

# ELL ASSESSMENT UPDATE

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Justin Porter, Director of Special Populations,  
Cristina Vazquez, Manager of Language Accessibility and  
Proficiency Measurement,  
Student Assessment Division  
Texas Education Agency

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# Topics

- ① Spring 2013 Assessment Results
- ① Review of Assessment Updates
- ① ELL Progress Measure
- ① Review of ELL Assessment Policies

# Spring 2013 Assessment Results

STAAR and TELPAS

# Spring 2013 STAAR Percent Passing Grades 3 and 4

			STAAR (English)		STAAR (Spanish)	
Subject	Group	Grade	No.	%	No.	%
Reading	All	3	329,907	79	36,841	68
Reading	ELLs		60,426	68	36,053	67
Math	All		342,335	69	19,024	59
Math	ELLs		71,320	66	18,314	59
Math (STAAR L)	ELLs		7,274	31	N/A	N/A
Reading	All	4	335,330	72	24,323	57
Reading	ELLs		57,306	53	23,682	57
Writing	All		333,591	71	25,436	59
Writing	ELLs		56,281	54	24,760	59
Math	All		349,909	68	9,426	51
Math	ELLs		70,598	60	9,004	51
Math (STAAR L)	ELLs		1,889	36	N/A	N/A

# Spring 2013 STAAR Percent Passing Grades 5 and 6

			STAAR (English)		STAAR (Spanish)			
Subject	Group	Grade	No.	%	No.	%		
Reading Reading	All	5	345,152	77	10,785	70		
	ELLs		53,727	53			10,528	70
Math Math Math (STAAR L)	All		349,754	75	3,606	44		
	ELLs		59,134	62			3,435	44
	ELLs		2,065	38			N/A	N/A
Science Science Science (STAAR L)	All		351,603	73	5,370	41		
	ELLs		57,623	54			5,202	41
	ELLs		2,207	30			N/A	N/A
Reading Reading	All	6	360,178	71				
	ELLs		43,993	32				
Math Math Math (STAAR L)	All		352,274	74				
	ELLs		40,041	52				
	ELLs		4,292	34				

# Spring 2013 STAAR Percent Passing Grade 7

		STAAR (English)	
Subject	Group	No.	%
Reading	All	358,301	77
Reading	ELLs	35,476	38
Writing	All	357,581	70
Writing	ELLs	35,381	30
Math	All	323,208	71
Math	ELLs	30,185	49
Math (STAAR L)	ELLs	4,620	29

# Spring 2013 STAAR Percent Passing Grade 8

		STAAR (English)	
Subject	Group	No.	%
Reading	All	344,926	84
Reading	ELLs	27,944	46
Math	All	284,653	77
Math	ELLs	22,716	59
Math (STAAR L)	ELLs	4,431	31
Science	All	343,261	75
Science	ELLs	23,624	43
Science (STAAR L)	ELLs	4,635	17
Social Studies	All	344,283	63
Social Studies	ELLs	23,608	28
Social Studies (STAAR L)	ELLs	4,641	13

# Spring 2013 STAAR Percent Passing High School

		STAAR (English)	
Subject	Group	No.	%
English I Reading	ALL	383,558	65
English I Reading	ELLs	31,929	18
English I Writing	ALL	404,412	48
English I Writing	ELLs	33,780	9
English II Reading	ALL	314,314	78
English II Reading	ELLs	17,215	31
English II Writing	ALL	315,963	52
English II Writing	ELLs	17,323	10

# Spring 2013 STAAR Percent Passing High School

		STAAR (English)	
Subject	Group	No.	%
Algebra I	ALL	364,613	78
Algebra I	ELLs	22,061	51
Algebra I (STAAR L)	ELLs	6,767	39
Biology	ALL	358,797	85
Biology	ELLs	21,595	55
Biology (STAAR L)	ELLs	6,642	40
U.S. History	ALL	7,903	73
U.S. History	ELLs	454	35
U.S. History (STAAR L)	ELLs	164	37



# 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
12–13	4	12	29	56	5	16	32	46	7	14	25	54	7	24	37	32
11–12	4	13	31	53	5	17	33	44	7	14	27	53	7	25	36	31
10–11	4	14	31	51	6	18	33	42	6	15	26	53	8	26	36	30
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)



# TELPAS Composite Ratings

## 2006–2013 Percent Reaching Advanced High

	K–2	3–12
2013	18	53
2012	18	51
2011	18	51
2010	18	49
2009	16	48
2008	16	45
2007	11	39
2006	10	32

- Composite weights remained the same between 2006 and 2013.
- TELPAS reading tests changed in 2008 for grades 2–12.

# Review of Assessment Updates

# STAAR L and SSI

- Beginning in 2013–2014, 5th and 8th grade students assessed with STAAR L in mathematics will be held to same SSI requirements for both mathematics and reading, including retesting and automatic retention, as students taking the general STAAR assessments.

# Question from the Field

## Question:

If a student met their ELL progress measure on an assessment subject to SSI, does this satisfy their passing requirement?

## Answer:

A student meeting an ELL progress measure expectation does not equate to passing the assessment unless their ELL progress measure expectation is set at the level II passing standard.

# STAAR L Online Student Tutorials

- Have been updated and can be accessed from the STAAR L Resources webpage in the STAAR L Online Student Resources section at:  
<http://www.tea.state.tx.us/student.assessment/ell/staarl/>
- Administration directions provided so that these may be administered in a proctored setting.
- Tutorials should be used to familiarize students with clarification and read aloud accommodations and standard TestNav tools.
- Test administration directions for 2014 STAAR L assessments will assume some familiarity with online interface.

# STAAR L Practice Sets

- Can be accessed from the STAAR L Resources webpage in the STAAR L Online Student Resources section at <http://www.tea.state.tx.us/student.assessment/ell/staarl/>
- Most practice sets are currently posted; Grade 8 science and all EOC practice sets are to be posted by end of February
- Practice sets consist of approximately 25 items for each STAAR L assessment
- Available in online format so that students may experience the items as they will be presented in the operational administration

It is strongly recommended that students complete the appropriate STAAR L online tutorial before accessing the practice sets in order to learn to use the STAAR L linguistic accommodation tools and become familiar with the online testing environment.

# TEA-Developed Training Materials

- ◎ PowerPoint training to assist in training test administrators
  - ***Training on Linguistic Accommodations for the STAAR Program*** has been updated for spring 2014
- ◎ Will be available by late February on the Accommodation Resources webpage at <http://www.tea.state.tx.us/student.assessment/accommodations/> and the STAAR L Resources webpage at <http://www.tea.state.tx.us/student.assessment/ell/staarl/>

# TELPAS Standards Review

- New standards were set for grades 2–12 TELPAS reading in August 2013.
  - Original TELPAS reading standards were established when TAKS was the state’s academic achievement test.
  - Standards were adjusted to meet the new definition of grade level-appropriate that accompanies the increased rigor of STAAR.
- Because the rating rubrics for the listening, speaking, and writing domains are used to evaluate how students address grade-appropriate tasks, these rubrics were not required to change.
- Additional information can be found in the **TELPAS Standards Review Question and Answer** document posted in the General Resources section of the ELL Assessments webpage at <http://www.tea.state.tx.us/student.assessment/ell/>

# Domain Weights and Composite Scores

- Based on feedback from educators, second language acquisition experts, and TELPAS audit results, TEA revised the domain weights and composite score calculations.

Domain Weights	Reading	Writing	Listening	Speaking
Previous	75%	15%	5%	5%
New	50%	30%	10%	10%

Composite Rating	Previous Composite Score Range	New Composite Score Range
1	1.0-1.5	1.0-1.4
2	1.6-2.5	1.5-2.4
3	2.6-3.5	2.5-3.4
4	3.6-4.0	3.5-4.0

- Additional information can be found in the **Changes to TELPAS Starting in 2014** document in the General Resources section of the ELL Assessments webpage at <http://www.tea.state.tx.us/student.assessment/ell/>

# TELPAS Changes

- New standards will be applied to grades 2–12 TELPAS reading scores beginning with the 2014 administration.
- The new domain weights and composite score calculations also go into effect beginning with the spring 2014 administration.
- Due to the fact that the reading domain is weighted heavier in composite proficiency level calculations, districts may see slight shifts in composite scores for students.

# Years in U.S. Schools Data Collection Changes

- ⦿ New legislation requires that an ELL be enrolled for 60 consecutive days in a school year for that school year to count as one year in the calculation of years in U.S. schools.
- ⦿ The count restarts at day 1 only for students who withdraw from a U.S. school but don't re-enroll in another U.S. school for 10 or more consecutive school days.
- ⦿ ELL students enrolling in U.S. schools within the final 60 school days of a school year will be considered to be in their first year in U.S. schools for the following school year.

# Years in U.S. Schools Data Collection Changes

- © The updated ***Instructions for Years In U.S. Schools Data Collection*** document is posted in the TELPAS Policy Resources section of the LPAC Resources webpage at <http://www.tea.state.tx.us/student.assessment/ell/lpac/>
- © Information is also available on page T-32 of the ***2014 District and Campus Coordinator Manual***.

# Example 1

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early March 2013. The student remains enrolled for 37 school days and then withdraws. The student is not enrolled in any school for 7 days. The same student then enrolls in Campus B and remains enrolled through the remainder of the school year. The student was enrolled for a total of more than 60 school days in the 2012–2013 school year and was not un-enrolled for a time period of 10 or more school days.

Therefore, the LPAC at Campus B must count the 2012–2013 school year as year one in U.S. schools for that student. The following 2013–2014 school year, the student is considered to be year two.

# Example 2

A student arrives from out of the country and enrolls for the first time in a U.S. school in Campus A in early April 2013. The student remains enrolled for the rest of the school year. Because the student was enrolled for only 49 consecutive school days, the LPAC at Campus A cannot count the 2012–2013 school year as year one in U.S. schools. The following 2013–2014 school year, the student is considered to be in his or her first year in U.S. schools.

In this case, the student was enrolled in a U.S. school in the previous school year but was not determined to have been enrolled for 60 consecutive school days. The 2013–2014 TELPAS Years in U.S. Schools value for the student must be coded **1st year, enrolled 1st semester**.

# Question from the Field

## Question:

What is the correct Years in U.S. Schools coding for an ELL that enrolls for the first time in U.S. schools within the final 60 days of the school year?

## Answer:

Although this first-year ELL will not complete 60 consecutive school days of enrollment by the end of the school year, the Years in U.S. Schools field in the Texas Assessment Management System for this ELL would be coded “0 = FIRST ENROLLED IN U.S. SCHOOLS DURING THE SECOND SEMESTER OF THE 2013–2014 SCHOOL YEAR.”



# Question from the Field

## Question:

How do I calculate the years in U.S. schools for a student who will not have been enrolled for 60 consecutive school days by the end of the TELPAS assessment window?

## Answer:

If there are at least 60 consecutive school days left until the end of the school year then districts will count the current year in the years in U.S. schools calculation. If there are not 60 consecutive school days left in the school year then the current year would not be included in the calculation.

**NOTE:** This does not apply to ELLs in their first year since the data collected refers to enrollment in first or second semester of their first year and not completion of one year in US schools.

# Question from the Field

## Question:

Why are districts being asked to look at the previous school year to determine 60 consecutive school days of enrollment when calculating years in U.S. schools for the spring 2014 TELPAS administration?

## Answer:

As with the previous policy in place, in order to calculate the current number of years an ELL has been enrolled in U.S. schools districts need to know the number submitted the previous school year that the student was enrolled. Based on whether the student was enrolled 60 consecutive school days or not, the number of years in U.S. schools submitted during the spring 2014 TELPAS assessment window would either remain the same as was submitted the previous year or increase by 1.



# Important Reminders

- 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.

**ELLs will be put into plans for the ELL progress measure based on spring 2014 years in U.S. schools information submitted and composite scores calculated. It is extremely important that this information is entered accurately.**

# Additional Data Collection Information

- ⦿ Required for ELLs with extenuating circumstances:
  - Unschooled ELL asylees/refugees
  - Students with Interrupted Formal Education (SIFE)
- ⦿ These data can be submitted and updated through the Student Data Upload process.
- ⦿ These data can also be entered on the TELPAS Student Registration Details page of the Assessment Management System.

# Question from the Field

## Question:

What is the specific period of time SIFE students must be outside of the US in order to be coded as such?

## Answer:

The LPAC must determine whether the period of time students are outside of the U.S. and/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.

# Question from the Field

## **Question:**

How long do districts have to continue documenting these additional data?

## **Answer:**

Districts are required to submit this information for as long as it still pertains to students.

# Other Changes

- ◎ TELPAS reading test administrators will sign the **general oath** after security training
  - There is no longer a separate reading test administrator oath
  - Coordinators must ensure that reading test administrators get TELPAS-specific training if necessary
- ◎ Change to testing irregularities
  - Sharing answers to the online calibration activities or practice rating activities from the online training center is now classified as a serious irregularity
  - Coordinators must ensure raters are aware of the agreement statements that they must accept before completing online training courses and calibration activities



# TrainingCenter Enhancement

## User Lookup Tool

- ◎ Coordinators and assistants with administrative access can
  - modify the last name of a user.
  - send a user password reset email.
  - **NEW** modify the email address of a user.
  - retrieve an email address associated with a user's TrainingCenter account.
  - retrieve a username associated with a user's TrainingCenter account.
  - see account status (active/deactivated) for all users.

**Coordinators can only modify last names and email addresses of users that are registered in their organization.**

# Question from the Field

## Question:

I moved to a new district and don't have access to the email address that is associated with my Texas TrainingCenter account. How can I get access to my account if I don't remember my login information?

## Answer:

In cases where a rater does not have access to the email address associated with their account, the rater will need to contact Pearson to update the information. Once the rater can access their account, they should update their **My Info** section with their current information. Raters will not show up on the correct reports if the district and campus information is not updated.

# TrainingCenter Enhancement

## Holistic Rating Training Report Enhancement

- At-a-Glance report has been updated to include the amount of time raters spent in each completed calibration set.

# TELPAS Release of Grades 2-12 Reading Tests

- There will be a full release of TELPAS forms for all grade bands in 2014.
  - These are to be released in an online format to allow them to be seen in the TestNav environment, just as the students see the operational test.

# Additional TEA-Developed Training Resources

- Training presentations updated for districts to use in training coordinators and other school personnel
  - *Spring 2014 TELPAS Holistic Rating Training System*
  - *2014 Online Testing and Data Collection for TELPAS and STAAR L*
- These will be available in the Additional Resources section of the TELPAS Resources webpage at <http://www.tea.state.tx.us/student.assessment/ell/telpas/>

# ELL Progress Measure

# Texas ELL Progress Measure

- ELL Progress Measure will:
  - provide year-to-year performance expectations on STAAR content-area assessments for ELLs
  - take into account the level of English language proficiency of ELLs to provide more meaningful gauge of annual improvement

# Texas ELL Progress Measure

- ◎ To be eligible for the ELL Progress Measure, a student must:
  - be classified as limited English proficient,
  - take the English language STAAR version, and
  - not be classified as parental denial for ELL services.

# ELL Progress Measure Plans

Student's plan is determined by the number of years of enrollment in U.S. schools and TELPAS composite proficiency level obtained the first time TELPAS is taken, beginning with grade 2. For this year, students will be put into a plan based on spring 2014 TELPAS information submitted.

Number of Years in U.S. Schools	TELPAS Proficiency Level	ELL Progress Measure Plan*
1	TELPAS Beginning	4-Year Plan
1	TELPAS Intermediate	3-Year Plan
1	TELPAS Advanced	2-Year Plan
1	TELPAS Advanced High	1-Year Plan
2	TELPAS Intermediate or Below	4-Year Plan
2	TELPAS Advanced	3-Year Plan
2	TELPAS Advanced High	2-Year Plan
3	TELPAS Advanced or Below	4-Year Plan
3	TELPAS Advanced High	3-Year Plan
4	Any TELPAS Proficiency Level	4-Year Plan

\* Add one additional year (up to a maximum of 5 years) for students classified as SIFE or who are classified as asylees and refugees and for all ELL students assessed with STAAR English I and English II.

# ELL Progress Measure

- **In 2014**, ELL progress measure to be used for accountability purposes and reported in the teacher, student, and analytic reporting portals using new domain weights and revised TELPAS standards

# ELL Progress Measure

- ◎ Resource currently posted
  - ***Understanding the Texas English Language Learner (ELL) Progress Measure*** (in English and Spanish)
    - Short document containing general questions and answers about the ELL progress measure
- ◎ Other resources to be posted soon
  - More detailed question and answer document
  - Flowchart to demonstrate how students are assigned a plan
  - Cut score expectation table

# Review of ELL Assessment Policies

# Exemption for Qualifying 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.

# Question from the Field

## Question:

Where do districts document that a student is a qualifying unschooled asylee/refugee?

## Answer:

Information about qualifying unschooled ELL asylees and refugees will be collected as part of the data collection for TELPAS.

This information is necessary to exclude eligible students' STAAR results from state accountability ratings and will **NOT** be gathered during STAAR data collection.

# Question from the Field

## Question:

What score code do I submit for those qualifying unschooled asylees/refugees in grades 3–8 exempt in their first year for STAAR?

## Answer:

For the first administration, the score code of ‘O’ should be submitted on the appropriate STAAR answer document or online student record. For those STAAR administrations with multiple administrations, subsequent answer documents should be voided (if paper administration) or the student should not be placed in an online testing session (for online administrations).



# 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 English I/ESOL I course, an eligible ELL shall not be required to retake the assessment each time it is administered if student passes course but does not meet the passing standard on the assessment.

## **NOTE:**

- **Students are not exempt from testing while in the course.**
- **Provisions do not apply to English II.**



# Question from the Field

## Question:

Can a student who has received an advanced high reading rating in grades 2–12 in a previous year be considered for the English I EOC special provision if the student receives an advanced rating for the spring 2014 administration (new standards and domain weights applied)?

## Answer:

No, once the student attained an advanced high reading rating in grades 2 or above then the student is no longer eligible for the English I EOC special provision.

**NOTE:** This same policy applies to STAAR L participant requirements.



# Linguistic Accommodations Reminder

**ELLs for whom the LPAC assigns linguistic accommodations on a STAAR reading, writing or English EOC assessment may not be considered for program exit at the end of that school year.**

**NOTE:** For ELLs in grades 6 and up, the use of a dictionary is not necessarily considered a linguistic accommodation. The STAAR dictionary policy requires certain dictionaries to be available to students in grades 6 and up for all STAAR reading and writing assessments.

# ELLs with Parental Denials

## TAC §101.1005(f)

These students are not eligible for special ELL assessment, accommodation, or accountability provisions —

- ⦿ no testing in Spanish
- ⦿ no linguistic accommodations during testing
- ⦿ no English I EOC special provision
- ⦿ no unschooled asylee/refugee provisions



# TELPAS Submission in Assessment Management System

- Student data consisting of student identification, demographic, and program information
- TELPAS assessment information including students' answers to reading tests for grades 2–12 and holistic rating information

**NOTE:** If a student has been approved to take a paper administration of the grades 2–12 TELPAS reading tests, all holistic ratings, reading test information (including student responses), and other student information must be entered into the Assessment Management System. This information will not be submitted on a paper answer document.

# TELPAS Submission in Assessment Management System

- A student approved by TEA to take a paper TELPAS reading test will need to be placed in a TELPAS rating entry group so that holistic ratings and other rater information can be entered online.
- A student approved by TEA to take a paper TELPAS reading test will need to be placed in an online test session so that responses to test questions can be transcribed into a special online form.

# Student Moves

- Guiding principle – An ELL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window will not be assessed by the receiving district in the holistically rated domains. However, a newly enrolled student in grade 2–12 is required to take the TELPAS reading test.

# Student Moves

- When verifying student information in preparation for TELPAS remove the student's test assignments (2–12 reading and K–12 holistic rating) if a student withdraws from your campus before the TELPAS assessment window begins.

A receiving campus will not be able to add test assignments or account for the student in the Assessment Management System if the sending campus does not complete this task. Receiving district coordinators should contact Pearson or TEA if assistance is needed.

# Student Moves

## Managing assessments of students who move

- ⦿ If an ELL enrolls in a Texas public school **BEFORE** March 17, the receiving campus is responsible for all TELPAS assessments.
- ⦿ If an ELL enrolls **ON or AFTER** March 17, the receiving campus is responsible only for the grades 2–12 reading test (if the test was not already administered).
- ⦿ This is true whether the student enrolls from another Texas school or from another state or country.



# Final Data Verification Window

- ① Assessment window closes Wednesday, April 9
- ① Verification window closes Friday, April 11

**NOTE:** The verification window will end at 7 p.m. (CT) on Friday, April 11.

# Reminders

## Important to Emphasize

- ⦿ Holistic rating training is key.
- ⦿ Individuals must **complete** state-required training and calibration activities to be raters.
- ⦿ Those who complete all requirements but don't successfully calibrate by end of set 3 may be raters if district chooses, **but** districts must provide rating support in manner that assures valid and reliable assessment.
- ⦿ Returning raters who have not completed their online holistic rater training requirements, including calibration, within the last three school years are required to complete the online basic training course before calibrating.
- ⦿ Implement validity and reliability checks **during testing window**.

Raters should only have 1 account in the Texas TrainingCenter. Raters with multiple accounts must call Pearson to have accounts merged.

# Writing for Grades 2–12

## Reminders

- All writing samples included in the writing collection should reflect a student's current proficiency level.
- A writing collection must include writing samples that were taken from **authentic classroom activities** that are grounded in content area TEKS and ELPS.
- Raters are responsible for assembling writing collections that accurately depict the ability of their ELLs to communicate in writing in English.

# Paper Administrations of TELPAS Reading and STAAR L

- Paper test booklets (including large print, if applicable) approved by TEA in rare circumstances
  - Accommodations that are not available in TestNav
  - Unavoidable technological problems that make online testing impossible
  - Other special situations (e.g., homebound students, JJAEPs, etc.)

# Paper Administrations of TELPAS Reading and STAAR L

## Special Request Process

- Submit paper request form to [ELL.tests@tea.state.tx.us](mailto:ELL.tests@tea.state.tx.us).
- Submit request at least **2 weeks before testing** to allow for processing and shipping.
- If request is approved, TEA will notify district and order booklets.
- Shipment includes coordinator and test administrator supplement.
- For STAAR L, shipment will also include English Clarification Guides for test administrators to use when providing clarification in English.

# Paper Administrations of STAAR L

- Student approved for a previous paper administration but is retesting will not automatically receive paper materials.
- DTC should forward prior approval to TEA at [ELL.tests@tea.state.tx.us](mailto:ELL.tests@tea.state.tx.us) so paper materials can be ordered from Pearson.

# ELL Policy Resources

## ⦿ Test participation

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

- STAAR
- TAKS
- TELPAS

## ⦿ Accommodations

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

- Linguistic accommodations
- Accommodations related to disabilities

# Educator Recommendation Forms

- Educator Committees Recommendation form can be accessed from the Student Assessment A to Z directory.
- Input from Texas educators is a critical component of ensuring that the state assessments developed by TEA's Student Assessment are valid, reliable, high quality measures of student achievement.
- Nominate qualified educators from your school or district to serve on statewide committees who will review questions or participate in other development activities related to STAAR and TELPAS.

# Contact Information

- ① Email ELL Assessment team at [ELL.tests@tea.state.tx.us](mailto:ELL.tests@tea.state.tx.us)
- ① Call Student Assessment Division at 512-463-9536
- ① ELL Assessments Information webpage <http://www.tea.state.tx.us/student.assessment/ell/>