

ELL Assessments

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TITLE III SYMPOSIUM

AUSTIN, TEXAS JULY 2016

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Topics

Review Data from Spring 2016

ELLs and STAAR

TELPAS

Changes for 2016 and Beyond

Spring 2016 ELL Performance Data

STAAR Grades 3, 4, and 5 Reading and Writing ELL Statewide Student Performance

SUBJECT	GRADE	STAAR VERSION	% MEETING SATISFACTORY
Reading	3	STAAR	63
		STAAR Spanish	64
	4	STAAR	64
		STAAR Spanish	57
	5	STAAR	54
		STAAR Spanish	64
Writing	4	STAAR	54
		STAAR Spanish	66

STAAR Grades 3, 4, and 5 Mathematics and Science ELL Statewide Student Performance

SUBJECT	GRADE	STAAR VERSION	% MEETING SATISFACTORY
		STAAR	61
Science	5	STAAR Spanish	50
		STAAR L	28

SUBJECT	GRADE	STAAR VERSION	%MEETING SATISFACTORY
		STAAR	73
	3	STAAR Spanish	62
		STAAR L	38
Math		STAAR	68
	4	STAAR Spanish	55
		STAAR L	34
		STAAR	70
	5	STAAR Spanish	47
		STAAR L	35

STAAR Spanish Statewide Student Performance

Spanish	2015	2016				
	Total Students in 2015	Total Students in 2016	Change	(Satisfactory) LII	(Advanced) LIII	(Unsatisfactory) LI
STAAR Grade 03 Reading	36,710	36,396	-314	64	19	36
STAAR Grade 03 Math	17,732	17,330	-402	63	8	37
STAAR Grade 04 Reading	25,322	24,270	-1,052	57	13	43
STAAR Grade 04 Math	9,831	9,384	-447	56	10	44
STAAR Grade 04 Writing	26,323	25,192	-1,131	66	17	34
STAAR Grade 05 Reading	12,518	12,991	+473	63	9	37
STAAR Grade 05 Math	4,015	4,610	+595	47	4	53
STAAR Grade 05 Science	7,446	7,287	-159	50	3	50

STAAR Spanish Statewide Student Performance

	2015	2016	Change
	(Satisfactory) LII	(Satisfactory) LII	
STAAR Grade 03 Reading	65%	64%	-1%
STAAR Grade 03 Math	65%	63%	-2%
STAAR Grade 04 Reading	60%	57%	-3%
STAAR Grade 04 Math	55%	56%	+1%
STAAR Grade 04 Writing	64%	66%	+2%
STAAR Grade 05 Reading	69%	63%	-6%
STAAR Grade 05 Math	47%	47%	0%
STAAR Grade 05 Science	40%	50%	+10%



STAAR Grades 6, 7, and 8 Reading, Writing, and Social Studies ELL Statewide Student Performance

SUBJECT	GRADE	STAAR VERSION	% MEETING SATISFACTORY
	6	STAAR	42
READING	7	STAAR	36
	8	STAAR	46
WRITING	7	STAAR	34
SOCIAL STUDIES	8	STAAR	32
		STAAR L	12

STAAR Grades 6, 7, and 8 Mathematics and Science ELL Statewide Student Performance

SUBJECT	GRADE	STAAR VERSION	% MEETING SATISFACTORY
Science	8	STAAR	50
		STAAR L	18

SUBJECT	GRADE	STAAR VERSION	% MEETING SATISFACTORY
Math	6	STAAR	58
		STAAR L	30
	7	STAAR	47
		STAAR L	25
	8	STAAR	54
		STAAR L	29



STAAR EOC ELL Statewide Student Performance

SUBJECT	STAAR VERSION	% MEETING SATISFACTORY
ENGLISH I	EOC	24
ENGLISH II	EOC	19
ALGEBRA I	EOC	27
	EOC L	19
BIOLOGY	EOC	35
	EOC L	26
U.S. HISTORY	EOC	31
	EOC L	26



TELPAS Percent of Students at Each Proficiency Level at Grades 3–12

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

	Listening B I A H	Speaking B I A H	Reading B I A H	Writing B I A H
15-16	4 11 26 59	6 14 30 50	11 26 43 20	7 23 35 35
14-15	4 11 27 58	6 15 30 49	12 27 40 22	7 23 36 34
13-14	4 11 28 58	6 15 31 48	12 25 40 22	7 23 36 33
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



TELPAS Composite Ratings 2009–2016 Percent of Students Reaching Advanced High

	K–2	3–12
2016	14	34
2015	14	34
2014	13	34
2013	18	53
2012	18	51
2011	18	51
2010	18	49
2009	16	48

ELLs and STAAR for 2016



English I EOC Special Provision TAC §101.1007

For ELLs who —

have been enrolled in U.S. schools 3 years or less (5 or less if qualifying unschooled asylee/refugee), *and*

have not yet attained TELPAS advanced high reading rating in grade 2 or above.

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



Special Provision

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

NOTE:

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

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 is the specific period of time SIFE students must be outside of the U.S. 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.

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

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.

ELL Policy Resources

Test participation

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

- STAAR
- TAKS
- TELPAS

Accommodations

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

- Linguistic accommodations
- Accommodations related to disabilities

TELPAS 2016

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 the end of set 2 may be raters if district chooses, **but** districts must provide rating support in a manner that assures valid and reliable assessment.

Implement validity and reliability checks **during testing window.**



Reminders

Important to Emphasize

It is a violation of state assessment procedures and a serious testing irregularity to record, discuss, or share answers to the rating practice and calibration activities.

- After completion of calibration activities, raters must destroy all notes taken about specific student profiles.

NOTE: While collaboration is encouraged during the live administration to help ensure that ratings in all domains reflect the ability of students to understand and use English in different content areas, it is imperative that rater calibration is done individually to ensure that raters are able to apply the PLDs accurately and consistently.



Writing for Grades 2–12 Reminders

Important to Emphasize

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.

Question from the Field

Question:

I have a student that is only attending school for TAKS remediation. Does this student have to be assessed with TELPAS?

Answer:

A student that has completed all course requirements and is just enrolled for TAKS assistance is not required to be assessed with TELPAS.

Question from the Field

Question:

I have an enrolled student that is receiving special education services but has completed all course requirements and is only attending for job training. Does this student have to be assessed with TELPAS?

Answer:

A student receiving special education services that has completed all course requirements but is enrolled for job training or other programs is not required to be assessed with TELPAS.

Changes on the Horizon

Grades 2-12 TELPAS reading

- New, shorter test blueprint in place for 2018

Grades 2-12 TELPAS listening and speaking

- Standardized online listening and speaking test will replace holistic ratings in these domains beginning in 2018

Grades 2-12 TELPAS listening and speaking pilot test

- Occurs during the regularly scheduled 2017 TELPAS window
- Information regarding voluntary participation registration coming in Fall 2016

Contact Information

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

Call Student Assessment Division at 512-463-9536

ELL Assessments Information webpage

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