

# Nondiscriminatory Assessment Scenario



1. Family has just moved from Mexico with two children. Parents submit a request for assessment for both children. Both seem to be struggling in school.

## Child #1: Boy, age 13, 7th grade:

Speaks, reads and writes in English and Spanish. Teacher's initial observations indicate that he appears to be two grade levels behind in math.

## Child #2: Girl, age 8, 3rd grade:

Minimal English spoken/written language; struggling in all areas. Parents wonder if her lack of progress is due to language barrier or learning disability.

2. The school responds to the parents' request for assessment in 10 days, and provides Assessment Plans for each of the children. Parents sign in agreement.
3. Within 60 days the parents and the team meet to review both assessments for both children. At this IEP meeting, for the first time, parents discover that all testing was performed in English for both children and all assessment results are in English. Parents have limited English comprehension. The team has brought in the administrative assistant to translate during the IEP meeting.

**Did the school follow procedural safeguards? What should/could the school have done differently?**

**Does this scenario demonstrate nondiscriminatory assessment? Why?**