

Introduction

The following sections from Commissioner's Rules, Chapter 89, pertain to the LPAC Framework: Introduction. Access each section at the [Supporting English Learners](#) portal.

§89.1203. Definitions.

§89.1205. Required Bilingual Education and English as a Second Language Programs.

§89. 1220. Language Proficiency Assessment Committee.

§89. 1226. Testing and Classification of Students, Beginning with School Year 2019-2020.

LPAC Parent Membership Request Letter

Date: _____

Dear Parents:

According to state policy, we are required to have a parent of a student who participates in a Bilingual or English as a Second Language program serve on our school's Language Proficiency Assessment Committee (LPAC). The LPAC serves as the students' advocate to make certain they receive the appropriate services.

We are asking for parent volunteers who would be willing to serve as our parent member of the LPAC. You will receive training at the first LPAC meeting and then be asked to assist the team in identifying and placing children in the appropriate program for language development and academic success. In addition, parent volunteers will participate in annual reviews and other meetings as necessary to ensure student progress.

If you would be willing to serve on the LPAC, please fill out the information below and send the form to school with your child. If you have any questions please contact _____ at _____.

Sincerely,

_____,
School Principal

Parent Name(s)/Legal Representative: _____

Phone: _____

Child's Name: _____

School: _____

Grade: _____

LPAC Member Roster School Year _____

Date:	
Independent School District/Charter School:	
Campus:	
Name of LPAC Member	Signature
1. _____, Professional Bilingual Educator	
2. _____, Professional Transitional Language Educator/ESL Teacher	
3. _____, Parent Representative	
4. _____, Campus Administrator	
5. _____, LPAC Representative for ARD Committee (if needed)	
6. _____	
7. _____	
8. _____	

LPAC Confidentiality Statement

Independent School District / Charter School

I, _____, serve as a member of the _____ (school) Language Proficiency Assessment Committee (LPAC) as provided by 19 TAC Chapter 89.1220(f).

I hereby certify that I have been informed that any educational records examined by me in connection with the performance of my duties as a member of the LPAC are confidential records as defined by the Family Educational Rights and Privacy Act and the contents are not to be released except in compliance with the terms of that statute. 20 U.S.C., Section 1232g; 34CFR, Part 99.

Signature: _____

Date: _____

Yo, el suscrito, _____ actúo como miembro del comité de evaluación de la competencia lingüística (LPAC, por sus siglas en inglés) de la escuela _____ de acuerdo con el 19 TAC Capítulo 89.1220(f).

Por la presente certifico que he sido informado que cualquier archivo educativo que examine en relación a mis responsabilidades como miembro del LPAC es archivo confidencial, según lo estipula la Ley de Privacidad y de Derechos Educativos de la Familia, cuyo contenido no será divulgado excepto en acuerdo con los términos de dicha ley. 20 U.S.C., Sección 1232g; 34CFR, Parte 99.

Firma: _____

Fecha: _____

LPAC Meeting Roster Form

Date:	
Independent School District/Charter School:	
Campus:	
LPAC Member Present:	
1.	, Bilingual or ESL Educator
2.	, Professional Transitional Language Educator/ESL Teacher
3.	, Campus Administrator
4.	, Parent Representative
5.	, ARD Committee Representative (if needed)*
6.	, Other (Specify Title):

Student Names	ID Number	Years in U.S. Schools	Grade	Primary Language	Oral Language Proficiency Test Score (OLPT)	Norm Referenced Standardized Achievement Test Score(s)	Program Placement	TELPAS Composite Score	State Assessment

The student’s record or other record that transfers with the student shall contain documentation of all actions impacting the English learner. *LPAC must work in conjunction with the ARD Committee.

LPAC Meeting Minutes Form

Campus: _____

Date: _____

This LPAC meeting will review and address: (check all that apply)

- Program Placements
- Instructional Levels
- Instructional Interventions
- Participation in state assessments
- Reclassification of Students
- Two-Year Follow-up
- Parent Denials
- Special Education Students
- Other, please specify: _____

Summary of LPAC decisions or actions taken:

Circle grade levels reviewed: PK K 1 2 3 4 5 6 7 8 9 10 11 12

The student's permanent record or other record that transfers with the student shall contain all actions impacting the English learner.

Signature of person completing minutes

Position

INDEPENDENT SCHOOL DISTRICT/CHARTER SCHOOL

HOME LANGUAGE SURVEY-19 TAC Chapter 89, Subchapter BB, §89.1215
(Home Language Survey applicable ONLY if administered for students enrolling in pre-kindergarten through grade 12)

TO BE COMPLETED BY PARENT OR GUARDIAN FOR STUDENTS ENROLLING IN PREKINDERGARTEN THROUGH GRADE 8 (OR BY STUDENT IN GRADES 9-12): The state of Texas requires that the following information be completed for each student who enrolls in a Texas public school for the first time. It is the responsibility of the parent or guardian, not the school, to provide the language information requested by the questions below.

Dear Parent or Guardian:

To determine if your child would benefit from Bilingual and/or English as a Second Language program services, please answer the two questions below.

If either of your responses indicates the use of a language other than English, then the school district must conduct an assessment to determine how well your child communicates in English. This assessment information will be used to determine if Bilingual and/or English as a Second Language program services are appropriate and to inform instructional and program placement recommendations. If you have questions about the purpose and use of the Home Language Survey, or you would like assistance in completing the form, please contact your school/district personnel.

For more information on the process that must be followed, please visit the following website:
https://projects.esc20.net/upload/page/0084/docs/EL%20Identification_ReclassificationFlowchart%202018.pdf

This survey shall be kept in each student's permanent record folder.

NAME OF STUDENT: _____ STUDENT ID#: _____
ADDRESS: _____ TELEPHONE #: _____
CAMPUS: _____

NOTE: PLEASE INDICATE ONLY ONE LANGUAGE PER RESPONSE.

1. What language is spoken in the child's home **most of the time**? _____
2. What language does the child speak **most of the time**? _____

Signature of Parent/Guardian Date Signature of Student if Grades 9-12 Date

NOTE: If you believe you made an error when completing this Home Language Survey, you may request a correction, in writing, only if: 1) your child has not yet been assessed for English proficiency; and 2) your written correction request is made within two calendar weeks of your child's enrollment date.

Bilingual Education Program Benefits Independent School District / Charter School

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in a bilingual education program. Because your child hears Spanish at home and/or speaks Spanish with other children, he/she would benefit from bilingual instruction. The bilingual education program provides your child with Spanish instruction by a teacher who also speaks Spanish to make sure that he/she understands what the teacher is saying; therefore, the student achieves his/her own potential.

English is clearly an important language for success. Your child will receive daily instruction in Spanish, and as he/she is able to understand and speak English more, the teacher's instruction will be in English. The concepts and skills learned in Spanish will transfer to English. Knowledge that your child acquires through learning to read and completing assignments in mathematics, science and other subject areas in Spanish transfers to English as he/she learns to understand and speak English. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individualized Education Program (IEP). The Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review and Dismissal (ARD) Committee will determine appropriate instruction.

However, if you do not want your child to participate in the bilingual education program, please contact me or your child's teacher to discuss other options for your child to develop English language proficiency.

Thank you,

_____,
School Principal

Date: _____

I **do not** want my son/daughter to participate in the bilingual education program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent/ Guardian Signature

Date

For school use:

Date received by campus

English as a Second Language (ESL) Education Program Benefits Independent School District / Charter School

Student Name: _____

Dear Parent or Guardian:

There are benefits that will be gained by your son/daughter when he/she participates in English as a Second Language (ESL) education program. Because your son/daughter hears a language other than English at home and/or speaks a language other than English with peers, he/she would benefit from intensive English instruction. A teacher in the ESL education program is trained on how to teach the English language using special materials, teaching materials, and is sensitive to the individual needs of a student who is learning English. The teacher in an ESL program collaborates with other teachers who may also have your son/daughter in class. This is necessary so that your son/daughter will meet all of the required state standards expected of all students. If a student is also enrolled in a special education program, the teachers collaborate so that instruction is provided according to the student's Individualized Education Program (IEP). The Language Proficiency Assessment Committee (LPAC) in conjunction with the Admission, Review and Dismissal (ARD) Committee will determine appropriate instruction.

However, if you **do not** want your son/daughter to participate in the ESL education program, please contact me or your son/daughter's teacher to discuss other options for the development of English language proficiency.

Thank you,

_____,
School Principal

I **do not** want my son/daughter to participate in the ESL education program. I would like to discuss other options that will address my son/daughter's language/academic needs.

Parent/ Guardian Signature

Relationship to Student

Date

For school use:

Date received by campus

English Learner Cumulative Folder Documentation Checklist Independent School District / Charter School

Student Name:	Date of Birth:
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Initial Documentation		
√	Form	Date
	Home Language Survey	
	TEA-Approved Oral Language Proficiency Test (OLPT) English	
	TEA-Approved Oral Language Proficiency Test (OLPT) Spanish	
	TEA-Approved Norm-Referenced Standardized Achievement Instrument	
	LPAC Initial Placement/Recommendation	
	Notification of Placement	
	Parent Approval–Identification & Placement TEC 29.056 (same date as program placement)	
	Parent Denial	

Annual Documentation								
Documentation	Date	Date	Date	Date	Date	Date	Date	Date
TEA-Approved Oral Language Proficiency Test (OLPT) English								
TEA-Approved Oral Language Proficiency Test (OLPT) Primary Language								
TEA-Approved Norm-Referenced Standardized Achievement Instrument								
State Assessment Results								
TELPAS Individual Student Profile								
Other (district policy)								
Parent Notification and Approval of Reclassification								
Parent Approval–Identification & Placement								

LPAC Initial Review

Independent School District / Charter School

Student name:	Enrollment date:
Grade:	LPAC date:
Academic year:	Home Language Survey date: _____ Date received by district/charter school:

Identification
TEA-Approved Oral Language Proficiency Test: English score: _____ Primary language score: _____ TEA-Approved Norm-Referenced Standardized Achievement Instrument: Reading percentile: _____ Language Arts percentile: _____

Academic Progress	
Immigrant	New Student History
Immigrant Status According to PEIMS Yes No Evidence of insufficient schooling outside U.S. (Please attach documentation) Periods of absence of schooling outside U.S. Evidence of inadequate foundation of learning	New Student Transfer from Texas district Original home language survey (HLS) requested Requested Received on (date): Transfer from out of state Review previous records (when available) Transfer from out of country Review home country transcripts to grant possible credit

Level of Academic Achievement	
Subject	End-of-Year Grade
English/Language Arts	
Math	
Science	
Social Studies	
Other content areas	

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 ESL Program English as a second language/content-based English as a second language/pull-out
Served in Special Program(s) (specify): _____ Other: _____
Notes: _____

**Independent School District / Charter School
Parent Approval – Initial Identification and Placement
Bilingual Program, TEC §29.056**

Campus Name:	Date:
To the Parents/Guardians of	Grade:

Dear Parent(s) or Guardian(s): Federal and Texas laws require language instruction programs for students who are identified as English learners¹. When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. The language proficiency assessment results are as follows:

English TEA-Approved Oral Language Proficiency Test (OLPT), PK-12**			
Name of test:	Date administered:	Results:	Proficiency:
Spanish TEA-Approved Oral Language Proficiency Test (OLPT)*			
Name of test:	Date administered:	Results:	Proficiency:
TEA-Approved Approved Norm-Referenced Standardized Achievement Instrument (Grades 2-12)**			
Name of test:	Date administered:	Results in Reading and Language Arts:	
<i>Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: https://tea.texas.gov/bilingual/esl/education/.</i>			
Other language/academic test(s) reviewed (optional)			
Name of test:	Date administered:	Results:	Proficiency:
Name of test:	Date administered:	Results:	Proficiency:

Based on the language proficiency assessment results, your child has been identified as an English learner. Therefore, we recommend that your son/daughter be placed in the bilingual education program required in the district (19 TAC Subchapter, BB §89.1205).

Participating in the bilingual education program will benefit your child’s academic and language development. The bilingual program provides instruction in literacy and academic content through the medium of the students’ primary language along with instruction in English that targets second language development through academic content. The goal of bilingual education programs is to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

In the case of a child with a disability, close collaboration will be maintained with the Language Proficiency Assessment Committee and the special education program by following the student’s Individualized Education Program (IEP).

For exit from a bilingual education program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equitably in non-linguistically accommodated English instruction in all content areas. This determination shall be based upon all of the following:

- (1) English proficiency on the state’s approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state’s approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test; and
- (4) the results of a subjective teacher evaluation using the state’s standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter’s teacher.

I **do** want my son/daughter to participate in the bilingual education program.

I **do not** want my son/daughter to participate in the bilingual education program. I would like to discuss other options that will address my son/daughter’s language/academic needs.

Signature of parent/guardian

Date

If you have any questions regarding this placement decision, please contact:

(name) _____ at our office at (telephone) _____.

¹ Based on the results of the Home Language Survey with responses indicating the use of a language other than English, the school district conducts an assessment to determine how well your child communicates in English. This assessment information is used to determine if a child is to be identified as an English learner. Placement of an identified English learner in a bilingual or ESL program as recommended by the Language Proficiency Assessment Committee (LPAC) requires parental approval.

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For school use:

Date received by campus

**Independent School District / Charter School
Parent Approval – Initial Identification and Placement
English as a Second Language (ESL), TEC §29.056**

Campus Name:	Date:
To the Parents/Guardians of	Grade:

Dear Parent(s) or Guardian(s): Federal and Texas laws require language instruction programs for students who are identified as English learners¹. When your child enrolled in our school, a language other than English was noted on your child’s Home Language Survey. The law requires us to assess your child and notify you of your child’s proficiency level in English. The language proficiency assessment results are as follows:

English TEA-Approved Oral Language Proficiency Test (OLPT), PK-12**			
Name of test:	Date administered:	Results:	Proficiency:
Spanish TEA-Approved Oral Language Proficiency Test (OLPT)*			
Name of test:	Date administered:	Results:	Proficiency:
TEA-Approved Norm-Referenced Standardized Achievement Instrument (Grades 2-12)**			
Name of test:	Date administered:	Results in Reading and Language Arts:	
<i>Required for placement in the bilingual program **Required for placement in the bilingual and ESL programs Tests taken for placement and reclassification/exit are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: https://tea.texas.gov/bilingual/esl/education/.</i>			
Other language/academic test(s) reviewed (optional)			
Name of test:	Date administered:	Results:	Proficiency:
Name of test:	Date administered:	Results:	Proficiency:

Based on the language proficiency assessment results, your child has been identified as an English learner. Therefore, we recommend that your son/daughter be placed in the ESL program required in the district (19 TAC Subchapter, BB §89.1205).

Participating in the English as a second language (ESL) program will benefit your child’s academic and language development. The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

In the case of a child with a disability, close collaboration will be maintained with the Language Proficiency Assessment Committee and the special education program by following the student’s Individualized Education Program (IEP).

For exit from an ESL education program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equitably in non-linguistically accommodated English instruction in all content areas. This determination shall be based upon all of the following:

- (1) English proficiency on the state’s approved test that measures the extent to which the student has developed oral and written language proficiency and specific language skills in English;
- (2) passing standard met on the reading assessment instrument under the Texas Education Code (TEC), §39.023(a), or, for students at grade levels not assessed by the aforementioned reading assessment instrument, a score at or above the 40th percentile on both the English reading and the English language arts sections of the state’s approved norm-referenced standardized achievement instrument; and
- (3) English proficiency on a TEA-approved criterion-referenced written test; and
- (4) the results of a subjective teacher evaluation using the state’s standardized rubric.

Please check the appropriate box, sign, and return to your son/daughter’s teacher.

I **do** want my son/daughter to participate in the ESL education program.

I **do not** want my son/daughter to participate in the ESL education program. I would like to discuss other options that will address my son/daughter’s language/academic needs.

Signature of parent/guardian

Date

¹ Based on the results of the Home Language Survey with responses indicating the use of a language other than English, the school district conducts an assessment to determine how well your child communicates in English. This assessment information is used to determine if a child is to be identified as an English learner. Placement of an identified English learner in a bilingual or ESL program as recommended by the Language Proficiency Assessment Committee (LPAC) requires parental approval.

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For school use:

Date received by campus

LPAC Review Independent School District / Charter School

Initial	Annual	Assessment determination	Other:
Student name:		Enrollment date:	
Grade:		LPAC date:	
Academic year:		Home Language Survey date: _____	
		Date received by district/charter school:	

Identification	
TEA-Approved Test: English score: _____	Primary language score: _____
TEA-Approved Norm-Referenced Instrument: Reading percentile: _____	Language Arts percentile: _____

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: _____										

Texas English Language Proficiency Assessment System (TELPAS) Alternate											
<i>Please check (✓) level attained or attach Confidential Student Report.</i>											
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

Level of Academic Achievement	
Subject	End-of-Year Grade
English/Language Arts	
Math	
Science	
Social Studies	
Other content areas	

LPAC Signatures
Bilingual or ESL Educator: _____
Campus Administrator: _____
Parent Representative: _____
ARD Committee Representative (if needed)*: _____
Other (specify title): _____

LPAC Recommendations
<p>English Learner Parent permission date: _____ Parent denial date: _____</p> <p>English Proficient</p> <p>Enter Bilingual Program Transitional bilingual/early exit Transitional bilingual/late exit Dual language immersion/two-way Dual language immersion/one-way</p> <p>Enter/Continue ESL Program English as a second language/content-based English as a second language/pull-out</p> <p>State Assessment Determination (see attached documentation)</p> <p>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: _____</p>

Monitored Student Roster Form

LEP Indicator Coding for PEIMS Reporting

This information needs to be communicated to PEIMs by the LPAC on the code changes of students who are required to be monitored for four years after they are no longer classified as LEP who have achieved English language proficiency.

Date:
Independent School District/Charter School:
Campus:

LEP Indicator Codes

0	Not LEP
1	Identified as limited English proficient (LEP)
F	Student exited from LEP status—Monitored 1 (M1)—student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her first year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP
S	Student exited from LEP status—Monitored 2 (M2)—student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her second year of monitoring as required by 19 TAC §89.1220(l) and is not eligible for funding due to the fact that they are not LEP
3	Student exited from LEP status—Monitored 3 (M3)—student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her third year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services
4	Student exited from LEP status—Monitored 4 (M4)—student has met criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS, and is in his or her fourth year of monitoring as required by ESEA Section 3121(a)(5) that LEAs report on the number and percentage of ELs meeting the challenging State academic standards for four years after such students are no longer receiving Title III services

Student Names	ID Number	2017-2018 School Year	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year
(ex.) Angel Hernandez	000123	1	F	S	3	4

Parent Notification on Student Progress

Independent School District / Charter School Bilingual Education Program

Date: _____

Campus: _____

To the Parents/Guardians of: _____

State and federal law requires that we notify all parents of students identified as an English learner of the reason for identification of their child and of the progress of their son/daughter in the bilingual education program. If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval. The table below summarizes your child's progress:

English TEA-Approved Oral Language Proficiency Test (OLPT), PK-12*			
Name of test:	Date administered:	Results:	Proficiency:
Spanish TEA-Approved Oral Language Proficiency Test (OLPT)**			
Name of test:	Date administered:	Results:	Proficiency:
TEA-Approved Norm-Referenced Standardized Achievement Instrument: (Grades 1, 2, 11, 12)*			
Name of test: _____	Date administered: _____		
Results: Reading	Language Arts:		
*Tests taken for reclassification are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: https://tea.texas.gov/bilingual/esl/education/ . **Utilized for progress monitoring			
Other language/academic test(s) reviewed (optional)			
Name of test:	Date:	Results: Reading:	
Name of test:	Date:	Results: Writing:	

Texas English Language Proficiency Assessment System (TELPAS)									
Please check (✓) level attained or attach Confidential Student Report.									
	B - Beginning	I - Intermediate	A - Advanced	AH - Advanced High		B	I	A	AH
Listening	B	I	A	AH	Speaking	B	I	A	AH
Writing	B	I	A	AH	Reading	B	I	A	AH

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		A	I	EI	DI	BF
Listening	A	I	EI	DI	BF	Speaking	A	I	EI	DI	BF
Writing	A	I	EI	DI	BF	Reading	A	I	EI	DI	BF

State Assessment					Other
Assessment	Type	Date	Performance Category	Score	Credits earned towards graduation (9-12): _____ Expected rate of high school graduation (specify on track/not on track):
Reading					
Writing					
ELA					
Science					
Social Studies					
Math					

Additional comments on student’s language acquisition/academic progress (including information regarding how the language program addresses the goals in his/her individualized education program (IEP), if applicable):

Your child has been participating in a bilingual education program. The bilingual program provides instruction in literacy and academic content through the medium of the students’ primary language along with instruction in English that targets second language development through academic content. The goal of bilingual education programs is to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. The bilingual program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Program services in Texas are provided in some cases in the child’s primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attain full proficiency in English in order to participate equitably in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners.

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using a state-approved oral language proficiency test in English;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1-2, 11-12).;
- (3) student demonstrates English proficiency in writing using a state-approved writing assessment; and
- (4) the results of a subjective teacher evaluation using the state’s standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the bilingual education program, since reclassification criteria has not been met.
 Exit the bilingual education program, since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) _____ at our office at (telephone) _____

Parent Notification on Student Progress

Independent School District / Charter School English as a Second Language (ESL) Program

Date: _____

Campus: _____

To the Parents/Guardians of:

State and federal law requires that we notify all parents of students identified as an English learner of the reason for identification of their child and of the progress of their son/daughter in the ESL program. If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval. The table below summarizes your child's progress:

English TEA-Approved Oral Language Proficiency Test (OLPT), PK-12*			
Name of test:	Date administered:	Results:	Proficiency:
TEA-Approved Norm-Referenced Standardized Achievement Instrument: (Grades 1, 2, 11, 12)*			
Name of test: _____	Date administered: _____		
Results: Reading	Language Arts:		
*Tests taken for reclassification/exit are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: https://tea.texas.gov/bilingual/esl/education/ .			
Other language/academic test(s) reviewed (optional)			
Name of test:	Date:	Results: Reading:	
Name of test:	Date:	Results: Writing:	

Texas English Language Proficiency Assessment System (TELPAS)									
Please check (✓) level attained or attach Confidential Student Report.									
	B- Beginning		I - Intermediate		A - Advanced		AH – Advanced High		
Listening	B	I	A	AH	Speaking	B	I	A	AH
Writing	B	I	A	AH	Reading	B	I	A	AH

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

State Assessment					Other
Assessment	Type	Date	Performance Category	Score	
Reading					Credits earned towards graduation (9-12): _____ Expected rate of high school graduation (specify on track/ not on track):
Writing					
ELA					
Science					
Social Studies					
Math					

Additional comments on student’s language acquisition/academic progress (including information regarding how the language program addresses the goals in his/her individualized education program (IEP), if applicable): _____

Your child has been participating in an English as a second language (ESL) program. The ESL program enables English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods and linguistically and culturally responsive teaching. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school. The ESL program curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Program services in Texas are provided in some cases in the child’s primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attain full proficiency in English in order to participate equitably in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services, based on the following criteria:

- (1) student demonstrates English proficiency using a state-approved oral language proficiency test in English;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1-2, 11-12).;
- (3) student demonstrates English proficiency in writing using a state-approved writing assessment; and
- (4) the results of a subjective teacher evaluation using the state’s standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue in the ESL Program, since reclassification criteria has not been met.

Exit the ESL program, since reclassification criteria has been met. (A notification of reclassification letter will be provided to you that includes parental approval of exit and must be signed in order for your child to be placed in the general education classroom.)

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) _____ at our office at (telephone) _____

Parent Notification on Student Progress

Independent School District / Charter School Parental Denial

Date: _____

Campus: _____

To the Parents/Guardians of: _____

State and federal law requires that we notify all parents of students identified as an English learner of the reason for identification of their child and of the progress of their son/daughter. If a parent's response to questions on the Home Language Survey at initial enrollment in Texas public schools indicates that a language other than English is used most often in the home, districts are required to assess that child's English proficiency to determine if the child shall be identified as an English learner. Placement of an identified English learner in a bilingual education or English as a second language (ESL) program requires parental approval. Students who do not have parental approval to participate in a bilingual or ESL program are still required to be monitored for progress. The table below summarizes your child's progress:

English TEA-Approved Oral Language Proficiency Test (OLPT), PK-12*			
Name of test:	Date administered:	Results:	Proficiency:
TEA-Approved Norm-Referenced Standardized Achievement Instrument: (Grades 1, 2, 11, 12)*			
Name of test: _____	Date administered: _____		
Results: Reading	Language Arts:		
*Tests taken for reclassification/exit are from the state approved list of tests found on the TEA Bilingual and English as a Second Language Education Programs page: https://tea.texas.gov/bilingual/esl/education/ .			
Other language/academic test(s) reviewed (optional)			
Name of test:	Date:	Results: Reading:	
Name of test:	Date:	Results: Writing:	

Texas English Language Proficiency Assessment System (TELPAS)									
Please check (✓) level attained or attach Confidential Student Report.									
B- Beginning I - Intermediate A - Advanced AH – Advanced High									
Listening	B	I	A	AH	Speaking	B	I	A	AH
Writing	B	I	A	AH	Reading	B	I	A	AH

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

State Assessment					Other
Assessment	Type	Date	Performance Category	Score	
Reading					Credits earned towards graduation (9-12): _____ Expected rate of high school graduation (specify on track/not on track)::
Writing					
ELA					
Science					
Social Studies					
Math					

Additional comments on student’s language acquisition/academic progress (including information regarding how the child’s language needs are addressed in his/her individualized education program (IEP), if applicable): _____

Currently, your child is not participating in a bilingual education or English as second language (ESL) program due to a parental denial of services. However, the parent or guardian of an identified English learner may choose to approve the placement of their child in a language program as recommended by the Language Proficiency Assessment Committee (LPAC). Program services in Texas are provided in some cases in the child’s primary language and English (bilingual education) or through instruction that is delivered in English using second language acquisition methods (ESL). The goal of both programs is for English learners to attain full proficiency in English in order to participate equitably in school. On average, an English learner needs about 5 to 7 years of second language acquisition support to obtain the academic language needed for transition to a classroom not tailored to English learners.

At the end of each school year, the LPAC meets to determine if a student may be reclassified as English proficient and exit bilingual/ESL program services if participating, based on the following criteria:

- (1) student demonstrates English proficiency using a state-approved oral language proficiency test in English;
- (2) student meets passing standard on the STAAR reading assessment or scores at or above the 40th percentile on both the English reading and the English language arts sections of a state-approved norm-referenced standardized achievement test (for students in grades 1-2, 11-12).;
- (3) student demonstrates English proficiency in writing using a state-approved writing assessment; and
- (4) the results of a subjective teacher evaluation using the state’s standardized rubric.

As a result, the LPAC has recommended the following for your son/daughter:

Continue monitoring academic progress of student until he/she meets reclassification criteria without program participation due to parental denial of services.

Reclassification of student as English proficient, since reclassification criteria has been met. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the LPAC, in compliance with Texas statute.

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) _____ at our office at (telephone) _____

Parent Notification on Student Progress

_____ Independent School District / Charter School Monitoring After Reclassification

Date: _____

Campus: _____

To the Parents/Guardians of: _____

State and federal law requires that we monitor the progress of former English learners after meeting reclassification as English proficient. The Language Proficiency Assessment Committee (LPAC) monitors the academic progress of reclassified students for two years and may recommend re-entry into a bilingual education or English as a second language (ESL) program or may recommend intensive instruction support as needed. Since your child has been reclassified as English proficient within the last two years, we have reviewed the following academic data in addition to your child's grades to determine the best placement for your son/daughter. Results are listed below, as applicable.

State Assessment					Other
Assessment	Type	Date	Performance Category	Score	
Reading					Credits earned towards graduation (9-12): _____ Expected rate of high school graduation (specify on track/not on track)::
Writing					
ELA					
Science					
Social Studies					
Math					

Other language/academic test(s) reviewed (optional)		
Name of test:	Date:	Results:
Name of test:	Date:	Results:

As a result, the LPAC:

will continue with the second year of monitoring after reclassification without re-entry or intensive intervention measures.

has completed the state-required two years of monitoring after reclassification and has not recommended re-entry or intensive intervention measures. Your child will continue to be monitored in the Public Education Information Management System (PEIMS) for two additional years based on federal requirements under the Elementary and Secondary Education Act (ESEA) Section 3121(a) (5). These additional two years of monitoring are for federal accountability only, and the LPAC will not monitor academic progress during these two years.

has recommended re-entry in a bilingual education program. Please sign and date here for approval of re-entry into the bilingual education program:

Signature of parent/guardian

Date

has recommended re-entry in an ESL program. Please sign and date here for approval of re-entry into the ESL program:

Signature of parent/guardian

Date

will continue with the second year of monitoring after reclassification and has recommended that your child receive intensive interventions to support language acquisition within the general education classroom. You will receive further information on the details of this support.

If you have any questions regarding this placement decision or continuation in the program, please contact: (name) _____ at our office at (telephone) _____

Date sent: _____

Parent Notification of Reclassification and Approval of Bilingual Education Program Exit

Independent School District / Charter School

Dear _____ :

_____ has met the reclassification criteria stated in 19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English learners Section §89.1226. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Please sign and return this letter to approve the exit of _____ from the bilingual education program and the placement of your child in the general education classroom.

Thank you,

District _____

I approve the exit from the bilingual education program and placement of _____ in the general education classroom.

Parent Signature

Date

**19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English learners, §89.1240 Parental Authority and Responsibility.*

(b) The school district shall give written notification to the student’s parent or legal guardian of the student’s reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

***Documentation that the district has attempted to notify parents must be present*

For school use:

Date received by campus

Student met reclassification criteria

Testing results verified by _____ (Name)

Documentation added to student’s folder.

Student’s PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and Bilingual Program Type Code changed to Student Does Not Participate (0).

Date sent: _____

Parent Notification of Reclassification and Approval of English as a Second Language (ESL) Program Exit

Independent School District / Charter School

Dear _____ :

_____ has met the reclassification criteria stated in 19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English learners Section §89.1226. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063 (c)(4), to ensure continued success without second language acquisition supports. Please sign and return this letter to approve the exit of _____ from the ESL program and the placement of your child in the general education classroom.

Thank you,

District _____

I approve the exit from the ESL program and placement of _____ in the general education classroom.

Parent Signature

Date

**19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English learners, §89.1240 Parental Authority and Responsibility.*

(b) The school district shall give written notification to the student’s parent or legal guardian of the student’s reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

***Documentation that the district has attempted to notify parents must be present.*

For school use:

Date received by campus

Student met exit criteria

Testing results verified by _____ (Name)

Documentation added to student’s folder.

Student’s PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F) and ESL Program Type Code changed to Student Does Not Participate (0).

Date sent: _____

**Parent Notification of Reclassification and Approval of Exit and Option to Continue in a Dual Language Immersion (DLI) Bilingual Education Program
Independent School District / Charter School**

Dear _____ :

_____ has met the reclassification criteria stated in 19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner’s Rules Concerning State Plan for Educating English learners Section §89.1226. Therefore, your child will no longer be identified as an English learner (EL), and he/she will no longer take the Texas English Language Proficiency Assessment System (TELPAS) yearly assessment. Your child will be monitored for two years by the Language Proficiency Assessment Committee (LPAC), based on Texas Education Code §29.063(c)(4), to ensure continued success without second language acquisition supports. Based on the goals of bilingualism, biliteracy, and sociocultural competence within the Dual Language Immersion (DLI) program in which your child participates, the LPAC has recommended exit from the DLI program as an English learner, but continued participation in the DLI program as an English-proficient student to access the full benefits of the program. Please sign and return this letter to approve your child’s exit from the DLI program as an English learner and , should you choose to approve it, your child’s continued participation in the DLI program beyond reclassification as English proficient.

Thank you,

District _____

Option 1:

I approve the exit from the bilingual education program and placement of _____ in the general education classroom.

Parent Signature

Date

Option 2:

I approve the exit from the bilingual education program as an English learner and the continued participation of _____ in the Dual Language Immersion program.

Parent Signature

Date

Date sent:

*

19 Title Texas Administrative Code Chapter 89 Adaptations for Special Populations; Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English learners, §89.1240 Parental Authority and Responsibility.

(b) The school district shall give written notification to the student's parent or legal guardian of the student's reclassification as English proficient and his or her exit from the bilingual education or ESL program and acquire written approval as required under the Texas Education Code, §29.056(a). Students meeting exit requirements may continue in the bilingual education or ESL program with parental approval but are not eligible for inclusion in the bilingual education allotment.

**Documentation that the district has attempted to notify parents must be present

For school use:

Date received by campus

Student met exit criteria

Testing results verified by _____ (Name)

Documentation added to student's folder.

Student's PEIMS LEP/EL Indicator Code changed from LEP/EL (1) to Monitor Year 1 (F),
Bilingual Program Type Code continued with program participation, and Parental Permission
Code changed to Reclassified EP Student Approval to Participate (G).

Bilingual Summer School Program K-1
Initial Parent Survey
_____ **Independent School District / Charter School**

Summer:
Campus:
If your child is entering kindergarten or first grade in the fall of _____, your child may be eligible to attend the Bilingual Summer School Program K-1. Please complete the following information so that we can send you information about the summer program.
Student name:
Date of birth:
Parent/guardian:
Address:
Telephone:

Please return this form to the principal at your home school or call the Bilingual Department at _____.

**English as a Second Language (ESL)
Summer School Program K-1
Initial Parent Survey**

_____ **Independent School District / Charter School**

Summer:
Campus:
If your child is entering kindergarten or first grade in the fall of _____, your child may be eligible to attend the ESL K-1 Summer School Program.
Please complete the following information so that we can send you information about the summer program.
Student name:
Date of birth:
Parent/guardian:
Address:
Telephone:

Bilingual Summer School Program K-1

Independent School District / Charter School

Date: _____

Dear Parent/Guardian: _____

The district (campus) will be offering a summer program for English learners who will be enrolled in kindergarten or first grade in the fall. This program will help your child to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school.

The program will take place from _____ to _____. Classes will be from _____ to _____. Children attending the summer program will be offered:

(mention services such as food, transportation, etc.).

Please fill out the following information needed to place your child on the list of children planning to attend.

Name of child:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in the district during the regular school year, please bring the following documents on the first day of the summer program: _____
(list documents needed for enrollment)

If you have any questions, please call _____ at _____.

English as a Second Language (ESL)
Summer School Program K-1
Independent School District / Charter School

Dear Parent/Guardian: _____

The district (campus) will be offering a summer program for English learners who will be enrolled in kindergarten or first grade in the fall. This program will help your child to continue in his/her development of social skills, literacy, and his/her use of language needed for success in school.

The program will take place from (dates) _____ to _____. Classes will be from (time) _____ to _____. Children attending the summer program will be offered:

(mention services such as food, transportation, etc.).

Please fill out the following information needed to place your child on the list of children planning to attend:

Name of child:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in the district during the regular school year, please bring the following documents on the first day of the summer program: _____
(list documents needed for enrollment)

If you have any questions, please call _____ at _____.

Bilingual Summer School Program K-1 Independent School District / Charter School

Date: _____

_____ Elementary will be offering a summer program for English learners who will be eligible for admission to kindergarten or first grade in the beginning of next school year. This program will help your child to continue in his/her development of English language proficiency, literacy and academic skills needed for success in school.

The summer school program will be held from _____ to _____. Classes will be from (time) _____ to _____.

Students who attend the summer school program will receive:

- _____
- _____
- _____

Please complete the following information to place your child's name on the list of student's planning to attend the summer school program.

Student name:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in school this school year, please bring the following documents on the first day of summer school:

- _____
- _____
- _____

If you have any questions, please call _____ at _____.

English as a Second Language (ESL) Summer School Program K-1 Independent School District / Charter School

Date: _____

Elementary will be offering a summer program for English learners who will be eligible for admission to kindergarten or first grade in the beginning of next school year. This program will help your child to continue in his/her development of English language proficiency, literacy and academic skills needed for success in school.

The summer school program will be held from _____ to _____. Classes will be from (time) _____ to _____.

Students who attend the summer school program will receive:

- _____
- _____
- _____

Please complete the following information to place your child's name on the list of student's planning to attend the summer school program.

Student name:	Date of birth:
Parent/guardian's name:	
Address:	
Telephone:	

Please send this information to _____. If your child was not enrolled in school this school year, please bring the following documents on the first day of summer school:

- _____
- _____
- _____

If you have any questions, please call _____ at _____.

Student History

Independent School District / Charter School

Home Language Survey date:																						
Student Name:										Date of birth:							Student ID#:					
School Year	Grade	OLPT	Norm Referenced	State Assessment				TELPAS					LPAC Recommendation					Parent Signature		Initial		
				Rdg/ELA	W	M	S	SS	L	S	R	W	CS	EL	EP	BIL	ESL	Gen Ed	Exit		Approval for Entry	Approval for Exit

Name: _____

EL INSTRUCTIONAL ACCOMODATIONS CHECKLIST

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
Date:	Date:	Date:	
<p>peer and native language support</p> <p>gestures for added emphasis</p> <p>simple conversations (words/phrases)</p> <p>visuals and/or verbal cues to reinforce spoken or written words</p> <p>pre-teach vocabulary</p> <p>short sentences and single words</p> <p>provide phrases or simple sentence frames</p> <p>rephrase, repeat, or slow down</p> <p>wait time</p> <p>extra time for complex material and/or assignments</p> <p>non-participation in simple conversations</p> <p>word bank of key vocabulary</p> <p>model pronunciation</p> <p>tiered sentence stems</p> <p>organize reading in chunks</p> <p>adapted text(s)</p> <p>clarification of word(s) or phrase(s)</p> <p>oral translation</p> <p>bilingual dictionary or glossary</p> <p>clarify directions</p> <p>translate word(s), phrase(s), or sentence(s)</p> <p>read and model think aloud</p> <p>drawing or pictorial representation</p> <p>writing on familiar, concrete topics</p> <p>scaffold writing assignments</p>	<p>peer and native language support</p> <p>gestures for added emphasis</p> <p>simple conversations (words/phrases)</p> <p>visuals and/or verbal cues to reinforce spoken or written words</p> <p>pre-teach vocabulary</p> <p>short sentences and single words</p> <p>provide phrases or simple sentence frames</p> <p>rephrase, repeat, or slow down</p> <p>wait time</p> <p>extra time for complex material and/or assignments</p> <p>non-participation in simple conversations</p> <p>word bank of key vocabulary</p> <p>model pronunciation</p> <p>tiered sentence stems</p> <p>organize reading in chunks</p> <p>adapted text(s)</p> <p>clarification of word(s) or phrase(s)</p> <p>oral translation</p> <p>bilingual dictionary or glossary</p> <p>clarify directions</p> <p>translate word(s), phrase(s), or sentence(s)</p> <p>read and model think aloud</p> <p>drawing or pictorial representation</p> <p>writing on familiar, concrete topics</p> <p>scaffold writing assignments</p>	<p>peer and native language support</p> <p>gestures for added emphasis</p> <p>simple conversations (words/phrases)</p> <p>visuals and/or verbal cues to reinforce spoken or written words</p> <p>pre-teach vocabulary</p> <p>short sentences and single words</p> <p>provide phrases or simple sentence frames</p> <p>rephrase, repeat, or slow down</p> <p>wait time</p> <p>extra time for complex material and/or assignments</p> <p>non-participation in simple conversations</p> <p>word bank of key vocabulary</p> <p>model pronunciation</p> <p>tiered sentence stems</p> <p>organize reading in chunks</p> <p>adapted text(s)</p> <p>clarification of word(s) or phrase(s)</p> <p>oral translation</p> <p>bilingual dictionary or glossary</p> <p>clarify directions</p> <p>translate word(s), phrase(s), or sentence(s)</p> <p>read and model think aloud</p> <p>drawing or pictorial representation</p> <p>writing on familiar, concrete topics</p> <p>scaffold writing assignments</p>	

Campus:

Grade:

Academic Year:

Prior Year TELPAS:					
L	B	I	A	AH	
S	B	I	A	AH	
R	B	I	A	AH	
W	B	I	A	AH	

Prior Year TELPAS ALT (if applicable)					
L	A	I	EI	DI	BF
S	A	I	EI	DI	BF
R	A	I	EI	DI	BF
W	A	I	EI	DI	BF

Name: _____

EL INSTRUCTIONAL ACCOMODATIONS CHECKLIST

Teacher		LPAC Committee	
BOY	Subjective Teacher Evaluation/EL Reclassification Rubric:	Comments/Recommendations:	
MOY	Subjective Teacher Evaluation/EL Reclassification Rubric:	Comments/Recommendations:	
EOY	Subjective Teacher Evaluation/EL Reclassification Rubric: Completed by: _____ Signature: _____ Date: _____	Comments/Recommendations: Signature: _____ _____ _____ _____ Date: _____	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> EOY Review: TELPAS/TELPAS ALT State Assessment Results Additional Assessment (Optional) Linguistic Accommodations Academic Progress </div> <div style="border: 1px solid black; padding: 5px;"> Linguistic Accommodations to "Developing Independence" A Awareness I Imitation EI Early Independence DI Developing Independence BF Basic Fluency </div>