LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE

Identification



LPAC Initial Review

Independent School District / Charter School

Student Name:	Student ID:	
Grade:	Enrollment date:	
Academic year:	LPAC date:	

Student Enrollment Information

Home Language Survey (HLS)

Original HLS Date: HLS Home Language: HLS Student Language:

(Mark all that apply.)

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Previous Schooling in Texas Public Schools

Original HLS and LPAC documentation received Previously identified as an English learner

Identification assessment date:
Identification assessment results:

Parent previously denied services

Date of denial:

Previously served in bilingual education program

Type:

Previously served in ESL program

Type:

Previously reclassified

Date of reclassification:

Current Year of Monitoring 1 2 3

Completed all monitoring years

New to State or Country

Last state or country to receive schooling:

Information for PEIMS data entry

Immigrant

Migrant

Refugee/Asylee

Information for assessment data entry and instruction

Evidence of limited or interrupted formal education

Academic Achievement

Last grade level completed:

Most Recent Grades from Transcript	
Math	
Science	
Social Studies	
English/Language Arts	
Other Language:	
Other:	

Language Assessment Results

State-Approved English Language Proficiency Test for Identification

Date of assessment:

PreK - Kindergarten: preLAS English: Oral language proficiency level

Grade 1: LAS Links: Listening Speaking **Grade 2 - 12:** LAS Links: Listening Speaking

Reading Writing

State-Approved Language Proficiency Test (Spanish), if applicable

PreK - Kindergarten: preLAS Español: Oral language proficiency level **Grade 1 - 6:** LAS Links Español: Listening Speaking

Other Programs

Mark any for which the student has previously met eligibility for participation.

Special Education
Gifted and Talented
Response to Intervention
Other (specify):

Identification Decision

English Learner English Proficient

LPAC Signatures

Bilingual/ESL Educator Campus Administrator

Parent Representative

ARD Committee Representative (if applicable)

Other

Placement Recommendation

Enter/Continue Bilingual Education 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

Parent permission date:

Parent denial date:

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