

Dual Language Learners Program Assessment (DLLPA)

7. Education and Child Development Program Services: Child Screenings and Assessments

This section supports the use of valid and reliable tools and processes with the population of DLLs. Gathering child, parent, and family information with bilingual staff or interpreters is addressed.

Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our child screenings and assessments...

Child Screenings and Assessments, 45 CFR §1302.33

[...](c) Characteristics of screenings and assessments. (1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the

child’s progress in the home language and in English language acquisition;(ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain; and, (iii) Ensure those conducting the screening or assessment know and understand the child’s language and culture and have sufficient skill level in the child’s home language to accurately administer the screening or assessment and to record and understand the child’s responses, interactions, and communications.

(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child’s home language from the family, for use in evaluating the child’s development and progress. [...]

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For **all program options**, do our child screenings and assessments...

	1	2	3	4	5	N/A
Use assessment information for each child to individualize learning experiences and improve teaching practices and home visit strategies in a home-based program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use our ongoing observations of children’s behaviors in the classroom, home, or other settings to provide information on the child’s progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gather and use family’s insights and observations of their child’s behavior at home and in other settings to provide information about their child’s progress?

Share screening and assessment results with our families in culturally and linguistically sensitive ways and in their preferred language, if possible?

Obtain parental consent for referrals to follow-up after a screening, relying on bilingual staff or an interpreter as necessary?


Partner with our families to access or deliver services to help address the child’s identified needs, relying on bilingual staff or an interpreter as necessary?

Develop our staff’s capacity and the capacity of others, including interpreters who assist staff, to use screening and assessment instruments with culturally and linguistically diverse children?

Have a process in place so that screening and assessment data on our children who are DLLs is not misinterpreted and lead to over- or under-identification of disabilities?

Develop our staff’s capacity to use screening and assessment instruments with culturally and linguistically diverse children who have disabilities or suspected delays?

Section 7. Education and Child Development Program Services: Child Screenings and Assessments section score _____



Resources Related to the Education and Child Development Program Services: Child Screenings and Assessments System

- ▶ [Child Screening & Assessment](#)
- ▶ [Screening Dual Language Learners in Early Head Start and Head Start: A Guide for Program Leaders](#)
- ▶ [Screening: The First Step in Getting to Know a Child](#)
- ▶ [Gathering and Using Language Information that Families Share \[PDF, 1.3MB\]](#)
- ▶ [Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five](#)