# AU Readiness Check: Native Language & Bilingual Evaluations for Multilingual Learners

Administrative Units (AUs) can use this Readiness Check to self-evaluate their systems to determine support needs, opportunities for growth, and next steps. This check can serve as a proactive approach to inventorying policies, practices, and procedures to create an enabling environment for multidisciplinary teams to make the necessary individualized decisions for Multilingual Learners suspected of having disabilities. The questions below can be used for self-reflection, and they can be used to identify support that may be needed from outside of the AU to ensure system coherence in anticipation of special education evaluations that may require native language components.

## Policies & Procedures

- What process is currently in place to provide native-language evaluations?
- Do we have a written process?
- How is the decision-making process promoting individualization?
- What clarity have we provided around timelines, roles, and responsibilities?

## People

- Who are our bilingual evaluators?
- What training and knowledge do our bilingual evaluators have?
- What languages can we support?
- What is our external evaluator process?
- How does Special Education and Culturally and Linguistically Diverse Education (CLDE) collaborate across all levels of your system?

## Assessment

- What measures are available in languages commonly used by MLs?
- How do we evaluate each assessment's technical adequacy?
- What is our process when no appropriate measure exists?

## Interpreters

- Who can support assessment?
- What training do interpreters receive regarding their roles and responsibilities in supporting assessment?
- What training do multidisciplinary team members receive to appropriately utilize language interpreters?
- How do evaluators document interpreter involvement?

## Documentation

- Where and how is student language proficiency documented?



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- Where are the language of instruction and the Language Instruction Educational Program Model documented?
- Where is language of assessment documented?
- Where is rationale for the selection of language assessment and methodology documented?
- Where are the limitations of assessments and methodologies documented?

## Quality Assurance

- How do we monitor whether these procedures are followed?
- How are we monitoring feasibility and effectiveness of our process?

## CDE Support

Interested in receiving consultative or professional learning support from the CDE? Special Education leadership teams can complete the **AU Readiness Check: Native Language Evaluations for Multilingual Learners Google Form** and email questions to the Multilingual Learners with Educational Disabilities Specialist at smith_h@cde.state.co.us.