2018–2019 Student Assessment Updates

STUDENT ASSESSMENT DIVISION
TEXAS EDUCATION AGENCY

TEXAS ASSESSMENT CONFERENCE
NOVEMBER 2018
Welcome and Introductions
Student Assessment Updates
  - Policy Updates
  - Test Administration
  - Accessibility and Assessments for Special Populations
Welcome and Introductions
Policy Updates

- STAAR Substitute Assessments
- Changes in Commissioner’s Rule
TAC §101.4002 Requirements

- A student elects to use a substitute assessment for graduation purposes.
- A student takes a substitute assessment and receives a passing score as indicated in the chart.
- A student could use qualifying substitute assessments for all five STAAR EOC assessments required for graduation.
- *In most cases, a subject-area score on a substitute assessment can be used for only one STAAR EOC assessment.
- ^In most cases, a substitute assessment can be taken before or after a STAAR EOC assessment.

*See TSI slide, paragraph 1.
^See TSI slide, paragraphs 1 and 2.
Advanced Placement (AP)
- The specific AP test listed can be used for either English I or English II but not both.
- Additionally, specific AP tests listed can be used for Biology and U.S. History.

International Baccalaureate (IB)
- The specific IB test listed can be used for either English I or English II but not both.
- Additionally, specific IB tests listed can be used for Biology and U.S. History.
STAAR Substitute Assessments—ACT

ACT

- ACT can be used for either English I or English II but not both.
- Additionally, ACT can be used for Algebra I and Biology.

Pre-ACT

- Pre-ACT tests (i.e., Aspire and PLAN) can be used for Algebra I.
STAAR Substitute Assessments—SAT

SAT
- SAT can be used for either English I or English II but not both.
- Additionally, SAT can be used for Algebra I.

Pre-SAT
- Pre-SAT tests (i.e., PSAT and PSAT/NMSQT) can be used for English I and Algebra I.
- PSAT 8/9 taken in grade 8 can be used.

SAT Subject Tests
- Specific SAT Subject Tests listed can be used for Algebra I, Biology, and U.S. History.
Texas Success Initiative (TSI) Assessment

- Students may qualify to use TSI as indicated in TAC §101.4002 subsection (d) paragraph (1) OR (2).

Paragraph 1
- A student must be enrolled in a college preparatory course (CP110100 and CP 111200).
- A student must have taken the TSI at the end of that course.
- If a student meets all three ELA scores, TSI can be used for BOTH English I and English II.
- Additionally, a student can use TSI for Algebra I.

Paragraph 2
- A student must have taken EOC assessment and failed at least two times.
- If a student meets all three ELA scores, TSI can be used for English II only.
- Additionally, a student can use TSI for Algebra I.
Proposed Amendment to 19 TAC Chapter 101, Assessment, Subchapter DD, Commissioner's Rules Concerning Substitute Assessments for Graduation, §101.4002, State of Texas Assessments of Academic Readiness End-of-Course Substitute Assessments

- Summary: The proposed amendment would clarify and update the language and satisfactory scores used for substitute assessments to satisfy the state's end-of-course graduation requirements.

- Public Comment Period: October 19, 2018 – November 19, 2018

- Send a public comment on Proposed Amendment to 19 TAC §101.4002
The Proposed Amendments Would Clarify the Language to:

- Allow a student to use scores on separate sections of a substitute assessment in place of specific EOC assessments.

- Allow a student to use scores on pre-SAT/ACT tests if he or she has taken that test and the EOC assessment previously and failed both.

- Allow a student at any grade level to use a substitute assessment when he or she is enrolled in the corresponding course.

- Prohibit a district from discounting a student's responses to an EOC assessment in lieu of a substitute assessment.
The Proposed Amendments Would Also Clarify the TSI Language to:

- Adjust the passing scores for the TSI assessment to align with the college-ready performance standards.

- Allow a student to use the TSI assessment as a substitute if he or she meets the requirements under paragraph (1) OR (2) of the subsection.

- Indicate that a student must meet all three scores on the TSI ELA assessment to use it as a substitute.

- Indicate that a student must take and fail an EOC assessment two times before he or she can use the TSI assessment as a substitute assessment under paragraph (2).

- Update the expiration date for paragraph (2) from 2017 to 2019.
A student is responsible for providing to the district an official copy of his or her scores from a substitute assessment.

A district must verify that the official scores meet the passing score listed in the substitute assessment chart.

Verification must occur prior to the student taking the test during that administration.
Test Administration Updates

- Training Resources
- Updates to DCCR
- Oath Collection for Spring & Summer 2018
- Answer Documents Updates
Available Training Resources

- On the Student Assessment webpage:
  - 2018-2019 ESC training presentation
  - 2018-2019 Accessibility Updates
  - Assessment Conference Presentations

- TETNs and Webinars listed in the District and Campus Coordinator Resources

- As they become available, webinar recordings will be posted in texasassessment.com/administrators/training
A “What’s New?” section has been added to the Coordinator Resources to register all updates.

Future updates will also be announced on the bi-weekly emails.

A schedule of future updates will also be included in this section.
As a reminder, all DCCR sections can be exported using the “…” menu options:
A new iCal link has been added to allow coordinators to download these dates into their favorite calendar platform.
As assessment PDF publications become available, they will be added to the coordinator resources.

The following manuals can now be accessed directly from the DCCR:
As we transition to align our policies with the school year calendar, District Testing Coordinator and District Superintendent/Chief Administrative Officer oaths of Test Security and Confidentiality for spring 2018 and June 2018 will be due by the end of November 2018.

Signed copies of the oaths for District Coordinator and District Superintendent/Chief Administrative Officer for Spring 2018 and June 2018 can be returned by mail, or districts can submit an electronic copy (scanned copy) by email. Districts can also use the new interactive oath included in the new District and Campus Coordinator Resources.
DCCCR Test Security Oaths Updates

- Updates to the Test Security and Confidentiality oaths
  - DTC/CTC oath:
    - Minor text edits

- Other Roles oath:
  - A new optional “Notes” field has been added
LEP field has been expanded to include M3 and M4

New accommodation codes

New TAKS/TAAS/TEAMS TESTERS ONLY field, (will no longer require the Agency Use field)

Answer document samples for training purposes can be found on the Student Assessment webpage:

https://tea.texas.gov/student.assessment/training/answer-docs/
Ensuring that each student can interact appropriately with the content, presentation, and response mode of the test. Assessments should allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions being barriers.

**REMEMBER! Accommodations** can help kids learn the same material and meet the same expectations as their classmates. However, **modifications** changes what a student is taught or expected to learn.
2018-2019 Accessibility Features-Updates Highlighted

- Translating or signing test administration directions
- Bilingual dictionary on math, science, and social studies
- Student reads test aloud
- Reading aloud or signing writing prompt
- Providing reading assistance on the grade 3 math
- Typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently
- Making certain assistive tools available (e.g., scratch paper, projection devices)
- Student using tools to minimize distractions or to help maintain focus
- Individual and small-group administrations
- Reminding students to stay on task
- Photocopying or enlarging non-secure test materials
Designated Supports-Updates Highlighted

- Basic Transcribing
- Braille/Refreshable Braille
- Calculation Aids
- Content and Language Supports
- Extra Time
- Individualized Structured Reminders
- Large Print
- Manipulating Test Materials
- Mathematics Manipulatives
- Oral/Signed Administration
- Spelling Assistance
- Supplemental Aids

* denotes designated supports that require submission of Accommodation Request Form

- Complex Transcribing*
- Extra Day*
- Mathematics Scribe*
- Other *
- Braille test booklets available in contracted and uncontracted Unified English Braille (UEB) only

- Online refreshable braille available as a new embedded support for STAAR reading, writing, and social studies tests in English

* At least 2 weeks prior to test day, submit special administration request to TEA for students eligible for Content and Language supports as this designated support is not available in braille format.
Scientific and graphing calculators were removed from this list of allowables because certain functions on these calculators compromise the assessed curriculum. This was noted in last year’s accommodation policy communications.

For the 2018-2019 school year, eligible students taking grades 3-7 STAAR or STAAR Spanish math or science tests, may use ONLY the following calculation aids:

- Basic (i.e., four-function) handheld calculator, calculator application, or online embedded support
  - Abacus
  - Addition grid
  - Multiplication grid
(6.4) Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

(G) generate equivalent forms of fractions, decimals, and percents using real-world problems, including problems that involve money;

Readiness Standard

• Some calculation applications have a function that will not allow for an accurate assessment of this standard. While this function is NOT allowable under the Calculation Aids designated support policy, it is allowable under the STAAR Calculator Policy for grade 8 mathematics, grade 8 science, Algebra I, Algebra II, and biology.
Basic (i.e., Four-Function) Handheld Calculators
New Online Embedded Supports and Tools

- New Tool
  - Dictionary

- New Embedded Supports
  - Basic calculator
  - Screen reader support for refreshable braille devices
  - American Sign Language (ASL) videos

- STAAR Spanish is now available online with the dictionary tool, content and language supports, basic calculator, spelling assistance, and text-to-speech.
Online Accommodation Request Forms should only be submitted for designated supports requiring TEA approval (i.e., complex transcribing, math scribe, extra day, other).

- Open now with expiration date of June 30, 2019
- Link to form and training document: Accommodation Resources webpage
- Student use on test day is dependent upon TEA approval
LPAC, RTI/Student Assistance Teams, 504 Committees, ARD committees

For LPAC committees, designated supports decisions should be made as close as possible to the assessment to account for student’s progress in acquiring the English language.

For all other committees, ensure documentation in student paperwork is correct.
- Documented designated supports adhere to TEA policy → no action needed
- Documented designated supports do NOT adhere to TEA policy → correct paperwork
Students with a significant cognitive disability

- exhibit significant intellectual and adaptive behavior deficits and indicate adaptive behavior deficits that limit their ability to apply social and practical skills across life domains
- NOT identified based on EL designation, low academic achievement, or the need for accommodations
- require extensive, direct individualized instruction and need substantial supports that are not temporary nor specific to a particular content area
The STAAR Alternate 2 Participation Requirements were revised to:
- clarify the scope of students who are taking STAAR Alternate 2 and
- satisfy requirements of ESSA

The No Authentic Academic Response (NAAR) and Medical Exemptions forms contain the same content but were revised to include TELPAS Alternate.
- NAAR for Alternate Assessments
- Medical Exemptions for Alternate Assessments
ESSA requirement

- Out of the total tested population, the State may not exceed 1% of students tested with STAAR Alternate 2 in reading/ELA, mathematics, and science
- State to identify and provide oversight to districts and charter schools who exceed the 1% threshold

- Districts and charter schools who exceed threshold received notification letter and request for information
  - Due to TEA by November 30, 2018

- TEA submits waiver to USDE in December 2018
TELPAS annually assesses the progress that ELs make in learning the English language.

All K-12 students classified as LEP in PEIMS are required to participate in TELPAS, including those who have parents who have declined bilingual/ESL program services.
Testing Exceptions

ARD decision
- Determined by the ARD in conjunction with LPAC
- Considered on a domain-by-domain basis
- Must be well supported and documented
- Refer to new ARD decision-making resource

Enrollment on or after the first day of the TELPAS testing window
- Enrolled from another Texas school district, state or country
- Will not be assessed by receiving district in the holistically-rated domains
- Is required to take the TELPAS reading test and the listening and speaking test
The rater manual and test administrator manual will be combined.

It is not a required that every rater have a rater manual. However, raters must be trained and have the appropriate resources for training and rating purposes.

Rater resources can be accessed from the online version of the TELPAS Manual for Raters and Test Administrators.
Students receiving special education services with results for at least two domains will receive a composite score.

- This is ONLY applicable to students who have an ARD decision in 1-2 domains and have a score in other domains.
- This does NOT apply to students who were absent, received a score code of “O” for other, or an “E” for extenuating circumstances.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Listening</td>
<td>25%</td>
</tr>
<tr>
<td>Speaking</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
</tr>
<tr>
<td>Writing</td>
<td>25%</td>
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</table>
The purpose of the writing audit is to provide ongoing evidence of the validity and reliability of the holistically-rated writing component of TELPAS.

Sampling
• Target sample size – 2,000
• Grades 2-12 students from across state (all 20 regions)
• Across grade bands and proficiency levels

Questionnaires
• Given to DTCs, CTCs, and raters
• Used to gather information about training and qualification procedures

Notification
• Will be received by districts in May 2019
ESSA requires each state to administer an alternate English language proficiency (ELP) assessment for ELs with the most significant cognitive disabilities who cannot participate in the general ELP assessment, even with allowable accommodations.
All ELs in grades K-1 will be assessed with the TELPAS holistically rated assessments for all four language domains.

Based on feedback from various stakeholders, the holistically-rated assessment was appropriate for this student population since:

- K-1 students are not yet identified as having significant cognitive disabilities.
- We don’t want to underestimate a child’s potential at such a young age.
Grade 2-12 ELs have to meet participation requirements.

NAAR and Medical Exemption determinations are allowed.

**Grade 2:**
- Participation requirements are similar to STAAR Alternate 2.
- ARD/LPAC committees required to make assessment determination for TELPAS Alternate.

**Grades 3-12:**
- ELs eligible to take STAAR Alternate 2 will take TELPAS Alternate.
The “questions” are called observable behaviors.

Each observable behavior describes characteristics that students with significant cognitive disabilities learning English demonstrate as they gain proficiency.

- Observable behaviors were written and reviewed by educators.

<table>
<thead>
<tr>
<th>L5. Understanding the General Meaning</th>
<th>The student:</th>
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<tbody>
<tr>
<td>may or may not attend to spoken English when paired with concrete symbols</td>
<td>matches a single spoken content-based word with picture support to an identical picture</td>
</tr>
<tr>
<td>selects a picture that corresponds to the general meaning of a spoken content-based word</td>
<td>selects a picture that identifies the general meaning (gist) of a simple content-based discussion on a familiar topic</td>
</tr>
<tr>
<td>selects a picture that identifies the general meaning (gist) of a detailed discussion on an unfamiliar content-based topic</td>
<td></td>
</tr>
</tbody>
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Available Resources

- Presentations
  - December 12, 2018 TETN
  - February 1, 2019 webinar

- Posted on the TELPAS Alternate Resources webpage
  - Participation requirements
  - Educator Guide to TELPAS and TELPAS Alternate
  - Notes version of observable behaviors in all four domains

- Coming soon to the TELPAS Alternate Resources webpage
  - Multiple, short training PowerPoints
  - Test administration manual
  - Parent brochure
  - Test blueprint
  - Proficiency labels and definitions
  - Alternate Proficiency Level Descriptors
Contact Information

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Website:
https://tea.texas.gov/student.assessment/
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This training is not intended to replace any materials or additional information on the TEA website.
Questions?
Thank you for all you do for Texas public school students!