



## ENGLISH LEARNER (EL) ASSESSMENT FOR SPECIAL EDUCATION ELIGIBILITY CHECKLIST

- 1)  Yes  No Current assessment incorporates information from multiple contexts as follows:
  - Comprehensive, norm-referenced assessments in English and native language (if native language assessments are available), to include non-verbal assessments – cross-battery recommended in all areas of suspected disability
  - Information from multiple contexts (i.e. Criterion referenced and curriculum-based assessment/work samples)
  - Systematic observation in educational environments
  - Structured interviews (i. e. with student, parent, teachers)
- 2)  Yes  No Health assessment is completed, including vision and hearing to rule out environmental factors
- 3)  Yes  No Comprehensive academic assessment is completed, including review of ELD progress, work samples, response to interventions implemented, strength and weakness patterns across content areas, and classroom observations
- 4)  Yes  No Student is assessed in all areas of suspected disabilities and concerns such as language-communication, cognition-general ability, abilities of intellectual processing, adaptive behavior and social-emotional functioning
- 5)  Yes  No Tools are selected and administered as to not be discriminatory on a linguistic, racial or cultural basis
- 6)  Yes  No The IEP and assessment report(s) document the following:  
Assessments completed in the native language

- English and native language cognitive assessments were completed by qualified personnel competent in student's primary language with knowledge and understanding of the cultural and ethnic background of the student  
(note: a school psychologist may start the assessment process in English and native language and at the point it is determined the student is commensurate in both languages or stronger cognitively in English native language other assessments may continue in English. Document that native language assessment occurred and why it was discontinued)

**OR**

- An interpreter (provided training on how to interpret psycho-educational assessment) was used to assist the assessor(s) assess in the native language and the assessment report notes that this may have affected the validity of the assessment

**OR**

- No native language assessment was conducted as it was not feasible (i. e. no assessment tools in native language or available assessor/interpreter in areas

*Checklist b Jarice Butterfield, Ph. D. with adaptations from Gaviria/Jones and Cristiani/Tipton materials*