

Culturally and Linguistically Diverse (CLD) Evaluation Guideline

The following evaluations are appropriate by assessment area for students who are English Language Learners. This is NOT an exclusive list, nor would this preclude a school team's decision making based on an individual student's needs. *This is not prescriptive.* Please use this as guidance in addition to contacting your district's CLD contact.

Assessments of Academic Achievement

- Kaufman Test of Education Achievement (KTEA)
- Wechsler Individual Achievement Test (WIAT)
- Woodcock-Johnson Tests of Achievement (WJ Ach)

Only if the student has received academic instruction in Spanish (in addition to the above)

- Bateria Woodcock-Muñoz: Pruebas de aprovechamiento

Only if the student is under age 7 (in addition to the above)

- Bracken Basic Concept Scale – English and Spanish

Assessments of Cognitive Ability

- Bateria Woodcock-Muñoz: Pruebas de cognitivas
- Bilingual Verbal Abilities Test (BVAT) – languages available: Spanish, Arabic, Chinese, French, German, Haitian-Creole, Hindi, Italian, Hmong, Japanese, Korean, Navajo, Polish, Portuguese, Russian, Turkish, or Vietnamese.
- Woodcock-Johnson Test of Oral Language – English and Spanish
- Wechsler Intelligence Scales (WISC or WAIS or WPPSI)
- Kaufman Assessment Battery for Children (KABC)
- Comprehensive Test of Phonological Processing (CTOPP)
- Differential Ability Scales (DAS)
- Woodcock-Johnson Test of Cognitive Abilities (WJ Cog)

Only if considering intellectual disability (in addition to above)

- Comprehensive Test of Nonverbal Intelligence (CTONI)

Assessments of Adaptive Behavior *(if considering eligibility for Intellectual Disability)*

- Vineland Adaptive Behavior Scales (Vineland) – English and Spanish
- Adaptive Behavior Assessment System (ABAS) – English and Spanish

Assessments of Behavior/Social-Emotional *(if considering eligibility for Emotional Disturbance, two behavior rating scales are required)*

- Behavior Assessment System for Children (BASC) – English and Spanish
- Behavior Evaluation Scale (BES) – English and Spanish
- Behavior Disorders Identification Scale (BDIS) – English and Spanish
- Emotional Disturbance Decision Tree (EDDT) – English and Spanish
- Conners Comprehensive Behavior Rating Scale (CBRS) – English and Spanish

Assessments of Attention *(If considering eligibility for Other Health Impairment for attention)*

- Attention Deficit Disorders Evaluation Scale (ADDES) – English and Spanish
- Conners Attention Rating Scale – English and Spanish
- Brown Executive Function/Attention Scales (Brown EF/A)

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Assessments of Autism *(if considering eligibility for Autism Spectrum Disorder)*

- Autism Diagnostic Observation Schedule (ADOS)
- Autism Spectrum Rating Scales (ASRS) – English and Spanish
- Functional Communication Assessment
- Social Responsiveness Scale (SRS)

Assessments of Communication

- Student Oral Language Observation Matrix (SOLOM)
- Oral Language Sample – English and Spanish
- **Acculturation Quick Screen (AQS)**

If considering Communication eligibility (in addition to above)

- Clinical Evaluation of Language Fundamentals (CELF) – English and Spanish

Only if the student is under the age of 7 (in addition to above)

- Preschool Language Scale – English and Spanish

If concerned with articulation (in addition to above)

- Arizona Articulation Proficiency Scale
- Goldman-Fristoe Test of Articulation
- Contextual Probe for Articulation Competence – Spanish

Additional Evaluations

- Observation ***(Required if considering eligibility for Specific Learning Disability, Emotional Disturbance, Communication Disorder, or Autism Spectrum Disorder. Please reference the eligibility form for exact observation requirements.)***

Regarding hearing and vision: The school team must document that the student has passed vision and hearing screenings prior to sending the referral.

For reevaluations, the team can review existing data and determine if new information (testing, observations, rating scales, etc.) is needed. The decision to collect new data should be documented in the meeting notes and should be based upon the student's current needs, parent input, and your district's policies.