ENGLISH LEARNER (EL) PREREFERRAL CHECKLIST

Directions: It is recommended that the school site multi-disciplinary team responsible for making assessment referrals to special education complete this checklist to help determine if the referral of an EL student may or may not be possibly appropriate.

1) □ Yes □ No Has the student received appropriate core curriculum instruction that is appropriate for EL students (check all that apply)?
   - ELD services delivered with fidelity at least 30 minutes daily
   - Thematic instruction / collaborative learning opportunities
   - Use of advance organizers, spiraled curriculum
   - Use of SDAIE strategies or universal design for learning (UDL)

   Describe:

2) □ Yes □ No Has the student received evidence-based intensive (4 to 5 days weekly for a minimum of 45 or more minutes) interventions in academic areas of difficulty using appropriate materials and strategies designed for ELs implemented with fidelity over time (recommended minimum of 6 months to 1 year) and demonstrated little or no progress as evidence by data tracking?

   Describe:

3) □ Yes □ No Does the team have data regarding the rate of learning over time (compared to like EL peers) to support that the difficulties are most likely due to a disability versus a language difference or other extrinsic factors (i.e. physical, personal, cultural, health, and learning environment)?

   Describe:

4) □ Yes □ No Has the team consulted with the parent regarding learning patterns and language use in the home and community?

   Comments from parent(s):
5) ☐ Yes ☐ No  Are the error patterns seen in the native language (L1) similar to the patterns seen in English (L2) (if student has sufficient native language skills and like comparative tools are available)? If not, are the error patterns seen in English typical of second language learners versus a learning disability?
Describe:

6) ☐ Yes ☐ No  Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts (home, school, and community)?
Describe:

Adapted from Jarice Butterfield’s ELLs With Disabilities Training Materials
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