

ASSESSMENT OF ENGLISH LEARNERS FOR IDENTIFICATION AS STUDENTS WITH DISABILITIES

Section 2: Pre-Referral and Referral, and the IEP Processes

ADDRESSED IN THIS CHAPTER

Teachers

- Requirements of an assessment to determine special education (SPED) eligibility
- Practitioners' role in assessment to determine SPED eligibility
- Parent's role in the assessment process

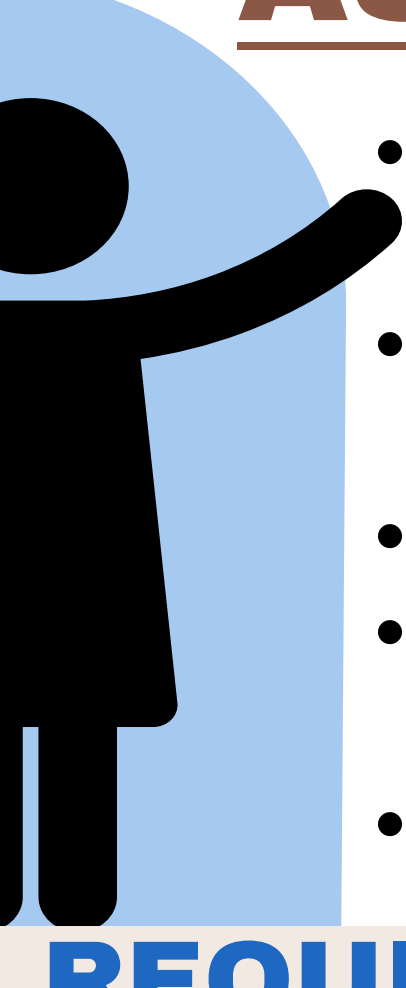
Administrators

- State and federal regulations related to assessing English learners (EL) suspected of a disability for eligibility as a student requiring special education and related services



ASSESSING ELs SUSPECTED OF HAVING A DISABILITY

- Referral & parent consent to the assessment plan
- Legal requirement of the assessment process
- Assembling a multi-disciplinary IEP team
- Culturally & linguistically sound assessment evaluation tools
- Best practices for collecting anecdotal data
- Interviews & observations
- SST approach is helpful - yet not a pre-requisite for referral
- Multiple data sources
 - school environment
 - language proficiency
 - cumulative file
 - extrinsic factors



REQUIREMENTS FOR ASSESSING AN EL SUSPECTED OF HAVING A DISABILITY

IMPORTANT!

Assessments to determine eligibility for Special Education services must meet federal regulations & state statutes.

Whether the child is a child w/a disability
EC 56026

Whether the child has a disability as defined in
CFR 300.301(c)(2)(i)

Educational needs of the student
CFR 300.301(c)(2)(iii)
EC 56302

IDEA CFR 300.304-305
CA EC 56320-56330

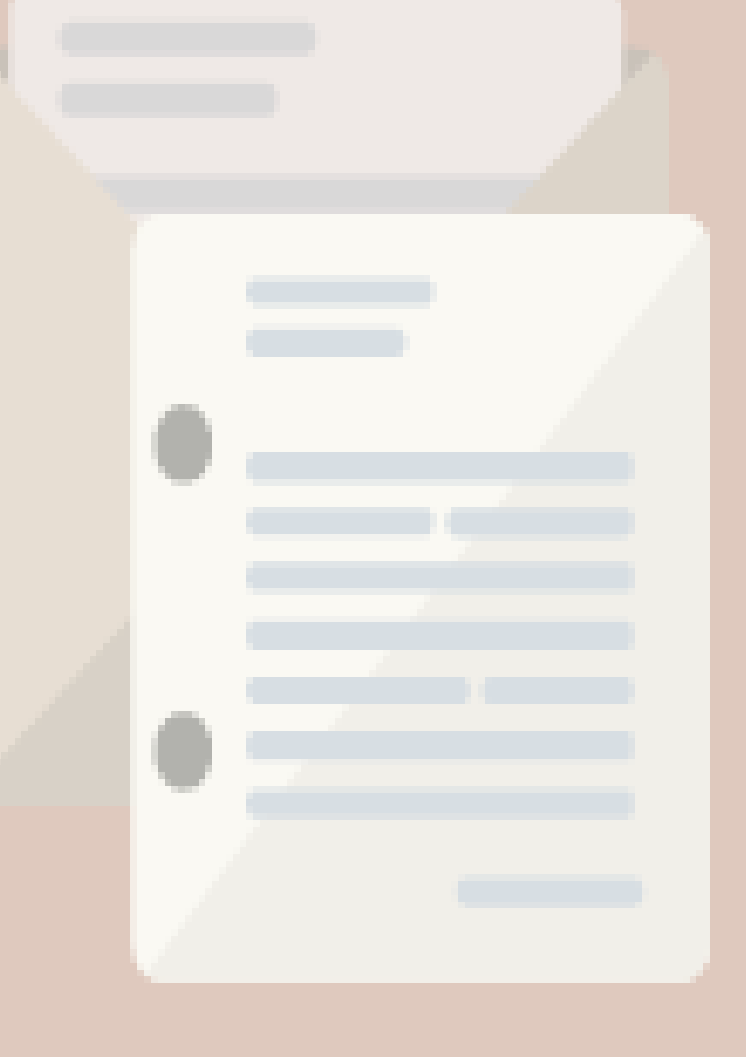
Child's special education & related services needs 34
CFR 300.304(c)(6)

SPED Personnel Review the Referral to:

- Send prior written notice of the intent to assess the student, assessment plan, and procedural safeguards to the parent/guardian in their primary language
- Conduct an evaluation by qualified personnel after receiving signed consent from parent/guardian
- Schedule and convene an IEP meeting w/required IEP team members after receiving written consent from the parent/guardian

Prior Written Notice

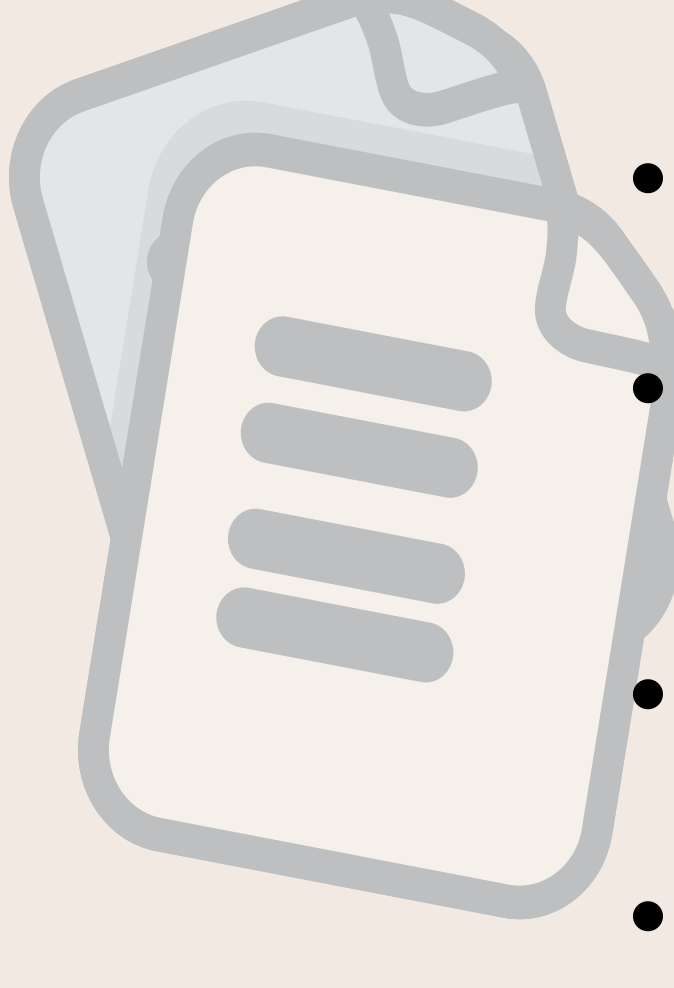
- Description of action proposed &/or refused
- Explanation of why the action is proposed/refused
- Description of each evaluation procedure, assessment, record, or report used to propose/refuse
- Statement of parent rights & protections under procedural safeguards
- Statement of parent rights & protections under procedural safeguards



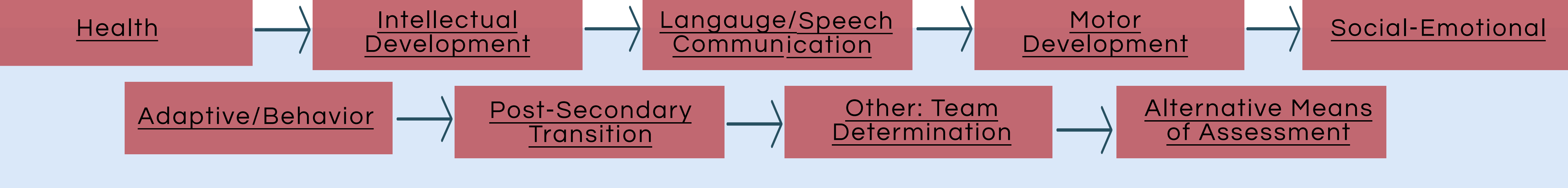
Comprehensive Evaluation Process

Developing the Assessment Plan

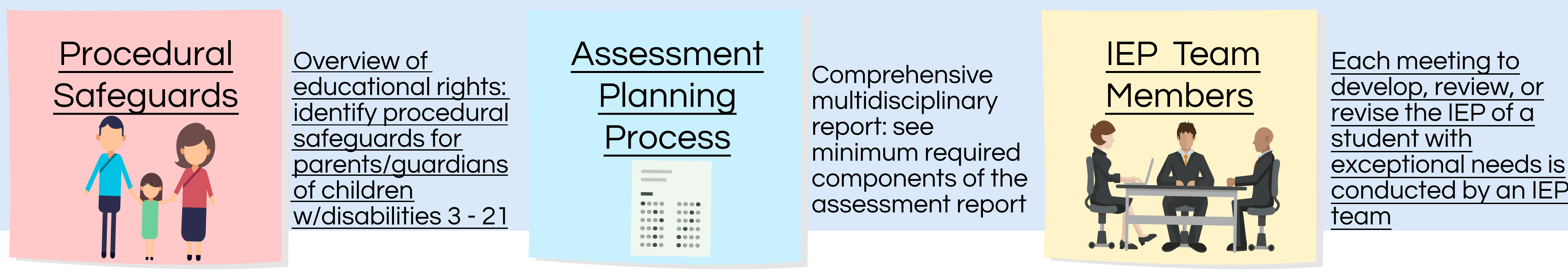
- In easily understood language
- In parent/guardian's primary language or communication mode used, unless doing so is not feasible
- Explain the types of assessments to be conducted
- State that no IEP will result from the assessment without parent consent



Types of Assessment



Comprehensive Evaluation Process



LINGUISTICALLY & CULTURALLY SENSITIVE ASSESSMENTS

Determining a Student's Primary Language

The language other than English, or other mode of communication, the person first learned, or the language used in the person's home.
Federal definition 34 CFR 300.29
5 CCR 3001(g)

Determining Language of Assessment

If student is processing higher in primary language, some level of academic assessment should be conducted to determine if the student has any academic skills in his primary language.
Appendix 4.1
Potential Bilingual Assessment Tools Inventory

Assessor Sensitivity to Linguistics & Culture

Assessors should also address sociocultural factors as part of the preliminary assessment process.

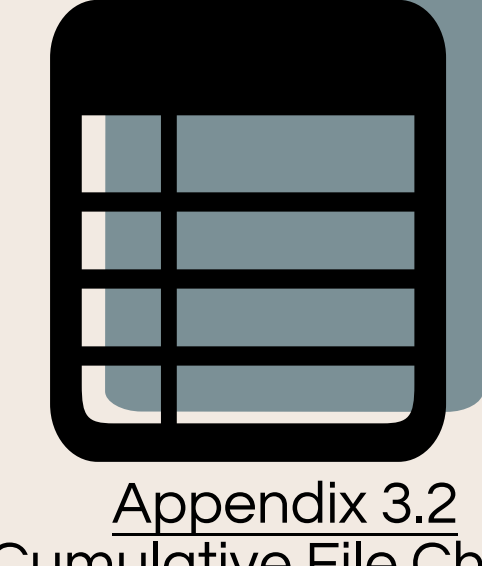
Recommended Use of Interpreters for Bilingual Assessment

Language of Assessment Options: Best Practices

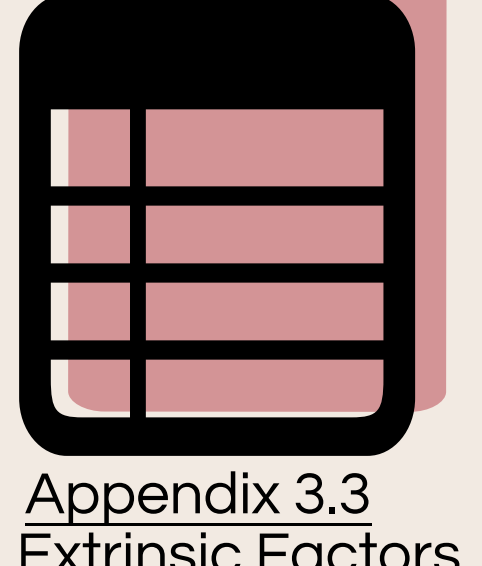
Academic Assessment Options for English Learners

MULTIPLE MEASURES OF STUDENT PROGRESS

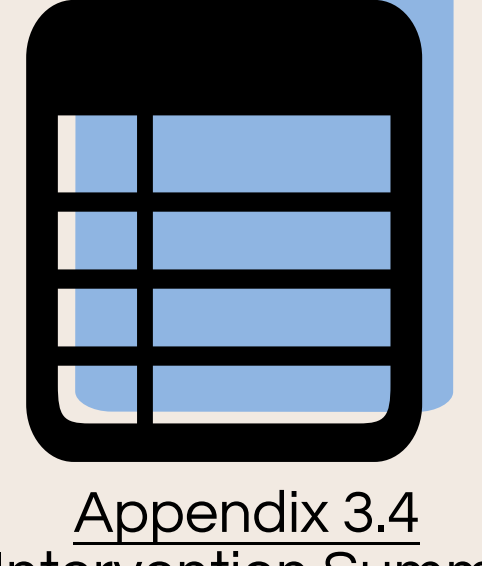
The team must rule out specific factors to determine if academic difficulties are truly outcomes of disability. Reviewing extrinsic factors, intervention records/data, as well as access to comprehensive ELD instruction.



Appendix 3.2
Cumulative File Check

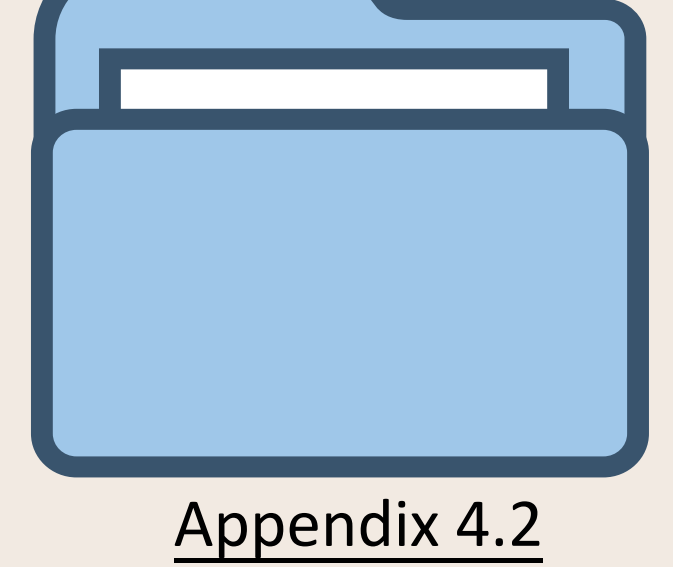


Appendix 3.3
EL Extrinsic Factors

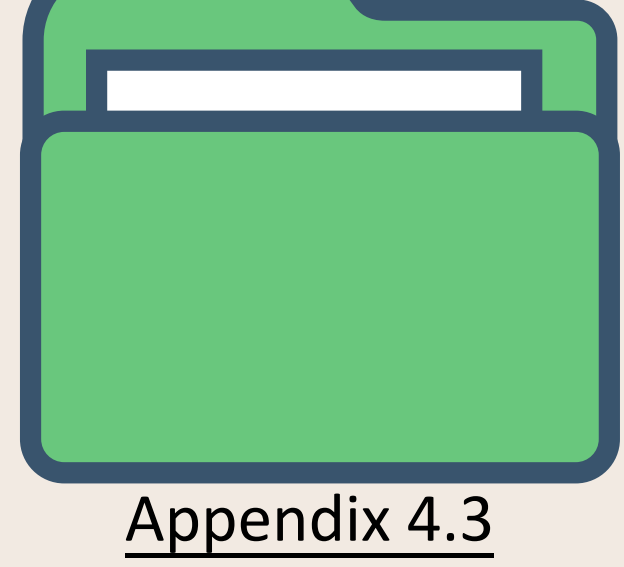


Appendix 3.4
EL Intervention Summary

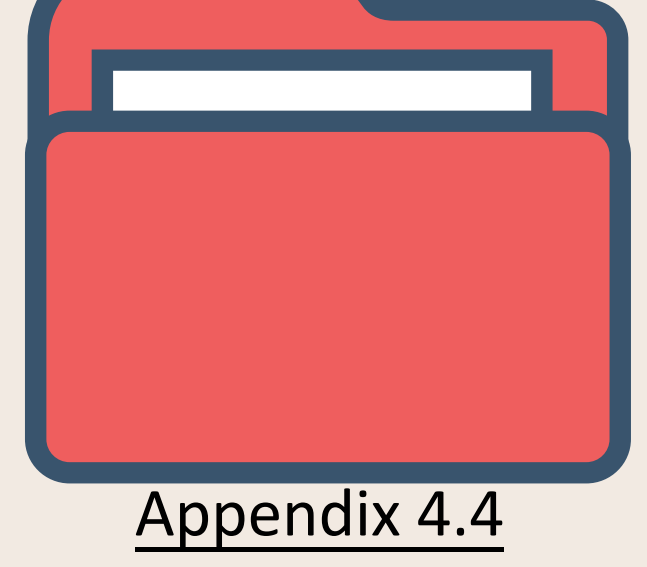
ENGLISH LEARNER QUESTIONNAIRES



Appendix 4.2
English Learner-Parent Questionnaire



Appendix 4.3
English Learner Student Questionnaire



Appendix 4.4
English Learner-Teacher Questionnaire

OBSERVATION & DATA COLLECTION

CEP-EL
Observation as a method of data collection has many advantages

Appendix 4.5
Transdisciplinary Observations



Appendix 4.6
Classroom Observation



Appendix 4.7
English Instruction Observation



Appendix 4.8
Parent Report

STUDENT SCENARIO: CRUZ

Cruz is now a seven-year-old second-grader who lives with her parents and siblings. Cruz is an English learner who continues to struggle with reading and is being evaluated to determine eligibility for special education.

- Assessing Cruz
- Assessment Plan
- Language of Assessment
- Assessments in areas of suspected disability
- Family & student interview
- Teacher & specialist interviews
- Classroom & playground interventions
- Preparing for Cruz's IEP



FREQUENTLY ASKED QUESTIONS

Improving Outcomes for English Learners with Disabilities

