Evaluating ELL Students for Special Education Services

A Process Approach to Reduce the Under and Over Identification of ELL Students Being Considered for Special Education Services

Presenter

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Why are We Here?

• To understand the appropriate process for evaluating and serving culturally and linguistically diverse populations

• Minimize the under & over identification of ELL Students for special education services

• Engage in a paradigm shift that “intervention or teaching represents ongoing assessment.”

• How does this process align with an RTI, PSW and, XBA paradigm.

Presenter & Audience Background

• Frank’s background and search for the ~ Language Background
  ~ Search for the “Holy Grail”

• Audience demographics

• Prevalent cultures and languages
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<td>American Indian, Eskimo &amp; Aleut</td>
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<td>2,461</td>
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</tr>
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</table>

The Service Continuum

- With your student diversity, does your current evaluation and service methodology yield valid and reliable student data?

- For all students? The Latino Student? The Serbo-Croatian Student?

- To be valid and reliable, your evaluation and service methodology should be appropriate for the target student population (taking into account language and cultural background).

IDEA 2004 Expressly Requires

"The States [must submit a plan that provides assurances of] policies and procedures designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities."

20 U.S.C. § 1412(a)(24)

National, Regional, and Local Trends for ELL Students Being Considered for SPED

- Findings: Under & Over Identification
  ~ Accessibility
  ~ A disproportional ratio within disability category

- Why?
  ~ Limited data collection
  ~ Poor understanding of cultural & linguistic differences
  ~ Poor use of interpreters
  ~ Over emphasis of standardized tests
  ~ Difficulty in interpreting the data.
The Elephant in the Middle of the Room

• What are your fears?
• What are your barriers?
• What are our conditioned beliefs?

Believe it or not, our fears and conditioned beliefs are the greatest barrier from keeping us from appropriately addressing our diverse student needs.

The Law is Your Friend

• The Fourteenth Amendment (1868) – Constitution of the United States: “No state shall...deny to any person within its jurisdiction the equal protection of the laws.”
• Lau v. Nichols (1974): US Supreme Court’s Interpretation of the Civil Rights Act indicated that local school districts and states have the obligation to provide appropriate services to limited-English-proficient students.

What Does IDEA Say?

• Assessment & evaluation material is not to be discriminatory on a racial or cultural basis.
• Adjusted Language: ...evaluations are to be provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer.
• Ensure the evaluation measures the extent to which the child has a disability and needs special education, rather than measuring the child’s English language skills.

• A variety of tools & methods are used to determine a disability exists.

• No single measure or assessment is used as the sole criterion for determining a disability exists.

Activity 1: The Evaluation Process can be “Complistic”

We know more than we think!

• Take 10-12 minutes: Review the Background Information Communication Disorders Report with groups of 2 or 3.
• Take a sheet of paper and draw a line down the middle lengthwise
• On one side, identify Red Flag characteristics pertaining to development or learning
• On the other side, list evaluation tools or techniques utilized to collect evaluation data.

How much of this do you already do?
Everybody Likes a Checklist

• Review Evaluation Checklist and Descriptions
  (see pages in handout)

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Checklist of Data to be Considered when Evaluating an
English Language Learner (ELL) for SPED Services

(for attached descriptions for each area)

- ELL policies/pack (i.e., school history, teacher concerns, ELL test data, interventions, parent concerns)
- Obtain information pertaining to the student’s home language and culture
- Obtain information regarding the student’s age at which English was introduced
- Obtain information regarding the student’s academic proficiency in English
- Developmental history (i.e., birth, pre-schooling, communication, social skills, etc.)
- Academic history in first language (ESOL)
- Parent’s observation of student’s communication & behavior
- Comparison to siblings and peers (parental report)
- Classroom teacher’s observations
- Biesel assessment (can obtain information using Biesel’s ESL observational checklist; second language acquisition model, a conversational sample and interviews, or other rating tools designed to reflect Biesel skill development)
- Rating criteria (can obtain information using Biesel’s ESL observational checklist; or ESL language proficiency tool reflecting ESL development)
- ESL using data (Oral Language proficiency test to be interpreted via parent behavior and academic history of the student’s early school years; ESL skills assessment tools can be used with assistance and the information should reflect communication skills across contexts)
- Speaking sample
- Current academic performance (Note: Data should be interpreted in terms of second language acquisition; any assessment can be used as hard data, since using a curriculum-based assessment methodology)

See Copy in Handout
1st Step: Pre-Referral

This is an essential 1st Step that identifies key information and puts a pause in the process, when needed

Data to be considered should include, but not limited to include:

- Home Language & Culture
- L1/L2 Acquisition Characteristics
- Academic History (L1 & L2)
- Attendance Stability
- Teacher Concerns
- Response to Interventions
- ESL Testing Data
Information on Cultural & Linguistic Characteristics

Critical Step – All data will need to be interpreted through this lens. You need resources for this!

- Dialectical speech patterns
- Language patterns
- Social discourse
- Academic preparation & behavior
- Family hierarchy and communication
- Gender relations
- Geopolitical & religious differences (understanding of war & refugee issues)

Examples of Cultural Characteristics

<table>
<thead>
<tr>
<th>Latino/Hispanic</th>
<th>Working with School Teams</th>
<th>Communication &amp; Family practice</th>
<th>Disabilities Intrinsic &amp; Extrinsic</th>
</tr>
</thead>
</table>
| *Respect: May not openly disagree with professionals*  
  *May be considered*  
  *Respect: Students may not use direct eye contact*  
  *May struggle understanding “invisible” disabilities*  
  *Avoid issues associated with shame*  
  *Children are expected to be more independent*  
  *May avoid drawing attention to family*  
  *Direct eye contact can be considered rude behavior*  
  *Children are expected to be more independent*  
  *“Invisible” disabilities may be perceived as not being real enough*  
  *Avoid drawing attention to family*  
  *May struggle understanding “invisible” disabilities*  
  *May avoid drawing attention to family*  
  *Direct eye contact can be considered rude behavior*  
  *Children are expected to be more independent*  
  *“Invisible” disabilities may be perceived as not being real enough* |

Asian

- Agreement for positive outcome
- Direct eye contact
- Child development
- “Invisible” disabilities may be perceived as not being real enough

Russian

- Beyond family, some families may struggle with trusting outsiders
- “Invisible” disabilities may be perceived as not being real enough

Second Language Acquisition and Language Transfer Characteristics

- With multiple languages & cultures represented in your district, how does one determine if a suspected disability is present?

- Without properly trained individuals and tools to evaluate in each language, is there another way to identify patterns?

  ➢ Identify and Analyze developmental markers for acquiring a second language
Acquisition of Two Languages

Simultaneous & Sequential

• Simultaneous
  ~ Develops 2 languages, in a balanced manner, at the onset of language or prior to age 3 (Saunders, 1982).

• Sequential
  ~ Acquires second language (after the age of 3) after basic acquisition of first language.

Stages of Sequential Language Acquisition

Pre-Production/Comprehension (no BICS)
  Sometimes called the interactive period, where the individual concentrates completely on figuring out what the new language means, without worrying about production skills. Children typically may delay speech by 1-2 from one to six weeks or longer.
  - listen, point, match, show, more, choose, rhymes, etc.

Early Production (early BICS)
  Speech begins to emerge naturally but the primary process continues to be the development of listening comprehension. Early speech will contain many errors. Typical examples of progression are:
  - yes/no questions, lists of words, one word answers, two word strings, short phrases

Speech Emergence (intermediate BICS)
  Given sufficient input, speech production will continue to improve. Sentences will become longer, more complex, with a wider vocabulary range. Numbers of errors will slowly decrease.
  - three words and short phrases, dialogue, longer phrases

Intermediate Fluency (advanced BICS/emerging CALP)
  With continued exposure to adequate language models and opportunities to interact with fluent speakers of the second language, second language learners will develop excellent comprehension and their speech will contain even fewer grammatical errors. Opportunities to use the second language for varied purposes will broaden the individual’s ability to use the language more fully.
  - give opinions, analyze, defend, create, evaluate, justify, examine

How Can You Capture BICS & CALP Data?

**Key Question**: How long has the Student been in the US and an English Speaking School Setting?

- Using BICS & CALP data diagnostically and instructionally
- Example Tools:
  1) Qualitative Developmental Checklists
  2) Standardized tools like the Woodcock-Munuoz, BVAT, and the IPT

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### Checklist of Language Skills for Use with Limited English Proficient Students

<table>
<thead>
<tr>
<th>Basic Interpersonal Communication Skills (BICS)</th>
<th>Cognitive Academic Language Proficiency Skills (CALP)</th>
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<tbody>
<tr>
<td>Native Language Utensils (Plural)</td>
<td>English Utensils (Plural)</td>
</tr>
<tr>
<td>Native Language Utensils (Singular)</td>
<td>English Utensils (Singular)</td>
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</tr>
<tr>
<td>Native Language Utensils (Exclamation)</td>
<td>English Utensils (Exclamation)</td>
</tr>
</tbody>
</table>

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### Stages of Sequential Language Acquisition

5 Stages: After entering English-Speaking School Setting

- I: Pre-Production (0-6 months)
- II: Early Production (6 months – 1 year)
- III: Speech Emergence Stage (1-3 years)
- IV: Intermediate Fluency Stage (3-5 years)
- V: Proficient Stage (5-7 years)
Why Does CALP Take So Long to Develop?

- CALP language is not heard in everyday conversation and is comprised of low frequency words (primarily from Greek and Latin sources), complex syntax, and abstract expressions

- Is your CALP still developing?
Language Transfer

• Have to have knowledge of linguistic characteristics of both L1 & L2 and the impact that transfer has in order to identify typical vs. atypical patterns:

Example: Confusion of subject and object pronoun forms (Him hit me; I like she, let we go) Is this typical or atypical?

• Languages with similar features to English will be easier for student’s to assimilate

• Share resources to help identify transfer characteristics
Platform 1:

- ESL Pre-Referral
- Info on Language and Culture
- Second Language Acquisition (e.g., BICS/CALP)
- Developmental & Medical Hx
- Academic Hx (L1/L2)
- Parent Observations
- Comparisons to siblings & Peers
- Teacher observations
- ESL Testing
- Communication (L1/L2)
- Academic Information (e.g., work samples, criterion-referenced data, standardized data, etc.)

ELL/SPED Evaluation-Eligibility Paradigm

ELL Service Continuum and the RTI Three Tiered Model

General Instruction

Supplementary Instruction

Special Instruction

A Few Students

Some Students

All Students

Red Flag Matrix

RTI & DA

DA & Capacity to Learn

Student Info

P 3

P 2

P 1

Red Flag Matrix
Platform 2:

• Analysis of how student responds to different levels of educational support and intervention over time using a research-based methodology with continuous monitoring techniques.

• Can these be RtI-based Instructional Methods?
  – Differentiated Instruction
  – Sheltered Instruction
  – Guided Language Acquisition Design
  – Dynamic Assessment

Dynamic Assessment

Dynamic Assessment is a fluid evaluation process that changes with development and learning versus using a static model of evaluation that primarily identifies knowledge previously learned.

Demystifying RTI and Dynamic Assessment

• Think about your staff who work with children on a regular basis - e.g., classroom, ESL, resource center, or speech pathology closet :-)

• After working with the student, how do they know what the next lesson will look like?

• Do they administer a standardized test after each session?

• What is intervention and student support? Ongoing Assessment!! It’s what staff do everyday.

• RTI-based methods are intended to identify how a student learns, retains, & transfers information.

• This process can assist in identifying typical and atypical learning patterns
The Fundamentals of “Intervention” can Assist with Assessment

- DA uses a cognitivist view of learning vs. a task completion approach - Think in terms of the “Zone of Proximal Development” (Vygotsky, 1978)

- The ZPD focus’ occurs within a contextualized learning experience and reflects the distance between independent problem solving and the level of potential development demonstrated by assisted performance.

The Fundamentals of “Intervention” ~ Cont.

- Development is not considered to have occurred until the student can show gain in “independent” performance.

- Vygotsky suggests that each successive opportunity within a participatory event results in “learning” which then results in an advance in “development” - It’s the difference between “emerging and mastery”.

Beyond the Zone ("can't do")

Instructional ("with help")

Independent ("known")

Zone of Proximal Development
Activity 3: Typical vs. A-Typical

• Characteristics of a Traditional Learner vs
• Characteristics of a Non-Traditional Learner

• What characteristics would suggest that a non-traditional learner may have learning patterns consistent with a type of language-learning disability?

Important Component of RtI and DA

• It’s critical to be able to scaffold and task analyze a learning concept in order to help a student if they are struggling.

• Remember, transfer of knowledge from Pre to Post test only represents 1 dimension of information. We need to have data on how the student responded to the teaching and instructional phase.

Identifying Non-Responsiveness

Developing valid methods of identifying non-responders is a recognized goal of early reading intervention research. One alternative to the performance-level-only and growth-rate only methods is a “dual-discrepancy” approach (L. Fuchs & Fuchs, 1998).

This is where a student must be discrepant from their peers in both performance level and growth rate to be considered unresponsive.
Curriculum-Based Dynamic Assessment

A Response to Intervention Model that can Help Identify Learning Patterns between Traditional and Non-Traditional Learners

Principles of Dynamic Assessment

• A shift from static to fluid measures of ability.

• The assessor actively works to facilitate learning and induce active participation in the learner.

• Focus on process of learning rather than completing a specific product: Metacognitive & metalinguistic skills

• Produces info on modifiability & the means by which change is best accomplished.

Documenting Change During a Teaching Experience

• Review DA protocol and scoring criteria to located in packet

• Flexibility in using the protocol for data collection (General Education, ESL Teachers, SPED Teachers, SLPs).
Strategies to Structure and Monitor Intervention

Axiom’s for successful Intervention

“If it ain’t broke, don’t fix it”
“Don’t reinvent the wheel”

• Bloom’s Taxonomy

• OR ELD Standards
Challenges Associated with DA

• Fear & Disequilibrium

• Time (How much time do you spend giving a standardized test - individually).

• Non-Standardized Method

• Qualitative in Nature (i.e., reliability and validity concerns)

Conditioned Behavior

• Our fear and resistance to using DA as a reliable and valid SPED evaluation methodology is due to our current practice being a “conditioned belief system”.

• Remember, we don’t use standardized tests everyday to determine intervention goals and objectives?

• When was the last time you challenged a professional or colleague on their student data at an IEP meeting?

• Be open to all of the student data

The Benefits of a Dynamic Assessment Approach

• Can assist in the evaluation process of an ELL student being considered for SPED (language, reading, math, writing, social skills, etc. – It can be adapted to any target concept) and can be used at any RtI Intervention Level.

• Ability to identify and support a student within their “Zone of Proximal Development” and stage of second language acquisition.

• Ability to identify potential IEP goals & objectives

• Ability to track student progress

• Ability to identify student accommodations & modifications
Platform 3: Capacity to Learn

- Use tools that are sensitive to culture and linguistic demands and/or adapt administrative techniques (e.g., Testing the Limits).

- Non-Verbal Tests: Just because oral language is removed, this doesn’t remove linguistic bias or issues of acculturation – Need to interpret carefully.

- Be cautious in making eligibility decisions solely based upon full-scale scores that are significantly weighted on “static” background knowledge.

- Use the Ortiz Cultural-Language Matrix for interpreting cultural & linguistic impact on student scores.
Cattell-Horn-Carroll theory of Cognitive Abilities® or CHC theoretical Approach

- The appeal of the CHC Cross-Battery Approach lies in the fact that:
  - It is based on the most validated and established contemporary theory of cognitive abilities within the psychometric tradition
  - It provides a defensible interpretive method for identifying cognitive processing strengths and weaknesses (important in LD evaluations)
  - It guards against the major sources of invalidity in assessment and interpretation
  - It is psychometrically sound
  - It allows for flexibility in designing assessment batteries to meet the unique needs of the individual
  - It is systematic in its approach and specifies methods for evaluating the cognitive capabilities of all individuals, including those from diverse cultural and linguistic backgrounds


Cultural and Linguistic Classification of Tests
Addressing Validity in Diagnosis and Interpretation

DEGREE OF LINGUISTIC DEMAND
LOW MEDIUM HIGH

DEGREE OF CULTURAL LOADING
LOW MEDIUM HIGH

CHC BROAD/NARROW ABILITY CLASSIFICATIONS

PATTERN OF EXPECTED PERFORMANCE OF CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN

LOW DEGREE OF LINGUISTIC DEMAND

INCREASING EFFECT OF LANGUAGE DIFFERENCES

LOW DEGREE OF CULTURAL LOADING

INCREASING EFFECT OF CULTURAL DIFFERENCES

LOW PERFORMANCE LEAST AFFECTED

INCREASING EFFECT OF COMBINED EFFECT OF CULTURE & LANGUAGE DIFFERENCES

LOW PERFORMANCE MOST AFFECTED
Slightly Different: Includes individuals with high levels of English language proficiency (e.g., advanced BICS/emerging CALP) and high acculturation, but still not entirely comparable to mainstream U.S. English speakers. Examples include individuals who have resided in the U.S. for more than 7 years or who have parents with at least a high school education, and who demonstrate native-like proficiency in English language conversation and solid literacy skills.

Different: Includes individuals with moderate levels of English language proficiency (e.g., intermediate to advanced BICS) and moderate levels of acculturation. Examples include individuals who have resided in the U.S. for 3-7 years and who have learned English well enough to communicate, but whose parents are limited English speakers with only some formal schooling, and improving but below grade level literacy skills.

Markedly Different: Includes individuals with low to very low levels of English language proficiency (e.g., early BICS) and low or very low levels of acculturation. Examples include individuals who recently arrived in the U.S. or who may have been in the U.S. 3 years or less, with little or no prior formal education, who are just beginning to develop conversational abilities and whose literacy skills are also just emerging.

**General Guidelines for Expected Patterns of Test Performance for Diverse Individuals**

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<thead>
<tr>
<th>DEGREE OF CULTURAL LOADING</th>
<th>DEGREE OF LINGUISTIC DEMAND</th>
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</thead>
<tbody>
<tr>
<td>Slightly Different: 11-13 points</td>
<td>Slightly Different: 8-10 points</td>
</tr>
<tr>
<td>Different: 15-20 points</td>
<td>Different: 10-14 points</td>
</tr>
<tr>
<td>Markedly Different: 25-35 points</td>
<td>Markedly Different: 15-25 points</td>
</tr>
</tbody>
</table>

**CHC Cross-Battery Resources**

**BOOKS:**

**ONLINE:**
- CHC Cross-Battery Online
  - http://www.crossbattery.com/
- The Institute for Applied Psychometrics
  - http://www.iapsych.com/

**The Use of Standardized Tests**

- Many times not appropriate to use test in standardized manner (if language & culture are not fairly represented) - Need to review tool, consider modifying administration, use data descriptively - **remember, your data is already compromised.**
- May use in a criterion manner (e.g., compared to second language acquisition expectations)
- Compare raw and standard scores over time
- Use confidence bands (e.g., ELL students can score on average 10-15 pts. lower).
- Use subtests to probe for additional information
Nondiscriminatory Assessment and Standardized Testing

“Probably no test can be created that will entirely eliminate the influence of learning and cultural experiences. The test content and materials, the language in which the questions are phrased, the test directions, the categories for classifying the responses, the scoring criteria, and the validity criteria are all culture bound.”

Jerome M. Sattler, 1992

Evaluation Review & Eligibility

• **See Evaluation Checklist in packet**

• Use Cross-Platform Correlation Paradigm to corroborate data. If there are inconsistencies in the data, the team should review data to determine reason

• Use **Data Analysis Rubric**: Identify a preponderance of atypical developmental and/or learning patterns that cannot be attributed to second language acquisition or culture.

Data Analysis Rubric: Red Flag Matrix

• A tool that allows the examiner(s) to synthesize evaluation data in comparison to 2nd language acquisition.

• A qualitative tool that will reflect atypical developmental & learning patterns that are inconsistent with 2nd language skill development.

• Helps to identify discrepancy patterns related to handicapping conditions.
Working with an Interpreter
(Cultural Broker)

• **Additional Information in packet**

• Interpretation vs. Translation

• Having a quality interpretation experience can have a tremendous impact on service:
  – Communication with parents
  – Accuracy of diagnostic results
  – Quality of service

Role of Team Members

• **Use “BID” Process (Briefing, Interaction, Debriefing)**

• **Briefing:** Purpose, format, critical pieces of info, critical questions, type of interpretation

• **Interaction:** Appropriate seating, define roles, address parent directly, interpreter transmits all that is said, language used is understood by all, no side conversations, attention paid to verbal/nonverbal interaction

• **Debriefing:** Identify pros/cons and follow-up
Time & Energy and Interpreters

• Logistical challenges for lower incident languages and cultures
• Time of meetings will at least double and be very exhausting – Try not to do back-to-back meetings
• School teams should be briefed on roles and responsibilities pertaining to using interpreters each year to reduce misunderstandings

Questions / Comments
Evaluation Paradigm

• Cross-Platform Correlation
• School-Age Checklist of Assessment Considerations
• School-Age Checklist Assessment Descriptions
• EI/ECSE Assessment Considerations and Descriptions
• Red Flag Matrix
ELL/SPED Evaluation-Eligibility Paradigm

The special education (SPED) evaluation-eligibility paradigm uses a cross-platform descriptive correlation approach that requires the corroboration of data to assist in identifying atypical patterns in development and/or learning unrelated to second language acquisition or culture. This approach will improve the reliability and validity of the evaluation process and help reduce the under and over identification of English language learners (ELLs) being considered for SPED services.

~ Bender, 2002
Checklist of Data to be Considered when Evaluating an English Language Learner (ELL) for SPED Services

(See attached descriptions for each area)

- ESL pre-referral packet (i.e. school history, teacher concerns, ESL test data, interventions, parent concerns)
- Obtain information pertaining to the student’s primary language and culture
- Schedule an interpreter if needed (Note: Utilize best practice procedures – see handout)
- Developmental & medical history (i.e., birth, ear infections, communication, crawling/walking, etc.)
- Academic history in primary language (if available)
- Parent’s observations of student’s communication & behavior
- Comparison to siblings and peers (parent report)
- Classroom teacher & ESL teacher’s observations
- BICS acquisition (Can obtain information using BICS/CALP observational checklist, second language acquisition chart, a conversational sample and observations, or other testing tools designed to reflect BICS skill development)
- CALP acquisition (Can obtain information using BICS/CALP observational checklist, or ELL language proficiency tools reflecting CALP development).
- ESL testing data (Note: Language proficiency data needs to be interpreted in a guarded fashion and according to the parameters outlined within the tools examiner’s manual.
- Information pertaining to the student’s communication skills in both L1 & L2 (This may need to be done with the assistance of an interpreter and the information should reflect communication skills across contexts)
- Student work samples
- Current academic performance (Note: Data should be interpreted in terms of second language acquisition expectations and can also be used as baseline data when using a curriculum-based assessment methodology. If available, academic data in L1 should also be collected)
- Response to Intervention (e.g., Continuous monitoring using 3-Tier system and Dynamic Assessment for more detailed data to assess the ability to learn, retain, and transfer new information)
- Capacity to Learn (i.e., when appropriate, assessment of intellectual capacity using non-biased instruments and methods that are sensitive to linguistic and cultural factors)
- ELL/SPED Evaluation Rubric (Create a checklist that synthesizes evaluation data related to typical versus atypical developmental and/or leaning patterns in relation to second language acquisition)
- Utilize translated documents for parents (i.e., parent rights book & due process paperwork – Many SEAs have these available in multiple languages (e.g., Spanish, Vietnamese, Chinese, and Russian)

Note: The depth of an evaluation will be dependant upon the nature and complexity of the case (e.g., an assessment for MR or autism will be different from an assessment for an articulation disorder). Additional information that could be considered includes:

- Adaptive skills (Translated or Interpreted Home Version & School Version)
- Gross/fine motor Information
- Neuropsychological evaluation
- Consultation from Autism Specialist
- Additional medical and/or mental health information
- Obtain any other additional information that would assist in answering diagnostic questions. However, the data would need to be obtained in an appropriate manner and the data interpreted in a guarded and non-bias fashion (i.e., take into account linguistic and cultural variables).
Evaluation Data to Consider for an ELL Student Being Considered for Special Education
(What to consider & What Resources to Use)

1. **ESL Pre-Referral Packet**: This document is essential. Without this, a referral for a special education evaluation is premature. The individuals responsible for completing this document may include the ESL teacher, the classroom teacher, or representatives from the BSC. Vital information from this document would include:
   - Home language
   - Academic Hx & years in an English speaking school setting
   - Attendance stability
   - Teacher concerns
   - Strategies employed to address noted concerns (also note duration and success rate)
   - ESL testing data
   - Parent report

2. **Information on Cultural & Linguistic Characteristics of Student’s Home Language and Community**: This section is critical and a step that needs to occur very early in the evaluation process. This step is essential because the rest of our data will need to be interpreted through this lens. Characteristics that may differ from the English-speaking culture may include:
   - Dialectical speech patterns
   - Language patters (i.e., semantic, syntax & morphology)
   - Social Discourse (i.e., social pragmatic skills)
   - Academic preparation & behavior (e.g., home engagement & communication style)
   - Family hierarchy & communication
   - Gender relations
   - Geopolitical & religious differences (Note: take note of individual’s displaced by war or coming from refugee camps)

3. **Developmental & Medical History**: This section is very critical. What needs to be recognized is that this may have to be done with an interpreter. It is recommended that one designated person conduct the interview with the translator and the parent. If there are multiple team members involved, the team should coordinate their questions. The interview should be taped for other team members to preview following the interview. It is also important to recognize that some questions that are asked may be considered inappropriate within a specific culture. It is important to review the interview questions with the interpreter prior to the meeting in order to identify any questions that may be sensitive. The interviewer and the interpreter can then problem solve alternate ways to obtain information needed from the sensitive questions.

4. **Academic History in Primary Language**: It’s important to note if the student has received any type of schooling within their home language. If so, the acquisition of the second language will be quicker following the typical acculturation phase that occurs (e.g., silent period, behavioral-mood swings, etc…). It’s also important to note if the student received specialized instruction in their home country.

5. **Parent Observations (Communication Skills, Comparison to Siblings/Peers)**: This descriptive data can be very compelling. However, it’s important to note that when asking parents from multicultural backgrounds general questions about their child’s abilities, they will usually indicate that the child’s fine. It’s important to ask very specific questions about the child’s skill level at home in comparison to either siblings or peers within their linguistic and cultural community. If there are concerns, the parent will make comments like:
• He seems slower than his little brother
• He always like playing with the younger kids at church
• He’s always in trouble because he doesn’t listen
• He doesn’t speak Spanish very well – He uses wrong words and makes his sounds funny

6. **Classroom Teacher & ESL Teacher Observations:** These observations can provide information on the student’s academic skills in comparison to other students from a similar linguistic & cultural background with similar educational experience. This data should also reflect the type of educational strategies (i.e., specific to ELL students) that have been used to support the student in the classroom setting.

7. **BICS (Basic Interpersonal Communication Skills) Development:** These basic, context enriched, conversational skills take approximately 2 years to emerge and become established following entering a formalized English-speaking school setting. Information regarding development can be obtained using the BICS/CALP checklists, sequential second language acquisition checklists, appropriate language proficiency test data, a criterion-based student performance test related to second language acquisition skill development, and/or conversational sample observations.

8. **CALP (Cognitive Academic Language Proficiency) Development:** These more complex, context reduced, academic skills start emerging during the 2 & 3rd year and reach the level of being commensurate with the student’s English-speaking peer group after 5 and 7 years (some research suggests that the commensurate status can take up to 10 years) of being in a formalized English-speaking school setting. Information regarding development can be obtained using the BICS/CALP checklists, sequential second language acquisition checklists, appropriate language proficiency test data, a criterion-based student performance test related to second language acquisition skill development, conversational samples and academic work samples aligned with CALP acquisition expectations.

9. **ESL Testing Data:** This would include test data most likely obtained through the ESL department. Instruments that are used may include the IPT-Oral, Reading, & Writing, the Woodcock-Munoz, the LAS, the BVAT, or a state mandated language proficiency test. Many of these tools are available in both English & Spanish. Each tool may yield different information. Regardless, the analysis should include interpretation pertaining to English development as outlined in the test examiner’s manual and in relation to second language acquisition development.

10. **Information Pertaining to the Students Communication Skills in both L1 & L2:** It is critical to determine if the student’s communication skills are compromised in both languages. These comparisons should be made across communication contexts and with the assistance of an interpreter. It’s also important recognize the characteristics of language loss & subtractive bilingualism. These skills can be assessed using a language sample, Dynamic Assessment, observations, or the use of standardized tests in a criterion-manner to help determine language patterns that are atypical in relation to that student’s linguistic and cultural community.

11. **Current Academic Performance:** This is an important barometer reflecting the child’s CALP acquisition as well as the academic discrepancy that may exists between the bilingual student and the average monolingual student in the classroom. It’s important to note that it may be perfectly normal for a student to be delayed in their academic performance due to where they are on the BICS/CALP continuum.
12. **Response to Intervention**: This paradigm will allow an evaluator to measure the student’s ability to learn new information, retain that information, and transfer that information to other tasks. Data should be collected along the continuum of service (Tier I – through Tier III, if needed). For example, data from a lesson that incorporates differentiated instruction from the classroom teacher during a Tier I level data collection process will be very valuable. Where using a dynamic assessment approach during a Tier II or III level, in a more structured manner, can yield additional and important information regarding the student’s response to instruction. If dynamic assessment is utilized, the evaluation construct will employ a Test-Teach-Retest formula to generate both qualitative & quantitative data. It’s important to note that for this paradigm to be used, the evaluator needs to be familiar with this methodology and utilize the documentation recommended in the training packet.

13. **Capacity to Learn**: There will be times that the team will need to address a student’s cognitive functioning. It is the recommendation that this should be addressed in a manner consistent with district policy. The critical point here is to use instruments that are sensitive to culturally and linguistically diverse populations, and use “testing the limits” principles when appropriate. There should also be a cautionary approach to eligibility decisions that are solely based upon full-scale scores that are significantly weighted on “static” or background knowledge. It is recommended that data be interpreted using the Ortiz Cultural Language Matrix in order to assist in interpreting the impact that culture and language may have on a student’s test scores.

14. **ELL/SPED Evaluation Rubric**: Design or utilize a rubric that allows the examiner(s) to synthesize evaluation data in order to identify typical versus atypical developmental or learning patterns in comparison to second language acquisition development. The utility of using this type of rubric will assist a team to review and compare all assessment data and help identify if an ELL student exhibits characteristics that are consistent with having an educational handicap.

15. **Utilize Translated Documents for Parents**: To strive for “informed consent,” with a child’s parent, school teams should utilize translated documents if they are available (i.e., parent rights book & due process paperwork). Many state education agencies have these documents available in multiple languages and usually available in Spanish, Vietnamese, Chinese, and Russian. Check with your local SEA (State Education Agency) for these resources.

16. **Additional Data**: Again, it’s important to note that the depth of the assessment will be dependant upon the complexity of the case (e.g., an evaluation for mental retardation will look very different from an evaluation for an articulation disorder). If the team needs to obtain additional data, it’s important to always interpret the information that is obtained through a “cultural lens.”

“The impetus of a successful ELL/SPED evaluation and eligibility recommendation will be predicated on the richness and variety of data collected and on the systematic analysis that will reflect patterns of delayed skill development that are atypical for a student who is learning a second language.”

~Bender, 2002
Evaluation Checklist for ELL Students
Being Considered for EI/ECSE Services

Note: For ELL students being considered for EI/ECSE services, the following information should be considered or collected to help determine if “Red Flags” are present in regards to atypical development or learning in order to help determine if an educational disability is present or the student’s struggle is due to second language acquisition and acculturation.

Language Evaluation

• Complete Developmental / Medical History (with parent and interpreter if needed): This data can be collected using developmental/communication checklists. There are different versions that are available that have been translated into different languages by publishing companies. If you cannot find a tool to match the home language of the student or family you are working with, it is recommended that your district develop a standardized history form and have it professionally translated in the languages that are needed.

• Analysis of cultural and communication characteristics of student’s first language to help determine typical vs. atypical development and communication.

• Analyses of language transfer skills between the student’s primary and secondary language.

• Language sample in first and second language. A language sample should be conducted in the first language with the assistance of an interpreter to determine if characteristics of a communication delay are present in the student’s first language. The examiner should also be aware of the unique challenges of eliciting a language sample at this age (e.g., shy, non-responsive to new people, etc.). Better results may be obtained by observing communication opportunities between the student and teacher, student and peer, student within class activities. Be aware of the impact of “language loss” impacting first language development due to a reduction of first language being utilized within the home environment. A delay/disorder can be corroborated using a quality parent interview. Morphosyntactic errors in English should be compared to typical language transfer characteristics.

• Response to Intervention / Dynamic Assessment: Data should reflect that when instruction is delivered at the student’s developmental/communication level, they continue to struggle with learning, retaining, and transferring information. If the student’s have been receiving EI support services, treatment data from the current service provider should be adequate to document this data.

• Criterion-Based Tests: If utilized, data should be reported in comparison to second language acquisition development and a lack of response to intervention (e.g., student continues to struggle with BICS-based concepts such as basic concepts, basic vocabulary, functional communication even after receiving services targeting these skill sets).
• Language-Based Standardized Tests: Due to reliability and validity issues pertaining to standardized tests with ELL students, it is recommended that if used, data be reported in a criterion manner and compared to second language acquisition development expectations. It is not uncommon for a typical ELL student to score at least 15 standard score points lower (i.e., 1 standard deviation) on a standardized test administered in English. If a Spanish test is used on a Spanish-speaking student, it is recommended that the examiner’s manual be reviewed to ensure that the norming tables are appropriate for the student being tested.

• Determine that there are atypical developmental and/or communication patterns (i.e., Red Flags) in both first and second language and that the communication errors cannot be attributed to language acquisition or culture. Characteristics of a speech, language, or communication disorder will be present in BOTH languages.

Articulation/ Voice/ Fluency Evaluation

• Complete Developmental / Medical History (with parent and interpreter if needed): This data can be collected using developmental/communication checklists. There are different versions that are available that have been translated into different languages by publishing companies. If you cannot find a tool to match the home language of the student or family you are working with, it is recommended that your district develop a standardized history form and have it professionally translated in the languages that are needed.

• Analysis of cultural and communication characteristics of student’s first language to help determine typical vs. atypical development and communication.

• Analyses of language transfer skills between the student’s primary and secondary language.

• Language sample in first and second language. A language sample should be conducted in the first language with the assistance of an interpreter to determine if characteristics of a communication delay are present in the student’s first language. The examiner should also be aware of the unique challenges of eliciting a language sample at this age (e.g., shy, non-responsive to new people, etc.). Better results may be obtained by observing communication opportunities between the student and teacher, student and peer, student within class activities. Be aware of the impact of “language loss” impacting first language development due to a reduction of first language being utilized within the home environment. A delay/disorder can be corroborated using a quality parent interview. Morphosyntactic errors in English should be compared to typical language transfer characteristics.

• Articulation: A standardized articulation test in the student’s primary language should be administered (if available) by a bilingual specialist or with the assistance of an interpreter (if available). A Criterion-based English Articulation should also be administered and compared to articulation and phonological features of the student’s first language in order to help determine the impact of language transfer characteristics.

• Determine that there are atypical developmental and/or communication patterns (i.e., Red Flags) in both first and second language and that the communication errors cannot be attributed to language acquisition or culture.
Developmental or Cognitive Delays

- Complete Developmental / Medical History (with parent and interpreter if needed): This data can be collected using developmental/communication checklists. There are different versions that are available that have been translated into different languages by publishing companies. If you cannot find a tool to match the home language of the student or family you are working with, it is recommended that your district develop a standardized history form and have it professionally translated in the languages that are needed.

- Analysis of cultural and communication characteristics of student’s first language to help determine typical vs. atypical development and communication.

- A culturally and linguistically appropriate IQ assessment tool is administered (e.g., the UNIT) and interpreted utilizing the Ortiz Cultural Language Matrix ~ To be completed by a school psychologist

- Adaptive Skills – if needed (Both Home and School) ~ To be completed by a school psychologist

- Analyses of language transfer skills.

- Behavioral and/or Academic Observations (taking into account second language acquisition development and acculturation impact).

- Language sample in first and second language. A language sample should be conducted in the first language with the assistance of an interpreter to determine if characteristics of a communication delay are present in the student’s first language. The examiner should also be aware of the unique challenges of eliciting a language sample at this age (e.g., shy, non-responsive to new people, etc.). Better results may be obtained by observing communication opportunities between the student and teacher, student and peer, and/or student within class activities. Be aware of the impact of “language loss” impacting first language development due to a reduction of first language being utilized within the home environment. A delay/disorder can be corroborated using a quality parent interview. Morphosyntactic errors in English should be compared to typical errors made due to second language acquisition and language transfer characteristics.

- Response to Intervention / Dynamic Assessment: Data should reflect that when instruction is delivered at the student’s developmental/communication level, the student continues to struggle with learning, retaining, and transferring information. If the student has been receiving EI support services, treatment data from the current service provider should be adequate to document this data.

- Criterion-Based Tests: If utilized, report data in comparison to second language acquisition development and a lack of response to intervention (e.g., student continues to struggle with BICS-based concepts such as basic concepts, basic vocabulary, functional communication even after receiving services targeting these skill sets).
• Language-Based Standardized Tests: Due to reliability and validity issues pertaining to standardized tests with ELL students, it is recommended that if used, data be reported in a criterion-manner and compared to second language acquisition development expectations. It is not uncommon for a typical ELL student to score at least 15 standard score points lower (i.e., 1 standard deviation) on a standardized test administered in English. If a Spanish test is used on a Spanish-speaking student, it is recommended that the examiner’s manual be reviewed to ensure that the norming-tables are appropriate for the student being tested.

• Determine that there are atypical developmental and/or communication patterns (i.e., Red Flags) in both first and second language and that the communication errors cannot be attributed to language acquisition or culture.

Note: * These tools should be considered optional and utilized to help determine if communication delays are present or corroborate results from other data sources. It is encouraged to be efficient with your time. Only use tools that will yield student results that will help determine if characteristics of a disability is present and provides data that is not obtainable from other sources.
## Red Flag Matrix - Platform I

### Student Information: Familial, Medical/Developmental, and Educational

- **Years in English-Speaking School Setting:**
- **Years in L1 School Setting:**
- **Years Receiving ESL/Bilingual Support:**
- **Reviewed Linguistic & Cultural Characteristics:** Y / N

### Target Indices

<table>
<thead>
<tr>
<th>Target Indices</th>
<th>Analysis Code</th>
<th>Notes</th>
<th>Sequential Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental History</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Medical History</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Report on Communication</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison to Siblings</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Report on Student Behavior</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher Observations</td>
<td>N T C</td>
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<tr>
<td>ESL Teacher Observations</td>
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<tr>
<td>Comparison to Like-Peers</td>
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<tr>
<td>BICS Acquisition</td>
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<tr>
<td>CALP Acquisition</td>
<td>N T C</td>
<td></td>
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</tr>
<tr>
<td>Sequential Language Acquisition</td>
<td>N T C</td>
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<tr>
<td>ESL Oral Language Proficiency Test</td>
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<tr>
<td>ESL Reading Proficiency Test</td>
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<td></td>
<td></td>
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<tr>
<td>ESL Writing Proficiency Test</td>
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<td></td>
</tr>
<tr>
<td>Communication Profile - L1: Content, Form, Use</td>
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<td></td>
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<tr>
<td>Communication Profile - L2: Content, Form, Use</td>
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<td></td>
<td></td>
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<tr>
<td>Academic Performance: Reading (L1 / L2)</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Performance: Math (L1 / L2)</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Performance: Writing (L1 / L2)</td>
<td>N T C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analysis Code Key

- N = No Concern
- T = Typical
- C = Concern

See details on back page.
<table>
<thead>
<tr>
<th>Target Indices</th>
<th>Analysis Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>T</td>
</tr>
<tr>
<td>Curriculum-Based Measure</td>
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<tr>
<td>Differentiated Instruction</td>
<td></td>
<td></td>
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<tr>
<td>Accommodations</td>
<td></td>
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<tr>
<td>(Other)</td>
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<tr>
<td>(Other)</td>
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</tbody>
</table>

Response to Intervention
<table>
<thead>
<tr>
<th>Capacity to Learn</th>
<th>Target Indices</th>
<th>Analysis Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehensive Intellectual Assessment</td>
<td>N T C</td>
<td>Note Name of Tool:</td>
</tr>
<tr>
<td></td>
<td><em>Determine degree of cultural and linguistic loading</em></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Non-Verbal Intellectual Assessment</td>
<td>N T C</td>
<td>Note Name of Tool:</td>
</tr>
<tr>
<td></td>
<td><em>Determine degree of cultural and linguistic loading</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross-Battery Assessment</td>
<td>N T C</td>
<td>Describe Methods Used:</td>
</tr>
<tr>
<td></td>
<td><em>Determine degree of cultural and linguistic loading</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of Testing the Limits</td>
<td>N T C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adaptive Skills - Home</td>
<td>N T C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adaptive Skills - School</td>
<td>N T C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Other)</td>
<td>N T C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Other)</td>
<td>N T C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Other)</td>
<td>N T C</td>
<td></td>
</tr>
</tbody>
</table>
1. Does the data reflect atypical patterns inconsistent with second language acquisition development? (Yes/No)________

- If yes, go to question 2.
- If no, identify teaching strategies that will support the student in the classroom to assist with the acquisition of the English language (i.e., BICS/CALP development). The data from the Red Flag Matrix can be used as baseline data for future evaluations.

2. If there are atypical patterns, are there certain domains that are more pronounced in regards to noted concerns? (Yes/No)________

3. For those domains that reflect atypical patterns, identify the domains that are characteristic of a specific educational handicap (e.g., Communication Disorder, Specific Learning Disability, etc.)

4. Using the ELL/SPED Eligibility Paradigm, does the data reflect atypical developmental and/or learning patterns that are significantly discrepant from the typical stages of second language development or skills within the student’s primary language? (Yes/No)________

**Analysis Code Key:**

N = No Concern - Student Performing Typically in Relation to L1 or L2 Development  
T = Typical - Academic or Social Struggles but Typical in Relation to Second Language Acquisition  
C = Concern - Academic or Social Struggles that are Unrelated to Cultural and Linguistic Differences
Second Language Acquisition and Transfer

- BICS-CALP Tracking Chart
- Sequential Second Language Acquisition Tracking Chart
- Stages of Second Language Acquisition
- Identifying and Developing Language Proficiency
- Normal Process of Second Language Acquisition
- Stages of Literacy Acquisition for Second Language Learners
BICS / CALP Checklist

A team can use this checklist to help identify the acquisition of a student’s Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills. The individual(s) completing this document should be familiar with the student’s language and academic performance (i.e., ESL teacher, classroom teacher, SPED teacher, or parent). Complete the document by placing “+” or “-” in the appropriate box reflecting the student’s ability to perform the noted task. Struggles with skill ability may reflect normal second language acquisition development, atypical second language acquisition development, or instructional gaps.

This data can be used to help inform instruction, identify developmental patterns that can be utilized during a building screening committee discussion, or data that can be incorporated into a special education evaluation.
## Checklist of Language Skills for Use with Limited English Proficient Students

### Basic Interpersonal Communication Skills (BICS)

<table>
<thead>
<tr>
<th>A. Listening</th>
<th>L1</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows classroom directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Points to classroom items.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Distinguishes items according to color, shape, size, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Points to people (family relationships).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Distinguishes people according to physical and emotional states.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Acts out common school activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Distinguishes environmental sounds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cognitive Academic Language Proficiency Skills (CALPS)

<table>
<thead>
<tr>
<th>A. Listening</th>
<th>L1</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Follows specific directions for academic tasks according to curriculum guide.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understands teacher's discussion and distinguishes main ideas from supportive details.</td>
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<td></td>
</tr>
<tr>
<td>4. Understands temporal concepts (e.g., do this first, second, last).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Distinguishes sounds for reading readiness activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Listens to a movie or other audio-visual presentation with academic content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Speaking</td>
<td>L1</td>
<td>English</td>
</tr>
<tr>
<td>-------------</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>1. Gives classroom commands to peers.</td>
<td></td>
<td>1. Asks/answers specific questions regarding topic discussions.</td>
</tr>
<tr>
<td>2. Exchanges common greetings.</td>
<td></td>
<td>2. Uses academic vocabulary appropriately.</td>
</tr>
<tr>
<td>4. Describes classroom objects according to color, shape, etc.</td>
<td></td>
<td>4. Asks for clarification during academic tasks.</td>
</tr>
<tr>
<td>5. Describes people according to physical and emotional states.</td>
<td></td>
<td>5. Expresses reason for opinion.</td>
</tr>
<tr>
<td>6. Describes what is happening when given an action picture of a common recreational activity.</td>
<td></td>
<td>6. Actively participates in class discussions.</td>
</tr>
<tr>
<td>7. Appropriately initiates, maintains, and responds to a conversation.</td>
<td></td>
<td>7. Volunteers to answer questions in class regarding subject matter.</td>
</tr>
<tr>
<td>8. Recites ABCs, numbers 1-10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Appropriately answers basic questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Participates in sharing time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Reading</td>
<td>L1</td>
<td>English</td>
</tr>
<tr>
<td>------------</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>1. Recognizes common traffic/safety signs.</td>
<td></td>
<td>1. Uses sound symbol association</td>
</tr>
<tr>
<td>2. Recognizes familiar advertising logos (e.g., McDonald's, HEB).</td>
<td></td>
<td>2. Uses mechanics of spatial skills (i.e., top-to-bottom, left-to-right).</td>
</tr>
<tr>
<td>Basic Interpersonal Communication Skills (BICS)</td>
<td>Cognitive Academic Language Proficiency Skills (CALPS)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>C. Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recognizes basic sight words.</td>
<td>3. Understands rules of punctuation/capitalization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Understands reading as a process (i.e., speech-print relations, syllables).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Reads for comprehension.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Follows along during oral reading activity and responds at his/her turn.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Appropriate use of text (i.e., index).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Demonstrates an interest in reading.</td>
<td></td>
</tr>
<tr>
<td><strong>D. Writing</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>1. Completes written expression activities according to curriculum guide.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Completes simple sentence frames.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Generates simple sentences.</td>
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</tr>
<tr>
<td></td>
<td>c. Writes from dictation.</td>
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</tr>
<tr>
<td></td>
<td>d. Writes short paragraphs.</td>
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</tr>
<tr>
<td></td>
<td>2. Transfers from print to cursive at the appropriate grade level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Understands spatial constraints of writing (i.e., lines, top-to-bottom, left-to-right).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Understands mechanics of writing (i.e., punctuation, paragraphing).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Demonstrates an interest in writing.</td>
<td></td>
</tr>
</tbody>
</table>
Resources used to develop checklist:


Developed by Berhard, B., and Loera, B. Published in *Word of Mouth* Newsletter, PO Box 13716, San Antonio, Texas 78213. September 1992.
The Stages of Sequential Second Language Acquisition

Stage (Level) 1 – Preproduction: 0 – 6 Months in US School
Student focuses on comprehending the communicative message. Children try to associate new words with the vocabulary in their first language. They pay particular attention to nonverbal communication such as facial expressions and gestures. They may respond with simple words or nonverbally by pointing, touching, or nodding. This is sometimes called the Silent Period.

Activity/Lesson Focus: Emphasize receptive skills with listening comprehension, choosing, matching, drawing, and miming activities.

Stage (Level) 2 – Early Production: 6 Months – 1 Year in US School
Student communication is characterized by one and two word phrases and many grammatical errors. Common nouns, verbs, and adjectives emerge first. Vocabulary must be learned in context of themes, stories, or personal lives of students. The student focuses on conveying meaning as opposed to using correct forms.

Activity/Lesson Focus: Emphasize expressive skills using listening, naming, and categorizing activities which encourage students to use the vocabulary that they already understand.

Stage (Level) 3 – Speech Emergence: 1 – 3 Years in US School
Students have now acquired limited vocabulary and can respond to literal questions and use simple sentences and engage in conversations. Students may still make punctuation and grammatical errors. Many of their utterances are “chunks” which they have learned as a whole without understanding the exact meaning of each word. Errors of omission are common.

Activity/Lesson Focus: Emphasize more complete language forms such as comparing the contrasting, definitions, descriptions, and retelling (stories, legends, fables, etc.)

Stage (Level) 4 - Intermediate Fluency Stage: 3 – 5 Years in US School
Students continue to develop excellent comprehension and are beginning to function in normal conversation. However, they continue to lack the sufficient academic language to compete with native English speakers. Students actively engage in communication and fluency. Literacy skills and academic language are continuing to develop.

Activity/Lesson Focus: Use existing skills to produce responses that require creativity, critical thinking skills, and complex sentence structures.

Stage (Level) 5 – Proficient Stage: 5 – 7 Years in US School
Students can “be themselves” in a variety of situations and settings and using listening, speaking, reading, and writing skills with few errors.

Activity/Lesson Focus: Continue reading and writing assignments with increased focus on evaluation and analysis.
### Sequential Second Language Acquisition Checklist

#### Stage 1 - Preproduction: 0-6 Months in US School

<table>
<thead>
<tr>
<th>A. Uses English in social and classroom interaction</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responds primarily nonverbally (with gestures &amp; actions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Displays limited comprehension</td>
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<td></td>
</tr>
<tr>
<td>• Responds to greetings, introductions, farewells</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Points to objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answers questions about self only with <em>yes</em> or <em>no</em></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• Communicates basic personal needs, such as need to use the restroom, with gestures and actions</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses the primary language to express when an English direction is not understood</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Uses English in literacy learning and content-area learning</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observes stories, shared reading, songs, and poems</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Understands an oral direction only in the context of non-verbal cues</td>
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</tbody>
</table>

**Note:** First identify which stage student should be performing at based on the number of years the student has been in an English-speaking school setting. Then complete the document by placing a “+” or “-” in the appropriate box reflecting student’s ability to perform the noted task. Struggles in skill ability within stages the student should be capable of performing may reflect instructional gaps or atypical second language acquisition development. Four separate sections are provided to document quarterly progress if needed (i.e., Q1-Q4). Student performance can be identified through parent/teacher observations, student work samples, or formal interactions between student and educator (e.g., classroom teacher, ESL teacher, SPED teacher, or paraprofessional).
### Stage 2 - Early Production: 6 Months-1 year in US School

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>

#### A. Uses English in social and classroom interaction
- Uses some basic words and simple phrases
- Offers and responds to greetings, introductions, and farewells
- Displays some comprehension of spoken English
- Expresses needs and preferences with routine language expressions (e.g., Can I go to the bathroom)
- Answers questions about self with 1-2 words
- Asks someone the meaning of a word through verbal and nonverbal means
- Gives and asks for permission
- Imitates a classmate’s response to a teacher’s question or direction
- Expresses enjoyment and humor through verbal and nonverbal means
- Indicates interests, opinions, or preferences related to class projects in limited fashion
- Responds appropriately to warnings such as “Run!” Or “Slow Down!”
- Uses simple words to recommend a game, book, or computer program

#### B. Uses English in literacy learning and content-area learning
- Joins in a group response or shared reading repeated refrain at the appropriate time
- Begins to comprehend stories, shared reading, songs, and poems
- Recites favorite rhymes, songs, chants, and poems
- Identifies letters of the English alphabet by name
- Dramatizes stories using appropriate gestures
- Follows simple two-step oral directions when supported by nonverbal cues
Stage 3 - Speech Emergence: 1-3 Years in US School

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Uses English in social and classroom interaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Produces complete phrases and simple sentences that may contain errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participates in everyday conversations about familiar topics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Displays a fundamental comprehension of social interaction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Answers questions about self using phrases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exhibits general ability to communicate but with occasional communication breakdown in which his or her message cannot be conveyed</td>
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<tr>
<td>• Elicits information and asks basic clarification questions, including the meaning of a word</td>
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<tr>
<td>• Responds to academic questions with basic answers</td>
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<tr>
<td>• Indicates interests, opinions, or preference related to class projects with original phrases</td>
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</tr>
<tr>
<td>• Expresses enjoyment and humor verbally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Works successfully with a partner despite occasional communication breakdown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attempts to rephrase when communication breakdown occurs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Uses English in literacy learning and content-area learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Performs phonemic-awareness skills (e.g., sound-symbol relationships, rhyming, etc.)</td>
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<tr>
<td>• Performs emerging decoding skills (CVC: 2 years) and advanced decoding skills (CCVCC-simple sentences: 3 years)</td>
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<tr>
<td>• Participates in shared reading according to literacy level</td>
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<tr>
<td>• Displays increasing comprehension of stories, shared reading, songs, and poems</td>
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<tr>
<td>• Uses phrases to describe a favorite storybook character or food</td>
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<tr>
<td>• Understands comments in reading discussion groups without necessarily participating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Predicts conclusion using phrases</td>
<td></td>
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</tr>
<tr>
<td>• Sequences sentence strips after chanting a familiar poem, rhyme, or song</td>
<td></td>
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</tr>
<tr>
<td>• Follows two- to four-step oral directions</td>
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<tr>
<td>• Defines, compares, and classifies objects using phrases</td>
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<tr>
<td>• Contributes to collaboratively constructed charts and graphics that show data</td>
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<tr>
<td>• Rephrases information to check for comprehension</td>
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</tr>
</tbody>
</table>
### Stage 4 - Intermediate Fluency: 3-5 Years in US School

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>

#### A. Uses English in social and classroom interaction
- Produces complete sentences that may contain errors
- Engages in ordinary conversations with more complex sentences and phrases
- Displays full comprehension of social interaction
- Answers questions about self and family clearly and completely
- Self-corrects occasional communication difficulties through successful rephrasing
- Responds to academic questions with complete answers and connective narrative
- Asks complex clarification questions
- Interprets inferred meaning as expressed by intonation, rhythm, and stress
- Works successfully with a partner without communication breakdown

#### B. Uses English in literacy learning and content-area learning
- Improved decoding of complex sentences
- Displays full comprehension of stories, shared reading, songs, and poems
- Uses complete sentences to describe a favorite storybook character of food
- Begins to participate in reading discussion groups
- Sequence parts of a story (beginning, middle, end)
- Retells a story in complete sentences
- Predicts conclusions using sentences
- Follows complex oral directions
- Defines, compares, and classifies objects using sentences
- Constructs charts and graphics that show data
- Generates relevant questions after listening to information
- Rephrases, explains, revises, and expands information to check comprehension
<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
</table>

**A. Uses English in social and classroom interaction**

- Produces language comparable to a native speaker in social situations, for the most part, without errors
- Produces connected narrative in academic discussions although academic language may still be developing
- Displays full comprehension of social interaction and academic discussion
- Has few, if any, communication difficulties
- Demonstrates a command of idiomatic expressions, colloquialisms, and different registers

**B. Uses English in literacy learning and content-area learning**

- Displays comprehension of multiple layers of meaning within stories, shared reading, songs, and poems (as appropriate to literacy level)
- Participates fully in reading discussion groups
- Recounts events using sequence words in connected narrative
- Predicts and checks conclusions using sentences
- Defines, compares, and classifies objects, using developing academic language
- Generates relevant questions after listening to information, using developing academic language
- Rephrases, explains, revises, and expands information to check comprehension, using developing academic language

## Identifying and Developing Language Proficiency

### Stage I of Second Language Acquisition ~ Intervention Strategies

#### Student Behavior

- May not yet produce speech or are just beginning to put words together.
- Listen and begin to respond by using nonverbal gestures.
- Internalize significant pieces of information.
- Participate through physical actions.
- Respond with one or two word responses.
- Attends to hands on demonstrations with greater comprehension.
- Initiate conversations by pointing and using single words.
- Respond nonverbally to a wider range of language input.
- Exhibit no or very limited use of full sentences – very limited fluency.
- Write isolated words or one- to three-word phrases with illustrations.
- Do not yet apply conventions or grammar or word order.

#### Instructional Strategies

- Provide comprehensible input/abundant context clues using visuals, realia, manipulatives, gestures, etc.
- Model all expected behavior.
- Encourage students to join in group songs, chants, recitations, etc.
- Assist in developing phonemic awareness skills.
- Encourage students to participate in role-playing activities.
- Check comprehension frequently.
- Maintain a consistent daily schedule with regular routines to facilitate comprehension.
- Use questioning strategies eliciting one or two words such as:
  - **Yes/No Questions:**
    - Descriptive: Is this a ______?
    - Predictable: Will her aunt come home?
    - Generalizations: Does the sun ever shine at night?
  - **Either/Or Questions:**
    - Is this a _____ or a _______?
    - Do you like _____ or ______?
  - **“Wh” Questions:**
    - What color is the ________?
    - When did you get here?
    - Who ate the _____?
- Expect to students to speak English
### Stage II of Second Language Acquisition ~ Intervention Strategies Continued

#### Student Behavior
- Begins speaking in phrases and short sentences.
- Uses speech that sounds telegraphic: I go home now.
- Makes many errors of grammar and syntax as they experiment with language.
- Communicates central ideas but usually lacks full development.
- Uses some vocabulary from various content areas.
- Writing is usually a loose collection of sentences that reveal limited mastery of English word order.
- Begins to express their own personality and personal thoughts in writing.
- Uses approximate spelling of words
- Errors often obscure meaning – verbally and in writing.

#### Instruction
- Continue providing comprehensible input and contextualizing instruction.
- Ask questions requiring expanded responses.
- Ask more referential questions: 
  - *What would you do if_____?*
  - *What else might happen?*
- Provide opportunities for students to engage in social and academic conversations.
- Provide age-appropriate instruction in English language conventions, grammar, and structure.
- Provide feedback and model appropriately when errors are made.
- Provide focused, small-group ELD instruction each day
- Utilize research-based instructional supports and strategies designed for English-language learners (e.g., sheltered instruction, SDAIE, GLAD, etc.)
- Expect students to speak English
### Stage III of Second Language Acquisition ~ Intervention Strategies Continued

#### Student Behavior
- Exhibit a command of conversational English and engage in conversations that produce more complex sentences and narratives.
- Increasingly use English related to academic tasks.
- Express more complex thoughts, although may relay heavily on familiar phrases or vocabulary.
- Speech and grammatical errors may still be common but rarely obscure meaning.
- Possess sufficient vocabulary to demonstrate critical thinking in all domains of language.
- Writing conveys complex meaning and detail using simple form.
- Sentences are mostly simple but usually complete with some variation in structure and are usually in the past or present tense.
- Writing may include loosely connected sentences but there is evidence of emerging fluency.
- Writing demonstrates an audience beyond self but may lack clarity.
- Writing may lack sufficient elaboration.
- Usually spell commonly used words correctly and exhibit increasing command of basic writing conventions such as capitalization and periods.

#### Instruction
- Continue to use strategies from earlier stages, such as contextualization, modeling, demonstrations, and comprehension checks.
- Model standard language structures.
- Continue building phonemic awareness, emphasizing specific sounds/structures as needed (e.g., plural “s”).
- Ask questions that require phrase and sentence responses.
- Expand student responses through modeling and extending conversations:
  - *Tell me more about _______*?
  - *I understand, keep going.*
  - *Why do you think_______?*
- Avoid overt error correction, but model standard usage and continue to provide instruction on language conventions.
- Provide frequent shared, modeled, and independent writing experiences.
- View every content lesson as a language lesson, looking for language development opportunities.
- Engage students in increasingly longer and deeper conversations.
- Expect Student to speak English.
### Student Behavior
- Communicate effectively in most formal and informal settings.
- Sustain conversations and respond in more complex sentences with greater detail.
- Speech and grammatical errors still occur but rarely interfere with communication.
- Approach grade-level standards in reading and writing.
- Rely heavily on context and prior knowledge to obtain meaning from print but apply with increasing consistency approach appropriate English usage to a wide variety of literacy needs.
- Vocabulary use and writing usually demonstrate understanding of audience and purpose.
- Writing demonstrates evidence of purposeful organization and elaboration of central idea, incident, or problem.
- Generally fluent but still acquiring irregular and more complex words and sentence structures.

### Interventions
- Continue to engage student in research-based instructional supports and strategies designed for English-language learners (e.g., sheltered instruction, SDAIE, GLAD, etc.), such as contextualization, modeling, demonstrations, and comprehension checks.
- Model and teach increasingly complex English language structures.
- Provide instruction that requires students to use English in cognitively demanding situations.
- Establish a climate in which students are free to take risks and are supported in their attempts at increasingly higher forms of English.
- Immerse students in the genre they are studying, using content as an opportunity for vocabulary and schema building.
- Provide and support students through complex, grade-level reading and writing.
- Expect students to speak, read, and write in English – supporting them as needed.
### Stage V of Second Language Acquisition ~ Intervention Strategies Continued

**Student Behavior**
- Possess the depth of language necessary to meet grade-level standards in all subject areas.
- Have full command of conversational English and utilize language related to academic tasks approximating that of native speakers of English.
- Comprehend general and implied meaning including figurative and idiomatic language.
- Initiate and negotiate conversations using appropriate discourse, and varied grammatical structures and vocabulary.
- Pronunciation, intonation, grammar, and word order approximates that of a native speaker of English.
- Reading and writing, including writing conventions, organization, and purpose, are near appropriate for grade-level.

**Intervention**
- Continue providing targeted instruction according to specific students’ needs.
- Provide opportunities for further language enhancement and refinement.
- Continue with complex and varied literacy tasks.
- Continue to maintain high expectations for students and provide instruction commensurate with these expectations.

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Normal Process of Second Language Acquisition

1) **Interference (Transfer):** Refers to a process in which a communicative behavior from the first language is carried over into the second language. Interference can occur in all areas: syntax, morphology, phonology, pragmatics, and semantics. Language patterns from the first language may influence how one phrases a particular message in the second language. Ervin-Trip (1974) stated that interference occurs more often when children are attempting to use more complex rather than simple structures in the second language. So, when a second language learner produces errors in English, it is important to consider the possibility that these errors result from language interference or from the student’s limited experience in using English.

2) **Fossilization:** Occurs when specific second language “errors” remain entrenched despite good proficiency in the second language (Pica, 1994).

3) **Interlanguage:** Is defined as a separate linguistic system resulting from the learner’s attempts to produce the target language (Gorbet, 1979). Inconsistent errors reflect the progress that the student is making in learning a new language and should not be viewed as evidence of an abnormality.

4) **Silent Period:** Some students, when learning a second language, go through a silent period in which there is much listening / comprehension and little output (Krashen, 1992; Brice, 2002). This should not be confused with an expressive language delay.

5) **Code-Switching:** Alternating between 2 languages in discourse is commonly observed among bilingual speakers and is not necessarily an indicator of a problem. Code-switching is the alternation between 2 languages within a single constituent, sentence, or discourse. Language alternation within a sentence is also called “code-mixing.” This behavior is typical of proficient bilingual speakers (Langdon & Cheng, 2002).

6) **Language Loss:** If use of the first language decreases, it is common for the learner to lose skills in that language as proficiency is acquired in the second language. If the student has experienced language loss and is still acquiring English, the student may appear to be low-functioning in both languages. However, this by itself cannot reflect whether a disability exists.

**Affective Variables in Second Language Acquisition**

1) **Motivation**
   a. Is the student becoming acculturated into the English language environment?
   b. How much enclosure exists between L1 and L2 (e.g., share the same experiences)?
   c. Is there congruence between the student’s culture and dominant group?
   d. Is the student’s family transient?
   e. Does the student feel the second language will threaten his/her identity?

2) **Personality**
   a. Self-esteem
   b. Extroversion
   c. Assertiveness

3) **Anxiety Level:** High anxiety will impact the acquisition of the 2nd language.

4) **Socioeconomic Status:** This may impact social interactions and the development of friendships

Stages of Literacy Acquisition for Second Language Learners

**Stage I – Approximate Time in English-Speaking School: 6 months – 1 Year**

- Recognizes letters, shows phonics skills, distinguishes vowel and consonant sounds, and possesses small sight vocabulary.

- Observes story telling, chanting, singing.

- Attaches meaning to some print, practices reader-like behavior, selects books to “read.”

- Constructs meaning from text primarily from non-print features (illustrations, graphs, maps, tables).

**Stage II – Approximate Time in English Speaking School: 2 – 3 years**

- Predicts outcomes, recalls facts and details, identifies main idea and draws conclusions.

- Understands the feelings of characters, follows simple written directions, uses the dictionary to determine meanings.

- Reads along with the group, recognizes and uses a variety of spatial and locational words, retells stories using pictures, objects, illustrations, memorizes simply rhymes, songs and chants, participates in shared reading.

**Stage III – Approximate Time in English-Speaking School: 4 – 5 Years**

- Uses complex phonics and content for word identification, uses the dictionary, summarizes and sequences events.

- Describes time and setting, understands themes and feelings, uses graphic resources for information.
Stage IV – Approximate Time in English-Speaking School: 5 – 6 years

• Follows written directions, uses word clues to decode text, reads/responds to a variety of literature, and locates information/resources.

• Sequences story events, identifies main ideas/details, dramatizes characters/feelings, draws conclusions/predicts outcomes relates literature to personal experience.

• Expresses opinion, interprets stories/poems/legends, evaluates materials, and gathers information.

Stage V - Approximate Time in English-Speaking School: 6 – 7 years

• Reads competently to meet both social needs and academic demands for specific purposes and audiences.

• Reads with considerable fluency. Chooses and enjoy materials for personal reading with scope and difficulty comparable to that being read by non-ELL peers.

Note: The following stages represent the continuum of literacy acquisition for second language learners. It is important to note that the listed acquisition time-frame for each stage represents an approximation and when students have been provided appropriate instructional opportunities. The stages should only be used in a descriptive manner to help identify any delays in the acquisition of literacy skills.
Dynamic Assessment Model
for Academic and Language Contexts

- Dynamic Assessment (DA) is a fluid evaluation process that changes with development and learning versus a static model that identifies knowledge previously learned.
- DA helps describe a student’s ability to learn, retain, and transfer learned information or concepts.
- DA can reflect the gap between the student’s actual development and the their developmental potential. This is referred to as the “Zone of Proximal Development” (ZPD).
- The size of the “zone” can be determined by using a “test-teach-retest” format. The number of prompts given in the teaching phase and the transfer effect helps determine the Zone of Proximal Development.
- DA can assist clinicians/educational staff in determining when and how to intervene. For example, children who show limited change during the assessment may require extensive assistance in order to facilitate changes in language or academic behavior. In contrast, children who show significant changes during the assessment, and who can maintain those changes, may not need specialized academic or language services.

**One type of a DA approach: Test – Teach – Retest**
Within this paradigm, the examiner first identifies deficient or emerging skills that may or may not be related to a lack of experiences with that skill. The examiner then provides an intervention or lesson designed to modify the child’s level of functioning in the targeted areas. By teaching the principles of the task, the test situation changes from an *evaluative* interaction (typical of traditional test situations) to a *teaching* interaction where the examiner maximizes the child’s feelings of competence. The performance on the posttest (retest phase) serves as an indicator of the child’s modifiability following training. It should be noted that this type of non-standardized approach has high face validity but reliability may be more difficult to establish due to different teaching approaches that may be employed by the examiner and the quality of prompts and cues that may be used.

- Clinicians/educational staff should also describe changes in the quality of the student’s responses as additional measures of change.
- A rating scales checklist can help staff identify differences that relate to limited educational opportunity (rather than disorder). The scales are also helpful to determine what it takes to effect change, such as the amount of effort/intensity, time, type of cue, and type of modification that may be needed for the student to complete the task. This scale can be developed using a Likert-type of rating scales (e.g., none of the time, some of the time, etc…) for a variety of variables. The data can also be noted anecdotally.
- When an appropriate teaching experience is provided, children who are different, but typical language learners, are capable of demonstrating significant changes. On the other hand, students with language-learning disabilities may benefit from a targeted teaching session, but will demonstrate little quantitative change or need significant accommodations and modifications to complete the task. Students with language-learning disabilities have a difficult time learning, retaining, and transferring new information.
- Conclusion: The measures of change, such as gain scores, ratings of modifiability, and qualitative changes, may be extremely useful for differentiating language differences from disorder and for determining appropriate educational decisions.

This document is made up of excerpts from the following sources

Steps in Dynamic Assessment
(Test – Teach – Retest Format)

I. Pretest

• Identify skill area deficits (this can be obtained from one or more of the following)
  o Observation
  o ESL test data
  o Teacher report
  o Work samples
  o Standardized or criterion-based measures
  o Curriculum-based measures
  o Language sample

• Set up mechanism to establish baseline data
  o Develop a criterion-based assessment tool
  o Use raw or standardized scores from language or academic instrument

II. Teaching Phase (i.e., Mediated Learning Experience)

• Ideally a minimum of 3 sessions
  o Can start after the pre-test
  o Minimum of 30-minute sessions
  o Sessions should be at least 1-2 days apart and not more than 1 week.
  o Session should be individual or in small group (note: when in small group, comparison to other students may assist in data collection)

• Pre-test items used during the teaching phase
  o It’s OK to use some of the items
  o The teach phase should include targeted concepts not listed in pre-test

• The focus of the teaching phase is to teach a targeted concept (e.g., labeling, verb tense, sound-symbol relationships, etc…) not to be content specific for the 3 sessions (e.g., only teach animal names).

• Be able to scaffold a concept to assist the student at their learning level and within their “Zone of Proximal Development”
  o Move from an expressive task to a receptive task
  o Use visuals or manipulatives
  o Break task down into discrete hierarchical parts

Over
• Lesson should include the main components of “mediation”
  o Intentionality: *Statement of goal and purpose of interaction*
  o Meaning: *Why concept is important and how it relates to student*
  o Transcendence: *Develop metacognitive skills – asking “what if questions”*
  o Panning/Competence: *Children think about what they have learned and how they will use that skill the next time they are asked to complete a similar task*
  o Transfer: *Summarize a lesson and help children think about how they will generalize the skill they have been learning to other situations*

• Dynamic assessment focuses on the cognitive functions and processes (e.g., attention, maintenance, impulse regulation, and strategy application).

• Following each teaching session, the clinician/educator rates the child on the Learning Strategies Checklist (LSC) and Modifiability Scale (MS).
  o On the LSC, the clinician notes the child’s responsivity and ability to apply learned strategies
  o Note accommodations, modifications, and scaffold techniques used in order for student to be successful
  o The MS is used to summarize the clinician’s judgment of overall student change (i.e., examiner effort, student response, transfer).

• Use the Dynamic Assessment Observational Checklist if needed for additional data

• Dynamic assessment can be used to target a communication concept (i.e., content, form, and use), a reading concept (i.e., phonemic awareness, word attack skills, comprehension skills, etc.), math skills (i.e., calculation & reasoning), and writing skills (i.e., orthographic, organization, etc.).

**III. Post-Test**

• It is recommended that no more than 2 days pass from the final teaching session to the post-test
• Use the same tool and items from pre-test to determine student growth

*Remember*: Transfer of knowledge from pre to post-test provides only one dimension of information. The multidimensional utility of Dynamic Assessment is to identify “how a student learns information, how they retain information, and how they transfer information.”
### Dynamic Assessment Scoring Sheet

**Student Name:**

**Examiner’s Name:**

**Content Target:**

**Teaching Session #:**

**Date:**

#### Learning Strategy Checklist

<table>
<thead>
<tr>
<th>Learning Strategy Checklist</th>
<th>Scoring Criteria (Circle One)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student exhibits an orienting response and focus to task-relevant stimuli</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Task Specific Performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student performs features of the target task (e.g., answer questions, describing, sequencing, use comparative relationships, summarizing, etc.)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student verbalizes or uses systematic strategy to task</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Self Regulation / Awareness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student waits for instructions, seeks help when needed, corrects self, or rewards self</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student shows enthusiasm for task &amp; persists in the face of frustration</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Interaction with Adults</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seeks help when needed &amp; changes responses according to adult cues</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

**Total Learning Strategy Score__________** (Use score for Analysis on Reverse Side)

#### Modifiability Scale

(Note: overall performance after each teaching session)

<table>
<thead>
<tr>
<th>Examiner Effort</th>
<th>Extreme (1)</th>
<th>High – Moderate (2)</th>
<th>Moderate-Slight (3)</th>
<th>Slight-None (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Responsiv</td>
<td>None (1)</td>
<td>Slight (2)</td>
<td>Moderate (3)</td>
<td>High (4)</td>
</tr>
<tr>
<td>Transfer</td>
<td>None (1)</td>
<td>Low (2)</td>
<td>Moderate (3)</td>
<td>High (4)</td>
</tr>
</tbody>
</table>

**Total Modifiability Score__________** (Use Score for Analysis on Reverse Side)

**Note: See Attached Scoring Criteria Description for Assistance**

Over
Differentiation Criteria

Learning Strategies Checklist:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Profound Learning Challenges</td>
</tr>
<tr>
<td>7-12</td>
<td>Severe Learning Challenges</td>
</tr>
<tr>
<td>13-18</td>
<td>Moderate Learning Challenges</td>
</tr>
<tr>
<td>19-24</td>
<td>Mild Learning Challenges</td>
</tr>
<tr>
<td>25-30</td>
<td>Typical Learning Characteristics (i.e., Learn, Retain, &amp; Transfer Information)</td>
</tr>
</tbody>
</table>

Modifiability Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Observed Learning Patterns - Atypical &amp;</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Severe</td>
</tr>
<tr>
<td>4-6</td>
<td>Moderate</td>
</tr>
<tr>
<td>7-9</td>
<td>Mild</td>
</tr>
<tr>
<td>10-12</td>
<td>Typical</td>
</tr>
</tbody>
</table>

Note: To maximize the validity of the Dynamic Assessment results, the teaching lessons need to be within the student’s “zone of proximal development” (i.e., within their developmental range). If a targeted lesson is too easy or challenging, the results of the Dynamic Assessment can be compromised.

Adapted from:


Dynamic Assessment Scoring Criteria

Learning Strategies Checklist

**Attention:** The student exhibits an orienting response and focus to task-relevant stimuli (i.e., ignoring irrelevant stimuli), throughout length of task. Student who is distractible may need greater repetition of instruction and may require more mediation to learn.

5. Orienting response and on-task behavior without prompts.
4. Attentional prompts needed only at the beginning of mediation session.
3. Prompting / repetition needed less than 50% of the time.
2. Prompting / repetition needed more than 50% of the time
1. High distractibility and minimal attention.

**Task Specific Performance:** Teaching strategies are used to help a student develop metacognitive and metalinguistic skills related to a task. The examiner may engage the student with concepts pertaining to who, what, when, where, and why related questions. In addition, the examiner should introduce “what if” questions to facilitate thinking about alternative strategies and answers. Students may also discuss with the examiner the relative benefits of alternative scenarios or strategies. This type of teaching encourages independent, hypothetical thinking and learning.

5. Use of targeted features with minimal difficulty and prompting.
4. Use of targeted features between 50-90% of the time with prompting or use of responses that are close to the target but still inaccurate
3. Use of inaccurate responses between 25-50% of the time with prompting.
2. Use of guesses or irrelevant responses.
1. No response.

**Planning:** The student verbalizes or uses a systematic strategy to engage or complete targeted task.

5. Use or verbalization of systematic strategy to task with minimal difficulty or prompting.
4. Use or verbalization of systematic strategy to task between 50-90% of the time with prompting.
3. Use or verbalization of systematic strategy to task between 25-50% of the time with prompting.
2. Use or verbalization of systematic strategy to task less than 25% of the time with prompting.
1. No systematic strategy used for task.

**Self-Regulation:** The student demonstrates self-awareness and self-regulation skills. For example, the student waits for instructions, asks for assistance when task becomes difficult, responds to instruction with minimal prompts, is aware of correctness of own responses, and may use self-rewarding behavior.

4. Use of self-correction and self-reward between 50-90% of the time. Waits for instruction throughout the session.
2. Impulsivity and fidgety 50% of the time.
1. Impulsivity and fidgety throughout the session.

Over
Motivation: The student shows enthusiasm for the task and persists in the face of frustration.

5. High enthusiasm about task as noted by verbalization, body language, and/or facial expressions.
4. Willingness to try most tasks throughout the session, despite difficulty.
3. Occasional attempts to end mediation activities.
2. Frequent attempts to end mediation activities.
1. Refusal to participate in mediation activities.

Interaction with Adults: The student seeks help when the task becomes difficult. The student changes responses according to adult cues and feedback.

5. Consistent use of verbal / nonverbal requests for help when task becomes difficult. Response consistently changes based on adult input.
4. Use of requests for help most of the time. Occasional repetition of old errors in spite of adult input.
3. Inconsistent change in responses despite adult feedback (<50% of the time).
2. Frequent repetition of old errors despite adult feedback (> 50% of the time).
1. Minimal change in response to adult feedback.

Modifiability Scale

Examiner Effort: Using the data from the learning strategies checklist, identify the amount and intensity of effort required to induce change during the teaching session.

4. Slight - None
3. Moderate – Slight
2. High – Moderate
1. Extreme

Student’s Response to Teaching: Using the data from the learning strategies checklist, rate the student’s overall responsiveness to the examiner’s teaching during the lesson.

4. High
5. Moderate
2. Slight
1. None

Ability to Transfer: Using the data from the learning strategies checklist, rate how the student applies the learned strategies to a new task.

4. High
3. Moderate
2. Low
1. None

Adapted from:
Concepts of the Dynamic Assessment Teaching Session
(i.e., Mediated Learning Experience)

During the teaching session, the clinician/educator carefully support children’s learning at a level that is somewhat above what they are able to do without support. Examiners do this by pointing out:

• The learning goal
• Explaining why that goal is important
• Helping children develop and follow a plan for learning
• Helping children think about possible relationships between the learning goal and everyday situations and events.

During a teaching session, the examiners observe the strategies children use to meet the demands of the learning goal. Examiners ask four main questions:

• Are children able to form a more complete or more coherent answer with examiner support?
• Do children pay attention to and include more elements of the targeted concept when the examiner uses interactive teaching?
• How hard does the examiner have to work in order for children to make positive changes?
• Is learning quick and efficient or is it slow and labored?

The answers to these questions become the basis for determining whether initial low performance is a language-learning disorder, lack of experience, or a language difference.

5 Basic Components of the Teaching (i.e., Mediation) Phase

*Intentionality:* Strategies are used to explain the goal of the activity to the student. It is important for the student to understand the goal(s) of each teaching session. Understanding the goal helps the student maintain focus on the target task and ignore irrelevant stimuli. The examiner should periodically remind the student of the goal or ask if the student remembers the goal.

*Meaning:* Strategies are used to explain to the student why the task or goal is important. This helps the student attend to the important features of the task and understand task relevance.

*Transcendence:* Teaching strategies are used to help a student develop metacognitive and metalingusitic skills related to a task. The examiner may engage the student with concepts pertaining to who, what, when, where, and why related questions. In addition, the examiner should introduce “what if” questions to facilitate thinking about alternative strategies and answers. Students may also discuss with the examiner the relative benefits of alternative scenarios or strategies. This type of teaching encourages independent, hypothetical thinking and learning.

*Planning:* The student verbalizes or uses strategies to engage or complete a targeted task.

*Transfer:* A summary of the session is discussed to help the student think about using their new skills in related settings or situations (i.e., story time, creative writing, answering teacher questions, etc…).

Over
Example Supports and Scaffolding Techniques the Examiner Can Use during the Teaching Session (or Mediated Learning Experience)

- Provide a model or example of the concept, idea, or linguistic structure the student needs to learn.
- Shorten the directions given to the student.
- Require the student to restate the directions.
- Give the student extra time to organize their thoughts.
- Give the student cues to assist in word retrieval.
- Provide a more elaborate explanation of questions and instructions.
- Use expansions of the student’s statements.
- Encourage elaboration by asking questions.
- Use simple terms when explaining concepts.
- Respond positively to the student’s verbal attempts.
- Teach the student some strategies for asking for assistance and/or clarification.
- Give instructions and examples on using descriptive language.
- Use questions to help the student make connections between old and new information.
- Use semantic maps of stories and expository texts.
- Pair pictures and objects with directions or explanations of concepts.
- Simplify the questions posed to the student.
Questions to Challenge Thinking

- What do you believe and why?
- What should be done next and why?
- Why do you think that’s the answer? Explain.
- How can we find out about ______?
- Why do you think that about ______?
- What would you do about ______ and why?
- What are some other ways?
- What is the most . . . useful and why?
  interesting and why?
  effective and why?
  logical and why?
  creative and why?
- What are the possible causes of ______?
- What are the possible consequences or effects of ______?
- What conclusions could you draw of ______?
- How would you ______?
- How could you ______?
- How would you propose a plan to ______?
- How would you formulate a solution to ______?
- How would you defend ______?
- How would you state the problem?
- How would you support your conclusion?
## Dynamic Assessment Observational Checklist

by Elizabeth Pena
(developed with Bruno Villarreal)

<table>
<thead>
<tr>
<th>Affective</th>
<th>Calm, little to no Smoothing required</th>
<th>Fidgety, but can be soothed</th>
<th>Uncomfortable, breaks needed sooth</th>
<th>Distressed, much soothing required</th>
<th>Distraught, crying, cannot be soothed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Enthusiastic, engages in tasks readily</td>
<td>Curious, asks about tasks</td>
<td>Ambivalent, unsure about tasks</td>
<td>Guarded, seems fearful of tasks</td>
<td>Avoidant, does not want to engage</td>
</tr>
<tr>
<td>Motivation</td>
<td>Persistent, wants to continue despite difficulty</td>
<td>Contrite, voices difficulty, but continues</td>
<td>Tentative, appears unsure about continuing</td>
<td>Frustrated, continues under protest</td>
<td>Rejecting, cannot continue</td>
</tr>
<tr>
<td>Tolerance to frustration</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Completely understands tasks</th>
<th>Mostly understands tasks</th>
<th>Understands tasks some</th>
<th>Rudimentary understanding of tasks</th>
<th>Doesn’t understand tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task orientation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Metacognition</td>
<td>Aware of all errors</td>
<td>Aware of most errors</td>
<td>Aware of some errors</td>
<td>Unaware of most errors</td>
<td>Unaware of any errors</td>
</tr>
<tr>
<td>Self Reward</td>
<td>Makes positive comments about performance, regardless of task difficulty</td>
<td>Makes positive comments about performance related to task difficulty</td>
<td>Makes ambivalent comments about performance, demonstrates insecurity in ability</td>
<td>Makes negative comments about performance related to task difficulty</td>
<td>Makes negative comments about performance, regardless of task difficulty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaboration</th>
<th>Systematic and efficient</th>
<th>Organized, but inefficient</th>
<th>Sketchy plan</th>
<th>Disorganized, haphazard plan</th>
<th>No plan; trial and error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal mediation</td>
<td>Elaborates plan clearly</td>
<td>Talks through problem</td>
<td>Talks occasionally</td>
<td>1-2 word utterances only</td>
<td>No verbal mediation</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Uses multiple strategies readily</td>
<td>Has preferred strategies, but can change when necessary</td>
<td>Some evidence of more than one strategy and occasionally utilizes them</td>
<td>Recognizes limitations of strategy, but cannot see alternatives</td>
<td>Persists with one strategy, regardless of outcome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral</th>
<th>Very positive, maintains enthusiasm</th>
<th>Positive, but hesitant; requires some feedback</th>
<th>No response</th>
<th>Negative, disheartened; requires much feedback</th>
<th>Very negative, rejects feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsiveness to feedback</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Attention</td>
<td>Attentive and focused</td>
<td>Focused, but distractible at times</td>
<td>Distractible, but can be refocused</td>
<td>Distracted, and difficult to refocus</td>
<td>Distracted and off task</td>
</tr>
<tr>
<td>Compliance</td>
<td>Cooperative</td>
<td>Insecure</td>
<td>Hesitant</td>
<td>Uncooperative</td>
<td>Refusing</td>
</tr>
</tbody>
</table>

Culturally Appropriate
Working with Interpreters & Example Translated Documents

- Team Responsibilities of Working with an Interpreter
- Interpreter Evaluation Checklist
- Suggestions of Working with an Interpreter
Team Responsibilities When Working with an Interpreter

- **Prepare the non-English speaking parent for a meeting.**
  - Let parent know exactly purpose, structure, sequence and who will be in attendance and why.
  - Be aware of the meaning that such meetings may carry for the parent in their home country.
  - Make sure parent feels like they have more than one advocate in the meeting, more than one person they know.
  - Empower parent to make requests and express dissatisfaction with the meeting pace, tone, or length.
  - Interview parent with just one team member and interpreter before meeting. Find out what other team members need to know from the parent before the interview. Make sure the team has information from this interview before the meeting.
  - Let the parent know that you will be checking in with them frequently to get their input and ascertain their understanding of what is being discussed.

- **Prepare the interpreter for the meeting.**
  - Familiarity with topic
    - Let the interpreter know exactly what you will be discussing.
    - Familiarize interpreter with more complex terms and concepts – don’t assume they will know how to interpret it.
  - Familiarity with culture
    - Let interpreter know where the family is coming from: geographically, politically, and economically.
    - Discuss discrepancies between interpreter’s background and family’s background.
    - Remember if the interpreter is making incorrect assumptions about the family’s culture this will affect the meaning they convey.
    - Don’t assume that if the family and interpreter are from the same country you won’t need this conversation.
    - Discuss possible difficulties with dialectical differences.
  - Empower the interpreter to make requests and ask for clarifications
    - Put the interpreter in charge of the pace in the meeting. Remind them to ask participants to slow down, repeat, clarify, and take turns.
    - Let them know that you don’t expect them to understand all the education vocabulary and terminology.
  - Familiarizing interpreter with confidentiality rules
    - Never assume the interpreter knows the meeting is confidential. If interpreter is someone known to family and school staff this is especially important.
  - Discuss the interpreter’s role
    - If the interpreter is an employ of the school, it will be especially important to discuss their role in the meeting.
If they know the child and family, they may be tempted to switch back and forth between interpreter and participant.

You may want to get the interpreters input before the meeting.

- **Debriefing with the interpreter**
  - Allow time after the meeting to talk with the interpreter.
  - Give the interpreter the option of saying no when they don’t feel competent with the task.
  - Encourage interpreter to be honest when they don’t understand vocabulary.

- **Look and speak directly to the parent not the interpreter**

- **Use simple concrete language and simple grammatical constructions.**
  - Avoid excessive use of prepositions, conjunctions, etc…
  - Avoid abstract words and idioms (small talk, catch up work,…)
  - Do not use professional jargon
    - Give examples
    - Explain in simple terms

- **Say only two or three sentences at a time, then pause for interpretation.**

- **Watch for cues that interpretation is incorrect.**
  - Body Language
    - Discrepancy between the number of words said and number translated
  - Response that does not coincide with the original question

- **Know the Types of Interpretation:**
  - *Consecutive Interpretation* is the most appropriate for education settings: An oral interpretation is made after a small unit is given and a short pause is allowed.
  - *Simultaneous* and *Whispered Interpretation* requires very high-level skills and it used in legal and political arenas.

- **Be aware of the extra time required for meetings with an interpreter**
  - Be prepared to hold the second half of the meeting on another day

- **Do not allow side conversations.**

- **Do not allow more than one person to speak at a time.**

- **Allow there to be silence for thinking and interpreting THIS MUST NOT BE A FAST PACED MEETING.**

- **DEBRIEF with the interpreter after the meeting. Summarize the meeting and go over important points. Clarify any confused or complicated information.**
Working with Interpreters

Conference Checklist

Check all areas where team has gathered information and demonstrated good practice

**Preparing the Parent**

_____ Parent understands the purpose of the meeting

_____ Parent knows who is attending

_____ Parent knows why each person is attending

_____ Parent has a team member who she knows and speaks for her interest

_____ Parent knows that they can make a request at any time during the meeting

_____ Parent knows meeting agenda (structure and sequence)

**Team knows the interpreter**

_____ Previous interpreter training

_____ Competency level in both languages

_____ Interpreter’s culture and how it differs from parent

_____ Interpreter’s knowledge of educational terminology and concepts

_____ Interpreter’s educational level

**Preparing the interpreter**

_____ Communicates with interpreter before the meetings

_____ Communicates topic of conference

_____ Discusses any complex terms or concepts

_____ Communicates the parent’s background

_____ Empowers interpreter to make requests during the conference

_____ Discusses confidentially

_____ Asks interpreter if they want to share their knowledge of the parent’s culture
During the conference

_____The team has minimized attendees

_____Interpreter is sitting next to the parent and clearly visible to entire team

_____Team has allowed time for the second half of the meeting to be scheduled on another date if needed

_____Team members look at the parent while they speak

_____Team members use simple grammar

_____Team members use simple and concrete vocabulary (no jargon)

_____Team members pause for interpretation after two or three sentences

_____There are no side conversations

_____The pace of the conference is kept slower than normal

_____Team members check with parent and interpreter to be sure the interpretation was accurate.

_____Only one person is speaking at a time.
Detecting Interpreter Errors

To increase effective and accurate communication and avoid misunderstandings, it is essential to know the common errors in interpreting and how to detect them.

Four types of Errors

1. **Omissions:** Words, phrases, or ideas are left out of the interpretation.
   - Interpreter doesn’t attribute value to a certain piece of information
     - It is good practice to preface important info with “This is important”
   - Speakers have said too much or spoken too quickly
   - Interpreter doesn’t understand what was said

2. **Additions:** Extra words or phrases are added
   - Interpreter wishes to be more elaborate
   - Concept is difficult to translate
   - Interpreter is offering opinions or advice
   - Interpreter wants to soften or make more severe the information

3. **Substitutions:** What is said is replaced with something else.
   - Speakers have said too much for the interpreter to remember
   - The word used has a double meaning and the interpreter incorrectly chooses which meaning to translate
   - Interpreter doesn’t know the word or concept
   - Speaker uses a confusing idiom or complex grammatical structure

4. **Transformation:** When the word order is changed and the meaning is altered
   - A long sequence of events is given
   - The people involved are unfamiliar to the interpreter and the names get transposed

Detecting Errors

1. Listen for a discrepancy between the number of words said by the speaker and those said by the interpreter.
2. Look for incongruencies between questions and responses, comments and emotional reactions.
3. Watch closely for nonverbal cues of confusion or upset.

Suggestions for Practitioners to Consider when Working with Interpreters

The interpreting/translating process is a joint venture between the practitioner and the interpreter/translator. For this reason, Mikkelsen (1996), Kayser (1995), Langdon (1992), and Fradd and Wilen (1990) have provided suggestions that will facilitate the interpretation/translation process and maximize the quality of information obtained during the interpretation interaction. These general recommendations for the practitioner apply to the time before, during, and after contact with the client.

Before Contact with the Client

1. Sessions that are interpreted require extra time. For this reason the clinician should plan on extra time for an interpreted session. All parties involved should be informed of the anticipated length of the session so that the session is not rushed and so that participants can plan their schedules accordingly.
2. Before contact with the client, the clinician should meet with the interpreter to brief him or her about the nature of the case, the purpose, format, and goals for the session, and potential challenges that might arise.
3. The clinician should obtain information about the pronunciation of the client’s name and the proper term of address (such as Mr., Mrs., Ms., Miss, for Dr.).
4. Jointly the clinician and the interpreter must decide whether to use simultaneous or consecutive interpreting. They will also need to agree on the best arrangement of the table and chairs and where each person will be seated.
5. A good rapport should be established between the practitioner and the interpreter, who should be encouraged to inform the practitioner of any communication problems that arise during the session. (When the interpreter is a volunteer, the practitioner should take care not to be overly critical and demanding of the individual who is giving freely of his or her time. The same consideration should be given to volunteer translators).

During Contact with Client

1. The practitioner should talk with the client as though the client could speak in English. Volume should not be raised. The practitioner should speak slowly and clearly, with frequent pauses so that the interpreter can keep up. However, the practitioner should not use an abnormally slow rate of speech.
2. The practitioner should avoid using technical language that will be unfamiliar to the interpreter and client. The practitioner should also avoid using slang, metaphors, and proverbs that may be unfamiliar to individuals for whom English is not the primary language.
3. The practitioner should address the client in the second person (for example “Tell me what brought you to the hospital,” rather than “ask them why they were brought to the hospital).
4. The practitioner should introduce himself or herself to the client and explain the purpose of the interview. The interpreter should be introduced, and his or her role explained to the client. As a courtesy, the practitioner should obtain permission
The following are recommended resources for school teams to have available within their building when working with culturally and linguistically diverse student populations.

1. Culture Grams: 4-page abstracts of 182 different countries. For information about the product and purchasing, go the following website: http://www.culturegrams.com/

The center has books on certain refugee groups that can be helpful regarding cultural awareness (e.g., Bosnians, The Somalis, etc.). These books are about $5.00


7. The Oxford Picture Dictionary (Oxford University Press). This product comes in many different languages with the English translation. Because it is supported by pictures, it can be used in a variety of instructional ways by parents, paraprofessionals, bilingual teachers, ESL teachers, special education teachers, and general education teachers. These can be purchased at www.Amazon.com.


   a. Learning Two Languages (English & Spanish)
   b. How Does Your Child Hear & Talk? (English, Spanish, & Chinese)
   c. How Does Your Child Hear and Talk? Clipboard (English & Spanish)

10. Bilingual Resources from the Speech Bin. These items can be purchased at www.speechbin.com/
    a. Childhood Developmental Chart: Birth to 7 (English)
    b. Childhood Developmental Chart: Birth to 7 (Spanish)
    c. Speech and Language Development Handouts (for teachers and parents): Ages 3 to 6 (English & Spanish)

11. National Information Center for Children and Youth Disabilities (NICHCY)
    a. Descriptions of disabilities in English/Spanish at www.nichcy.org

12. Culturally and Linguistically Appropriate Services (CLAS): Early Childhood Research Institute
    a. Materials (e.g., developmental information) in multiple languages
    b. Links to other appropriate sites
Recommended Readings and Support to Help Differentiate
Second Language Acquisition from a Language-Learning Disability


Name: Yuri Memovic
Birthdate: 07-03-92
Chronological Age: 10-8
PPS ID: xxx-xxx-xxx
Grade: 4th
School: George Washington

Date of Report: 4-14-03
Parent(s): Mr. & Mrs. Memovic
Address: 1234 SW Hill St.
Telephone: 503-222-2223
Examiner: John Smith, MS, CCC-SLP

Referral Information:
Yuri was seen for a speech-language evaluation as part of a comprehensive special education evaluation to determine if he qualifies for special education services, and if so, what services would be most appropriate. Since Yuri has arrived at George Washington in the second grade, teachers have been concerned about his academic progress. His fourth grade teacher, Mrs. Philips, referred Yuri to the George Washington Building Screening (BSC) committee due to global concerns in the areas of language, reading, math, writing, learning ability, and orthopedics. The teacher also noted that there were concerns regarding Yuri’s school attendance.

It should also be noted that Yuri’s teachers have been concerned about his academic progress in both the second and third grade. However, due to Yuri’s status as an English language learner, with his primary language being Bosnian, a formal referral for a special education evaluation was deferred to allow Yuri to progress through the stages of acculturation and second language acquisition. After careful monitoring of Yuri’s development over the last 2 years, and due to Yuri’s documented delays in the acquisition of the English language, the George Washington BSC believed it was appropriate to refer Yuri for a comprehensive special education evaluation.

Background Information:
A developmental history was conducted with Mr. Memovic, by the school psychologist, and with the assistance of Mr. Igor Mastocovic, a Bosnian interpreter. In order to reduce the number of school personnel attending the meeting, the school psychologist also obtained information pertaining to speech and language development.

According to Mr. Memovic, Yuri’s parents moved to Germany from Bosnia just a few months after the war. When the Memovic’s moved to Germany, Yuri’s mother was 5 months
pregnant with him and delivered 4 months later by cesarean. According to Mr. Memovic, there were postnatal difficulties. However, he also reported that Yuri was placed into an incubation chamber for 10-12 days following his birth due to a lack of oxygen. He also reported that Yuri was diagnosed with hydrocephalus.

In regards to development, Mr. Memovic reported that Yuri sat up at 16 months and started walking at 17 months. However, he did note that he began by walking backwards. Mr. Memovic and Yuri’s mother also observed that Yuri struggled with moving his left arm and leg. After taking him to a clinic, it was discovered that he had left side spastic hemiparesis. Currently, Yuri cannot use his left hand in a functional manner and his mobility is somewhat compromised. He receives physical therapy at Oregon Heath Sciences University (OHSU), but his orthopedic functioning does not preclude him from participating in gross motor activities at school or in his community (e.g., basketball, soccer, PE at school). However, Mr. Memovic reported that Yuri does not care for himself at home and that he receives assistance from his parents. It should also be noted that Yuri wears glasses and has difficulty seeing out of his left eye.

In regards to speech and language development, Mr. Memovic reported that Yuri’s home language is Bosnian but can also understand and speak some basic German. He noted that Yuri started using single words at approximately 1 year of age and simple sentences at about 2 years of age. Mr. Memovic also stated that Yuri suffered from recurring otitis media (i.e., ear infections) from infancy up to the age of 7. There was no mention of Yuri receiving pressure equalization tubes (PE tubes) to treat this problem. In regards to his language and communication, Mr. Memovic did not believe that Yuri struggled to communicate in Bosnian. However, when comparing Yuri to his younger brother, he reported that Yuri’s communication skills were delayed.

In regards to formalized schooling, Mr. Memovic noted that Yuri did attend first grade in Germany and exhibited educational struggles at that time. Yuri arrived at George Washington elementary in the second grade and currently participates in a regular 4th grade education class while also receiving ESL support. It should be noted that when completing a file review, this examiner discovered that Yuri was provided a 504 educational plan in March of 2001 related to his orthopedic issues. His accommodations targeted shortening the distance for running activities and modifying motor activities to Yuri’s ability level.

For further information pertaining to Yuri’s developmental history, academics, and behavioral performance, please refer to the current psycho-educational report found in the student’s cumulative file.

**Impressions and Observations During Testing:**
Yuri was somewhat cooperative during the testing period and appeared to try his best on all of the tasks presented. However, on more than one occasion Yuri engaged in task avoidance behavior by indicating that he wanted to go back and participate in the class project as well as ask off topic questions in order to redirect the discussion during testing.

Due to not having a Bosnian speech-language pathologist available or assessments tools in Bosnian, English assessments were used as a criterion measure to reflect Yuri’s abilities. Due to the inherent reliability and validity issues that encapsulate this type of evaluation process, standard scores from the ASSET (Assessing Semantic Skills through Everyday Themes) and the LPT (Language Processing Test-Revised) should not be interpreted as quantifiable measurements of this student’s ability. However, the standard and raw scores can be used in a criterion manner to reflect the student’s current English skill level. It should also be noted that
data obtained from English language proficiency tests would be used to help determine Yuri’s acquisition of English as compared to normal English language development for a student learning a secondary language. It is this examiner’s recommendation that individual testing results may not accurately reflect Yuri’s overall communication abilities and all data should be interpreted in a guarded fashion.

**Evaluation Procedures:**

- Stages of Second Language Acquisition Checklist: 3-6-03
- BICS / CALP Checklist: 3-6-03
- IDEA Proficiency Test-Oral (IPT-Oral): 2-13-03
- IDEA Proficiency Test-Reading (IPT-Reading): 3-4-03
- Subtests from the Language Processing Test-Revised (LTP-R): 3-17-03
- Assessing Semantic Skills through Everyday Themes (ASSET): 3-13-03
- Criterion Tasks Pertaining to Language Processing: 3-3-03
- Dynamic Assessment: 3-21-03
- Language Sample: 4-14-03
- PPS Pragmatic Skills Checklist: 4-14-03
- Audimetric Screening: 4-14-03
- Red Flag Matrix: 4-14-03

**Assessment Results:**

Mrs. Philips was provided a checklist reflecting the stages and characteristics of second language acquisition. Based upon Yuri’s time in an English-speaking school setting, coupled with his educational experience in Germany, Yuri should be functioning at the middle of Stage 3, speech emergence. This stage is characterized by some of the following skills: Participates in everyday conversations about familiar topics, elicits information and asks basic clarifying questions, responds to basic academic questions. According to Mrs. Philips, Yuri not only struggles with these skills, he continues to struggle with a significant amount of skills that are in Stages 1, 2, and 3. For example, he continues to struggle with the following: Displays limited comprehension (Stage 1), Does not know all of his letter sounds (Stage 2), Asks for the meaning of words (Stage 2), Participates in everyday conversations about familiar topics (Stage 3), Elicits information and asks basic clarification questions, including word meaning (Stage 3), Responds to academic questions with basic answers (Stage 3), Displays increasing comprehension of stories, shared reading, songs, and poems (stage 3). It should be noted that for reasons of brevity, not all of the observed teacher concerns were noted in this report. Mrs. Philips identified additional concerns in stages 1, 2, and 3.

Mrs. Philips also completed a BICS and CALP checklist. This checklist reflected the teacher’s observations of Yuri’s development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Research suggests that a student should have sufficient BICS skills after 2-3 years of participating in an English-speaking school setting. A student’s CALP skills begin emerging and developing after 4-7 years academic support.

The checklist reflected that Yuri continues to struggle with BICS-based language and reading tasks (e.g., appropriately engaging in a conversation, reciting his ABCs, participating in class discussion, and recognizing basic sight words). Mrs. Philips also reported that Yuri’s CALP skills do not appear to be emerging. He continues to struggle with academic-based