Assessment of Dual Language Learners (DLLs): Using the Bateria IV and WJ IV Tests of Oral Language in Clinical Practice

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- My Google Drive:

Presenter: Dr. Pedro Olvera

- Southern California (San Diego/OC/LA)
- Associate Professor, School Counseling and School Psychology
  Azusa Pacific University
- Practitioner Scholar
- Former President of the CA Association of School Psychologists
- Bilingual School Psychologist (20 years): Southern California
- Licensed Educational Psychologist (LEP)
- Private Practice: IEs
- Various State Committees
- Publications
• Few Things:
• Before we start......
  ✓ No all kids that are ELL on paper are really ELL.
  ✓ All kids that are ELL are bilingual.
  ✓ Not all bilingual kids require a bilingual assessment.
  ✓ You don’t have to be bilingual to conduct a bilingual assessment.
  ✓ Being ELL is not a bad thing nor is it a disability.
  ✓ The scores of ELLs on English standardized tests are a reflection of their inability to access the language of test material rather than inability to achieve a standard.
  ✓ There is no home variable (i.e., SES, non-educated parents, parents documentation in the US, etc) that good teaching or intervention can’t overcome.

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Agenda

- Look at case history related to DLL's.
- Discuss legal and ethical codes in assessing Dual Language Learners (DLL).
- English Language Development and Connection to Assessment of DLL's
- Difference or Disorder: What to look for.
- Discuss the context of cultural and linguistically valid assessment practices.
- Provide knowledge and an overview of Spanish Cognitive and Achievement (Pruebas de aprovechamiento) tools- Bateria
- Case Studies

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Historical Case Law and Impact of Bilingual School Psychologists:

- Diana v. State Board of Education (1970) &
- Covarrubias v. San Diego Unified (1971)

Diana v. Board of Education

“The EMR placement was incorrect and caused irreparable harm. Further, they complained that the manner by which the ‘EMR’ diagnosis was arrived at was invalid. The children spoke predominately Spanish, yet they were given an IQ test in English” (Valdés & Figueroa, 1994, p. 132).

- 9 Mexican American DLL children had been given the Wechsler Intelligence Scale for Children (WISC) and the Stanford-Binet, tests of verbal and nonverbal abilities in English.
- The mean Full Scale IQ (standard score) was 63 ½ for the nine children and ranged from 30-72 (Valencia, 2008).
- An EMR placement was required when a student scored below 70.
• The parents hired Victor Ramirez, a credentialed, bilingual school psychologist, to retest all nine children in a bilingual manner (English, Spanish, or both).

• The Peabody Picture tests were administered in English and Spanish to establish language dominance (Valencia, 2008).

• His findings indicated that of the nine children, seven had scored above the cut-off of 70 (standard scores) with Full Scale scores ranging from 67-89 and in some cases some of the scores increased 22-50 points (Valencia, 2008; Rhodes, Ochoa, et al, 2005).

• The far-reaching impact of this case included, but not limited to, mandated assessment in the primary language or with sections of the tests that do not rely on language.

• This case highlights the importance of bilingual school psychological services and the impact of service delivery.


• Seven Mexican American and thirteen African American families, which were placed in EMR classes (Valencia, 2008).

• The Mexican American children came from homes in which Spanish was the primary language and the African American children spoke “Black English” (Valencia, 2008).

• An unnamed bilingual school psychologist retested all the using linguistically and culturally appropriate testing techniques.
• All the plaintiffs scored above the cut-off score of EMR placement, and in each instance plaintiffs scored higher on the performance section of the test, compared to the verbal section.
• Furthermore, none of the plaintiffs had a FSIQ below the cut off score of 70 for EMR placement, no child had scores in the 70’s, eleven had performance scores above 95 IQ and for scored over 100” (Valencia, 2008, p. 139).

The influential impact of this case included, but not limited to, paying monetary damages to children misplaced in EMR classes due to linguistic and culturally biased practices and informed consent prior to placement in this type of class (Gopaul-McNicol & Armour-Thomas, 2002).

"The complexity of the issue of bilingual assessment includes the lack of thoughtful theoretical underpinning, poor operational (practical) conceptualization of what is to be measured, and nearly empty psychological " arsenals" of tools and procedures."
• Sec. 300.304 Evaluation procedures (IDEA)

• Nondiscriminatory Assessment Procedures
Other evaluation procedures. Each public agency must ensure that—

(i) Assessments and other evaluation materials used to assess a child under this part—

(ii) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(iii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iv) Are used for the purposes for which the assessments or measures are valid and reliable;

(v) Are administered by trained and knowledgeable personnel; and

(vi) Are administered in accordance with any instructions provided by the producer of the assessments.

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Dr. Sam Ortiz:

Table 1. A Comprehensive Framework for Nondiscriminatory Assessment

- Assess for the purpose of intervention
- Assess initially with authentic and alternative procedures
- Assess and evaluate the learning ecology
- Assess and evaluate language proficiency
- Assess and evaluate opportunity for learning
- Assess and evaluate educationally relevant cultural and linguistic factors
- Evaluate, revise, and recent hypotheses
- Determine the need for and language(s) of formal assessment
- Reduce bias in traditional testing practices
- Support conclusions via data congruence and multiple indicators

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Native Language Assessment Hierarchy

1. Native Language/ Culturally Proficient – Native Language Tools
2. Native Language Proficient/Not Culturally Proficient - Native Language Tools
3. Interpreter (Proficient in Language and Culture) - Native Language/Non-Native Tools
4. Interpreter (Proficient in Language and Culture) - Native Language/Non-Native Tools
5. Nonverbal

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Exclusionary Factors

34 C.F.R. § 300.534 Determination of eligibility

(b) A child may not be determined to be eligible under this part if—

(1) the determinant factor for that eligibility determination is

(i) Lack of instruction in reading or math; or

(ii) Limited English proficiency; and

(2) (c) (10) (ii) The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
Language Development

- Dual Language Learners (DLL)
- English Language Learners (DLL)
- Limited English Proficient (LEP)
- English as a Second Language (ESL)

The California Preschool Learning Foundations, Volume 1 (CDE, 2008) defines English learners as “children whose first language is not English and encompasses children learning English for the first time in the preschool setting as well as children who have developed various levels of English proficiency” (p. 103).

The Office of Head Start defines dual language learners as children who “acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language.”

The term “dual language learners” encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (DLL), English learners, and children who speak a Language Other Than English (LOTE)” (OHS 2009).
### MYTH vs. FACT
Bilingual Language Development

#### 5 BILINGUALISM MYTHS
Bilingualism confuses children
Bilingualism causes delayed speech and language development
Code-switching is indicative of a delay or problem
Children with delayed speech and language skills should only learn English
Individuals with developmental disabilities (e.g., autism, down syndrome) cannot become bilingual

#### BRAIN BENEFITS OF BILINGUALISM
- **Preventivebenefits**
- **Enhanced memory**
- **Improved decision-making skills**
- **Increased cognitive skills**
- **Better awareness of language**
Facts about Bilingual Students

- Bilinguals are not two monolinguals in one head.
- Attainment of developmental proficiency in language and acculturation is multifaceted and complex.
- Both language acquisition and acculturation are and must be understood as developmental processes.
- The standards by which bilinguals in U.S. public schools will always be judged will necessarily be based on the performance of individuals who are largely monolingual and fully acculturated to the mainstream.
- Once a bilingual, always a bilingual—individuals do not suddenly cease to be bilingual/bicultural simply because they have become English dominant or English proficient.
- Bilingual/bicultural experiences differ significantly from monolingual, mainstream ones and have important implications for schooling and learning in the classroom across the lifespan.
- Influences on early language development can have profound and lifelong effects that are manifested in testing and evaluation.

What does state language-based assessment data say?

Native Language (IDEA, 1997):

- The language **normally used by the child** and not the parents if there is a difference between the two.
- **In your contact with the child**, the language most used by the child in the home or learning environment.
- For a child who is deaf or blind or has no written language, the mode of communication most used by the child (sign language, Braille, or oral communication).

Home Language Survey
Basic Interpersonal Communication Skills (BICS)
Cognitive Academic Language Proficiency Skills (CALPS)

BICS & CALP

- **Basic Interpersonal Communication Skills (BICS)**
  - Socially acquired and exercised
  - Precursor to CALP
  - Context embedded
  - Face to face/playground/lunch time communication

- **Cognitive Academic Language Proficiency (CALP)**
  - Academic in nature (Reading, writing, academic discussions, etc.)
  - Subsequent to BICS
  - Context Reduced
CALP Language Acquisition Stages:
• Stage I: Pre-production (0-6 months)
• Stage II: Early production (6-months-1 year)
• Stage III: Speech emergence (1-3 years)
• Stage IV: Intermediate fluency (3-5 years)
• Stage V: Advanced Fluency (5-7 years)
<table>
<thead>
<tr>
<th>CALP Stage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>May engage in educational activities using their first language, name parts in group activities but are not yet able to work independently. May experience the silent period.</td>
</tr>
<tr>
<td>Early Production</td>
<td>Increasing control of the English sound system and increase in vocabulary. Growth in productive skills; self-correction is needed. Need substantial support in non-reading and writing activities in the classroom.</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>Understand read classroom and social language, and can engage in a variety of oral and written activities. Able to express ideas and feelings in English. Developing creative writing skills with minimal support. Need support. Learning to write independently.</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>Able to understand English in many contexts and become proficient readers, writers, and speakers. Need minimal support.</td>
</tr>
<tr>
<td>Advanced Fluency</td>
<td>Observation and performance would be as of native-expectations of a monolingual English student.</td>
</tr>
</tbody>
</table>

### DLL Types of Bilinguals:

1. **Early bilingualism** - there are two types: simultaneous early bilingualism and consecutive (or successive) early bilingualism.
   - Simultaneous: L1 & L2 together
   - Consecutive (Successive): L1 then L2

2. **Late bilingualism** - refers to bilingualism when the second language is learned after the age of 6 or 7; especially when it is learned in adolescence or adulthood.

3. **Elective Bilinguals** - Choose to learn another language. Usually from majority group.
Types of Bilinguals

4. Additive bilingualism and subtractive bilingualism -

i. The term *additive* bilingualism refers to the situation where a person has acquired the two languages in a balanced manner. It is a strong bilingualism. AKA Compound Bilingualism.

ii. *Subtractive* bilingualism refers to the situation where a person learns the second language to the detriment of the first language, especially if the first language is a minority language. AKA Coordinate Bilingualism.

5. Passive bilingualism - refers to being able to understand a second language without being able to speak it.

6. Semilingualism - Low vocabulary and wrong grammar in both languages.

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<table>
<thead>
<tr>
<th>Misconception</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Semilingualism is a valid concept and non-non classifications are useful</td>
<td>Semilingualism and non-non categories are the results of tests that do not measure the full range and depth of language proficiencies among emerging bilingual students acquiring two languages.</td>
</tr>
<tr>
<td>classifications are useful categories.</td>
<td></td>
</tr>
<tr>
<td>2. Native language assessments present a clear picture of linguistic</td>
<td>Commonly used native language proficiency assessments provide a limited view of ELTs' oral language proficiency.</td>
</tr>
<tr>
<td>proficiency.</td>
<td></td>
</tr>
<tr>
<td>3. Assessment and instructional frameworks developed for monolingual</td>
<td>Literacy instruction and assessments in a second language differ in key ways from native language instruction.</td>
</tr>
<tr>
<td>students are appropriate for ELTs.</td>
<td></td>
</tr>
<tr>
<td>4. The majority of ELTs in the U.S. are sequential bilinguals.</td>
<td>The majority of ELTs in the U.S. are simultaneous bilinguals. This is especially true among long-term ELTs.</td>
</tr>
</tbody>
</table>

5. The more time students spend receiving English instruction, the faster they will learn it. Students who receive some L1 instruction achieve at higher levels in English than students who do not.

6. All ELTs learn English in the same way at about the same rate. The length of time it takes students to acquire English varies a great deal; many different variables affect the language acquisition process.

7. Errors are problematic and should be avoided. "Errors" are a positive sign that the student is making progress and are a necessary aspect of second language acquisition.

8. ELTs are not ready to engage in higher level thinking until they learn basic skills. ELTs are as intelligent as fully proficient peers and should have frequent opportunities to engage in higher level thinking.

9. Learning/acquiring more than one language at a time is confusing. Children around the world learn/acquire multiple languages simultaneously.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Native English-Speaking Struggling Readers</th>
<th>English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position on the Path to English Literacy or Biliteracy</td>
<td>• School history of intermittent failure • Unsuccessful in learning to read or in reading to learn • Usually labeled as a struggling reader, low achiever, or LD</td>
<td>• Some make steady progress • Some look much like native English speaking struggling readers • Some have had little or no opportunity for literacy development (i.e., lack of or inconsistent prior schooling) • May already be literate in 1st language</td>
</tr>
<tr>
<td>Motivation</td>
<td>• Tend to have weak intrinsic motivation</td>
<td>• May have strong intrinsic and extrinsic motivation</td>
</tr>
<tr>
<td>Indicator</td>
<td>Native English-Speaking Struggling Readers</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Oral English Proficiency</td>
<td>• Proficient command of English • Wide vocabulary range • Usually know meaning of words sounded out by decoding • More likely to comprehend orally presented lesson previews, vocabulary definitions, task directions, &amp; assignments</td>
<td>• May be at beginning levels of oral English proficiency • Decoding a word successfully may not be sufficient to access its meaning • Providing an oral preview or directions (only) not enough to help support understanding</td>
</tr>
<tr>
<td>Background Knowledge (varies depending on time in U.S.)</td>
<td>• Likely to understand many U.S. cultural and historical references • Exposed to and may recall material covered in prior lessons • May be able to fall into error</td>
<td>• Background knowledge may not match topics of study • Need skilled teachers to make connections between content and background knowledge, and to build new knowledge</td>
</tr>
<tr>
<td>Vocabulary Terms with Multiple Meanings</td>
<td>• More likely to recognize multiple meanings of words</td>
<td>• May know one meaning of a word only • May apply knowledge of cognates to understand words</td>
</tr>
<tr>
<td>Context</td>
<td>• May not have had any specialized courses or teachers trained to support struggling readers • May be in lower tracks and remedial classes with rote level drills rather than meaningful, motivating activities • In upper grades, instruction no longer focuses on learning to read</td>
<td>• May have specialized classes with a qualified ESL teacher to help develop English proficiency • May have teachers who do not understand linguistic and cultural needs or know how to support literacy development in English as a second language • May be in lower tracks and remedial classes with rote level drills rather than meaningful, motivating activities</td>
</tr>
</tbody>
</table>

**DLL**

Some Potential Difficulties Related to Language Learning or to Special Education Needs

<table>
<thead>
<tr>
<th>Observable Behavior</th>
<th>Possible Explanation in a Language Learner</th>
<th>Possible Explanation in a Special Education Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adds or deletes words</td>
<td>Is not reading, or may not have mastered the words or require more repetition</td>
<td>Has memory or language processing difficulties</td>
</tr>
<tr>
<td>Is easily distracted</td>
<td>Doesn’t understand, is overwhelmed with new information, requires more repetition</td>
<td>Has auditory processing difficulty or ADHD</td>
</tr>
<tr>
<td>Has trouble following directions</td>
<td>Doesn’t know the vocabulary in the instructions</td>
<td>Has sequencing or memory difficulties</td>
</tr>
<tr>
<td>Can complete math calculations but cannot solve word problems</td>
<td>Doesn’t know the vocabulary of the math problems or math facts or the context</td>
<td>Has sequencing or abstract reasoning problems; an answer may be generated from previous examples</td>
</tr>
<tr>
<td>Asks for help</td>
<td>Doesn’t know the vocabulary of the math problems or math facts or the context</td>
<td>Has sequencing or abstract reasoning problems; an answer may be generated from previous examples</td>
</tr>
<tr>
<td>Leave writing</td>
<td>Lacks confidence or is not comfortable with writing, may not know the vocabulary of the story</td>
<td>Has fine motor difficulties and limited expressive language</td>
</tr>
<tr>
<td>Can’t read a story in sequence or summarize a plot</td>
<td>Doesn’t know the vocabulary of the story</td>
<td>Has fine motor difficulties and limited expressive language</td>
</tr>
</tbody>
</table>


An example of supporting English language learners: A Practical Guide for Ontario Educators Grades 1 to 12, p. 44.
Signs of DLL with Disability:

- The child has a history of oral language delay or disability in the native language.
- The child has had difficulty developing literacy skills in the native language (assuming adequate instruction in the native language).
- There is a family history of reading difficulties in parents, siblings, or other close relatives (again, assuming adequate opportunity to learn to read).
- The child has specific language weaknesses, such as poor phonemic awareness, in the native language as well as in English. However, these difficulties may manifest somewhat differently in different languages, depending on the nature of the written language; for example, Spanish is a more transparent language than English, so children with phonological weaknesses may decode words more accurately in Spanish than in English.
- The child has had research-based, high-quality reading intervention designed for English language learners, and still is not making adequate progress relative to other, similar Dual Language Learners.

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Cognitive Processing Domains and CHC Theory

Concerning Language of Assessment
REMEMBER: Disability must be present in Primary & Second Languages

Most language development tests will look at the following areas:
1. Oral Expression
2. Listening Comprehension
3. Reading
4. Writing
5. Total

Assessing CALP Levels in Primary and Second Language
- Neurocognitive- CHC-Based
- English, Spanish, and Low Language Tests
Primary Language
- Woodcock Johnson Oral Language Test (Spanish)
- Bateria IV (Spanish)

Second Language
- Woodcock Johnson Oral Language Test (English)
- State Test

Primary and Second Language
- Bilingual Verbal Abilities Test (BVF)

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• CALP = Cognitive Academic Language Proficiency
• Language proficiency in academic situations
  - Develops with formal schooling
• Examiner may include CALP levels for clusters measuring acquired knowledge, reading, writing, or oral language by selecting option in Online Scoring and Reporting Program.
• One cluster in the Bateria IV COG yields a CALP level if selected: Comprehension-conocimiento (Gc)
• Bateria IV APROV Reading, Writing Clusters, Cross Domain Clusters
CALP: Six Language Proficiency Levels

<table>
<thead>
<tr>
<th>CALP Level</th>
<th>DF Difference</th>
<th>RPI</th>
<th>Instructional Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Very Advanced</td>
<td>41+ or above</td>
<td>0% to 50%</td>
</tr>
<tr>
<td>5</td>
<td>Advanced</td>
<td>14 to 30</td>
<td>60% to 80%</td>
</tr>
<tr>
<td>4-5 (45)</td>
<td>Fluent to Advanced</td>
<td>7 to 15</td>
<td>80% to 95%</td>
</tr>
<tr>
<td>4</td>
<td>Fluent</td>
<td>6-4 &lt; 6</td>
<td>90% to 96%</td>
</tr>
<tr>
<td>3-4 (35)</td>
<td>Limited to Fluent</td>
<td>3-1 &lt; 7</td>
<td>96% to 99%</td>
</tr>
<tr>
<td>3</td>
<td>Limited</td>
<td>30 to 14</td>
<td>60% to 70%</td>
</tr>
<tr>
<td>2</td>
<td>Very Limited</td>
<td>50 to 31</td>
<td>20% to 40%</td>
</tr>
<tr>
<td>1</td>
<td>Extremely Limited</td>
<td>≤1 ≤31</td>
<td>≤5% to 15%</td>
</tr>
</tbody>
</table>

CALP levels are based on how far above or below the examinee’s score falls from the average score for age or grade mates. The DF Difference score represents this distance.

- WJ IV Oral Language (Few Cool Things)
  - Measurement of English and Spanish vocabulary skills.
  - **Spanish**: Language Oral, Amplia Language Oral, Comprension Auditiva - Online Access.
  - Comparative Language Index (CLI; Spanish compared to English)
  - CALP Scores
  - PSW Analysis
  - Spanish Parent Interview (preschool and school age)
  - Dyslexia

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**What’s New?**

- **Structure and Revision**
  - Core set of tests in each battery
  - Age range: 2 through 90+
  - Options to extend with Spanish WJ IV Tests of Oral Language/Batería III

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**Batería IV**
Revision Goals

• Cutting edge of practice
  - Facilitates exploring individual strengths and weaknesses across cognitive, linguistic, and academic abilities; compliments RTI models, and reframes variations and ability/achievement comparisons

• CHC 2.0
  - WJ III and Bateria III focused primarily on broad CHC abilities; WJ IV and Bateria IV focus on the most important broad and narrow CHC abilities for describing cognitive performance and understanding the nature of learning problems

• Ease and flexibility of use
  - Rich array of interpretive options to customize and enhance evaluations; provides comprehensive cognitive, achievement, and oral language batteries that can be used in conjunction with one another or as standalone batteries
One test book
14 tests, including several new or modified tests
Several new or modified clusters
Updated norms, co-normed with Batería IV Pruebas de aprovechamiento
Web-based scoring and reporting

6 new or modified tests:
- Vocabulario oral
- Atención verbal
- Pareo de letras idénticas
- Procesamiento fonético
- Visualización
- Repetición de palabras sin sentido

Clusters:
- Gf-Gc combinado
- Aptitudes académicas
- Rápidez perceptual
- Destreza numérica
- Vocabulario
- Eficiencia cognitiva

*Requires WJ IV OL test Vocabulary subscale
Pruebas de habilidades cognitiva: What's New?

- Emphasis on core set of tests (Tests 1–7)
- Gf-Gc composite cluster
- Revised cluster composition to increase cognitive complexity
- Allows select tests from Batería III and WJ IV Tests of Oral Language to be included in the evaluation

Pruebas de habilidades cognitiva: What's New?

- May include the 3 Spanish language tests from WJ IV OL
  - Prueba 10: Vocabulario sobre dibujos (Picture Vocabulary)
  - Prueba 12: Comprensión de indicaciones (Understanding Directions)
- May include two Batería III tests to obtain the Glr and Gv clusters
  - Prueba 2: Aprendizaje visual-auditivo (Visual-Auditory Learning)
  - Prueba 13: Reconocimiento de dibujos (Picture Recognition)
- Must administer and score these optional tests within 30 days of administration of the Batería IV. All tests are scored using Batería IV norms.

Changes from Batería III COG to Batería IV COG

<table>
<thead>
<tr>
<th>Batería III COG</th>
<th>Batería IV COG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprensión verbal Modified</td>
<td>1. Vocabulario oral</td>
</tr>
<tr>
<td>2. Aprendizaje visual-auditivo (Uso Bat III)</td>
<td>2. Series numéricas</td>
</tr>
<tr>
<td>3. Relaciones espaciales Modified</td>
<td>3. Atención visual</td>
</tr>
<tr>
<td>4. Integración de sonidos. Dropped</td>
<td>4. Pareo de letras idénticas</td>
</tr>
<tr>
<td>5. Formación de conceptos. Dropped</td>
<td>5. Procesamiento fonético</td>
</tr>
<tr>
<td>7. Inversión de números</td>
<td>7. Visualización</td>
</tr>
<tr>
<td>8. Palabras incompletas Dropped</td>
<td>8. Información general</td>
</tr>
<tr>
<td>10. Memoria de trabajo auditiva. Dropped</td>
<td>10. Inversión de números. NEW</td>
</tr>
</tbody>
</table>

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Changes from Batería III COG to Batería IV COG

**Batería III COG**
11. Información general
12. Fluidez de recuperación **Dropped**
13. Reconocimiento de dibujos (Use BAT IV)
14. Atención auditiva **Dropped**
15. Análisis-Síntesis **Dropped**
16. Rapidez en la decisión **Dropped**
17. Memoria para palabras **Dropped**
18. Rapidez en la identificación de dibujos
19. Planeamiento **Dropped**
20. Cancelación de pares

**Batería IV COG**
11. Pareo de números idénticos (was Visual Matching)
12. Repetición de palabras sin sentido **Dropped**
13. Cancelación de pares
14. Rapidez en la identificación de dibujos

There is no Extended Battery in Batería IV.

Changes from Batería III COG to Batería IV COG DS

**Batería III COG DS**
21. Memoria para nombres **Dropped**
22. Integración visual **Dropped**
23. Configuración de sonidos – Vocalizada **Dropped**
24. Series numéricas (in BAT IV COG)
25. Números matrices (in BAT IV APROP)
26. Tachar **Dropped**
27. Memoria para frases **Dropped**
28. Rotación de bloques (in BAT IV COG)
29. Configuración de sonidos – Musical **Dropped**
30. Memoria diferida – Memoria para nombres **Dropped**
31. Comprensión verbal bilingüe – español/inglés **Dropped**

**Batería IV COG**

There is no Diagnostic Supplement in Batería IV.

Olvera (CASP) 2019

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COG Clusters: CHC Abilities

- **Habilidad intelectual general**
  
  Pruebas 1–7 (35–40 minutes)

- **Habilidad intelectual breve**
  
  Pruebas 1–3 (10–15 minutes)

- **Gf-Gc Combinado**
  
  Pruebas 1, 2, 8, & 9 (15–20 minutes)

---

COG Clusters: IntDLL ectual Abilities

- **Habilidad intelectual general**
  
  Pruebas 1–7 (35–40 minutes)

- **Habilidad intelectual breve**
  
  Pruebas 1–3 (10–15 minutes)

- **Gf-Gc Composite**

  - Composed of 4 tests (2 Gc and 2 Gf)
  
  1: Vocabulario oral/Oral Vocabulary (Gc)
  
  2: Series numéricas/Number Series (Gf)
  
  8: Información general/General Information (Gc)
  
  9: Formación de conceptos/Concept Formation (Gf)

- **Considered a hybrid model**
  
  - Uses traditional ability/achievement methodology
  
  - Interprets discrepancies as a profile of intra-individual strengths and weaknesses

- **Useful in gifted, SLD, and intDLL ectual disability evaluations**

---

Olvera (2019) CASP
Gf-Gc Composite

- "By combining four of the most predictive and theoretically valid Gf and Gc tests into a single composite score, the Gf-Gc Composite represents, from roughly equal contributions, both the fundamental human capacity of reasoning via logic and the accumulation of knowledge from learning and experience." (WJ IV ASB 3)

- "The removal of processing mechanisms from the measure of intDLL actual development can help professionals isolate the specific cognitive limitations that may be related to learning difficulties and, thus, may be important in identifying the nature of the SLD itself." (WJ IV ASB 3)
Pruebas de aprovechamiento: What's New?

• One test book
• 13 tests, including 4 new tests
• Several new or modified clusters
• No audio-recorded tests
• Updated norms, co-normed with Batería IV Pruebas de habilidades cognitivas
• Web-based scoring and reporting

Qualitative Observation checklists for Tests 1–7 and 9–11
- Located in Test Record
- Help to document important information about how examinee performed on the task
- Examiner’s Manual includes data on the percentage of age-mates in norming sample who achieved each rating

Before You Administer
After/During Administration

4 new tests:

- Lectura oral
- Rememoración de lectura
- Expresión de lenguaje escrito
- Números matrices

Pruebas de aprovechamiento: What’s New?

Clusters:

- Lectura
- Fluidez en lectura
- Lenguaje escrito
- Matemáticas
- Aprovechamiento breve

Olvera (CASP) 2019
Three Batería III APROV tests have been replaced to enhance measurement of the academic skill:

<table>
<thead>
<tr>
<th>Batería III APROV</th>
<th>Batería IV APROV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptos cuantitativos</td>
<td>Números matrices (Number Matrices)</td>
</tr>
<tr>
<td>Muestras de redacción</td>
<td>Expresión de lenguaje escrito (Written Language Exp)</td>
</tr>
<tr>
<td>Vocabulario de lectura</td>
<td>Rememoración de lectura (Reading Recall)</td>
</tr>
</tbody>
</table>

Changes from Batería III APROV to Batería IV APROV

Three Batería III APROV tests measuring oral language are located in the WJ IV Tests of Oral Language.

Batería III APROV

1. Comprensión de indicaciones
2. Vocabulario sobre dibujos
3. Comprensión oral

Batería IV APROV

Use the 3 Spanish language tests from the WJ IV OL

Batería III APROV-Estándar

1. Identificación de letras y palabras
2. Palabras escritas
3. Rememoración de cuadros
4. Comprensión de indicaciones
5. Cálculo
6. Fluidez en matemáticas
7. Ortografía
8. Fluidez en la escritura
9. Comprensión de textos
10. Problemas aplicados
11. Muestras de redacción
12. Memoria diferida –Rememoración de cuadros
13. Números matrices

Batería IV APROV

1. Identificación de letras y palabras
2. Problemas aplicados
3. Ortografía
4. Comprensión de textos
5. Cálculo
6. Expresión de lenguaje escrito
7. Análisis de posiciones
8. Lectura oral
9. Fluidez en lectura de frases
10. Fluidez en matemáticas
11. Fluidez en escritura de frases
12. Rememoración de lectura
13. Números matrices

Moved to COG

Dropped

Renamed
Batería III APROV-Extendida

13. Análisis de palabras
14. Vocabulario sobre dibujos
15. Comprensión oral
16. Corrección de lector
17. Vocabulario de lectura
18. Conceptos cuantitativos
19. Conocimientos académicos
20. Análisis de sonidos
21. Discernimiento de sonidos
22. Puntuación y mayúsculas

Batería IV APROV

There is no Extended Battery in Batería IV

Reading

• Includes 6 tests for evaluating different aspects of reading
  — Identificación de letras y palabras, Comprensión de textos, Análisis de palabras, Fluidez en lectura de frases
  — Lectura oral, Rememoración de lectura

• Provides 5 clusters for a comprehensive evaluation of reading performance
  — Lectura amplia, Destrezas básicas en lectura, Comprensión de lectura
  — Lectura, Fluidez en la lectura

Mathematics

• Includes 4 tests measuring various aspects of math achievement:
  — Problemas aplicados, Cálculo, Fluidez en datos matemáticos, Números matrices

• Provides 4 clusters for a comprehensive evaluation of math performance:
  — Matemáticas, Matemáticas amplias, Destrezas en cálculos matemáticos, Resolución de problemas matemáticos
Written Expression

- Includes 3 tests measuring various aspects of written language:
  - Ortografía, Expresión de lenguaje escrito, Fluidez en escritura de frases
- Offers a new written language expression test that simplifies scoring
- Provides 3 clusters for a comprehensive evaluation of writing performance:
  - Lenguaje escrito, Lenguaje escrito amplio, Expresión escrita

Cross-Domain Clusters

- Each cluster includes tests from different academic domains (reading, writing, math).
- 5 cross-domain clusters are available:
  - Aprovechamiento breve (Brief Achievement)
  - Aprovechamiento amplio (Broad Achievement)
  - Destrezas académicas (Academic Skills)
  - Fluidez académica (Academic Fluency)
  - Aplicaciones académicas (Academic Applications)

Overview

- Age range: 2 through 90+ (most tests are best-suited for ages 5 through 90+)
- WJ IV provides blueprint for Batería IV
- Batería IV tests are adaptations or translations of tests in WJ IV
- Batería IV includes the most educationally and diagnostically useful WJ IV tests
- Batería IV can be used in conjunction with Batería III and with WJ IV Tests of Oral Language
Overview

• Provides a core set of tests in each battery
  – Cognitive: Tests 1–7
  – Achievement: Tests 1–6
• Adds interpretive options with each additional test administered.
• Increases ease and efficiency of testing

Overview

• Pinpoints cognitive correlates of learning
  – Measures broad abilities
  – Focuses on important narrow abilities
• Offers a new Gf-Gc composite
  – Determines strengths or weaknesses between high g abilities and other abilities, including achievement
  – Provides an alternative for GfA that is attenuated by lower-level processing difficulties
  – Facilitates gifted evaluations

Comparison of Batería III to Batería IV

Batería III
- Batería III COG
  - Standard Battery (Tests 1–10)
  - Extended Battery (Tests 11–20)
  - Diagnostic Supplement
    - (Tests 21–31)
- Batería III APROV
  - Standard Battery (Tests 1–12)
  - Extended Battery (Tests 13–22)

Batería IV
- Batería IV COG
  - One Test Book (Tests 1–16)
- Batería IV APROV
  - One Test Book (Tests 1–13)
**Comparison of WJ IV to Batería IV**

- WJ IV includes three batteries: COG, OL, and ACH
- Batería IV has two batteries: COG and APROV
- WJ IV COG and ACH both include standard and extended test books
- Batería IV has one test book for COG and one test book for APROV
- Batería IV tests are equated to WJ IV norms

**Blueprint for Batería IV**

- The Woodcock-Johnson IV serves as the blueprint.
- Batería IV tests are parallel Spanish forms of selected tests from the WJ IV; these tests were translated or adapted for use in Batería IV.
- Batería IV and WJ IV rely on the same norming sample.
- Batería IV forms were equated to the WJ IV tests using calibration data collected from native Spanish speakers.

**Calibration and Equating**

- Spanish item data is based on a calibration study sample of 601 native Spanish speakers, ages 2 through adult.
- This data were used to calibrate Spanish test items and to equate them to the normed scales underlying the WJ IV tests.
- Please refer to the Assessment Service Bulletin #1 Batería IV Woodcock- Muñoz Technical Abstract available online.
- Student #1:
  - IEE
  - Dual Immersion (Spanish and English)
  - 7th grade
  - Concerns with academic progress (in Spanish and English)
  - Home language Survey: Spanish/English
  - Being evaluated by SLP

- Step 1: Understand Language Abilities

Olvera, P. (2019) - CASP
Information Gathered:
- Low Language Tests (cognitive tests)/Nonverbal
- English & Spanish Academics
- The student indicated that she preferred Eng

Step 2: Select and Administer Test Battery
- WISC V
- WJ IV OL (English and Spanish)
- WJ Achievement (English and Spanish)
- Bateria (Cog & Ach)
WISC V

Composite Score Summary

<table>
<thead>
<tr>
<th>Composite</th>
<th>Sum of Standard Scores</th>
<th>Composite Score</th>
<th>Percentile Rank</th>
<th>95% Confidence Interval</th>
<th>Qualitative Description</th>
<th>SDM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Memory</td>
<td>88</td>
<td>88</td>
<td>20</td>
<td>82-98</td>
<td>Very Low</td>
<td>3.57</td>
</tr>
<tr>
<td>Perceptual Speed</td>
<td>85</td>
<td>85</td>
<td>23</td>
<td>81-95</td>
<td>Low Average</td>
<td>3.37</td>
</tr>
<tr>
<td>Working Memory</td>
<td>75</td>
<td>75</td>
<td>16</td>
<td>68-82</td>
<td>Very Low</td>
<td>3.19</td>
</tr>
<tr>
<td>Full Scale IQ</td>
<td>88</td>
<td>88</td>
<td>23</td>
<td>81-95</td>
<td>Low Average</td>
<td>3.37</td>
</tr>
<tr>
<td>Verbal Comprehension</td>
<td>92</td>
<td>92</td>
<td>20</td>
<td>86-98</td>
<td>Low Average</td>
<td>3.28</td>
</tr>
<tr>
<td>Perceptual Reasoning</td>
<td>69</td>
<td>69</td>
<td>12</td>
<td>63-75</td>
<td>Low Average</td>
<td>3.28</td>
</tr>
<tr>
<td>Working Memory</td>
<td>70</td>
<td>70</td>
<td>15</td>
<td>64-76</td>
<td>Low Average</td>
<td>3.28</td>
</tr>
<tr>
<td>Processing Speed</td>
<td>80</td>
<td>80</td>
<td>25</td>
<td>76-86</td>
<td>Low Average</td>
<td>3.28</td>
</tr>
</tbody>
</table>

Conditions involved are calculated using the Standard Errors of Measurement.

Index Level Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Index</th>
<th>Score</th>
<th>Comparison Score</th>
<th>Difference</th>
<th>Critical Value</th>
<th>Strength or Weakness</th>
<th>Raw Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>76</td>
<td>86.0</td>
<td>-10.0</td>
<td>0.56</td>
<td>W</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>VI</td>
<td>76</td>
<td>86.0</td>
<td>-10.0</td>
<td>0.56</td>
<td>W</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>
| WJ IV OL

Oral and Expressive Language (OL)

Language skills of certain regions are covered by this domain—oral, written, oral's ability to comprehend and express in these modes, to find words and name quickly by category or sound.

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WISC V: Verbal Comprehension (OL)</td>
<td>50</td>
<td>Below Average</td>
</tr>
<tr>
<td>WJ IV Oral Language Oral Comprehension</td>
<td>50</td>
<td>Below Average</td>
</tr>
<tr>
<td>WJ IV Oral Language Oral Language Comprehension</td>
<td>50</td>
<td>Below Average</td>
</tr>
<tr>
<td>WJ IV Oral Language Oral Language Comprehension</td>
<td>50</td>
<td>Below Average</td>
</tr>
<tr>
<td>WJ IV Oral Language Oral Language Comprehension</td>
<td>50</td>
<td>Below Average</td>
</tr>
<tr>
<td>WJ IV Oral Language Oral Language Comprehension</td>
<td>50</td>
<td>Below Average</td>
</tr>
<tr>
<td>WJ IV Oral Language Oral Language Comprehension</td>
<td>50</td>
<td>Below Average</td>
</tr>
</tbody>
</table>

Olvera, P. (2019). CASP
Woodcock Johnson IV (Ach) and Bateria (Apr)

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Standard Score</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank</th>
<th>Description Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Reading</td>
<td>76</td>
<td>71 - 86</td>
<td>7</td>
<td>Below Average</td>
</tr>
<tr>
<td>Calculation</td>
<td>70</td>
<td>67 - 75</td>
<td>2</td>
<td>Below Average</td>
</tr>
<tr>
<td>Applied Problems</td>
<td>68</td>
<td>65 - 75</td>
<td>1</td>
<td>Low</td>
</tr>
<tr>
<td>Sentence</td>
<td>77</td>
<td>72 - 84</td>
<td>7</td>
<td>Below Average</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>79</td>
<td>75 - 100</td>
<td>4</td>
<td>Average</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>80</td>
<td>80 - 100</td>
<td>38</td>
<td>Average</td>
</tr>
</tbody>
</table>

GORT and Bateria (Apr)

The Gray Oral Reading Test (Fifth Edition, GORT-5) is a measure of oral reading fluency and comprehension. On this measure, Jocelynn obtained the following scores:

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Score</th>
<th>Description</th>
<th>Bateria - Ach</th>
<th>Spanish</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>6</td>
<td>Average</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td>10</td>
<td>Average</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>10</td>
<td>Average</td>
<td>78</td>
<td>Below Average</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>10</td>
<td>Well Below Average</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Reading Quotient</td>
<td>75</td>
<td>Below Average</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Analyze Data
● Team Agreed that she qualified for:
  ○ SLD
  ○ SLI (in process)
  ○ Will stay in Dual Immersion

Case # 2 – Sammy
  ○ Home Language = Spanish
  ○ Arrived to the US (2017)
  ○ Dual Language Learner (DLL)
  ○ 2nd Grade
  ○ Education = Dual Language Immersion (Spanish/English)
  ○ Spanish = 80%
  ○ English = 20%
Step 1: Understand Language Abilities

WJ IV Oral Language

<table>
<thead>
<tr>
<th>clustersTest</th>
<th>W</th>
<th>RPI</th>
<th>SS (95% Band)</th>
</tr>
</thead>
<tbody>
<tr>
<td>oral language</td>
<td>477</td>
<td>67/90</td>
<td>66 (75-95)</td>
</tr>
<tr>
<td>phonetic coding</td>
<td>498</td>
<td>99/90</td>
<td>99 (85-108)</td>
</tr>
<tr>
<td>speed of lexical access</td>
<td>468</td>
<td>15/90</td>
<td>57 (45-93)</td>
</tr>
<tr>
<td>language oral</td>
<td>494</td>
<td>77/90</td>
<td>99 (80-108)</td>
</tr>
</tbody>
</table>

Step 2: Select Assessment Battery
Assessment

- Bateria Cog (Spanish): Start There and English (if necessary)
- Achievement (English and Spanish): WJ IV Ach & Bateria III Apr

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>AE</th>
<th>RPC</th>
<th>SS (99% Band)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAB INTELECT ORAL (GIA)</td>
<td>315</td>
<td>15-4</td>
<td>92/96</td>
<td>104 (99-111)</td>
</tr>
<tr>
<td>Vocabulary oral</td>
<td>592</td>
<td>13-0</td>
<td>96/90</td>
<td>96 (87-103)</td>
</tr>
<tr>
<td>Series numéricas</td>
<td>595</td>
<td>14-2</td>
<td>92/96</td>
<td>102 (91-105)</td>
</tr>
<tr>
<td>Atención verbal</td>
<td>594</td>
<td>13-0</td>
<td>93/96</td>
<td>113 (92-125)</td>
</tr>
<tr>
<td>Decodificación de letras</td>
<td>550</td>
<td>27</td>
<td>95/96</td>
<td>110 (90-125)</td>
</tr>
<tr>
<td>Procesamiento Auditivo</td>
<td>581</td>
<td>16-3</td>
<td>92/96</td>
<td>104 (91-117)</td>
</tr>
<tr>
<td>Reproducción de palabras</td>
<td>489</td>
<td>8</td>
<td>97</td>
<td>70 (69-90)</td>
</tr>
<tr>
<td>Visuación</td>
<td>502</td>
<td>20</td>
<td>94/96</td>
<td>106 (95-117)</td>
</tr>
<tr>
<td>COMP-COVOC (C)</td>
<td>508</td>
<td>13-4</td>
<td>83/86</td>
<td>93 (88-101)</td>
</tr>
<tr>
<td>Vocabulary oral</td>
<td>592</td>
<td>13-0</td>
<td>96/90</td>
<td>96 (87-103)</td>
</tr>
<tr>
<td>Información general</td>
<td>502</td>
<td>11-0</td>
<td>92/96</td>
<td>52 (93-102)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>W</th>
<th>AE</th>
<th>RPC</th>
<th>SS (99% Band)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprender/Pensar</td>
<td>19</td>
<td>11-19</td>
<td>7</td>
<td>Below average</td>
</tr>
<tr>
<td>Reading</td>
<td>19</td>
<td>11-19</td>
<td>7</td>
<td>Below average</td>
</tr>
<tr>
<td>Math</td>
<td>19</td>
<td>11-19</td>
<td>7</td>
<td>Below average</td>
</tr>
<tr>
<td>Writing (Words)</td>
<td>19</td>
<td>11-19</td>
<td>7</td>
<td>Below average</td>
</tr>
</tbody>
</table>
Step 3: Analyze Data

Conclusions:
- Language Difference
- Learning English

Case Study 3
● Case #3:
  ○ DLL
  ○ 5th Grade
  ○ Dual Program (K-3rd)
  ○ SPED Program (4-5)
  ○ Home Language Spanish
  ○ Not focusing and distracted
  ○ Oral comprehension
  ○ Syntax and word production
  ○ Tends to be anxious
  ○ Difficulties with multiplication

Step #1: Understand Language Abilities

WJ IV OL
Step 2: Select Battery for Assessment

- Quick IQ: School year ends in 2 days (yikes!)
- KBIT 2 or Brief or WJ IV Cog BIA
- Woodcock Johnson IV Achievement & Cognitive
- Bateria III – Aprovechamiento/Cognitiva

<table>
<thead>
<tr>
<th>Composite</th>
<th>Score</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Knowledge (Co)</td>
<td>74</td>
<td>Below Average</td>
</tr>
<tr>
<td>Nonverbal</td>
<td>100</td>
<td>Average</td>
</tr>
<tr>
<td>IQ Composite</td>
<td>86</td>
<td>Average</td>
</tr>
</tbody>
</table>
### Conclusions

The table below presents the student's performance in various subjects:

<table>
<thead>
<tr>
<th>Component/Subject</th>
<th>Standard Score</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank</th>
<th>Description Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Coding (80)</td>
<td>96</td>
<td>95-96</td>
<td>10</td>
<td>Average</td>
</tr>
<tr>
<td>Speed of Conceptual Accuracy (80)</td>
<td>91</td>
<td>89-94</td>
<td>10</td>
<td>Average</td>
</tr>
<tr>
<td>Oral Language (80)</td>
<td>82</td>
<td>78-88</td>
<td>Below Average</td>
<td>Below Average</td>
</tr>
<tr>
<td>Visual Spatial (80)</td>
<td>87</td>
<td>83-81</td>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Long Term Retrieval (30)</td>
<td>111</td>
<td>107-114</td>
<td>Average</td>
<td>Average</td>
</tr>
<tr>
<td>Short Term Memory (30)</td>
<td>77</td>
<td>72-81</td>
<td>Below Average</td>
<td>Below Average</td>
</tr>
<tr>
<td>Processing Speed (80)</td>
<td>98</td>
<td>95-100</td>
<td>Average</td>
<td>Average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component/Subject</th>
<th>Standard Score</th>
<th>95% Confidence Interval</th>
<th>Percentile Rank</th>
<th>Description Category</th>
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<tr>
<td></td>
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- Did not Qualify

- Closing Thoughts? Comments or Questions?
Assessment of Dual Language Learner s (DLL s): Using the Bateria IV and WJ IV Tests of Oral Language in Clinical Practice

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2019
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