

2010 Texas Assessment Conference ELL Student Assessment Update

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Texas Education Agency

Student Assessment Division

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Topics

- ELL demographics and performance
- Spring 2011 ELL test administration updates
- Information about STAAR™ for ELLs
- Integral alignment between curriculum, instruction, and assessments of ELLs

ELLs in Texas

As Reported to PEIMS, Fall 2009

- **ELLs – 817,671** (up from about 570,000 in 2000)
- In **bilingual** education programs – **440,540**
- In **ESL** programs – **307,827**
- Over **120 languages** represented
- Over **90% Spanish speakers** – 744,949
- Prominent languages other than Spanish:
 - **15,493 Vietnamese (1.90%)**
 - **4,791 Arabic (0.59%)**
 - **3,985 Urdu (0.49%)**
 - **2,906 Korean (0.36%)**
- ELLs make up about **17% of total students** (about **1 in 6**)

Performance

- Performance gap between **ELLs** and **all student group** has narrowed significantly in many grades and subjects (though not all) over years of TAKS
- Performance of **M2 former ELLs** in reading and mathematics compared to **all student group**:
 - M2 comparatively higher through grade 6
 - M2 similar in grades 7 and 8
 - M2 comparatively lower in high school grades

Smattering of TAKS Math, Science, Social Studies Passing Spring 2003 and 2010

Subject	Grade	Group	2003 (%)	2010 (%)	Change
Math	4	All - Eng	70	88	+18
		ELLs - Eng	49	85	+36
		ELLs - Spn	48	72	+24
Science	5	All - Eng	39	88	+49
		ELLs - Eng	10	72	+62
		ELLs - Spn	6	51	+45
Math (Primary)	8	All	51	80	+29
		ELLs	15	55	+40
Social Studies	8	All	77	95	+18
		ELLs	34	82	+48
Math	10	All	48	74	+26
		ELLs	17	41	+24
Science	10	All	42	74	+32
		ELLs	7	30	+23

All – Eng = all students in state who took TAKS in English
Panel recommended (PR) standards used; LAT results not included

Smattering of TAKS Language Arts Passing Spring 2003 and 2010

Subject	Grade	Group	2003 (%)	2010 (%)	Change
Reading	4	All - Eng	76	86	+10
		ELLs - Eng	49	73	+24
		ELLs - Spn	59	83	+24
Writing	4	All - Eng	78	92	+14
		ELLs - Eng	53	87	+34
		ELLs - Spn	82	94	+12
Writing	7	All	76	95	+19
		ELLs	26	80	+54
Reading	7	All	72	86	+14
		ELLs	21	53	+32
Reading (Primary)	8	All	77	91	+14
		ELLs	25	57	+32
ELA	10	All	66	90	+24
		ELLs	14	50	+36

All – Eng = all students in state who took TAKS in English
Panel recommended (PR) standards used; LAT results not included

Spring 2010 TAKS: All Student Group* Compared to M2 Former ELLs**

(Percent Passing, Primary Administrations)

	Reading/ELA		Math	
Grade	All	M2	All	M2
3	92	99	86	98
4	86	98	88	98
5	85	93	86	94
6	86	92	82	89
7	86	86	81	84
8	91	89	80	80
9	92	89	70	65
10	90	82	74	63
11	93	85	89	81

*All student group = all students in state who took TAKS in English

**M2 former ELLs = students in 2nd year of monitoring after reclassification as non-LEP

LAT Performance Over Time (Percent Passing)

English	Reading/ELA		Math		Science	
Grade	2007	2010	2005	2010	2008	2010
3	42	54	37	46	-	-
4	23	30	31	40	-	-
5	18	22	24	31	22	25
6	20	17	17	31	-	-
7	9	16	13	26	-	-
8	12	16	10	24	7	12
10	11	17	8	25	10	10
Spanish	Reading/ELA		Math		Science	
Grade	2007	2010	2005	2010	2008	2010
3	56	70	27	33	-	-
4	37	60	24	27	-	-
5	43	42	14	17	17	27
6	44	N/A	19	N/A	-	-

Grades 3-12 TELPAS

% Students at Each Proficiency Level

	Listening				Speaking				Reading				Writing			
	B	I	A	H	B	I	A	H	B	I	A	H	B	I	A	H
09-10	5	16	33	46	7	20	34	38	7	15	28	51	9	28	35	27
08-09	6	17	34	43	8	21	34	36	8	16	26	50	10	29	34	26
07-08	7	20	35	38	10	24	35	32	9	17	27	48	12	32	34	23
06-07	8	24	37	30	12	27	36	25	9	13	36	42	15	36	33	17
05-06	10	27	37	25	15	30	35	21	11	15	38	36	18	39	30	13

B = Beginning
I = Intermediate
A = Advanced
H = Advanced High

New Test

Former Test (RPTE)

Spring 2011 ELL Test Administration Key Updates



**Be sure to
read and
use manuals!**

No LAT Changes This Year!



LAT Planning Reminders

- Arranging for testing requires collaboration with LPAC and subject-area teachers
- Linguistic accommodations in instruction are required by the Texas English Language Proficiency Standards (ELPS)
- Effective collaboration about LAT accommodations helps reinforce instructional requirements that promote academic achievement and English acquisition of ELLs
- LAT accommodations are described in Accommodations Manual and LAT Manual
- Code answer documents correctly



TELPAS Holistically Rated Components

K–1 listening, speaking, reading, writing

2–12 listening, speaking, writing

- Several changes made since last year to streamline processes
- Multiple notices have gone out and several “heads up” TETNs have been conducted

Key Points to Emphasize During Training

- **Holistic rating training** no longer job of state-authorized teams of TELPAS trainers
- District and campus personnel have primary responsibility for supporting holistic rating training needs of raters
- Vital for testing coordinators to have a good working knowledge of holistic rating training process
- As in past, testing coordinators responsible for ensuring
 - adequacy of training
 - sufficient numbers of raters
- Collaboration with bilingual/ESL specialists encouraged; testing coordinators ultimately responsible for TELPAS administration

Fall ELPS-TELPAS Professional Development
(For new teachers and new prospective raters -- recommended)

Spring TELPAS Administration Procedures Training
Covers holistic rating training requirements and procedures for conducting TELPAS

New Raters

Returning Raters

Online Basic Training Course

Online Calibration Activities
Sets 1 and 2:
Set 2 required if not successful on Set 1

Online Calibration Activities
Sets 1 and 2:
Set 2 required if not successful on Set 1

**If not calibrated:
Supplemental Holistic Rating Training**

Final Online Calibration Activity
Set 3

Revised TrainingCenter Website and Reports

- TrainingCenter website has been redesigned and is easier to use
- TrainingCenter reports for monitoring online training activities have been revised – much easier to use
 - Reports help coordinators track
 - who has registered, is in progress, or has completed online training
 - who needs supplemental training and
 - who may ultimately require rater support during live administration

Training of Supplemental Support Providers

- Registration for TEA's Web-based training ends Dec. 17 (see Nov. 15 communication to districts)
- Individuals who register must meet specified criteria
- Individuals trained by TEA may turn around training to other qualified individuals if more supplemental trainers needed

TELPAS Holistic Rating Training Dates

Date	Activity
1/3	Launch of Assembling and Verifying Grades 2–12 Writing Collections course
1/3–7	TELPAS Manual due in districts (available online in December)
1/7	End date for district coordinator training—all TELPAS components
1/10	Launch of online basic training courses for new K–1 and 2–12 raters (course should not be taken until after rater administration procedures training)
1/21	End date for campus coordinator training—holistically rated components
1/18–2/1	TEA conducts web-based supplemental support TOTs
1/31	Calibration window opens for new and returning raters—first 2 sets
2/1	End date for administration procedures training – holistically rated components
2/1	Earliest eligibility date for TELPAS writing samples
2/16	3 rd and final calibration set available (supplemental training window starts)
3/7–4/8	TELPAS assessment window

TELPAS

- **Online Reading Tests for Grades 2–12**
- **Online Submission of Holistic Ratings**

Key Resources for Online Testing

- **Manuals**
 - District and Campus Coordinator Manual
 - TELPAS Manual for Raters and Test Administrators
- **Technology Information**
 - User's Guide for the Texas Assessment Management System
 - User Roles and Permissions for the Texas Assessment Management System
 - PearsonAccess Technology Guidelines
 - Proctor Caching User's Guide
 - TestNav Technology Guidelines
 - Unified Texas Minimum System Requirements
- **Practice**
 - Practice Center (available for TELPAS sometime in December)

For more resources, see Coordinator Manual pp. 217-218. Resources available from: www.TexasAssessment.com/resources

Key Technology Information

- Flash-based online testing interface introduced in spring 2010 will continue to be used; interface changes made to improve performance and efficiency
- Student tutorials have been revised
- Proctor caching now required; TELPAS tests to be available earlier for proctor caching
- Recommendations:
 - Proctor cache 3–5 days before testing
 - Allow proctor caching and TestNav to bypass software packages for third-party virus protection and content filtering—some of these packages interfere with functionality of proctor caching and TestNav

Online Test Sessions and Rating Entry Groups

- Rating entry groups are new this year
- Districts now create K–12 rating entry groups in addition to grades 2–12 online reading test sessions
 - K–1 students are placed in rating entry groups only
 - 2–12 students are placed in rating entry groups and online reading test sessions

New User Roles and Permissions

Be Clear About Assigning...

Online Session Administrators

Good role for tech staff or other personnel who will help campus coordinator set up and manage online test sessions and/or rating entry groups

Online Test Administrators

Good role for reading test administrators who just need limited permissions such as starting/stopping sessions and resuming tests

Rating Entry Assistants

Good role for personnel who will just enter holistic ratings (this role cannot set up rating entry groups)

New Processes for Managing Students Who Move During TELPAS

- **Appendix H of Coordinator Manual** outlines process
- New Assessment Management System improves these processes
- No longer necessary to call or e-mail Pearson
- Districts use Assessment Management System to
 - identify sending districts and campuses
 - determine what assessments have been completed

Ensuring Records Are Verified as Complete by End of Window

- End of testing window – April 8
- End of final data verification window – April 13
- **TELPAS Combined Status Report** (similar to last year's TELPAS Student Status Page, but enhanced) can be used to make sure key data elements are complete:
 - Holistic ratings and rater information
 - Online reading tests
 - Years in U.S. Schools data
- This report is also used to monitor assessments across districts when students move during TELPAS window

TELPAS Combined Status Report

2011 March TELPAS Grades K-12 [Change](#)

[Return to Test Results](#)

Students Results: 21 to 34 of 34

Overall Status is

Name starts with

PEIMS-ID starts with

DOB is

Show All Students

<input checked="" type="checkbox"/> Overall Status	<input checked="" type="checkbox"/> Name	<input checked="" type="checkbox"/> PEIMS-ID	Grade	<input checked="" type="checkbox"/> DOB	Years in U.S. School	Component	Component Status	Score Code	Report?	District	Campus	Reporting Group
	Patil, Abhi S	501233737	06	10/15/1978	1 = First enrolled in U.S. schools during the first semester of the 2010-2011 school year	Reading		X		DISTRICT-SUPS (595959)	CAMPUS-SUPS (565656565)	Supriyaclass
	Patil, Pallavi S	501232626	07	10/15/1978	1 = First enrolled in U.S. schools during the first semester of the 2010-2011 school year	Reading		X		DISTRICT-SUPS (595959)	CAMPUS-SUPS (565656565)	Supriyaclass
	RITZERT, NEIL	992041892	03	09/15/1988		Reading	In Progress	X		NIRMALA DISTRICT (564645)	NIRMALA CAMPUS (143545567)	TEST GROUP
-	WALTMANN, ASHLEY D	334455010	10	04/10/1990		Ratings				District 1 (010001)	Campus 1 (010001001)	RON GROUP
	WALTMANN, ASHLEY D	334455010	10	04/10/1990		Reading				District 1 (010001)	Campus 1 (010001001)	RON GROUP
	WALTMANN, CURT R	334455006	10	04/10/1997	3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years	Ratings	Completed			District 1 (010001)	Campus 1 (010001001)	RON GROUP
	WALTMANN, CURT R	334455006	10	04/10/1997	3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years	Reading	Completed 10/13/2010	N	No	District 1 (010001)	Campus 1 (010001001)	RON GROUP
	WALTMANN, RON D	334455011	12	12/10/1995	3 = Has been enrolled in U.S. schools for all or part(s) of 3 school years	Ratings	Completed			District 1 (010001)	Campus 1 (010001001)	RON GROUP

Entering Holistic Ratings and Related Information

- Entered on new, separate screen: *Enter TELPAS Holistic Rating Information* screen in Student Details view of *Student Evaluation* tab
- Information from TELPAS Student Rating Roster (in Appendix B of TELPAS Manual) must be entered for each student:
- Information can be entered/updated any time during administration window

Enter TELPAS Holistic Rating Information Screen

[Home](#) > [Student Evaluation](#) > Enter TELPAS Holistic Rating Information

Enter TELPAS Holistic Rating Information

[Return to Student Evaluation](#)

2011 March TELPAS Grades K-12 [Change](#)

Student Selector <<

Rating Entry Groups

- Elementary Holistic Rating Group
 - [STUDENT ONE, ELL](#)
 - [STUDENT THREE, ELL](#)
 - [STUDENT TWO, ELL](#)
- Grade 12 Rating Entry Group
- Kong's Rating Group
- mk reg
- reg 2

Student Details

Student Name: STUDENT TWO, ELL ([View History](#)) PEIMS ID: 765432109 DOB: 11/11/2004 Grade: 01

Grades K-1 Holistic Ratings

Enter Proficiency Ratings

	Beginning	Intermediate	Advanced	Advanced High	Extenuating Circumstances	ARD Decision
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter Rater Information

What is the relationship of the rater to the student?

Did the rater collaborate with others familiar with the student's progress in learning English?

New Roles, Training, and Oath Requirements

Supplemental support providers

- Same training as raters, plus supplemental support provider training
- Sign rater oath; section added

Rating entry assistants

- TELPAS administration procedures training
- Sign rater oath; section added

Online session administrators

- TELPAS administration procedures training
- Sign test administrator oath; section added

Audits and Other Validity Studies

Plans include –

- conducting listening and speaking audit
 - Selected districts to be notified by end of February
- analyzing rater performance on training activities



Coordinator Manual TELPAS Highlights

- Pages 214–223: Important overview information
- DC Activity 3: New testing roles and training requirements
- CC Activity 4: Conducting administration procedures training
- DC and CC Activity 6: Holistic rating training process
- DC Activity 9: Assigning user access for new online testing roles
- DC Activity 10: Uploading, reviewing, and updating student records in online system
- DC Activity 12 and CC Activity 13: Creating rating entry groups
- CC Activity 15: Entering assessment information in online system
- DC Activity 14 and CC Activity 17: Verifying records as complete
- Appendix H: Managing students who move during TELPAS

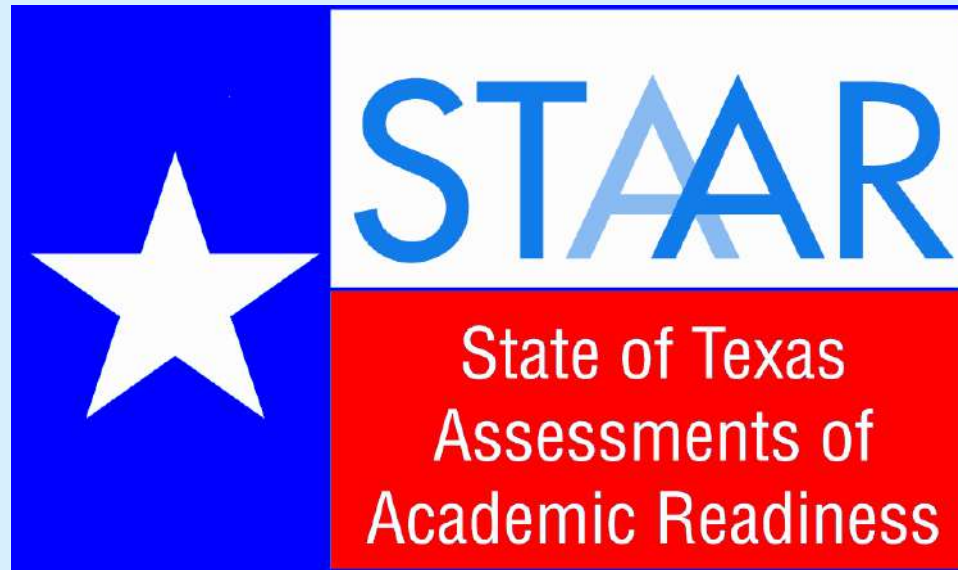
TELPAS Manual Highlights

- Rater Activity 4: Preparing to rate students — new activity; reviews key information from basic training course (provides raters with key information formerly included in training binders for new raters)

Tips and Reminders

- Quality training is key
- Testing coordinators should be thoroughly familiar with TELPAS
 - goals and purposes
 - online rater training procedures (courses, calibration)
 - supplemental training requirements
 - administration procedures for online reading test and holistically rated components
- Use online rater training resources and online testing resources
- Coordinate effectively with relevant staff (bilingual/ESL specialists, technology staff)

New Assessment Program



Starting 2011–2012 School Year

STAAR Program

- Tests in grades 3–8 are in same grades and subjects as TAKS
- For high school, 12 end-of-course assessments will be administered and used to meet graduation requirements
- To be more rigorous than TAKS
 - To provide a deeper, more focused assessment of the skills that best prepare students for success in the next grade or high school course
 - To align better with the skills needed for college and career readiness
- To be longer than TAKS in most cases
 - Writing tests and English I, II, and III to be given over 2 days

Timeline for STAAR Standard Setting

- **STAAR EOC:** Standards to be set in time for scores to be reported for first high stakes administration in spring 2012
- **STAAR 3–8:** Standards to be set in fall 2012 after the first operational assessments; will affect score reporting

STAAR Webpage

- STAAR information page available on TEA Student Assessment website
- Includes
 - STAAR program overview
 - Test designs (major test format information)
 - Test blueprints (number of items on the tests)
 - Assessed curriculum (student expectations eligible for assessment) with reporting categories (called test objectives under TAKS) and specified readiness vs. supporting standards
- Planning to add sample test items around start of 2011–2012 school year

ELL Inclusion Policies and Assessments for STAAR

- Considering whether ELL inclusion and accommodation policies should change for STAAR
- Work has involved
 - examining what other states do
 - surveying research on linguistic accommodations
 - evaluating feasibility related to logistics and costs
 - getting input from practitioners and national experts

Process for Developing STAAR ELL Assessment Policies

- Input from TEA's ELL Assessment Focus Group
- Input from other stakeholders and advisory groups
- Statewide educator survey (spring 2010 LAT survey)
- Input from national consultants
- Agency review
- STAAR transition plan to legislature
- Final plans established

LAT Survey Results - Highlights

Note: All percentages are approximate

- Survey purpose: gather input on effectiveness of LAT from educator perspective and on whether educators have suggestions for changes in ELL testing policies or methods for ELLs. Survey was voluntary.
- **797 survey responses**
 - ❖ All 20 ESCs represented
 - ❖ About 200 LAT test administrators responded; about 600 others
 - ❖ Top respondent groups:
 - Teachers (50%)
 - Campus testing coordinators (20%)
 - Campus bilingual/ESL coordinators (10%)
 - District coordinators (7%)
 - District bilingual/ESL coordinators (4%)

Suggestions for Change

- **General LAT approach (7% of 797 respondents)**

Varied suggestions, no strong trends; examples of intermittent suggestions included shortening tests, allowing more latitude with oral administrations, rewriting the tests to use language more likely to be understood, eliminating LAT requirements

- **Grades 3-8 exemptions and linguistic accommodations (8% of 797)**

Mostly desire for new-immigrant ELLs to be eligible for exemption during first full year in U.S. and for ELLs to be eligible to receive linguistic accommodations for longer than currently permitted

- **High school exemptions and linguistic accommodations (5% of 797)**

Mostly desire for linguistic accommodations to be provided for end-of-course tests and for eligibility criteria to mirror suggestions for grades 3-8

- **Test scheduling (10% of 588)**

Suggestions mostly about desire to test on same day as other students or at different time of year

LAT Test Administrators

- About 25% of total respondents (about 200) administered LAT this spring

Elementary teachers	60%
Middle school teachers	30%
High school teachers	20%

Note: Percentages exceed 100 because survey takers were asked to select all that apply.

- About 80% used an LSG (linguistic simplification guide)

LAT Test Administrator Responses

Overall Views on Effectiveness of LAT

- **Survey Q:** Overall, how effective do you think the LAT process is in enabling the following ELLs to understand unfamiliar English so they can demonstrate whether they have learned the skills assessed?

Effectiveness Scale: Very, Generally, Somewhat, Generally Not, Not sure

- Beginning -- Generally not effective (50%)
- Intermediate -- Somewhat (40%) to generally effective (30%)
- Advanced -- Generally effective (50%)
- **Reasons when “Generally not effective” selected:**
 - English too limited (50%)
 - Too reluctant to ask for help (30%)
 - Lack of familiarity with accommodation (13%)
 - Accommodation not appropriate for proficiency level (15%)

Most Effective Accommodations

- **Reported by LAT test administrators as most effective**
 - Language clarification of words and phrases
 - Words and phrases read aloud
 - Oral translation of words and phrases
- ESL and bilingual dictionaries were also reported as effective but less so than accommodations above

General Findings and Tips for Interpretation

- Survey was voluntary – results may or may not be representative
- Quantitative results reveal satisfaction with current menu of linguistic accommodations
- LAT was viewed as being less effective in removing language barrier at lower proficiency levels than at higher proficiency levels
- Suggestions for change were generally provided by less than 10% of respondents
- While different minor suggestions were made, there were no strong trends for any one type of change
- Suggestions about test eligibility revolved around inability to assess new English learners meaningfully and desire to extend period of time ELLs can be provided linguistic accommodations

Framework for Considering STAAR ELL Assessment Approaches and Policies

Guiding Principles from National Experts

- Students who are learning English language should have access to meaningful, valid, and reliable assessments of academic knowledge and skills
- Level of linguistic support provided during testing should
 - **uphold high expectations for learning academic content and English**
 - **acknowledge gradually diminishing need ELLs have for linguistic support as they learn English**
 - **not significantly alter test constructs (what test items purport to measure)**
 - **not significantly improve scores of non-ELLs**

Framework for Considering STAAR ELL Assessment Approaches and Policies

Guiding Principles from Texas Stakeholders

- Use English language proficiency (ELP) levels to guide decisions about linguistic accommodations
 - More substantial accommodations for students with lower ELP
 - More minimal accommodations for students with higher ELP
- To uphold high expectations, set limits on how long substantial accommodations can be provided, but allow additional time for immigrant ELLs who
 - entered the U.S. with little or no prior schooling
 - move back and forth between U.S. and home country
 - enroll in U.S. schools late in the school year
 - have disabilities that slow second language acquisition processes

Other Input Received

- Continue to provide Spanish versions of STAAR in elementary
- Move away from LEP exemptions to extent possible, and include more immigrant ELLs through linguistically accommodated testing methods
- Allow limited linguistic accommodations such as bilingual or other dictionaries for any ELL based on needs and whether accommodation is routinely used in instruction
- Explore building in online linguistic accommodations for immigrant ELLs who take end-of-course tests and are at lower proficiency levels; also consider for ELLs at grades 3–8

Other Input Received

- Develop a “STAAR–Modified” in Spanish for grades 3–5 for qualifying ELLs with disabilities who receive most instruction in Spanish; if this is not feasible, allow other types of linguistic accommodations that provide native language support
- Try to make assessment program and inclusion of special populations less complex to administer, but not to exclusion of meaningful and fair assessment practices
- Include results in accountability systems in a way that appropriately accounts for immigrant ELLs entering U.S. schools with little or no English or with interrupted or little prior schooling

Other Input Received

- **High school:** Carefully consider assessment methods and policies for immigrant ELLs who have had little time to acquire high school level of academic English; discuss possible unintended negative consequences of EOC requirements on recent immigrants and investigate solutions
- Keep ESOL I and II courses for beginning and intermediate students in mind; consider policies that might allow for a greater degree of linguistic accommodation on English I and II EOCs than on English III
- Consider policies that might allow qualifying new immigrant ELLs at lower proficiency levels to postpone taking EOCs during first 12 months in U.S. schools

House Bill 3 Transition Plan

Based on input received, TEA will, to extent possible under current state and federal statute, consider the following in developing ELL assessment policies for STAAR:

Spanish-version tests

- Continue to provide Spanish-version assessments in grades 3–5

Exemptions from testing

- Consider narrowing provisions for exemptions, with possible exception of eligible first-year and unschooled immigrants
- Include as many ELLs as possible in STAAR using Spanish-version tests and expanded linguistic accommodations that effectively support accuracy of results for ELLs who have traditionally been exempt

Accountability inclusion policies

- Develop appropriate accountability inclusion policies when ELL STAAR participation requirements have been established

House Bill 3 Transition Plan

Linguistic accommodations

- Consider expanding linguistic accommodations for STAAR beyond currently exempted recent immigrant student population by allowing limited accommodations, such as bilingual dictionaries, for ELLs at higher levels of English proficiency
 - ELPS implemented in 2008 require teachers across curriculum to linguistically accommodate instruction of all ELLs commensurate with their English language proficiency levels
 - Expanded linguistic accommodations aligns STAAR testing requirements with ELPS curriculum requirements

House Bill 3 Transition Plan

Time limits on substantial linguistic accommodations

- To uphold high expectations for learning English, consider setting limits on how many years an ELL may be permitted to take STAAR with a substantial degree of linguistic accommodation
 - Limit of 3 to 4 years should be sufficient for ELLs who enter U.S. schools with solid academic foundation
 - For ELLs with extenuating needs, an additional 1 to 2 years should be considered depending on severity of needs; those with extenuating needs might include ELLs who
 - come to U.S. as immigrants with limited or no prior schooling,
 - have significant learning and language gaps caused by moving back and forth between U.S. and another country,
 - arrive in U.S. schools from another country late in school year, or
 - have disabilities that are detrimental to language-learning processes

House Bill 3 Transition Plan

Test Development Plans to Meet Needs of Eligible ELLs

Spanish versions of STAAR

- Spanish versions of STAAR will be developed in grades 3–5 in each grade and subject assessed by STAAR English versions
- Test development processes are being implemented to ensure that Spanish-version STAAR tests are linguistically and culturally appropriate for students tested and comparable to English versions in
 - content
 - rigor
 - achievement standards

House Bill 3 Transition Plan

Test Development Plans to Meet Needs of Eligible ELLs

Linguistically accommodated STAAR – currently called STAAR L

- For grades 3–8 and high school, plans are being made to develop computer-based, linguistically accommodated versions of STAAR, currently referred to as STAAR L
 - STAAR L to be an online testing program
 - ELLs not eligible to take STAAR L to take regular STAAR tests but may be provided limited linguistic accommodations such as bilingual dictionaries
 - For students eligible to take STAAR L, more substantial linguistic accommodations to be built into online testing interface so that students can access needed language assistance in accordance with their English language proficiency level

House Bill 3 Transition Plan

Test Development Plans

Linguistically Accommodated STAAR – STAAR L (cont.)

- Proposed linguistic accommodations:
 - **Clarification**—Students to be able to click on words to see definitions, synonyms, and pictures as needed to improve comprehension; content terms assessed not clickable
 - **Hearing individual words and phrases read aloud**—Students to be able to hear part or all of test question read aloud; addresses difficulty ELLs at lower proficiency levels have decoding English words because of phonological differences between their native language and English
 - **Other linguistic accommodations** similar to those provided through current LAT versions of TAKS may be added to online system over time or made available outside online system

House Bill 3 Transition Plan

Test Development Process

Spanish versions of STAAR

- Initial phases of test design and development are complete; field-testing to occur in spring 2011

STAAR L

- TEA to work with experts and practitioners this spring to finalize linguistic accommodation plans for STAAR L
- Final plans to specify linguistic accommodations to be allowable for STAAR and STAAR L, and whether STAAR L versions will be available for all grades and subjects
- As with English and Spanish versions of STAAR, TEA to convene educator committees to review STAAR L accommodated versions as part of test development process

House Bill 3 Transition Plan

Phase-in of STAAR L Computer-Based Accommodations

- A phase-in period may be necessary to fully implement computer-based testing with linguistic accommodation functionality
- For spring 2012, some assessments may be administered on paper or in online mode with certain linguistic accommodations delivered outside online system

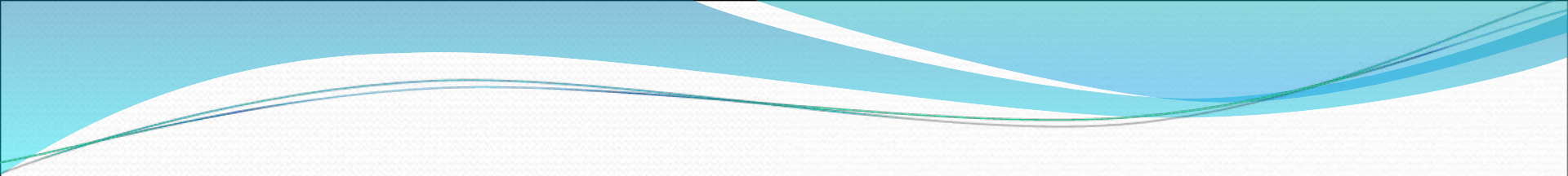
Proposed Testing Calendar Changes

- In proposed testing calendar for spring 2011-2012, STAAR L assessments are planned to occur on same dates as other STAAR assessments
- See testing calendar for these and other proposed dates at <http://www.tea.state.tx.us/student.assessment/calendars>
- Provide any comments on proposed calendar via e-mail to Test.Calendar@tea.state.tx.us by Friday, December 10, 2010

Future Plans for TELPAS

Alignment of TELPAS with STAAR

- TELPAS results are used in state and federal accountability and performance-based monitoring indicators to ensure that K–12 ELLs make adequate annual progress in learning English
- TELPAS assesses ELPS, which promote academic English language proficiency across content areas in support of grade-level academic achievement goals of content area TEKS
- As the state transitions to more rigorous STAAR program, TEA will examine relationship of TELPAS to STAAR and make adjustments as needed to ensure strong link between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR



**Connecting
ELPS, Content Area TEKS,
TELPAS, LAT, and TAKS/STAAR**

English Language Proficiency Standards (ELPS)

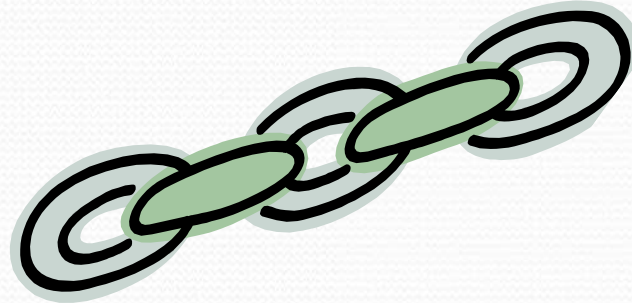
- Core ELPS components:
 1. Second language learning student expectations incorporated in content area instruction
 2. Proficiency level descriptors (PLDs) to monitor progress in learning English throughout school year and for TELPAS
 3. Linguistically accommodated instruction informed by PLDs
- Benefits of ELPS, supported through effective implementation of TELPAS and LAT:
 4. Accelerated learning of academic content
 5. Accelerated learning of academic English

Know Your ELL Connections

ELPS



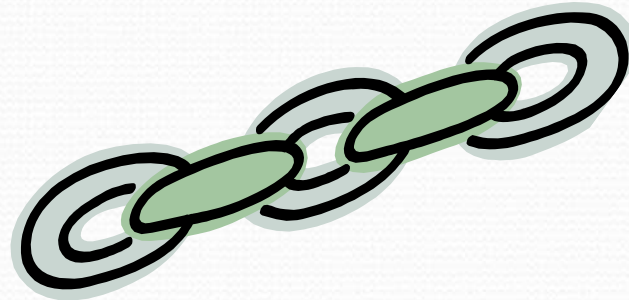
TEKS



TELPAS



TAKS/STAAR



The ELPS, as measured by TELPAS,
support better learning of the TEKS, as
measured by TAKS ... soon to be STAAR



ELL Assessment TETNs

- **December 16 ● 9:00-12:00 ● event # 8126**

Annual LPAC Assessment Manual Training

For ESC personnel who conduct LPAC training on the LPAC assessment decision-making process; open to ESC personnel only

- **January 7 ● 9:00-12:00 ● event # 8302**

TELPAS Spring Online Training System

For coordinators; review of spring online holistic rating training and calibration procedures; review of updated TELPAS TrainingCenter website

- **January 21 ● 1:00-3:30 pm ● event # 8304**

TELPAS Online Testing

For coordinators; review of Assessment Management System components for TELPAS administration

- **February 11 ● 9:00-12:00 ● event # 8237**

LAT Procedures

For coordinators; review of information to use in training LAT test administrators

Recommendations for Educator Review Committees

- As part of test development process, TEA convenes committees of educators each year to test items before and after field-testing
- Especially need recommendations for educators to participate in **Spanish STAAR, STAAR L, and TELPAS** review committees

Recommendation forms are available at
<http://www.tea.state.tx.us/student.assessment/RecommendationEducatorCommittee.pdf>

Need Additional Information?

Go to www.tea.state.tx.us/student.assessment and click on “ELL Assessment Information”

Call TEA Student Assessment Division at
(512) 463-9536

E-mail us at ELL.tests@tea.state.tx.us

Thank You!