

# Language Proficiency Assessment Committee (LPAC) Middle-of-Year (MOY): State Assessment Decision Making and Progress Monitoring of Linguistic Accommodations

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This vignette simulates a LPAC meeting that is conducted at the middle of the year. During this meeting all LEP students are discussed on an individual basis including those in a program and those who have denied services as applicable. Decisions are made during this time in regards to state assessments and applicable or eligible linguistic accommodations that have been implemented in the classroom throughout the year will be discussed for testing purposes. **The individuals represent the required membership of the LPAC from a Bilingual campus.**

Please show the following on the screen.

The following LPAC is composed of a:

- campus administrator
- LPAC Chair/Bilingual educator
- ESL teacher/professional transitional language educator
- parent of a current ELL participating in the required bilingual or special language program (ESL) (this parent may not be an employee of the school district)

**LPAC Chair/Bilingual Educator:** Good afternoon. With testing right around the corner, we are here to review all our bilingual students on our campus, looking closely at each individual student to determine which assessment is the most appropriate. Let's take a moment to review the document Linguistic Accommodations for ELLs participating in the STAAR program.

*All participants will be looking over the document*

**ADMINISTRATOR:** Thank you Mr. Diaz for being here today to assist us in making very important decisions in regards to our students success on state assessments. As I look at the overview of the STAAR Assessments for ELLs I notice under STAAR Spanish that there are no linguistic accommodations permitted.

**ESL/Transitional Educator:** That is correct. The STAAR Spanish assessment is provided for grades 3-5 only and is provided in the native language, therefore, no linguistic accommodations are allowed.

**Parent:** I have a question, can a student who is a parent denial be provided the assessment in Spanish?

**LPAC Chair/Bilingual Educator:** Great question Mr. Diaz, according to the STAAR Decision-Making Guide for LPACs, it states that the STAAR Spanish assessment is not permitted to an ELL whose parents or guardians have declined bilingual program services.

**Parent:** Can a student that is in a bilingual program take the general state assessment?

**LPAC Chair/Bilingual Educator:** Yes, a student who is being served in a bilingual classroom may take the general STAAR assessment in English if it is determined by the LPAC to be the most appropriate measure of their academic progress. We will be looking at each student individually. Let's begin by looking at Isabella who is a 3rd grader. Isabella has been in the country since 1<sup>st</sup> grade and has participated in our bilingual program.

**Administrator:** Which assessment would the student be able to best showcase what she knows in this content area? STAAR Spanish or general STAAR? Which assessment do all of you feel would be the best for her to take in math and reading?

**ESL/Transitional Educator:** In my opinion I feel the best assessment for Isabella would be to take both the reading and math in Spanish. She has taken previous benchmarks in Spanish and her scores have proven to be successful, along with all of her classwork.

**Parent:** I agree as well that she should take the tests in Spanish.

**Administrator:** Yes, I agree that Isabella will do well in taking the STAAR Spanish!

**LPAC Chair/Bilingual Educator:** If we are all in agreement, that Isabella should take the STAAR Spanish assessment then I will begin filling out the *STAAR Participation and Linguistic Accommodation Decision form*.

*LPAC Chair Bilingual Educator will start filling out the form.*

**LPAC Chair/Bilingual Educator:** Thank you all for your input on Isabella and the assessment that will assist her with being successful. This document will be placed in her cumulative folder and a copy will be provided to our district testing coordinator to ensure the correct assessment is provided.

**ADMINISTRATOR:** Great and thank you for being here today and providing valuable information in regards to our students that are being served in our bilingual program. We need to ensure that we look at each individual student and provide them with best the service possible.

Summary:

- The LPAC members will review all documentation and solicit teacher feedback to select the most appropriate state assessments for each ELL
- The LPAC will determine the eligible linguistic accommodations for each ELL
- ELLs who take state assessments in Spanish may not receive additional linguistic accommodations
- A student whose parent or guardian has denied Bilingual/ESL program services are **not eligible** for linguistic accommodations
- All LPAC members must review and sign documentation during the meeting

Source:

TEC §29.0561 Evaluation of Students

TEC §29.063 (c) (3) Review Students Progress;

TAC §89.1220(g) (k) (m) Language Proficiency Assessment Committee

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