

Spring 2010 Analyses of Linguistically Accommodated Testing (LAT) Practices and Policies for Including ELLs in State Assessments of Academic Achievement

In 2010 the Student Assessment Division of the Texas Education Agency (TEA) conducted analyses of the state's current procedures for accommodating the linguistic needs of recent immigrant English language learners (ELLs) during the administration of the Texas Assessment of Knowledge and Skills (TAKS). Two sources of information were used for the analyses.

1. **Voluntary Educator Survey** – A voluntary online survey was administered in spring 2010 to obtain input from region, district, and campus personnel on the current linguistically accommodated testing (LAT) practices and associated test participation policies. The results of the survey serve as a means of evaluating LAT test administration procedures and identifying areas for improvement from the perspective of Texas educators. The survey responses were submitted online. Summarized results are presented in this report. Detailed survey results are found in Appendix D.

The survey was completed by 797 educators who represented 214 school districts and the 20 educational regions in Texas. Most respondents were teachers (55%) and/or campus testing coordinators (20%). After an initial set of questions for all survey respondents, the questions differed in accordance with whether respondents had served in the role of LAT test administrator in spring 2010. A total of 185 individuals, or about 25% of the total respondents, were LAT test administrators in spring 2010. The remaining 75% of the respondents served in other testing or administrative capacities. Most of the survey consisted of specific questions for LAT test administrators, who most often were teachers of the students assessed. In evaluating the effectiveness of the LAT process, the perspective of teachers who have first-hand experience providing linguistic accommodations to the students both in class and on the tests is important.

2. **Data Collected from Answer Documents** – On the test answer document of each student eligible for a LAT administration, district personnel are required to record which of the allowable linguistic accommodations were used. This data collection allows for analyses of which accommodations are most used across grades, for elementary vs. secondary students, by subject assessed, and by the students' English language proficiency level. A summary of these analyses is presented below. More detailed information is found in Appendices C and D.

The analyses in this report have been used in conjunction with input from other practitioners and assessment experts to plan for the development of ELL testing approaches and policies for the new State of Texas Assessments of Academic Readiness (STAAR), which will replace TAKS in the 2011–2012 school year. This report provides practitioner feedback on the overall effectiveness of the LAT approach, on whether any linguistic accommodations should be added or eliminated, and on the degree to which accommodation effectiveness is perceived to vary by the English language proficiency level of the students. Additionally, the survey provides a mechanism for obtaining educator input on the potential need for changes in test participation and linguistic accommodation eligibility criteria.

An overview of the current LAT process and ELL test participation policies for the TAKS program may be found in Appendix A of this report. Spring 2010 statewide LAT test results are found at <http://www.tea.state.tx.us/student.assessment/reporting/>.

Analyses and Findings

Adequacy of LAT Training

Approximately 92% of surveyed testing personnel indicated that the training they received was sufficient for their role in the LAT administrations. Of the 43 individuals who found their training to be insufficient, about half made suggestions for improvement. Most suggestions included requests for more thorough training or for training in a more interactive and hands-on format.

Frequency of Accommodation Use

Information about which linguistic accommodations were used most frequently in spring 2010 was gathered from data reported on students' answer documents and from the LAT survey responses.

Most Commonly Used Accommodations –Data Gathered from Answer Documents

Whether in combination or in isolation, language clarification and reading assistance (reading aloud words and phrases) were among the most frequently used accommodations across grades and language proficiency levels in the three LAT subjects assessed – mathematics, reading/ELA, and science. For grades 3-5 reading and mathematics tests in both English and Spanish, language clarification and reading assistance were the most commonly used accommodations. The use of a bilingual dictionary alone was more common in grades 6–8 reading than any combination of accommodations, followed closely by the use of all linguistic accommodations combined. The use of all linguistic accommodations was most commonly reported in grades 6–8 and 10 mathematics, and grade 8 science. The combination of language clarification with reading assistance was the most frequent accommodation reported for English and Spanish versions of grade 5 science. The exclusive use of a bilingual dictionary was the most reported accommodation used for grade 10 science.

For the subject of reading/ELA, bilingual or English dictionaries were reported as used more frequently by middle and high school students than by elementary school students. As the grade level increased, so did the use of bilingual dictionaries or bilingual glossaries on the mathematics tests. It is important to note that answer document data collection methods do not provide any indication of *how often* students actually make use of a reported accommodation (i.e., it is not known how often students use their bilingual dictionary, seek clarification of word meaning, etc.). When analyzed singly, the use of most accommodations was fairly consistent across proficiency levels, and there were no discernible patterns for which combinations of accommodations were most used by proficiency level. For example, a pattern of providing *more types* of accommodations for lower proficiency levels and *fewer types* for higher proficiency levels was not apparent from the data.

Accommodation Use and Alignment with Instruction –Information from LAT Survey

On the LAT survey, language clarification in English was reported by LAT test administrators as the most frequently used linguistic accommodation during content area instruction. Approximately 86% of the LAT test administrators surveyed reported using this accommodation in class. About 80% reported that during the spring 2010 LAT administrations of TAKS they used a linguistic simplification guide (LSG), the state-developed guide provided to LAT test administrators for use with the language clarification accommodation. Sixty-two percent of the LAT test administrators indicated that they provided bilingual dictionaries during content area instruction, and about half indicated that they orally translated (49.7%) or had other students orally translate (53.5%) unfamiliar English into the native language of ELLs during content area instruction.

About 80% of LAT test administrators indicated that they provided their ELLs linguistic accommodations on tests they gave in class, and 81% indicated that the linguistic accommodations provided during state assessments were consistent with those used in classroom instruction.

Approximately two-thirds of the LAT test administrators surveyed indicated that students used their linguistic accommodations less often than expected given what they knew about the students' language needs. The main reasons given included that students' knowledge of English was too limited and that students were reluctant to request linguistic assistance.

When asked whether there are linguistic accommodations that should be added to the state assessment program, 8% of the respondents (14 people) answered yes and requested tests in languages in addition to Spanish, oral administration of the entire tests, built-in language clarification within the test, and picture dictionaries.

Effectiveness of Linguistic Accommodations

LAT test administrators were asked several questions to help TEA examine practitioner views of the effectiveness of the linguistic accommodation process for students at different proficiency levels.

In examining the effectiveness of linguistic accommodations by proficiency level, it is useful to know the degree to which the respondents estimate that ELLs at the various proficiency levels have difficulty reading and understanding the English used on TAKS. To this end, the following question was asked:

About how much English on TAKS tests (released tests included) in reading/ELA, mathematics, and science do ELLs typically have difficulty reading and understanding independently? (Question 11)

Tables 1–3 present the response distributions by subject area, with the most frequently selected responses highlighted. A summary of the responses across subjects is presented in Table 4.

Table 1. Degree of Difficulty Reading and Understanding English on TAKS Reading/ELA Tests

		A few words on the test	A few words per reading selection	A few words per paragraph	Several words per paragraph	Most words on the test
Beginning	N	16	3	2	13	121
	%	10.3	1.9	1.3	8.4	78.1
Intermediate	N	0	10	37	88	15
	%	0.0	6.7	24.7	58.7	10.0
Advanced	N	8	52	64	24	1
	%	5.4	34.9	43.0	16.1	0.7
Advanced High	N	71	48	11	6	14
	%	47.3	32.0	7.3	9.3	4.0

Table 2. Degree of Difficulty Reading and Understanding English on TAKS Mathematics Tests

		A few words on the test	A few words every couple of questions	A few words in many questions	Most words on the test
Beginning	N	14	4	22	107
	%	9.5	2.7	15.0	72.8
Intermediate	N	0	32	95	18
	%	0.0	22.1	65.5	12.4
Advanced	N	26	83	32	4
	%	17.9	57.2	22.1	2.8
Advanced High	N	104	22	9	11
	%	71.2	15.1	6.2	7.5

Table 3. Degree of Difficulty Reading and Understanding English on TAKS Science Tests

		A few words on the test	A few words every couple of questions	A few words in many questions	Most words on the test
Beginning	N	16	1	14	117
	%	10.8	0.7	9.5	79.1
Intermediate	N	4	18	85	36
	%	2.8	12.6	59.4	25.2
Advanced	N	13	84	41	4
	%	9.2	59.2	28.9	2.8
Advanced High	N	83	36	16	8
	%	58.0	25.2	11.2	5.6

Table 4. Summary of Degree of Difficulty Reading and Understanding English on TAKS Tests

	Beginning	Intermediate	Advanced	Advanced High
Reading/ELA	Most words on the test	Several words per paragraph	From a few words per paragraph to a few words per selection	From a few words per selection to a few words on the test
Mathematics	Most words on the test	A few words in many questions	A few words every couple of questions	A few words on the test
Science	Most words on the test	A few words in many questions	A few words every couple of questions	A few words on the test

LAT test administrators were also asked to judge the effectiveness of the following LAT accommodations by English language proficiency level of the students (Question 10). The effectiveness scale was:

Very effective Somewhat effective Not effective Not sure

Linguistic Accommodations
Bilingual dictionary
Bilingual glossary (word list)
Standardized English dictionary
ESL (simplified English) dictionary
Language clarification of words/phrases
Words/phrases read aloud
Oral translation of words/phrases
Spanish-version test
English and Spanish tests side by side

The following accommodations were deemed by the surveyed LAT test administrators as very effective at all proficiency levels.

- Language clarification of words and phrases
- Words and phrases read aloud
- Oral translation of words and phrases

Standard English dictionaries were reported to be not effective to somewhat effective for beginners, somewhat effective for the intermediate level, and somewhat effective to very effective for the advanced and advanced high levels. ESL and bilingual dictionaries were reported as somewhat to very effective for all proficiency levels.

The final survey question about accommodation effectiveness asked LAT test administrators to judge the overall effectiveness of the LAT process for ELLs at the beginning, intermediate, and advanced proficiency levels. The advanced high level was not included in this analysis because most students at this level take the regular TAKS assessments.

Overall, how effective do you think the LAT process is in enabling the following ELLs to understand unfamiliar English so that they can demonstrate whether they have learned the skills assessed? (Question 21)

		Very effective	Generally effective	Somewhat effective	Not sure	Generally not effective
Beginning ELLs	N	25	26	30	10	85
	%	14.2	14.8	17.1	5.7	48.3
Intermediate ELLs	N	23	53	67	11	16
	%	13.5	31.2	39.4	6.5	9.4
Advanced ELLs	N	37	84	28	14	6
	%	21.9	49.7	16.6	8.3	3.6

Most LAT test administrators (49.7%) deemed the LAT process to be generally effective for advanced ELLs. Respondents reported the process to be somewhat effective (39.4%) to generally effective (31.2%) for intermediate ELLs. The process was deemed generally not effective (48.3%) for beginning ELLs.

Suggestions for Change

Across the 797 survey respondents, 54 people (7%) provided suggestions for changes to the general LAT approach. The suggestions, which were varied, included shortening the tests, allowing more latitude with oral administrations, rewriting the tests using language more likely to be understood by English learners, and eliminating the LAT requirements.

Across the total group of respondents, 67 people (8%) suggested changes to exemption rules and/or eligibility provisions for linguistic accommodations for students in grades 3–8. Respondents generally expressed the desire for new-immigrant ELLs to be eligible for exemption from statewide testing during their first full year in the U.S. and for ELLs to be eligible to receive linguistic accommodations for a longer period than is currently permitted.

Forty respondents (5%) suggested changes to rules for testing high school ELLs. Respondents generally expressed the desire for linguistic accommodations to be provided for the end-of-course tests and for eligibility criteria to mirror the rules they suggested for grades 3–8.

With regard to test scheduling, about 10% of the respondents surveyed on this topic expressed the desire to change LAT scheduling in some way, for example, by administering it on the same day as TAKS content area tests or at a completely separate time of year.

Summary of Findings and Cautions for Interpretation of LAT Survey Responses

The LAT survey was voluntary and may not fully represent the views of Texas educators. Generally, the survey results indicate that the current linguistic accommodation approach is less effective for students at lower levels of English language proficiency than for students at higher levels. The quantitative survey results do not indicate a strong desire to change the general testing approach or individual types of accommodations.

Suggestions for change tended to be made by fewer than 10% of the survey respondents. While no strong trends were observed for any one type of improvement, the suggestions revolved primarily around desires to not require new immigrants to participate in statewide assessment, to find ways to further lessen the language

barrier experienced by ELLs in the earlier stages of learning English in order to better measure the skills assessed, and to extend the period of time during which ELLs can be provided linguistic accommodations.

As a final note, with regard to students in bilingual education programs, it should be remembered that only those ELL immigrants with little or no schooling outside the U.S. are eligible for LAT administrations (in either Spanish or English). The majority of bilingual education students currently take TAKS in English or Spanish without additional linguistic accommodations. This report does not include data to assist in examining the use or effectiveness of linguistic accommodation methods for bilingual education students who do not have limited prior schooling.

As Texas moves toward the new STAAR testing program, the information gathered from the LAT survey and the data collected from answer documents will provide information for the development of ELL assessment policies and procedures. In addition to these sources of information, input for STAAR has been sought from a variety of stakeholders, including educator focus groups and panels of researchers who specialize in the assessment of ELLs.

Appendix A

Participation of ELLs in the Texas Assessment of Knowledge and Skills (TAKS) Program

Currently English language learners (ELLs) participate in the TAKS program in the following ways.

- The vast majority of ELLs take TAKS in English (grades 3 through exit level) or TAKS in Spanish (available in grades 3–5).
- Under state law, recent immigrant ELLs may be granted an exemption from testing on the basis of limited English proficiency for up to three years if their language proficiency assessment committee (LPAC) determines that they meet the state-established exemption criteria. The exemption criteria consider whether, due to factors related to the student’s schooling outside the U.S., there has not yet been enough time to provide the student with the academic language proficiency necessary to participate meaningfully in the statewide assessment program. Because of the availability of the Spanish versions of TAKS in grades 3–5, few immigrant ELLs in Spanish bilingual education programs are eligible for a test exemption beyond their first school year in the U.S. In spring 2010 less than 10% of the ELLs in TAKS grades and subjects were granted an exemption.
- In accordance with federal regulations, ELLs who are exempt from testing under state law are not permitted to be exempt from assessments mandated by Title I, Part A, of the Elementary and Secondary Education Act. In federally mandated grades and subjects, ELLs who are exempt under Texas law take TAKS through a state-established linguistically accommodated testing (LAT) process. LAT students are included in federal Adequate Yearly Progress (AYP) accountability measures. Because they are exempt under state regulations, they are not included in state assessment or accountability data.
- LEP exemptions from exit level TAKS tests are not permitted. High school ELLs are required to take these tests to meet the state’s testing requirements for graduation. Exit level testing may be postponed during a new immigrant’s first 12 months in U.S. schools as long as the student has the opportunity to take the exit level tests before the his or her scheduled graduation date.
- ELLs served by special education take TAKS, TAKS (Accommodated), TAKS–Modified (TAKS–M), or TAKS–Alternate (TAKS–Alt) in accordance with required test participation criteria. If these students are recent immigrants and eligible for a LEP exemption, they are eligible to take their required tests with linguistic accommodations. Because of the design of TAKS–Alt, exemptions are not necessary. Observational assessments can be developed using any language or other communication method routinely used by the student.

Linguistically Accommodated Testing (LAT)

As indicated above, ELLs who are exempt from testing under state law but not eligible to be exempt from federally mandated tests participate in the TAKS program through a linguistically accommodated testing process referred to as LAT. To meet the federal requirements, the LAT process is available for:

- Grades 3–8 and 10 mathematics
- Grades 5, 8, and 10 science
- Grades 3–8 reading and grade 10 English language arts

In concert with the policy that provides linguistically accommodated testing only to ELLs who are exempt from testing under state law, less than 10% of the state’s ELLs participate in LAT administrations. ELLs served by special education who qualify for LAT administrations are eligible to receive accommodations that address the special education needs as well as their linguistic needs as second language learners.

The LAT process is designed to enable the students to better understand the language used on the state-administered tests in order to better show what they know and can do related to the content assessed. The linguistic accommodations that are allowable during LAT administrations align with those used in the

students' instruction. The primary linguistic accommodations available through the LAT process are listed below. Test administrators provide several of the accommodations at the request of the student. Students use other accommodations independently.

- Clarification of meaning of words and phrases (at request of student)
- Oral translation of words and phrases (at request of student)
- Reading aloud words and phrases (at request of student)
- Bilingual dictionaries
- English dictionaries, including simplified English dictionaries, in specified subjects
- Locally developed bilingual word lists (glossaries)
- English and Spanish test forms used together (grades 3–5)

For LAT administrations of the mathematics and science tests, secure linguistic simplification guides are provided for test administrators to use with students who receive the clarification accommodation. For each test question, the guides include suggested ways to clarify the meaning of words that are not specifically assessed. The guides stipulate the tested mathematics and science terms that test administrators are not permitted to clarify.

The LAT process is not used with exempt ELLs in grade 9 reading or mathematics, grades 4 or 7 writing, or grades 8 or 10 social studies because assessments in these grades and subjects are not federally mandated. During the time ELLs in these grades and subjects are exempt under state law, they do not participate in the TAKS program. Because state regulations do not permit exit level test exemptions, the LAT process is not used at the exit level. Newly arrived immigrant ELLs are, however, permitted a 12-month postponement of exit level testing as long as they have the opportunity to test at least once before their scheduled graduation date.

Additional information about the inclusion of ELLs in the Texas assessment program, including the LAT process, can be found in the TEA publication *LPAC Decision-Making Process for the Texas Assessment Program*, which is available at <http://www.tea.state.tx.us/student.assessment/ell/>.

Appendix B

Analyses of Linguistic Accommodation Use from Data Collected on Test Answer Documents – Frequency of Use by Accommodation

The tables in this appendix show the percentages of ELLs who used each available linguistic accommodation during the spring 2010 linguistically accommodated testing (LAT) administrations of the Texas Assessment of Knowledge and Skills (TAKS) program. The data come from information recorded by testing personnel on the students' test answer documents. The tables show accommodation use by grade and by the students' English language reading proficiency level as determined by the Texas English Language Proficiency Assessment System (TELPAS).

Six tables are provided in accordance with the language version and subject area of the test.

English-Version Tests:

Table A: LAT Administrations of English-Version Reading and English Language Arts (ELA) Tests

Table B: LAT Administrations of English-Version Mathematics Tests

Table C: LAT Administrations of English-Version Science Tests

Spanish-Version Tests:

Table D: LAT Administrations of Spanish-Version Reading Tests

Table E: LAT Administrations of Spanish-Version Mathematics Tests

Table F: LAT Administrations of Spanish-Version Science Tests

Table A.

LAT Linguistic Accommodation Use by TELPAS English Reading Proficiency Level - Spring 2010

Reading / ELA (English)		Nbr. Tested	Bilingual Dictionary		English Dictionary		Reading Aloud Word or Phrase		Reading Aloud Entire Test Item		Oral Translation- Word or Phrase		Clarification- Word or Phrase	
			Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.
Grade 03	Beginning	210	28	13%	27	13%	130	62%	102	49%	37	18%	116	55%
	Intermediate	165	27	16%	27	16%	105	64%	68	41%	43	26%	97	59%
	Advanced	168	25	15%	31	18%	100	60%	66	39%	29	17%	98	58%
	Advanced High	155	24	15%	30	19%	92	59%	56	36%	17	11%	92	59%
	All Proficiency Levels	699	105	15%	115	16%	428	61%	292	42%	126	18%	403	58%
Grade 04	Beginning	221	51	23%	44	20%	143	65%	97	44%	51	23%	106	48%
	Intermediate	266	75	28%	68	26%	175	66%	110	41%	80	30%	155	58%
	Advanced	202	54	27%	56	28%	109	54%	69	34%	48	24%	117	58%
	Advanced High	174	39	22%	39	22%	87	50%	45	26%	30	17%	104	60%
	All Proficiency Levels	865	220	25%	208	24%	516	60%	321	37%	211	24%	484	56%
Grade 05	Beginning	227	59	26%	44	19%	122	54%	88	39%	55	24%	117	52%
	Intermediate	315	110	35%	84	27%	183	58%	109	35%	75	24%	185	59%
	Advanced	248	97	39%	64	26%	148	60%	73	29%	65	26%	144	58%
	Advanced High	306	104	34%	101	33%	184	60%	85	28%	61	20%	186	61%
	All Proficiency Levels	1,097	370	34%	293	27%	637	58%	355	32%	256	23%	632	58%
Grade 06	Beginning	430	271	63%	179	42%	215	50%	154	36%	204	47%	209	49%
	Intermediate	848	575	68%	363	43%	430	51%	299	35%	392	46%	420	50%
	Advanced	728	475	65%	328	45%	358	49%	246	34%	330	45%	386	53%
	Advanced High	337	190	56%	137	41%	143	42%	108	32%	102	30%	158	47%
	All Proficiency Levels	2,347	1,515	65%	1,011	43%	1,150	49%	811	35%	1,032	44%	1,177	50%
Grade 07	Beginning	397	268	68%	135	34%	164	41%	141	36%	157	40%	156	39%
	Intermediate	887	655	74%	383	43%	415	47%	313	35%	406	46%	411	46%
	Advanced	770	556	72%	384	50%	314	41%	250	32%	320	42%	363	47%
	Advanced High	482	299	62%	252	52%	207	43%	145	30%	177	37%	237	49%
	All Proficiency Levels	2,540	1,780	70%	1,157	46%	1,102	43%	852	34%	1,062	42%	1,169	46%
Grade 08	Beginning	597	395	66%	217	36%	250	42%	181	30%	268	45%	247	41%
	Intermediate	836	615	74%	384	46%	373	45%	280	33%	399	48%	406	49%
	Advanced	883	622	70%	429	49%	386	44%	289	33%	397	45%	443	50%
	Advanced High	636	412	65%	292	46%	263	41%	186	29%	229	36%	311	49%
	All Proficiency Levels	2,958	2,049	69%	1,325	45%	1,276	43%	938	32%	1,297	44%	1,412	48%
Grade 10	Beginning	196	162	83%	117	60%	93	47%	71	36%	83	42%	104	53%
	Intermediate	806	667	83%	543	67%	319	40%	212	26%	324	40%	436	54%
	Advanced	805	665	83%	572	71%	349	43%	227	28%	276	34%	429	53%
	Advanced High	449	351	78%	316	70%	165	37%	108	24%	154	34%	228	51%
	All Proficiency Levels	2,258	1,847	82%	1,550	69%	928	41%	620	27%	839	37%	1,199	53%
Total	Beginning	2,278	1,234	54%	763	33%	1,117	49%	834	37%	855	38%	1,055	46%
	Intermediate	4,123	2,724	66%	1,852	45%	2,000	49%	1,391	34%	1,719	42%	2,110	51%
	Advanced	3,804	2,494	66%	1,864	49%	1,764	46%	1,220	32%	1,465	39%	1,980	52%
	Advanced High	2,539	1,419	56%	1,167	46%	1,141	45%	733	29%	770	30%	1,316	52%
	All Proficiency Levels	12,764	7,886	62%	5,659	44%	6,037	47%	4,189	33%	4,823	38%	6,476	51%

Table B.

LAT Linguistic Accommodation Use by TELPAS English Reading Proficiency Level - Spring 2010

Mathematics (English)		Nbr. Tested	Linguistic Simplification		Oral Translation		Reading Assistance		Bilingual Dictionary		Bilingual Glossary		English and Spanish Tests Side by Side (gr.3-5)	
			Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.
Grade 03	Beginning	492	312	63%	92	19%	316	64%	61	12%	51	10%	56	11%
	Intermediate	277	190	69%	55	20%	177	64%	32	12%	26	9%	40	14%
	Advanced	237	156	66%	37	16%	154	65%	21	9%	25	11%	26	11%
	Advanced High	238	142	60%	32	13%	136	57%	32	13%	15	6%	17	7%
	All Proficiency Levels	1,268	818	65%	219	17%	803	63%	154	12%	124	10%	141	11%
Grade 04	Beginning	482	297	62%	116	24%	269	56%	91	19%	55	11%	92	19%
	Intermediate	443	291	66%	125	28%	271	61%	88	20%	53	12%	80	18%
	Advanced	266	172	65%	55	21%	161	61%	51	19%	33	12%	34	13%
	Advanced High	226	128	57%	39	17%	117	52%	38	17%	25	11%	14	6%
	All Proficiency Levels	1,456	924	63%	347	24%	848	58%	279	19%	177	12%	224	15%
Grade 05	Beginning	458	288	63%	120	26%	288	63%	89	19%	56	12%	77	17%
	Intermediate	481	334	69%	134	28%	299	62%	126	26%	80	17%	93	19%
	Advanced	339	242	71%	83	24%	183	54%	80	24%	52	15%	60	18%
	Advanced High	405	270	67%	74	18%	199	49%	84	21%	68	17%	60	15%
	All Proficiency Levels	1,715	1,154	67%	418	24%	990	58%	384	22%	262	15%	291	17%
Grade 06	Beginning	896	534	60%	468	52%	475	53%	472	53%	327	36%		
	Intermediate	1,217	724	59%	624	51%	636	52%	614	50%	440	36%		
	Advanced	887	485	55%	383	43%	422	48%	402	45%	287	32%		
	Advanced High	416	217	52%	116	28%	185	44%	159	38%	95	23%		
	All Proficiency Levels	3,475	1,999	58%	1,629	47%	1,749	50%	1,673	48%	1,171	34%		
Grade 07	Beginning	861	494	57%	428	50%	415	48%	513	60%	367	43%		
	Intermediate	1,444	887	61%	728	50%	740	51%	851	59%	688	48%		
	Advanced	1,061	592	56%	457	43%	464	44%	599	56%	468	44%		
	Advanced High	675	328	49%	220	33%	259	38%	328	49%	252	37%		
	All Proficiency Levels	4,100	2,329	57%	1,865	45%	1,904	46%	2,322	57%	1,799	44%		
Grade 08	Beginning	1,090	559	51%	480	44%	501	46%	622	57%	433	40%		
	Intermediate	1,177	636	54%	557	47%	540	46%	703	60%	516	44%		
	Advanced	1,106	612	55%	485	44%	478	43%	643	58%	475	43%		
	Advanced High	787	409	52%	286	36%	302	38%	406	52%	294	37%		
	All Proficiency Levels	4,206	2,243	53%	1,835	44%	1,842	44%	2,408	57%	1,737	41%		
Grade 10	Beginning	269	137	51%	94	35%	109	41%	176	65%	80	30%		
	Intermediate	969	508	52%	350	36%	331	34%	598	62%	329	34%		
	Advanced	919	497	54%	290	32%	339	37%	555	60%	309	34%		
	Advanced High	551	274	50%	150	27%	161	29%	305	55%	198	36%		
	All Proficiency Levels	2,719	1,423	52%	890	33%	945	35%	1,644	60%	921	34%		
Total	Beginning	4,548	2,621	58%	1,798	40%	2,373	52%	2,024	45%	1,369	30%	225	5%
	Intermediate	6,008	3,570	59%	2,573	43%	2,994	50%	3,012	50%	2,132	35%	213	4%
	Advanced	4,815	2,756	57%	1,790	37%	2,201	46%	2,351	49%	1,649	34%	120	2%
	Advanced High	3,298	1,768	54%	917	28%	1,359	41%	1,352	41%	947	29%	91	3%
	All Proficiency Levels	18,939	10,890	58%	7,203	38%	9,081	48%	8,864	47%	6,191	33%	656	3%

Table C.

LAT Linguistic Accommodation Use by TELPAS English Reading Proficiency Level - Spring 2010

Science (English)		Nbr. Tested	Linguistic Simplification		Oral Translation		Reading Assistance		Bilingual Dictionary		Bilingual Glossary		English and Spanish Tests Side by Side (gr.3-5)	
			Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.
Grade 05	Beginning	450	317	70%	117	26%	295	66%	113	25%	54	12%	87	19%
	Intermediate	477	369	77%	144	30%	328	69%	154	32%	82	17%	94	20%
	Advanced	339	272	80%	90	27%	217	64%	102	30%	53	16%	57	17%
	Advanced High	433	316	73%	90	21%	269	62%	118	27%	69	16%	61	14%
	All Proficiency Levels	1,729	1,294	75%	443	26%	1,126	65%	493	29%	264	15%	302	17%
Grade 08	Beginning	1,087	686	63%	559	51%	560	52%	644	59%	423	39%		
	Intermediate	1,163	771	66%	610	52%	586	50%	759	65%	485	42%		
	Advanced	1,105	740	67%	538	49%	551	50%	717	65%	469	42%		
	Advanced High	861	595	69%	332	39%	387	45%	534	62%	306	36%		
	All Proficiency Levels	4,260	2,819	66%	2,070	49%	2,106	49%	2,685	63%	1,703	40%		
Grade 10	Beginning	254	129	51%	81	32%	99	39%	189	74%	61	24%		
	Intermediate	950	506	53%	328	35%	303	32%	679	71%	293	31%		
	Advanced	902	484	54%	279	31%	304	34%	635	70%	268	30%		
	Advanced High	562	278	49%	157	28%	147	26%	383	68%	177	31%		
	All Proficiency Levels	2,679	1,403	52%	851	32%	858	32%	1,897	71%	804	30%		
Total	Beginning	1,791	1,132	63%	757	42%	954	53%	946	53%	538	30%	87	5%
	Intermediate	2,590	1,646	64%	1,082	42%	1,217	47%	1,592	61%	860	33%	94	4%
	Advanced	2,346	1,496	64%	907	39%	1,072	46%	1,454	62%	790	34%	57	2%
	Advanced High	1,856	1,189	64%	579	31%	803	43%	1,035	56%	552	30%	61	3%
	All Proficiency Levels	8,668	5,516	64%	3,364	39%	4,090	47%	5,075	59%	2,771	32%	302	3%

Table D.

LAT Linguistic Accommodation Use by TELPAS English Reading Proficiency Level - Spring 2010

Reading (Spanish)		Nbr. Tested	Bilingual Dictionary		English Dictionary		Reading Aloud Word or Phrase		Reading Aloud Entire Test Item		Oral Translation-Word or Phrase		Clarification-Word or Phrase	
			Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.
Grade 03	Beginning	166	17	10%	6	4%	72	43%	36	22%	23	14%	65	39%
	Intermediate	48	8	17%	2	4%	19	40%	8	17%	5	10%	16	33%
	Advanced	18	5	28%	0	0%	6	33%	1	6%	4	22%	2	11%
	Advanced High	5	0	0%	0	0%	2	40%	0	0%	1	20%	2	40%
	All Proficiency Levels	240	31	13%	8	3%	100	42%	46	19%	34	14%	86	36%
Grade 04	Beginning	198	28	14%	11	6%	81	41%	40	20%	41	21%	81	41%
	Intermediate	113	13	12%	4	4%	47	42%	22	19%	22	19%	53	47%
	Advanced	14	3	21%	1	7%	6	43%	1	7%	0	0%	4	29%
	Advanced High	4	0	0%	0	0%	4	100%	1	25%	3	75%	3	75%
	All Proficiency Levels	334	46	14%	18	5%	141	42%	66	20%	68	20%	141	42%
Grade 05	Beginning	118	19	16%	11	9%	41	35%	23	19%	18	15%	42	36%
	Intermediate	125	23	18%	7	6%	52	42%	29	23%	28	22%	48	38%
	Advanced	34	11	32%	5	15%	19	56%	8	24%	9	26%	12	35%
	Advanced High	22	4	18%	1	5%	9	41%	2	9%	3	14%	6	27%
	All Proficiency Levels	304	59	19%	24	8%	122	40%	63	21%	60	20%	109	36%
Total	Beginning	482	64	13%	28	6%	194	40%	99	21%	82	17%	188	39%
	Intermediate	286	44	15%	13	5%	118	41%	59	21%	55	19%	117	41%
	Advanced	66	19	29%	6	9%	31	47%	10	15%	13	20%	18	27%
	Advanced High	31	4	13%	1	3%	15	48%	3	10%	7	23%	11	35%
	All Proficiency Levels	878	136	15%	50	6%	363	41%	175	20%	162	18%	336	38%

Table E.

LAT Linguistic Accommodation Use by TELPAS English Reading Proficiency Level - Spring 2010

Mathematics (Spanish)		Nbr. Tested	Linguistic Simplification		Oral Translation		Reading Assistance		Bilingual Dictionary		Bilingual Glossary		English and Spanish Tests Side by Side (gr.3-5)	
			Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.
Grade 03	Beginning	511	271	53%	83	16%	274	54%	27	5%	18	4%	47	9%
	Intermediate	97	56	58%	25	26%	52	54%	8	8%	5	5%	17	18%
	Advanced	31	10	32%	5	16%	11	35%	2	6%	2	6%	8	26%
	Advanced High	5	2	40%	0	0%	1	20%	0	0%	0	0%	1	20%
	All Proficiency Levels	681	361	53%	122	18%	364	53%	38	6%	27	4%	73	11%
Grade 04	Beginning	527	268	51%	91	17%	258	49%	38	7%	33	6%	58	11%
	Intermediate	198	87	44%	35	18%	85	43%	10	5%	13	7%	31	16%
	Advanced	36	23	64%	9	25%	19	53%	4	11%	4	11%	6	17%
	Advanced High	8	5	63%	3	38%	2	25%	0	0%	0	0%	2	25%
	All Proficiency Levels	813	410	50%	147	18%	393	48%	57	7%	55	7%	101	12%
Grade 05	Beginning	355	198	56%	52	15%	153	43%	26	7%	20	6%	45	13%
	Intermediate	269	133	49%	46	17%	113	42%	20	7%	23	9%	41	15%
	Advanced	65	43	66%	10	15%	31	48%	9	14%	8	12%	8	12%
	Advanced High	35	16	46%	6	17%	13	37%	4	11%	7	20%	6	17%
	All Proficiency Levels	773	423	55%	123	16%	332	43%	63	8%	61	8%	103	13%
Total	Beginning	1,393	737	53%	226	16%	685	49%	91	7%	71	5%	150	11%
	Intermediate	564	276	49%	106	19%	250	44%	38	7%	41	7%	89	16%
	Advanced	132	76	58%	24	18%	61	46%	15	11%	14	11%	22	17%
	Advanced High	48	23	48%	9	19%	16	33%	4	8%	7	15%	9	19%
	All Proficiency Levels	2,267	1,194	53%	392	17%	1,089	48%	158	7%	143	6%	277	12%

Table F.

LAT Linguistic Accommodation Use by TELPAS English Reading Proficiency Level - Spring 2010

Science (Spanish)		Nbr. Tested	Linguistic Simplification		Oral Translation		Reading Assistance		Bilingual Dictionary		Bilingual Glossary		English and Spanish Tests Side by Side (gr.3-5)	
			Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.	Nbr.	Pcnt.
Grade 05	Beginning	362	207	57%	53	15%	160	44%	34	9%	23	6%	54	15%
	Intermediate	291	157	54%	54	19%	127	44%	30	10%	14	5%	58	20%
	Advanced	84	51	61%	16	19%	41	49%	10	12%	6	7%	17	20%
	Advanced High	32	16	50%	6	19%	17	53%	4	13%	4	13%	12	38%
	All Proficiency Levels	806	458	57%	138	17%	359	45%	82	10%	51	6%	146	18%

Appendix C

Analyses of Linguistic Accommodation Use from Data Collected on Test Answer Documents – Patterns of Combined Accommodations

The following tables show the most common combinations of accommodations used by ELLs during the spring 2010 linguistically accommodated testing (LAT) administrations of the Texas Assessment of Knowledge and Skills (TAKS) program. In alignment with classroom instruction, multiple linguistic accommodations are often provided.

The data come from information recorded by testing personnel on the students' test answer documents. The tables show the patterns of combined accommodations by grade. For Tables B through D the tables also show accommodations patterns by English language reading proficiency level as determined by the Texas English Language Proficiency Assessment System (TELPAS). In the four tables provided, data for the Spanish and English versions of the tests are combined.

Table A: Summary data for subjects combined – mathematics, reading/English language arts (ELA), science

Table B: Mathematics

Table C: Reading/ELA

Table D: Science

Table A.

Ranking of Accommodation Combinations Used by Students
All LAT Subjects - Mathematics, Reading/ELA, and Science
 English and Spanish Versions
 Spring 2010

	1st Most Frequently Used Accom. Combination			2nd Most Frequently Used Accom. Combination			3rd Most Frequently Used Accom. Combination			4th Most Frequently Used Accom. Combination			5th Most Frequently Used Accom. Combination		
	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%
Mathematics															
Grade 03	{ 1,3 }	536	35	{ 1 }	191	13	{ 3 }	173	11	{ 1,2,3 }	144	9	{ 1,2,3,6 }	37	2
Grade 04	{ 1,3 }	490	28	{ 1 }	216	12	{ 1,2,3 }	169	10	{ 3 }	160	9	{ 6 }	64	4
Grade 05	{ 1,3 }	553	28	{ 1 }	244	12	{ 1,2,3 }	159	8	{ 3 }	123	6	{ 1,3,4 }	78	4
Grade 06	{All Acc.}	411	14	{ 1,2,3,4 }	280	9	{ 1,3 }	258	9	{ 1,2,3 }	209	7	{ 4 }	191	6
Grade 07	{All Acc.}	625	18	{ 1,2,3,4 }	271	8	{ 4 }	266	7	{ 4,5 }	218	6	{ 5 }	180	5
Grade 08	{All Acc.}	628	18	{ 1,2,3,4 }	299	8	{ 4 }	276	8	{ 4,5 }	275	8	{ 1 }	168	5
Grade 10	{All Acc.}	297	13	{ 4 }	291	13	{ 1,3,4 }	188	8	{ 1,4 }	173	8	{ 4,5 }	166	7
Reading/ELA															
Grade 03	{ 3,4,6 }	121	17	{ 3,6 }	75	11	{ 3 }	69	10	{ 6 }	66	9	{ 3,4,5,6 }	47	7
Grade 04	{ 3,4,6 }	108	12	{ 3,6 }	88	9	{ 3 }	82	9	{ 3,4,5,6 }	68	7	{ 6 }	68	7
Grade 05	{ 3,4,6 }	116	10	{ 3,6 }	94	8	{ 3,4,5,6 }	81	7	{ 6 }	71	6	{ 3 }	66	6
Grade 06	{ 1 }	267	13	{All Acc.}	255	12	{ 1,3,4,5,6 }	109	5	{ 1,2 }	102	5	{ 1,3,5,6 }	80	4
Grade 07	{ 1 }	313	14	{All Acc.}	270	12	{ 1,2 }	164	7	{ 1,5 }	102	4	{ 1,3,5,6 }	82	4
Grade 08	{ 1 }	362	14	{All Acc.}	350	13	{ 1,2 }	171	6	{ 1,2,3,5,6 }	111	4	{ 1,3,4,5,6 }	97	4
Grade 10	{ 1,2 }	297	14	{All Acc.}	272	13	{ 1 }	189	9	{ 1,2,3,6 }	168	8	{ 2 }	114	5
Science															
Grade 05	{ 1,3 }	609	28	{ 1 }	236	11	{ 1,2,3 }	175	8	{ 1,3,4 }	96	4	{ 3 }	92	4
Grade 08	{All Acc.}	618	16	{ 1,2,3,4 }	433	11	{ 4 }	269	7	{ 1,3 }	233	6	{ 1 }	204	5
Grade 10	{ 4 }	473	20	{All Acc.}	261	11	{ 1,4 }	206	9	{ 1,3,4 }	179	8	{ 4,5 }	179	8

KEY**Math and science linguistic accommodations**

- 1= Linguistic simplification
- 2= Oral translation
- 3= Reading assistance
- 4= Bilingual dictionary
- 5= Bilingual glossary
- 6= English and Spanish tests side by side

Reading/ELA linguistic accommodations

- 1= Bilingual dictionary
- 2= English dictionary
- 3= Reading aloud-word or phrase
- 4= Reading aloud-entire test item
- 5= Oral translation-word or phrase
- 6= Clarification

Table B.

Ranking of Accommodation Combinations Used by Students
LAT Mathematics
 English and Spanish Versions
 Spring 2010

TELPAS Reading Proficiency Level	1st Most Frequently Used Accom. Combination			2nd Most Frequently Used Accom. Combination			3rd Most Frequently Used Accom. Combination			4th Most Frequently Used Accom. Combination			5th Most Frequently Used Accom. Combination		
	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%
Grade 03															
Beginning	{ 1,3 }	260	34	{ 3 }	99	13	{ 1 }	95	13	{ 1,2,3 }	82	11	{ 6 }	19	3
Intermediate	{ 1,3 }	107	36	{ 1 }	35	12	{ 1,2,3 }	24	8	{ 3 }	21	7	{ 1,2,3,6 }	15	5
Advanced	{ 1,3 }	79	35	{ 1 }	29	13	{ 3 }	26	12	{ 1,2,3 }	20	9	{ 6 }	12	5
Advanced High	{ 1,3 }	72	38	{ 1 }	29	15	{ 3 }	20	11	{ 1,2,3 }	10	5	{ 1,3,4 }	9	5
All Rdg. Prof.	{ 1,3 }	536	35	{ 1 }	191	13	{ 3 }	173	11	{ 1,2,3 }	144	9	{ 1,2,3,6 }	37	2
Grade 04															
Beginning	{ 1,3 }	193	26	{ 1 }	111	15	{ 1,2,3 }	82	11	{ 3 }	76	10	{ 6 }	37	5
Intermediate	{ 1,3 }	134	27	{ 1,2,3 }	51	10	{ 1 }	50	10	{ 3 }	39	8	{ 6 }	22	4
Advanced	{ 1,3 }	82	32	{ 1 }	26	10	{ 3 }	24	9	{ 1,2,3 }	17	7	{ 1,2,3,6 }	9	4
Advanced High	{ 1,3 }	57	32	{ 1 }	26	15	{ 3 }	18	10	{ 1,2,3 }	8	4	{ 1,3,4 }	6	3
All Rdg. Prof.	{ 1,3 }	490	28	{ 1 }	216	12	{ 1,2,3 }	169	10	{ 3 }	160	9	{ 6 }	64	4
Grade 05															
Beginning	{ 1,3 }	196	31	{ 1 }	68	11	{ 1,2,3 }	62	10	{ 3 }	61	10	{ 1,3,4 }	18	3
Intermediate	{ 1,3 }	148	25	{ 1 }	62	10	{ 1,2,3 }	50	8	{ 3 }	35	6	{ 1,2,3,6 }	27	5
Advanced	{ 1,3 }	91	26	{ 1 }	42	12	{ 1,2,3 }	27	8	{ 1,3,4 }	16	5	{ 6 }	14	4
Advanced High	{ 1,3 }	94	26	{ 1 }	61	17	{ 1,3,4 }	16	4	{ 1,3,4 }	16	4	{ 3 }	15	4
All Rdg. Prof.	{ 1,3 }	553	28	{ 1 }	244	12	{ 1,2,3 }	159	8	{ 3 }	123	6	{ 1,3,4 }	78	4
Grade 06															
Beginning	{All Acc.}	124	16	{ 1,2,3,4 }	75	10	{ 1,3 }	61	8	{ 1,2,3 }	52	7	{ 4 }	43	5
Intermediate	{All Acc.}	168	16	{ 1,2,3,4 }	105	10	{ 1,3 }	89	8	{ 1,2,3 }	76	7	{ 4 }	59	6
Advanced	{All Acc.}	93	13	{ 1,2,3,4 }	65	9	{ 1,3 }	64	9	{ 4 }	55	7	{ 1,2,3 }	53	7
Advanced High	{ 1,3 }	43	14	{ 4 }	31	10	{ 1 }	29	9	{ 1,2,3,4 }	27	9	{All Acc.}	21	7
All Rdg. Prof.	{All Acc.}	411	14	{ 1,2,3,4 }	280	9	{ 1,3 }	258	9	{ 1,2,3 }	209	7	{ 4 }	191	6
Grade 07															
Beginning	{All Acc.}	142	19	{ 4 }	56	7	{ 1,2,3,4 }	55	7	{ 1,3 }	38	5	{ 4,5 }	33	4
Intermediate	{All Acc.}	239	18	{ 1,2,3,4 }	124	10	{ 4 }	88	7	{ 5 }	68	5	{ 4,5 }	67	5
Advanced	{All Acc.}	157	17	{ 4 }	72	8	{ 1,2,3,4 }	58	6	{ 4,5 }	57	6	{ 5 }	54	6
Advanced High	{All Acc.}	76	14	{ 4,5 }	58	11	{ 4 }	46	9	{ 1,3 }	40	7	{ 1 }	37	7
All Rdg. Prof.	{All Acc.}	625	18	{ 1,2,3,4 }	271	8	{ 4 }	266	7	{ 4,5 }	218	6	{ 5 }	180	5
Grade 08															
Beginning	{All Acc.}	172	19	{ 1,2,3,4 }	84	9	{ 4 }	73	8	{ 4,5 }	63	7	{ 1,3,4 }	43	5
Intermediate	{All Acc.}	183	18	{ 4,5 }	89	9	{ 1,2,3,4 }	83	8	{ 4 }	75	7	{ 1,4 }	49	5
Advanced	{All Acc.}	168	18	{ 1,2,3,4 }	78	8	{ 4,5 }	73	8	{ 4 }	72	8	{ 1 }	56	6
Advanced High	{All Acc.}	98	15	{ 1 }	62	10	{ 4 }	53	8	{ 4,5 }	47	7	{ 1,2,3,4 }	46	7
All Rdg. Prof.	{All Acc.}	628	18	{ 1,2,3,4 }	299	8	{ 4 }	276	8	{ 4,5 }	275	8	{ 1 }	168	5
Grade 10															
Beginning	{ 4 }	36	16	{ 1,2,3,4 }	26	12	{All Acc.}	24	11	{ 1,3,4 }	23	10	{ 4,5 }	15	7
Intermediate	{All Acc.}	115	14	{ 4 }	103	13	{ 1,3,4 }	65	8	{ 1,4 }	65	8	{ 1 }	51	6
Advanced	{All Acc.}	106	14	{ 4 }	93	12	{ 1,3,4 }	68	9	{ 1,4 }	66	9	{ 4,5 }	54	7
Advanced High	{ 4 }	58	13	{All Acc.}	49	11	{ 4,5 }	48	11	{ 1 }	33	8	{ 1,3,4 }	32	7
All Rdg. Prof.	{All Acc.}	297	13	{ 4 }	291	13	{ 1,3,4 }	188	8	{ 1,4 }	173	8	{ 4,5 }	166	7

KEY**Math and science linguistic accommodations**

- 1= Linguistic simplification
- 2= Oral translation
- 3= Reading assistance
- 4= Bilingual dictionary
- 5= Bilingual glossary
- 6= English and Spanish tests side by side

Table C.

Ranking of Accommodation Combinations Used by Students
LAT Reading/ELA
 English and Spanish Versions
 Spring 2010

TELPAS Reading Proficiency Level	1st Most Frequently Used Accom. Combination			2nd Most Frequently Used Accom. Combination			3rd Most Frequently Used Accom. Combination			4th Most Frequently Used Accom. Combination			5th Most Frequently Used Accom. Combination		
	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%
Grade 03															
Beginning	{ 3,4,6 }	45	16	{ 3 }	38	14	{ 6 }	28	10	{ 3,6 }	26	10	{ 3,4,5,6 }	17	6
Intermediate	{ 3,4,6 }	31	19	{ 3,6 }	18	11	{ 3,4,5,6 }	15	9	{ 6 }	13	8	{ 3 }	9	6
Advanced	{ 3,4,6 }	25	16	{ 6 }	15	10	{ 3 }	13	8	{ 3,6 }	12	8	{ 3,4,5,6 }	10	7
Advanced High	{ 3,4,6 }	20	16	{ 3,6 }	19	15	{ 6 }	10	8	{ 3 }	9	7	{ 2,3,4,6 }	8	6
All Rdg. Prof.	{ 3,4,6 }	121	17	{ 3,6 }	75	11	{ 3 }	69	10	{ 6 }	66	9	{ 3,4,5,6 }	47	7
Grade 04															
Beginning	{ 3,4,6 }	37	12	{ 3 }	35	12	{ 6 }	29	10	{ 3,4,5,6 }	25	8	{ 3,6 }	22	7
Intermediate	{ 3,4,6 }	36	12	{ 3,6 }	28	9	{ 3 }	28	9	{ 3,4,5,6 }	26	9	{ 1,3,4,5,6 }	14	5
Advanced	{ 3,4,6 }	22	13	{ 3,6 }	17	10	{ 3,4,5,6 }	10	6	{ 1 }	10	6	{ 3 }	10	6
Advanced High	{ 3,6 }	21	14	{ 6 }	18	12	{ 3,4,6 }	13	9	{ 3 }	8	5	{ 3,4,5,6 }	7	5
All Rdg. Prof.	{ 3,4,6 }	108	12	{ 3,6 }	88	9	{ 3 }	82	9	{ 3,4,5,6 }	68	7	{ 6 }	68	7
Grade 05															
Beginning	{ 3,4,6 }	37	15	{ 3,4,5,6 }	20	8	{ 3,6 }	16	7	{ 3 }	16	7	{ 6 }	16	7
Intermediate	{ 3,4,6 }	40	12	{ 3,6 }	33	10	{ 3,4,5,6 }	25	7	{ 6 }	21	6	{ 1 }	20	6
Advanced	{ 3,4,6 }	19	8	{ 3,4,5,6 }	18	7	{ 3,6 }	18	7	{ 1 }	18	7	{ 6 }	14	6
Advanced High	{ 3,6 }	27	10	{ 3,4,6 }	20	7	{ 6 }	20	7	{ 3,4,5,6 }	18	6	{ 2,3,6 }	17	6
All Rdg. Prof.	{ 3,4,6 }	116	10	{ 3,6 }	94	8	{ 3,4,5,6 }	81	7	{ 6 }	71	6	{ 3 }	66	6
Grade 06															
Beginning	{All Acc.}	50	13	{ 1 }	45	12	{ 1,3,4,5,6 }	24	6	{ 1,3,5,6 }	18	5	{ 1,2 }	16	4
Intermediate	{ 1 }	100	13	{All Acc.}	94	12	{ 1,3,4,5,6 }	41	5	{ 1,2 }	40	5	{ 1,3,5,6 }	34	4
Advanced	{All Acc.}	88	13	{ 1 }	78	12	{ 1,2 }	32	5	{ 2 }	29	4	{ 1,3,4,5,6 }	27	4
Advanced High	{ 1 }	44	14	{ 2 }	21	7	{All Acc.}	19	6	{ 1,3,4,5,6 }	17	6	{ 6 }	17	6
All Rdg. Prof.	{ 1 }	267	13	{All Acc.}	255	12	{ 1,3,4,5,6 }	109	5	{ 1,2 }	102	5	{ 1,3,5,6 }	80	4
Grade 07															
Beginning	{ 1 }	64	19	{All Acc.}	41	12	{ 1,2 }	18	5	{ 1,5 }	18	5	{ 1,2,3,4,6 }	11	3
Intermediate	{ 1 }	115	14	{All Acc.}	94	12	{ 1,2 }	52	6	{ 1,3,5,6 }	38	5	{ 1,5 }	31	4
Advanced	{All Acc.}	85	12	{ 1 }	83	12	{ 1,2 }	63	9	{ 1,5 }	40	6	{ 1,2,5,6 }	30	4
Advanced High	{ 1 }	51	12	{All Acc.}	48	11	{ 1,2 }	31	7	{ 2 }	30	7	{ 2,6 }	18	4
All Rdg. Prof.	{ 1 }	313	14	{All Acc.}	270	12	{ 1,2 }	164	7	{ 1,5 }	102	4	{ 1,3,5,6 }	82	4
Grade 08															
Beginning	{ 1 }	77	15	{All Acc.}	65	13	{ 1,2 }	27	5	{ 1,5 }	25	5	{ 1,2,3,5,6 }	21	4
Intermediate	{ 1 }	106	14	{All Acc.}	96	13	{ 1,2 }	47	6	{ 1,5 }	36	5	{ 1,3,4,5,6 }	33	4
Advanced	{All Acc.}	129	16	{ 1 }	106	13	{ 1,2 }	55	7	{ 1,2,3,5,6 }	31	4	{ 1,2,6 }	29	4
Advanced High	{ 1 }	72	12	{All Acc.}	59	10	{ 1,2 }	42	7	{ 1,2,3,5,6 }	29	5	{ 2 }	24	4
All Rdg. Prof.	{ 1 }	362	14	{All Acc.}	350	13	{ 1,2 }	171	6	{ 1,2,3,5,6 }	111	4	{ 1,3,4,5,6 }	97	4
Grade 10															
Beginning	{All Acc.}	28	15	{ 1,2 }	19	10	{ 1 }	18	10	{ 1,2,3,6 }	15	8	{ 1,2,3,5,6 }	7	4
Intermediate	{ 1,2 }	103	13	{All Acc.}	91	12	{ 1,2,3,6 }	59	8	{ 1 }	57	7	{ 1,2,3,5,6 }	45	6
Advanced	{ 1,2 }	112	14	{All Acc.}	102	13	{ 1 }	76	10	{ 1,2,3,6 }	64	8	{ 2 }	43	5
Advanced High	{ 1,2 }	63	15	{All Acc.}	49	11	{ 1 }	38	9	{ 1,2,3,6 }	30	7	{ 1,2,6 }	28	6
All Rdg. Prof.	{ 1,2 }	297	14	{All Acc.}	272	13	{ 1 }	189	9	{ 1,2,3,6 }	168	8	{ 2 }	114	5

KEY**Reading/ELA linguistic accommodations**

- 1= Bilingual dictionary
- 2= English dictionary
- 3= Reading aloud-word or phrase
- 4= Reading aloud-entire test item
- 5= Oral translation-word or phrase
- 6= Clarification

Table D.

Ranking of Accommodation Combinations Used by Students
LAT Science
 English and Spanish Versions
 Spring 2010

TELPAS Reading Proficiency Level	1st Most Frequently Used Accom. Combination			2nd Most Frequently Used Accom. Combination			3rd Most Frequently Used Accom. Combination			4th Most Frequently Used Accom. Combination			5th Most Frequently Used Accom. Combination		
	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%	Accoms. Used	Nbr.	%
Grade 05															
Beginning	{ 1,3 }	206	31	{ 1 }	77	11	{ 1,2,3 }	59	9	{ 3 }	43	6	{ 6 }	24	4
Intermediate	{ 1,3 }	158	24	{ 1 }	69	11	{ 1,2,3 }	58	9	{ 1,2,3,4 }	32	5	{ 3 }	31	5
Advanced	{ 1,3 }	105	28	{ 1 }	35	9	{ 1,2,3 }	32	9	{ 1,3,4 }	21	6	{ 1,2,3,4 }	15	4
Advanced High	{ 1,3 }	127	30	{ 1 }	44	10	{ 1,3,4 }	31	7	{ 1,2,3 }	24	6	{ 4 }	16	4
All Rdg. Prof.	{ 1,3 }	609	28	{ 1 }	236	11	{ 1,2,3 }	175	8	{ 1,3,4 }	96	4	{ 3 }	92	4
Grade 08															
Beginning	{All Acc.}	165	17	{ 1,2,3,4 }	122	13	{ 1,3 }	58	6	{ 4 }	57	6	{ 1,2,3 }	47	5
Intermediate	{All Acc.}	158	15	{ 1,2,3,4 }	121	11	{ 4 }	71	7	{ 1,2,4 }	58	5	{ 4,5 }	55	5
Advanced	{All Acc.}	175	17	{ 1,2,3,4 }	120	12	{ 4 }	71	7	{ 4,5 }	61	6	{ 1,3 }	55	5
Advanced High	{All Acc.}	110	14	{ 1 }	82	10	{ 4 }	69	9	{ 1,2,3,4 }	67	8	{ 1,3 }	64	8
All Rdg. Prof. Levels	{All Acc.}	618	16	{ 1,2,3,4 }	433	11	{ 4 }	269	7	{ 1,3 }	233	6	{ 1 }	204	5
Grade 10															
Beginning	{ 4 }	53	25	{All Acc.}	24	11	{ 1,2,3,4 }	24	11	{ 1,4 }	22	10	{ 1,3,4 }	20	9
Intermediate	{ 4 }	156	19	{All Acc.}	99	12	{ 1,4 }	80	10	{ 1,2,3,4 }	64	8	{ 1,3,4 }	61	7
Advanced	{ 4 }	148	19	{All Acc.}	91	12	{ 1,4 }	70	9	{ 4,5 }	70	9	{ 1,3,4 }	68	9
Advanced High	{ 4 }	113	23	{All Acc.}	44	9	{ 1 }	40	8	{ 4,5 }	39	8	{ 1,4 }	34	7
All Rdg. Prof. Levels	{ 4 }	473	20	{All Acc.}	261	11	{ 1,4 }	206	9	{ 1,3,4 }	179	8	{ 4,5 }	179	8

KEY**Math and Science Linguistic Accommodations**

- 1= Linguistic simplification
- 2= Oral translation
- 3= Reading assistance
- 4= Bilingual dictionary
- 5= Bilingual glossary
- 6= English and Spanish tests side by side

Appendix D

Spring 2010 Voluntary Web-Based Survey on Linguistically Accommodated Testing (LAT) Procedures and Associated Test Participation Policies

In spring 2010 a voluntary web-based survey was administered to obtain input from region, district, and campus personnel on the current linguistically accommodated testing (LAT) practices and associated test participation policies. The results of the survey serve as a means of evaluating LAT test administration procedures and identifying areas for improvement from the perspective of Texas educators. The survey was completed and submitted online by 797 educators between April 14, 2010 and May 26, 2010.

The survey questions, quantitative responses, and summaries of the qualitative responses are provided on the following pages.

Spring 2010 Voluntary Survey on Linguistically Accommodated Testing (LAT) Procedures

Thank you for taking the time to complete this voluntary survey, which is designed to obtain input from district and campus personnel on the current LAT process and the effectiveness of the linguistic accommodations provided.

Your input will assist the Texas Education Agency in planning for the State of Texas Assessments of Academic Readiness (STAAR), the new student assessment program that will replace the Texas Assessment of Knowledge and Skills (TAKS) in the 2011-2012 school year for students in grades 3–8 and high school. High school students will take STAAR end-of-course tests.

Please submit your responses to this survey by May 26, 2010. You may complete the survey in more than one sitting. Your responses will be saved when you exit and return.

Please answer all survey questions relevant to your role(s) in LAT test administrations.

General Questions for All Respondents

1. **Region (required):**
2. **District (required):**

The survey was completed by 797 educators, representing all 20 Texas regions (question 1) and 214 Texas districts (question 2).

Region	N*	%	District N*
1	79	9.9	16
2	39	10.6	8
3	2	6.4	2
4	131	1.8	34
5	22	4.8	6
6	25	0.1	16
7	29	5.3	14
8	14	7.7	9
9	9	0.9	5
10	84	11.6	23
11	51	0.5	12
12	14	4.9	11
13	38	6.4	9
14	1	0.3	1
15	42	16.5	9
16	61	2.8	12
17	7	3.1	6
18	92	3.7	7
19	4	1.8	2
20	51	1.1	21

Note: no response to question #1 = 2

*N=number of respondents

3. Please select the role(s) that best describe(s) you. (Select all that apply.)

Response Options	N	%
District testing coordinator	57	7.2
District bilingual/ESL coordinator	34	4.3
Other district administrator	12	1.5
Campus testing coordinator	162	20.3
Campus bilingual/ESL coordinator	77	9.7
Other campus administrator	39	4.9
Teacher	436	54.7
ESC personnel	4	0.5
Other	66	8.3

Note: number of responses exceeds total number of respondents because the survey takers were asked to select all that apply

4a. Was the training you received sufficient to prepare you to complete your role in the LAT administration?

Response Options	N	%
Yes	462	91.5
No	43	8.5

Note: no response=21; not applicable to my role=271

If no, please explain how your training could be improved.

Twenty-two of the 43 people who responded no explained how training could be improved. Six respondents indicated that their district or education service center (ESC) did not provide adequate training (giving an overview only, simply emailing a PowerPoint, or simply distributing a LAT manual). Seven respondents expressed a desire for a more detailed training, perhaps showing LAT accommodations in practice (e.g. through examples/student scenarios). Three people wrote that a LAT training delivered separately from other test administration training would have been beneficial.

5. What was the length of the LAT training session you attended?

Response Options	N	%
1 hour or less	125	24.2
Between 1 and 2 hours	206	39.8
Between 2 and 4 hours	141	27.3
More than 4 hours	45	8.7

Note: no response=32; not applicable to my role = 248

6. Were you a LAT test administrator this spring?*

Response Options	N	%
Yes	185	23.9
No	588	76.1

Note: no response=24

*The response to question 6 changed the remainder of the survey as follows:

- People who actually administered the LAT test to students in spring 2010 were invited to respond to detailed questions about
 - the use and effectiveness of particular linguistic accommodations by proficiency level of the students assessed
 - the effectiveness of LAT as a whole
 - the alignment between their use of linguistic accommodations for classroom instruction and testing versus statewide assessments
 - suggestions they had for changing rules about which ELLs may qualify for linguistic accommodations when STAAR is implemented
- People who were not LAT test administrators in spring 2010 were invited to make comments about any changes they would like to see to testing requirements that relate to LAT and other ELL assessment regulations.

Question 7a was asked of respondents who indicated in question 6 that they were not LAT test administrators in spring 2010. The survey for this group ended after this question.

7a. In the space provided, explain any changes you would like to see in LAT requirements or materials for the STAAR program.

General method of testing

Of the 588 people eligible to respond, 21 (4%) included suggestions for changing the general LAT testing method. Of the 21 responses, four people recommended eliminating the LAT test. Suggestions to shorten the LAT tests were made by four respondents, and suggestions to allow more extensive accommodations were made by seven people. An additional three people expressed the desire to resolve difficulties finding appropriate staff for LAT administrations.

Student eligibility for grades 3–8

Of the 588 people eligible to respond, 36 (6%) addressed the topic of student eligibility for grades 3–8. Of the 36 responses, seven proposed expanding eligibility beyond three years and seven respondents revealed concerns about the current method for calculating years in U.S. schools. Six respondents recommended not assessing exempted students (i.e., no federally required LAT testing) for their first year in the U.S. or longer.

Student eligibility for high school end-of-course tests

Of the 588 people eligible to respond, 24 (4%) submitted ideas regarding student eligibility for high school end-of-course tests. Of the 24 responses, nine people suggested providing linguistic accommodations for EOC tests. Four respondents recommended exemptions based on years in U.S. schools as occurs with TAKS in grades 3–10. Three respondents suggested basing eligibility for linguistic accommodations on English language proficiency.

Training of testing personnel

Of the 588 people eligible to respond, 36 (6%) included suggestions about the training of testing personnel. Of the 36 responses, 25 respondents wanted more in-depth training with access to detailed PowerPoint training slides.* Five people wanted scenarios or classroom examples of the accommodations being given, and four people wanted training dates to be earlier in the year.

**These are provided in TEA's training-of-trainer sessions but perhaps were not used in these respondents' local training sessions.*

Test scheduling

Of the 588 people eligible to respond, 61 (10%) addressed the topic of test scheduling. Of the 61 responses, 28 people wanted TAKS and LAT testing to be on the same days per subject area. Twelve respondents suggested that LAT be given at different times from TAKS with no overlap, and five people wanted LAT testing to occur in the first semester.

Allowable linguistic accommodations for reading, ELA, and writing tests

Of the 588 people eligible to respond, 20 (3%) made suggestions regarding allowable linguistic accommodations for reading, ELA, and writing tests. Of the 20 responses, four survey participants recommended some form of reading aloud test material, sometimes requesting the read-aloud accommodation currently permitted and sometimes requesting to read the entire reading tests and all test questions allowed, which is not currently permitted. Three respondents wanted to include more native language assessments in these subject areas.

Allowable linguistic accommodations for mathematics, science, and social studies tests

Of the 588 people eligible to respond, 20 (3%) submitted comments regarding allowable linguistic accommodations for mathematics, science, and social studies tests. Of the 20 responses, four respondents requested the development of native language assessments in these subjects, and three people recommended more detailed guidelines for bilingual dictionaries and glossaries. Additional suggestions included increased latitude in clarifying/paraphrasing difficult text.

Other

Of the 588 people eligible to respond, 9 (2%) suggested other changes they would like see to LAT requirements. The suggestions in this category varied, with no discernible trends among responses.

Question 7b was asked of respondents who indicated in question 6 that they were LAT test administrators in spring 2010. Unless otherwise noted, all percent calculations beyond this point are based on the 185 educators in this group.

7b. How experienced are you at helping ELLs learn unfamiliar English encountered in content area instruction?

Response Options	N	%
Experienced	134	72.8
Somewhat experienced	43	23.4
Not very experienced	7	3.8

Note: no response=1

8. What linguistic accommodations do you typically provide your ELLs during content area instruction? Select all that apply.

Response Options	N	%
My students use bilingual dictionaries (published dictionaries with translations from English to another language, not definitions)	115	62.2
My students use bilingual glossaries (lists of selected words with translations, not definitions; locally made or commercially published)	73	39.5
My students use standard English dictionaries	93	50.3
My students use ESL dictionaries for ELLs (published dictionaries that use simpler English and pictures)	79	42.7
I provide clarification in English (simpler English, simple definitions and synonyms, gestures, pictures, shorter sentences, etc.)	159	85.9
I orally translate unfamiliar English into their native language	92	49.7
I have classmates orally translate unfamiliar English into their native language	99	53.5
I have an aide who orally translates unfamiliar English into their native language	53	28.6
I provide written translations of words and phrases in classroom materials	55	29.7
I have an aide who provides written translations of words and phrases in classroom materials	29	15.7
Students use materials written in their native language	47	25.4
I do not typically provide linguistic accommodations	9	4.9
Other linguistic accommodations	17	9.2

Note: number of responses exceeds total number of respondents because the survey takers were asked to select all that apply

If Other, please specify.

Ten people provided information about other linguistic accommodations. Of these, eight respondents said they provide access to electronic or internet-based translation resources.

9. Do you typically provide your ELLs linguistic accommodations on tests you give in class?

Response Options	N	%
Yes	143	80.3
No	35	19.7

Note: no response=7

Linguistic Accommodations During State Assessments Such as TAKS

Instructions to respondents:

This section of the survey examines the effectiveness of linguistic accommodations during standardized testing (benchmark tests and released tests included). You will be asked about the effectiveness of accommodations by English language proficiency level.

In responding, please

- use your knowledge of the TELPAS/English language proficiency standards (ELPS) proficiency level descriptors and experience providing the linguistic accommodations during testing
- think about all of your ELLs regardless of whether they qualify for LAT

If you do not know much about English language proficiency levels, leave this section of the survey blank and click the “Next Page” button at the bottom of this page. If you do not typically provide linguistic accommodations to students at a particular proficiency levels, skip the level. If you do not typically provide a particular accommodation during state assessments (benchmark and released tests included), leave it blank.

10a. Indicate how effective the following accommodations are during standardized testing for Beginning ELLs:

<u>Beginning ELLs</u>		Very Effective	Somewhat Effective	Not Effective	Not Sure
Bilingual dictionary (26)	N	62	61	14	22
	%	39.0	38.4	8.8	13.8
Bilingual glossary (35)	N	47	53	15	35
	%	31.3	35.3	10.0	23.3
Standard English dictionary (39)	N	14	40	62	30
	%	9.6	27.4	42.5	20.6
ESL (simplified English) dictionary (40)	N	53	44	15	33
	%	36.6	30.3	10.3	22.8
Language clarification of words/phrases (22)	N	123	32	5	3
	%	75.5	19.6	3.1	1.8
Words/phrases read aloud (23)	N	109	39	10	4
	%	67.3	24.1	6.2	2.5
Oral translation of words/phrases (26)	N	120	20	5	14
	%	75.5	12.6	3.1	8.8
Spanish-version test (46)	N	57	24	9	49
	%	41.0	17.3	6.5	35.3
English and Spanish tests side by side (49)	N	36	23	22	55
	%	26.5	16.9	16.2	40.4

Note: “no response” frequency listed in parentheses for each item above

10b. Indicate how effective the following accommodations are during standardized testing for Intermediate ELLs:

<u>Intermediate ELLs</u>		Very Effective	Somewhat Effective	Not Effective	Not Sure
Bilingual dictionary (36)	N	72	49	6	22
	%	48.3	32.9	4.0	14.8
Bilingual glossary (43)	N	54	46	5	37
	%	38.0	32.4	3.5	26.1
Standard English dictionary (47)	N	29	65	21	23
	%	21.1	47.1	15.2	16.7
ESL (simplified English) dictionary (41)	N	55	53	7	29
	%	38.2	36.8	4.9	20.1
Language clarification of words/phrases (30)	N	118	28	1	8
	%	76.1	18.1	0.7	5.2
Words/phrases read aloud (34)	N	105	36	2	8
	%	69.5	23.8	1.3	5.3
Oral translation of words/phrases (37)	N	103	26	4	15
	%	69.6	17.6	2.7	10.1
Spanish-version test (55)	N	35	31	15	49
	%	26.9	23.9	11.5	37.7
English and Spanish tests side by side (56)	N	31	30	13	55
	%	24.0	23.3	10.1	42.6

Note: “no response” frequency listed in parentheses for each item above

10c. Indicate how effective the following accommodations are during standardized testing for Advanced ELLs:

<u>Advanced ELLs</u>		Very Effective	Somewhat Effective	Not Effective	Not Sure
Bilingual dictionary (42)	N	51	58	9	25
	%	35.7	40.6	6.3	17.5
Bilingual glossary (43)	N	43	52	9	38
	%	30.3	36.6	6.3	26.8
Standard English dictionary (46)	N	56	54	9	20
	%	40.3	38.9	6.5	14.4
ESL (simplified English) dictionary (45)	N	49	49	11	31
	%	35.0	35.0	7.9	22.1
Language clarification of words/phrases (37)	N	106	28	3	11
	%	71.6	18.9	2.0	7.4
Words/phrases read aloud (37)	N	97	38	2	11
	%	65.5	25.7	1.4	7.4
Oral translation of words/phrases (45)	N	79	34	7	20
	%	56.4	24.3	5.0	14.3
Spanish-version test (59)	N	18	28	26	54
	%	14.3	22.2	20.6	42.9
English and Spanish tests side by side (60)	N	20	25	20	60
	%	16.0	20.0	16.0	48.0

Note: “no response” frequency listed in parentheses for each item above

10d. Indicate how effective the following accommodations are during standardized testing for Advanced High ELLs:

<u>Advanced High ELLs</u>		Very Effective	Somewhat Effective	Not Effective	Not Sure
Bilingual dictionary (48)	N	45	42	24	26
	%	32.9	30.7	17.5	19.0
Bilingual glossary (50)	N	39	36	26	34
	%	28.9	26.7	19.3	25.2
Standard English dictionary (50)	N	66	42	7	20
	%	48.9	31.1	5.2	14.8
ESL (simplified English) dictionary (56)	N	39	49	16	25
	%	30.2	38.0	12.4	19.4
Language clarification of words/phrases (40)	N	97	29	6	13
	%	66.9	20.0	4.1	9.0
Words/phrases read aloud (41)	N	84	39	7	14
	%	58.3	27.1	4.9	9.7
Oral translation of words/phrases (47)	N	65	41	9	23
	%	47.1	29.7	6.5	16.7
Spanish-version test (60)	N	15	21	33	56
	%	12.0	16.8	26.4	44.8
English and Spanish tests side by side (62)	N	17	17	33	56
	%	13.8	13.8	26.8	45.5

Note: “no response” frequency listed in parentheses for each item above

Instructions to respondents:

The following question will help the Texas Education Agency examine how much difficulty ELLs typically have, by proficiency level and subject area, with the English they encounter on TAKS or released TAKS tests.

11. About how much English on TAKS tests (released tests included) do ELLs typically have difficulty reading and understanding independently?

Instructions: Answer only if

- you are familiar with the English language proficiency levels as defined in the TELPAS/ELPS proficiency level descriptors and
- you have the necessary knowledge base from working with students in the subject area.

Otherwise click ‘Next Page’ at the bottom of this page.

11a. Difficulty understanding the English used in reading or ELA tests

		A few words on the test	A few words per reading selection	A few words per paragraph	Several words per paragraph	Most words on the test
Beginning (30)	N	16	3	2	13	121
	%	10.3	1.9	1.3	8.4	78.1
Intermediate (35)	N	0	10	37	88	15
	%	0.0	6.7	24.7	58.7	10.0
Advanced (36)	N	8	52	64	24	1
	%	5.4	34.9	43.0	16.1	0.7
Advanced High (35)	N	71	48	11	6	14
	%	47.3	32.0	7.3	9.3	4.0

Note: “no response” frequency listed in parentheses for each item above

11b. Difficulty understanding the English used in mathematics tests

		A few words on the test	A few words every couple of questions	A few words in many questions	Most words on the test
Beginning (38)	N	14	4	22	107
	%	9.5	2.7	15.0	72.8
Intermediate (40)	N	0	32	95	18
	%	0.0	22.1	65.5	12.4
Advanced (40)	N	26	83	32	4
	%	17.9	57.2	22.1	2.8
Advanced High (39)	N	104	22	9	11
	%	71.2	15.1	6.2	7.5

Note: “no response” frequency listed in parentheses for each item above

11c. Difficulty understanding the English used in science tests

		A few words on the test	A few words every couple of questions	A few words in many questions	Most words on the test
Beginning (37)	N	16	1	14	117
	%	10.8	0.7	9.5	79.1
Intermediate (42)	N	4	18	85	36
	%	2.8	12.6	59.4	25.2
Advanced (43)	N	13	84	41	4
	%	9.2	59.2	28.9	2.8
Advanced High (42)	N	83	36	16	8
	%	58.0	25.2	11.2	5.6

Note: “no response” frequency listed in parentheses for each item above

12. Indicate the LAT subject area(s) you administered:

LAT Subject	Yes	
Reading	N	127
	%	68.6
Grade 10 ELA	N	23
	%	12.4
Mathematics	N	141
	%	76.2
Science	N	102
	%	55.1

13. Are you the subject area teacher of (or do you work routinely with) all students to whom you administered LAT?

Response Option	N	%
Yes	121	66.1
No	62	33.9

Note: no response=2

If No, please explain.

Forty-two of the 62 people who responded “No” provided an explanation. Of these, 14 survey participants indicated that they are campus level administrators or personnel (including district testing coordinator, campus testing coordinator, LPAC member, counselor, instructional coach, paraprofessional, and librarian). Twelve said they are teachers of other grades or subjects, and 7 indicated that they are campus ESL personnel.

14. What subject area(s) do you teach?

Subject Area	Yes	
Mathematics	N	49
	%	26.5
Science	N	41
	%	22.2
Language Arts	N	121
	%	65.4
None of the above	N	55
	%	29.7

15. Are you a teacher in a bilingual program?

Response Option	N	%
Yes	43	23.6
No	139	76.4

Note: no response=3

16. Which students do you teach?

Response Option	Yes	
Elementary school students	N	111
	%	60.0
Middle school students	N	57
	%	30.8
High school students	N	33
	%	17.8

17. Were the accommodations provided consistent with those used in the students' instruction?

Response Options	N	%
Yes	144	80.5
Somewhat	22	12.3
No	1	0.6
Not sure	12	6.7

Note: no response=6

Comments

Four people provided comments in response to question 17. Two respondents stated that the accommodations the LPAC indicated for students were not consistently provided in classroom instruction. Two respondents indicated that they did not work with students in the classroom.

18a. Did you use a linguistic simplification guide (LSG)?

Response Options	N	%
Yes	144	79.6
No	37	20.4

Note: no response=4

18b. If Yes, are there changes you would recommend making to the LSG?

Response Options	N	%
Yes	23	16.6
No	116	83.5

Note: no response=46

If Yes, please explain.

Twenty-one respondents recommended changes to the LSG. Seven suggested ways to reorganize and/or increase the number of pictures in the guide. Three recommended giving the test administrator more latitude when simplifying mathematics vocabulary. Other suggestions included allowing students direct access to the LSGs and creating additional simplification materials, such as LSGs for TAKS–M and translation guides for LAT test administrators.

19. Rate your level of agreement with the following statement:

In general, the ELLs in my LAT session used their linguistic accommodations less often than I expected given what I know about their language needs.

Response Options	N	%
Strongly agree	38	21.6
Agree	80	45.5
Not sure	9	5.1
Disagree	39	22.2
Strongly disagree	10	5.7

Note: no response=9

Comments

Sixteen respondents provided comments in response to question 19. Nine conveyed that ELLs did not make use of the accommodations provided during testing. Reasons given included embarrassment and reluctance to ask for help on a test. Four responses indicated that ELLs used the linguistic accommodations as much as the teachers and the test administrators expected. One respondent reported that students used linguistic accommodations, but not those expected by the test administrator.

20. Are there linguistic accommodations other than those listed in the LAT manual that should be added to help ELLs understand unfamiliar language (that is not content terminology) on the tests?

Response Options	N	%
Yes	14	8.0
Not sure	93	53.1
No	68	38.9

Note: no response=10

If Yes, please indicate the accommodations and how they would be helpful.

Eight responses were provided on this topic. The comments revolved around having tests available in languages other than Spanish, allowing oral translation of the entire test, and including language clarification within the test itself.

21a. Overall, how effective do you think the LAT process is in enabling the following ELLs to understand unfamiliar English so that they can demonstrate whether they have learned the skills assessed?

		Very effective	Generally effective	Somewhat effective	Not sure	Generally not effective
Beginning ELLs (9)	N	25	26	30	10	85
	%	14.2	14.8	17.1	5.7	48.3
Intermediate ELLs (15)	N	23	53	67	11	16
	%	13.5	31.2	39.4	6.5	9.4
Advanced ELLs (16)	N	37	84	28	14	6
	%	21.9	49.7	16.6	8.3	3.6

Note: "no response" frequency listed in parentheses for each item above

21b. If you selected “generally not effective,” please explain why.

		Yes
Knowledge of English too limited	N	86
	%	46.5
Lack of familiarity with how to use the accommodations	N	25
	%	13.4
Reluctance to request assistance	N	58
	%	31.4
Accommodations provided not appropriate for level of English proficiency	N	27
	%	14.6
Other	N	10
	%	5.4

If Other, please specify.

Twelve people explained why they chose “Other.” Six indicated that students feel overwhelmed by the test or lack the language skills to complete assessments meaningfully, even with accommodations. The remaining six responses were varied, with no discernible trends.

22. Are there testing approaches (other than providing linguistic accommodations) that should be considered for including ELLs in state assessments?

Response Options	N	%
Yes	36	20.6
Not sure	99	56.6
No	40	22.9

Note: no response=10

If Yes, please explain the approaches and benefits.

Thirty-three respondents explained other approaches and benefits. Eight respondents indicated a desire for extended exemptions for ELLs (complete exemption of first-year testers and/or longer exemption periods for ELLs). Five survey participants expressed a desire for shorter tests with simpler language, and five respondents recommended greater latitude with oral administration of tests.

23. Do you have any suggestions for changing rules about which ELLs may qualify for linguistic accommodations when STAAR is implemented?

Suggestions for grades 3–8

Thirty-one people out of the total 185 LAT test administrators (17%) provided suggestions. Eleven respondents indicated that students should be eligible for LEP exemptions for a longer period of time. Five respondents indicated that qualification for accommodations should be tied to language proficiency. Five participants suggested allowing accommodations for all ELLs, and four people suggested changes to the method of counting partial years in U.S. schools. The remaining six responses were varied and contained no discernible trends.

Suggestions for high school (end-of-course testing)

Sixteen people out of the total 185 LAT test administrators (9%) provided suggestions. Four respondents suggested extending access to accommodations beyond the current 3 year exemption period. Several responses involved making LAT tests available in multiple high school grades. The remaining responses were varied in content and contained no discernible trends.