

2020-2021 LPAC Decisions Educator Guide



TETN # 956
October 23, 2020

Updates for 2020-2021

- **Updates for 2020-2021**
- LPAC Decisions Educator 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

LPAC Decisions Educator Guide 2020-2021

The Language Proficiency Assessment Committee (LPAC) Decisions

Educator Guide



2020–2021

NEW

- Educator Guide
 - New name
 - New cover
 - On LPAC Resources webpage by end of October

New Student Assessment Help Desk

- Will allow us to improve our response to district inquiries
- Includes a searchable list of FAQs
- Will eventually replace the need for multiple email addresses
- Found at: [Helpdesk.tea.texas.gov](https://helpdesk.tea.texas.gov)



Help Desk Find an Answer Search

Welcome to the TEA Help Desk!

Click on an icon below to look up information or submit your question to TEA staff. If you are unsure of which area to submit your request, please call 512-463-9734 and we will do our best to route your request to the right place.

For a quick orientation to the redesigned TEA Help Desk see the short [training video](#) or [quick reference guide](#).

TEAL Access
Need access to your TEAL account?

Educator Certification and CPE
Do you have educator related questions?

Educator Testing and Preparation Programs
Have questions about educator testing or preparation programs?

Fingerprinting and Do Not Hire Registry
Fingerprinting and Do Not Hire Registry

Grants
Funding Questions

Certificate of High School Equivalency (TxCHSE)
GED, HISET & TASC

Texas Virtual School Network
Help/Questions

Instructional Materials
Have questions about instructional materials?

Student Assessment
STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate, & Interims

If you experience any issues creating a ticket, please contact our [support mailbox](#) to report the problem.

Attention
TEA business hours are 8am-5pm (weekends and state holidays excepted).

LPAC Decisions Educator Guide Overview

- Updates for 2020-2021
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- Participation Decisions for the TELPAS Program
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Overview

- The regulatory procedural guide is based on:
 - 19 TAC 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 LPAC Decisions Educator Guide.
- Educator guide includes the following:
 - Overview
 - Test Participation Decisions
 - Designated Supports Decisions
 - Other Assessment Decisions
 - Documenting and Communicating Decisions

Participation Decisions for the STAAR Program

- Updates for 2020-2021
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STAAR, STAAR Spanish, STAAR Alternate 2

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)
 - Algebra I, Algebra II, biology, English I, English II, English III, and U.S. history
- LPACs make and document test participation decisions in accordance with the STAAR program requirements.

STAAR (grades 3–8 and EOC)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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

STAAR Spanish Decisions

- 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 Spanish Bilingual Programs

- 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.

Assessment Decisions for Different Subjects

- 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.

STAAR with Embedded Supports Online Assessments: Special Administration

- Rare, unavoidable circumstances where students can't access online assessment:
 - Accommodations cannot be applied—
 - A testing accommodation that is not possible to provide in an online setting
 - Consider accessibility features, locally-approved designated supports, and designated supports requiring TEA approval
 - Refer to [Accommodation Resources](#) webpage
 - Technology access is precluded—
 - Districts must make every effort to administer STAAR online with Embedded Supports (English and Spanish).
 - In rare situations where computers or technology are absolutely not available

NOTE: Special administration is dependent upon TEA approval.

ELs Receiving Special Education Services

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.

Participation Decisions for the TELPAS Program

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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.

ELs in Grades K–2

- 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

- Students 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
 - Like all LPAC considerations, decisions must be made individually and not consider that the student's score would be low
 - 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

TELPAS: Holistically Rated Assessments and ELs Receiving Special Education Services (cont.)

- 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 Assessments and ELs Receiving Special Education Services

- 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 testing accommodation that is not possible to provide in an online setting
 - Consider accessibility features, locally-approved designated supports, and designated supports requiring TEA approval
 - Refer to [Accommodation Resources](#) webpage
 - Technology access is precluded—
 - Districts must make every effort to administer TELPAS online assessments.
 - In rare situations where computers or technology are absolutely not available
 - Unable to participate in one domain
 - Student ARD exempt in a domain
- Special Administration of an Online Assessment form found in [DCCR](#)

NOTE: Special administration is dependent upon TEA approval.

TELPAS Alternate Holistic Inventory

- 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

TELPAS Alternate Participation: K–1

- Grades K–1
 - ELs in K–1 assessed with general TELPAS
 - Holistically rated in listening, speaking, reading, and 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

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 and available on TEA’s [TELPAS Alternate Resources webpage](#)
- Guides ARD committee in conjunction with the LPAC in determining appropriate English language proficiency assessment for ELs
- Documentation of eligibility different for students in grade 2 compared to students in grades 3-12
- For students in grades 3-12, ARD committee in conjunction with the LPAC will
 - answer question 1: “Is the student identified in PEIMS as LEP/EL?”, and
 - initial assurances in Step II.

Student Name _____ Grade _____ Date _____	
4. Does the student require intensive, individualized instruction in all instructional settings? <input type="radio"/> Yes <input type="radio"/> No • A student with a significant cognitive disability requires a highly specialized, individualized curriculum linked to functional and academic IEP goals and objectives. AND • A student with a significant cognitive disability requires classroom assessments demonstrate skills across academic	
Enter justification that must include data from the EL’s IEP, progress monitoring, and/or the FIE:	
State Required Form	
TELPAS ALTERNATE PARTICIPATION REQUIREMENTS Name of District Personnel Completing Form _____ Position _____	
This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2–12.	
Grade 2 If the Texas English Language Proficiency Assessment System (TELPAS) Alternate is being considered for a student’s grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1–6 below and select Yes or No as it applies to the student. Each Yes answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1–6 must be Yes. If the answer to any one of the questions is No, the student must be assessed with TELPAS. If the ARD committee determined that the student met eligibility criteria for TELPAS Alternate and also qualifies for “No Authentic Academic Response” or a “Medical Exception,” the student will not be required to participate in the administration of TELPAS Alternate.	Enter justification that must include data from the EL’s IEP, progress monitoring, and/or the FIE:
Grades 3–12 If a student entering grades 3–12 has been identified in the Public Education Information Management System (PEIMS) as limited English proficient (LEP/EL), and the ARD committee has followed state guidelines to determine the student’s participation in the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 2–6 below do not need to be answered. If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for “No Authentic Academic Response” or a “Medical Exception,” the student will not be required to participate in the administration of TELPAS Alternate.	Enter justification that must include data from the EL’s IEP, progress monitoring, and/or the FIE:
1. Is the student identified in PEIMS as LEP/EL? <input type="radio"/> Yes <input type="radio"/> No	
2. Does the student have a significant cognitive disability? <input type="radio"/> Yes <input type="radio"/> No • A determination of significant cognitive disability is made by the ARD committee and must be based on the student’s most recent full and individual evaluation (IE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND • Results from the FIE must indicate a deficit in the student’s ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student’s ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an IE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.	
Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:	
3. Does the student require specialized, extensive supports to access the grade-level curriculum and environment? <input type="radio"/> Yes <input type="radio"/> No • Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND • A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student’s ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.	
Enter justification that must include data from the EL’s individualized education program (IEP), progress monitoring, and/or the FIE:	
the EL to participate in TELPAS Alternate. Digital initials (initials and Privacy Act (FERPA) requirements and are allowable. a(6) and 19 Texas Administrative Code (TAC) 889.1055(b), if the ARD that the student will take an alternate assessment, the IEP must provide the general assessment (TELPAS) with or without allowable determines that the student will take TELPAS Alternate, eligibility that is individual allowable accommodations must be documented in the	
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Understanding Accessibility

- Updates for 2020-2021
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Accessibility Policy Documents

- Accessibility policies found on the [2020-2021 Accommodation Resources](#) webpage and [DCCR](#)
- Policies divided into 3 main categories
 1. Accessibility Features
 - Available to all students who need them
 2. Designated Supports
 - The appropriate team of people at campus level determine and document that the student meets the eligibility criteria
 3. Designated Supports Requiring TEA Approval
 - Appropriate team of people at campus level determine student eligibility and submit Accommodation Request Form (ARF) to the TEA

Accessibility Features



[Home](#) / [Student Assessment](#) / [Testing](#) / [Student Assessment Overview](#)

2020–2021 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.

- [2019–2020 Accommodation Resources](#) (archived)

Accessibility Policy documents listed on the Accommodation Resources webpage are currently located in the [District and Campus Coordinator Resources](#) online.

2020–2021 Accommodations Documents

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.



2020–2021 Accessibility Features

During state assessments for the State of Texas Assessments of Academic Readiness (STAAR®), STAAR Spanish, and the Texas English Language Proficiency Assessment System (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. District and campus testing 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 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 choice 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:

Texas Education Agency
Student Assessment Division

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paper, dry erase boards, or any other medium that can be

the color settings for online tests

the guideline tool for online tests

the zoom feature for online tests

markers, colored pencils, or any other tool that can be used to

g., speakers, frequency-modulated [FM] systems)

closed-circuit televisions [CCTVs] or LCD projectors for

to use tools to minimize distractions or to help maintain

including headphones, or instrumental music [no lyrics]

student's headphones or ear buds)

ation

ations

s in a small group is determined at the local level based on

s.

s in a group should mirror, to the extent possible, the

tions.

task

following non-secure test materials:

ctions

ts

ematics graph paper

ence materials for grade 8 mathematics and science,

(Mathematics reference materials for grades 3–7 contain

photocopied because the rulers could be distorted.

materials without rulers can be printed from the [Help](#) tab in

[ment System](#).)

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Designated Supports

- Policy documents contain 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

2020–2021 Accommodations Documents

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/Refreshable 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

LPAC Decision-Making Authority

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



Content and Language Supports

TEA approval is NOT required.



Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student’s understanding of selections, test questions, and answer choices.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

NOTE: Not available for Algebra II and English III

Student Eligibility Criteria

A student may use this designated support if

- instructional and assessment decisions are made by a Section 504 committee, ARD committee, or an LPAC for an EL taking an English test; and
- that student routinely, independently, and effectively uses it during classroom instruction and classroom testing.

NOTE: ELs taking STAAR Spanish may be eligible for content and language supports if the section 504 or ARD committee determines eligibility

Authority for Decision and Required Documentation

- 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 permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student’s IAP.



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 TEA policies
 - [STAAR Accessibility Educator Guide](#),
 - Accessibility Policy Documents on TEA's [2020-2021 Accommodation Resources](#) webpage or [DCCR](#), and
 - [LPAC Decisions Educator Guide](#)
- Maintain required documentation of decisions

Designated Supports Decisions for STAAR

- 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.

ELs and STAAR in English

For ELs taking STAAR in English

- LPAC has sole authority to make designated supports decisions for
 - Content and Language Supports,
 - Extra Time, and
 - Oral/Signed Administration.

NOTE: LPAC decisions must be based on a student's particular needs for second language acquisition support.

ELs and STAAR Spanish

For ELs taking STAAR Spanish

- LPAC does **not** have sole authority to make designated supports decisions for
 - Content and Language Supports,
 - Extra Time, nor
 - Oral/Signed Administration.
- ELs taking STAAR Spanish may be eligible for content and language supports, extra time and/or oral/signed administration if the appropriate team of people at the campus level (i.e., ARD committee, section 504 committee, RTI team) determines eligibility.
- Decisions are made by the student's special committee, **in conjunction with the LPAC.**

Designated Supports for ELs Receiving Special Education Services

- 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 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 LPACs recommend oral/signed 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.

Dictionary Policy and Impact on EL Reclassification

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.

English Learner Reclassification

For guidance on EL reclassification contact the Division of English Learner Support:

 512-463-9414

 EnglishLearnerSupport@tea.texas.gov

2020–2021 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 instruction program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's English Learner Reclassification Rubric. An English learner may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j).												
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11 th /12 th	
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing											
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above	STAAR Reading (English)					STAAR English I EOC	STAAR English II EOC	TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above			
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric											
<p>Notes:</p> <ul style="list-style-type: none"> Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year. English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability. For an EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. For an EL who is blind/visually impaired (VI) and exempt from participating in the reading domain of TELPAS due to the inability of the EL to perform this component of the exam based on the EL's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification. <p>Additional Information:</p> <ul style="list-style-type: none"> TEA Approved Norm-Reference Standardized Achievement Test State Assessments for English Learners Guidance Related to ARD Committee and LPAC Collaboration LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video 												

English Learner Reclassification Rubric
Teacher Documentation

Student Name: _____
Grade Level: _____

This document fulfills requirements in TEC 29.056(g)(3) for the subjective teacher evaluation component of the reclassification criteria, providing teacher documentation of the student's English language proficiency with academic language and informing the Language Proficiency Assessment Committee (LPAC) of the student's readiness for reclassification as a non-English learner with potential placement in a general education classroom setting.

Academic Language	
Description of Receptive Skills: Listening and Reading (Select one descriptor from the choices below)	Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)
<p>Grade appropriate with no second language acquisition support needed to be successful: Student routinely demonstrates listening and reading comprehension skills comparable to English proficient grade-level peers. Student is able to construct meaning when reading grade appropriate texts, and student rarely needs speakers to slow down, repeat, or rephrase during conversations and academic discussions. Student receives written and oral information with no need for second language acquisition support to be successful with grade appropriate content.</p>	<p>Grade appropriate with no second language acquisition support needed to be successful: Student routinely expresses thoughts and ideas in speaking and in writing at a level comparable to English proficient grade-level peers. Student uses grade-appropriate content-based vocabulary and grammar effectively in oral and written communications. Student communicates orally with few pauses and minimal errors that block communication. Student produces oral and written material with no need for second language acquisition support to be successful with grade appropriate content.</p>
<p>Grade appropriate with some second language acquisition support needed to be successful: Student demonstrates listening and reading comprehension skills that are nearing but not yet comparable to English proficient grade-level peers. Student at times relies on linguistically accommodated text features to construct meaning from abstract grade appropriate text. Student comprehends conversations and discussions but relies at times on pauses for processing time, requests for repetition, visual cues, and requests for clarification with less familiar topics.</p>	<p>Grade appropriate with some second language acquisition support needed to be successful: Student expresses thoughts and ideas in speaking and writing that are nearing but not yet comparable to English proficient grade-level peers. Student uses grade appropriate content-based terms on familiar topics with some errors in complex grammar usage. Student expresses grade appropriate ideas in writing with emerging grade appropriate vocabulary, but at times relies on second language acquisition supports to express ideas effectively in oral and written English.</p>
<p>Comments:</p>	

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. Yes No
Provide an explanation in the comments and attach additional supporting documentation, as needed.

Teacher Name: _____ Teacher Signature: _____ Date of Completion: _____

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- Updates for 2020-2021
- LPAC Decisions Educator 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

TELPAS and TELPAS Alternate

- 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).

Other Assessment Decisions

- Updates for 2020-2021
- LPAC Decisions Educator Guide Overview
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STAAR Exemptions: Grades 3–8

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.

Eligibility Criteria

This exemption applies to an EL who

- qualifies as an unschooled asylee or refugee,
- is in the first year of enrollment in U.S schools, and
- is in grades 3-8.

Section 101.1005 of the TAC allows exemption of qualifying EL asylees and refugees from being administered a STAAR assessment in **grades 3–8**.

English I Special Provision

- 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 Decisions Educator Guide*](#).

Qualifying As An Unschooled Asylee/Refugee

- 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."

Unschooling Asylee/Refugee

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.



ELs with Parent Denials

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

■ Documenting and Communicating Decisions

- Updates for 2020-2021
- LPAC Decisions Educator 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

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 applicable committee
 - 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

NOTE: For electronic documents and files, districts must ensure the Family Educational Rights and Privacy Act (FERPA) requirements are met.

Documentation Forms

- Sample forms provided
 - assist LPACs in meeting documentation requirements,
 - are available on the [Language Proficiency Assessment Committee Resources](#) webpage, and
 - include 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 assessment decisions as well as STAAR designated supports information for ELs in time for appropriate testing arrangements to be made.

Documentation Forms: STAAR

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

Decisions Regarding Assessment Participation and Designated Supports (Grades K–5)								
Academic Year:				LPAC Date:				
School District/Charter School:				Campus:				
Student Name:				Grade:				
NOTE: If student is enrolled in K, grade 1 or grade 2, skip to Part II								
PART I: STAAR Participation and Designated Supports Decisions								
Participation			Designated Supports ¹				Justification <i>(Attach additional information if more room is required.)</i>	
Assessment	English	Spanish	Content and Language Supports ²	Extra Time	Oral/Signed Administration ²	None		
State of Texas Assessments of Academic Readiness (STAAR®)	Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Writing (grade 4 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Science (grade 5 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STAAR Alternate 2	<input type="checkbox"/>	The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in STAAR Alternate 2.						
Signature of Student's Teacher for Subject Area			Math: Reading: Writing: Science:					
<small>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 designated support in classroom instruction and testing.</small>								

¹Students 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.

²Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

Decisions Regarding Assessment Participation and Designated Supports (Grades 6–12)						
Academic Year:			LPAC Date:			
School District/Charter School:			Campus:			
Student Name:			Enrolled Grade:			
PART I: STAAR and EOC Participation and Designated Supports Decisions						
Participation		Designated Supports ¹			Justification <i>(Attach additional information if more room is required.)</i>	
Assessment		Content and Language Supports ²	Extra Time	Oral/Signed Administration ²		None
State of Texas Assessments of Academic Readiness (STAAR®)	Mathematics Algebra I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Algebra II	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Reading English I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	English II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	English III	N/A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Writing (grade 7 only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies U.S. History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STAAR Alternate 2	<input type="checkbox"/>	The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in STAAR Alternate 2.				
Signature of Student's Teacher for Subject Area		Mathematics: Writing: Social Studies:		Reading: Science:		
<small>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 designated support in classroom instruction and testing.</small>						

¹Students for whom the LPAC recommends Content and Language Supports, Extra Time, or Oral Administration for any English reading or English end-of-course (EOC) assessments, may not be considered for reclassification at the end of the school year.

²Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are only offered online.

Documentation Forms: TELPAS

Part II: TELPAS Participation and Designated Supports Decisions

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

PART II: TELPAS Participation* and Designated Supports Decisions	
Assessment	Participation
TELPAS	<input type="checkbox"/> The student will take the general Texas English Language Proficiency System (TELPAS) in all four language domains.
	<input type="checkbox"/> The ARD committee, 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 individualized education program (IEP).
	<input type="checkbox"/> The ARD committee, Section 504 committee, or appropriate team of people at the campus level, in conjunction with the LPAC, has determined that the student will receive designated supports, and noted accordingly.
	<input type="checkbox"/> The ARD committee, Section 504 committee, or appropriate team of people at the campus level, in conjunction with the LPAC, has determined that the student will have a special administration of an online TELPAS assessment pending TEA approval.
TELPAS Alternate	<input type="checkbox"/> The ARD committee, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility and will be assessed with TELPAS Alternate, as noted in the student’s IEP.

* For English Learners (ELs) in kindergarten through grade 2 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.

Documentation Forms: Part III and Part IV

Part III: Notes Section

- Record other information pertinent to assessment

PART III: LPAC Notes

You can use the section below to record any other information pertinent to the assessment administration, including designated supports requiring TEA approval and/or designated supports requested by a committee other than the LPAC.

Click or tap here to enter text.

Part IV: LPAC Signatures

- Affirms decisions made in accordance with state policies and procedures
- Digital signatures meet FERPA requirements

PART IV: Signatures of Designated LPAC Members

These signatures affirm that the decisions recorded have been made by the LPAC in full accordance with the state policies and procedures. **NOTE:** Digital signatures (signatures ensuring authentication meet the Family Education Rights and Privacy Act (FERPA) and are allowable.


_____	_____
_____	_____
_____	_____
_____	_____

LPAC Date(s) _____



STAAR English I Special Provision Form

- Only applies when student meets eligibility criteria **and** passes the course.
- Documentation must be completed and discussed with the student as close to the time of the assessment as possible.
- 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.



Eligibility for STAAR English I Assessment Special Provision

Eligibility for the special provision under 19 TAC §101.1007 is to be determined by the language proficiency assessment committee (LPAC) and documented in the student's permanent record file.

- Complete this form to document that eligibility criteria are met.
- Keep the completed form in student's permanent record file.
- Provide a copy to the campus testing coordinator.

DISTRICT _____ CAMPUS _____ SCHOOL YEAR _____

STUDENT NAME _____ ENROLLED GRADE _____

English I End-of-Course Assessment Special Provision under 19 TAC §101.1007

An English learner (EL) who meets the eligibility criteria below shall not be required to retake the assessment each time it is administered if the student passes the course but fails to meet the passing standard.

Eligibility Criteria under 19 TAC §101.1007

This provision applies to an EL enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course if the EL —

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not yet attained a TELPAS advanced high reading rating.

An EL whose parent or guardian has declined bilingual/English as a Second Language (ESL) program services is not eligible for this provision.

1. Indicate when the English course and assessment the student meets the eligibility criteria for will be taken. Note that this form is applicable only to the course the student is currently taking.
English I/ESOL I course and English I end-of-course assessment
Course participation: _____ (e.g., 2018–2019 school year, spring semester 2019, etc.)
Assessment date: _____ (e.g., May 2019)
2. Sign below to affirm that the student qualifies for the special provision for the course and assessment checked above and that school personnel have explained the provision to the student.

SIGNATURE OF DESIGNATED LPAC MEMBER _____ LPAC MEETING DATE _____

SIGNATURE OF STUDENT'S TEACHER FOR APPLICABLE COURSE¹ _____ DATE _____

Note: Digital Signatures (signatures ensuring authentication) meet the Family Educational Rights and Privacy Act (FERPA) and are allowable.

After receiving the test scores, 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.

Note: Generally, eligibility for the special provision must be established and documented each time a potentially eligible EL takes (or retakes) a course covered by this special provision. However, if the student fails a fall course and re-enrolls in the course in the subsequent spring or summer, the LPAC is not required to meet again to re-establish eligibility. Eligibility in fall carries over to May and June administrations.

¹It is recommended that the student's teacher sign and retain a copy of this 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

KEEP IN PERMANENT RECORD FILE

Student History Worksheet

Student Name: _____ Initial Date of Enrollment in U.S. Schools: _____

Student ID: _____ Date Identified as limited English proficient/English learner (LEP/EL): _____

School Year	Grade	Schooling Outside U.S.			Schooling in U.S.					
		Where	All or Partial School Year? (A,P)	Total Time Enrolled if Partial (NS = No schooling)	Where	Enrolled 60 Consecutive School Days (Y or N)	Program Participation	School Year of Enrollment in U.S. (Designated LPAC member to sign and date each year)	TELPAS/TELPAS Alternate Reading Rating	Test Decision

This form can help

- keep track of a student's LEP/EL status, program participation, years in U.S. schools, and Texas English Language Proficiency Assessment System (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.

■ Additional Documentation

- Updates for 2020-2021
- LPAC Decisions Educator 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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Years in U.S. Schools

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

Calculating Years in U.S. Schools

- 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.



Instructions for Years in U.S. Schools Data Collection

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each English learner (EL) has been enrolled in a U.S. school. This information, which is reported to the Texas Education Agency (TEA) through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS Alternate reporting and State of Texas Assessments of Academic Readiness (STAAR[®]) assessment decisions. It is also used for defining accountability and performance-based monitoring measures.

It is important for LPACs to follow state-defined policies and procedures to determine and annually document this critical student data element. Steps must be taken to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. Districts may wish to use the TEA-provided *Student History Worksheet* form or a similar form to document and annually update this information. This form may be found on the Language Proficiency Assessment Committee Resources webpage at <http://tea.texas.gov/student.assessment/ell/lpac/>.

School records or signed verification from the child's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in the U.S. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). When a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained. The statement must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification if appropriate.

The campus testing coordinator is responsible for submitting this information through the TELPAS and TELPAS Alternate Assessment Management System during the TELPAS and TELPAS Alternate administration window. Together, the campus coordinator and LPAC must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1, or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for grade 1 ELs should never be higher than "1st school year" unless the student was retained in grade 1.

Beginning with the 2013–2014 school year, a student must have been enrolled for 60 consecutive school days in order for that year to be counted as one year in the calculation. When counting 60 consecutive school days for students who withdraw from a U.S. school and then re-enroll in another U.S. school, districts should restart the count at day one only in cases in which the student was not enrolled in another school for 10 or more consecutive school days. Students that re-enroll in another school in less than 10 days continue to be counted within the one year of the Years in U.S. schools calculation. However, once a student has been enrolled for 60 consecutive school days within a school year, that school year will count as one year in the Years in U.S. schools calculation regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools (including home schools and private schools) based within the 50 states, Washington, D.C., and U.S. Department of Defense (DoD) schools are to be considered U.S. schools. Puerto Rico and Guam are not included in this count.

Data Collection for Spring

In addition to years in U.S. schools, other information that will be collected includes:

- **Unschoolled 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.



Juniors and Seniors

- 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.

Years in U.S. Schools

- Are Department of Defense (DoD) schools included when calculating years in U.S. schools?

Yes, U.S. Department of Defense (DoD) schools are considered U.S. schools and those years are counted.

TELPAS and ELs Who Have Met Graduation Requirements

- Is TELPAS required for high school ELs who have met course requirements for graduation but need to pass STAAR if they attend school only for STAAR remediation?

ELs in grades K-12 are required to be assessed with TELPAS. However, as an exception, high school ELs attending ONLY for STAAR remediation are not required to take TELPAS because they have met their high school course requirements.

ELs New to the District

- 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.

Contact Information



Email: assessment.specialpopulations@tea.texas.gov



Help Desk: [Helpdesk.tea.texas.gov](http://helpdesk.tea.texas.gov)



Student Assessment Division: (512) 463-9536




Information on State Assessments for English Learners:
[Assessments for English Learners](#)

Questions




Disclaimer

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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If any of the slides are changed for local use, please remove any TEA logos, headers, or footers. (You may need to edit the Master slide.)

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This training is not intended to replace any materials or additional information on the TEA website.