

# LPAC Administrator Checklist

## State Assessment LPAC

Check box and date when completed	Steps for conducting the State Assessment LPAC for Re-testers
<input type="checkbox"/> ____	1. Determine which students will need to retake the STAAR EOCs in December.
<input type="checkbox"/> ____	2. Go to LPAC Meeting Manager to create a new meeting. The reason for meeting will be "State Assessment Review"
<input type="checkbox"/> ____	3. Add the students that will need to the STAAR EOC in December.
<input type="checkbox"/> ____	4. Click on a student that is in the LPAC meeting and I will be taken to screen 8 (State Assessment Review)
<input type="checkbox"/> ____	5. Enter in the date of the LPAC meeting.
<input type="checkbox"/> ____	6. Enter in the reason for the LPAC meeting.
<input type="checkbox"/> ____	7. Answer the question regarding the Asylee/Refugee status of the student. If the student has an inadequate foundation of learning document the additional information in the section titled "supporting documentation of inadequate foundation of learning". <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <p><b>TESTING INFORMATION</b></p> <p>Years in US Schools (grades 1-12): <input type="text" value="6"/></p> <div style="border: 2px solid red; padding: 5px; margin: 5px 0;"> <input type="button" value="View Asylee/Refugee Status"/> </div> <p> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not known <input type="radio"/> Clear Based on student history, is there evidence of periods of absence of schooling outside of U.S.?         </p> <p> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not known <input type="radio"/> Clear Based on student history, is there evidence of inadequate foundation of learning?         </p> <p>Supporting documentation of inadequate foundation of learning: <input type="text"/></p> <p><small>An EL who meets all of the following eligibility criteria shall not be required to take a STAAR assessment in grades 3-8:            1) qualifies as an unschooled asylee or refugee.            2) is in the first year of enrollment in U.S. schools, and            3) is in grades 3-8 (19 TAC §101.1005).</small></p> </div>
<input type="checkbox"/> ____	8. For students that are both ESL/SPED document the date of the last ARD/LPAC collaboration meeting. <div style="margin-top: 10px;"> <p><b>LPAC Assessment Recommendations for Students with Disabilities</b></p> <p>Date of ARD/LPAC collaboration meeting: <input type="text" value=""/></p> <p>Date of 504/LPAC collaboration meeting: <input type="text" value=""/></p> </div>



9. Document whether a student would qualify for a English 1 Special provision. Just a friendly reminder that in order to qualify for a English 1 Special provision that must be within 0 -3 years in the US, not have scored Advanced High in TELPAS reading, and be enrolled in either English 1 or ESOL 1.

### LPAC Assessment Recommendations

Eligibility for STAAR English I Assessment Special Provision

Clicking the above button will take you to a pop-up screen where you will need to enter additional information. Make sure all fields in red have been completed for the English 1 Special Provisions.

If checked, print the Eligibility for STAAR English I Assessment Special Provision report

**Eligibility for STAAR English I Assessment Special Provision**

Eligibility for the special provision under 19 TAC §101.1007 is to be determined by the 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.

Name of District Personnel Completing Form: \_\_\_\_\_ School Year: \_\_\_\_\_  
Position: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: 05

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

An ELL 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**

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

- 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 ELL whose parent or guardian has declined bilingual/ESL program services is **NOT** eligible for this provision.

**Complete prior to receipt of test scores (before test administration if possible)**

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 from: \_\_\_\_\_ to: \_\_\_\_\_  
Assessment date: \_\_\_\_\_

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.

Designated LPAC Member: \_\_\_\_\_ Date: \_\_\_\_\_ *Click to sign*

Student's Teacher for Applicable Course<sup>1</sup>: \_\_\_\_\_ Date: \_\_\_\_\_ *Click to sign*

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



10. TELPAS – Make sure all language domains have been set to participating. If the ARD/LPAC collaborative meeting stipulated that the student would take TELPAS Alt you could indicate this in the additional TELPAS information. Click on “Manage TELPAS Accommodations” to add designated supports. If no designated supports are needed, then select “NONE”. New for this year will be for the English teacher, to their name and digital hand drawn signature.

**TELPAS** (Grade 04 - Testing Year 2018-2019)

Listening: Participating	Speaking: Participating	Writing: Participating	Reading: Participating
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Additional TELPAS Information:

**Selected Accommodations:**  
There are no accommodations selected. Press the 'Manage Accommodations' button to select or modify accommodations.

[Manage TELPAS Accommodations](#)

Information detailing the Accessibility Features and Designated Supports allowable for TELPAS can be found on TEA's LPAC Resources webpage and Accommodation Resources webpage.

**TELPAS Signature:**

Teacher:  Signature:  [Add My Signature](#)

[Click to Sign](#)



11. Enter the “Test type” for each student that will re-testing in December.

**STAAR** (Grade 09 - Testing Year 2018-2019)

English I

Test Type: Out of State Credit STAAR STAAR Alt 2 Met Standard Credit by participation STAAR online	Justification: <input type="text"/>	Teachers: <input type="text"/>	Signature: <input type="text"/>	<a href="#">Add My Signature</a>
	<a href="#">Click to Sign</a>			
	Justification: <input type="text"/>	Teachers: <input type="text"/>	Signature: <input type="text"/>	<a href="#">Add My Signature</a>
	<a href="#">Click to Sign</a>			

\_\_\_\_\_

12. Next, make sure the justification for each test type have been entered.

**STAAR** (Grade 09 - Testing Year 2018-2019)

**English I**

Test Type:  Justification:  Teachers:  Signature:

**English II**

Test Type:

Assessment decision based on IEP  
 English I Special Provisions  
 Parent Denial  
 STAAR ALT 2 is the most appropriate assessment for this student  
 STAAR is the most appropriate assessment for this student  
 STAAR Spanish is the most appropriate assessment for this student  
 Unschooled Asylee/Refugee (grade 3-8) in first year of enrollment in US School

\_\_\_\_\_

13. Teachers will need to enter their name and digital hand drawn signature. The sample below shows an example and non-example. The student example has been boxed in green. The non-example has been boxed in red to illustrate we can not use a cursive font as the teacher signature.

\_\_\_\_\_

Your signature below acknowledges your approval of the test type(s) and accommodation(s) stated above.

Joseph Rodriguez  
Name of student's English I teacher

Joseph Rodriguez  
Name of student's English II teacher

~~Signature~~ *Joseph Rodriguez*

Signature Joseph Rodriguez

\_\_\_\_\_

14. Verify that all students have a designated support entered. If the student is receiving designated supports from another committee or the teachers states that the student will not need any designated supports, then the designated support of "NONE" should be selected.

Accommodations	Disqualify from Reclassification	Reading	Math	Science	Social Studies
NONE NEEDED		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Content and Language Supports - Online Embedded [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Extra Time: (Same Day) [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Oral/Signed Administration: READ ALL Test Questions, Answer Choices, Required Reference Materials, and allowable designated supports [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LPAC Oral/Signed Administration: READ PARTS PER STUDENT Test Questions, Answer Choices, Required Reference Materials, and allowable designated supports [DS]	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
**ORAL/SIGNED ADMINISTRATION - (Text to Speech) ONLINE VERSION**	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>