

Documentation of Insufficient Progress Spring 2010

Campus _____

Date _____

Students in Category 2 in Second or Third School Year of Enrollment in U.S.

(Students in category 2 include immigrant LEP students in grades 3-10 in ESL programs and non-Spanish bilingual programs.)

Student Name _____ Grd _____ TAKS Subject Area(s) _____

This student lacks the academic language proficiency in English necessary for TAKS to provide a valid and reliable measure of the student's academic skills. This judgment is based on observation of the difficulty the student has with the English used in class, in texts and on tests.

If the student is LEP-exempt from the mathematics, reading/ELA, or science portions of the state assessment but will participate in a LAT administration, record the linguistic accommodations to be used. (Check all that apply)

Mathematics and Science	Reading/ELA
<input type="checkbox"/> Linguistic Simplification	<input type="checkbox"/> Bilingual Dictionary
<input type="checkbox"/> Oral Translation	<input type="checkbox"/> English Dictionary
<input type="checkbox"/> Reading Assistance	<input type="checkbox"/> Reading Aloud-Word or Phrase
<input type="checkbox"/> Bilingual Dictionary	<input type="checkbox"/> Reading Aloud-Entire Test Item
<input type="checkbox"/> Bilingual Glossary	<input type="checkbox"/> Oral Translation-Word or Phrase
<input type="checkbox"/> English and Spanish Tests Side by Side (grades 3-6)	<input type="checkbox"/> Clarification-Word or Phrase

Teacher: _____

Date: _____

LPAC Signatures:

This form may be used to document the need to exempt a LEP student in category 2 who has met all other state-required exemptions criteria. This form should be completed by the classroom teacher in the subject assessed as well as the WSL teacher if other than the classroom teacher.