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Special Education Division

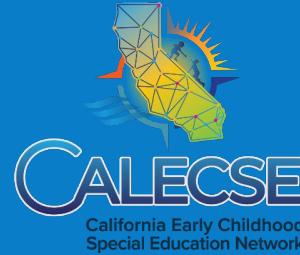
Early Childhood Assessment Practices for Multilingual Learners

January 9, 2026

About the California Early Childhood Special Education (CalECSE) Network

Funded by the CDE

<https://www.calecse.org>

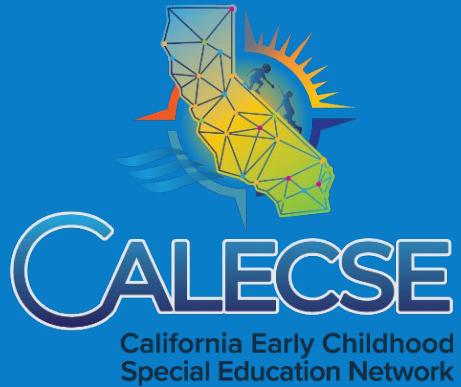


CalECSE is a technical assistance project funded under the CDE that supports Local Educational Agencies (LEAs), Special Education Local Plan Areas (SELPAs), County Offices of Education (COEs), and other Agency Partners in the areas of Individuals with Disabilities Education Act (IDEA) Part C to B Transitions,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

CalECSE leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides 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.

The CalECSE Network Leadership Team



Co-Executive Director, Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director, Melanie Hertig, Irvine USD
Program Specialist (Exemplars), Carrie Rodrigues
Program Specialist (Northern Calif), Sara Castille
Program Specialist (Southern Calif), Laura Clarke

Interested in joining a local Community of Practice (CoP) for practitioners who support children ages zero to five ?

Find our full schedule of
regional CoPs at:
<https://www.calecse.org/news-resources/communities-of-practice>



Communities of Practice

California Early Childhood
Special Education Network

Today's Presenters

Christina Zavala

Project MuSE: Improving Outcomes for Multilingual Learners with Exceptional Needs

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Susana Avila Salgado

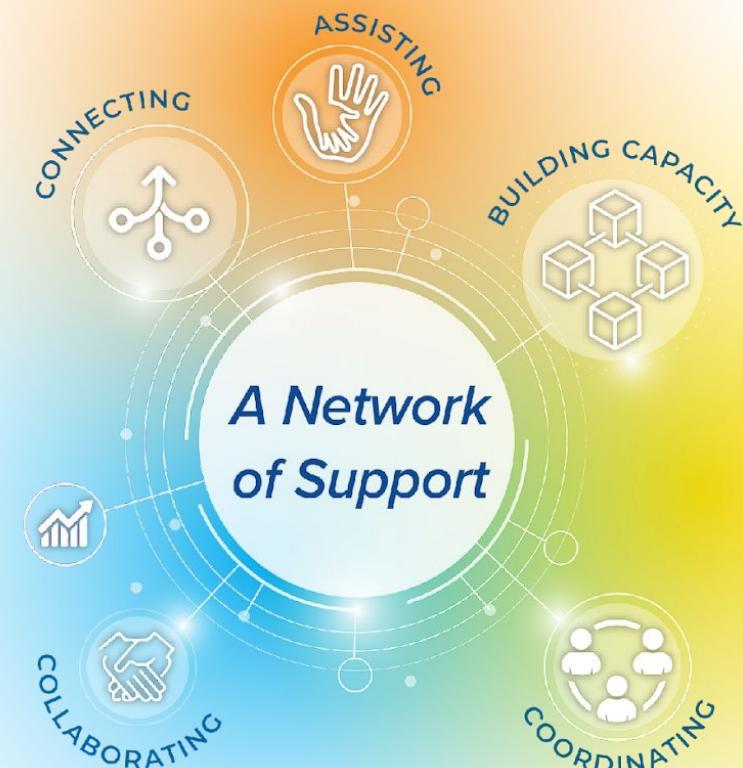
Project MuSE: Improving Outcomes for Multilingual Learners with Exceptional Needs

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About Project MuSE: Improving Outcomes for Multilingual Students with Exceptional Needs

Funded by the CDE



<https://multilingual-swd.org/>



Given the complex needs of English learners with Disabilities, the Imperial County SELPA provides statewide in-person and virtual training opportunities for teachers, teacher-leads/coaches, support personnel, general & special education service providers, and administrators.

The Imperial County SELPA is committed to building the collective efficacy of general & special educators and their leaders, within every SELPA, to advance the achievement of English learners with Disabilities locally and across the state.

The statewide system of support (SSOS) is comprised of state-funded initiatives to provide coordinated, needs-based, and differentiated resources and support to LEAs. Through the legislative charge, Ed Code Section 52073, Imperial County SELPA was selected to provide evidence-based best practices, resources and training to LEAs for students with disabilities who are also English Learners.

Early Childhood Assessment Practices for Multilingual Learners

Project MuSe: Improving Outcomes for Multilingual
Students with Exceptional Needs



Meet the Team



Christina Zavala
SELPA Senior Director



Vanessa Lopez
Project Coordinator



Jessica Crothers-Rahiotis
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Susana Avila Salgado
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Session Outcomes

1. Leveraging Home Language and Culture
2. Best Practices for Equitable Assessment
3. Understanding the Nuances of Dual Language Learner (DLL) Assessment
4. Interpreting & Using Assessment Data



#Collective Commitment

“...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.**”



<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

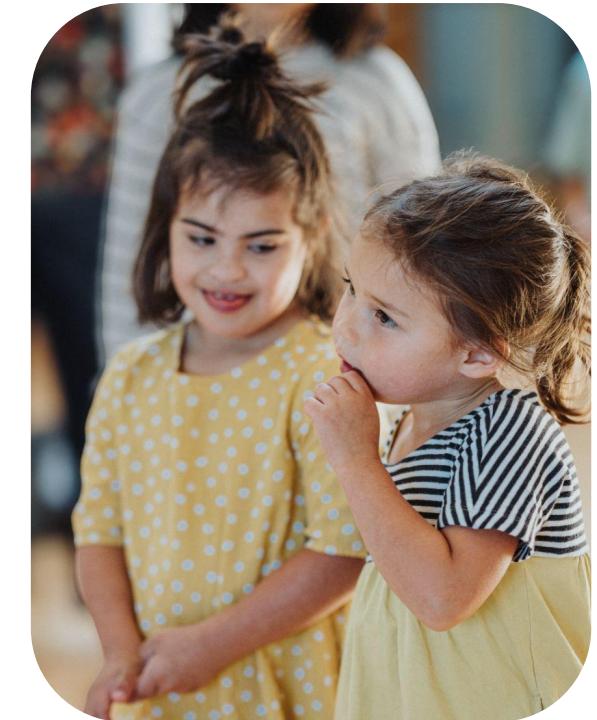
Calibrating Our Understanding



Multilingualism in California's Schools

California is home to one of the **largest populations of multilingual learners in the United States**.

- Of California's 5.8 million students, **2.3 million** (nearly 40 percent) bring the asset of a **home language other than English**.
- **1.1 million currently identified as English Learner (EL) students** (18 percent of the K-12 population; largest population in the nation).
- **1.2 million were either initially fluent English proficient (IFEP) or reclassified as fluent English proficient (RFEP).**
- Of the 799,980 students with disabilities in grades TK–12, around **187,756, or 25 percent, are EL students with disabilities**.



Multilingual Learner Terminology

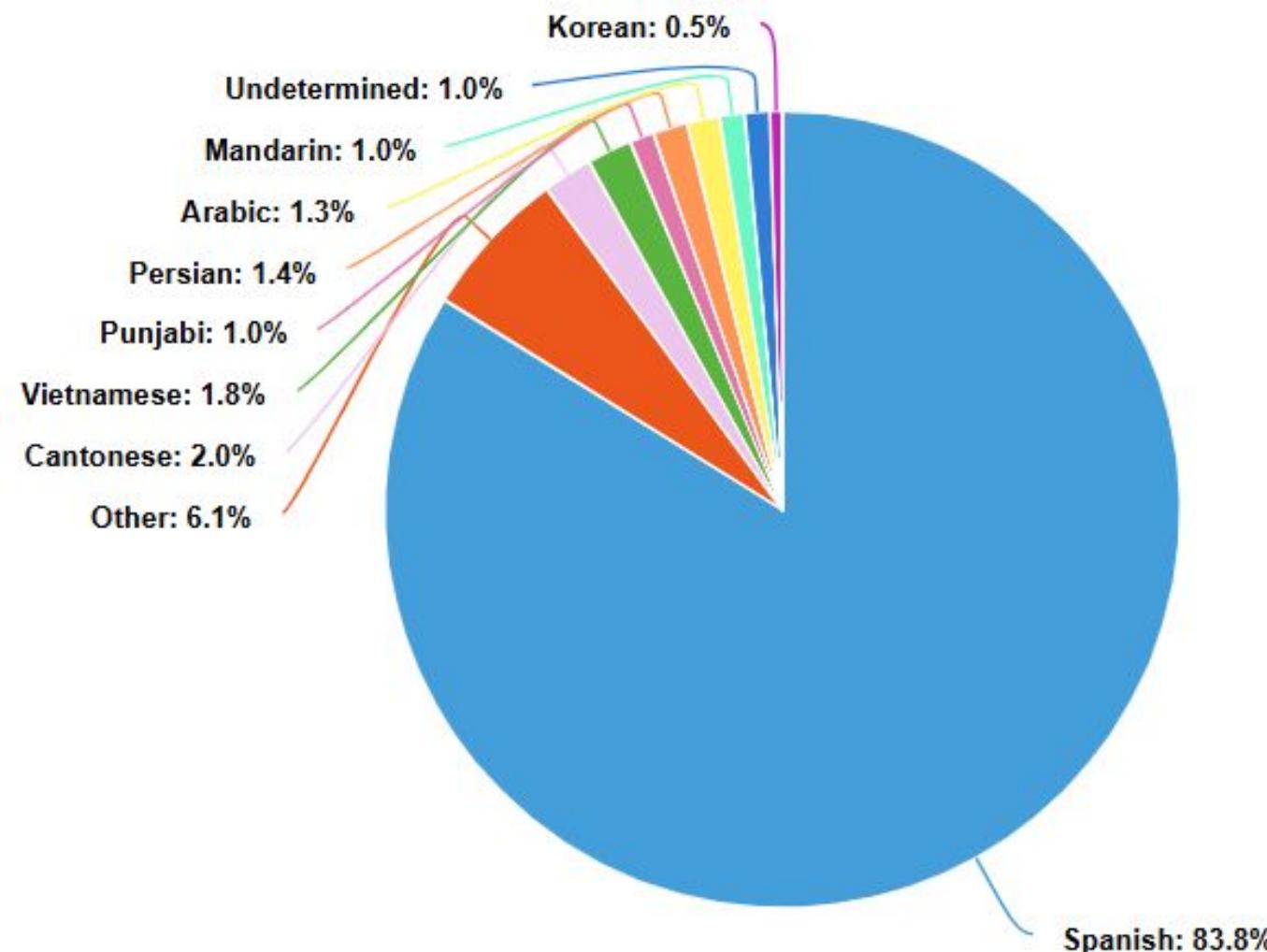
Dual Language Learner (DLL)	Multilingual Learner (ML) in Transitional Kindergarten (TK)	English Learner (EL)	Lifelong language learning
(If identified) in PS/Pre-K	(If identified) in TK	(If identified) in K-12	Beyond K-12 and following reclassification
Supports to help the child maintain and develop their home language in addition to English	Indicates that a student may have had multilingual experiences and may benefit from additional language support; services-first approach. Identification is based on answers to the Home Language Survey.	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

Serving DLL & ML Students



- **Fifty-nine percent of California children from **birth to five**, speak a language other than English in the home.**
- **59 percent of children enrolled in California State Preschool Program (CSPP) are identified as Dual Language Learners (DLLs) in September 2024.**
- Develop a systematic approach for providers to identify & support DLLs in CSPP.
 - Recommendation from the Master Plan for Early Learning and Care: California for All Kids
 - Aim of Assembly Bill (AB) 1363
- The California Department of Education (CDE) DLL Support Web Page
 - <https://www.cde.ca.gov/sp/cd/ci/dllsupport.asp>

Languages Most Used by DLLs in CSPP, Fiscal Year 2024–25, Q1



Data Source: Preschool Language Information System, Fiscal Year (FY) 2024–25, Q1
California Preschool Data Collection, September 2024

Top Three Disability Categories: Preschool Setting

Disability	Number	Percentage
Speech or Language Impairment	25,561	25.7%
Autism	24,219	24.3%
Other Health Impairment	2,014	2%

Leveraging Home Language and Culture



- Strategies for incorporating students' experience and backgrounds
- Promote engagement

CSPP DLL Identification Tools (1)



Used 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)**.

Note: These tools have been adapted to be more inclusive of the deaf and hard of hearing community.

Please see the Family Language Instrument at

https://www.cde.ca.gov/search/searchresults.asp?cx=001779225245372747843:gpfwm5rhxiw&output=xml_no_dtd&filter=1&num=20&start=0&q=family%20language%20instrument

CSPP DLL Identification Tools (2)



This Interview between families and program staff is 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.

Note: These tools have been adapted to be more inclusive of the deaf and hard of hearing community.

Please see the Family Language and Interest Interview at

https://www.cde.ca.gov/search/searchresults.asp?cx=001779225245372747843:gpfwm5rhxiw&output=xml_no_dtd&filter=1&num=20&start=0&q=family%20language%20and%20interest%20interview

DLL, MLL, & EL Data Gathering Tools: Parent Input and Involvement

Appendix 4.2

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

California Practitioners' Guide for Educating English Learners with Disabilities

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Let's Jump Into It



Assessment for Special Education Eligibility

The Individuals with Disabilities Education Act (IDEA) requires that all students referred for assessment, in determining eligibility for special education, receive an assessment that meets the requirements found in:

Code of Federal Regulations

<https://www.ecfr.gov/current/title-34 subtitle-B/chapter-III/part-300/subpart-D/subject-group-ECFRcdd53b28839f370/section-300.304>

California Legislation

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=56320



Individuals with Disabilities Education Improvement Act (IDEIA) '04 and 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)]

Developing the Assessment Plan for Children who are Dual Language Learners (DLLs)

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.**



Assessment Plan & Considerations for DLLs

In addition to the assessment plan requirements, 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; please see California Education Code 56321
<https://codes.findlaw.com/ca/education-code/edc-sect-56321/>
- information indicating the pupil's primary language and the pupil's language proficiency in the primary language as determined by EC 52164.1 at Code of Federal Regulations
<https://www.ecfr.gov/current/title-34 subtitle-B/ chapter-III/ part-300/ subpart-D/ subject-group-ECFRcdd53b28839f370/ section-300.304>
- Please see California Legislation 5 CCR 3022 at
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52164.1

Understanding the Nuances of DLL Assessment



- Language difference versus potential disability
- Code-switching & translanguaging
- Assessment outcomes

Understanding the Nuances of DLL Assessment



Descriptions of the Stages of Second Language Acquisition

Four Stages of Second-Language Acquisition

Children do not necessarily follow these stages in a linear fashion; they often move in and out of these stages depending on the types of supports available to them in any particular interaction or setting.

Home Language Use

- Children use home language
- Teaching Tip: Activities should focus on listening comprehension
- Teaching Tip: Activities should build receptive vocabulary

Observational and Listening Period

- Children communicate with gestures and actions
- Teaching Tip: Activities should expand receptive vocabulary
- Teaching Tip: Activities should be designed to motivate children to produce vocabulary which they already understand

Telegraphic and Formulaic Speech

- Children speak using one or two words or short phrases
- Teaching Tip: Activities should expand receptive vocabulary
- Teaching Tip: Activities are designed to develop higher levels of language use
- Teaching Tip: Introduce language experience activities

Fluid Language Use

- Children speak in longer phrases and complete sentences
- Teaching Tip: Activities should expand receptive vocabulary

Best Practices for Equitable Assessment

- Variety of assessment methods, including observation, interviews, portfolios, and performance-based tasks



DLL, Multilingual Learner (MLL), & EL Data Gathering Tools: Observation Collection

Appendix 3.3

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 RTI 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.)?

Appendix 4.4

Appendices |

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?

Appendix 4.6

Appendix 4.6: English Learner Classroom Observation Checklist

Please use date format: mm/dd/yyyy

School:	Observer:
Teacher Name:	Grade:
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, kinesthetic)

Student centered & culturally relevant

High expectations present

Instruction observations

Clearly defined objectives

Flexible grouping used (pairs, cooperative groups)

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:	Overall:

Focused Observation of English Learner during English Instruction

What is the teacher doing? (How meaningful and purposeful is the activity? How comprehensible is the input? What scaffolding strategies did you see? What are the opportunities for meaningful and purposeful interactions? How much supportive practice and application is there?)

Behavioral Observations – Be Descriptive and Factual

Impressions/Interpretation – Look for Patterns

Language of Assessment Options

Language of Assessment Options for Multilingual Learners



Assessments must be "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 provide or administer" (EC 56320(b)(1)).

Based on the requirements in the regulations to assess students in their primary language, the following hierarchy of best practices is recommended when conducting assessment of English learners to determine eligibility for special education.

1 First Best Option

It is best practice to engage in the following steps if feasible:

- 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.

If it is not feasible to engage in the first best assessment option for English learners because no assessor is available in the primary language, go to second option

2 Second Option

- Engage in structured interviews with parents and staff using an interpreter if necessary.
- 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.
- Using 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

3 Third Option

If it is not feasible to engage in either the first or second option for assessing English learners for determining eligibility for special education because no bilingual assessor is available and no standardized assessment tools are available in the primary language, go to third option.

- Engage in structured interviews with parents and staff using an interpreter if necessary.
- 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.
- 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.

4 Fourth Option

If none of the previous three options is feasible, go to fourth option

- Engage in structured interviews with parents and staff using an interpreter if necessary.
- 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.
- 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

Resources

[Appendix 4.2: English Learner-Parent Questionnaire](#)
[Appendix 4.4: English Learner Teacher Questionnaire](#)
[Appendix 4.6: English Learner Classroom Observation Checklist](#)

Resource adapted from the CA Practitioners' Guide for Educating English Learners with Disabilities Chapter 4



MUSE
Improving Outcomes for Multilingual Students with Disabilities

For more information visit the Imperial County SELPA, Project MUSE:
<https://www.multilingual-swd.org>

Use of Interpreters for Bilingual Assessments

Prepare, Prepare, Prepare...

Prior to assessment work with your interpreter

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- Administer only the tests that the interpreter has been trained to assist in administering.
- Prepare for the assessment
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Language and Learning Assessment

- ✓ 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 & Pre-academic Skills



Speech & Language



Adaptive Behavior



Motor/Sensory



Social-Emotional & Behavior



Assessment of Dual Language Learners

Assessments that Cover All Domains

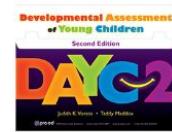
DP-4

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



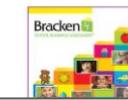
KTEA-3

Age Range 4-25:11
2014



Bracken-4

Age Range 3-7:11
Just released late
2022



Please see previous CalECSE Assessment Practices ABCs of Early Childhood Assessments:
<https://calecse.org/news-resources>

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 observation

Assessment of Dual Language Learners

Appendix 4.1 Potential Bilingual Assessment Tools Inventory Lists

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 Imágenes 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

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



Use your clinical judgement by considering the whole picture, and by always cross-referencing information from the intake and assessment.



Nondiscriminatory Evaluation:

- **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.**

(20 USD 1414(b)(2)(A)(ii))

Using Assessment Data

- **informing differentiated instruction**
- **targeting language needs**
- **targeting content needs,**
- **communicating effectively with families.**



Culturally and Linguistically Appropriate Special Education Eligibility Assessment Processes Checklist

<https://drive.google.com/file/d/1rDUpiLCDgr6YhEFIxVjacGTVQCKIYeXY/view>

 **MuSE**
Improving Outcomes for Multilingual Students with Exceptional Needs

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 where necessary.

Data gathering

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)).

1 

2 

Examine required elements:

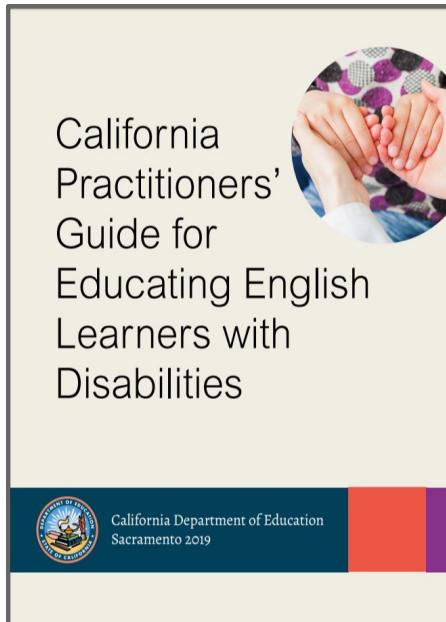
Examination of assessment records can assist multidisciplinary teams with determining where positive practices exist. This process will also assist teams in identifying where gaps in assessment processes & practices may be occurring. To begin this process examine each assessment report to ensure assessment & 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]).

For more information visit www.iceo.org/selpa/el-swd.org

Self-Assessment Resource

Please see best practices for Culturally and Linguistically Comprehensive Assessments for English Learners at <https://multilingual-swd.org>



You may complete as:

- Individual
- Partners
- Teams



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
<input type="radio"/>	<input type="radio"/>
Are selected and administered so as not to be discriminatory on a racial or cultural basis (EC 56320[a]);	
<input type="radio"/>	<input type="radio"/>
Are administered by trained and knowledgeable personnel (EC 56320[b][3]); and	
<input type="radio"/>	<input type="radio"/>
Are used for the purposes for which the assessments or measures are valid and	

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

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

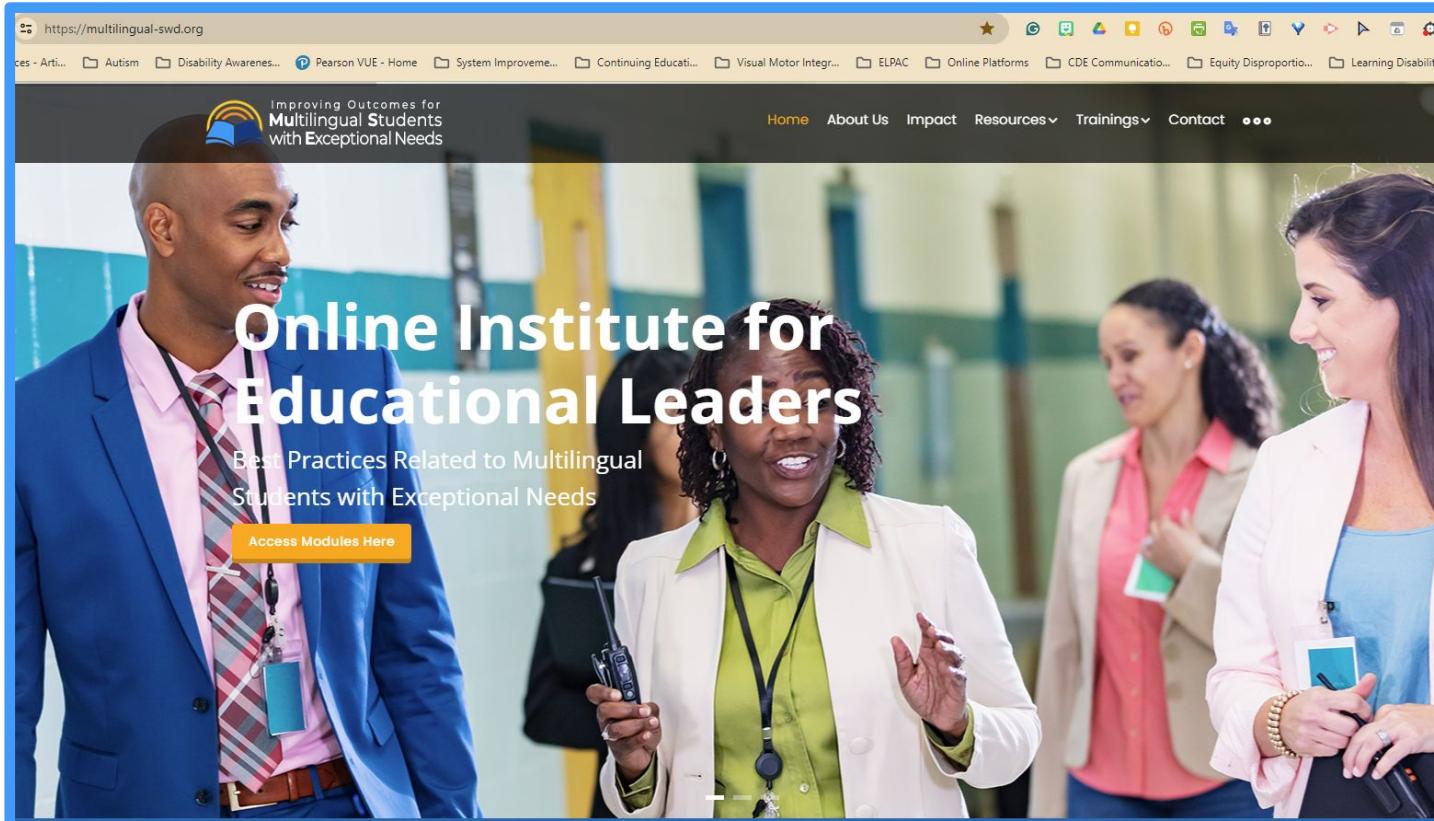
Were all elements addressed in the report?

- i) **If Yes**, CONGRATULATIONS! 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 and/or report?
 - b. How might you ensure that moving forward assessments will be conducted and reports written as to ensure cultural and linguistic practices are in place?



Resources

https://multilingual-swd.org/



The screenshot shows the homepage of the website <https://multilingual-swd.org/>. The header features a dark background with white text for the navigation menu: Home, About Us, Impact, Resources (with a dropdown arrow), Trainings (with a dropdown arrow), Contact, and a three-dot menu. Below the header is a large banner image showing a group of diverse educational leaders in a school setting. Overlaid on the banner is the text "Online Institute for Educational Leaders" in large white letters, followed by "Best Practices Related to Multilingual Students with Exceptional Needs" in smaller white text. At the bottom left of the banner is a yellow button with the text "Access Modules Here". The website URL is visible in the browser's address bar.

<https://multilingual-swd.org/>

DLL, MLL, & EL Data Gathering Tools: Parent Report Individual Education Program Development

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?

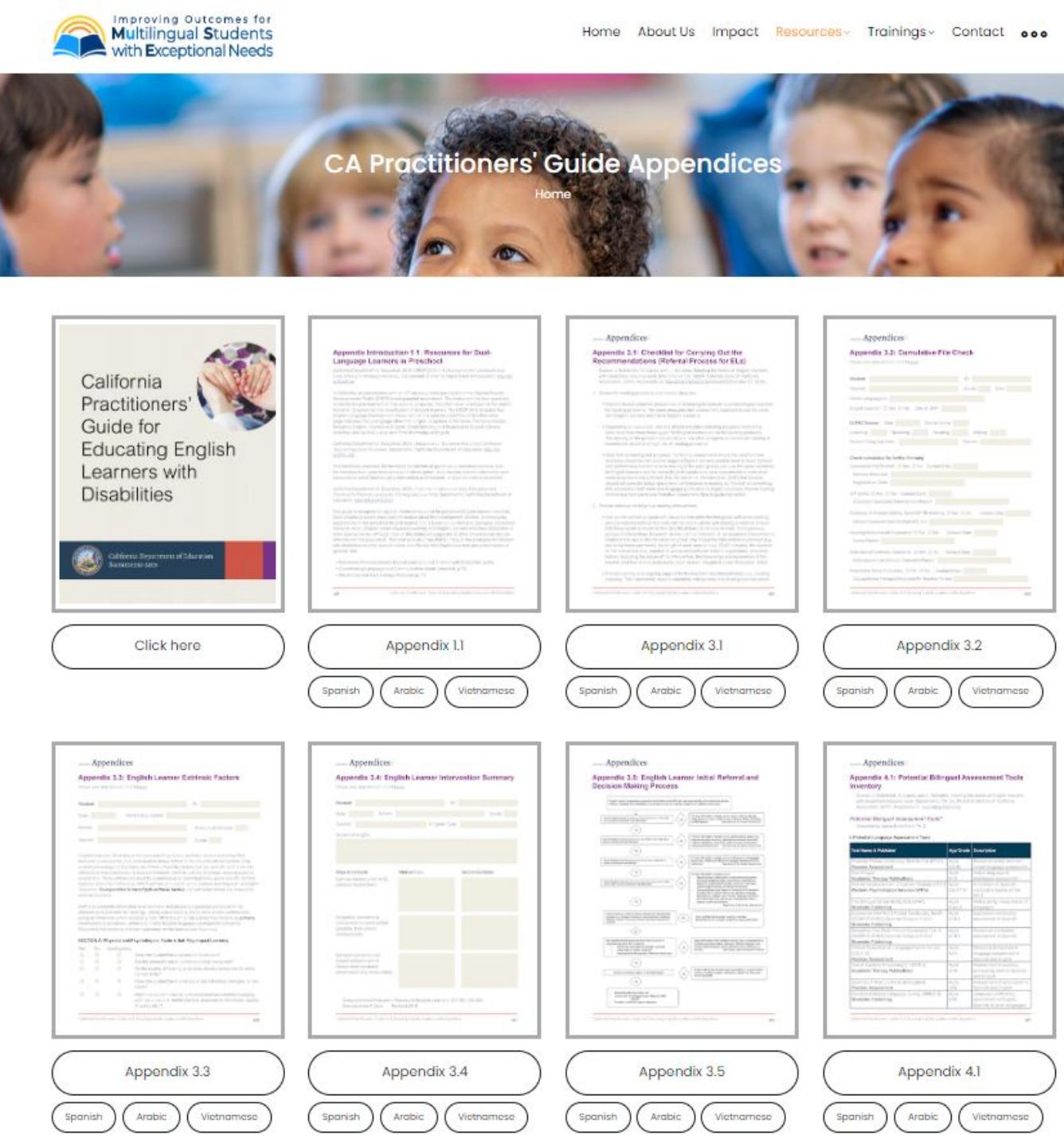
2b. What are your child's strengths and interests at home?

3. What are your child's favorite subjects?

4. How does your child learn best?

Explore additional appendices to support your work serving dually identified students

Translated Resources in Spanish, Arabic and Vietnamese can be found at:
<https://multilingual-swd.org/ca-practitioners-guide-appendices>



The screenshot shows the homepage of the "CA Practitioners' Guide Appendices" website. The header includes the logo for "Improving Outcomes for Multilingual Students with Exceptional Needs" and a navigation menu with links to Home, About Us, Impact, Resources, Trainings, Contact, and a three-dot menu. The main content area features a background image of diverse young children looking up, with the title "CA Practitioners' Guide Appendices" and a "Home" link. Below this, there are ten cards, each representing an appendix. Each card includes a thumbnail image, the appendix title, a "Click here" button, and language options (Spanish, Arabic, Vietnamese). The appendices are: Appendix 1.1 (Resources for Dual-Language Learners in Preschool), Appendix 3.1 (Checklist for Carrying Out the Recommendations of the Process for ELD), Appendix 3.2 (Cumulative File Check), Appendix 3.3 (English Learner Extrinsic Factors), Appendix 3.4 (English Learner Intervention Summary), Appendix 3.5 (English Learner Initial Referral and Decision-Making Process), and Appendix 4.1 (Potential Bilingual Assessment Tools Inventory).

Archived Modules



All our learning opportunities are free of charge and are open to participants statewide, regardless of role or assignment including:

- Administrators Online Institute: 60-minute sessions with the “must-knows” of dually identified students.
- Toolkit Institutes: 60-minute sessions where practitioners explore a “to-go” resource for immediate implementation.

Access our recorded modules here:
<https://multilingual-swd.org/recorded-modules>



Multiple Entry Points

Whatever your role is in your LEA, COE, or regional MDT you can expect to find the following:

- Frequently Asked Questions (FAQs) related to serving dually identified students
- Student Scenarios – Exemplars of Best Practices in action
- Infographics

Please see Project MuSE website at <https://multilingual-swd.org/>

FAQs <https://multilingual-swd.org/ca-practitioners-guide-faqs>

Scenarios

<https://multilingual-swd.org/ca-practitioners-guide-student-scenarios>

Infographics

<https://multilingual-swd.org/infographics>

Thank You!



MuSE

**Improving Outcomes for
Multilingual Students with
Exceptional Needs**

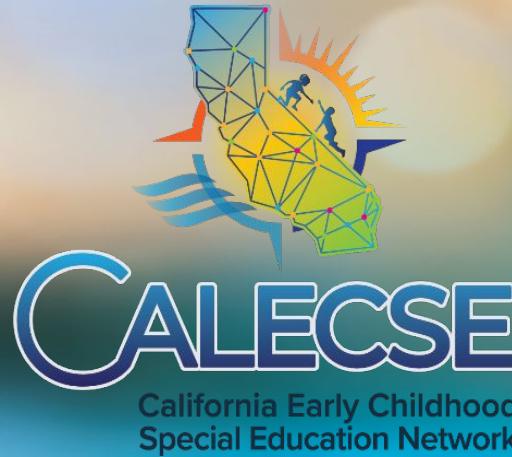
multilingual-swd.org

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Please help us improve our practice and complete the zoom survey following this session.

After doing so, you will be entered into a raffle to win a free registration to **CalECSE's 4th Annual Symposium** to be held in Northern California October 20–21, 2026. Valued at over \$500.

Interested in joining a local Community of Practice (CoP) for practitioners who support children ages zero to five ?

Find our full schedule of
regional CoPs at:
<https://www.calecse.org/news-resources/communities-of-practice>



Communities of Practice

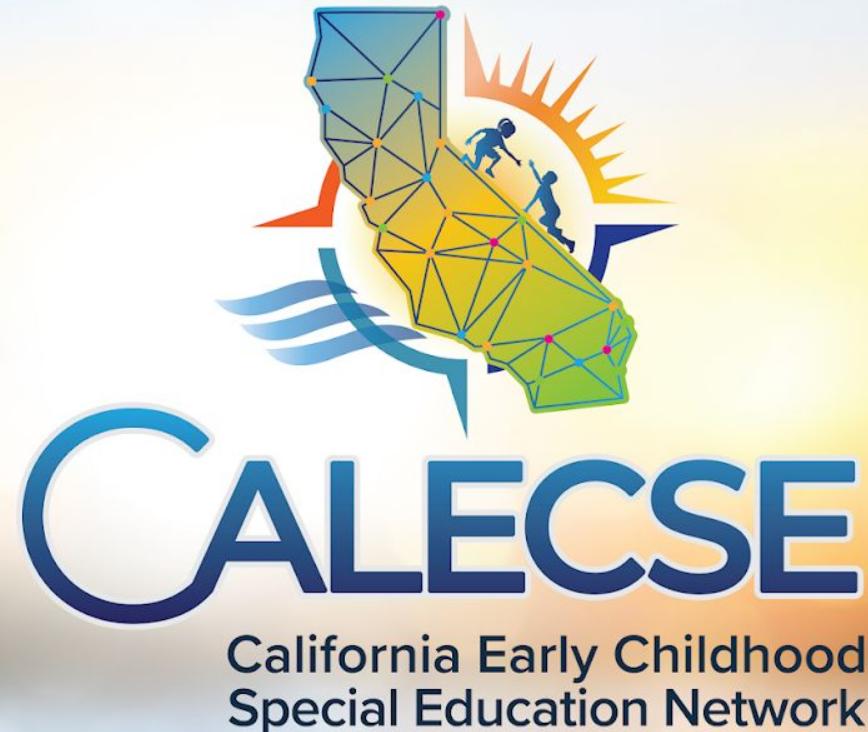
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