinent to the assessment administration, including designated supports requiring TCEA approval and/or designated supports requested by a committee other than the LPAC.

[Notes]

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)
In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.

- Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources webpage.

- Technology access is precluded—Districts must make every effort to administer STAAR, TELPAS reading and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).
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., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
    - These ELs may come to the U.S. with limited or no prior schooling. They typically lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.
# Documentation – TELPAS

## 2019 TELPAS and TELPAS Alternate Participation and Designated Supports Decisions

**PART I: Documentation and Justification of TELPAS and TELPAS Alternate Participation Decisions**

The following table may be used to document Texas English Language Proficiency Assessment System (TELPAS) assessments decisions. For an English learner (EL) who receives special education services, the student’s admission, review, and dismissal (ARED) committee (or any other applicable committee such as the Section 504 placement committee) is required to make and document the assessment decisions in conjunction with the language proficiency assessment committee (LPAC).

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Participation Criteria</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS</td>
<td>General state English language proficiency assessment required for ELs not administered the alternate English language proficiency assessment below.</td>
<td></td>
</tr>
<tr>
<td>TELPAS Alternate</td>
<td>Available for ELs in grades 2–12 who meet the participation requirements for an alternate English language proficiency assessment. Participation requirements found on the TELPAS and TELPAS Alternate Resources and Language Proficiency Assessment Committee Resource webpages.</td>
<td></td>
</tr>
<tr>
<td>TELPAS Alternate</td>
<td>The ARED committee determined that the student met eligibility criteria for STAAK Alternate 2 and also qualifies for “Not Authentic Academic Response” as a Medical Exception, therefore the student will not be required to participate in the administration of TELPAS Alternate.</td>
<td></td>
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</tbody>
</table>
PART II: Record of Designated Supports Decisions Grades 2-12 TELPAS and TELPAS Alternate*

Place a check next to the applicable supports below and indicate for which domain the designated support is to be used. The LPAC’s decisions must be made in accordance with the state policies and procedures outlined in the applicable Designated Supports documents and the TEA publication titled TELPAS and TELPAS Alternate Decision-Making Guide for LPACs.

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.

<table>
<thead>
<tr>
<th>TELPAS</th>
<th>Signature of Student’s Teacher for Subject/Course</th>
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<tbody>
<tr>
<td>Reading (Online)</td>
<td></td>
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<tr>
<td>Listening, Speaking (Online)</td>
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<tr>
<td>Writing (Standard)</td>
<td></td>
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</tbody>
</table>

**TELPAS Alternate**  
*Because TELPAS Alternate is an assessment based on a year of quality English instruction, the student’s performance described in the observable behaviors occurs while students have access to the instructional accommodations indicated in their IEP, therefore LPAC/ATD committees will not need to make designated supports decisions.*
The English I EOC Special Provision is for ELs who —
- have been enrolled in U.S. schools 3 school years or less (5 or less if qualifying unschooled asylee/refugee), and
- have not yet attained TELPAS reading advanced high rating in grade 2 or above.

When enrolled in an English I/ESOL I course, an eligible EL shall not be required to retake the assessment each time it is administered if the student passes the course but does not pass the test.
- Students are not exempt from testing while in the course.
- This provision does not apply to English II or English III.
- This provision is not tied to any particular graduation plan.
Eligibility for the special provision under 19 TAC $315.1007 is to be determined by the language proficiency assessment committee (LPAC) and documented in the student's permanent record file.

The student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard on the test.
Exemption for Qualifying Asylees and Refugees

- Amendment to 19 TAC §101.1005 allows for the exemption of certain qualifying EL asylees and refugees from being administered a STAAR assessment in grades 3–8 only.

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

- New TELPAS Alternate
- 2nd year of Listening and Speaking online
- New weights
- New focus on all domains
Other Assessments for ELs

- List of Approved Tests (updated annually)

Identification, exit, formative assessment, GT, RtI
Thank you for your participation today!

Gretchen Kroos
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