

Variables to Address When Making Special Education Placement Decisions for English Language Learners (ELL)

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

- Age of student
- Type and degree of impairment or disability
- Level of academic achievement
- Entry level language skills (upon entering school)
- Measured intellectual ability
- Language measures
- Method of measuring academic achievement and intellectual ability
- Language used in measuring academic achievement and intellectual ability
- Time spent in the United States
- Level of adaptive behavior
- Current cultural home setting
- Social maturity
- Level of language proficiency (receptive and expressive) in native language and English
- Amount and type of language input received in the home environment
- Speech and language capabilities in native language and English
- Presence of multiple handicaps
- Ambulation or mobility
- Success in past and present placements
- Wishes of student and parents

Baca, L. & Cervantes, H., (1991); Baca, L. & Payon, R., (1989), Rhodes R., Ochoa S., & Ortiz S., (2005)