

COVID-19 FAQ: English Learner Guidance

May 26, 2020

For information on 2019-2020 Summer School for English Learners (ELs),

is optional through the end of this school year. If the student is identified by the LPAC, the student's parent is notified of identification, and parental approval may be obtained in writing or through an email or documented phone conversation. If the LPAC cannot meet, the LEA will resume the identification process once the LEA resumes to finish out the spring semester or during the beginning of the 2020-2021 school year.

In Spring 2020, if the new student had not yet been assessed for English proficiency using LAS Links/pre-LAS identification assessment prior to school closure, the identification process will resume once the LEA resumes to finish out the spring semester or during the beginning of the 2020-2021 school year.

3. Will LEAs be able to pre-register prekindergarten students for planning purposes for the next school year's program? *Posted March 22, 2020*

Please see the [Early Childhood Education Covid-19 Guidance](#) regarding Prekindergarten Registration for the 2020-2021. For the purposes of identifying potential English learners in prekindergarten, virtual assessments are not permissible. Please see the LAS Battery of Assessments – Acceptable Use of Guidelines to assess English learners at the following webpage: <https://laslinks.com/Texas/>.

4. Is there a standardized form to include in a student's permanent record stating why the student was not identified and placed within the required four calendar weeks? *Posted April 7, 2020*

No special form is needed. As with other circumstances beyond the LEA's control, the LPAC attempts to complete the English learner identification process within the four calendar weeks requ



8. Can incomplete TELPAS writing collections be rated? *Posted March 30, 2020*

The TELPAS assessment window has been extended through May 29, 2020 to allow LEAs to complete the administration if the LEA chooses. If a LEA decides to complete ratings for the writing domain, then the current guidelines should be followed, including the requirement for collections to be complete.

9. Do TELPAS writing collections need to be verified if continuing with the rating process? *Posted March 30, 2020*

Yes, LEAs that choose to complete the rating of writing collections should continue to follow the TELPAS administration procedures to ensure validity and reliability; this includes the verification process.

10. Can LEA staff electronically (e.g., text, email, video conferencing software, etc.) share writing samples, writing collections, or rating rosters with verifiers, raters, and other personnel administering TELPAS to complete the administration? *Posted March 30, 2020*

Yes, LEAs may determine locally if electronic tools will be allowed to complete the rating process for this year's TELPAS administration; however, LEAs must ensure all procedures are compliant with FERPA regulations.

11. Can LEA staff return to campuses or LEA offices to pick up writing collections, rating rosters, Observable Behaviors, etc.? *Posted March 30, 2020*

LEAs should consult with local authorities to ensure current regulations are maintained for any building access or materials handling.

12. Can LEAs request a special administration of TELPAS listening and speaking (i.e., holistic rating) if they were not able to complete the online tests before school closure? *Posted March 30, 2020*

No, the special administration process is allowed only when a student needs a testing accommodation that is not possible to provide in an online setting. The special administration is not for situations related to the COVID-19 pandemic.

13. How do I return TELPAS paper reading materials? *Posted March 30, 2020*

If a LEA was approved to administer a TELPAS reading paper test, the deadline to return nonscorable materials is June 5, 2020. Refer to the communication STAAR Alt 2 / TELPAS Material Return that is posted under the Assessment section of the Coronavirus (COVID-19) Support and Guidance webpage.

14. What do LEAs need to do if they choose not to complete TELPAS or TELPAS Alternate?

Posted March 30, 2020

LEAs that choose not to complete TELPAS or TELPAS Alternate are not required to notify the

requirements for each course in which the student did not pass an EOC assessment. Therefore, if a student was eligible for the English I Special Provision, the student must still satisfy IGC requirements for English I.

20. How do we close out TELPAS testing sessions in Pearson if students didn't start or did not complete testing? *Posted May 5, 2020*

For students that did not start a test, nothing needs to be done. For students that started a test but did not finish it, if the LEA does not want to receive partial scoring information for this test, then the test should be marked as completed, and "Do Not Report" should be selected. For test sessions where no students have started a test, nothing needs to be done with the test session.

Please remember that Pearson's Customer Service Center is available to assist districts with all their systems related questions using the [live chat feature](#), the [Pearson Customer Support Form](#), or by calling 800-627-0225.

LPAC Guidance on English Learner Reclassification

1. What if some students have not completed all four domains of TELPAS (listening, speaking, reading, and writing)? *Posted March 22, 2020*

As feasible, it is recommended for LEAs to finalize TELPAS when partially completed, particularly when the only remaining domain to assess is writing and writing collections have already been collected (for grades 2-12). Priority should be given to English learners who

- have a high potential for reclassification
 - have Individualized Education Plans (IEPs), 504 plans, or other exceptional needs.
2. What if we are unable to complete all four domains of TELPAS? *Posted March 22, 2020*

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- If the LEA is unable to complete the reclassification process within the extended timeline in the fall, the LPAC documents the reasons for which the timeline was extended, including the plan for completing the process in a timely manner.
- If feasible and allowable per public health facts, the LEA may choose to continue the English learner reclassification process during the summer, prior to the start of the 2020-2021 school year, as needed.

7. Can some students within the same LEA have different reclassification criteria based on their situation? [Posted April 7, 2020](#)

The LEA must determine a consistent plan for determining reclassification criteria across the LEA. This plan may include differences in reclassification criteria for some students based on their situation. For example, in one grade level at a campus, half of the students completed all four domains of TELPAS prior to school closure, and half of the grade level did not. In this case, the students with completed TELPAS will use TELPAS, whereas those that did not may need to default to LAS Links if the remaining TELPAS domains cannot be completed (keeping in mind that LAS Links would only then be administered to those who are potential for reclassification). Another reason for differences in reclassification criteria among student groups may be due to differences in feasibility for completing TELPAS, such as the completion of holistic ratings for grade 1 versus online testing and writing sample collections in grades 2-12.

The LEA's plan for reclassification criteria should be based on the individual student's situation. If a student has all four domains of TELPAS completed, he or she should NOT take LAS Links simply because other students did not complete TELPAS. Over-assessment of students is not a recommended practice. Providing the option to use LAS Links is only available to ensure that students who are potential for reclassification have access to demonstrate English proficiency when TELPAS cannot be completed in all four domains. Keep in mind that TELPAS and LAS Links scores cannot be combined. The [Revised English Learner Reclassification Chart](#) provides the specific levels needed for meeting reclassification criteria using either assessment.

8. How has the reclassification criteria been adjusted for English learners with *significant cognitive disabilities* who use the [Individualized Reclassification Process](#)? [Posted April 7, 2020](#)

The STAAR Alternate 2 requirements for grades 3-10 have been waived. However, due to the nature of the TELPAS Alternate assessment design and the TELPAS holistic ratings for Grade 1, the English Language Proficiency component of the Individualized Reclassification Process for a student with a significant cognitive disability can still be completed for the 2019-2020 school year, even if the student is not present. Additionally, the subjective teacher evaluation component of the Individualized Reclassification Criteria can also be completed using the new

