

Linguistic Accommodations for ELLs Participating in the STAAR™ Program

Linguistic accommodations are language supports that decrease the language barrier ELLs experience when learning and demonstrating knowledge and skills in English. The Texas English Language Proficiency Standards (ELPS) require all teachers to linguistically accommodate the instruction of ELLs in their classes commensurate with the students' English language proficiency levels. Policies for STAAR linguistic accommodations support these ELPS requirements.

Overview of STAAR Assessments for ELLs

The chart below shows the ways in which the language needs of ELLs are addressed in the STAAR program.

<p><i>1 PAC</i></p> <p>STAAR (3–8 and EOC)</p>	<ul style="list-style-type: none"> • General state assessments • Some linguistic accommodations permitted • Taken by ELLs who do not qualify for another assessment below
<p><i>2 PAC</i></p> <p>STAAR Spanish</p>	<ul style="list-style-type: none"> • Native language assessments; grades 3–5 only; same subjects as STAAR • Taken by ELLs for whom a Spanish version of STAAR exists and most appropriately measures their academic progress • Linguistic accommodations not permitted because students testing in native language
<p><i>3 PAC</i></p> <p>STAAR L</p>	<ul style="list-style-type: none"> • Linguistically accommodated STAAR mathematics, science, and social studies assessments • More substantial linguistic accommodations than for STAAR • May be administered to ELLs who— <ul style="list-style-type: none"> ○ are not most appropriately assessed with STAAR Spanish, AND ○ have not yet attained a TELPAS advanced high reading rating, AND ○ have been enrolled in U.S. schools for 3 years or less (5 years or less if a qualifying asylee or refugee)
<p><i>4 2D / 1 PAC</i></p> <p>STAAR Modified</p>	<ul style="list-style-type: none"> • Assessments for students receiving special education services, including those who are ELLs, who meet requirements for an alternate assessment based on modified achievement standards • More substantial and varied linguistic accommodations than for STAAR or STAAR L
<p><i>5 2D / 1 PAC</i></p> <p>STAAR Alternate</p>	<ul style="list-style-type: none"> • Assessments for students receiving special education services, including those who are ELLs, who meet requirements for an alternate assessment based on alternate achievement standards • No specified list of allowable linguistic accommodations; classroom-based observational assessment design allows for any language or other communication method routinely used with the student

Refer to the TEA ELL Assessment Information webpage for more detailed information about STAAR assessment program participation requirements for ELLs.

Linguistic Accommodations during Instruction

Linguistically accommodating the instruction of ELLs involves communicating with them in ways they currently understand while sequencing and scaffolding instruction to foster the learning of grade-level English and academic content. Linguistically accommodated instruction is differentiated through use of instructional materials, techniques, and tools that meet the needs of ELLs.

As ELLs learn English, the types of linguistic accommodations that are most suitable change, and the need for particular accommodations lessen. It is important for teachers to stay attuned to the English language



STAAR Participation and Linguistic Accommodation Decisions

CAMPUS _____

DISTRICT _____

SCHOOL YEAR _____

PART I: Documentation and Justification of STAAR Participation Decisions

The following table may be used to document and justify STAAR assessment decisions, as required by Section 101.1005 of the Texas Administrative Code. In the "Subject/Courses Administered" column, indicate **All** if the student will be assessed with the same statewide assessment for all subjects/courses administered during the school year. Otherwise, list the specific subjects/courses for the applicable assessments.

For an ELL who receives special education services, the student's admission, review, and dismissal (ARD) committee in conjunction with the LPAC is required to make and document the assessment decisions. **Reminder:** An ELL who receives special education services may qualify to take STAAR Modified or STAAR Alternate in accordance with the participation requirements for these assessments. **Only** reasons associated with the student's particular disability, **not** with the student's second language acquisition, may be considered.

For STAAR Spanish and STAAR L, the justification must be based on the participation requirements and must specifically validate the assessment decision. For STAAR, STAAR Modified, and STAAR Alternate, follow the instructions in the *STAAR Decision-Making Guide for LPACs* when completing the justification column.

STUDENT NAME _____

ENROLLED GRADE _____

Assessment	Participation Requirements	Subject/Courses Administered	Justification <i>(Attach additional information if more room is required.)</i>
STAAR	<ul style="list-style-type: none"> • General state assessment required for ELLs not administered another assessment below 		
STAAR Spanish	<ul style="list-style-type: none"> • Available for ELLs in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress • Not permitted for an ELL whose parent or guardian has declined bilingual/ESL program services 		
STAAR L	<ul style="list-style-type: none"> • Linguistically accommodated STAAR mathematics, science, and social studies assessments available for ELLs who— <ul style="list-style-type: none"> ○ are not most appropriately assessed with STAAR Spanish, AND ○ have not yet attained a TELPAS advanced high reading rating in grade 2 or above, AND ○ have been enrolled in U.S. schools for 3 school years or less starting with first grade (5 school years or less if a qualifying unschooled asylee or refugee) • Not permitted for an ELL whose parent or guardian has declined bilingual/ESL program services 		
STAAR Modified	<ul style="list-style-type: none"> • Available for students receiving special education services (including a small number who are also ELLs) who meet participation requirements for an alternate assessment based on modified achievement standards • Participation requirements found at http://www.tea.state.tx.us/student.assessment/special-ed/staarm/partreqs/ 		
STAAR Alternate	<ul style="list-style-type: none"> • Available for students receiving special education services (including a small number who are also ELLs) who meet requirements for an alternate assessment based on alternate achievement standards • Participation requirements found at http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/partreqs/ 		

PART II: Record of Test Participation and Linguistic Accommodation Decisions for STAAR Program

This table may be used by the language proficiency assessment committee (LPAC) to document STAAR participation and linguistic accommodation decisions for ELLs. Next to the applicable subjects/courses below, indicate the assessment decision and any allowable linguistic accommodations. The LPAC's decisions must be made in accordance with the state policies and procedures outlined in the following TEA publications: *2011–2012 STAAR Decision-Making Guide for LPACs and Linguistic Accommodations for ELLs Participating in the STAAR Program*. Testing accommodations for ELLs who have a disability and qualify for other accommodations must be attached or documented separately in the student's permanent record file.

STUDENT NAME _____ ENROLLED GRADE _____ SCHOOL YEAR _____

Subject/Course <i>Fill in STAAR subject/course</i>	Assessment Type <i>STAAR, STAAR Spanish, STAAR L, STAAR Modified, STAAR Alternate</i>	Linguistic Accommodation(s) <i>See information below and fill in applicable accommodations</i>	Signature of Student's Teacher for Subject/Course

Gr 3-8 and EOC	STAAR (English)	STAAR L	STAAR Modified
Mathematics Science Social Studies	BD Bilingual dictionary XT Extra time (same school day) D Dictionaries of various types, Gr 3–5 XT Extra time (same school day) <i>Reading and Writing:</i> CP Clarification in English of word meaning in writing prompts <i>Reading for English I-III:</i> CS Clarification in English of word meaning in short-answer questions	BD Bilingual dictionary XT Extra time (same school day) CE Clarification in English of word meaning RA Reading aloud of text	BD Bilingual dictionary XT Extra time (same school day) CE Clarification in English of word meaning RA Reading aloud of text OT Oral translation BG Bilingual glossary D Dictionaries of various types, Gr 3–5 XT Extra time (same school day) RA Reading aloud of eligible text CE Clarification in English of word meaning OT Oral translation

• **Dictionary:** It may be beneficial for the LPAC to use this form to indicate specifics about the type of dictionary to be used.

• **Reading and writing in grade 6 and above:** English, bilingual, and ESL dictionaries are not considered linguistic accommodations. They are included in the STAAR dictionary access policy for all students. The LPAC may, however, wish to use the linguistic accommodation column to specify the type of dictionary or dictionaries to be provided and whether the ELL requires exclusive or shared access. It is recommended that ELLs who depend heavily on a dictionary in language arts instruction each have their own dictionary during the test.

• **STAAR Spanish:** Linguistic accommodations are not applicable because the assessment is already in the native language of the student.

• **STAAR Alternate:** There is no specified list of allowable linguistic accommodations. Any language or other communication method routinely used with the student is permitted.

• **Teacher signature:** This signature affirms that the linguistic accommodations listed are based both on the student's need for second language acquisition support and the student's routine use of the accommodation in classroom instruction and testing, as outlined in the TEA publication titled *Linguistic Accommodations for ELLs Participating in the STAAR Program*.

• **LPAC signatures:** These signatures affirm that the decisions recorded have been made by the LPAC committee in full accordance with the state policies and procedures.

SIGNATURES OF DESIGNATED LPAC MEMBERS _____ LPAC MEETING DATE(S) _____