



Chapter 1 Historical Overview of Assessment in Texas

Timeline

Assessment Provisions in State Law

Curriculum Guidelines for Assessment

Timeline

The State of Texas Assessments of Academic Readiness (STAAR®) program was administered to Texas students for the first time in 2011–2012. However, Texas' long history of student assessment dates back to 1979 when its first statewide testing program was implemented. Over the years, changes in legislation and policy have generated changes in the size and scope of the assessment program. This chapter provides an overview of these changes, starting with a timeline of key events, followed by a summary of recent changes in state law, and concluding with a review of changes in the state curriculum.

—1979

The Texas assessment program began when the 66th Texas Legislature, 1979, enacted a law requiring basic skills competencies in mathematics, reading, and writing for grades 3, 5, and 9.



—1980

As required by statute, Texas assessed minimum skills in mathematics, reading, and writing with the Texas Assessment of Basic Skills (TABS) assessments.

—1986

The Texas Education Agency (TEA) implemented the Texas Educational Assessment of Minimum Skills (TEAMS) examinations. TEAMS was the first state assessment that students were required to pass to be eligible to receive a high school diploma.



**—1990**

The implementation of another criterion-referenced testing program, the Texas Assessment of Academic Skills (TAAS), shifted the focus of assessment from minimum skills to academic skills. The TAAS reading, writing, and mathematics assessments were administered in the fall to students in grades 3, 5, 7, 9, and 11.

—1993

The administration of TAAS assessments was shifted to the spring, and the grades and subjects assessed were reconfigured.

Until 2002, TAAS was administered every spring to students in grades 3–8 and 10 in mathematics and reading; grades 4, 8, and 10 in writing; and grade 8 in science and social studies. Passing the exit-level tests in mathematics, reading, and writing at grade 10 was a requirement for high school graduation.

—1994

The State Board of Education (SBOE) approved a plan to develop Spanish-language versions of assessments for grades 3–6.

Algebra I and Biology end-of-course (EOC) assessments were administered to students who had completed those courses.

—1995

As part of Senate Bill (SB) 1, 74th Texas Legislature, 1995, TEA was required to develop English II and U.S. History EOC assessments to be first administered by the 1998–1999 school year. In addition to Algebra I and Biology EOC assessments that were administered beginning in 1994, the new English II and U.S. History EOC assessments could be used to fulfill the assessment graduation requirements instead of TAAS.

—1996

The Spanish-language TAAS assessments for grades 3–6 were incorporated into the testing program in 1996 for grades 3 and 4 mathematics and reading, and in 1997 for grades 5 and 6 mathematics and reading.

—1998

Per SB 1, 74th Texas Legislature, 1995, English II and U.S. History EOC assessments were first administered to students who had completed those courses. Including Algebra I and Biology, these four

EOC assessments were administered as state-mandated assessments and as an option for meeting graduation requirements through 2002.

—1999

With passage of SB 103, the 76th Texas Legislature, 1999, required the development of the Texas Assessment of Knowledge and Skills (TAKS) in grades 3–10, and 11 to replace TAAS as the assessment graduation exit-level requirement. The TAKS assessments were administered beginning in 2003.

SB 103 also required the development of a system to assess the reading proficiency and language acquisition of English learners (ELs). As a result, the Reading Proficiency Tests in English (RPTE) system was developed.

—2000

The RPTE system was first administered in 2000 to ELs in grades 3–12.

—2001

The State-Developed Alternative Assessment (SDAA) was introduced and administered to eligible students receiving special education services in grades 3–8.

—2002

Due to the replacement of TAAS with TAKS, as required by SB 103, 76th Texas Legislature, 1999, TAAS was administered for the last time in grades 3–8. Exit-level TAAS remained the graduation requirement for students who were in grade 9 or above on January 1, 2001.

—2003

TAKS replaced TAAS as the primary state assessment program. To satisfy legislative requirements, TAKS was designed to be more comprehensive than its predecessors and to measure more of the state-mandated curriculum known as the Texas Essential Knowledge and Skills (TEKS). As required by law, students for whom TAKS was the graduation testing requirement had to pass exit-level assessments in four content areas—mathematics, English language arts, science, and social studies—to graduate from a Texas public high school. Spanish versions of TAKS were administered in grades 3–6.

Reading
Proficiency
Tests in English
(RPTE)

State-Developed
Alternative
Assessment
(SDAA)





The Student Success Initiative (SSI), enacted by the Texas Legislature in 1999, made satisfactory performance on the grade 3 reading assessment, the grade 5 mathematics and reading assessments, and the grade 8 mathematics and reading assessments a promotion requirement for Texas students. The first cohort of students affected by this law was the grade 3 class of 2002–2003. Student performance on the grade 5 mathematics and reading assessments was included for the first time in the 2004–2005 school year. Grade 8 promotion requirements became effective in the 2007–2008 school year. In 2009, the Texas Legislature amended the SSI to remove the grade 3 promotion requirement.

—2004

In order to fulfill requirements of the federal No Child Left Behind Act (NCLB), the Texas Observation Protocol (TOP) was developed. The TOP assessment program provided training and guidelines so that holistic English language proficiency ratings could be assigned to students based on observations during regular instructional time. These holistic ratings were developed in the language domains of listening, speaking, and writing in grades K–12 and in reading in grades K–2. Together, TOP and the RPTE assessments for grades 3–12 formed the Texas English Language Proficiency Assessment System (TELPAS).

—2005

In response to NCLB regulations, TEA first reported assessment results using a linguistically accommodated testing (LAT) administration process in order to include eligible recent immigrant ELs in the state’s mathematics assessments in grades 3–8 and 10.

In order to align SDAA to the statewide TAKS testing program, TEA developed SDAA II and administered it for the first time in spring 2005. SDAA II, offered in mathematics, English language arts, reading, and writing, was available to students enrolled in grades 3–10 who received special education services and who were instructed in the state-mandated curriculum, but for whom TAKS was an inappropriate measure of their academic achievement and progress.

Student performance on the grade 5 mathematics and reading assessments was included as an SSI requirement for the first time in the 2004–2005 school year.

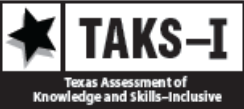
In response to the Governor’s 2004 Algebra Incentive Program, the Algebra I EOC assessment was revised and was administered on a voluntary basis to students who completed Algebra I coursework.



**State-Developed
Alternative
Assessment II
(SDAA II)**

Executive Order RP53, issued by the Governor in December 2005, called for increased college readiness programs in Texas schools and authorized the development of a series of EOC assessments in subjects assessed by TAKS in the 11th grade.

As a result of the 2004 Algebra Incentive Program and Executive Order RP53, the state reestablished development of the Algebra I EOC assessment, and began developing EOC assessments in Geometry, Biology, Chemistry, Physics, and U.S. History.



—2006

TAKS–Inclusive (TAKS–I) was offered for the first time in 2006 for students receiving special education services and for whom TAKS, even with allowable accommodations, was not an appropriate measure of academic progress. TAKS–I met the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 requirements for those subjects and grade levels that were assessed with TAKS but not with SDAA II. TAKS–I was administered in science at grades 5, 8, and 10 and at exit level; in science in Spanish at grade 5; in social studies at grades 8 and 10 and at exit level; and in English language arts and mathematics at exit level.

—2007

TAKS–I and SDAA II were administered for the final time.

LAT administrations of the state’s reading and English language arts assessments were first implemented for eligible recent immigrant ELs in grades 3–8 and 10.

In May 2007, the Texas Legislature enacted SB 1031, expanding the role of the EOC assessment program. The bill phased out the TAKS assessments for grades 9, 10, and 11 and replaced them with the EOC assessments as a component of the new high school graduation requirements, beginning with the incoming freshman class of 2011–2012. The bill required the development of the following six EOC assessments in addition to those required by the 2004 Algebra Incentive Program and the December 2005 Executive Order RP53:

- Algebra II
- English I
- English II
- English III
- World Geography



■ World History

As a result of SB 1031, the high school, grade-level-based testing represented by TAKS would be replaced with the course-specific EOC assessments in Algebra I, Geometry, Algebra II, World Geography, World History, U.S. History, Biology, Chemistry, Physics, and English I, II, and III beginning in spring 2012.

—2008

Student performance on the grade 8 mathematics and reading assessments was an SSI requirement for the first time in the 2007–2008 school year.

EOC assessments in Geometry and Biology were first administered on a voluntary basis in response to the Governor’s 2005 executive order.

To fulfill federal accountability requirements, the TAKS–Alternate (TAKS–Alt) assessment was implemented. TAKS–Alt was an alternate assessment based on alternate achievement standards designed for students with significant cognitive disabilities.

The TAKS (Accommodated) assessment replaced TAKS–I for students receiving special education services who met the eligibility requirements for specific accommodations. TAKS (Accommodated) was a general assessment based on the same grade-level academic achievement standards as TAKS, but it included format changes (larger font, fewer questions per page) and contained no embedded field-test items.

The TAKS–Modified (TAKS–M) assessment was administered for the first time for grades and subjects required for federal accountability. TAKS–M was an alternate assessment based on modified academic achievement standards designed for students receiving special education services who met participation requirements.

In response to NCLB regulations, LAT administrations of the state’s science assessments were first implemented for eligible recent immigrant ELs in grades 5, 8, and 10.

Revised TELPAS reading assessments were first administered for grades 2–12 to more fully address NCLB goals for assessing English language proficiency. TELPAS reading for grades 2–12 was designed to be administered as an online testing program.

—2009

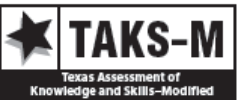
The TAKS–M assessment was administered for all grades and subjects.

Exit-level TAAS was administered for the final time.



TAKS

(Accommodated)





A vertical scale was implemented for TAKS mathematics and reading assessments in grades 3–8, as required by the Texas Legislature.

With passage of House Bill (HB) 3, the 81st Texas Legislature, 2009, placed emphasis on postsecondary readiness by requiring that the performance standards for mathematics and reading assessments in grades 3–8 be linked from grade to grade to the college readiness performance standards for the Algebra II and English III assessments. The required vertical linking along with the phase-out of TAKS at the exit level necessitated the design of a new series of assessments to ultimately indicate college-readiness.

HB 3 also removed the SSI requirement for students in grade 3 to pass the TAKS reading assessment to be promoted to grade 4.

EOC assessments in Chemistry and U.S. History were first administered.

—2010

EOC assessments in Physics and World Geography were first administered.

—2011

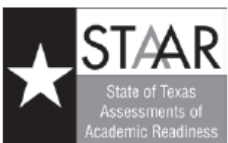
New STAAR 3–8 field-test items were embedded in most TAKS operational test forms, with the exception of grades 4 and 7 writing, which were field tested using stand-alone field tests.

EOC assessments in English I and Algebra II were administered for the first time. In addition, the other EOC assessments—Algebra I, Geometry, Biology, Chemistry, Physics, World Geography, and U.S. History—were administered as operational assessments.

—2012

In spring 2012, the STAAR program replaced TAKS. At grades 3–8, STAAR assessments were administered for the same subjects and grades that were assessed with TAKS. At high school, grade-specific assessments were replaced with 15 STAAR EOC assessments: Algebra I, Geometry, Algebra II, English I reading, English I writing, English II reading, English II writing, English III reading, English III writing, Biology, Chemistry, Physics, World Geography, World History, and U.S. History.

Depending on their graduation program, students were required under HB 3 to meet the passing standard, Level II: Satisfactory Academic Performance (or at least achieve a predetermined minimum score), on 11 to 15 STAAR EOC assessments. In order to graduate, a student needed to achieve a cumulative score requirement in each content area.





STAAR Modified and STAAR Alternate replaced TAKS–M and TAKS–Alt at grades 3–8 and high school. At grades 3–8, STAAR Modified and STAAR Alternate assessed the same subjects and grades as STAAR. At high school, STAAR Modified included nine EOC assessments for administration in 2012–2013: Algebra I, Geometry, English I reading, English I writing, English II reading, English II writing, Biology, World Geography, and World History. STAAR Modified English III reading, English III writing, and U.S. History were scheduled to be administered for the first time in 2013–2014. STAAR Alternate included nine EOC assessments at high school: Algebra I, Geometry, English I, English II, English III, Biology, World Geography, World History, and U.S. History.

A phase-in period was implemented for the STAAR performance standards in order to provide school districts with sufficient time to adjust instruction, provide new professional development, increase teacher effectiveness, and close knowledge gaps. The Commissioner of Education determined the appropriate timeline for phasing in the performance standards. Initially, a two-step phase-in for Level II: Satisfactory Academic Performance was set in place for all STAAR 3–8 and EOC assessments. Phase-in 1 performance standards for Level II were planned to be effective during the 2011–2012 and 2012–2013 school years.

—2013

In spring 2013, exit-level TAKS was administered as a primary assessment for the final time to grade 11 students. Retests continued to be administered for students who were eligible and who had TAKS as their graduation requirement. TAKS–M was also administered for the last time in spring 2013.

The STAAR progress measure, which provides information about students' academic improvement or growth, was reported for the first time.

In June 2013, the 83rd Texas Legislature enacted HB 5, which reduced the number of STAAR EOC assessments from 15 to 5: Algebra I, English I, English II, Biology, and U.S. History. Consequently, spring 2013 was the final administration of STAAR World Geography, World History, Chemistry, Physics, and Geometry. STAAR Algebra II and English III were administered again in 2015–2016 as optional assessments. The legislation also mandated the creation of combined reading and writing assessments for English I and English II and required the redesign of the STAAR Alternate program by 2014–2015.

After reviewing changes in STAAR performance between spring 2012 and 2013, the Commissioner of Education extended phase-in 1 through the 2013–2014 school year.



—2014

The redesigned STAAR English I and English II assessments were administered for the first time in spring 2014.

The STAAR On-Track Measure, which provides information about whether a student is on track to be at or above the Level II passing standard in a future target year, was reported for the first time. The ELL progress measure was also reported for the first time to provide a gauge of annual improvement on STAAR for ELs.

In response to new federal accountability requirements, STAAR Modified was administered for the final time in spring 2014. A new, accommodated version of the STAAR assessment, STAAR A, was developed.

STAAR Alternate was administered for the final time in spring 2014. As required by HB 5, STAAR Alternate 2 was developed as an assessment that would not require teachers to prepare tasks or materials.

After reviewing changes in STAAR performance between spring 2012 and 2014, the Commissioner of Education implemented a new three-step phase-in plan, wherein phase-in 1 would be extended through the 2014–2015 school year, phase-in 2 would be implemented in 2015–2016 through 2017–2018, phase-in 3 would be implemented in 2018–2019 through 2020–2021, and the final recommended performance standards would be implemented in 2021–2022 and beyond.

—2015

STAAR 3–8 mathematics assessments aligned to the revised TEKS were administered in spring 2015. A standard setting committee was convened and new performance standards were established

The online assessment STAAR A was administered for the first time in spring 2015. This assessment provided embedded accommodations designed to help students who meet eligibility requirements access the content being assessed. STAAR A had the same performance standards as STAAR.

STAAR Alternate 2 was administered for the first time in spring 2015. Although the assessment has standardized administration materials, test administrators may apply appropriate accommodations to test items in order to help students access the content being assessed.

—2016

To meet the legislative requirements of HB 743, 84th Texas Legislature, 2015, the length of each STAAR grades 3–8 assessment was reduced



by five to eight questions by removing all embedded field-test items. STAAR grades 4 and 7 writing tests were also redesigned to be completed in one four-hour administration.

In 2016, the STAAR reading grades 3–5 assessments in English and Spanish were linked with the Lexile Framework and El Sistema Lexile, respectively. These are tools that can help teachers, parents, and students locate challenging reading materials. Lexile measures typically range from 200L to 1600L; Spanish Lexile measures typically range from 200L to 1400L.

—2017

In the 2016–2017 school year, to meet the legislative requirements of HB 743, 84th Texas Legislature, 2015, the total length of each STAAR grades 3–8 assessment was reduced so that students in grades 3–5 could complete each test within 2 hours and students in grades 6–8 could complete each test within 3 hours.

STAAR A and STAAR L were replaced by STAAR online with the accommodations of Content Supports and/or Language and Vocabulary Supports. The change was made to offer a wider range of accommodations and accessibility features according to the needs of each student.

In 2017, the STAAR reading grades 6–8 assessments were linked with the Lexile Framework.

The new STAAR Report Card was launched to offer Texas parents greater individualized student information. This information includes how a student performed on a specific STAAR assessment, how a student progressed from the previous school year, and the appropriate level of reading difficulty for a student. Parents also saw new STAAR performance labels for their child: Masters Grade Level; Meets Grade Level; Approaches Grade Level; and Did Not Meet Grade Level.

TAKS was administered for the final time.

—2018

In the 2017–2018 school year, the new interim assessments were piloted for grades 3–8 mathematics and reading.

The STAAR Report Card was provided in Spanish, and the Texas Assessment website was enhanced to include a single sign-on, allowing parents to directly log in to the Student Portal to view their child's test results.

As required by HB 1164 from the 84th Texas Legislature, TEA completed a pilot study in 2018 to examine alternative methods of assessing writing. The pilot study included the collection and scoring of a range of student writing samples produced throughout the school year.

In 2018, TELPAS holistic ratings for the language domains of listening and speaking in grades 2–12 were replaced with standardized online item-based assessments.

In addition, the TELPAS reading assessment was redesigned based on a shortened blueprint.

To meet the requirements of the Every Student Succeeds Act (ESSA), TEA completed a cognitive lab and pilot study for TELPAS Alternate, an assessment for ELs who cannot participate in general English language proficiency assessments due to significant cognitive disabilities, even with allowable accommodations.



Assessment Provisions in State Law

Texas Education Code

State law pertaining to the statewide student assessment program is found in the [TEC Chapter 39, Subchapter B](#). Assessment provisions relating to grade promotion requirements are located in [TEC §28.0211](#).

In May 2007, the 80th Texas Legislature enacted [SB 1031](#), requiring changes to the assessment program. These changes included the implementation of an EOC assessment program, changes to the administration window for the assessments, limitations on the frequency of stand-alone field testing, provisions for accelerated instruction based on assessment results, and a revised release schedule for test questions and answer keys for most Texas assessments.

In June 2009, the 81st Texas Legislature enacted [HB 3](#), which made further changes to the assessment program. These included requiring TEA to develop assessments in a manner that allows for the measurement of performance across grades culminating in postsecondary readiness performance standards in Algebra II and English III. These performance standards set by the Commissioner of Education are part of the STAAR program, which encompasses the EOC assessments mandated by SB 1031 and the new grades 3–8 assessments mandated by HB 3.

Changes resulting from HB 3 that took effect during the 2008–2009 school year included eliminating the requirement that assessments administered for the purpose of retesting were subject to mandatory release; specifying that TEA was no longer required to develop assessment study guides; eliminating exit-level testing under the TAAS program; and requiring the Commissioner of Education, rather than the SBOE, to determine performance levels for assessments.

In 2011, the 82nd Texas Legislature passed [HB 2135](#), which stated that students enrolled in and taking the assessment for an above-grade-level course were not required to take the grade-level assessment. The bill also addressed the use of STAAR EOC performance results of students below grade 9 who take a STAAR EOC assessment, including how those results must be included in accountability performance indicators. HB 2135 also amended the SSI so that a student was not required to take the corresponding SSI assessment in grades 5 and 8 if the student was enrolled in either

- a course in the subject for which the student received high school academic credit and was administered a STAAR EOC assessment, or

- a course in the subject intended for students above the student's enrolled grade and was administered the corresponding assessment instrument.

HB 2135 also prohibited a student in an SSI grade from being denied promotion on the basis of performance on an assessment if the student was taking an above-grade-level assessment instead of the grade-level assessment.

In June 2013, the 83rd Texas Legislature enacted [HB 5](#), which reduced the number of STAAR EOC assessments required for graduation from 15 to 5: Algebra I, English I, English II, Biology, and U.S. History. The administration of Algebra II and English II was delayed until 2015–2016 and became optional based on the decision of each district. In addition, the separate reading and writing assessments for English I and English II were required to be combined into a single assessment for each course with a single reported score. HB 5 removed the requirement to provide a cumulative and minimum score and to include the STAAR EOC assessment results as 15 percent of a course grade. In addition, HB 5 required a conversion table to reflect STAAR EOC scale scores on a 100-point scale.

HB 5 also impacted the STAAR Alternate assessments. The legislation stated that, beginning in 2014–2015, teachers may not be required to prepare tasks or materials for alternate assessments. In order to meet this requirement, the STAAR Alternate assessments were redesigned. STAAR Alternate 2 was administered for the first time in spring 2015.

The 83rd Texas Legislature, 2013, enacted [SB 906](#), which also impacted the STAAR Alternate assessments. SB 906 stated that the adopted performance standard may not “[indicate] that a student’s performance on the alternate assessment does not meet the standards if the lowest level of the assessment accurately represents the student’s developmental level.” To meet this requirement, TEA maintained the STAAR Alternate adjusted performance standard in 2013–2014 rather than applying the final recommended standard.

In 2015, the 84th Texas Legislature passed [SB 149](#), which added TEC §28.0258 to revise the assessment graduation requirements. A student who has not met the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student qualified to graduate by means of an individual graduation committee (IGC). The assessment provisions of SB 149 were effective beginning with the 2014–2015 school year.

[HB 743](#), passed by the 84th Texas Legislature in 2015, required that the STAAR assessments be designed so that 85 percent of students taking an assessment in grades 3–5 can complete a test in two hours and 85



percent of students taking a test in grades 6–8 can complete an assessment in three hours.

In response to HB 743, for the spring 2016 administration TEA reduced the overall length of every STAAR assessment in grades 3–8 by five to eight questions. Additionally, TEA redesigned the two-day grades 4 and 7 writing tests into single-day tests that can be completed in one four-hour administration. TEA also collected time-to-administer data during the spring 2016 administration to determine which grades 3–8 assessments were in compliance with the timing requirements of HB 743.

Using the time-to-administer data from the STAAR grades 3–8 spring 2016 administration, TEA redesigned the grades 3–8 assessments by reducing the total number of questions and the number of field-test questions on most assessments to meet HB 743's timing requirements. Redesigned assessments were administered beginning in spring 2017.

In 2015, the 84th Texas Legislature passed [HB 2349](#), which requires a school district or charter school to report to TEA whether a student assessed with a STAAR assessment transferred into a Texas school or district from out of state during the current school year. HB 2349 also revised the state's assessment requirements for students to be eligible to receive a Texas diploma. Effective with the 2015–2016 school year, a student who earned high school credit for a course for which there is an EOC assessment prior to enrolling in a Texas public school, and a Texas public school district accepted the credit, is not required to take that EOC assessment to receive a Texas diploma. Prior to HB 2349, a student on the foundation program was required to take and pass all five EOC assessments in order to receive a Texas diploma regardless of course enrollment.

Curriculum Guidelines for Assessment

The TEKS were adopted by the SBOE in July 1997 and were implemented as the statewide curriculum for Texas in the 1998–1999 school year. The TEKS replaced the Essential Elements, which were implemented in 1984. The TEKS were developed to be more specific and focused than the Essential Elements, with emphasis placed on the knowledge and skills students were expected to learn rather than on the delivery standards expected of teachers.

The TEKS are reviewed and updated on a periodic basis by the SBOE. As revisions are made to the TEKS, changes are subsequently made to the assessment program to maintain a strong, direct, and effective link between the TEKS curriculum and the statewide assessments.

The STAAR reporting categories and the corresponding TEKS student expectations that are eligible for testing are available on the [STAAR Resources](#) webpage on TEA’s Student Assessment Division website.


TEKS Revisions

Following the schedule for TEKS review, the SBOE most recently revised the TEKS as follows.

- In 2010, the SBOE adopted revised social studies TEKS; alignment with those TEKS was reflected in the 2012 STAAR social studies assessments.
- In 2012, the SBOE adopted new mathematics TEKS; alignment with the new TEKS was reflected in the 2015 STAAR grades 3–8 mathematics assessments and in the 2016 STAAR Algebra I and Algebra II assessments.
- In 2017, the SBOE adopted new English and Spanish language arts and reading (ELA/R) TEKS to be implemented in classrooms beginning with the 2019–2020 school year for grades K–8 and beginning with the 2020–2021 school year for high school.
- In 2017, the SBOE adopted streamlined science TEKS for grades K–8 science and four high school science courses. The streamlined TEKS will be implemented in classrooms beginning with the 2018–2019 school year.

Additionally, in 2008 TEA and the Texas Higher Education Coordinating Board (THECB) established vertical teams to develop College and Career Readiness Standards (CCRS), as required by HB 1. Specifically, TEA and the THECB undertook a process of vertical alignment to link the CCRS to the TEKS in ELA/R, mathematics, science, and social





studies. As part of the TEKS review process, the SBOE incorporated the CCRS into the TEKS, making Texas the first state in the country to adopt a curriculum aligned to college and career readiness. Additional information about this topic can be found in the [Texas College and Career Readiness Standards](#) report available on [THECB's](#) website.

English Language Proficiency Standards

The state's standards for addressing the English language proficiency needs of ELs were revised in 2006–2007 to explicitly require all teachers to address English language proficiency standards (ELPS) in the instruction of ELs. The SBOE adoption of new grades K–12 [ELPS](#) for ELs was effective in December 2007. Beginning in 2008, TELPAS assessments aligned to these standards. As with TELPAS, the 2018 TELPAS Alternate pilot test was aligned to the ELPS.

In August 2013, a review of the TELPAS reading proficiency standards was conducted to evaluate the alignment of the proficiency standards between the TELPAS and STAAR assessments. The new TELPAS performance standards were implemented in the 2013–2014 school year. In 2018, TELPAS listening and speaking proficiency standards were established for the first time, and new TELPAS reading proficiency standards were established due to the test redesign.