



# Area Special Education Cooperative

1505 Central Ave NW, East Grand Forks, MN 56721  
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## English Language Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ D.O.B. \_\_\_\_\_ Sex  M  F Grade \_\_\_\_\_

Assessor \_\_\_\_\_ Primary Language \_\_\_\_\_

I. English language assessments are given to LEP students to assist in determining special education needs. Normative data from standardized tests should not be scored or used in determining eligibility. Cultural variations and common second language learner errors should be considered when interpreting test results. The following tasks will be considered a minimum speech-language assessment in English for LEP students:

1. Native language screening and/or assessment information including case history.
2. Observation
3. Spontaneous Language Sample in English (use for rating and description in fluency and voice; connected speech sample for articulation; qualitative analysis in language)

II. Based on needs discovered from native language assessment information, case history information, observation and English language sample, the following items could be used to assist in determining eligibility and program planning.

1. Articulation: Administer imitative and productive articulation tests. Use charts explaining common articulation substitutions typical for second language learners (Spanish, Hmong, Vietnamese, Laotian, Cambodian, Russian). These are *not* clinical articulation errors.
2. Fluency: Severity rating, percentage and description
3. Voice: Rating and description.
4. Language: Items from criterion reference inventories and selected items from standardized tests can also be used to further evaluate the student's English language. Consider common language learner errors for second language learners when interpreting this information.

### III. SUMMARY

Strengths \_\_\_\_\_ Needs \_\_\_\_\_

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### IV. RECOMMENDATIONS:

Classroom adjustments recommended: \_\_\_\_\_

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Service recommendation: \_\_\_\_\_

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Date reviewed by Child Support: \_\_\_\_\_ Comments: \_\_\_\_\_

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