Assessment Practices for Dual Language Learners

Imperial County SELPA

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CaLECSE

California Early Childhood
Special Education Network

CalECSE

California Early Childhood Special Education Network

Funded by the CDE

Implementation Leadership

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Project Coordinator-Marion Springett, Saddleback Valley USD

CalECSE

California Early Childhood Special Education Network
Funded by the CDE

CalECSE.org

CalECSE is a technical assistance project funded under the California Department of Education (CDE) that will support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPAs), County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CalECSE Network will *leverage collaboration* amongst agencies, *disseminate resources*, *highlight existing exemplar practices*, and *provide direct technical assistance* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE Network is committed to *improving outcomes* for children and their families by *eliminating and addressing barriers* to successful transition for California's youngest children with disabilities.

Meet the Team

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Special Education Resource Leads

Imperial County SELPA

In partnership with the California Department of Education (CDE), the CCEE facilitates the work of the Special Education Resource Leads which work collaboratively within the System of Support to improve outcomes for students with disabilities.

SPED System of Support Initiatives

Legislative SPED Projects

★ SB 154 (22-23)
  Sac COE

State Agencies

★ CA Collaborative for Educational Excellence
★ CA Dept of Education
★ State Board of Education

Building Capacity Leads

★ Los Angeles COE
★ Riverside SELPA and El Dorado SELPA, El Dorado COE (SIL)
★ Santa Clara COE

SPED EWIG Grant

★ Placer COE (CCIL), LACOE, Fresno County, San Joaquin COE, Sonoma COE, Geo Leads (VALCO, Sac/Placer)

SPED Content Leads

★ UDL: Placer COE, Placer SELPA, Antelope Valley SELPA, North Inland SELPA, Humboldt COE (Open Access)
★ English Learners: Imperial SELPA

SPED Content Leads

★ ADR: Tehama SELPA and Ventura SELPA, Ventura COE, Rainbow Family Empowerment Center
★ High Quality IEPs: East County SELPA and Santa Clara County SELPA

CDE SPED Direct Funded

★ Supporting Inclusive Practices (SIP)
★ CA Early Childhood Special Education (Cal ECSE)
★ State Performance Plan TA Project (SPP-TAP)
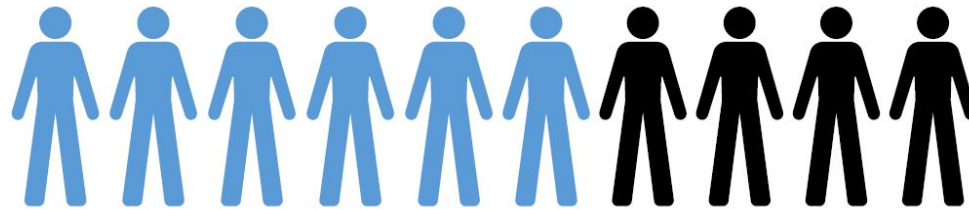
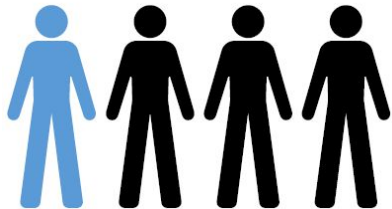multilingual-swd.org

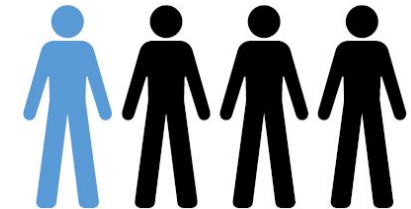# Let's Set the Context

Why?

Multilingual learners are present across the education system & in all of our work.

~6 in 10 **children ages 0 to 5** are dual language learners

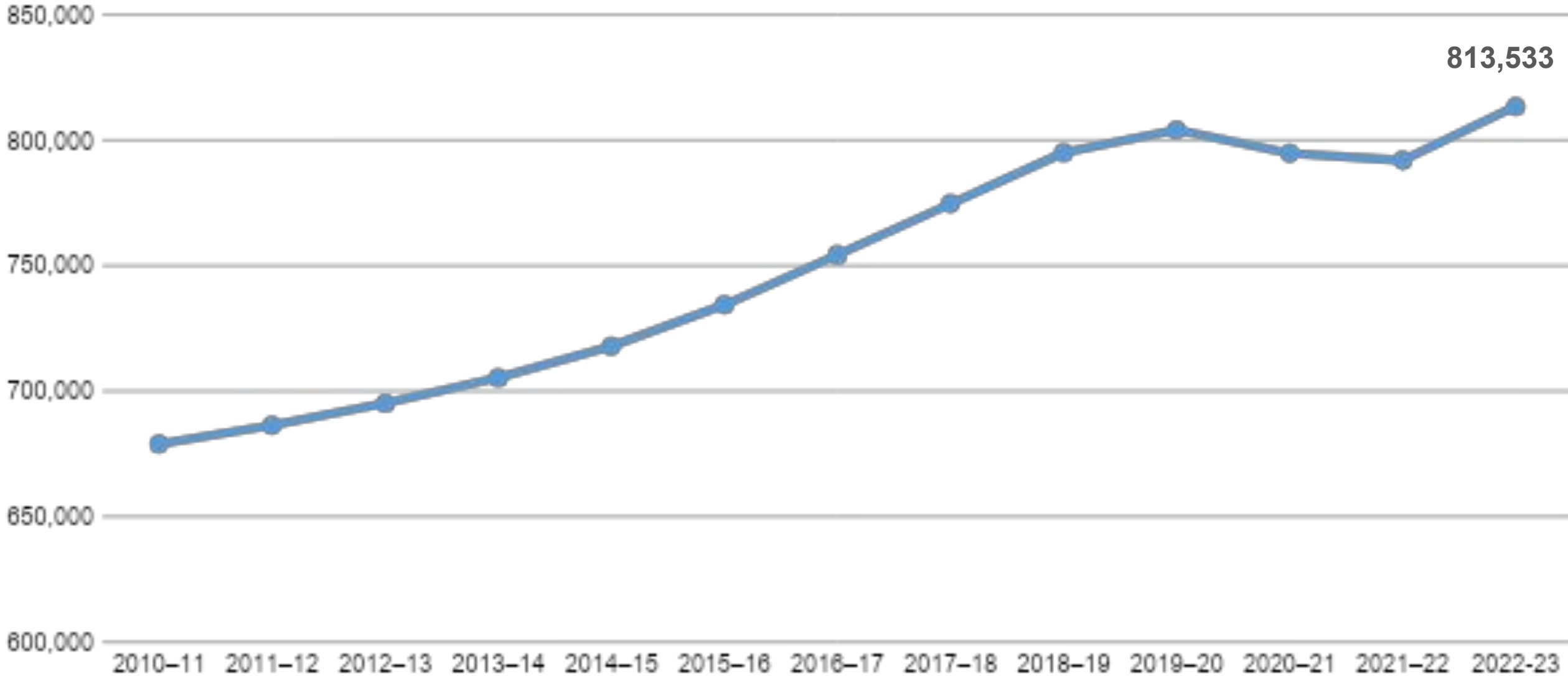~1 in 4 **socioeconomically disadvantaged students** are also English learners
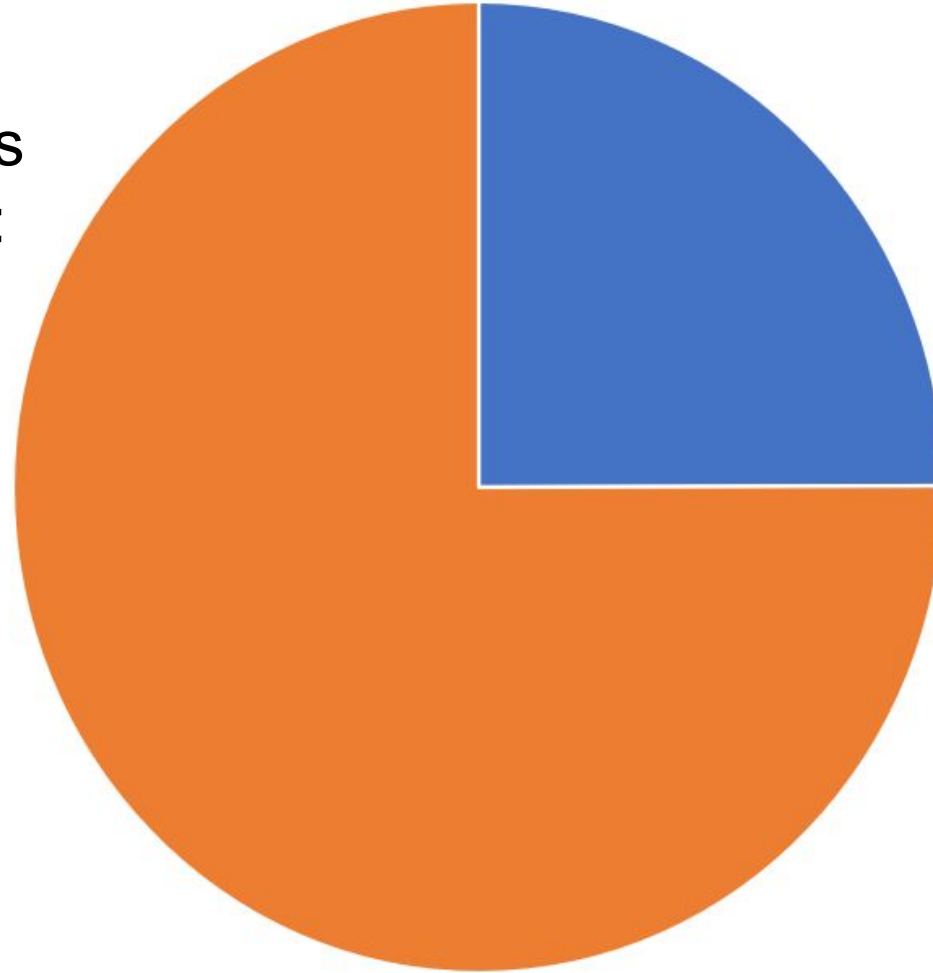
~1 in 4 **students with disabilities** are also English learners

Total Students with Disabilities, Ages 0–22

Students with Disabilities (K–12)

Students with Disabilities **Not** Classified as an EL:
- 75.05%

Students with Disabilities Classified as an EL:
- 24.95%

Total K–12 students with disabilities in CA: 765,178

Multilingual Learner Terminology

Dual language learner (DLL)	English learner (EL)	Lifelong language learning
(If identified) in PS/Pre-K	(If identified) in TK-12	Beyond TK-12 and following reclassification
Supports to help the child maintain and develop their home language in addition to English	Ensure the pupil receives appropriate programming and instructional supports to attain English proficiency and develop high levels of academic achievement in English; provision of services until reclassification	Individuals continue to build increasing breadth, depth, and complexity in comprehending and communicating in one or more languages in a wide variety of contexts
AB 1363	ESSA, Title III, Part A	

Enrollment in CA Schools (K – 12) by English Language Acquisition Status, 2022–23

To Be Determined (TBD)
0.30%

Reclassified Fluent English Proficient (RFEP)
16.30%

English Learner (EL)
19.10%

Initial Fluent English Proficient (IFEP)
4.60%

Adult English Learner (ADEL)
0.10%

English Only (EO)
59.60%
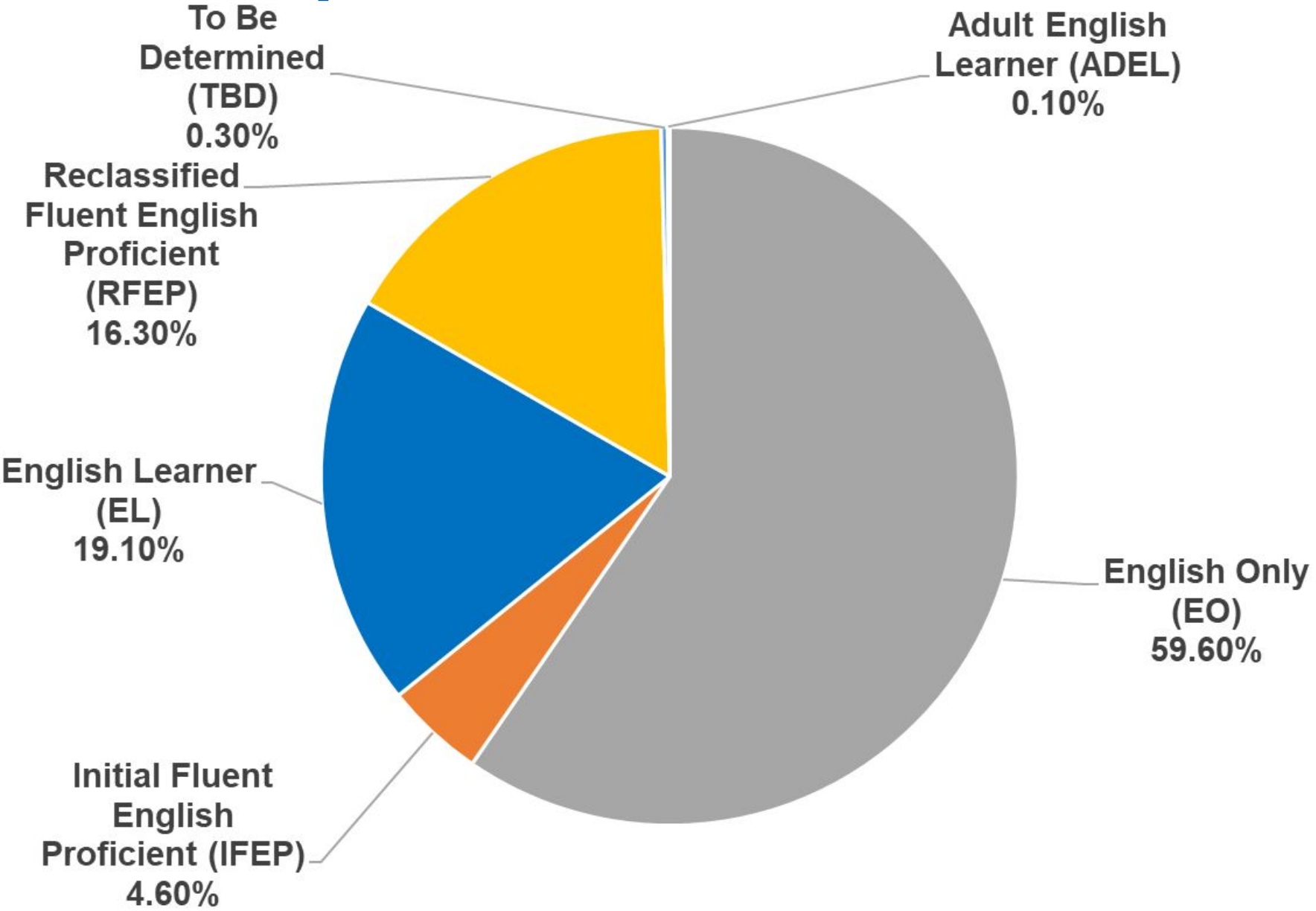
Home Languages of Multilingual Learners with Disabilities in California, 2022–23

Vietnamese, 1.89%

Arabic, 1.05%

Cantonese, 0.89%

Mandarin, 0.88%

Filipino, 0.83%

All other non-English Languages, 7.17%

Spanish, 87.27%
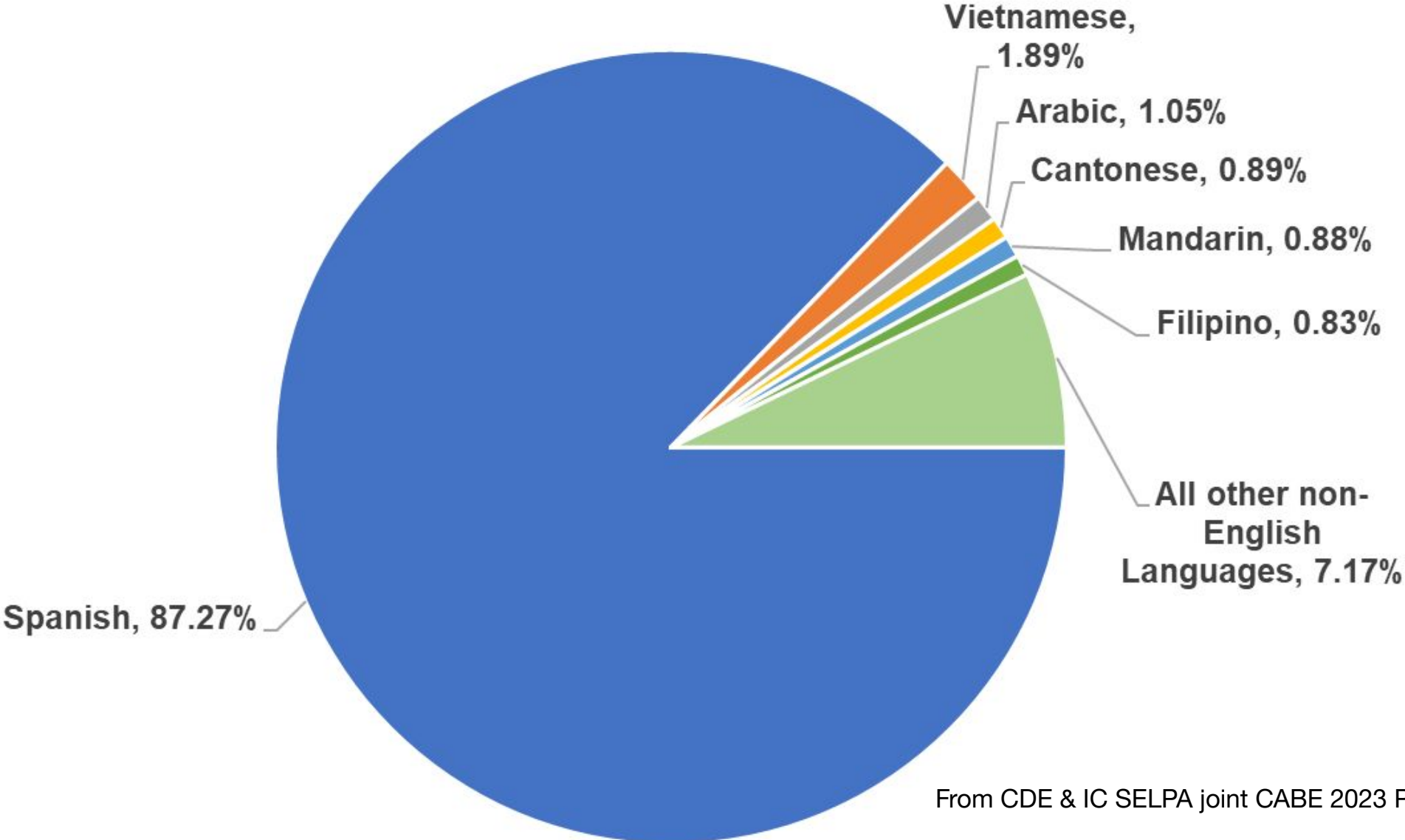
Statewide English Learners, 2022–23

English Learners

- Reclassified Fluent English Proficient (RFEP), 45.50%
- ELs 0-3 Years, 24.80%
- At-Risk LTEL (4-5 Years), 7.10%
- LTEL (6+ Years), 11.10%
- EL 4+ Years Not At-Risk or LTEL, 11.60%

English Learners with Disabilities

- Reclassified Fluent English Proficient (RFEP) 28.30%
- ELs 0-3 Years 19.70%
- At-Risk LTEL (4-5 Years) 10.80%
- LTEL (6+ Years) 27.50%
- EL 4+ Years Not At-Risk or LTEL 13.70%
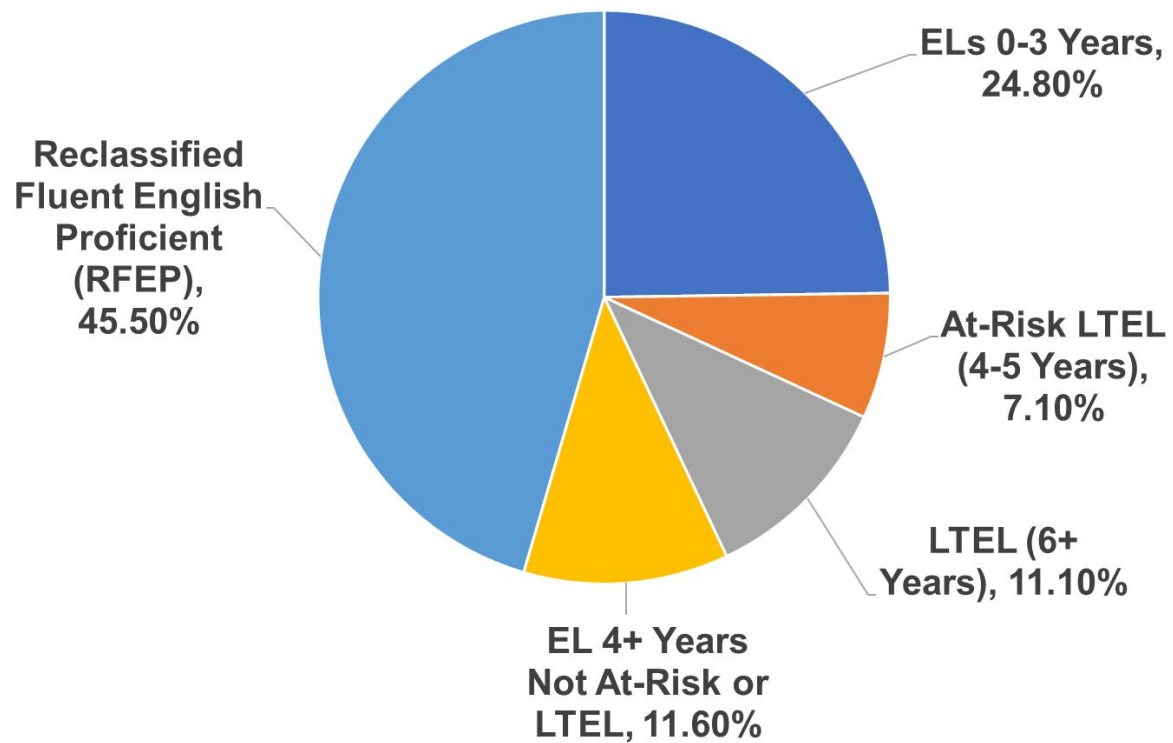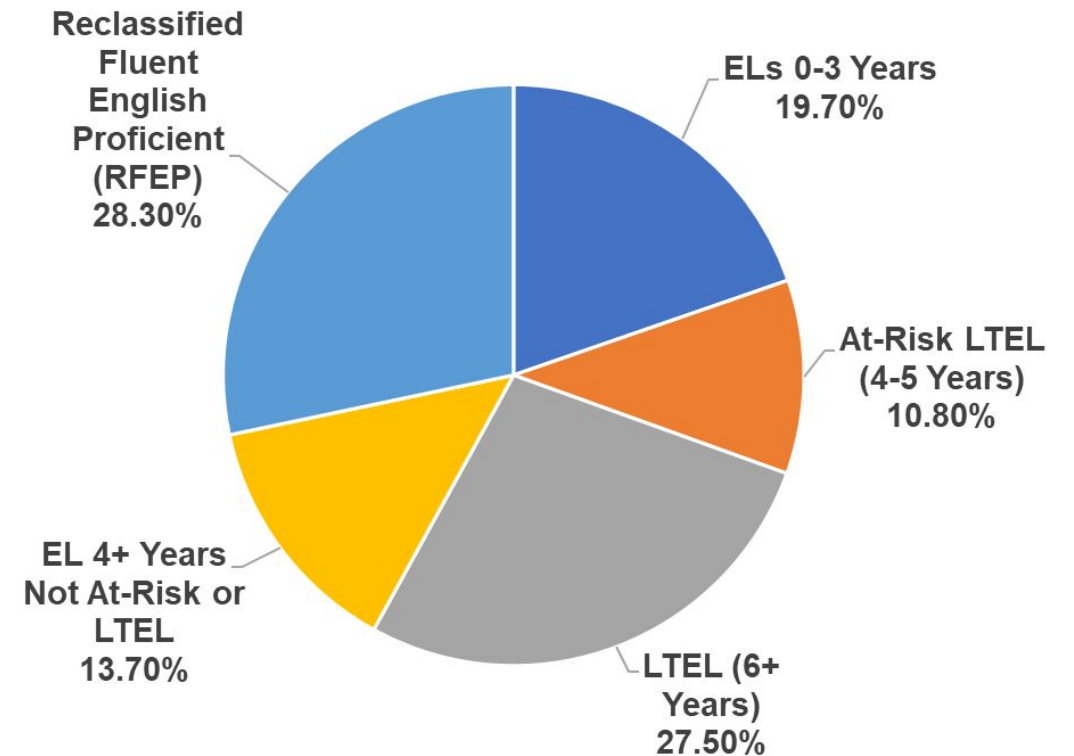
2022-2023 Data: Students Who Are English Learners (EL) by Qualifying Category

What about these statistics gives you pause?

| Disability Category	Percentage of Students
Specific Learning Disability (SLD)	43.64%
Speech or Language Impairment (SLI)	20.84%
Autism (AUT)	14.49%

Let's Set the Context: Pre-K Edition

Languages Most Used at Home of Dual Language Learners in the California State Preschool Program, FY 2022–23, Q4

Punjabi 1%
Farsi 1%
Mandarin 1%
Arabic 1%
Vietnamese 2%
Cantonese 3%
Other 7%
Spanish 84%
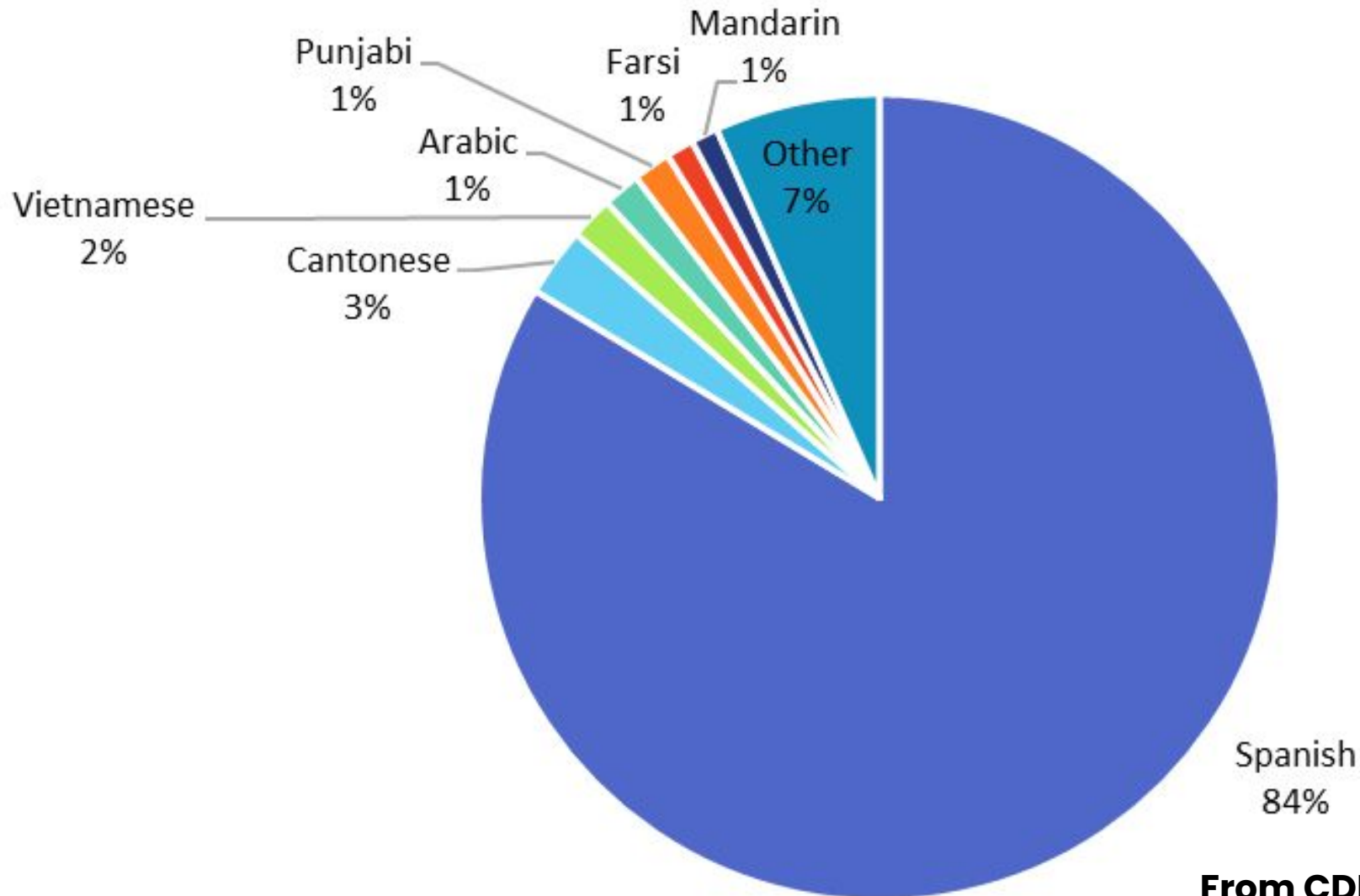
Children with Disabilities in the California State Preschool Program, March 2023
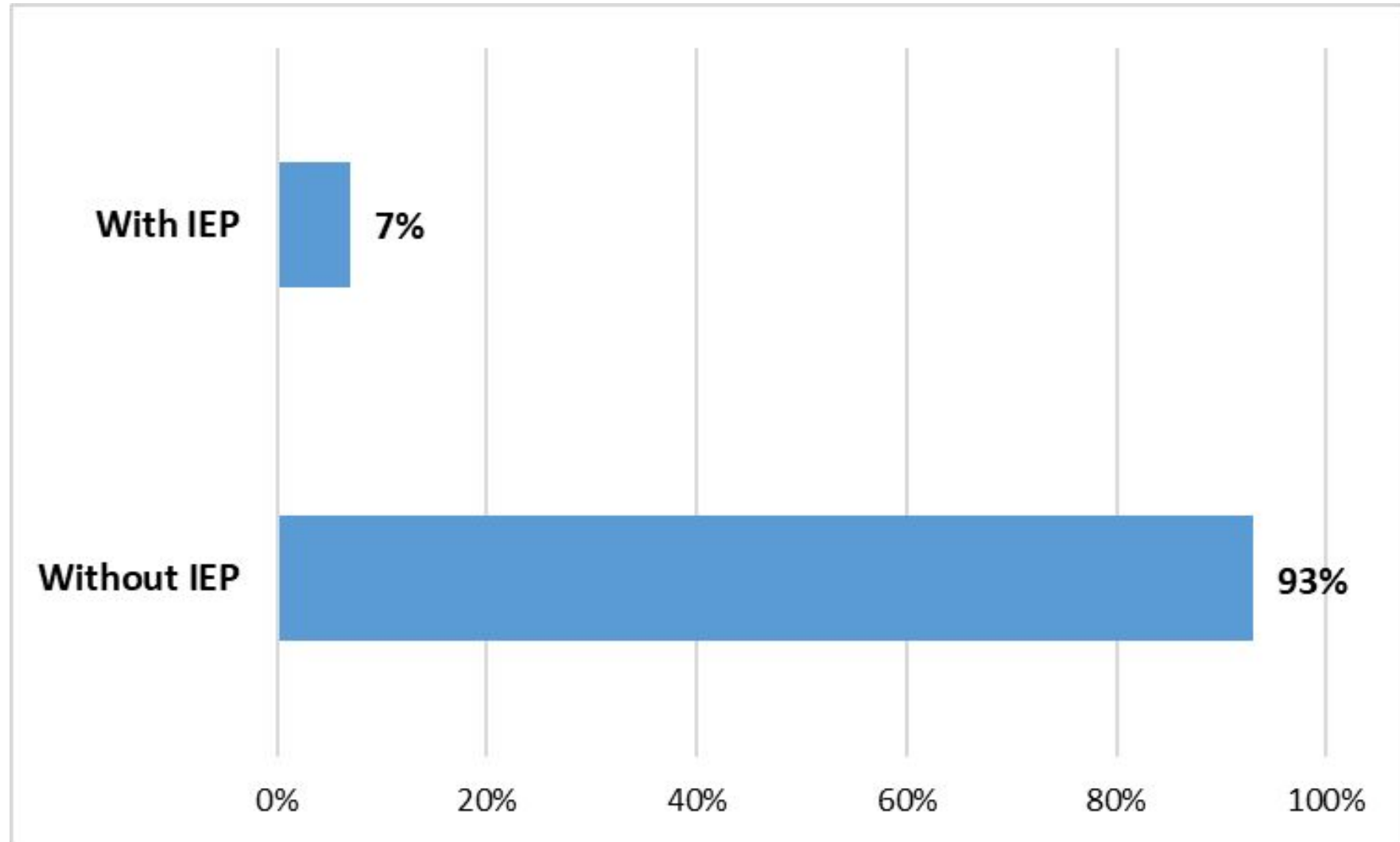
Percentage of California State Preschool Program Dual Language Learners, FY 2022–23, Q4

Dual Language Learners 52%

Not Dual Language Learners 48%
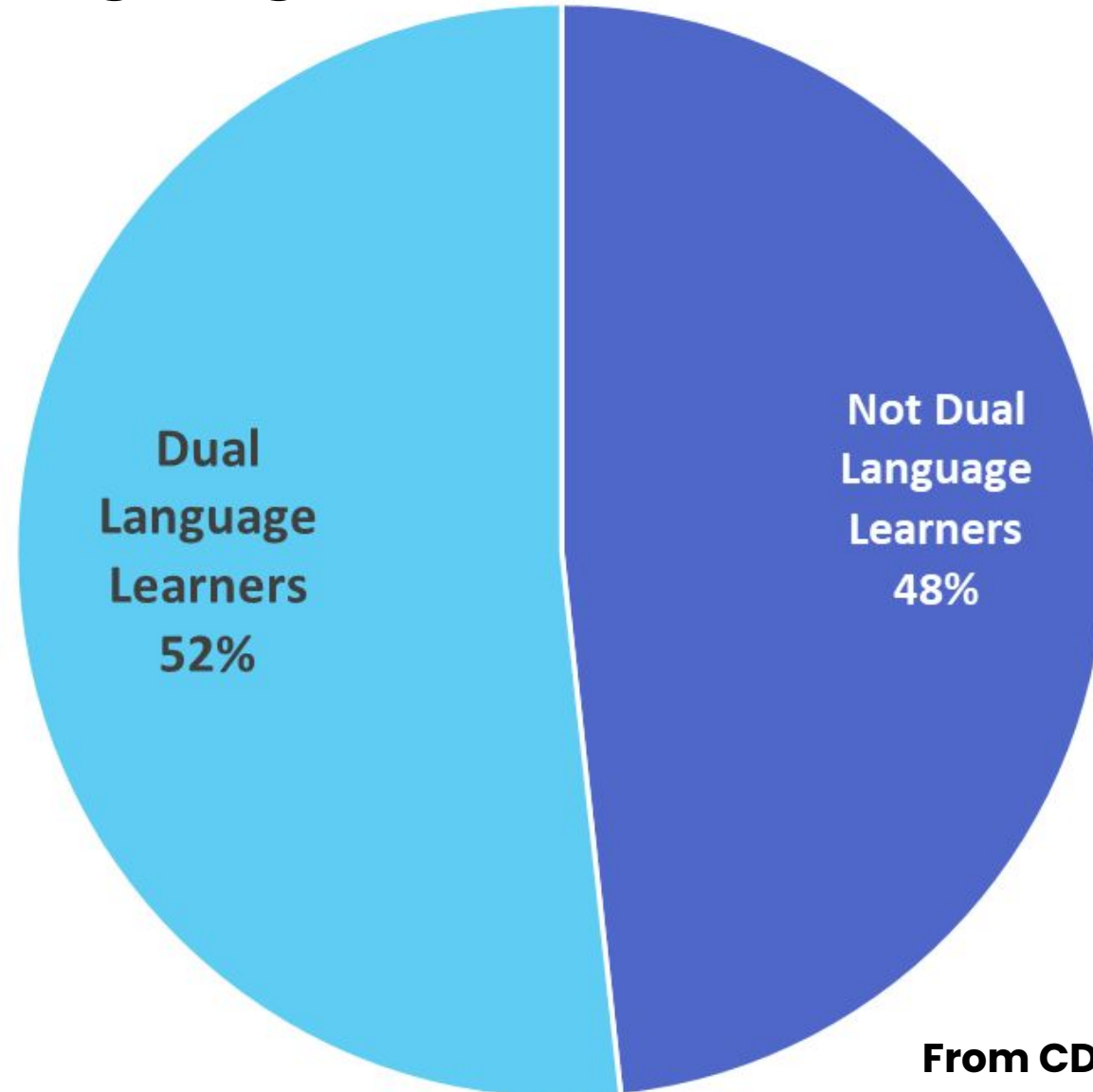
From CDE Early Education Division

Serving Multilingual Learners

- Fifty-nine percent of California children from birth to five, speak a language other than English in the home.

- Fifty-two percent of CSPP children identified as dual Language learners in the fourth quarter of FY 2022–23

- Develop a systematic approach for providers to identify and support dual language learners (DLLs) in CSPP.
  - Recommendation from the *Master Plan for Early Learning and Care: California for All Kids*
  - Aim of Assembly Bill 1363

- The DLL Support Web Page
  - https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp

Photo Credit: Gates Early Education Center; Los Angeles, CA

From CDE Early Education Division

Assessment of Children who are Dual Language Learners

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs

A central tenet of an inclusive early childhood system is the commitment to ensure that each child's individual needs are supported appropriately, that each family's goals for their children are considered, and all have high expectations for each child. This tenet of quality applies **to every child, including dual language learners**, *immigrants (regardless of documentation status), refugees, migrants, and those with special health care needs, living in poverty, experiencing homelessness, or in foster care.*

Benefits of Implementing Inclusive Settings

- Helps reduce the need for future special education services
- Decreases long-term special education costs
- Increases student academic achievement
- Children with disabilities can make significant developmental and learning progress
- Same-age peers without disabilities show positive development, social, and attitudinal outcomes
- The Inclusive Early Education Resources Web Page
  - https://www.cde.ca.gov/sp/cd/op/ieeresources.asp

Photo Credit: Breed St. Elementary, Deaf and Hard of Hearing Program; Los Angeles, CA

From CDE Early Education Division

Assessment for Special Education Eligibility

The Individuals with Disabilities Education Act (IDEA) requires that all students referred for assessment to determine eligibility for special education receive an assessment that meets the requirements found in the IDEA (Title 34, Code of Federal Regulations [CFR] sections 300.304–305) and in state statute (California Education Code [EC] sections 56320–56330).

IDEIA '04 & Assessment of English Learners

"Assessments are administered in the **child's native language** or **other mode of communication** and in the form, most likely to yield ==accurate information== on what the **child knows** and **can do academically, developmentally, and functionally**, unless it is clearly not feasible to do so".**[34 CFR §300.304 (c)(ii)]**

Expansion of Transitional Kindergarten in CA = More Early Childhood Referrals

- ✓ In 2023–24, children are eligible for TK if they turn 5 between September 2 and April 2

- ✓ In 2024–25, children are eligible for TK if they turn 5 between September 2 and June 2

- ✓ In 2025–26, LEAs are required to make TK available to all children who will have their fourth birthday by September 1 of the school year

# Enrollment Priorities for Part-Day and Full-Day CSPP

EC 8210 and 8211

1. CPS (Child Protective Services) or at-risk (3- and 4-year-old children)

2. **Children with exceptional needs** (3- and 4-year-old children) beyond the set aside that are income eligible
   - Within this priority category, children with exceptional needs from families with the lowest income shall be enrolled first.

3. Eligible 3-year-old or 4-year-old children not enrolled in TK in income order
   - If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, **a child who is identified as a dual language learner shall be enrolled first.**
   - If there are no children who are identified as dual language learners, the child that has been on the waiting list for the longest time shall be admitted first.

What Programs Make Up Universal PreKindergarten (UPK)?

UPK will bring together programs across early learning and Transition Kindergarten through Twelfth Grade (TK–12), relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP), as well as Head Start, private preschool, and other subsidized and unsubsidized programs that offer a preschool learning experience such as community–based organizations (CBOs) and family child care.

Universal means that by 2025 - 26, regardless of background, race, language, zip code, immigration status, or income level **every** child has access to a quality learning experience the year before Kindergarten.

Expanded Learning Private

TK CSPP Head Start

UPK

From CDE Early Education Division
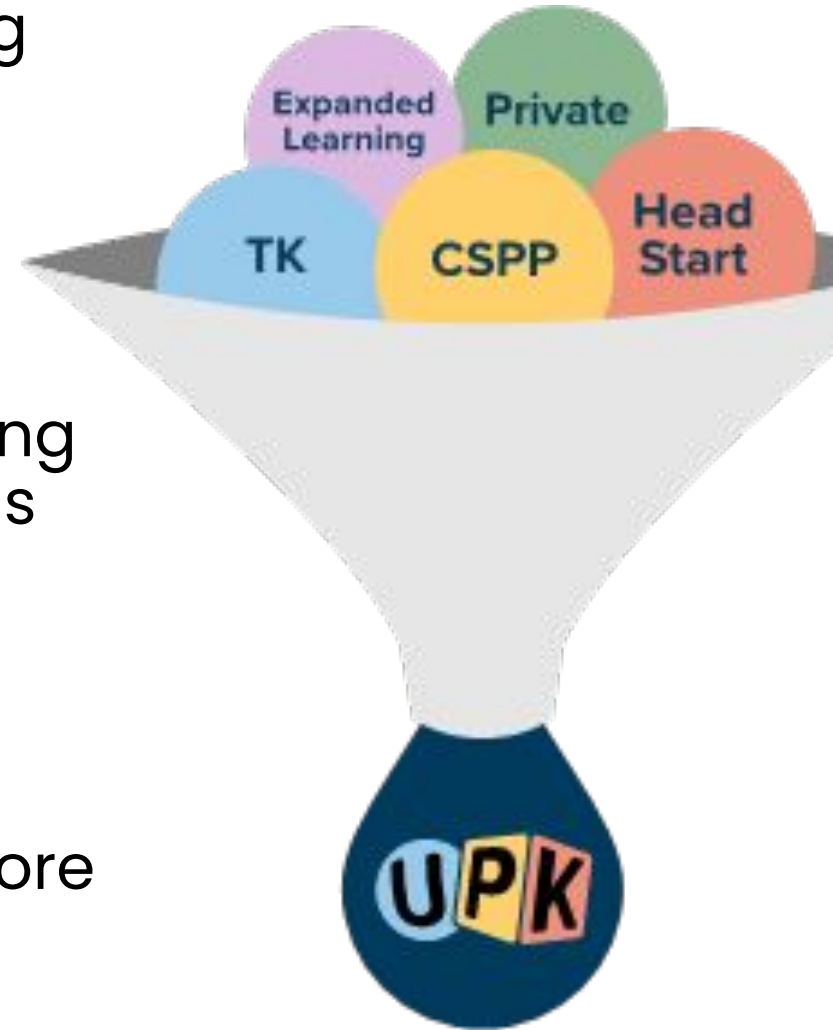
Note that only TK is funded to be truly universal.

Early Childhood Assessments: They Forgot to Cover This in Grad School

- ✓ Different from assessments of older children

- ✓ Dynamic, flexible, creative, play-based, standardized measures may not work

- ✓ Parents/caregivers important source of information/integral to assessment

- ✓ Observations crucial: California Code of Regulations, Title 17 Section 52084(e) requires evaluations and assessments to be conducted in "natural environments"

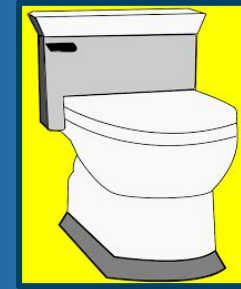# Comprehensive Early Childhood Evaluation: Looking at the Whole Child
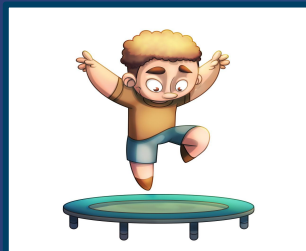
Cognitive & Preacademic Skills

Speech & Language

Adaptive Behavior

Motor/Sensory

Social-Emotional & Behavior

Assessment Dual Language Learners

Guidelines regarding a comprehensive evaluation refer to all students suspected of qualifying for special education services and are contained in 34 CFR 300.304 and Section 1414 of the Act.

section **Appendices** |

Appendix 4.1: Potential Bilingual Assessment Tools Inventory

Source: J. Butterfield, G. Lopez, and L. Gonzalez, Meeting the needs of English learners with disabilities resource book (Sacramento, CA: SELPA Administrators of California Association, 2017). Accessible at: http://bit.ly/302m412.

*Potential Bilingual Assessment Tools**

Compiled by Jarice Butterfield, Ph. D.

I. Potential Language Assessment Tools

Test Name & Publisher	Age/Grade	Description
Peabody Picture Vocabulary Test 3rd Ed. (PPVT) **Pearson Assessment**	Ages 2.5-40	Receptive verbal and non-verbal language assessment
Dos Amigos **Academic Therapy Publications**	Ages 6-12	Verbal language & dominance assessment
Test de Vocabulario en Imagenes Peabody (TVIP) **Western Psychological Services (WPS)**	Ages 2.6-17.11	A measure of Spanish vocabulary based on the PPVT
The Bilingual Verbal Ability Test (BVAT) **Riverside Publishing**	Ages 5-adult	Verbal ability measured in 17 languages
Expressive One-Word Picture Vocabulary Test-R (EOWPVT-R-SBE) Spanish-Bilingual Edition **Riverside Publishing**	Ages 2-18+	Expressive vocabulary assessment in Spanish
Receptive One-Word Picture Vocabulary Test-R (ROWPVT-R-SBE) Spanish Bilingual Edition **Riverside Publishing**	Ages 2-18+	Receptive vocabulary assessment in Spanish
Clinical Evaluation of Language Fundamentals (CELF IV) **Pearson Assessment**	Ages 5-21	Receptive & expressive language assessment in Spanish and English
Test of Auditory Processing 3 (TAPS 3) **Academic Therapy Publications**	Ages 4-18	Assessment of auditory processing skills in Spanish and English
Goldman-Fristoe La Meda (articulation) **Pearson Assessment**	Ages 2-90	Assessment of articulation in Spanish and English
Woodcock-Munoz Language Survey (WMLS-R) **Riverside Publishing**	Ages 2-90	Language proficiency assessment in English, Spanish, & other languages

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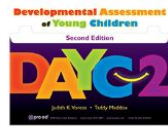
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Assessments that Cover All Domains

DP-4
Age Range Birth-21
Recently Updated–2020

DAYC-2
Age Range Birth-5
2012

Bayley-4
Age Range 16 Days-3:6
Recently updated-2019

Battelle-3
Age Range Birth-7:11
Recently updated-2020
Spanish version available
Academic Assessment portion for 3:6-7:11

Cognitive/Pre Academic Assessments

Cognitive Assessments

WPPSI-IV
Age Range 2:6-7:7
2012

CAYC
Age Range 2 months-5
2010

Preacademic Assessment

WIAT-4
Age Range 4-50:11
2020

KTEA-3
Age Range 4-25:11
2014

Bracken-4
Age Range 3-7:11
Just released late
2022

Expressive and Receptive Language

Receptive and Expressive One Receptive Picture Vocabulary Tests- 4 (ROWPVT-4, EOWPVT-4)
Age range 2-70+
2010
Available in Spanish.

Peabody Picture Vocabulary Test-5 (PPVT-5)
Age range 2.6-90+
2018
Available in Spanish.

Clinical Evaluation of Language Fundamentals Preschool-3 (CELF P-3)
Age range 3-6:11
2020
2nd Edition available in Spanish.

Adaptive Behavior

ABAS-III Infant & Preschool
Parent/Teacher Scales
Age Range Birth-5
2015
Available in Spanish

Vineland-II
Parent/Teacher Scales
Age Range Birth-90 (Parent), 3-21:11 (Teacher)
2005

Autism Specific Rating Scales & Assessment Tools

ASRS
Parent/Teacher Form Age Range 2-5
2009
Autism-specific, provides Total Score and DSM-5 Scale Score
Spanish available

SRS-2
Parent/Teacher Form Age Range 2:6-4:6
2012
Social Awareness, Social Cognition,
Social Communication, Social Motivation, and Restricted Interests and Repetitive Behavior.
Spanish available

CARS-2
Age 2 and
2010
Clinician c
observatio

Dr. Palacios

Colorin Colorado Webcast Series

Preschool for ELLs: Language Learning & Assessment

CSPP Dual Language Learner Identification Tools

Family Language Instrument

The Family Language Instrument will be utilized to help identify the language or languages a child is exposed to at home and in their community; which languages the child understands; and which languages the child can speak (communicate).

Family Language & Interest Interview

This Interview between families and program staff will be used to build relationships; identify and support the strengths and interests of the child; identify the language background of the child; and the needs of parents, guardians, or family members to support the language and development of the child.

From CDE Early Education Division

Appendices – English Learner Data Gathering tools:

Appendix 3.3   Appendix 4.2   Appendix 4.4

section **Appendices** |

Appendix 3.3: English Learner Extrinsic Factors
Please use date format: mm/dd/yyyy

Student: _____ ID: _____
Date: _____ Home Language(s): _____
School: _____ Years in US Schools: _____
Teacher: _____ Grade: _____

English Learners (ELs) frequently have a wide variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Only a small percentage of ELs have an intrinsic disability. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific familial, regional, and other influences, which will reveal a unique set of cultural and linguistic strengths. Therefore, **it's imperative to investigate extrinsic factors** *that will better inform our instruction and interventions.*

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use RtI² to begin to rule out extrinsic factors as **primary** contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *Intervention Summary.*

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes No Investigating
○   ○   ○   Does the student have access to healthcare?
○   ○   ○   Are the student's basic nutritional needs being met?
○   ○   ○   Do the results of hearing and vision checks reveal results within normal limits?
○   ○   ○   Does the student have a history of ear infections, allergies, or ear tubes?
○   ○   ○   Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)?

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section **Appendices** |

Appendix 4.2: English Learner–Parent Questionnaire
Please use date format: mm/dd/yyyy

Student: _____ ID: _____
School: _____ Grade: _____
Parent/Guardian: _____ Date: _____
Student L1 (Language other than English): _____

Language Development

1. Which language did your child first learn to speak? ○ English ○ L1 ○ Both
2. Was your child's language development in his/her first language similar to that of...
   his/her siblings? ○ Yes ○ No If no, please explain:
   _____
   other children his/her age? ○ Yes ○ No If no, please explain:
   _____
3. Describe any difficulties, if any, your child experiences with language:
   _____

Language Usage

1. What is the primary language used by adults in the home? ○ English ○ L1 ○ Both
2. What language do you use most often to speak to your child? ○ English ○ L1 ○ Both
3. What language does your child use most...
   when speaking to adults in the home? ○ English ○ L1 ○ Both
   when speaking to his/her siblings? ○ English ○ L1 ○ Both
   when speaking to friends in the neighborhood? ○ English ○ L1 ○ Both
4. Does your child understand when you speak to him/her in the L1? ○ Yes ○ No

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Appendix 4.4: English Learner Teacher Questionnaire
Please use date format: mm/dd/yyyy

Student: _____ ID: _____
Student L1 (Language other than English): _____
Teacher Name: _____ Grade: _____
Interviewer Name: _____ Date: _____
ELPAC Proficiency Level Results: L: ___ S: ___ R: ___ W: ___ Overall: ___

Student's Language Skills

1. What language does the student speak most in the classroom with the teacher?
   _____
2. What language does the student speak most in the classroom with peers?
   _____
3. What language does the student speak most on the playground?
   _____
4. What language does the student appear to speak more proficiently, if known?
   _____
5. What language does the student appear to understand more easily, if known?
   _____
6. How often does the student use L1 (primary language) when communicating in English?
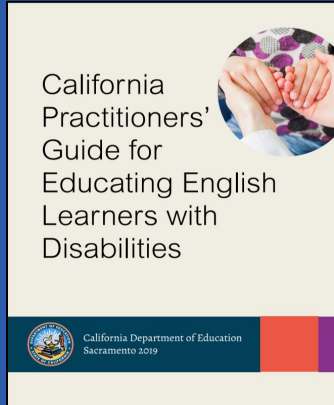   _____
7. Does the student appear reluctant or hesitant to use English as a mode of communication?
   _____
8. How well does the student socially communicate basic needs and wants, and carry on basic interpersonal conversations?
   _____

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Gathering Observational Data

Appendix 4.6

Appendix 4.6: English Learner Classroom Observation Checklist

Please use date format: mm/dd/yyyy

School:

Observer:

Teacher Name:

Date & Time:

Subject/Period:

Activity:

Environment observations

Schedule visible

Risk taking, safe

Models of student work displayed

Relevant, engaging, & useful visuals

Experiential lessons evident (visual, auditory, kines

Student centered & culturally relevant

High expectations present

Instruction observations

Clearly defined objectives

Flexible grouping used (pairs, cooperative groups

California Practitioners' Guide for Educating English Learne

Appendix 4.7

Appendix 4.7: Focused Observation of English Learner during English Instruction

Please use date format: mm/dd/yyyy

Student:

Teacher Name:

Date:

Start Time:

End Time:

Lesson Context and Purpose:

Observer Name:

ELPAC Proficiency Level Results: L: S: R: W:

Focused Observation of English Learner during English Instruction

What is the teacher doing? *(How meaningful and purposeful is the act comprehensible is the input? What scaffolding strategies did you see? opportunities for meaningful and purposeful interactions? How much s application is there?)*

Behavioral Observations – Be Descriptive and Factual

Impressions/Interpretation – Look for Patterns

California Practitioners' Guide for Educating English Learners with Disabilities

Appendix 4.8

section **Appendices**

Appendix 4.8: Parent Report Individual Education Program Development

Student:

Parent/Guardian:

1. What are your hopes and dreams for your child?

2a. What are your child's strengths and interests at school?

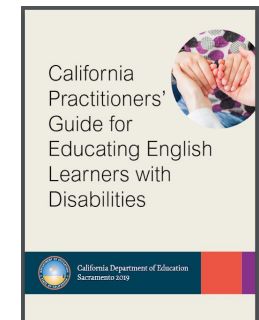2b. What are your child's strengths and interests at home?

3. What are your child's favorite subjects?

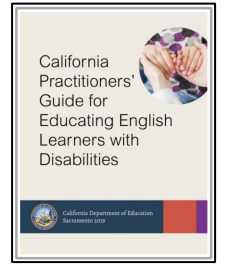4. How does your child learn best?

Developing the Assessment Plan for Children who are Dual Language Learners

1. Be in a **language easily understood** by the general public;

2. Be provided in the **primary language of the parent or guardian or other mode of communication** used by the parent or guardian, unless to do so is clearly not feasible;

3. **Explain the type of assessments** to be conducted; and

4. States that **no individualized education program will result** from the assessment **without the consent of the parent**.

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education Sacramento 2019

Chapter 4 - Pg. 141–147

MuSE

Assessment Plan & Considerations for Dual Language Learners enrolled in TK

California Code of Regulations has specific language and additional requirements for **assessment plans** for students who are English learners

In addition to the assessment plan requirements (EC 56321), the proposed written assessment plan shall include:

- a description of any recent assessments conducted, including any available independent assessments and any assessment information the parent requests to be considered, and

- **information indicating the pupil's primary language and the pupil's language proficiency in the primary language as determined by EC 52164.1 and 5 CCR 3022.**
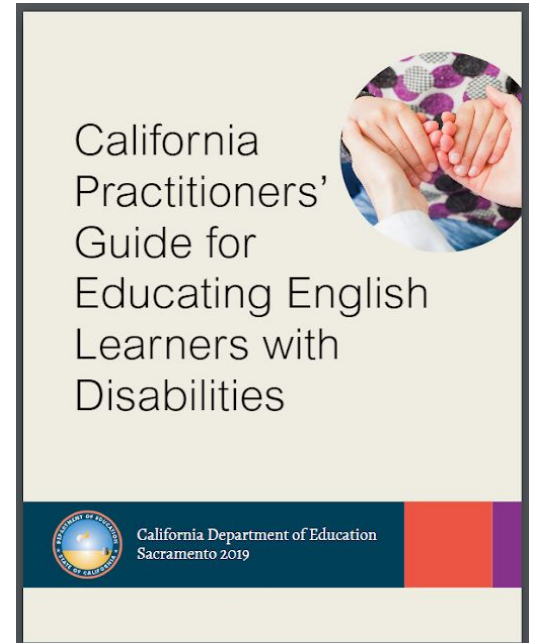
Don't Wait to Assess for Autism

- **Breaking News: 1 in 36 children in United States diagnosed w Autism (CDC, 2023)**
- **Girls are often missed and "hide in plain sight." See link to Child Mind Institute Article**
  - **DSM-V criteria based on research on males**
  - **Rating scales and tests normed mostly on males**
- **School Districts DO NOT need a child to have a medical diagnosis to find a child eligible for special education under Autism.**
- **School districts can be the first identifiers.**

Language of Assessment Options

First Best Option

- **First administer cross-cultural, non-discriminatory assessments that align to the referral concerns regardless of language difference in a standardized manner in English.**
- If analysis of the data indicates the student is performing in the average or above-average range, there is likely no disability; however, **assess the student in her primary language in relative or suspected areas of weakness to confirm scores using fully bilingual assessors.** If the student does not perform in the average or above-average range in English, engage in primary language assessment in all areas of concern.
- Engage in structured interviews with parents and staff.
- Engage in observation of the student in varied environments.
- Collect data from curriculum-based and criterion-based assessment measures to validate potential areas of concern and strength as compared to like peers.

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If it is not feasible to engage in the first best assessment option for ELs because no assessor is available in the primary language:

- **2nd option**: Use a **trained interpreter**, **administer the primary language assessments** under the **supervision** of a **licensed assessor** and **document the limitations** in the assessment report of the student.
- **3rd option**: Use an **interpreter who speaks the primary language** to provide an **oral translation of assessments normed and written in English**. Be sure to **document any limitations** due to this condition in the assessment report and **do not report the standardized test scores**, but **document the patterns of strengths and weaknesses**.
- **4th option**: **Assess in English**, to include **non-verbal areas of cognition**. If the student **shows low cognition** or there are **patterns of weakness**, **attempt to validate with non-standardized data** collection.

Use of Interpreters for Bilingual Assessments

Prepare, Prepare, Prepare…
Prior to assessment work with your interpreter

- Know what tests are being administered
- Be prepared for the assessment to take extra time
- Ensure that the interpreter speaks the same dialect as the student
- Administer only the tests that the interpreter has been trained to assist in administering.
- Prepare for the assessment
- Debrief with the interpreter

Question: May the parent waive the requirement for a student to be assessed for special education in his/her primary language?

No. Test and assessment materials are provided and administered in the language and form most likely to provide accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is not feasible to do so. EC 56320[b][1]

Nondiscriminatory Evaluation: *(20 USD 1414(b)(2)(A)(ii))*

- **Instruments used must be valid** for the purpose in question and must be administered by trained personnel.

- Must **evaluate specific areas of need** not just general intelligence, (i.e., academic, social, emotional, fine and/or gross motor skills, etc.

- Must reflect **aptitude not sensory limitations or lack of English language fluency.**

- Cannot be related to limited school experiences (i.e. excessive absences). Districts may ask if the child has a diagnosis which may assist the multidisciplinary team in making its decision.

- **Cannot be delayed** while waiting for a diagnosis or evaluation from an outside individual.

- **Must include information related to enabling the student to be involved in and progress in the general curriculum or, for preschool students, to participate in appropriate activities**

Never rely on a single measure for eligibility or never rule out eligibility because of single measure:

Use your clinical judgement looking at the whole picture and always cross reference all information that the intake and assessment yields.

Best practices for Culturally & Linguistically Comprehensive Assessments for Learners English

Self-Assessment

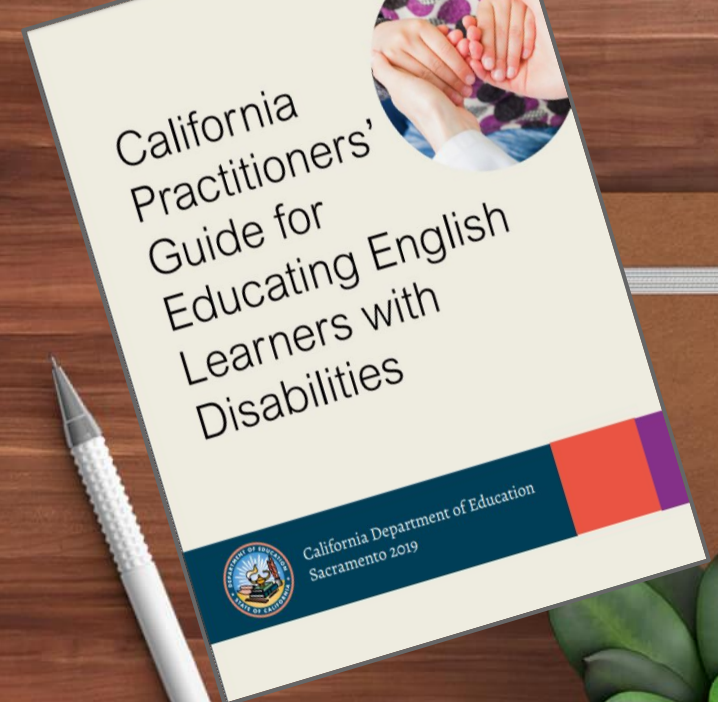Assessment to establish eligibility for special education and related services must meet the requirements of EC 56320.

Please indicate if evidence of each element within EC56320 is found in the assessment report:

dmontoya@icoeapps.org (not shared) Switch account

* Required

1. Assessments and other evaluation materials used to assess a child under this part: *   5 points

	Yes	No
Are selected and administered so as not to be discriminatory on a racial or cultural basis (EC 56320[a]);	○	○
Are administered by trained and knowledgeable personnel (EC 56320[b][3]); and	○	○
Are used for the purposes for which the assessments or measures are valid and	○	○

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Best Practices for Culturally & Linguistically Comprehensive Assessment Reports of English Learners

Considering a redacted report that has been shared with you or your own report:

Were all elements addressed in the report?

    i) **If _Yes_**, CONGRATS! How can you further share the knowledge, expertise, and support to other assessors?

    ii) **If _No..._**

        a. What are some obstacles that may have kept the assessor from meeting each element in their assessment practices &/or report?

        b. How might you ensure that moving forward assessments will be conducted and reports written as to ensure cultural & linguistic practices are in place?

Culturally & Linguistically Appropriate Assessment Process

Let's take a closer look...

Imperial County SELPA

ccee
California Collaborative
for Educational Excellence

Culturally & Linguistically Appropriate Special Education Eligibility Assessment Processes

Assessment of students ages 3 to 21 years of age, to establish eligibility for special education and related services, must meet several IDEA (34 CFR 300.304-305)and state (EC 56320-56330) requirements. This document is designed to be a resource guide, which includes checklists & resources to assist multidisciplinary teams with evaluating current practices related to special education eligibility assessment of culturally & linguistically diverse students. Additionally, this resource guide may benefit assessors with reviewing existing assessment practices and making refinements were necessary.

Data gathering
1

Gather a random sample of initial and triennial special education eligibility assessment reports, which were conducted on students of varied cultural & linguistic backgrounds (i.e. Psychoeducational assessment reports, Speech/Language assessment reports, Multi-disciplinary assessment reports, etc. of English learners (ELs)).

2

Examine required elements:
Examination of assessment records can assist multi-disciplinary teams with determining where positive practices exist. This process will also assist teams in identifying where gaps in assessment processes & practices may be occurring. To begin this process examine each assessment report to ensure assessment & evaluation materials for students who are ELs are:

- [ ] Selected and administered so as not to be discriminatory on a racial or cultural basis (EC 56320[a]);
- [ ] Used for the purposes for which the assessments or measures are valid and reliable (EC 56320[b][2]);
- [ ] Administered by trained and knowledgeable personnel (EC 56320[b][3]); and
- [ ] Administered in accordance with any instructions provided by the producer of the assessments (EC 56320[b][3]).

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#CollectiveCommitment

"…ensuring the academic success, linguistic progress, and social-emotional well-being of English learners with disabilities is a **shared responsibility** of all members of the school system. Working together with **parents and families, school and district professionals** can promote **educational equity** by ensuring that all English learners participate in the highest **quality teaching and learning experiences**."

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Visit our website!
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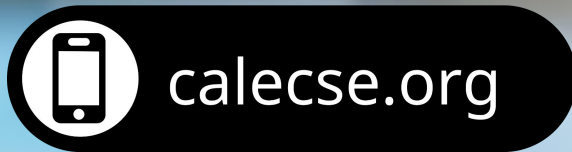
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