

# 2023-2024 LPAC Decision-Making Process Training



**TETN #1134**  
**October 5, 2023**



# 2023-2024 LPAC Decision-Making Process

## Training Objectives

- LPAC Decisions Educator Guide Overview
- Participation Decisions for the STAAR Program
- Special Circumstances
- Participation Decisions for the TELPAS Program
- Understanding Accommodations
- Designated Supports Decisions for the STAAR Program
- Designated Supports Decisions for the TELPAS Program
- Documenting and Communicating Decisions
- Additional Documentation


# Assessments for Special Populations Webpage

# LPAC Resources and Webpage

- The LPAC resources have now been moved to the *Emergent Bilingual Students* section of the [Assessments for Special Populations](#) webpage.
- Make sure to bookmark this webpage.

Home / Student Assessment / Testing / Student Assessment Division

## Assessments for Special Populations



The Texas Assessment Program is a statewide testing program that includes Academic Readiness (STAAR®), STAAR Alternate 2, Texas English Language Proficiency (TELPAS), and TELPAS Alternate. Each section below contains information for different student populations.

### Emergent Bilingual Students

EB students are required to:

- take STAAR with or without accommodations,
- meet assessment graduation requirements, and
- take TELPAS (or TELPAS Alternate if they meet the participation requirements).

For EB students who receive special education services or are identified as students with disabilities, the LPAC is required to work with the student's IEP team and the language proficiency assessment committee to make and document assessment and accommodation decisions.

**LPAC Resources**

- 2022-2023 STAAR Test Administration Manual
- Instructional Materials Review
- LPAC Student Handbook
- 2022-2023 STAAR Test Administration Manual - Designated Supports Form-Grades K-5
- 2022-2023 STAAR Test Administration Manual - Designated Supports Form-Grades 6-12
- 2022-2023 LPAC Student Handbook - English I Special Provision Documentation Form
- Affirmation of Asylee/Refugee Status When Official Documents Delayed

**Updated forms will be posted soon!**

# LPAC Decisions Educator Guide Overview

# LPAC Decisions Educator Guide

- The regulatory procedural guide is based on:
  - Texas Education Code (TEC), Chapter 39 and Title 19 of the Texas Administrative Code (TAC) Chapter 101, Subchapter AA, Division 1 for STAAR
  - TAC, Section 101.1003 for TELPAS and TELPAS Alternate
  - 19 TAC Chapter 89 Subchapter BB for Educating Emergent Bilingual Students
  - LPACs should be familiar with both the TEC and TAC
- LPACs are responsible for —
  - following administrative procedures in the guide
  - making decisions on an **individual student basis**
  - working as a committee to make decisions
  - maintaining required documentation

*(LPAC Decisions Educator Guide, p. 5)*

# LPAC Responsibilities

- LPACs must review each section of the LPAC Decisions Educator Guide which has been reorganized.
- Educator guide includes the following:
  - Overview
  - Test Participation Decisions
    - STAAR, STAAR Spanish, and STAAR Alternate 2
    - Special Circumstances
  - Test Participation Decisions
    - TELPAS and TELPAS Alternate
  - Accommodation Decisions
  - Documenting and Communicating Decisions

# Participation Decisions for the STAAR Program



# STAAR, STAAR Spanish, STAAR Alternate 2

The STAAR program encompasses

- STAAR
- STAAR Spanish
- STAAR Alternate 2
- Grades 3–8
  - Mathematics, reading language arts (RLA), science, and social studies
- STAAR end-of-course (EOC)
  - Algebra I, English I, English II, Biology, and U.S. History
- LPACs make and document test participation decisions in accordance with the STAAR program requirements.

<b>STAAR</b>	<ul style="list-style-type: none"><li>• general statewide assessment</li><li>• accommodations available for students who meet eligibility criteria found on the <a href="#">Test Administration Resources</a> webpage</li><li>• taken by EB students not eligible for an assessment listed below</li></ul>
<b>STAAR Spanish</b> (grades 3–5)	<ul style="list-style-type: none"><li>• available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress</li><li>• accommodations available for students who meet eligibility criteria found on the Test Administration Resources webpage</li><li>• not permitted for an EB student whose parent or guardian has declined bilingual or English as a second language (ESL) program services</li></ul>
<b>STAAR Alternate 2</b>	<ul style="list-style-type: none"><li>• available for students, including dual-identified EB students, who are receiving special education services and who meet requirements for an alternate assessment based on alternate achievement standards</li><li>• participation requirements and information regarding available accommodations can be found on the <a href="#">STAAR Alternate 2 Resources</a> webpage</li></ul>

*(LPAC Decisions Educator Guide, p. 6)*

# STAAR and STAAR Spanish

## Same

- Assessed curriculum and item types
- Blueprints for building tests
- Achievement standard alignment
- Focus on readiness for next grade level or course with goal of postsecondary readiness

## Different

- Language accessibility
  - Native language helps students understand language of test

# STAAR Spanish Decisions

- In addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, STAAR Spanish may sometimes be appropriate for an emergent bilingual (EB) student in an ESL program.
- Examples
  - a Spanish speaker who has recently moved to the U.S.
  - an EB student who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program
  - a student in an ESL program who receives substantial academic support in Spanish

*(LPAC Decisions Educator Guide, pp. 6-7)*

# Non-EB students in Two-Way Dual Language Immersion

## 19 TAC Chapter 89.1228(e)

*A school district implementing a two-way dual language immersion (DLI) program model shall determine the appropriate assessment option for program participants as follows.*

*(1) For emergent bilingual students, the language proficiency assessment committee (LPAC) shall convene before the administration of the state criterion-referenced test each year to determine the appropriate assessment option for each emergent bilingual student in accordance with §89.1220(i) of this title (relating to Language Proficiency Assessment Committee).*

*(2) For non-emergent bilingual students, the appropriate assessment option for the administration of the state criterion-referenced test each year is determined by the LPAC or through a school district-developed process.*

# Non-EB Students Taking STAAR Spanish

- Non-EB students in a one-way or two-way dual language immersion program may be administered a STAAR Spanish assessment if LPAC determines STAAR Spanish to be the most appropriate measure of the student's academic progress per TAC §101.1005(g).
  - The LPAC must consider the student's language of instruction and the level of linguistic support that the student receives during classroom instruction when determining whether English or Spanish is the most appropriate assessment. This may differ by content area for the student and should be determined on an individual basis.
- Districts determine the process
  - LPACs may make this determination or through a district-determined process
  - LPACs not responsible for performing the many other LPAC functions they carry out for EB students.

*(LPAC Decisions Educator Guide, p. 7)*

# Assessment Decisions for Different Subjects

- Decisions will often vary by necessity because of the design of the STAAR program.
  - For example, sometimes it may be appropriate to give STAAR Spanish in some subjects and STAAR in English in other subjects.
- LPAC decisions to give a student one type of assessment for one subject and another type of assessment for another subject should be well-justified in the required documentation.

# STAAR Online Test(s): Special Administration

- In rare circumstances that prevent a student from testing online, the student must meet eligibility criteria for a special administration of a STAAR online test.
  - Accommodations cannot be applied
  - Technology access is precluded\*
- A student may receive a special administration (paper test) of an online test ONLY if this is noted in the student's individualized education program (IEP) or Section 504 plan. This is not an LPAC decision.
- Refer to the [Special Administration of an Online Test](#) page in the DCCR for more information.

\*This applies in rare situations where computers or technology are absolutely not available such as homebound students without internet access, JJAEPs, jails, or detention centers. For these unique scenarios, districts will need to call Texas Testing Support at 833-601-8821.

# EB Students Receiving Special Education Services

An EB student who receives special education services:

- May be administered any assessment depending on whether they meet the participation requirements.
  - STAAR
  - STAAR Spanish
  - STAAR Alternate 2 (*Reminder: STAAR Alternate 2 participation requirements were updated in August 2023.*)
- The LPAC is responsible for working in conjunction with the student's admission, review, and dismissal (ARD) committee to make and document assessment participation decisions.
  - This collaboration helps ensure that factors related to a student's disability and second language acquisition are both considered.



# Special Circumstances for STAAR

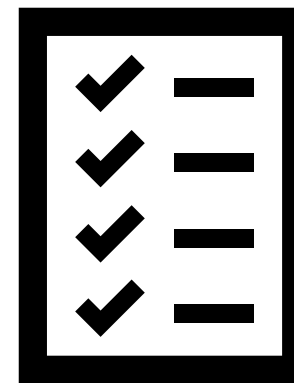
# Qualified Unschooled Asylee or Refugee

- To qualify as an unschooled asylee or refugee
  - student must be identified as an emergent bilingual student (EB/EL) as defined by state law in TEC, Section 29.052, and must participate in a state-approved bilingual or ESL program, and
  - student's permanent record file must contain appropriate documentation of asylee/refugee status. The student must
    - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
    - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

*(LPAC Decisions Educator Guide, pp. 7-8)*

# Unschooling Asylee or Refugee (continued)

- The student's permanent record file must document that
  - the student had little or no formal schooling outside the U.S. and lacked basic primary language literacy upon enrollment in school in the U.S.;
  - the student is being provided designated supports and other ongoing interventions by the district to meet the student's unique affective, linguistic, and cognitive needs; and
  - as of the semester of the test administration, the student continues to lack the necessary foundation in the TEKS as a direct result of the student's inadequate schooling outside of the U.S.



*(LPAC Decisions Educator Guide, pp. 7-8)*

# Delayed Official Documentation

In rare cases that a campus has compelling evidence of a student's asylee or refugee status but is unable to obtain official documentation by the time of the applicable assessment administration, the campus may use the Affirmation of Asylee or Refugee Status When Official Documentation is Delayed form.

**TEAS ASSESSMENT**

**Affirmation of Asylee or Refugee Status  
When Official Documentation is Delayed**

Campus \_\_\_\_\_ District \_\_\_\_\_ School Year \_\_\_\_\_

Test Administration \_\_\_\_\_

I, \_\_\_\_\_, hereby affirm that personnel under my supervision have not yet been able to obtain official documentation of the asylee/refugee status of \_\_\_\_\_ because of the following extenuating circumstances:

\_\_\_\_\_

\_\_\_\_\_

I hereby further affirm that based on the compelling evidence described below, I am confident that this student is currently an asylee or refugee with appropriate state-required documentation and that it is only a matter of time before school personnel will be able to obtain the required official documentation.

Description of compelling evidence:

\_\_\_\_\_

\_\_\_\_\_

Signature of School Principal \_\_\_\_\_ Date \_\_\_\_\_

Texas Education Agency  
Student Assessment Division  
September 2023

*(LPAC Decisions Educator Guide, p. 8)*

# STAAR Exemption for Grades 3-8

Section 101.1005 of the TAC allows exemption of certain qualifying EB students that are asylees and refugees from being administered a STAAR assessment in **grades 3–8**.

This exemption applies to an EB student who:

- qualifies as an unschooled asylee or refugee,
- is in the first year of enrollment in U.S. schools, and
- is in grades 3–8.

*(LPAC Decisions Educator Guide, p. 8)*

# STAAR English I Special Provision

## Eligibility Criteria

This provision applies to an EB student who:

- has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not yet attained an advanced high reading rating on the Texas English Language Proficiency Assessment System (TELPAS).

- Only applies when student meets eligibility criteria **and** passes the course.
- Documentation must be completed and discussed with the student as close to the time of the assessment as possible.
- The student may opt to retake the assessment during any scheduled administration if the student passes the course but fails to meet the passing standard on the test.


*(LPAC Decisions Educator Guide, pp. 8-9)*

# English I Special Provision

- Acknowledges unique circumstances of specific EB students
  - insufficient time in the U.S. and insufficient time to learn English
- These students
  - depend heavily on instructional scaffolding, including linguistic supports based on their second language acquisition needs
  - need scaffolding that cannot be provided as designated supports during the standardized English I EOC assessment
- LPACs must maintain documentation of eligibility for the special provision.
- Eligibility must be determined in conjunction with the student's enrollment in English I or ESOL I.

*(LPAC Decisions Educator Guide, p. 9)*

# Updated STAAR English I Special Provision Form

**STAAR English I Special Provision** 

Student Name \_\_\_\_\_ Enrolled Grade \_\_\_\_\_  
 District \_\_\_\_\_ Campus \_\_\_\_\_ School Year \_\_\_\_\_

Emergent bilingual (EB) students are required to take the State of Texas Assessments of Academic Readiness (STAAR<sup>®</sup>) English I assessment at least once when completing an English I or English for Speakers of Other Languages I course. If an EB student passes the course but does not meet the passing standard on the STAAR English I assessment, the student may opt to retake the assessment or enact the special provision allowed under Texas Administrative Code (TAC) §101.1007.

The special provision permits an EB student who meets the eligibility criteria to not retake the STAAR English I assessment if the student passes the corresponding course but does not meet the passing standard on the assessment. An EB student whose parent or guardian has declined bilingual or English as a second language program services is **NOT** eligible for this special provision. Eligibility for this provision is determined by the student's language proficiency assessment committee (LPAC) and must be documented in the student's permanent record file.

**Eligibility Criteria**

This provision applies to an EB student who:

- has been enrolled in U.S. schools for three school years or less or qualifies as an unaccompanied asylee or refugee enrolled in U.S. schools for five school years or less, and
- has not yet attained an advanced high reading rating on the Texas English Language Proficiency Assessment System (TELPAS).

Emergent bilingual (EB) students are required to take the State of Texas Assessments of Academic Readiness (STAAR<sup>®</sup>) English I assessment at least once when completing an English I or English for Speakers of Other Languages I course. If an EB student passes the course but does not meet the passing standard on the STAAR English I assessment, the student may opt to retake the assessment or enact the special provision allowed under Texas Administrative Code (TAC) §101.1007.

The special provision permits an EB student who meets the eligibility criteria to not retake the STAAR English I assessment if the student passes the corresponding course but does not meet the passing standard on the assessment. An EB student whose parent or guardian has declined bilingual or English as a second language program services is **NOT** eligible for this special provision. Eligibility for this provision is determined by the student's language proficiency assessment committee (LPAC) and must be documented in the student's permanent record file.

1. When did the student take the English course (e.g., school year) and the STAAR English I assessment (e.g., administration date)?  
 English course taken and passed: \_\_\_\_\_ (e.g., 2023–2024 school year, spring semester)  
 STAAR English I taken and failed: \_\_\_\_\_ (e.g., May 2024)

2. Has the special provision been explained to the student?  Yes  No

3. Does the student meet the eligibility criteria listed above?  Yes  No

1. When did the student take the English course (e.g., school year) and the STAAR English I assessment (e.g., administration date)?  
 English course taken and passed: \_\_\_\_\_ (e.g., 2023–2024 school year, spring semester)  
 STAAR English I taken and failed: \_\_\_\_\_ (e.g., May 2024)

2. Has the special provision been explained to the student?  Yes  No

3. Does the student meet the eligibility criteria listed above?  Yes  No

Signature of Designated LPAC Member \_\_\_\_\_ Date \_\_\_\_\_  
 Signature of Student's Teacher for Applicable Course \_\_\_\_\_ Date \_\_\_\_\_

Keep the completed form in the student's permanent record file and provide a copy to the campus testing coordinator.

<sup>1</sup>It is recommended that the student's teacher sign and retain a copy of this form.

Texas Education Agency  
 Student Assessment Division  
 September 2023





# EB Students with Parent Denials

LPACs may not recommend designated supports, special assessment considerations, or accountability provisions for an EB student whose parents have denied bilingual or ESL services.

This includes:

- No designated supports
- No testing in Spanish
- No English I special provision
- No unschooled asylee/refugee provisions

\*EB students with parent denials are still required to be assessed annually with TELPAS or TELPAS Alternate.

# Participation Decisions for the TELPAS Program

# TELPAS Participation Requirements

- TELPAS and TELPAS Alternate
  - Fulfill federal requirements for annually assessing English language proficiency of all EB students in K-12, including EB students whose parents have declined bilingual or ESL program services
  - Assess language proficiency in listening, speaking, reading, and writing
- For EB students receiving special education services, the LPAC works in conjunction with the admission, review, and dismissal (ARD) committee.
  - [Guidance Related to ARD Committee and LPAC Collaboration](#)
- LPACs are responsible for making and documenting participation decisions.

*(LPAC Decisions Educator Guide, p. 10)*

# EB Students in Grades K–2

- For EB students in Kindergarten through grade 2 who do not have ARD or Section 504 committee, the LPAC is not required to meet to determine TELPAS participation decisions regarding the unmodified (general) English language proficiency assessment.

*(LPAC Decisions Educator Guide, p. 10)*

# TELPAS for Students in Kindergarten and Grade 1

- Based on student classwork and classroom observations during daily instruction
- Teachers use proficiency level descriptors (PLDs) from Texas English Language Proficiency Standards (ELPS)
- K–1 (all language domains)
  - Listening, speaking, reading, and writing are holistically rated.

<b>Kindergarten and Grade 1</b> (all domains)	For kindergarten and grade 1, listening, speaking, reading, and writing are holistically rated.
<b>Students Receiving Special Education Services</b>	<p>EB students receiving special education services should be evaluated relative to how well they can understand and use English to access the general curriculum at their enrolled grade level in accordance with their individualized education program (IEP).</p> <p>Participation must be considered on a domain-by-domain basis. The reason for not assessing the student must be well supported and documented appropriately in the student's permanent record file by the LPAC.</p> <p>With rare exceptions, students should be able to be observed and rated meaningfully in each holistically rated domain. If the LPAC and ARD committee collaboratively decide that an assessment is inappropriate because of a student's particular disability, the decision is recorded at the time of testing, and the student is not holistically rated in the applicable domain.</p>

*(LPAC Decisions Educator Guide, p. 10)*

# TELPAS for Students in Grades 2-12

- The TELPAS listening and speaking assessment and TELPAS reading and writing assessment for grades 2–12 are administered online.
- The assessments are designed to determine where EB students are on the continuum of English language listening, speaking, reading, and writing proficiency as a measure of annual student progress.

Online Assessments	For grades 2–12, TELPAS consists of online assessments for listening and speaking and for reading and writing. TEA accommodation policies may apply to any student taking TELPAS who meets eligibility criteria based on his or her educational needs.
Special Administration of an Assessment	<p>In the following rare, unavoidable circumstances that prevent a student from testing online, a student may be eligible for a special administration of a TELPAS online assessment (listening and speaking or reading and writing) for grades 2–12. Refer to the <a href="#">Special Administration of an Assessment</a> page of the <i>District and Campus Coordinator Resources</i> for more information.</p> <ul style="list-style-type: none"> <li>• Accommodations cannot be applied: a student might need a testing accommodation that is not possible to provide in an online setting. Prior to a special administration of an assessment, consideration should be given to accessibility features, locally-approved designated supports, and designated supports requiring TEA approval. Refer to the <a href="#">Accommodations</a> section of the <i>Coordinator Resources</i> for information regarding these testing accommodations.</li> <li>• A student is unable to participate in one domain: the student's ARD committee has determined that the student is not required to participate in TELPAS for a specific domain because of the student's disability.</li> <li>• Technology access is precluded: in rare situations where appropriate computers or technology are absolutely unavailable, students may be eligible for a special administration.</li> </ul>
Students Receiving Special Education Services	<p>There are circumstances in which a student may not be required to participate in the general TELPAS or in one or more language domains. In rare cases it may be necessary for the ARD committee, in conjunction with the LPAC, to determine if an EB student receiving special education services should not be assessed in listening, speaking, reading, or writing due to a student's particular disability. One example would be a student needing a holistic administration of an online assessment.</p> <p>reason for not assessing the student must be well supported and documented in the student's IEP by the ARD committee and documented appropriately in the student's permanent record file by the LPAC.</p> <p>This non-participation decision is applicable only for an EB student receiving special education services who is not eligible for TELPAS Alternate.</p>

*(LPAC Decisions Educator Guide, pp. 11-12)*

# TELPAS Online Test(s): Special Administration

- In rare circumstances that prevent a student from testing online, the student must meet eligibility criteria for a special administration of a TELPAS online test (listening and speaking or reading) for grades 2–12.
  - Accommodations cannot be applied
  - Technology access is precluded\*
  - Unable to participate in one domain
- A student may receive a special administration (paper test or holistic assessment) of an online test ONLY if this it is noted in the student’s individualized education program (IEP) or Section 504 plan. This is not an LPAC decision.
- Refer to the [Special Administration of an Online Test](#) page in the DCCR for more information.

\*This applies in rare situations where computers or technology are absolutely not available such as homebound students without internet access, JJAEPs, jails, or detention centers. For these unique scenarios, districts need to call Texas Testing Support at 833-601-8821.

*(LPAC Decisions Educator Guide, p. 11)*

# TELPAS Alternate for Students in Grades 2-12

- TELPAS Alternate is a holistic inventory for EB students in grades 2–12 with the most significant cognitive disabilities
  - Aligned to ELPS
  - Alternate PLDs created to address specific needs of these students
- ARD committee, in conjunction with the LPAC, determines eligibility based on TELPAS Alternate Participation Requirements
  - Participation requirements were recently updated.
  - There are no domain-specific exemptions.

<b>Grade 2</b>	For EB students in grade 2, the ARD committee, in conjunction with the LPAC, will be required to make an assessment determination for TELPAS Alternate, as there is no STAAR Alternate 2 assessment for grade 2. The updated TELPAS Alternate participation requirements are posted on the TELPAS Alternate Resources webpage.
<b>Grades 3–12</b>	EB students in grades 3–12 who are eligible to take STAAR Alternate 2 will take TELPAS Alternate. EB students in grades 11 or 12 who previously met STAAR Alternate 2 eligibility and completed all STAAR testing requirements will take TELPAS Alternate.

*(LPAC Decisions Educator Guide, p. 12)*



# Updated TELPAS Alternate Participation Requirements

- For grades 2–12 and available on TEA’s [TELPAS Alternate Resources webpage](#)
- Guides ARD committee, in conjunction with the LPAC, in determining appropriate English language proficiency assessment for EB students
- Documentation of eligibility different for students in grade 2 compared to students in grades 3-12
- For students in grades 3-12, ARD committee in conjunction with the LPAC will
  - answer question 1: “Is the student identified in PEIMS as EB/EL?”,
  - initial assurances in Step II, and
  - answer “Yes”, to question #6.

The image shows three overlapping forms titled "TELPAS ALTERNATE PARTICIPATION REQUIREMENTS".

- Top Form:** Shows the header with the TELPAS logo, student name, and date. Question 5 asks, "Does the student access and participate in the grade-level Texas Essential Knowledge and Skills (TEKS) through prerequisite skills?" with "Yes" and "No" options. Below is a section for "Enter justification, which must include data from the EB student's IEP, progress monitoring, or FIE." and a "STEP II: PROVIDE ASSURANCES AND CONFIRM TELPAS ALTERNATE PARTICIPATION" section with a list of checkboxes for ARD committee and LPAC determinations.
- Middle Form:** Shows the "STEP I: DETERMINE IF THE STUDENT" section, starting with question 1: "Is the student identified in PEIMS as EB?" with "Yes" and "No" options. It includes a "STOP" icon and a "Specific Instructions box" for Grade 2 and Grades 3-12.
- Bottom Form:** Shows the "STEP I: DETERMINE IF THE STUDENT" section, starting with question 2: "Does the student have the most significant cognitive disability?" with "Yes" and "No" options. It includes a "STOP" icon and a "Specific Instructions box" for Grade 2 and Grades 3-12. At the bottom, it states "Texas Education Agency Student Assessment Division August 2023".

# TELPAS Alternate Participation: Grades 2–12

- Grade 2
  - ARD committee, in conjunction with the LPAC, make assessment decision using the updated participation requirements
  - No STAAR Alternate 2 for grade 2
- Grades 3–12
  - EB students meeting STAAR Alternate 2 eligibility will take TELPAS Alternate

**NOTE:** EB students in grades 11 or 12, who have previously met STAAR Alternate 2 eligibility and completed all STAAR testing requirements, will take TELPAS Alternate.

# EB Students Receiving Special Education Services

- Students evaluated relative to how well he or she understands and uses English to access general curriculum at enrolled grade level in accordance with individualized education program (IEP)
- There are circumstances in which a student may not be required to participate in the general TELPAS or in one or more language domains. In rare cases it may be necessary for the ARD committee, in conjunction with the LPAC, to determine if the student should not be assessed in listening, speaking, reading, or writing.
  - Like all LPAC considerations, decisions must be made individually and not consider that the student's score would be low
  - LPAC and ARD committee collaboratively decide that assessment in a particular domain is not appropriate due to a student's disability
  - Decision recorded at the time of testing and student is not assessed in applicable domain

# EB Students Receiving Special Education Services (continued)

- Participation considered on domain-by-domain basis
  - Reason for not assessing must be well-supported and documented in student's IEP by ARD committee and permanent record file by LPAC
  - Only applicable for EB student receiving special education services who does not meet participation requirements for TELPAS Alternate

# Understanding Accommodations

# Accommodation Policy Documents (coming soon)

- Accommodation policies will be posted in the [DCCR](#). Policies divided into 3 main categories
  - **Accessibility Features**
    - Available to all students who need them
  - **Designated Supports (Locally Approved)**
    - The appropriate team of people at campus level determine and document that the student meets the eligibility criteria
  - **Designated Supports (Requiring TEA Approval)**
    - Appropriate team of people at campus level determine student eligibility and submit Accommodation Request Form (ARF) to TEA

# LPAC Decision-Making Authority

- Each document organized the same way
  - Description of Designated Support
  - Assessments
  - Student Eligibility Criteria
  - Authority for Decision and Required Documentation
  - Examples/Types
  - Special Instructions/Considerations
- The “Authority for Decision and Required Documentation” section indicates the committee authorized to recommend the designated support.

## Content and Language Supports

Created by Bruce Malone  
Aug 08, 2022 - 3 min read

TEA approval is NOT required.



### Description of Designated Support

This designated support allows for various types of assistance (e.g., scaffolded directions, assistance with tracking, graphic organizers, simplified language, graphic representations of vocabulary and concepts) to support a student's understanding of passages, test items, and answer choices.

### Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

### Student Eligibility Criteria

A student may use this designated support if

- that student routinely, independently, and effectively uses this designated support during classroom instruction and classroom testing; and
- instructional and assessment decisions are made by a Section 504 committee, admission, review, and dismissal (ARD) committee, or a language proficiency assessment committee (LPAC) for an emergent bilingual (EB) student taking a test in English.

**NOTE:** An EB student taking STAAR Spanish may be eligible for content and language supports if the Section 504 or ARD committee determines the student to be eligible.

### Authority for Decision and Required Documentation

- The Content and Language Supports field should be updated under the Test Attributes pane in TIDE prior to testing so the designated support is made available in TDS.
- For an EB student who tests in English, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's individual accommodation plan (IAP).
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's individualized education program (IEP).
- In the case of an EB student with a disability, the decision is made by the applicable group in conjunction with the student's LPAC and documented in the student's permanent record file and IAP or IEP.

### Examples and Types

This designated support is available **only** during an online administration as a pop-up, a rollover, prereading text, and supplementary material.

### Special Instructions and Considerations

- Refer to the *STAAR Accessibility Examiner Guide* for more specific information about online features and supports.
- To become familiar with the functionality of online tests, students should practice using the tools in the Practice Test Site before online operational assessments.
- Technology-based accommodations enable most students to test online. However, in rare instances, a student may be eligible for the administration of a paper test due to an inability to access the test and/or accommodations on a computer. The need for paper test materials with embedded supports must be indicated in TIDE.
- For students taking STAAR braille who are also eligible to receive content and language supports, including students using a refreshable braille display, districts do not need to submit a request for the Texas Education Agency (TEA) to approve the STAAR with Embedded Supports. Test administrators will be provided with instructions regarding the administration of this designated support for students taking a braille test or using screen reader support for refreshable braille displays.
- Any student for whom the LPAC recommends the use of this support for any reading language arts (RLA) assessments may not be reclassified at the end of the school year. In addition, LPACs may not recommend designated supports for an EB student whose parents have denied bilingual or English as a second language (ESL) services. However, EB students who are approved by a different committee to receive this support based on reasons other than English language acquisition (such as a disability or documented academic or literacy difficulties) may be considered for reclassification at the end of the school year.

If you have any questions, contact the Student Assessment Division at 512-463-6536, and ask to speak with your district's Accommodations Task Force representative.

# Designated Supports Decisions for the STAAR Program



# LPAC Responsibilities with Designated Supports Decisions

LPACs are responsible for making appropriate designated supports decisions:

- Coordinate with content area teachers of EB students
- Make designated supports decisions in accordance with TEA policies
  - Accommodation Policy Documents in the DCCR, and
  - LPAC Decisions Educator Guide
- Maintain required documentation of decisions

*(LPAC Decisions Educator Guide, p. 13)*

# Designated Supports Decisions for STAAR

- The LPAC's designated supports decisions must be made on an **individual student basis**.
- Decisions must be based on—
  - a student's particular needs for second language acquisition support, and
  - whether the student is routinely provided the support in classroom instruction and testing.
- Providing unfamiliar supports may hinder rather than help a student.
- Designated supports decisions should be made as close as possible to the assessment to account for the student's progress in acquiring the English language.
  - EOC designated supports decisions carry over from fall to spring and summer administrations.

*(LPAC Decisions Educator Guide, p. 13)*

# EB Students and STAAR in English

- For EB students taking STAAR in English, the LPAC has sole authority to make designated supports decisions for
  - Content and Language Supports, and
  - Oral/Signed Administration.
- Refer to the *Authority for Decision and Required Documentation* section of each policy document for more information.

**NOTE:** LPAC decisions must be based on a student's particular needs for second language acquisition support.

*(LPAC Decisions Educator Guide, p. 13)*

# EB Students and STAAR Spanish

- For EB students taking STAAR **Spanish**, the LPAC does **not** have sole authority to make designated supports decisions for Content and Language Supports and Oral/Signed Administration.
  - These designated supports decisions must be made by the student's ARD committee, Section 504 committee, response to intervention [RtI] team, or the appropriate team of people at the campus level, in conjunction with the LPAC.
- Refer to the *Authority for Decision and Required Documentation* section of each policy document for more information.

*(LPAC Decisions Educator Guide, p. 13)*

# Designated Supports for EB Students Receiving Special Education Services

- LPACs are responsible for making designated supports decisions for the STAAR program in conjunction with the student's ARD committee, Section 504 committee, RTI team, or other applicable committee.
  - Designated supports decisions related to the student's particular needs for second language acquisition support
  - Designated supports decisions related to the student's disability or need
- Committees should become familiar with all information in the [Accommodations section](#) in the DCCR.

# Designated Supports and Reclassification

Students for whom the LPAC recommends the following designated supports for any English RLA (Reading/Language Arts) or English EOC assessments may not be reclassified at the end of the school year.

- ✓ Oral Administration
- ✓ Content and Language Supports

*(LPAC Decisions Educator Guide, p. 14)*

# STAAR Dictionary Policy and Impact on EB Student Reclassification

The use of dictionaries on STAAR reading or English EOC assessments does not prevent an EB student from being considered for reclassification at the end of the year. However, it is important for LPACs to consider the degree to which the student relies on a dictionary during language arts instruction or testing when making reclassification decisions.

# Emergent Bilingual Reclassification

- There is a reclassification rubric for TELPAS and a separate rubric for TELPAS Alternate.
- For guidance on EB reclassification contact the Division of English Learner Support:



512-463-9414



[EmergentBilingualSupport@tea.texas.gov](mailto:EmergentBilingualSupport@tea.texas.gov)



# Designated Supports Decisions for the TELPAS Program

# Designated Supports Decisions for TELPAS and TELPAS Alternate

- For **TELPAS**, all designated supports decisions **must** be made in conjunction with the ARD committee, Section 504 committee, or appropriate team of people at the campus level (e.g., RtI team or student assistance team).
- For **TELPAS Alternate**, the student performance described in the Observable Behaviors occurs while students have access to the instructional accommodations indicated in their individualized education program (IEP).

*(LPAC Decisions Educator Guide, p. 14)*

# Documenting and Communicating Decisions

# Documenting Decisions

- For each EB student, the LPAC must maintain documentation of
  - STAAR, STAAR Spanish, or STAAR Alternate 2 participation and designated supports decisions
  - TELPAS or TELPAS Alternate participation decisions
- LPAC documentation must be kept in student's permanent record file
- For participation and designated supports decisions LPACs make in conjunction with the ARD committee, 504 committee, Rtl team, or applicable committee
  - ARD committee documents decisions in student's IEP
  - Section 504 committee documents decisions in student's individual accommodation plan (IAP)
  - Other student assistance teams document decisions in student's permanent record file

**NOTE:** For electronic documents and files, districts must ensure the Family Educational Rights and Privacy Act (FERPA) requirements are met.

*(LPAC Decisions Educator Guide, pp. 15-18)*

# Documentation Forms

- Sample forms provided
  - assist LPACs in meeting documentation requirements,
  - are available on the [Assessments for Special Populations](#) webpage, and
  - include separate sample forms for grades K–5 and grades 6–12.
- LPACs may modify or reformat the forms.
  - Components of required state documentation need to be included.
- School districts may require additional supporting documentation and evidence.

**NOTE:** LPACs are responsible for providing STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS and TELPAS Alternate assessment coordinators with assessment decisions as well as STAAR designated supports information for EB students in time for appropriate testing arrangements to be made.

*(LPAC Decisions Educator Guide, pp. 15-18)*

# Documentation Forms: STAAR

## Part I: STAAR Participation and Designated Supports Decisions for grades K–5 and grades 6–12

**TE★AS ASSESSMENT**

**Decisions Regarding Assessment Participation and Accommodations (Kindergarten–Grade 5)**

Student Name:	Enrolled Grade:
School District or Charter School:	Campus:
Academic Year:	Date:

If a student is enrolled in kindergarten, grade 1, or grade 2, skip to Part II.

**PART I: STAAR Participation and Locally-Approved Designated Supports Decisions**

Participation		Locally-Approved Designated Supports*				Justification <i>(Attach additional information if more room is required.)</i>
Assessment	English	Spanish <sup>†</sup>	Content and Language Supports	Oral Administration	None	
STAAR	Mathematics					
	Reading Language Arts (RLA)					
	Science (grade 5 only)					
	STAAR Alternate 2	The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 for all content areas.				
Signature of Student's Teacher for Content Area <small>For STAAR locally-approved designated supports decisions, the signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing.</small>		<b>Mathematics:</b> <b>RLA:</b> <b>Science:</b>				

\*Students for whom the LPAC recommends Content and Language Supports or Oral Administration for any English RLA assessment may not be considered for reclassification at the end of the school year.

†The LPAC may make decisions on the language of a student's assessment. However, if a student needs accommodations on a STAAR assessment in Spanish, that decision must be made by another committee or appropriate team at the campus level, in conjunction with the LPAC, as noted in each accommodations policy document.

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**TE★AS ASSESSMENT**

**Decisions Regarding Assessment Participation and Accommodations (Grades 6–12)**

Student Name:	Enrolled Grade:
School District or Charter School:	Campus:
Academic Year:	Date:

**PART I: STAAR Participation and Locally-Approved Designated Supports Decisions**

Assessment	Locally-Approved Designated Supports*			Justification <i>(Attach additional information if more room is required.)</i>
	Content and Language Supports	Oral Administration	None	
STAAR	Mathematics			
	Reading Language Arts (RLA)			
	Science			
	Social Studies			
STAAR Alternate 2	The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in the State of Texas Assessments of Academic Readiness (STAAR®) Alternate 2 for all content areas.			
Signature of Student's Teacher for Content Area <small>For STAAR locally-approved designated supports decisions, the signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing.</small>		<b>Mathematics:</b> <b>RLA:</b> <b>Science:</b> <b>Social Studies:</b>		

\*Students for whom the LPAC recommends Content and Language Supports or Oral Administration for any English RLA assessment may not be considered for reclassification at the end of the school year.

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(LPAC Decisions Educator Guide, pp. 15-18)

# LPAC Form: Language of Assessment and STAAR Designated Supports

- The LPAC may make decisions on the language of a student's assessment.
- If a student needs designated supports on a STAAR assessment in Spanish, that decision must be made by another committee or appropriate team at the campus level, in conjunction with the LPAC, as noted in each designated supports policy document.

**TEAS ASSESSMENT**

### Decisions Regarding Assessment Participation and Accommodations (Kindergarten–Grade 5)

Student Name:		Enrolled Grade:	
School District or Charter School:		Campus:	
Academic Year:		Date:	

If a student is enrolled in kindergarten, grade 1, or grade 2, skip to Part II.

**PART I: STAAR Participation and Locally-Approved Designated Supports Decisions**

Assessment		Participation		Locally-Approved Designated Supports*			Justification <i>(Attach additional information if more room is required.)</i>
		English	Spanish <sup>1</sup>	Content and Language Supports	Oral Administration	None	
STAAR	Mathematics						
	Reading Language Arts (RLA)						
	Science (grade 5 only)						
STAAR Alternate 2		The admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), has determined that the student is eligible and will participate in the State of Texas Assessments of Academic Readiness (STAAR <sup>®</sup> ) Alternate 2 for all content areas.					

Signature of Student's Teacher for Content Area  
For STAAR locally-approved designated supports decisions, the signature of the student's teacher affirms that the supports marked are based both on the student's need and the student's routine use of the support in classroom instruction and testing.

Mathematics: \_\_\_\_\_  
RLA: \_\_\_\_\_  
Science: \_\_\_\_\_

<sup>1</sup>Students for whom the LPAC recommends Content and Language Supports or Oral Administration for any English RLA assessment may not be considered for reclassification at the end of the school year.

**The LPAC may make decisions on the language of a student's assessment. However, if a student needs accommodations on a STAAR assessment in Spanish, that decision must be made by another committee or appropriate team at the campus level, in conjunction with the LPAC, as noted in each accommodations policy document.**

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*(LPAC Decisions Educator Guide, pp. 15-18)*

# Documentation Forms: TELPAS

## Part II: TELPAS Participation and Designated Supports Decisions

- TELPAS grades K–12
- TELPAS Alternate grades 2–12

PART II: TELPAS Participation and Accommodations Decisions		
Assessment	Participation	
TELPAS		The student will take the general Texas English Language Proficiency Assessment System (TELPAS) in all four language domains.
		The ARD committee, in conjunction with the LPAC, has determined that the student will not be assessed in one or more of the four language domains, as noted in the student's individualized education program (IEP).
		The ARD committee, in conjunction with the LPAC, has determined that the student will receive accommodations, as noted in the student's IEP.
		The ARD committee, in conjunction with the LPAC, has determined that the student will have a special administration of an assessment, as noted in the student's IEP or 504 paperwork.
TELPAS Alternate		The ARD committee, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility criteria and will be assessed with TELPAS Alternate, as noted in the student's IEP.

<sup>2</sup>For EB students in kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language proficiency assessments.

*(LPAC Decisions Educator Guide, pp. 15-18)*



# Documentation Forms: Part III and Part IV

## Part III: Notes Section

- Record other information pertinent to assessments

PART III: LPAC Notes	
Use the section below to record any other information pertinent to the assessment administration, including designated supports requiring Texas Education Agency approval or accommodations requested by a committee other than the LPAC.	

## Part IV: LPAC Signatures

- Affirm decisions made in accordance with state policies and procedures
- Digital signatures meet FERPA requirements

PART IV: Signatures of Designated LPAC Members	
These signatures affirm that the decisions recorded have been made by the LPAC in full accordance with state policies and procedures.	
LPAC Dates: _____	
In addition to keeping this form in the student's permanent record file, the LPAC may provide a copy of Parts I and II of the form to the testing coordinator to ensure that the student is administered the correct assessment and provided the correct accommodations.	

*(LPAC Decisions Educator Guide, pp. 15-18)*

# Additional Documentation



# Years in U.S. Schools

LPACs are also required to determine and document the number of school years in which an EB student has been enrolled in a U.S. school.

- Information is submitted in the Test Information Distribution Engine (TIDE) during the TELPAS and TELPAS Alternate administrations.
- It is used in TELPAS and TELPAS Alternate reporting, accountability and performance-based monitoring measures.
- It is vital that LPACs follow state-defined policies and procedures to determine and document this important data element annually.

# Calculating Years in U.S. Schools

- Calculation for years in U.S. schools:
  - Is based on consecutive calendar days and aligns with TAC 101.1001(c).
  - Includes schools (home schools and private schools) within 50 states and Washington D.C and U.S. Department of Defense (DoD) schools.
  - Does not include U.S. territories (Puerto Rico and Guam)
- Districts are not changing the value for years in U.S. schools submitted in a previous school year. Districts are using the data previously submitted to inform data that will be submitted this spring.
- Refer to the *Years in U.S. School Instructions for Data Collection* on the [Assessments for Special Populations](#) webpage for more information.

**TE★AS ASSESSMENT**  
**Years in U.S. Schools**  
**Instructions for Data Collection**

The language proficiency assessment committee (LPAC) is required to determine and document the number of school years in which each emergent bilingual (EB) student has been enrolled in a U.S. school. This information, which is reported to the Texas Education Agency (TEA) through the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate, is used for TELPAS and TELPAS Alternate reporting and State of Texas Assessments of Academic Readiness (STAAR®) assessment decisions. It is also used for defining accountability and performance-based monitoring measures.

LPACs must follow state-defined policies and procedures to determine and annually document this critical student data element and must take steps to document the information in a manner that shows clear evidence of consistent and accurate annual updating. The information must be kept in the student's LPAC documentation file. District personnel may use the TEA-provided Student History Worksheet or a similar form to document and annually update this information.

School records or signed verification from the student's parent or guardian must be used by the LPAC to indicate the number of school years of enrollment in U.S. schools. Information that cannot be obtained from the parent or guardian may be supplied instead by the person standing in parental relation (such as the relative with whom the student is living). If a school has been unsuccessful in obtaining the requested information in writing, a school official or representative may speak to the parent, guardian, or person standing in parental relation to obtain the information and then sign a statement describing the information obtained. The statement must be kept in the student's LPAC documentation file. If the student is 18 or older, the LPAC may permit the student to provide his or her own signed verification.

District testing personnel are responsible for submitting this information in the Test Information Distribution Engine (TIDE) during the TELPAS and TELPAS Alternate testing windows. Together, the LPAC and district personnel must ensure that steps are in place to annually verify the information for accuracy and consistency.

The number of school years of enrollment in a U.S. school starts with grade 1 or the first school year thereafter if the first school year of enrollment in the U.S. is later than grade 1. The value for grade 1 EB students should never be higher than "1st school year" unless the student was retained in grade 1. For students in kindergarten, the Years in U.S. Schools field should be left blank.

A student must have been enrolled for 60 consecutive calendar days in order for that school year to be counted as one year in the calculation. When counting 60 consecutive calendar days for students who withdraw from a U.S. school and then reenroll in another U.S. school, district personnel should restart the count at day one only in cases in which the student was not enrolled in another school for 10 or more consecutive calendar days. Students who reenroll in another school before 10 days have elapsed continue to be counted within the one year of the years in U.S. schools calculation. However, once a student has been enrolled for 60 consecutive calendar days within a school year, that school year will count as one year in the years in U.S. schools calculation regardless of any subsequent periods of unenrollment. For purposes of this calculation, only schools (including home schools and private schools) based within the 50

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# Student History Worksheet

- Multiple-year student record of:
  - number of school years of enrollment in the U.S.
  - TELPAS or TELPAS Alternate reading rating
  - test decisions
  - whether student has been enrolled for 60 consecutive calendar school days in a school year
- It also includes signature and date area for each year's updated years in U.S. schools information to help ensure annual accuracy of this important data collection.

# Data Collection for Spring

In addition to years in U.S. schools, other information that will be collected includes:

- **Unschoolled asylees or refugees**
  - These students typically lack literacy skills in their first language and basic subject-matter knowledge and skills. They may also lack basic social skills and have experienced emotional trauma as a result of their previous circumstances.
- **Students with Interrupted Formal Education (SIFE)**
  - These EB students attend school in the U.S., withdraw and leave the U.S. for a period of time, and then return to the U.S. The period of time outside the U.S. or the number of times the student is withdrawn from U.S. schools is significant enough that growth in English and learning of subject matter are affected.
  - These EB students may come to the U.S. with limited or no prior schooling. They typically lack literacy skills in their first language, basic subject-matter knowledge and skills, or basic social skills. For the purpose of this data collection, include EB students who did not attend school for a period of time such that the ability to learn English and new grade level subject-matter knowledge and skills is significantly affected.





**We have EB students in our district, in kindergarten through grade 2, who do not have either an ARD committee or Section 504 committee. Is the LPAC required to meet to make TELPAS participation decisions for these students?**

*For EB students in kindergarten through grade 2 who do not have an ARD committee or Section 504 committee, the LPAC is not required to meet to determine participation decisions regarding unmodified English language assessments.*

**We have Junior and Senior EB students in our district who are required to take a TELPAS assessment. These EB students have previously met the participation requirements for STAAR Alternate 2 but have completed their EOC testing requirements and therefore not testing this spring. Should they take TELPAS Alternate?**

*If these EB students met participation requirements for STAAR Alternate 2 in the past, then they will be assessed with TELPAS Alternate.*

# Is TELPAS required for high school EB students who have met course requirements for graduation but need to pass STAAR and they only attend school for STAAR remediation?

*EB students in grades K-12 are required to be assessed with TELPAS. However, as an exception, high school EB students attending ONLY for STAAR remediation are not required to take TELPAS because they have met their course requirements for graduation.*

**Is TELPAS required for EB students who have met graduation requirements (graduated) and are enrolled only for special education transitional services?**

*No, if the EB student is enrolled only for special education transitional services, the student is not required to be assessed with TELPAS.*

## What is the reclassification criteria for an EB student taking STAAR Alternate 2 with either a no authentic academic response (NAAR) or medical exception (ME) designation?

- **The ARD committee, in conjunction with the LPAC, will need to determine whether the student is eligible for the state’s individualized reclassification process. If it is determined that the student qualifies for the individualized reclassification process, the committees will then specify the assessments and individualized criteria for reclassification.**
  - Please note that the meeting should take place as early in the current school year as possible or at the end of a school year to be applied in the next school year. The meeting must occur prior to the student’s participation in the identified assessments (if applicable).
- **For EB students who are eligible for STAAR Alternate 2 and who have also met the eligibility criteria for either NAAR or ME, the individualized reclassification criteria may be applied as follows:**
  - Evidence must include both historical formal and informal assessment data and direct teacher input. Ongoing informal assessment data may come from checklists, inventories, and other formative evaluations designed to identify the levels of academic functioning and English language proficiency of the student.
  - The input of appropriate certified or licensed evaluation personnel may be requested, as necessary, to help determine whether individualized reclassification criteria are warranted. Direct teacher input should provide further insight into the student’s classroom performance and needs, and include, if applicable, documentation of response to intervention, anecdotal notes, and other evidence drawn from sources such as classroom-based observations and classroom activities.

# Guidance Related to ARD Committee and LPAC Collaboration

- The [Guidance Related to ARD Committee and LPAC Collaboration](#) webpage includes additional information regarding individualized reclassification process.
- For specific questions regarding the reclassification process, including the individualized reclassification process, please contact the EB Support Division at [emergentbilingualsupport@tea.texas.gov](mailto:emergentbilingualsupport@tea.texas.gov).

# Contact Information



Help Desk: [Helpdesk.tea.texas.gov](https://helpdesk.tea.texas.gov)



Student Assessment Division: (512) 463-9536



Information on State Assessments for Special Populations:  
[Assessments for Special Populations webpage](#)

# Questions

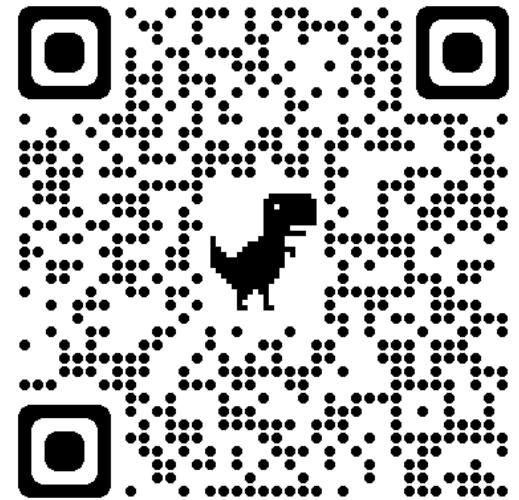




# Please register for one of our committees on the Texas Assessment Learning Management System!

Classroom teachers, instructional coaches, campus and district content specialists, and campus administrators can serve in a variety of ways:

- **Educator item review** – each potential question for a state test is reviewed and approved by a committee of Texas educators
- **Constructed response range-finding** – educators are convened to set the scoring boundaries for student essays based on the rubric
- **Subject-area advisory groups** – groups of educators are convened to provide feedback on subject-area-specific topics
- **Standard-setting** – groups of educators are convened to establish cut scores that define the performance levels
- Use the QR code or visit the [Texas Educator Committees](#) page to register for committee.



# Disclaimer

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