Bilingual Testing Referral Flow Chart

1. Verify student is listed as an EL
   - Has no history of education in L1
   - Reports speak/understand no or very limited L1 when conversing with family/friends
   - Demonstrates significant difficulty responding to and/or speaking in L1 when prompted

2. Conduct interview/language questionnaire
   - Has no history of education in L1
   - Reports speak/understand no or very limited L1 when conversing with family/friends
   - Demonstrates significant difficulty responding to and/or speaking in L1 when prompted
   - Has no to limited history of education in L1
   - Reports they converse in L1 100% of the time with family/friends
   - Can understand and speak in L1 when prompted
   - Has significant history of education in L1 (may be a newcomer)
   - Reports they converse in L1 100% of the time with family/friends
   - Is only able to speak in L1

3. Administer WJ-4 OL to determine CALP in L1 & English
   - If CALP in English is significantly higher than CALP in L1:
     - English testing, but follow up in areas in L1 if weaknesses found (as determined by C-LIM)
   - If CALP in English is higher than CALP in L1:
     - English ONLY
   - If CALP in L1 is higher than CALP in English:
     - L1 testing, but may consider follow up in language-heavy areas in English if weaknesses found
   - If CALP in English is the same as CALP in L1:
   - If CALP in L1 is significantly higher than CALP in English:
     - L1 ONLY

   If both very limited, nonverbal testing ONLY.
   Otherwise, bilingual testing

EL: English Learner
L1: first language
WJ-4 OL: Woodcock-Johnson IV Oral Language Assessment
CALP: Cognitive Academic Language Proficiency
C-LIM: Culture-Language Interpretive Matrix