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*