Assessment of English Learners For Eligibility For Special Education
Compliant Best Practices

1st Best Option – Engage in the following:
1) Administer cross cultural, non-discriminatory full or partial bilingual
assessment first in English and then in the native language using bilingual
assessors

2) Engage in observation of student in varied environments

3) Collect data from curriculum based and other criterion assessment
measures; analyze student performance compared to like EL peers

4) Engage in structured interviews (staff and family)

2nd Best Option – Engage in the following:
• If there is no assessor available in the native language; assess in English, as
well as engage in steps 2-4 above, and

• Use an interpreter to administer the assessment in the native language under
the supervision of school licensed assessors – document limitations in
assessment report

3rd Option – Engage in the following:
1) If there is no assessor available in the native language; assess in English, as
well as engage in steps 2-4 above, and

2) If there are no assessment tools available in the native language, use an
interpreter who speaks the native language to provide an oral translation of
assessments normed and written in English – document limitations in
assessment report

Note: do not use standard scores - The data should only be used to confirm information
regarding patterns of strengths and weaknesses

Worse Case Scenario Option – Engage in the following:
• If there is no assessment tool or interpreter available in the native language
engage in steps 2-5 above, and

• Assess in English, to include non-verbal areas of cognition. If student shows low
cognition or there are patterns of weakness attempt to validate with non-
standardized data collection