

Resources

Assessment

- California Data Quest: <http://dq.cde.ca.gov/dataquest/>
- California Home Language Survey: <http://www.cde.ca.gov/ta/cr/el/forms.asp>
- C-LIM: <http://facpub.stjohns.edu/~ortiz/CLIM/>
- Expected Rate of Improvement for Aimsweb: http://www.aimsweb.com/wp-content/uploads/ROI_Norm_Tables1.pdf
- Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings: Guidelines and Resources for Educators: <http://www.cde.ca.gov/sp/el/er/documents/qualityindicators.pdf>
- Response to Intervention for Els: <http://www.rtnetwork.org/learn/diversity>
- Student Oral Language Observation Matrix (SOLOM): <http://www.mcoe.org/deptprog/edservices/SealMP/Documents/SOLOM%20RUBRIC.pdf>
- Short Acculturation Scale for Hispanic Youth: <https://sites.google.com/site/drjeffmiller/Home/acculturation-scale>

Development

- Learn the Signs Act Early – Developmental Milestones in English & Spanish: http://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf
- National Clearinghouse for English Language Acquisition: <http://www.ncela.us/>

Instruction

- CA Association for Bilingual Education” <http://www.gocabe.org/>
- CA Department of Education Title III: <http://www.cde.ca.gov/sp/el/t3/>
- Colorin Colorado - Reading for English Language Learners: <http://www.colorincolorado.org/>
- RTI for EIs: <http://www.rti4success.org/sites/default/files/rtiforells.pdf>
- What Works Clearinghouse for Els: https://ies.ed.gov/ncee/wwc/FWW/Results?filters=_EL

Translation Services

- Clearinghouse for Multilingual Documents: <http://www.cde.ca.gov/ls/pf/cm/index.asp>
- The OSEP Spanish Glossary Project: http://www.pyramidparentcenter.org/pdfs/2011-09-30_OSEP_Spanish_Glossary.pdf

Books

- Clinton, A. (Ed.). (2014). *Assessing bilingual children in context: An integrated approach*. Washington, DC: American Psychological Association.
- Graves, S. L., Jr., & Blake, J. J. (2016). *Psychoeducational assessment and intervention for ethnic minority children: Evidence based approaches*. Washington, DC: American Psychological Association.
- Rhodes, R. L., Ochoa, S. H., & Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York, NY: Guilford Press.
- Unruh, S., & McKellar, N. A. (2017). *Assessment and intervention for English language learners: Translating research into practice*. New York, NY: Springer International.

C-LIM Write-Up

To evaluate the validity of the test results and enhance the validity of interpretations the Culture-Language Interpretive Matrix (C-LIM) was used to evaluate the impact of cultural and linguistic variables on specific test performance. In this manner, the conclusions and opinions offered regarding XXX's functioning are believed to be as valid and as nondiscriminatory as possible. The information from XXX's parents indicates that XXX's cultural and linguistic experiences are "moderately different" than that of other native English speaking students of the same age and grade.

The Culture-Language Interpretive Matrix (C-LIM) was used to systematically evaluate the possible effects of limited English proficiency and lack of acculturation. XXX's test results reveal a pattern of decline that is atypical of other individuals with similar cultural and linguistic backgrounds, suggesting that apparent weaknesses in his test performance were not influenced by cultural and linguistic factors. As such, test results are considered valid for interpretation.

Case Study

Name	Carlos Diaz	School	Star Academy
Birth date	09/01/2008	Grade	4 th
Age	9 years, 0 months	Date of Testing	09/04, 09/05, 09/07/2017
Sex	Male	Date of Report	September 20, 2017
Language Dominance	Spanish	Examiner	Arlene Ortiz, PhD, NCSP

REFERRAL

Carlos is a fourth grade bilingual (English/Spanish) student at Star Academy who was referred for a psychoeducational evaluation by his teacher due to continued difficulty in reading, mathematics, and writing. He is classified as an English learner and receives 5 hours of push-out English language development (ELD) instruction weekly.

BACKGROUND INFORMATION

Carlos and his family moved to the United States from Mexico two years ago. He currently lives with his mother, father, and 6-year-old sister in a small one-bedroom apartment. Spanish is the only language spoken by his family at home. Carlos is more comfortable speaking Spanish but he prefers to watch television and to speak to his friends in English. Carlos reports to think and dream in Spanish. The family is involved with their local church and they have established a strong support network since immigrating to California.

Parents report that Carlos met all developmental milestones within normal limits. He passed his most recent vision and hearing screenings (date: 08/15/2017). He is in good health and does not take any medications. Although the transition from Mexico to the US was difficult for Carlos, he is currently a happy, respectful child who enjoys spending time with his family and friends.

Carlos attended kindergarten through 1st grade in Mexico. All instruction received in Mexico was in Spanish. Mother reported that he did well in school in kindergarten; however, his first grade teacher was concerned about his early reading skills but he eventually met expectations with minimal intervention. Carlos started attending Star Academy in the 2nd grade and had difficulty transitioning to an English-only environment; however, he continued to make progress in learning English. Currently, Carlos is well liked by his peers and is described as a respectful student by his teacher. His fourth grade teacher is concerned because Carlos is far behind grade-level expectations in reading, writing, and mathematics.

Based on second and third grade test scores from the California English Language Development Test (CELDT), Carlos is making appropriate progress in all areas of English language acquisition, including listening, speaking, reading, and writing. He has a relative strength in his listening and speaking skills, which is what is expected for an English learner. Carlos' CELDT scores are presented below:

California English Language Development Test (CELDT) Scores

	Listening	Speaking	Reading	Writing	Overall
Second	Beginning	Beginning	Beginning	Beginning	Beginning
Third	Intermediate	Intermediate	Early Intermediate	Early Intermediate	Early Intermediate

TESTING OBSERVATION

The testing session was completed over the course of three days. When Carlos first came into the testing room, he seemed reserved as he responded nonverbally or with short phrases. Rapport was established gradually and he increasingly smiled and engaged in reciprocal conversation with the examiner about his interests. Carlos maintained appropriate eye contact with the examiner throughout the majority of the testing session. He worked diligently throughout all presented tasks. As items increased in difficulty, he took longer to provide responses. Carlos attempted to answer all items presented and frequently attempted to self-correct perceived errors. Generally, Carlos appeared to understand directions presented; he often looked carefully at an entire problem before making a decision.

During informal conversation in English, Carlos sometimes asked for clarification in Spanish. During testing administered in English, the examiner tested the limits by restating questions and tasks in Spanish when Carlos appeared to misunderstand the presented question or task. During testing, he was observed to count aloud in Spanish while solving arithmetic problems. The examiner was easily able to understand Carlos when he spoke English and Spanish. Verbal expression was more fluid in Spanish than in English. For instance, at times he struggled to retrieve words in English and took longer to formulate sentences. Overall, Carlos presents as a bilingual child with Spanish dominance in his social interactions.

VALIDITY STATEMENT

Because Carlos' primary language is Spanish, the assessment team requested that his language facility (in both English and Spanish) be assessed. No single test or procedure was used as the sole criterion for diagnostic impressions. All psychoeducational procedures were selected and administered so as not to be racially, culturally, or sexually discriminatory. Standardization was maintained throughout the testing process. Results presented should be interpreted with caution because of the absence of appropriate local norms to accommodate bilingual issues. Standard scores provide an estimate of current functioning in the domains assessed by the tests administered relative to monolingual, not bilingual peers. Although there are limitations testing limited English proficient students, several patterns of strengths and weaknesses were consistently highlighted by measures given in both English and Spanish. As such, results of this evaluation are believed to be an accurate and fair assessment of Carlos' cognitive abilities and academic skills.

ASSESSMENT INSTRUMENTS

- Student Oral Language Observation Matrix (SOLOM)
- Woodcock-Muñoz Language Survey – Third Edition (WMLS-III)
- Bateria III Woodcock-Muñoz: Pruebas de habilidades cognitivas
- Bateria III Woodcock-Muñoz: Pruebas de aprovechamiento
- Woodcock-Johnson IV-Tests of Achievement (WJ-IV ACH) Form A
- Behavior Assessment Scale for Children, Third Edition (BASC-3)
- Adaptive Behavior Assessment System, Third Edition (ABAS-3)

ASSESSMENT RESULTS

For standardized tests administered, scores are reported as standard scores. Standard scores (SS) have a mean of 100 and a standard deviation of 15; thus, scores between 85 and 115 are roughly

within the average range. In order to account for test error, a Confidence Interval (CI) is reported around each score. The 90% CI indicates the range of scores likely to be attained on 90 of 100 administrations of the same test. Percentile ranks (PR) can also be obtained, and these allow for further comparison of an examinee's score to a sample of same-aged peers to determine the individual's position relative to a sample. For example, a percentile rank of 6 indicates that XXX scored as well as or better than 6 percent of same-aged peers sampled.

Language Proficiency

Student Oral Language Observation Matrix (SOLOM)

Carlos' fourth classroom teacher was given the SOLOM to assess teacher perceptions of Carlos' English oral proficiency. The SOLOM is not a standardized measure. It takes into account comprehension, fluency, vocabulary, pronunciation, and grammar. Teacher ratings indicate a raw score of 17, which suggests that he is still not yet acquired English proficiency. In general, XXX is able to follow conversations, speaks fluidly with some hesitation, mistakes meaning of words, and makes frequent grammatical errors in English; additionally, he sometimes makes pronunciation errors but is generally understood.

Woodcock-Muñoz Language Survey – Third Edition (WMLS-III): Spanish & English Form A

The WMLS-III was administered to Carlos in English and Spanish in order to obtain a measure of language proficiency in both languages. Tests were administered in the client's preferred language first (Spanish) and then in the client's less preferred language (English). Using the WMLS-III, language proficiency levels for Basic Language Ability, Basic Oral Language, and Reading-Writing clusters were derived in both English and Spanish.

English Language Proficiency.

The Basic English Ability cluster measures the foundational skills of listening, speaking, reading, and writing. Carlos demonstrated performance at the Continuing Development level on this cluster. Carlos obtained a standard score within the Very Low range, at the 2nd percentile. More specifically, Carlos obtained scores within the Low Average range for a task requiring him to label pictures correctly (Picture Vocabulary) and on a task requiring him to understand implied relationships of presented words (Analogies). He performed within the Very Low range on tasks requiring him to understand written text (Passage Comprehension) and to spell words and apply grammatical rules (Dictation). As such, it is expected that Carlos will find the language demands of learning tasks presented in English difficult.

The Basic English Oral Language cluster measures the foundational skills of listening and speaking. Carlos demonstrated performance at the Emerging Proficient to Proficient level on this cluster. His Basic Reading and Writing skills in English are at the Initial Development level. Consistent with CELDT testing, scores on the WMLS-III indicate that Carlos' oral language skills are better development than his reading and writing skills in English. Carlos has sufficient conversational proficiency to interact with others in English and he is likely to understand the majority of classroom conversations. He is beginning to grasp academic language but may require substantial instructional scaffolding for content learning.

Spanish Language Proficiency. The Basic Spanish Ability cluster measures the foundational skills of listening, speaking, reading, and writing. Carlos demonstrated performance at the

Proficient level on this cluster. Carlos obtained a standard score within the Average range, at the 32nd percentile. More specifically, Carlos obtained a score within the Average range for a task requiring him to label pictures correctly (Picture Vocabulary), to understand implied relationships of presented words (Analogies), to understand written text (Passage Comprehension), and to spell words and apply grammatical rules (Dictation). Carlos is able to understand day-to-day and academic conversations in Spanish with ease.

Carlos' performance on the Basic Spanish Oral Language and the Basic Spanish Reading and Writing clusters fall at the Proficient level. Carlos is able to read and write in Spanish similar to other Spanish-speaking children his age. Carlos's Spanish language proficiency is better developed than his English language proficiency, especially in the area of reading and writing. Therefore, cognitive testing was administered in Spanish. Carlos' WMLS-III scores are presented in the table below.

Woodcock-Munoz Language Survey – Revised, Normative Update

Cluster	English Language Proficiency				Spanish Language Proficiency			
	Standard Score	Percentile	90% Confidence Interval	Language Proficiency Level	Standard Score	Percentile	90% Confidence Interval	Language Proficiency Level
Basic English Language Ability	69	2	65-73	Continuing Development	93	32	88-97	Proficient
Basic Oral Language	86	17	77-95	Proficient	99	47	90-108	Proficient
Picture Vocabulary	87	20	77-97	Emerging Proficient	99	48	89-110	Proficient
Verbal Analogies	89	24	79-100	Proficient	99	47	88-109	Proficient
Basic Reading-Writing	65	1	61-69	Initial Development	93	32	88-97	Proficient
Letter-Word Identification	72	3	67-76	Initial Development	93	31	89-97	Emerging Proficient
Dictation	69	2	63-75	Early Development	92	29	86-97	Emerging Proficient

NOTE: For the WMLS-R, standard scores are based on a mean of 100 and a standard deviation of 15.