We will begin at 9:00
- Go to Slido.com to submit questions
- We have remote viewers joining us
Agenda

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
2019-2020 Decision-Making Guide for LPACs

**NEW**
- One combined guide for STAAR and TELPAS programs
- Condensed
- User friendly
- New fillable forms

2019-2020 DECISION-MAKING GUIDE FOR LPACS
STAAR, STAAR SPANISH, STAAR ALTERNATE 2, TELPAS, AND TELPAS ALTERNATE

Student Assessment Division
October 2019
### Fillable Forms

#### NEW

- Fillable Forms for grades K–5 and grades 6–12
- Each form includes STAAR and TELPAS program decisions

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**PART I: STAAR Participation and Designated Supports Decisions**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Designated Supports</th>
<th>Justification</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>English</td>
<td>Spanish</td>
<td>Content and Language Supports*</td>
</tr>
<tr>
<td>STAAR</td>
<td>Mathematics</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>☐</td>
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<tr>
<td></td>
<td>Writing (grade 4 only)</td>
<td>☐</td>
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</tr>
<tr>
<td></td>
<td>Science (grade 5 only)</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

For STAAR designated supports decisions the signature of the student’s teacher for each subject area.

Math:

Reading:

Writing:

Science:

*Students for whom the LPAC recommends Content and Language Supports, Extra Time, or Oral Administration for any English reading assessment, may not be considered for reclassification at the end of the school year.

*Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

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**PART II: TELPAS Participation* and Designated Supports Decisions**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>The ARD, in conjunction with the LPAC, has determined that the student will not be assessed in one or more of the four language domains, as noted in student’s IEP.</td>
</tr>
<tr>
<td>TELPAS Alternate</td>
<td>☐</td>
</tr>
</tbody>
</table>

* For ELL in kindergarten through grade 4 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language proficiency assessments.
Agenda: Decision-Making Guide Overview

- Changes for 2019-2020
- **Decision-Making Guide Overview**
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility

- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
Overview

- The regulatory procedural guide is based on:
  - 19 TAC Chapter 101, Subchapter AA for STAAR, and
  - (TAC) Section 101.1003 for TELPAS and TELPAS Alternate
  - LPACs should be familiar with these Commissioner of Education rules

- LPACs are responsible for —
  - following administrative procedures in the guide
  - making decisions on an **individual student basis**
  - working as a committee to make decisions
  - maintaining required documentation
Overview: LPAC Responsibilities

- LPACs must review each section of the decision-making guide.

- Decision-making guide includes the following:
  - Overview
  - Test Participation Decisions
  - Designated Supports Decisions
  - Other Assessment Decisions
  - Documenting and Communicating Decisions
Agenda: Participation Decisions for the STAAR Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
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The STAAR program encompasses:

- STAAR
- STAAR Spanish
- STAAR Alternate 2
- Grades 3–8
  - mathematics, reading, writing, science, and social studies
- STAAR end-of-course (EOC)

LPACs make and document test participation decisions in accordance with the STAAR program requirements.

| STAAR (grades 3–8 and EOC) | • General statewide assessment
|                           | • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/.
|                           | • Taken by ELs not eligible for an assessment listed below
| STAAR Spanish (grades 3-5) | • Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress
|                           | • Designated supports available for students who meet eligibility can be found at https://tea.texas.gov/accommodations/.
|                           | • Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services
| STAAR Alternate 2 (grades 3-8 and EOC) | • Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards
|                           | • Participation requirements and information regarding available accommodations can be found the [STAAR Alternate 2 Resources](#) webpage.
STAAR Spanish

Same:
- Assessed curriculum and item types
- Blueprints for building tests
- Achievement standard alignment
- Focus on readiness for next grade level or course with goal of postsecondary readiness

Different:
- Language accessibility
  - Native language helps students understand language of test
In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for an EL in an ESL program.

Examples:
- a Spanish speaker who has recently moved to the U.S.
- an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program
- a student in an ESL program who receives substantial academic support in Spanish
Non-ELs in a state-approved bilingual education program may be administered STAAR Spanish if the LPAC determines the Spanish assessment to be the most appropriate measure of the student’s academic progress.

- 19 TAC Chapter 101.1005 requires the LPAC to make the decision when a request of this type is made for a non-EL.

- This is most common in two-way dual language program models but is not necessarily limited to these program models.

- The LPAC is not responsible for performing the many other LPAC functions they carry out for ELs.
Decisions will often vary by necessity because of the design of the STAAR program.

- For example, sometimes it may be appropriate to give STAAR Spanish in some subjects and STAAR in English in other subjects.

LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.
• Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the Accommodation Resources webpage.

• Technology access is precluded—Districts must make every effort to administer STAAR with Embedded Supports (English and Spanish). In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

Note: Special administration is dependent upon TEA approval.
An EL who receives special education services:

- May be administered any assessment depending on whether they meet the participation requirements.
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2

- The LPAC is responsible for working in conjunction with the student’s admission, review, and dismissal (ARD) committee to make and document assessment participation decisions.
  - This collaboration helps ensure that factors related to a student’s disability and second language acquisition are both considered.

- The decision may be made by key members of each committee if necessary.
Agenda: Participation Decisions for the TELPAS Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
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- Other Assessment Decisions
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TELPAS Participation Requirements

- TELPAS and TELPAS Alternate:
  - Fulfill federal requirements for annually assessing English language proficiency of ELs in K-12
  - Assess language proficiency in listening, speaking, reading and writing

- For ELs receiving special education services, the LPAC works in conjunction with the admission, review, and dismissal (ARD) committee

- LPACs are responsible for making and documenting participation decisions
For ELs in Kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine TELPAS participation decisions regarding unmodified English language proficiency assessments.
TELPAS: Holistically Rated Assessments

- Based on student classwork and classroom observations during daily instruction
- Teachers use proficiency level descriptors (PLDs) from Texas English Language Proficiency Standards (ELPS)
- K–1 (all language domains)
  - Listening, speaking, reading and writing holistically rated
- 2–12 Writing
  - Teachers use classroom-based student writing collections
TELPAS: Holistically Rated Assessments and ELs Receiving Special Education Services

- Student evaluated relative to how well he or she understands and uses English to access general curriculum at enrolled grade level in accordance with individualized education program (IEP)

- With rare exceptions, student should be able to be observed and rated meaningfully in each holistically rated domain
  - LPAC and ARD committee collaboratively decide that assessment in a particular domain is not appropriate due to a student’s disability
  - Decision recorded at the time of testing and student is not assessed in applicable domain

- Participation considered on domain-by-domain basis
  - Reason for not assessing must be well-supported and documented in student’s IEP by ARD committee and permanent record file by LPAC
  - Only applicable for EL receiving special education services who does not meet participation requirement for TELPAS Alternate
TELPAS: Online TELPAS Assessments

- Appropriate for vast majority of ELs receiving special education services
- However, there are exceptions.
  - 2–12 Reading
    - Braille versions not available
  - 2–12 Listening and Speaking
    - Braille versions not available
    - Need signed administration
    - Are deaf or hard of hearing (DHH)
There are exceptions to an EL being assessed in one or more language domain.

- **An EL receiving special education services**
  - Decision must be made by ARD committee in conjunction with the LPAC.
  - Participation must be considered on a domain-by-domain basis.
  - Reason for not assessing student must be well-supported and documented.

- **An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window**
  - Will not be assessed by receiving district in the holistically-rated domains.
  - Is required to take the TELPAS reading test and the listening and speaking test
The ARD committee in conjunction with the LPAC may determine that an EL receiving special education services should not be assessed in listening, speaking, and/or reading due to student’s particular disability

- Rare cases
- Participation considered on domain-by-domain basis
- Reason for not assessing must be well-supported and documented in the student’s IEP by ARD committee and permanent record file by LPAC
- Only applicable for EL receiving special education services who does not meet participation requirement for TELPAS Alternate
**TELPAS: Online Assessments: Special Administration**

- **Rare, unavoidable circumstances where students can’t access online assessment:**
  - Accommodations cannot be applied—A student may need a testing accommodation that is not possible to provide in an online setting. Prior to requesting a special administration of the assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. For information regarding these testing accommodations, refer to the [Accommodation Resources](#) webpage.
  - Technology access is precluded—Districts must make every effort to administer TELPAS reading and TELPAS listening and speaking online. In rare situations where computers or technology are absolutely not available, districts may seek permission for a special administration.

*Note: Special administration is dependent upon TEA approval.*
Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded
- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).
- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer.
- Alternate English language proficiency assessment for ELs in grades 2–12 with significant cognitive disabilities
  - Aligned to ELPS
  - Alternate PLDs created to address specific needs of these students
- ARD committee in conjunction with LPAC determines eligibility based on TELPAS Alternate Participation Requirements
  - No domain specific exemptions
Grades K–1

- ELs in K–1 assessed with general TELPAS
- Holistically rated in listening, speaking, reading, writing
- Decision based on stakeholder feedback
  - General TELPAS accessible and appropriate for this age
  - Some K–1 not yet identified with disability (i.e. non-categorical)
- Overall reluctance to assign labels to young students that would make them eligible for alternate assessment
TELPAS Alternate Participation: Grades 2–12

- **Grade 2**
  - ARD committee in conjunction with the LPAC make assessment decision using participation requirements
    - No STAAR Alternate 2 for this grade

- **Grades 3–12**
  - ELs meeting STAAR Alternate 2 eligibility will take TELPAS Alternate

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Note: ELs in grades 11 or 12, who have previously met STAAR Alternate 2 eligibility and completed all STAAR testing requirements, will take TELPAS Alternate.
TELPAS Alternate Participation Requirements

- For grades 2–12
- Available on TEA’s TELPAS Alternate Resources webpage
- Intended to guide ARD committee in conjunction with the LPAC in determining appropriate English language proficiency assessment for ELs
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12
  - **UPDATE:** For students in grades 3-12, the ARD committee in conjunction with the LPAC will now answer question 1: “Is the student identified in PEIMS as LEP?” and initial the assurances in Step II.
Join at slido.com #C511
Agenda: Understanding Accessibility

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- **Understanding Accessibility**

- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
Accessibility policies found on the 2019-2020 Accommodation Resources webpage and DCCR

Policies divided into 3 main categories

- Accessibility Features
  - Available to all students who need them
- Designated Supports
  - The appropriate team of people at campus level determine and document that the student meets the eligibility criteria
- Designated Supports Requiring TEA Approval
  - Appropriate team of people at campus level determined student eligibility and submit Accommodation Request Form (ARF) to the TEA
Accessibility Features

2019–2020 Accommodation Resources

Student Assessment Home | Student Assessment Directory | Contact Student Assessment

TEA accessibility policies may apply to any student taking STAAR or TELPAS depending on his or her needs and whether or not the student meets the eligibility criteria, if applicable. These policies are divided into 3 main categories within each category are links to policy documents that provide more specific information.

NOTE: The 2019–2020 Accessibility Policy Documents are currently being updated and the links to the PDFs will be available soon on this web page. To view ARCHIVED spring 2019 policy documents, use the following links:

- 2019 Accommodation Resources (archived)

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the District and Campus Coordinator Resources online.

To view or print out the accessibility policies as one file, use the following link: 2019–2020 Accessibility Policies

1. Accessibility Features: These are procedures and materials that are allowed for any student who needs them.

2. Designated Supports: These are locally-approved supports for students who meet eligibility criteria.

2019–2020 Accessibility Features

During state assessments for STAAR, STAAR Spanish, and TELPAS, certain accessibility features may be provided to students based on their needs. In general, these procedures and materials are available to any student who regularly benefits from the use of them during instruction. A student cannot be required to use them during testing and there is no need to document their use on the answer document or in the Texas Assessment Management System for online administrations. Coordinators are responsible for ensuring that test administrators understand the proper implementation of these procedures and use of these materials. In some cases, a student who uses them may need to complete the test in a separate setting to eliminate distractions to other students and to ensure the security and confidentiality of the test. In addition, if the administration of an accessibility feature requires a trained test administrator to view secure test content, he or she must sign the appropriate part of the security oath.

A list of the accessibility features is provided below:

- signing test administration directions for a student who is deaf or hard of hearing
- translating test administration directions into the native language of an English learner
- allowing a student to use a bilingual dictionary on mathematics, science, and social studies assessments (word-to-word translations, no definitions or examples, no applications on tablets or other devices)
- allowing a student to read the test aloud to facilitate comprehension (includes use of PVC pipe or recording device)
- reading aloud or signing the expository or persuasive writing prompt to any student who requests this assistance
- providing reading assistance on the grade 3 mathematics test for any student:
  - The test administrator may read a word, phrase, or sentence in a test question or answer option to any grade 3 student, but only when asked to do so by the individual student.
  - If a student needs the entire test read aloud, the eligibility criteria for an oral administration must be met
- typing a student’s response to the writing prompt into the online test for any grade 4 student who is taking STAAR writing online and cannot type proficiently:
  - The test administrator transcribing the student’s response must do so in accordance with guidelines for transcribing found on the Transcribing page of the Complete Paper Administrations section in these District and Campus Coordinator Resources.
  - Students taking the grade 7 writing test, English I, English II, or English III must meet the eligibility requirements for Basic Transcribing if this type of support is needed.
- making the following assistive tools available:
  - various types of scratch paper, dry erase boards, or any other medium that can be erased or destroyed
  - colored overlays and the color settings for online tests
  - blank place markers and the guideline tool for online tests
  - magnifying devices and the zoom feature for online tests
  - various types of highlighters, colored pencils, or any other tool that can be used to focus attention on text
  - amplification devices (e.g., speakers, frequency-modulated [FM] systems)
  - projection devices (e.g., closed-circuit televisions [CCTVs] or LCD projectors for online tests)
Designated Supports Policy Documents

- Contain the information needed to make decisions for all students taking STAAR, STAAR Spanish and TELPAS
- Each document organized the same way
  - Description of Designated Support
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations

1. **Accessibility Features**: These are procedures and materials that are allowed for any student who needs them.
2. **Designated Supports**: These are locally-approved supports for students who meet eligibility criteria.
   - Basic Transcribing
   - Braille
   - Calculation Aids
   - Content and Language Supports
   - Content and Language Supports Guidelines
   - Extra Time
   - Individualized Structured Reminders
   - Large Print
   - Manipulating Test Materials
   - Mathematics Manipulatives
   - Oral/Signed Administration
   - Spelling Assistance
   - Supplemental Aids
3. **Designated Supports Requiring TEA Approval**: These supports require the submission and approval using the Accommodation Request Process below:
   - Complex Transcribing
   - Extra Day
   - Mathematics Scribe
   - Other
A student may receive this support if:

- routinely and effectively using the support in classroom instruction and testing, and
- served by an ARD committee, Section 504 committee, RTI committee, or student assistance team.
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

- For students taking STAAR braille, including students using a refreshable braille display, who are also eligible to receive content and language supports, districts should contact the Texas Assessment Support Center to order STAAR with Embedded Supports materials. **Districts do NOT need to submit a request for TEA to approve for the STAAR with Embedded Supports.**

- Specific information about administering braille tests is available in the General Instructions for Administering Braille State Assessments document, located on the TEA’s Accommodation Resources webpage.

- The state will provide both contracted and uncontracted braille test materials in UEB ONLY.
A student may receive this support if:

- The student is served by an ARD or Section 504 committee.
- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.
- Grade-specific eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.
- For math and science STAAR and STAAR Spanish, the basic calculator (i.e., four-function) will be offered as an embedded PNP support on the STAAR online assessment for students who meet the eligibility in grades 3–7. For questions about the functions allowed on a basic calculator, refer to the calculator tool in the online 2018 STAAR released tests and technology guidelines training PPT.
A student may receive this support if served by an ARD committee or Section 504 committee.

- If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

- Eligibility must be met for a student who receives Section 504 or special education services and routinely and effectively uses the support in classroom instruction and testing.

- A student should be capable of organizing and developing ideas and understands the basic function and use of written language conventions (e.g., sentence structures, irregular verbs) BUT has a disability that is so severe that he or she cannot apply basic spelling rules or word patterns (e.g., silent letters, base words with affixes) to written responses.
Spelling Assistance

- Available as an online embedded PNP support on STAAR writing (composition) if a student routinely uses a similar tool during class instruction.
  - For example, if a student uses a frequently misspelled word list or speech-to-text, then do NOT activate the online spelling assistance PNP. The student will use what he or she routinely uses in class.

- Available on the STAAR Spanish online as an embedded PNP support for grade 4 writing.
Update

- The “Authority for Decision and Required Documentation” section indicates the committee authorized to recommend the designated support.

- The LPAC is sole authority for:
  - Content and Language Supports
  - Extra Time
  - Oral/Signed Administration
Join at slido.com #C511
Agenda: Designated Supports Decisions for the STAAR Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility

- Designated Supports Decisions for the STAAR Program
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LPAC Responsibilities with Designated Supports Decisions

LPACs are responsible for making appropriate designated supports decisions:

- Coordinate with content area teachers of ELs
- Make designated supports decisions in accordance with the TEA policies
  - Educator Guide to Accessibility within the STAAR Program,
  - Accessibility Policy Documents on TEA’s 2019-2020 Accommodation Resources webpage or DCCR, and
- Maintain required documentation of decisions
The LPAC’s designated supports decisions must be made on an individual student basis.

Decisions must be based on—
• a student’s particular needs for second language acquisition support, and
• whether the student is routinely provided the support in classroom instruction and testing.

Providing unfamiliar supports may hinder rather than help a student.

Designated supports decisions should be made as close as possible to the assessment to account for the student’s progress in acquiring the English language.
• EOC designated supports decisions carry over from fall to spring and summer administrations.
• Grade 5 and 8 designated supports decisions carry over from April to May and June.
LPACs are responsible for making designated supports decisions for the STAAR program in conjunction with the student’s ARD committee, Section 504 committee, RTI team, or other applicable committee.

- Designated supports decisions related to the student’s particular needs for second language acquisition support
- Designated supports decisions related to the student’s disability or need

Committees should become familiar with all information on the TEA’s Accommodation Resources webpage.
Designated Supports and Reclassification

Students for whom the LPAC recommends the following designated supports for any English reading or English EOC assessments, may not be reclassified at the end of the school year.

- Oral Administration
- Content and Language Supports
- Extra Time

If the LPACs recommend oral administration, content and language supports, or extra time for the grade 4 and grade 7 writing assessments, they need to consider the degree to which the student relies on these designated supports during language arts writing assignments or testing when making reclassification decisions.
A student may receive this support if:

- Served by an ARD committee, Section 504 committee, LPAC, RTI committee, or student assistance team and a determination is made that the student meets eligibility criteria.

- For a student that is not receiving special education or Section 504 services, the decision should be based on consistent academic struggles in the specific area even after intensive instruction and remediation.

- For a student who is an EL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student’s file.

- For a student that is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.

  **NOTE:** Students for whom the LPAC recommends the use of these supports for any reading or writing assessment, may not be considered for reclassification at the end of the school year.
Eligibility

- routinely and effectively uses in class
- meets at least one of the following: EL and takes English test; dyslexia or related disorder; documented evidence of reading difficulties
  - **NOTE:** ELs taking STAAR Spanish may be eligible for an oral administration **IF** they are identified with dyslexia or related disorder **OR** have documented evidence of reading difficulties.

Evidence of reading difficulties can be caused by various reasons including, but not limited to,

- learning disability in reading
- ADD/ADHD
- behavioral or emotional problem
- processing or memory issue
A student may receive this support if:

- Served by an ARD committee, Section 504 committee, or LPAC committee (for an English test)
  - If a student is an EL with a disability, the decision is made by the ARD committee in conjunction with the student’s LPAC.
  - ELs taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student is eligible.

- The ARD, Section 504, or LPAC committee determines he/she uses the support routinely and effectively in classroom instruction and testing.

**NOTE:** Students for whom the LPAC recommends the use of these supports for any reading or writing assessment may not be considered for reclassification at the end of the school year.
Content and Language Supports

- STAAR and STAAR Spanish online tests only (not available for Algebra II or English III).
  - NOTE: Although STAAR Spanish uses the same guidelines for Content and Language Supports as the English version of STAAR, some of the accommodations in the pop-ups and rollovers may not be identical due to linguistic differences.

- Content and Language Supports include
  - Pop-ups
  - Rollovers
  - Supplementary Materials
  - Prereads
  - NEW: Writing—beginning in spring 2020 all writing tests, including Eng. I and II, will ONLY have prereads prior to the editing passages.
  - Reading—all reading selections, including Eng. I and II, will have prereads prior to the selection.

- STAAR and STAAR Spanish with embedded supports paper version available through the Special Paper Administration Process.
Special Administration Requests

- Because English and Spanish Content and Language Supports are embedded PNP accommodations presented in an online format, replicating these features in a paper version is not always possible.

- Technology-based supports enable most students to test online; however, in instances in which the use of an accommodation is not feasible or appropriate, or if the administration of an online test is inappropriate due to a student’s particular disability, a special request may be made to TEA for approval to administer a paper test booklet.
  - This process also applies to TELPAS reading.
  - For students taking TELPAS Listening and Speaking, a special request may be made to TEA for approval to assess holistically.
Special Administration Requests

- Example situations when a request for a special administration of STAAR with Embedded Supports paper test is appropriate:
  - Student has seizures or migraines from looking at computer screen and frequent breaks do not work.
  - After multiple attempts throughout the year to acclimate the student to online testing, student becomes agitated or violent when beginning any practice test due to his or her disability.
  - No access to technology because student is homebound with no internet connection available or student is in a juvenile detention facility and county does not allow online test application to be downloaded onto computers.
The use of dictionaries on reading and writing assessments does not prevent an EL from being considered for reclassification at the end of the year. However, it is important for LPACs to consider the degree to which the student relies on a dictionary during language arts instruction or testing when making reclassification decisions.
For guidance on EL reclassification contact the Division of English Learner Support:
512-463-9414
EnglishLearnerSupport@tea.texas.gov

English Learner Reclassification

2019–2020 English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an English learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition support as determined by satisfactory performance in the assessment areas below and the results of a subjective teacher evaluation using the state's English learner reclassification rubric (linked below).1

For State of Texas Assessments of Academic Readiness (STAAR) English reading and English-end-of-course (EOC) assessments, the performance standard for reclassification is the student meeting any of the following:
- Master Grade Level
- Meet Grade Level
- Approaching Grade Level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing</th>
<th>STAAR English EOC</th>
<th>STAAR English EOC</th>
<th>TEA Approved Norm-Referenced Standardized Achievement Test (Reading Language) 40th percentile or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>STAAR Reading [English]</td>
<td>STAAR Reading</td>
<td>STAAR Reading</td>
<td>STAAR Reading [English]</td>
</tr>
<tr>
<td>Speaking</td>
<td>STAAR Reading [English]</td>
<td>STAAR Reading</td>
<td>STAAR Reading</td>
<td>STAAR Reading [English]</td>
</tr>
<tr>
<td>Writing</td>
<td>STAAR Reading [English]</td>
<td>STAAR Reading</td>
<td>STAAR Reading</td>
<td>STAAR Reading [English]</td>
</tr>
</tbody>
</table>

1 For EL reclassification, students in grades 3-5 may be assessed using the state's single TEA-Approved Norm-Referenced Standardized Achievement Test: http://www.tea.texas.gov/assessment/.

This student routinely demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports.  

Comments:

This student demonstrates the readiness for reclassification as English proficient and the ability to successfully participate in grade-level content instruction that is delivered with no second language acquisitions supports.

Teacher Name: [Teacher Name]
Teacher Signature: [Teacher Signature]
Date of Completion: [Date]
Agenda: Designated Supports Decisions for the TELPAS Program

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility

- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
For TELPAS, all designated supports decisions MUST be made in conjunction with the ARD committee, Section 504 committee, or appropriate team of people at the campus level (e.g., RTI team or student assistance team).

For TELPAS Alternate, the student performance described in the Observable Behaviors occurs while students have access to the instructional accommodations indicated in their individualized education program (IEP).
Agenda: Other Assessment Decisions

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
### STAAR Exemptions

#### Exemptions

As indicated in 19 TAC §101.1005, an EL who meets the eligibility criteria below shall not be required to take a STAAR assessment in grades 3-8.

<table>
<thead>
<tr>
<th>Eligibility Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exemption applies to an EL who</td>
</tr>
<tr>
<td>▪ qualifies as an unschooled asylee or refugee,</td>
</tr>
<tr>
<td>▪ is in the first year of enrollment in U.S schools, and</td>
</tr>
<tr>
<td>▪ is in grades 3-8.</td>
</tr>
</tbody>
</table>

Section 101.1005 of the TAC allows exemption of qualifying EL asylees and refugees from being administered a STAAR assessment in grades 3–8.
Acknowledges unique circumstances of specific ELs
- insufficient time in the U.S. and insufficient time to learn English

These students
- depend heavily on instructional scaffolding, including linguistic supports based on their second language acquisition needs
- needs cannot be provided as designated supports during the standardized English I EOC assessment

LPACs must maintain documentation of eligibility for the special provision.

Eligibility must be determined in conjunction with the student’s enrollment in English I/ESOL I.

Note: An EL who qualifies as an unschooled asylee or refugee may be eligible for the English I EOC special provision during the student’s fourth or fifth school year of enrollment in a U.S. school if all other requirements are met. Additional information on unschooled asylee/refugee students can be found in Appendix B in the LPAC Decision-Making Guide.
To qualify as an unschooled asylee or refugee

- student must be identified as limited English proficient (LEP/EL) as defined by state law in TEC, Section 29.052, and must participate in a state-approved bilingual or ESL program, and
- student’s permanent record file must contain appropriate documentation of asylee/refugee status. The student must
  - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
  - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum.”
The student’s permanent record file must document that

- the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S.; and
- the student is being provided designated supports and other ongoing interventions by the district to meet the student’s unique affective, linguistic, and cognitive needs; and
- as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a direct result of the student’s inadequate schooling outside of the U.S.
LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an EL whose parents have denied bilingual or ESL services. This includes:

- No designated supports
- No testing in Spanish
- No English I special provision
- No unschooled asylee/refugee provisions
Agenda: Documenting and Communicating Decisions

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
Documenting Decisions

- For each EL, the LPAC must maintain documentation of:
  - STAAR, STAAR Spanish, STAAR Alternate participation and designated supports decisions
  - TELPAS and TELPAS Alternate participation decisions
  - Decisions kept in student’s permanent record file

- For participation and designated supports decisions LPACs make in conjunction with the ARD committee, 504 committee, RTI team, or student assistance team:
  - ARD committee documents decisions in the student’s IEP
  - Section 504 committee documents decision in the student’s IAP
  - Other student assistance teams document decision in student’s permanent record file
Sample forms are provided.
- assist LPACs in meeting documentation requirements
- available on the Language Proficiency Assessment Committee Resources webpage
- separate sample forms for grades K–5 and grades 6–12

LPACs may modify or reformat the forms.
- components of required state documentation need to be included

School districts may require additional supporting documentation and evidence.

Note: LPACs are responsible for providing STAAR, STAAR Alternate, TELPAS and TELPAS Alternate assessment coordinators with assessments decisions as well as STAAR designated supports information for ELs in time for appropriate testing arrangements to be made.
**NEW**

Part I: STAAR Participation and Designated Supports Decisions for grades 3–5 and grades 6–12

### PART I: STAAR Participation and Designated Supports Decisions

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Language/ Supports①</th>
<th>Extra Time</th>
<th>Oral/Signed Administration②</th>
<th>None</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Algebra I</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
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<tr>
<td>Algebra II</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Reading</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>English I</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>English II</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>English III</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Writing (grade 7 only)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Science</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Biology</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
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<tr>
<td>Social Studies</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>U.S. History</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

**STAAR Alternate 2**

The AIP committee, in conjunction with the LEAC, has determined that the student is eligible and will participate in STAAR Alternate 2.

**Signature of Student’s Teacher for Subject Area**

For STAAR designated supports decisions the signature of the student’s teacher affirms that the supports marked are based both on the student’s need and the student’s routine use of the support in classroom instruction and testing.

**Math:**

**Reading:**

**Writing:**

**Science:**

**Social Studies:**

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Part II: TELPAS Participation and Designated Supports Decisions

- TELPAS grades K–12
- TELPAS Alternate grades 2–12

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TELPAS</td>
<td>The student will take the general TELPAS in all four language domains.</td>
</tr>
<tr>
<td></td>
<td>The ARD, in conjunction with the LPAC, has determined that the student will</td>
</tr>
<tr>
<td></td>
<td>not be assessed in one or more of the four language domains, as noted in</td>
</tr>
<tr>
<td></td>
<td>student’s IEP.</td>
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<tr>
<td></td>
<td>The ARD, in conjunction with the LPAC, has determined that the student will</td>
</tr>
<tr>
<td></td>
<td>receive designated supports, as noted in student’s IEP.</td>
</tr>
<tr>
<td></td>
<td>The ARD, in conjunction with the LPAC, has determined that the student may</td>
</tr>
<tr>
<td></td>
<td>need a special administration of an online TELPAS assessment pending TEA</td>
</tr>
<tr>
<td></td>
<td>approval, as noted in student’s IEP.</td>
</tr>
<tr>
<td>TELPAS Alternate</td>
<td>The ARD, in conjunction with the LPAC, has determined that the student meets</td>
</tr>
<tr>
<td></td>
<td>the TELPAS Alternate eligibility and will be assessed with TELPAS Alternate,</td>
</tr>
<tr>
<td></td>
<td>as noted in student’s IEP.</td>
</tr>
</tbody>
</table>
Documentation Forms: Part III and Part IV

NEW

Part III: Notes Section
- Record other information pertinent to assessment

Part IV: LPAC Signatures
- Affirms decisions made in accordance with state policies and procedures
Documentation must be completed and discussed with the student as close to the time of the assessment as possible.

Only applies when student meets eligibility criteria and passes the course.

The student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard on the test.

STAAR English I Special Provision Form
Student History Worksheet

- **Multiple-year student record of:**
  - number of school years of enrollment in U.S.
  - TELPAS/TELPAS Alternate reading rating
  - test decisions
  - whether student has been enrolled for 60 consecutive school days in a school year

- Includes signature and date area for each year’s updated years in U.S. schools information to help ensure annual accuracy of this important data collection

This form can help:
- keep track of a student’s LEP/EL status, program participation, years in U.S. schools, and TELPAS/TELPAS Alternate reading rating.
- monitor extensive absences of schooling outside the U.S. and the schooling patterns of students who move in and out of the U.S., and
- summarize a student’s test history.
Agenda: Additional Documentation

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
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LPACs are also required to determine and document the number of school years in which an EL has been enrolled in a U.S. school.

- Information is reported to TEA in conjunction with the TELPAS and TELPAS Alternate
- Used in TELPAS and TELPAS Alternate reporting and accountability and performance-based monitoring measures
- Vital that LPACs follow state-defined policies and procedures to determine and annually document this important data element
Districts are not changing the value for years in U.S. schools submitted in a previous school year. Districts are using the data previously submitted to inform data that will be submitted this spring.

U.S territories (Puerto Rico and Guam) are not included in this count.
In addition to years in U.S. schools, other information that will be collected includes:

- **Unschooled asylees/refugees**
  - These students typically lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances.

- **Students with Interrupted Formal Education (SIFE)**
  - These ELs attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These ELs may come to the U.S. with limited or no prior schooling. They typically lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include ELs who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.
TELPAS & TELPAS ALTERNATE Updates
TELPAS Updates for 2019-2020

- TELPAS Manuals
- TELPAS Centralized Raters
TELPAS Overview

- TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.
- All K-12 students classified as LEP/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.
# TELPAS Components

## Grades K-1
- Holistically-rated assessments in listening, speaking, reading, and writing
- Classroom observations and student interactions

## Grades 2-12
- Online test for reading, listening, and speaking
- Holistically-rated student writing collection
Exceptions

There are exceptions to an EL being assessed in one or more language domain.

- **An EL receiving special education services**
  - Decision must be made by ARD committee in conjunction with the LPAC.
  - Participation must be considered on a domain-by-domain basis.
  - Reason for not assessing student must be well-supported and documented.

- **An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window**
  - Will not be assessed by receiving district in the holistically-rated domains.
  - Is required to take the TELPAS reading test and the listening and speaking test
Special Administration of TELPAS

- In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded
- The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).
- TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer.
Based on feedback from the field and advisory groups, the TELPAS manuals organization will be updated in the 2019-2020 school year.

- TELPAS Rater Manual will only be online and not shipped to districts.
- TELPAS Test Administrator Manual will be online as well as printed and shipped to districts.

Both manuals will be posted on the TELPAS Resources webpage and in the District and Campus Coordinator Resources (DCCR).
### TELPAS Rater Resources – Training Purposes

<table>
<thead>
<tr>
<th>For training purposes:</th>
<th>K-1 Raters</th>
<th>2-12 Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-12 Listening PLDs</td>
<td>2-12 Writing PLDs</td>
</tr>
<tr>
<td></td>
<td>K-12 Speaking PLDs</td>
<td>If approved for a special administration of listening and speaking test, 2-12 raters will also need:</td>
</tr>
<tr>
<td></td>
<td>K-1 Reading PLDs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-1 Writing PLDs</td>
<td></td>
</tr>
</tbody>
</table>

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*. 
## TELPAS Rater Resources – Rater Purposes

<table>
<thead>
<tr>
<th>For rating purposes:</th>
<th>K-1 Raters</th>
<th>2-12 Raters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ K-12 Listening PLDs&lt;br&gt;▪ K-12 Speaking PLDs&lt;br&gt;▪ K-1 Reading PLDs&lt;br&gt;▪ K-1 Writing PLDs&lt;br&gt;▪ TELPAS Student Rating Roster</td>
<td>▪ 2-12 Writing PLDs&lt;br&gt;▪ TELPAS Student Rating Roster&lt;br&gt;▪ Writing Collection Cover Sheet&lt;br&gt;▪ Writing Collection Verification Checklist</td>
</tr>
</tbody>
</table>

If approved for a special administration of listening and speaking test, 2-12 raters will also need:

▪ K-12 Listening PLDs
▪ K-12 Speaking PLDs

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*. 
Districts will have the option to designate one or more **centralized raters** to rate TELPAS grades 2-12 writing collections district wide or only at a campus(es) or grade level.

- The centralized raters will still have to meet the TELPAS rater requirements (training and calibration).
- Exception: This **does not** apply to raters of students that have been approved for a special administration of the TELPAS listening and speaking assessment.
The implementation of centralized raters is not a requirement. It is solely an option to provide districts some flexibility in the TELPAS assessment of grades 2-12 student writing collections.

- As noted before, the centralized raters will still have to meet the TELPAS rater requirements. However, districts, at their own discretion, may require additional training for those raters designated as centralized raters.
TELPAS Writing Collections: Centralized Raters

- Teachers of ELs in 2-12 are still required to assemble an EL’s writing collection to be rated.

- Districts using centralized raters will need to develop their own process to gather the writing collections district wide, campus wide or by grade level.

- Teachers assembling the writing collection(s) are required to receive TELPAS administration procedures training in order to ensure that writing collections are assembled appropriately.
A teacher (including a substitute teacher) selected to rate an EL must
• have the student in class at the time of the spring assessment window
• be knowledgeable about the student’s ability to use English in instructional and informal settings
• hold valid Texas education credentials, such as a teacher certificate or permit
• be appropriately trained in the holistic rating process
• rate the student in all eligible domains

Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.
2-12 Rater Credentials (writing only)

- Starting in 2019-2020, a rater does not need to have the student in class at the time of the spring assessment.
- The rater (including a substitute teacher) selected to rate an EL must
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process*
- It is important to note that teachers are still required to assemble writing collections.
- Districts that designate centralized raters (district wide, campus wide, or by grade levels) will need to develop their own process to gather and verify the writing collections.
- Paraprofessionals may not serve as raters.

*Please note that districts, at their discretion, can implement additional requirements for grades 2-12 raters of writing collections.
2-12 Rater Credentials (listening, speaking, and writing)

- In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains.

- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student’s ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains

- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.
Centralized Raters: Teachers of ELs in 2-12

- Teachers of grades 2-12 ELs are still required to assemble student writing collections.

- As noted before, the centralized raters will still have to meet the TELPAS rater requirements. However, districts, at their own discretion, may require additional training for those raters designated as centralized raters.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Guide to TELPAS and TELPAS Alternate</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS and PLDs to guide instruction</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Training PowerPoints</td>
<td>Provide introductory training resources for educators and raters that administrators/coordinators to build foundational knowledge of TELPAS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>TELPAS Reading, Listening, and Speaking Blueprints</td>
<td>Provide districts with the test blueprints (reading, listening, and speaking) and TELPAS speaking rubrics</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
</tbody>
</table>
# TELPAS Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TELPAS Speaking Rubrics</strong></td>
<td>Were derived from the TELPAS proficiency level descriptors (PLDs) and demonstrate the number of score points that a student can achieve based on their performance on each speaking test item</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Reading Released Tests</strong></td>
<td>Are available in the online interface and can be used to administer to students for diagnostic purposes</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Tutorial</strong></td>
<td>Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)</td>
<td>Administrators, Coordinators, Teachers, Students</td>
</tr>
</tbody>
</table>
## TELPAS Resources (continued)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TELPAS Listening and Speaking Practice Sets</strong></td>
<td>Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses</td>
<td>Administrators, Coordinators, Teachers, Students</td>
</tr>
<tr>
<td><strong>TELPAS Microphone and Headset Check</strong></td>
<td>Available in the TestNav app under the “Practice Tests” link for districts to test connection, recording, and audio playback of their headsets prior to utilizing listening and speaking practice sets and definitely before testing</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td><strong>TELPAS Parent Resources</strong></td>
<td>Provide parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
</tbody>
</table>
There are no significant changes to TELPAS Alternate.

We are in the process of developing additional resources.
What is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12
- Aligned to the Texas English Language Proficiency Standards (ELPS)
- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population
Who takes TELPAS Alternate?

- Students taking TELPAS Alternate are English learners in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.

- These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.
Who is assessed with TELPAS Alternate?

| Grades K – 1 | • No TELPAS Alternate for K-1 at this time.  
|              | • All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains. |
| Grade 2      | • Participation requirements are available on TEA’s [TELPAS Alternate Resources](#) webpage.  
|              | • ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate. |
| Grades 3 - 12| • Participation requirements are available on TEA’s [TELPAS Alternate Resources](#) webpage.  
|              | • ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate. |
Participation requirements (in English and Spanish) for grades 2-12 are available on TEA’s TELPAS Alternate Resources webpage.

Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.

Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.

**UPDATE:** For student in grades 3-12, the LPAC will now answer question 1: “Is the student identified in PEIMS as LEP?” and initial the assurances in Step II.
The Alternate PLDs are domain-specific and define how well ELs at the five proficiency levels are able to understand and use English in social and academic settings.

The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELs.

Located on the TELPAS Alternate Resources webpage.
What are Observable Behaviors?

- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.
- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.
A “notes version” of the Observable Behaviors can be found on TEA’s TELPAS Alternate Resources web page. It is available so that educators can become familiar with the Observable Behaviors and practice using them during the school year.
Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.

Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

An accessible version of the Observable Behaviors and classroom examples can be found at [https://tea.texas.gov/student.assessment/telpasalt/#Alt](https://tea.texas.gov/student.assessment/telpasalt/#Alt)
Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.
- There are many other classroom activities that could be used as examples for the Observable Behaviors.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student’s ability to understand and use English.
TELPAS Alternate Training

- TELPAS Alternate Test Administrator Manual
- A series of training PowerPoints is available on TEA’s TELPAS Alternate Resources webpage. Each PPT can be reviewed by in about 10-15 minutes. Introduction to TELPAS Alternate.
  - TELPAS Alternate Student Eligibility (coming soon)
  - TELPAS Alternate Accessibility (coming soon)
  - TELPAS Alternate Listening Domain
  - TELPAS Alternate Speaking Domain
  - TELPAS Alternate Reading Domain
  - TELPAS Alternate Writing Domain
  - TELPAS Test Administration (coming soon)
- While the PPTs are not required, TEA highly recommends that test administrators rating students using TELPAS Alternate view these PPTs to become familiar with unique aspects of a TELPAS Alternate administration.
# TELPAS Alternate Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Guide to TELPAS and TELPAS Alternate</td>
<td>Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS</td>
<td>Administrators, Coordinators, Teachers</td>
</tr>
<tr>
<td>Participation Requirements</td>
<td>Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate</td>
<td>Members of ARD committees and LPACs</td>
</tr>
<tr>
<td>Observable Behaviors</td>
<td>Measures the student’s use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
### TELPAS Alternate Resources (continued)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent Brochure</strong></td>
<td>Communicates (English and Spanish) basic information about TELPAS Alternate</td>
<td>Parents</td>
</tr>
<tr>
<td><strong>Test Administration Manual</strong></td>
<td>Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students</td>
<td>Administrators, Coordinators, Teachers serving as test administrators</td>
</tr>
<tr>
<td></td>
<td>Required to be read carefully and followed as written</td>
<td></td>
</tr>
<tr>
<td><strong>Training PowerPoints</strong></td>
<td>Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors</td>
<td>Administrators, Coordinators, Teachers serving as test administrators</td>
</tr>
<tr>
<td></td>
<td>Designed as short PowerPoints that can be viewed in 30 minutes or less</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are optional though highly recommended</td>
<td></td>
</tr>
</tbody>
</table>
Agenda: FAQs

- Changes for 2019-2020
- Decision-Making Guide Overview
- Participation Decisions for the STAAR Program
- Participation Decisions for the TELPAS Program
- Understanding Accessibility
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Other Assessment Decisions
- Documenting and Communicating Decisions
- Additional Documentation
- FAQs
Can LPACs change participation decisions within the same assessment calendar (i.e. April decision was STAAR English, LPAC wants to change to STAAR Spanish for May assessment.)

LPACs may change assessment participation decisions. However, the LPAC will need to justify the reason for making the change and citing the EL’s failure to pass the STAAR English assessment is not justification.

We have ELs in our district, in kindergarten through grade 2, who do not have either an ARD committee or Section 504 committee. Is the LPAC required to meet to make TELPAS participation decisions for these students?

For ELs in kindergarten through grade 2 who do not have ARD committees or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language assessments.
We have Junior and Senior ELs in our district who are required to take a TELPAS assessment. These ELs have previously met the participation requirements for STAAR Alternate 2 but have completed their EOC testing requirements and therefore not testing this spring. Should they take TELPAS Alternate?

*If these ELs met participation requirements for STAAR Alternate 2 in the past, then they will be assessed with TELPAS Alternate.*
When marking the Observable Behaviors for the TELPAS Alternate assessment, can we leave any blank?

For the TELPAS Alternate, the test administrator needs to record a response for all 40 Observable Behaviors. The test administrator will not be able to submit the test if any Observable Behaviors are left blank.
Do eligible ELs in K-1 also take TELPAS Alternate?

*ELs in grades K-1 will be assessed with the general TELPAS holistically rated assessment for all four language domains and not with the TELPAS Alternate assessment. This decision was based on feedback from various stakeholders that the general TELPAS holistically rated assessment was accessible and appropriate for students at this early age, and that some K-1 students have not yet been identified with a disability (i.e., non-categorical). Additionally, there was an overall reluctance to assign labels to young students that would make them eligible for an alternate assessment.*
Information regarding assessments for English Learners

TEA Student Assessment Division phone number:
(512) 463-9536

Email: assessment.specialpopulations@tea.texas.gov
These slides have been prepared by the Student Assessment Division of the Texas Education Agency. You are welcome to use them for local training.

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Give Thanks

shorturl.at/czEJ6