

Practitioner Resource Guide: Culturally and Linguistically Responsive School Evaluations

Equity in evaluation requires a transition from traditional, within-child models to an ecological framework that centers the student's context.

From: Examining the Child (Traditional)	To: Examining the Adult, the Environment, and the System (Ecological)
Focus on "within-child" deficits, pathologies, and individual symptoms.	Focus on the conditions supporting or constraining the child's learning.
Heavy reliance on standardized rating scales and isolated "checklists."	Prioritizing family voice, history, and the nuance of lived experience.
Treating family input as secondary or optional collateral data.	Recognizing parents as the primary experts and essential partners.
Standardized clinical settings as the default for valid data.	Assessing behavior and skill across multiple settings (home, school, community).

- [What are My Choices? Facilitating Meaningful Conversations with Families of Culturally and Linguistically Diverse Students during the Disabilities Referral Process | Colorín Colorado](#)
- [Culturally Responsive School-Based Family Interviewing: Engaging in Empathic Family Partnerships - Colorado Department of Education](#)
- [English Learner Toolkit | NCELA - English Language Acquisition & Language Instruction Educational Programs](#)
- [ASHA Multicultural Affairs and Resources](#)
- [APA Guidelines for Practitioners](#)
- [RESOURCES — Vital Abilities](#)
- [Table 6.4 Parent and Community Communication and Outreach Rubric](#)
- [Table 6.3 Assessment and Accountability](#)
- [Understanding Cultural Competency](#)



