



Training on LPAC Decision-Making Process for the Texas Assessment Program

**Texas Education Agency
Student Assessment Division
January 6, 2012
Event # 10553**

Disclaimer

- These slides have been prepared by the Student Assessment Division of the Texas Education Agency.
- If any slide is changed for local use, please remove the TEA footer at the bottom of the slide.

Training Topics

- Revised ELL participation rules: 19 TAC Chapter 101, Subchapter AA
- STAAR
 - *STAAR Decision-Making Guide for LPACs*
 - *Linguistic Accommodations for ELLs Participating in the STAAR Program*
 - Suggested documentation forms
- TAKS
 - *TAKS Decision-Making Guide for LPACs*
 - TAKS linguistic accommodations
 - Suggested documentation forms
- TELPAS
 - Years in U.S. Schools Data Collection
 - *2011–2012 TELPAS Decision-Making Guide for LPACs*

19 TAC Chapter 101, Subchapter AA

Revised ELL Participation Rules for STAAR

- New rules in effect for STAAR
- LPACs should become familiar with these commissioner of education rules
- *STAAR Decision-Making Guide for LPACs* is based on these rules

19 TAC Chapter 101, Subchapter AA

Revised ELL Participation Rules for TAKS

- No rule changes made for remaining TAKS program
 - Same grade 10 exemption and LAT policies
 - Same linguistic accommodation policies
 - Same exit level LEP postponement policies
- Rules that do not pertain to grade 10 and exit level were removed.

Grade 9 TAKS-to-STAAR Transition

Reminder: This year's **entering 9th graders** will take STAAR and be STAAR graduates, while this year's **repeating 9th graders** will graduate under the TAKS program. Repeating 9th graders will **not** take TAKS grade 9 assessments, as these tests are no longer available.

If desired, districts may choose to administer a released TAKS test or a locally developed test to these students. Because TAKS for grade 9 is no longer state-administered, there are no ELL testing regulations or LPAC decision-making requirements for grade 9 TAKS in the Chapter 101 rules.

STAAR Decision-Making Guide

Regulatory Procedural Guide

- TEA is required to develop administrative procedures to implement ELL assessment statutory requirements.
- LPACs are required to follow these administrative procedures.

LPAC Decision-Making Process for STAAR

LPACs are responsible for —

- following administrative procedures in this guide
- making decisions on individual student basis
- working as a committee to make decisions
- maintaining required documentation

ELPS and TEKS

- LPAC assessment decision-making process for STAAR supports ELPS and TEKS implementation
- Process helps ensure regular monitoring of ELLs' progress and linguistic supports they receive
- Needs of ELLs at **beginning or intermediate level** of English language proficiency are emphasized in Overview section
 - ELPS requirements specific to this group of ELLs should be emphasized in LPAC training
 - LPAC procedures required by this guide help monitor needs of these students

STAAR Program and Decisions

- STAAR encompasses—
 - STAAR (general state assessment)
 - STAAR Spanish
 - STAAR L
 - STAAR Modified
 - STAAR Alternate
- There are no versions of versions
 - No Spanish versions of L, no Modified versions of STAAR Spanish, etc.
- LPACs are required to make and document assessment decisions in accordance with outlined procedures

STAAR Participation Decisions

Participation in General STAAR Assessment

- Taken by ELLs and other students not administered STAAR Spanish, STAAR L, STAAR Modified, or STAAR Alternate
- LPACs should be aware that —
 - STAAR L is for mathematics, science, and social studies, not reading and writing
 - STAAR Spanish is for grades 3–5 only
 - ELLs taking general STAAR assessments will be permitted some linguistic accommodations

Understanding Alignment of STAAR, STAAR Spanish, STAAR L

Same:

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

Differences have to do with language accessibility:

- STAAR Spanish uses native language to help students understand language of test
- STAAR L provides English-language accommodations to help students understand language of test

ELL Participation in STAAR Spanish and STAAR L

STAAR Spanish

Available for ELLs in grades 3–5 for whom Spanish version of STAAR is most appropriate measure of academic progress

STAAR L

Available for ELLs who—

- are not most appropriately assessed with STAAR Spanish (or for whom a Spanish version test does not exist), **AND**
- have not yet attained advanced high TELPAS reading rating in grade 2 or above, **AND**
- have been enrolled in U.S. schools for 3 school years or less starting with first grade (5 school years or less if a qualifying unschooled asylee or refugee*)

*See page 6 of *STAAR Decision-Making Guide for LPACs* for information about students who qualify as unschooled asylees or refugees

STAAR Spanish Decisions

- Must be **individual** student decisions
- Grade-based or program-based decisions not authorized
- LPAC must use input of student's teacher(s) in making STAAR Spanish decisions
- STAAR Spanish may be given in grades 3–5* as long as LPAC determines STAAR Spanish to be most appropriate measure of student's academic progress

* For the STAAR program, whether a student has been retained and would be taking STAAR in Spanish for more than 3 years is not a limiting factor.

STAAR Spanish for Students in ESL Programs

- In addition to being appropriate for ELLs in bilingual programs who are receiving academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for students in ESL programs.

ESL program examples:

- **Spanish speakers who have recently moved to the U.S.**
- **ELLs who have recently moved from a campus where they were enrolled in bilingual program**
- **Students who receive substantial academic support in Spanish**

STAAR Spanish, Grades 3–5

- Because it provides the state assessment in the student's native language, STAAR Spanish may be the best assessment option for many of the Spanish-speaking students in grades 3–5 who were exempt and given LAT in the past.

Non-ELLs in Spanish Bilingual Programs

- Non-ELLs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress.
- This is not a common occurrence but is allowable under Chapter 101 of the TAC.
- Chapter 101 requires the LPAC to make the decision when a request of this type is made for a non-ELL.
- The LPAC is **not** responsible for performing the many other LPAC functions they carry out for ELLs.

STAAR L

- STAAR L is for students who require moderate to substantial linguistic accommodation to understand the English used on STAAR mathematics, science, and social studies assessments.
- STAAR L is **not** for ELLs for whom a bilingual dictionary and/or extra time suffice. STAAR allows these linguistic accommodations.
- STAAR L is for students for whom clarification of word meaning in English and/or reading words aloud (in addition to potentially using a bilingual dictionary and having extra time) is important to their ability to understand challenging material written in English.

STAAR L

If a bilingual dictionary and/or extra time will suffice, the student should take general STAAR, not STAAR L.

STAAR Spanish Considerations in STAAR L Eligibility Criteria

- **Remember:** The first STAAR L eligibility requirement is that STAAR Spanish is **not** the most appropriate measure of student's academic progress.
 - The LPAC must decide that STAAR Spanish is **not** the assessment that best allows the student to show his or her knowledge and skills.
- For Spanish speakers in grades 3–5 otherwise eligible for STAAR L, this must specifically be discussed by the LPAC.
- If STAAR Spanish would be more appropriate, the student is **not** eligible for STAAR L.

STAAR L Advanced High Cut-off

Advanced High is a higher cut-off than **Advanced** was for LAT.

Implications:

- Because of the higher cut-off, more students will be eligible for STAAR L as compared to LAT.
- Some students who are “technically” eligible for STAAR L may not need **moderate to substantial** linguistic accommodations by the time of the assessment. Such students may have progressed enough since their last TELPAS reading test to be appropriately assessed with STAAR (and its allowable linguistic accommodations).
 - Using a bilingual dictionary to look up an occasional word might be sufficient.
 - However, an equally proficient student for whom a bilingual dictionary is not available or is not an appropriate accommodation may be administered STAAR L so that the student can still have assistance to understand occasional unfamiliar English words.

Individual Student Decisions and Final Decision-Making Close to Assessment Time

Previous slides illustrate some examples of the need for

- individual student decisions, and
- the reviewing of student progress shortly before the assessment (in cases where an assessment decision may change because of progress made).

Grade 3 and STAAR L

- With TAKS, ELLs (Category 2) enrolled in a U.S. school for all of first, second, and third grade were not eligible for an exemption and, hence, LAT.
- With STAAR, such students may be eligible for STAAR L if they have not yet scored advanced high on TELPAS and are not most appropriately assessed with STAAR Spanish.

Different Assessment Decisions for Different Subjects

- Decisions will often vary by necessity because of the design of the STAAR program.
 - Example:** Many ELLs will take —
 - STAAR for reading and writing, but
 - STAAR L for mathematics, science, social studies
- It may sometimes be appropriate to give STAAR Spanish in some subjects and STAAR or STAAR L in other subjects.
- LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.

Assessment Decisions for ELLs Receiving Special Education Services

- ELLs receiving special education services may be administered any assessment depending on whether they meet the participation requirements.
 - **STAAR**
 - **STAAR Spanish**
 - **STAAR L**
 - **STAAR Modified**
 - **STAAR Alternate**
- Chapter 101 of the TAC requires the LPAC to work in conjunction with the ARD committee to make assessment decisions for these students.
- The collaboration helps ensure that factors related to disabling conditions and second language acquisition are both carefully considered.

STAAR Modified & STAAR Alternate

- ELLs receiving special education services may be administered these assessments if they meet the specific participation requirements for these assessment programs.
- ARD committee forms for determining whether students meet the participation requirements are on the TEA STAAR Modified and STAAR Alternate webpages.
- The participation requirements for these assessments are more specific than they were for TAKS.
- Few students receiving special education are eligible for these; the number of eligible ELLs will be very small.

STAAR Modified & STAAR Alternate

- **Important:** ELLs participate in these assessments only on the basis of their disability, not second language acquisition.
- The LPAC's involvement in assessment decision-making for ELLs served by special education should help ensure that ELL participation in these assessments is appropriate.

Linguistic Accommodation Decisions

Linguistic Accommodation Resources

- Linguistic accommodation decisions for STAAR to be made by LPACs in accordance with policies and procedures in two guides:
 - ***2011–2012 STAAR Decision-Making Guide for LPACs***
<http://www.tea.state.tx.us/student.assessment/ell/lpac/>
 - ***Linguistic Accommodations for ELLs Participating in the STAAR Program***
<http://www.tea.state.tx.us/student.assessment/accommodations/>
- Linguistic accommodation guide above is principal source of linguistic accommodation information

Accommodations for ELLs with Disabilities

- For these students, LPACs are responsible for making accommodation decisions for the STAAR program in conjunction with the student's ARD or Section 504 committee, as applicable.
 - **Linguistic accommodation decisions**
 - **Accommodation decisions related to the student's disability**
- These committees should become familiar with all accommodation information on the TEA Accommodation Resources webpage

Linguistic Accommodations in Instruction

- Are required by ELPS
- Support learning of both subject matter and English
- Are to be made by all teachers of ELLs
- Are monitored and adjusted by teachers as students learn more English

Linguistic Accommodations During State Assessment

- Not all accommodations suitable for instruction are allowable during state assessments
- Accommodations in instruction are designed to foster and support learning
- Accommodations during assessment measure degree students have met curriculum and performance standards
- Standardization and test administration logistics narrow accommodation possibilities during state assessments

STAAR Linguistic Accommodation Eligibility Criteria and Decisions

- Refer to linguistic accommodation guide
- LPAC's linguistic accommodation decisions must be made on **individual** student basis
- Decisions must be based on —
 - student's particular needs for second language acquisition support
 - whether student is routinely provided the accommodation in instruction and testing
- Providing unfamiliar accommodations may hinder rather than help student
- LPACs must coordinate with subject area teachers

LPAC Role

- In coordinating with subject area teachers on linguistic accommodations for STAAR, the LPAC's role should not be simply to make decisions and process paperwork
- The LPAC process provides opportunities for guiding teachers, supporting ELPS implementation, and determining needs for professional development.

Differing Degrees of Linguistic Accommodation

STAAR (General)	Limited degree of linguistic accommodation
STAAR L	Moderate to substantial degree of linguistic accommodation
STAAR Modified	Degree varies in accordance with second language acquisition needs of ELLs who qualify for this test
STAAR Alternate	No specified linguistic accommodations; observational, classroom-based assessment design allows other languages and communication methods to be used as needed

STAAR Spanish: Assessment is provided in student's native language; other linguistic accommodations not applicable

Linguistic Accommodations

STAAR

Math, Science, Social Studies	Reading, Writing
<ul style="list-style-type: none">▪ Bilingual dictionary▪ Extra time (same day)	<ul style="list-style-type: none">▪ Grades 3–5: Dictionaries of various types*▪ Extra time (same day)▪ Clarification in English of meaning of<ul style="list-style-type: none">▪ words in writing prompt▪ words in short-answer reading questions (English I–III)

***Dictionary access to be provided for all students in grade 6 and up as part of STAAR dictionary policy**

Linguistic Accommodations

STAAR L

Math, Science, Social Studies

- Clarification in English of word meaning
- Reading aloud of text
- Bilingual dictionary
- Extra time (same day)

Linguistic Accommodations

STAAR Modified

Math, Science, Social Studies	Reading, Writing
<ul style="list-style-type: none">▪ Clarification in English of word meaning▪ Oral translation*▪ Reading aloud of text▪ Bilingual dictionary▪ Bilingual glossary*▪ Extra time (same day)	<ul style="list-style-type: none">▪ Clarification in English of word meaning▪ Oral translation*▪ Reading aloud of eligible text▪ Dictionaries of various types (grades 3–5)**▪ Extra time (same day)

***Unique to STAAR Modified**

****Dictionary access to be provided for all students in grade 6 and up as part of STAAR dictionary policy**

Extra Time (Same Day) as a Linguistic Accommodation

- Permitted for any ELL who meets eligibility criteria
- **Not** an “automatic” decision
- As a linguistic accommodation, this applies only to STAAR assessments administered in English
- Extra time not permitted beyond regularly scheduled school day
- LPACs must adhere to eligibility criteria for this accommodation (page 6 of linguistic accommodation guide)

Dictionaries

- LPACs should be very familiar with information about allowable types of dictionaries in linguistic accommodation guide
- LPACs should also be very familiar with STAAR dictionary access policy for all students, which is available on TEA's STAAR Resources webpage at <http://www.tea.state.tx.us/student.assessment/staar/>

TETN Training on Linguistic Accommodations

- For STAAR, STAAR L, STAAR Modified, and grade 10 TAKS LAT
- Geared toward coordinators who will train test administrators
- 9 to noon, February 9
- Open to ESCs and districts
- Event #: 11747

Decisions about Special English I and II EOC Provisions

Special English I and II EOC Provisions

TAC 101.1007

For ELLs who —

- have been enrolled in U.S. schools 3 school years or less (5 or less if qualifying unschooled asylee/refugee) and
- have not yet attained TELPAS advanced high reading rating

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

Three Special Provisions

When enrolled in English I or II/ESOL I or II course, eligible ELL shall not be required to –

- include assessment score in cumulative score for graduation;
- retake assessment each time it is administered if student passes course but does not achieve minimum score; or
- have score count for 15% of student's final grade

Note:

- **Students are not exempt from test while in the course**
- **Provisions do not apply to English III**

ELLs with Parental Denials

TAC 101.1005 (f)

An ELL whose parent or guardian has declined bilingual/ESL services required by state law is not eligible for special ELL assessment, accommodation, or accountability provisions

- No testing in Spanish
- No linguistic accommodations during testing
- No English I/II EOC special provisions
- No unschooled asylee/refugee provisions

Documentation of STAAR Test Decisions

Documentation Requirements

Who	What Decisions	Where Documented
LPAC	<ul style="list-style-type: none"> • Test Participation • Accommodations* • Special Eng I/II EOC Provisions 	<ul style="list-style-type: none"> • Student's Permanent Record File
ARD Committee	<ul style="list-style-type: none"> • Test Participation • Accommodations* 	<ul style="list-style-type: none"> • Student's IEP
Section 504 Placement Committee	<ul style="list-style-type: none"> • Accommodations* 	<ul style="list-style-type: none"> • Student's IAP

*Linguistic accommodations and accommodations related to applicable disability

Suggested Forms for LPAC Use

- *STAAR Participation and Linguistic Accommodation Decisions*
- *STAAR Eligibility for Special English I/II EOC Provisions*
- *Student History Worksheet*

Available at

<http://www.tea.state.tx.us/student.assessment/ell/lpac/>

Suggested Forms

- Forms may be modified and reformatted for local use (Microsoft Word format)
- School districts may require additional supporting documentation and evidence

STAAR Participation and Linguistic Accommodation Decisions

- Part I of form addresses justification for test participation decision
 - TAC 101.1005 requires decision **and justification** to be documented
- Part II of form lists test participation and linguistic accommodation decisions
 - Part II could be copied and provided to testing coordinators

Student History Worksheet

- Multiple-year student record of —
 - number of school years of enrollment in U.S.
 - TELPAS reading rating
 - test decisions

- Similar to form used for TAKS

- **New**: Includes signature and date area for each year's updated **Years in U.S. Schools** information to help ensure annual accuracy of this important data collection

TAKS Decision-Making Process

TAKS Decision-Making Process

- No changes to process
- Applicable only to students in grades 10 and exit level
- *2011–2012 TAKS Decision-Making Guide for LPACs* and sample documentation forms available on LPAC Resources page
<http://www.tea.state.tx.us/student.assessment/ell/lpac/>
- Linguistic accommodations information available in *2010–2011 Accommodations Manual*
<http://www.tea.state.tx.us/student.assessment/taks/accommodations/>

TELPAS

TELPAS Resources for LPACs

Years in U.S. Schools Data Collection Document

- Years in U.S. schools collected annually for each ELL during TELPAS
- Used in determining performance requirements in varied state and federal accountability measures for TELPAS, STAAR, and TAKS
- Document contains complete instructions for determining years in U.S. schools

2011–2012 TELPAS Decision-Making Guide for LPACs

- Includes information on assessing ELLs receiving special education services with TELPAS

**Both documents available on
LPAC Resources webpage**

Summary

Communicating Decisions to Testing Coordinators

- Decisions must be made and communicated to testing coordinators in time for testing arrangements to be made

Recap of Resources – STAAR

Topic	Resource	Where to Find
ELL participation rules	19 TAC Chapter 101, Subchapter AA	Texas Administrative Code http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101aa.html
LPAC assessment decision-making process	<i>2011–2012 STAAR Decision-Making Guide for LPACs</i>	LPAC Resources webpage www.tea.state.tx.us/ell/lpac/
Linguistic accommodations for ELLs	<i>Linguistic Accommodations for ELLs Participating in the STAAR Program</i>	Accommodation Resources webpage http://www.tea.state.tx.us/student.assessment/accommodations/
LPAC documentation	Sample documentation forms for STAAR	LPAC Resources webpage www.tea.state.tx.us/ell/lpac/

Recap of Resources – TAKS

Topic	Resource	Where to Find
ELL participation rules	19 TAC Chapter 101, Subchapter AA	Texas Administrative Code http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101aa.html
LPAC assessment decision-making process	<i>2011–2012 TAKS Decision-Making Guide for LPACs</i>	LPAC Resources webpage www.tea.state.tx.us/ell/lpac/
Linguistic accommodations for ELLs	<i>2010–2011 Accommodations Manual</i>	TAKS Accommodations webpage http://www.tea.state.tx.us/student.assessment/taks/accommodations/
LPAC documentation	Sample documentation forms for TAKS	LPAC Resources webpage www.tea.state.tx.us/ell/lpac/

Recap of Resources – TELPAS

Topic	Resource	Where to Find
ELL participation rules	19 TAC Chapter 101, Subchapter AA	Texas Administrative Code http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101aa.html
Participation of ELLs in TELPAS	<i>2011–2012 TELPAS Decision-Making Guide for LPACs</i>	LPAC Resources webpage www.tea.state.tx.us/ell/lpac/
Determining school years of enrollment in a U.S. school	<i>Instructions for Years in U.S. Schools Data Collection</i>	LPAC Resources webpage www.tea.state.tx.us/ell/lpac/

For More Information

- This PowerPoint is posted on the LPAC Resources page of the Student Assessment Division website at www.tea.state.tx.us/student.assessment/ell/lpac
- For more information —
 - go to <http://www.tea.state.tx.us/student.assessment> and click on *English Language Learner Assessments* or
 - consult with a coordinator from your district or education service center
- If additional assistance is needed, contact the TEA Student Assessment Division
 - (512) 463-9536
 - ELL.tests@tea.state.tx.us