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# Spring ELL Assessment Update

## TETN

# 36719

JANUARY 27, 2016

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# Topics

- TELPAS
- ELLs and STAAR
- Paper Administrations



## TELPAS Changes for Future

- In order to increase standardization and validity of listening and speaking ratings while reducing the overall amount of training required of TELPAS raters, TEA is developing a standardized online test of listening and speaking for grades 2–12.
- TELPAS listening and speaking holistic rating training for grades 2–12 will be phased out after spring 2017.
- By spring 2018 TELPAS holistic rating training for grades 2–12 will consist of writing only.

# Key Holistic Rating Training Dates

| Date            | Activity  |
|-----------------|---|
| January 4–8     | <i>TELPAS Rater Manual and TELPAS Reading Test Administrator Manual</i> due in districts (available online in December) |
| January 11      | Assembling and Verifying Grades 2–12 Writing Collections course available   |
| January 25      | Online basic training courses for new K–1 and 2–12 raters available   |
| January 25      | End date for district coordinator training—all TELPAS components  |
| February 5      | End date for campus coordinator training—holistically assessed components   |
| February 15     | End date for training raters and verifiers on administration procedures   |
| February 15     | Calibration window opens for new and returning raters   |
| February 15     | Earliest eligibility date for TELPAS writing samples  |
| March 7–April 6 | TELPAS assessment window  |
| April 7–8       | TELPAS data verification window   |

# TELPAS Online Training Center

- Users who need to access the website for the assembling and verifying course, the online basic training courses for K–1 or 2–12, or calibration activities are required to create a new user profile.
  - There are no specific roles for coordinators or others in administrative capacities. Only users that need to complete training are required to complete a new user profile.
- Before users create new user accounts they must have been trained on administration procedures and signed the appropriate oath.
- Accounts and calibration certificates will be purged from new training site at the end of each training window.

# Holistic Rating Training Information

- Online basic training courses may be completed independently or in another manner that meets a district's needs.
  - New raters and returning raters who have not completed calibration activities within the last three school years are required to complete the online basic training course before calibrating.
  - After completing all modules in the online basic training course district coordinators, or other personnel designated by the district coordinator, will be able to provide raters with a certificate of completion.
  - Local procedures must be established for verifying the completion of online courses before issuing a certificate of completion.

# Monitored Calibration Sessions

- Calibration must be completed in a monitored setting.
  - Before new raters attend a monitored calibration session, campus coordinators must ensure that new raters complete the appropriate online basic training course.
  - Returning raters may review some of the practice activities from the online basic training course or rate the students at the end of the language domain chapters in the Educator Guide to TELPAS before attending a monitored calibration session.
- Monitored calibration sessions must be completed before raters holistically rate their students for TELPAS.
- The number of calibration sessions needed depends on the number of raters that must be trained to rate the ELLs on each campus.
- Most raters will need 1-2 hours to complete a calibration set. Raters must finish a calibration set once it is started in the same monitored session.
- Local procedures must be established for completion of second calibration set.

# Monitored Calibration Sessions

- A testing coordinator or other designated personnel must serve as a proctor.
  - The number of proctors needed depends on the number of raters completing calibration.
  - Proctors may be LPAC administrators, school counselors, or other suitable staff.
  - Proctors must not be teachers serving as TELPAS raters this year.
  - Proctors must have received administration procedures training and signed the rater oath.
- Trained proctor must be available to actively monitor the calibration session.

# Monitored Calibration Sessions

- A roster of participants must be maintained for each calibration session.
- Proctors must have correct calibration passcode for the day of the session.
- Raters may use the PLDs from their TELPAS Rater Manual or a copy of the PLDs in addition to scratch paper. All notes must be taken on either the copies of the PLDs or the scratch paper during calibration session and must be turned in to the proctor to be destroyed.
- After successfully calibrating, raters will go to the Scoring Summary tab of the TELPAS Online Training Center to access and print a certificate. The certificate must be provided to the session proctor.

# Coordinator Resources for TELPAS Holistic Rating Training

- Document that contains important online rater training resources for coordinators
- Includes daily calibration passcodes, sample roster for monitored calibration session, course certificate generator for online basic training courses, and assembling and verifying course
- Also includes Spring 2016 TELPAS Holistic Rating Training Information email that was sent to DTCs and ESC testing coordinators January 8
  - The keyword is only included in this email. Only users who need it to create a new user profile should get it.
- Can be accessed by the DTC within the Published Reports section of the TELPAS Assessment Management System
- Document takes place of what is referred to as a secure Coordinator Resources for TELPAS Holistic Rating Training webpage in the Coordinator Manual
- Document is currently available with calibration passcodes for the first week and will be updated weekly beginning February 19 through April 1

# Important TELPAS Training Reminders

- Individuals are not authorized by TEA to serve as TELPAS raters unless they complete the state-required holistic rating training requirements, including calibration activities. Raters who complete all requirements but do not successfully calibrate by the end of set 2 may be authorized to serve as raters at the discretion of the district. However, districts are required to provide rating support for these teachers so that their assigned students are assessed consistent with the PLDs.
- The TELPAS Online Training Center will not maintain raters' training histories from year to year. Training certificates and session rosters from monitored calibration sessions will serve as documentation for demonstrating raters' completion of holistic rating training requirements.

# Additional TELPAS Holistic Rating Training Resources

- TEA-Developed PowerPoint Presentations
  - For training raters:
    - Making the ELPS-TELPAS Connection Grades K–12 Overview
    - Introductory Training on the PLDs for Grades K–1 and 2–12
    - Grades 2–12 Writing Collection Overview
  - For training other district and campus staff:
    - 2015–2016 Holistic Rating Training Requirements
    - Spring 2016 Holistic Rating Training System (coming early next week)
    - Spring 2016 TELPAS Online Testing and Data Collection (coming mid-February)

# TELPAS Grades 2–12 Online Reading Test Information

- Online reading tests will be delivered through TestNav 8.
  - Districts have the option of using either the browser-based or installable version of TestNav.
- **NEW:** Students in grades 2–5 can either log in themselves or the test administrator can log the students in. The administration directions include instructions for test administrators to use to guide students through the log in process.

# TELPAS Grades 2–12 Online Reading Test Information

- Instructions for how to access the updated reading tutorials will be available at <http://texasassessment.com/telpas-tutorials/>
- Although the student tutorials are optional and separate from the online tests, it is recommended that students have the opportunity to access the tutorials to increase their familiarity with the updated TestNav interface and tools. This should be done before the day of testing.
  - Reminder: there are no sample questions at the beginning of the TELPAS reading tests.

# TELPAS Reading Accommodations Information

- TELPAS Reading Test Administrator Manual contains information about specific accommodations allowed for grades 2–12 TELPAS reading tests (page 9).
- Specific information regarding student eligibility criteria and special instructions or considerations may be accessed from the accommodations triangle located on the 2016 Accommodations for Students with Disabilities Taking State Assessments webpage.
- The following procedures are not permitted, as they may invalidate the test.
  - Students may not receive reading assistance.
  - Students may not use English-language or foreign-language reference materials.
  - Test questions and reading selections may not be translated.
  - Test questions, answer choices, and selections may not be rephrased, clarified, or read to students.

# 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

**Reminder:** 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 Online Test Sessions

- Test sessions will need to be created for students to take the grades 2–12 reading test.
  - This includes separate test sessions for students approved to take a paper administration so that responses to test questions can be transcribed into a special online form.
- Test sessions will need to be created for holistic rating information to be entered for each student in K–12.
  - Test sessions for entering holistic ratings will follow the same grade bands as the reading tests (2, 3, 4–5, 6–7, 8–9, 10–12) in addition to K–1.
- Student test tickets will be used for students to log in to reading tests and for designated personnel to enter rating information.

# Reports for Monitoring Completion of TELPAS Administrations

- TELPAS Combined Status Report (Campus Level)
  - This report displays the status of K–12 holistic rating entry and 2–12 reading test for each student registered with a selected campus.
  - Coordinators can also verify ratings and rater information, completion of 2–12 reading tests, and entry of years in U.S. schools information.
- TELPAS Summary Report (District and Campus Level)
  - This report displays the status of the entry of K–12 TELPAS rating information and 2–12 reading tests for a district and campuses within that district.
  - Report indicates the number of students with each status (Not Started, Incomplete, and Complete) for the rating and reading portions of the assessment.

# Unsubmit and Do Not Report for Online Tests

- **Unsubmit**

- **For grades 2–12 reading tests:** In the event that a student or test administrator submits a student's reading test prematurely and the student did not get the chance to complete the test, the district testing coordinator should contact Pearson's Customer Service Center as soon as possible to get the student's test unsubmitted. TEA must be contacted to approve this if it has been more than 2 hours since the student's test was inadvertently submitted.
- **For grades K–12 rating entry form:** In the event an error was made in entering holistic ratings or rater information, the district testing coordinator should contact the Customer Service Center to get the rating entry form unsubmitted to make corrections.

- **Do Not Report**

- This function is used to void a student's online testing record. This should mainly be used for voiding student's test records of ineligible testers (i.e. when non-ELL students are tested for TELPAS)
- Function is available on the Test Details screen for online tests to district testing coordinators only.

# Years in U.S. Schools Data Collection

- Beginning with calculations made and reported in 2014, students must be enrolled for 60 consecutive school days in a school year for that year to count as a year in U.S. schools.
- The count restarts at day 1 only for students who have yet to meet their 60-day requirement and withdraw from a U.S. school, but don't re-enroll in another U.S. school for 10 or more consecutive school days.
- ELLs enrolling in U.S. schools for the first time 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

- The updated *Instructions for Years in U.S. Schools Data Collection* document is posted on the Language Proficiency Assessment Committee Resources webpage at <http://tea.texas.gov/student.assessment/ell/lpac/>.
- Information is also available on pages T-28 of the *2016 District and Campus Coordinator Manual*.

# Years in U.S. Schools Data Collection

## Important Reminders

- Districts cannot change the value for years in U.S. schools submitted in a previous school year. Districts use 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 cannot decrease. The value will either remain the same or increase by 1.

# Data Collection Information

- Required data collection 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 manually entered into the Assessment Management System.
- These special circumstances are defined on page T-30 of the *2016 District and Campus Coordinator Manual*.

## Final Data Verification Window

- Assessment window closes Wednesday, April 6
- Verification window closes Friday, April 8

**NOTE:** The verification window will end at 7 p.m. (CT) on Friday, April 8.

# TELPAS Writing Audit

- Small scale audit in late spring 2016
- Selected districts will be asked to send in writing collections for students chosen as part of the sample.

# ELLs and STAAR

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# Differing Degrees of Linguistic Accommodation

|                      |  |
|----------------------|--|
| STAAR<br>(English)   | Limited degree of linguistic accommodation   |
| STAAR<br>L           | Moderate to substantial degree of linguistic accommodation   |
| STAAR A              | Degree varies in accordance with second language acquisition needs of ELLs who qualify for this test                                 |
| STAAR<br>Alternate 2 | No specified linguistic accommodations; assessment design allows other languages and communication methods to be used as appropriate |

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

# Linguistic Accommodation Information

- *Linguistic Accommodations for ELLs Participating in the STAAR Program* guide
  - Includes information about linguistic accommodations during instruction and allowable on STAAR assessments
  - Outlines policies for the use of dictionaries on all other tests not covered under the STAAR dictionary policy
- *2015–2016 Training on Linguistic Accommodations for the STAAR Program* PowerPoint also available for use in training test administrators
  - References to online transcription form should be disregarded. Special answer documents will be used for STAAR L and STAAR A paper administrations approved by TEA.
  - Available at <http://tea.texas.gov/student.assessment/ell/staarl/>

# STAAR L

- STAAR L is an online testing program for ELLs who meet eligibility requirements.
- May be administered to ELLs who—
  - require moderate to substantial linguistic accommodations to understand the English used on STAAR mathematics, science and social studies
  - are not most appropriately assessed with STAAR Spanish, AND
  - have not yet attained a TELPAS advanced high reading rating in grade 2 or above, and
  - have been enrolled in U.S. schools for 3 years or less (5 years or less if a qualifying asylee or refugee)

**NOTE: LPACs make and document test participation decisions in accordance with STAAR program requirements.**

## STAAR L and SSI

- Student Success Initiative (SSI) grade-advancement requirements have been reinstated for mathematics this school year.
- Retest opportunities will be offered for STAAR mathematics at grades 5 and 8, in addition to STAAR reading, on the dates shown on the 2015–2016 testing calendar.

# STAAR L Online Test Administrations

## Reminders:

- Ensure that there is one pair of headphones per student for administrations of STAAR L in which multiple students are tested in the same room (STAAR L online interface allows students to hear words read aloud).
- Keep in mind that students taking STAAR L online may be eligible to use a bilingual dictionary and/or receive extra time.
- Districts have the option of logging in students in grades 3–5 or allowing students to do it themselves.

# Organizing Test Administrations

- In some cases, students taking STAAR administrations may be grouped across programs, grades, and subject areas or courses.
- Organize test sessions in which students are given different tests in a way that keeps students from being confused or disturbed by differences in directions read aloud or accommodations provided.
- Students using certain testing accommodations or allowable procedures may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.

# General Guideline for Recording Linguistic Accommodations

- Whether the student tested on paper or online, record linguistic accommodations if these were predetermined by the LPAC and made available to the student during testing, even if the student did not use the accommodation.

# Recording Linguistic Accommodations for Online Tests

- Linguistic accommodations to be recorded along with other applicable accommodations in the STAAR Assessment Management System.
  - STAAR test administrator manuals include instructions for how to record this in the online system.
  - Can be recorded **before or after** student has completed test.

# 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.

# Preparing ELLs for Testing with Linguistic Accommodations

- In training test administrators with ELLs in their sessions, make sure to review this section of test administrator manuals.
- Administration “SAY” directions assume ELLs have been told in advance
  - how their sessions will be conducted
  - what type of accommodations they may receive

# Helping ELLs Understand Test Directions

- For all tests, ELLs may be helped to understand “SAY” directions and test booklet directions that introduce test sections or item formats. Test administrator is allowed to:
  - paraphrase
  - translate
  - repeat
  - read directions aloud
- Test administrator is not allowed to add directions that are substantively different (no pointers, no test-taking strategies, etc.).
- STAAR tests have no sample items; familiarize new ELLs with item formats ahead of time using released items on TEA website.

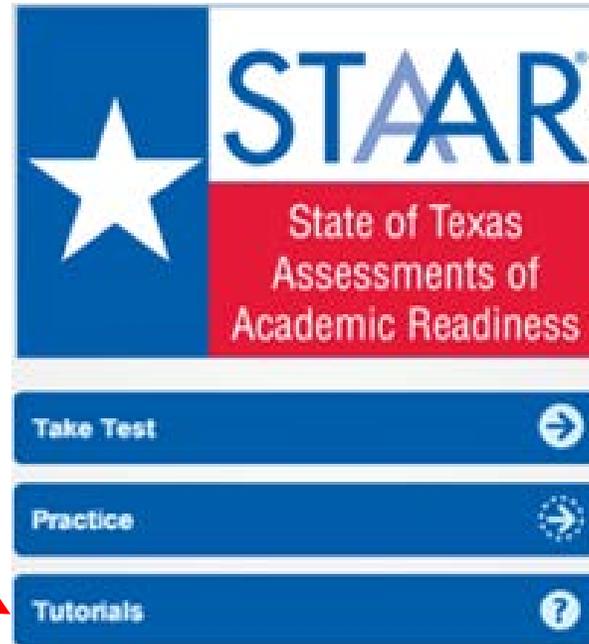
# STAAR Tutorials and Practice Test Questions

- STAAR Tutorials and Practice Tests are available from the STAAR Secure Browser.
  - Information on accessing the secure browser will be available in the STAAR Online Testing Platform Technology Guide.
- Test administration directions have been written with the assumption that all students taking STAAR L have accessed the tutorials and practice test questions and are familiar with the online system.
- Teachers and students should become familiar with STAAR L prior to testing. A tools tutorial and practice test questions will be posted for this purpose.

**NOTE: There are no longer sample items at the beginning of STAAR L tests.**

# STAAR Online Student Tutorials

- Can be accessed from STAAR Online Testing Platform
- Tutorials help students learn how to use the clarification and read aloud accommodations as well as standard online tools.
- Self-guided--Students move through tutorial at their own pace
- No teacher administration directions



### Take a Tutorial

Select from the menu below to choose the tutorial you want to view.

Select a Grade  Select a Subject

Select a Test

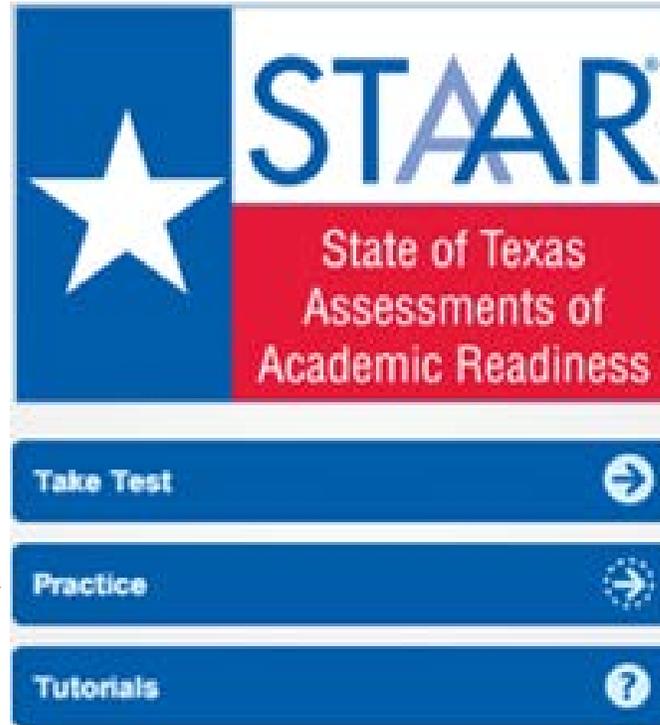
Username

Password

Session ID

# STAAR L Practice Tests

- Can be accessed from the STAAR Online Testing Platform
- Available in online format so that students may experience test items as they will be presented in the operational administration
- Students move through the practice test questions at their own pace.
- 2-3 items per grade/subject
- While the content in each practice is developmentally appropriate for the intended students, questions may not necessarily reflect the grade level TEKS for the respective grade and subject.



### Practice Using the Software

To log in, select grade, subject and test. The Username, Password and Session ID will automatically be filled in for you. Please do not change these selections. You may then click the LOGIN button to start your practice test.

Select a Grade  Select a Subject

Select a Test

# Assessing Newly Arrived ELLs Who Know Little English

- In isolated situations if completing an assessment is not in the best interest of a student (e.g., a newly arrived ELL who has extremely limited English language skills), the campus may make the determination to submit the test for scoring without requiring the student to complete test.
- The decision should be documented and communicated to student's parents after the test administration.

# 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.

# 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 assessment each time it is administered if student passes 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.**
- **This provision is not tied to any particular graduation plan.**

## ELLs with Parental Denials TAC §101.1005 (f)

- These students are not eligible for special ELL assessment, accommodations, or accountability provisions —
  - no testing in Spanish
  - no linguistic accommodations during testing
  - no English I EOC special provision
  - no unschooled asylee/refugee provisions

# Paper Administrations



STAAR L, STAAR A, TELPAS, AND TAKS

# Special Request Process

- There is only one paper request form that may be used to request paper materials for multiple programs. This includes STAAR L, STAAR A, TELPAS, and TAKS.
- Webpage with information about paper request process is available at [http://tea.texas.gov/Student Testing and Accountability/Testing/Student Assessment Overview/Request for Paper Administrations of STAAR A, STAAR L, TELPAS Reading and TAKS/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Request_for_Paper_Administrations_of_STAAR_A,_STAAR_L,_TELPAS_Reading_and_TAKS/).
- Form has button that will allow districts to automatically send form by email to [paper.requests@tea.texas.gov](mailto:paper.requests@tea.texas.gov).
- 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 will include STAAR L Paper Administration Guides with Off-limits Word List for test administrators to use when providing clarification in English.

# Paper Administrations

- Paper test booklets (including large print, if applicable) approved by TEA in rare circumstances
  - Accommodations that are not available in the online interface
  - Unavoidable technological problems that make online testing impossible
  - Other special situations (e.g., homebound students, jails, etc.)
- Paper testing won't be approved on basis that student
  - knows very little English
  - has limited exposure to computers

# Paper Administrations of STAAR L

- For 2016 administrations of STAAR L students will record their responses on special answer documents.
  - No online transcription form
  - Honor statement included on answer document for EOCs
- Linguistic accommodations and other student information to be recorded along with other applicable accommodations on the special answer document.

# STAAR L Paper Administration Guides

- Replacing what used to be the paper supplement and English clarification guide (ECG)
  - Each STAAR L test will have its own paper administration guide that includes
    - Non-secure section with general information for district and campus coordinators, test administrator information and instructions for Off-limits Word List which includes sample Off-limits Word List for training purposes and SAY directions
    - Secure section with Off-limits Word List
- Complete paper administration guides will be shipped with testing materials.
- STAAR administration manuals do not include instructions for administering STAAR L paper-based testing.

# Paper Administrations of STAAR L

- Linguistic accommodations provided by test administrator
- In addition to receiving training on general test administration procedures and test security, test administrators need to be trained in testing procedures specific to STAAR L paper administrations.
- Test administrators who provide clarification of word meaning should be familiar with the subject matter assessed, linguistic needs of the students, and work routinely with the students in assisting with or delivering instruction.
- The *2015–2016 Training on Linguistic Accommodations for the STAAR Program* PowerPoint can be found at <http://tea.texas.gov/student.assessment/ell/staarl/>

## 2016 Released Test Plan

- In August 2016, TEA will release the primary form of 2016 STAAR general assessments, including Braille versions, and STAAR Spanish, STAAR L, STAAR A, and STAAR Alternate 2
- These will be posted on TEA's Student Assessment Division website in August 2016.

# Texas Assessment Conference

- February 14–17, 2016
- Presentations with ELL assessment information
  - ELL Assessment Update
  - TELPAS Writing in the Content Areas
  - Accommodations

# Contact Information

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