

## **Pre-Referral Recommendations to Consider for English Language Learners**

May be used by LPAC and ARD Committee when they meet to discuss entry criteria and identification

- Are student's academic problems due to a language difference? It is important to recognize and understand normal difficulties that can result from the acculturation process and learning a second language from a disability.
- Is the deficiency reflective of a socioeconomic disadvantage rather than a disability?
- Did the child start their schooling in the United States? If no, how many years did the child attend school in their own country?
- Is there evidence of any academic difficulties/problems while attending school in their country?
- Is the student's academic or behavioral problem consistent and pervasive?
- What type of instructional strategies and interventions that are culturally and linguistically appropriate have been attempted to meet the needs of the struggling English language learner? What were the results? In what languages have the strategies and interventions been provided?
- Have multiple culturally and linguistically appropriate assessment measures been administered by culturally responsive, trained testing personnel?
- Have formal assessments been supplemented with other procedures and knowledge to make accurate language evaluations? (To include an understanding of native language development sequence, second language learning processes, individual learning and developmental differences)
- Has a broad base of student data (school, home, community, peer groups) been collected and analyzed?

**An equitable and effective evaluation of culturally and linguistically diverse students is a complex process that requires the involvement of administrators, teachers, support staff, and parents in the decision-making effort.**

Wilson-Portuondo, M. & Hardy P., (2001); Burnett, J., (1998); Cloud, N. (1988), Rhodes R., Ochoa S., & Ortiz S., (2005)