*Maintain in student’s record folder.*

**LPAC Review**

**Independent School District / Charter School**

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Texas Education Agency

**Texas English Language Proficiency Assessment System (TELPAS) Alternate**

*Please check ( ) level attained or attach Confidential Student Report.*

**A - Awareness I - Imitation EI – Early Independence DI – Developing Independence BF – Basic Fluency**

**Listening**

**A**

**I**

**EI**

**DI**

**BF**

**Speaking**

**A**

**I**

**EI**

**DI**

**BF**

**Writing**

**A**

**I**

**EI**

**DI**

**BF**

**Reading**

**A**

**I**

**EI**

**DI**

**BF**

**Academic Progress**

**State Assessment**

**TELPAS**

**Assessment**

**Type**

**Date**

**Circle One**

**Score**

Listening

Beg.

Int.

Adv.

Adv. High

Reading

Pass

Fail

Speaking

Beg.

Int.

Adv.

Adv. High

Writing

Pass

Fail

Reading

Beg.

Int.

Adv.

Adv. High

ELA

Pass

Fail

Writing

Beg.

Int.

Adv.

Adv. High

Science

Pass

Fail

Composite Score

Beg.

Int.

Adv.

Adv. High

Social Studies

Pass

Fail

Oral Language Proficiency Level (end-of-year):

Instructional Linguistic Accommodations:

Assessment Designated Supports: Other (specify):

Notes:

Math

Pass

Fail

**Other Assessments**

Reading Instrument Name: Score: TEA-Approved Norm-Referenced Instrument: Date: Reading Percentile:

Language Arts Percentile:

**Identification**

**TEA-Approved Test:** English score:

Primary language score:

**TEA-Approved Norm-Referenced Instrument:** Reading percentile:

Language Arts percentile:

**Student name:**

**Enrollment date:**

**Grade:**

**LPAC date:**

**Academic year:**

**Home Language Survey date:**

**Date received by district/charter school:**

**Initial**

**Annual**

**Assessment determination**

**Other:**

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**LPAC Signatures**

Bilingual or ESL Educator: Campus Administrator: Parent Representative: ARD Committee Representative (if needed)\*:

Other (specify title):

**LPAC Recommendations**

**English Learner** Parent permission date: Parent denial date:

**English Proficient**

**Enter Bilingual Program** Transitional bilingual/early exit Transitional bilingual/late exit

Dual language immersion/two-way Dual language immersion/one-way

**Enter/Continue ESL Program**

English as a second language/content-based English as a second language/pull-out

**State Assessment Determination** (see attached documentation)

**Served in Special Program(s)** (specify):

1st Year–F 2nd Year–S 3rd Year–3 4th Year–4 Re-enter program as a result of monitoring

Reclassification Bilingual or ESL program (met criteria)

Other:

**Level of Academic Achievement**

**Subject**

**End-of-Year Grade**

English/Language Arts

Math

Science

Social Studies

Other content areas