

Decisions Regarding Assessment Participation and Designated Supports (Grades K–5)

Academic Year:	LPAC Date:
School District/Charter School:	Campus:
Student Name:	Grade:

***If student is enrolled in K, grade 1 or grade 2, skip to Part II**

PART I: STAAR Participation and Designated Supports Decision

Participation			Designated Supports ¹				Justification <i>(Attach additional information if more room is required.)</i>
Assessment	English	Spanish ²	Content and Language Supports ³	Extra Time	Oral/Signed Administration ³	None	
STAAR	Mathematics						
	Reading						
	Science (grade 5 only)						
STAAR Alternate 2		The ARD committee, in conjunction with the LPAC, has determined that the student is eligible and will participate in STAAR Alternate 2.					
Signature of Student’s Teacher for Subject Area For STAAR 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.			Math: Reading/Language Arts: Science:				

¹Students for whom the LPAC recommends Content and Language Supports, Extra Time, or Oral Administration for any English reading assessment, may not be considered for reclassification at the end of the school year.

²The LPAC may make decisions on the language of a student’s assessment. However, 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.

³Students eligible for an Oral Administration and Content and Language Supports should take STAAR online since these supports are best delivered online.

PART II: TELPAS Participation* and Designated Supports Decisions

Assessment	Participation	
TELPAS		The student will take the general 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 student's IEP.
		The ARD committee, in conjunction with the LPAC, has determined that the student will receive designated supports, as noted in student's IEP.
		The ARD committee, in conjunction with the LPAC, has determined that the student will have a special administration of an online TELPAS assessment pending TEA approval as noted in student's IEP.
TELPAS Alternate		The ARD committee, in conjunction with the LPAC, has determined that the student meets the TELPAS Alternate eligibility and will be assessed with TELPAS Alternate, as noted in student's IEP.

* For ELs 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.

PART III: LPAC Notes

You can use the section below to record any other information pertinent to the assessment administration, including designated supports requiring TEA approval and/or designated supports requested by a committee other than the LPAC.

PART IV: Signatures of Designated LPAC Members

These signatures affirm that the decisions recorded have been made by the LPAC in full accordance with the state policies and procedures.

LPAC Date(s):

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 test and provided the correct designated supports.