Flowchart for the **Assessment of Bilingual and ELD students**

**FABEL**

1. **Review the Referral Question**

2. **Determine Language Proficiency in both Languages**

3. **Investigate additional Environmental Factors (Exclusionary Factors)**
   - Attendance? Deaths? Family changes? Appropriate Instruction/Program?

4. **Investigate the History of Problem and the students’ Response to Intervention**

5. **Revisit the Referral Question. What is the suspected area of disability?**

6. **Determine the assessment modality you will use based on the students’ language proficiency and carefully select assessment tools that will measure the intended construct and not the students’ language proficiency.**

   *See the **Assessment Identification Matrix (AIM)** chart for recommendations*

7. **Assess in the areas of suspected disability**

8. **Review results. Are results on formal testing consistent with information gathered from informal measures? Is the disability present in both languages? Should additional information be gathered?**

9. **Revisit Exclusionary Factors and determine their degree of impact**

10. **Determine Eligibility and Recommendations**