

LPAC Guidance: Middle of the Year Procedures



Emergent Bilingual Support Division

LPAC DECISION MAKING PRIOR TO ASSESSMENTS

x

Meet as an LPAC to make participation and designated support decisions for state assessments of emergent bilingual (EB) students.

- x Refer to the [Accommodations Policy Documents](#)
- x Make STAAR designated support decisions

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- x a district-developed process is in place for determining appropriate STAAR/STAAR Spanish participation options for non-EB students participating in a Spanish bilingual program.

Obtain content teacher signatures for applicable STAAR designated supports to

- x signify agreement of necessity and
- x confirm the use of these designated supports are used routinely and effectively as instructional linguistic accommodations during classroom instruction and assessment throughout the year.

Maintain required LPAC documentation of STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate participation decision and the decisions to provide designated supports for linguistic needs in each student's permanent record file.

TELPAS PREPARATION

Review training and resources on the [TEA TELPAS Resources webpage](#).

Coordinate with testing coordinators to ensure completion of

- x training for test administrators, other campus testing personnel, raters, assemblers, and verifiers on administration procedures at district's discretion.
- x online basic training course and calibration for new raters.
- x

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STAAR PREPARATION

Prepare and maintain documentation to ensure that

- x a STAAR exemption has only been applied to emergent bilingual students who meet the following criteria:
 - Qualify as an unshooled asylee or refugee,
 - Are in the first year of enrollment in U.S. schools and
 - Are in grades 3-8.
- x the STAAR English I special provision has only been applied to emergent bilingual students who meet the following criteria:
 - Are enrolled in an English I course or an English for Speakers of Other Languages (ESOL) I course,
 - Have been enrolled in U.S. schools for 3 years or less or qualify as an unshooled asylee or refugee enrolled in U.S. schools for 5 school years or less,
 - Have not attained a TELPAS Advanced High reading rating in grade 2 or above.

Ensure that LPAC coordination with the ARD committee for EB students receiving special education services has

- x distinguished between disability-related needs and supports for second language acquisition-related needs.
- x only assigned STAAR Alternates to eligible students with a significant cognitive disability.

Provide resources and training to teachers of emergent bilingual students to ensure that available accessibility features as well as designated supports assigned for STAAR are being utilized in classroom instruction.