



Navigating the Complicated: Foundations of Bilingual Assessment

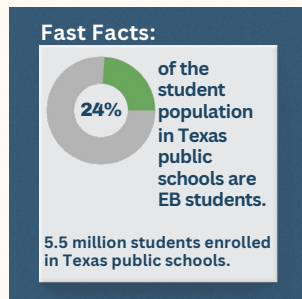
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TASP
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Goals

1. Explore key stages of **second-language development** and examine how language proficiency impacts performance on cognitive and academic assessments.
2. Learn how to select, adapt, and administer **assessments** in ways that reflect students' linguistic and cultural backgrounds while ensuring compliance with ethical and legal standards.
3. Develop skills to **interpret** data from multiple sources and identify whether learning challenges reflect typical second-language acquisition or an underlying disability.



Why This Matters

- Over 1 million emergent bilingual student in Texas
- 92% of practitioners are monolingual English speakers
- Many are assessed by monolingual practitioners
- Without proper training this can lead to misidentification and invalid results

What's in a name?

English as a Second Language (ESL)

English Language Learner (ELL)

Limited English Proficiency (LEP)

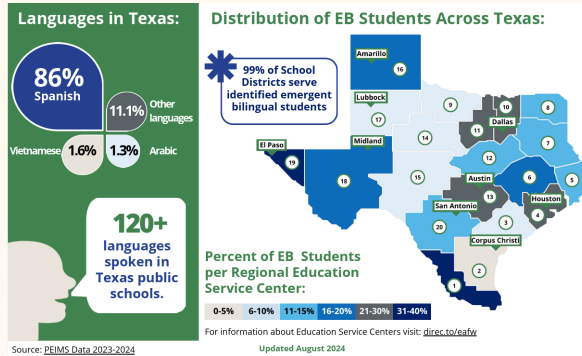
Emergent Bilingual (EB)

Who are Emergent Bilinguals?

“

Emergent bilingual student” means a student whose primary language is other than English and whose English language skills are such that the students has difficulty performing ordinary classwork in English.

Tex. Educ. Code § 29.052 (2024).



How are these students identified?

- Lau vs. Nichols (1974)- Supreme Court ruling that stated “identical education is not equal education.”
- Home Language Survey (HLS) completed at initial enrollment by the parent/guardian.
- If any language other than English is indicated student is administered the state-approved language proficiency test.
- Student meeting criteria for Limited English Proficiency is coded as an Emergent Bilingual (EB) and Language Proficiency Assessment Committee (LPAC) determines programming.

Part Two:
Please answer the questions to the best of your ability.

1. Which languages are used at home? _____
2. Which languages are used by the child at home? _____
3. If the child had a previous home setting, which languages were used? If there was no previous home setting, answer Not Applicable (N/A). _____

☐ By checking this box, I understand a request to correct an error to this Home Language Survey can only happen if:

- 1) my child has not yet been assessed for English proficiency; and
- 2) corrections are made within two calendar weeks of my child's enrollment date.

Lau v. Nichols, 414 U.S. 563 (1974).

What is the LPAC and why is it important?



- Under Texas Education Code § 29.063, every school district that serves emergent bilingual (EB) students must form a Language Proficiency Assessment Committee (LPAC).
- LPAC must include a campus administrator, a bilingual or English as a Second Language (ESL) teacher, and a parent representative.
- The LPAC is a campus-based team that makes key decisions about the language instruction and support provided to emergent bilingual students.

Texas Education Code
§ 29.063

Second Language Acquisition

To effectively assess emergent bilingual students, it's essential to understand how second languages are acquired. Two key frameworks guide our understanding:

- Jim Cummins's theory of social vs. academic language
- Stephen Krashen's model of language acquisition stages and input

These theories help us recognize what is typical in second language development—and what may signal a true learning difficulty. In the next slides, we'll explore how each theory applies to both classroom learning and the evaluation process.

Jim Cummins's Language Acquisition Theory

Basic Interpersonal Communication Skills (BICS)	Cognitive Academic Language Proficiency (CALP)
Social situations Context-embedded Less cognitively demanding Faster development: ± 2 years Mistaken as indicator of ability Must also be taught	Academic tasks and contexts Context-reduced More cognitively demanding Slower development: $\pm 5-7$ years Active development Tasks that move from current ability to the next Vygotsky's Zones of Proximal Development (ZPD)

- BICS: Basic Interpersonal Communication Skill (2-5 years)
- CALP: Cognitive-Academic Language Proficiency (5-7 years)
- Students may "sound fluent" but still lack the academic language required for standardized testing or classroom success.
- Skills learned in L1 can transfer and support L2 -if both are nurtured.

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In B. Street & N. H. Hornberger (Eds.), *Encyclopedia of Language and Education* (2nd ed., Vol. 2, pp. 71–83). Springer.

Stephen Krashen's Six Stages of Second-Language Acquisition

Pre-production	Also known as the silent period. Students respond by nonverbal communication.
Early Production	The student begins to produce single words (yes, no, there, O.K., you, house, etc.)
Speech Emergence	The student uses combinations of two or three words (don't go, paper on table, etc.)
Beginning Fluency	The student can communicate using phrases in everyday situations. They use common phrases such as "I want to stay."
Intermediate Fluency	The student speaks with more confidence and can handle academic language with support. They understand more complex sentence structures and can discuss abstract ideas, though vocabulary gaps may remain.
Advanced Fluency	The student communicates fluently in both social and academic settings. They use more complex discourse, but occasional errors may occur, especially with idioms or nuanced expressions.

Adapted from Krashen, S. D., & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*

Stephen Krashen's Six Stages of Second-Language Acquisition

- Students in the early stages (Pre-production to Speech Emergence) may appear to have expressive/receptive language delays, poor vocabulary, or processing issues—but these are often typical for new language learners.
- Assessing too early (e.g., within the first 1–2 years of English exposure) can yield invalid results due to limited language proficiency, especially on standardized tests normed in English.
- Difficulty understanding instructions or explaining answers can affect verbal subtests, possibly leading to underestimation of abilities.

Stephen Krashen's Six Stages of Second-Language Acquisition

- When assessing, select tools that are linguistically and culturally appropriate for the student's current stage. Use observations, interviews, and dynamic assessment for students at early stages.
- A true disability will manifest in both languages. A student struggling only in English may still be acquiring CALP.

Understanding these stages helps teams differentiate between language difference and disability

Native language loss

When a second language is introduced, students may begin to lose proficiency in their first language

- Native language loss can occur even in bilingual education settings.
- Students in English-only programs (e.g., immersion, ESL, or parent denial) are at greatest risk.
- Students who have been learning English for 2–4 years may show below average oral language skills in both languages.
- Low scores in both languages may reflect normal second language acquisition, not a disorder.

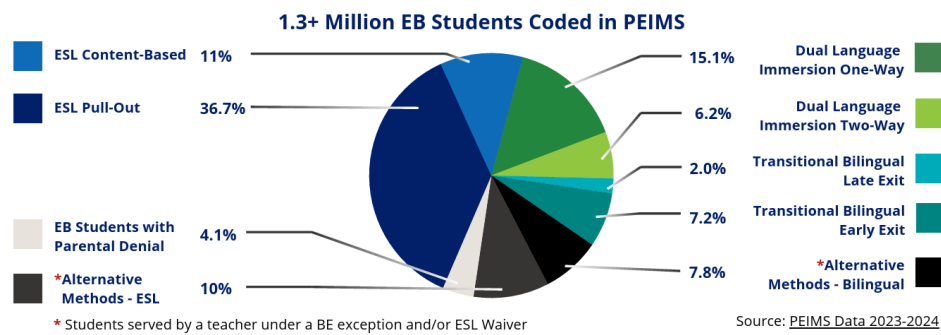
(adapted from Alvarado, 2011)

Disability or Language Difference?

Behavior Observed	Possible Explanation
Difficulty following directions	Directions were not understood; it can be harder to remember directions in second language.
Difficulty with phonological awareness	Difficulty auditorily distinguishing between sounds not in first language, or sounds presented in a different order.
Slow to learn sound-symbol correspondence	Confusion when different from first language. Difficulty pronouncing sounds not in the first language.
Difficulty remembering sight words	Word meanings are not understood.
Difficulty retelling a story in sequence	Expressive skills are not sufficient to do so; yet student might understand more than they can convey (receptive skills might be stronger than expressive skills).
Confusion with figurative language	Confusion with figurative language, idioms, pronouns, conjunctions, and words with multiple meanings is common even at higher stages of language acquisition.
Slow to process challenging language	Vocabulary and language are not understood.
Poor auditory memory	Sounds or words are unfamiliar or not understood.
Difficulty concentrating	Learning a second language is mentally exhausting; EBs might have difficulty concentrating when they find the language demands of the classroom challenging.
Easily frustrated	Being in a classroom with high language demands can be frustrating.

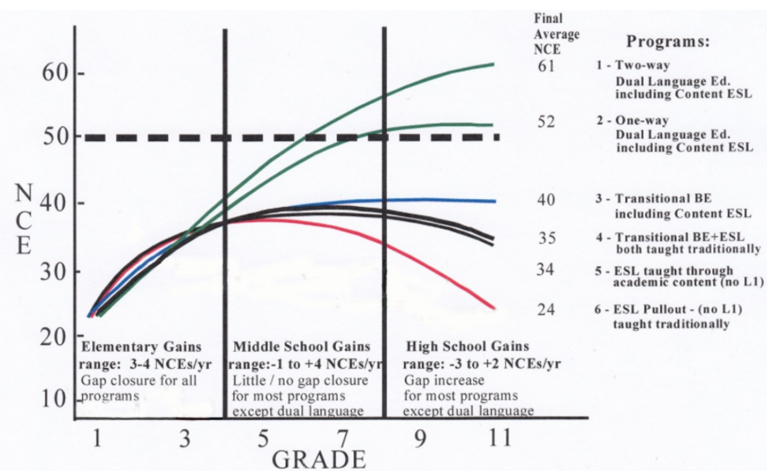
Adapted from [Connecticut State Department of Education \(2011 or 2012\). English Language Learners and Special Education: A Resource Handbook \(CAPELL\) \(Page 11\)](#)

Enrollment in Bilingual Education Program Models



Retrieved from: <https://www.txel.org/media/ecxf4530/factsheet2-bilingualedprograms.pdf>

Efficacy of Instructional Programs



Source: Thomas & Collier (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. CREDE.

Copyright © 2001-2012, W.P. Thomas & V.P. Collier. All rights reserved.

Thomas & Collier, 1997 (2002)

- Students in all program types showed initial gains in English reading skills through 3rd and 4th grade.
- Only certain program models sustained these gains over time.
- Students in the One-Way and Two-Way Dual Language programs outperformed monolingual English-speaking students.
- Dual Language and Maintenance bilingual programs resulted in higher long-term academic achievement than English-only instruction for EB students.
- ESL Pull-Out: Students declined and they continued to underperform and were most at-risk to dropout.
- Students in maintenance and dual language programs were the least likely to drop-out.

Source: Thomas & Collier (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. CREDE.

How long does it take to reach the 50th Normal Curve Equivalent (NCE) in English

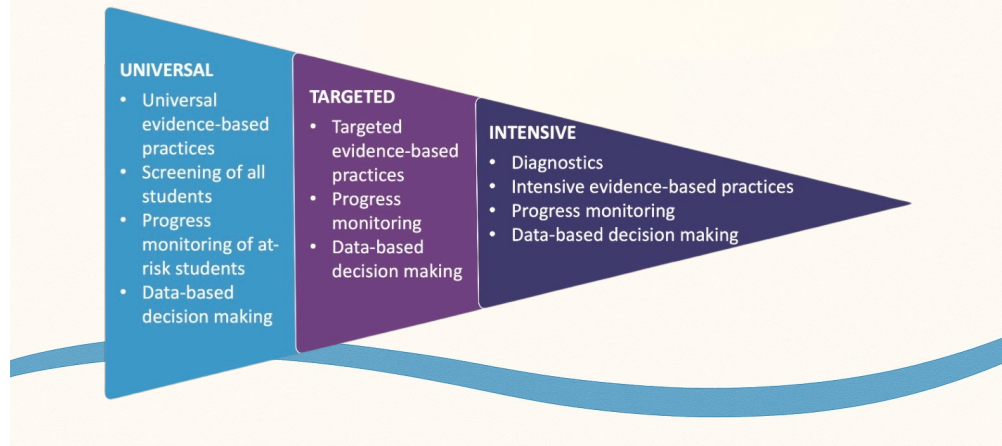
Bilingual students achieving on grade level in Native Language (L1), if they continued instruction in L1 while learning English, they typically reached grade level performance in English within 4-7 years.

Immigrants from well-resourced backgrounds that received consistent, on grade-level schooling in their home country, when placed in English only instruction upon arriving in the US, typically reached grade level performance in English within 5-7 years, even with a strong academic foundation in L1.

Emergent Bilingual student schooled only in English in the US, who had limited or interrupted L1 instruction, took 7-10 years or more to reach the NCE, and some never do.

Source: Thomas & Collier (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. CREDE.

Multi-tiered System of Supports



Collecting Relevant History

Additional data sources for EB students:

- Home Language Survey
- Student's level of language proficiency
- State language test (TELPAS) results in listening, speaking, reading, and writing
- Instructional interventions for language needs
- Prior schooling inside/outside the U.S.
- Type of language program model and language of instruction

<https://spedsupport.tea.texas.gov/sites/default/files/2024-01/eb-student-data-review-supplement-culturally-competent-considerations.pdf>

Checklist: When to Refer an Emergent Bilingual Student for Special Education Evaluation

- ☐ Documented disability from student's home country (e.g., report of SLD, hearing/vision, ID)
- ☐ Suspected developmental disability (Autism, Intellectual Disability, significant speech-language disorder)
- ☐ Minimal response to high-quality interventions compared with peers from similar cultural & linguistic backgrounds
- ☐ Persistent language and/or learning difficulties across both languages and settings
- ☐ Weak foundational skills (phonological awareness, basic concepts) in both languages
- ☐ Parent/caregiver concerns about learning, social, or developmental milestones
- ☐ Significant functional or behavioral challenges interfering with participation
- ☐ Vision, hearing, or sensory concerns have been ruled out

Legal & Ethical Requirements



Both Individuals with Disabilities Education Act (IDEA) and the National Association of School Psychologists (NASP) guide us to assess emergent bilingual students fairly, holistically, and without language or cultural bias, always separating language difference from disability.

IDEA Requirements (34 C.F.R. § 300.304)

- Assessments must be non-discriminatory and administered in the student's native language or other mode of communication
- Use a variety of assessment tools and data— no single test determines eligibility
- Consider language proficiency and cultural background in evaluation
- Ensure assessments measure what they intend to measure, not English proficiency
- Exclusionary Clause: **Students should not be identified as eligible for special education when the primary cause for their academic difficulties is related to their level of English proficiency.**

Individuals with Disabilities Education Act, 34 C.F.R. § 300.304 (2024).
<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-III/part-300/subpart-D/section-300.304>

Measuring Oral Language

- In Texas, the Texas English Language Proficiency Assessment System (TELPAS) is the state's standardized assessment used to measure the English language proficiency of EB students
- Standardized tests
 - Woodcock Munoz Language Survey-III (English & Spanish)
 - Woodcock Johnson (WJ) IV Tests of Oral Language (English & Spanish)
 - Ortiz Picture Vocabulary Acquisition Test (English, offers comparison to EB students)



About the Texas English Language Proficiency Assessment System (TELPAS)

Global Definitions of the Proficiency Level	Key Features
Beginning Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	Beginning little or no English ability
Intermediate Intermediate students have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	Intermediate limited ability, simple language structures, high-frequency vocabulary, routine contexts
Advanced Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	Advanced ability to engage in grade appropriate academic instruction with second language acquisition support
Advanced High Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	Advanced High ability to engage in grade appropriate academic instruction with minimal second language acquisition support

The WMLS III & the WJ IV Tests of Oral Language



TEST 1	Analogies <i>Analogías</i>
TEST 2	Oral Comprehension <i>Comprensión Oral</i>
TEST 3	Picture Vocabulary <i>Vocabulario sobre dibujos</i>
TEST 4	Oral Language Expression <i>Expresión de Lenguaje Oral</i>
TEST 5	Letter-Word Comprehension <i>Identificación de Letras y Palabras</i>
TEST 6	Passage Comprehension <i>Comprensión de Textos</i>
TEST 7	Dictation <i>Dictado</i>
TEST 8	Written Language Expression <i>Expresión de Lenguaje Escrito</i>

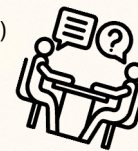
OL 1	Picture Vocabulary
OL 2	Oral Comprehension
OL 3	Segmentation
OL 4	Picture Naming
OL 5	Sentence Repetition
OL 6	Understanding Directions
OL 7	Sound Blending
OL 8	Retrieval Fluency
OL 9	Sound Awareness*
OL 10	Vocabulario sobre dibujos
OL 11	Comprensión oral
OL 12	Comprensión de indicaciones



Source:
www.riversideinsights.com

Measuring Oral Language

- Tests administered by the Speech/Language Pathologist (SLP)
 - Clinical Evaluation of Language Fundamentals (CELF)
 - Preschool-2 (English & Spanish)
 - CELF 5 English & CELF 4 Spanish
 - Preschool Language Scales, 5th Edition (PLS-5) & PLS-5 Spanish
- English Achievement tests
 - Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)
 - Wechsler Individual Achievement Test, 4th Edition (WIAT-4)
 - Woodcock Johnson V Tests of Achievement (WJ-5)



Measuring Oral Language

When standardized oral language tools are not available in a student's native language informal measures provide valuable insight into the student's expressive and receptive abilities. These tools can be administered with the help of a trained interpreter and analyzed qualitatively (responses analyzed but not scored). Strategies include:

- Picture Naming Tasks (Present common objects or scenes and ask the student to name them in their first language)
- Storytelling from Picture Sequences (Show a series of images and ask the student to tell a story using the pictures)

Measuring Oral Language

- Narrative Retell (Read a short story via interpreter, then ask the student to retell it)
- Conversational Language Sample (Engage the student in a conversation and transcribe for analysis)
- Descriptive Tasks (Ask the student to describe a picture or activity)
- Parent or Teacher Input

Achievement Testing

Interpret in light of the amount and quality of academic exposure in that language & compare the student to emergent bilingual peers.



Administer academic testing (e.g., reading, math, writing) in the language(s) of instruction, not necessarily the student's dominant language.

- Gather detailed background information to guide interpretation:
- Years of formal instruction in the testing language
- Age of first exposure to each language
- Type of language support program (e.g., bilingual, ESL, dual language)
- Consistency and quality of instruction over time

Ask families about literacy experiences at home:

- Does the student read or write in their native language?
- Is academic vocabulary used at home?
- How is the first language supported outside of school?



Achievement Testing

1 Spanish

- The Batería IV Woodcock-Muñoz Pruebas de aprovechamiento (Batería IV AP) is commonly used to assess academic skills in Spanish.
- Testing may be administered with the support of a trained interpreter
- Results must be interpreted considering the student's language proficiency and educational background.
- Don't write in your reports "interpret with caution"



Common Patterns in Emergent Bilingual Students

- Bilingual students in English-only environments may demonstrate academic difficulties in reading due to language acquisition challenges, while showing relative strengths in math, especially in computation.
 - Math is a visual, less-language dependent, hands-on.
 - Relies more on numbers and symbols
- Language-based math challenges often appear in word problems or academic vocabulary
 - Consider that the student does not have the language proficiency to ignore between relevant and irrelevant information.
- True math disabilities show persistent difficulties across **both languages** and instructional supports
- Key indicators of disability: poor number sense, inconsistent performance, difficulty with place value and reasoning across contexts

Source: Swanson, H. L., Lussier, C. M., & Orosco, M. J. (2015), Jarosz & Jaeger (2019), Cárdenas-Hagan, E. (Ed.). (2020),

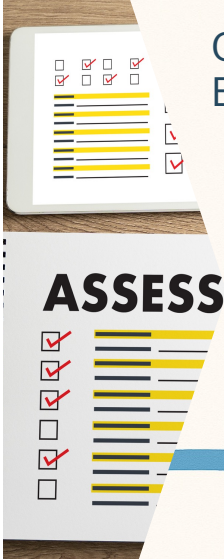


Common Patterns in Emergent Bilingual Students

- EB students may struggle with sounds that don't exist in their native language
- This impacts speech production and phonological processing in L2
- Mispronunciations often reflect language development, not disability, unless the student is delayed in speech production in their native language as well
- English phonological assessments may underestimate skills if unfamiliar sounds are assessed. Do an item analysis and review if sounds are in native language.
- Instruction should include explicit teaching of new phonemes

English Sound	Challenge	Why
/v/ vs. /b/	May substitute /b/ for /v/ ("berry" for "very")	Spanish does not distinguish these sounds in the same way
/sh/ (/ʃ/)	May be pronounced as /ch/ or /s/ ("sheep" as "cheap" or "seep")	Spanish does not have /ʃ/
/z/	May be replaced with /s/ ("zoo" as "soo")	Spanish uses /s/, not /z/, in most dialects
Final consonant clusters	May omit a sound ("cold" becomes "col")	Spanish rarely ends words with complex clusters

Cárdenas-Hagan, E. (Ed.). (2020).



Common Patterns in Emergent Bilingual Students

- Spanish is a transparent orthography (consistent sound–letter correspondence)
- Students may show intact basic reading skills (decoding words in isolation)
- Fluency deficits often emerge when reading connected text
- Reading may be slow, effortful, and lacking automaticity
- Fluency difficulties may be the first sign of a reading disability
- Assess fluency and comprehension, not just decoding, to avoid under-identification

Serrano, F., & Defior, S. (2008)



2 When tests are not available in student's language

- Reading a book in the student's first language and asking comprehension questions
- Writing a story or personal narrative in the first language
- Work samples in both the first and second languages
- Parent interviews about reading, writing, and other academic skills at home
- Reading inventories or running records in both languages
- Teacher-created assessments that reflect classroom instruction
- Consider using "true peer" or "near peer" comparisons in interventions.

Cognitive Testing



- Administer cognitive tests in the language and form most likely to yield accurate information about the student (IDEA 2004). This may be in the student's first (L1) or second language (L2). Explain your choice of language in Full and Individual Evaluation (FIE) based upon all information collected.
- Cognitive testing is most often conducted in only one language, the student's strongest language.
- Consider using tests with lower language demands.
- Interpret results in light of language proficiency and test characteristics.

Frequently Used Tests



- Weschler Intelligence Scale for Children- Fifth Edition (WISC-V)
- Weschler Intelligence Scale for Children- Fifth Edition Spanish (WISC-V Spanish)
- Kaufman Assessment Battery for Children- Second Edition, Normative Update (KABC-2 NU)
- Differential Ability Scales, Second Edition Normative Update (DAS-2 NU)
- Bateria IV Woodcock-Muñoz: Pruebas de habilidades cognitivas (Bateria IV)

Interpreting Scores with the Culture-Language Interpretive Matrix (C-LIM)

- The C-LIM is a tool used to help determine whether a student's performance on cognitive tests may have been impacted by language proficiency and cultural experience, rather than reflecting a true cognitive deficit.
- A consistent pattern of lower scores on highly loaded subtests may reflect language/cultural difference—not disability.

Degree of Cultural Loading	Degree of Linguistic Demand		
	Low	Moderate	High
	Matrix Reasoning Cancellation Visual Puzzles	Block Design Coding Picture Span Symbol Search	Digit Span Letter-Number Seq.
Moderate	Picture Concepts	Figure Weights	Comprehension
High			Information Similarities Vocabulary

WISC-V Example

Retrieved from: <https://facpub.stjohns.edu/~ortiz/c-lim/c-lim%20instructions%20and%20tutorial%20-%20free%20version.pdf>

Proficiency-Aligned Cognitive Evaluation (PACE)

Profile 1	Profile 2	Profile 3	Profile 4
Beginner in English and Spanish	Intermediate in English and Spanish	Fluent in Spanish, Limited in English	Fluent in English, Limited in Spanish
Test using measures with low language demands and consider nonverbal indices	Test in English using measures with lower language demands (e.g. WISC-V, KABC-2 NU or DAS-2 NU)	Test in Spanish with the WISC-V Spanish* or the Bateria IV (if recent immigrant or older than 16)	Test in English and interpret considering student's background

*If student has been in US schools for 5 years or less

Cisneroz, C. A. and Needham, M.d.C. (2025)

Weschler Intelligence Scale for Children - Fifth Edition (WISC-V)
Kaufman Assessment Battery for Children - Second Edition, Normative Update (KABC-2 NU)
Differential Ability Scales, Second Edition Normative Update (DAS-2 NU)
Bateria IV Woodcock-Muñoz: Pruebas de habilidades cognitivas (Bateria IV)

CAUTION CUIDADO

Common Challenges in Assessing EB Students

- We are essentially using tests normed on monolingual students to measure the abilities of bilingual students.
- Assessing ability in the second language (English) often yields lowered scores because the bilingual student has not had the same amount of language exposure as the test's norming population and/or answers in the other language are not accepted.
- Bilingual individuals may not have had the native language actively maintained or may be experiencing the natural phenomenon of native language loss while English is being learned.
- Testing in the native language may also yield lowered scores because the test may be normed on students who are "monolingual" speakers of that language.
- BICS may lead educators to perceive a higher level of English proficiency than what exists

CAUTION CUIDADO

Common Challenges in Assessing EB Students

- Low scores may reflect language—not disability, especially on verbal tasks.
- Even nonverbal tasks can involve cultural bias or require some language comprehension.
- Teachers may confuse language acquisition with a learning disability if not trained in second-language development.
- Ineffective interventions may be due to lack of instruction in the student's primary language, not student ability.
- Standard scores may reflect limited exposure, not true cognitive or academic delay.
- Limited access to bilingual examiners or trained interpreters often results in English-only assessments or problematic translations.

Cultural Considerations

Involve parents from the very beginning—when concerns first arise, during consent, and throughout the entire evaluation. Make sure they truly understand the process and feel like valued partners.

Cultural Considerations

- Families of emergent bilingual students may hold different beliefs about disabilities that are often tied to their cultural values and identities.
- Families also have different expectations for their children's development and education.
- Ask about the family's values, customs, and beliefs about education, child development, and disability—these may shape their concerns and expectations.
- Clarify that your goal is to collaborate in understanding their child, not to impose a diagnosis or judgment.
- Be open to learning from families. Their lived experience is a critical source of insight for culturally responsive evaluation.

Cultural Considerations

- Approach each family with cultural humility, not assumptions—ask open-ended questions to learn about their unique perspectives.
- Be mindful of nonverbal communication, formality, and cultural norms around eye contact, authority, and decision-making.
- Some families may defer to school professionals out of respect, rather than voicing disagreement. Create space for their voice.
- It is vital for families to fully understand and participate in any evaluation of a suspected disability.
- Don't rely solely on forms when gathering information. Be prepared to interview families in person or virtually, including with the support of an interpreter.



WORKING WITH INTERPRETERS

- Use a trained interpreter who is fluent in the student's home language and understands cultural nuances.
- Interpreters may assist with:
 - Interviews and consent
 - Language and work sample analysis
 - Standardized test administration (when appropriate)
- Always brief interpreters beforehand:
 - Explain goals, roles, and confidentiality
 - Clarify expectations before, during, and after the session
- Avoid untrained interpreters—they may unintentionally alter meaning or add personal input.
- During sessions, speak directly to the parent or student, not the interpreter.
- If a qualified interpreter isn't available, clarify meaning carefully and check for understanding



WORKING WITH INTERPRETERS

Administering standardized assessment with the use of an interpreter as an ancillary examiner:

- The ancillary examiner is responsible for administering tests after being trained by the primary examiner
- First familiarize the ancillary examiner with the assessment process by administering the tests in English.
- By participating as an examinee, the ancillary examiner will become acquainted with the tests and gain an appreciation of the examinee's task.
- Discuss general administration principles and test specific directions.
- The ancillary examiner should become familiar with test directions and manipulating the materials.
- Complete a practice administration if possible.



WORKING WITH INTERPRETERS

Test administration guidelines to review with interpreters:

- Smile frequently and communicate with the examinee in ways that show they enjoy working with them
- Proceed to next test item after allowing appropriate, but not excessive, amount of time to respond
- Do not tell the examinee any answers
- **Use exact wording given by the examiner or test**
- Watch for and record information about behavior and responses that may be useful
- Compare these observations with teacher's and parent's reports.

RIOT



REVIEW
(existing records,
previous
assessments,
history, grades, etc.)



INTERVIEW
(parents/guardians,
teachers, student)



OBSERVE
(observations in
various settings,
including area of
concern)



TEST
(standardized or
informal)

Leung,
1992



Review

- Background data: first & home languages, length of exposure to English, prior schooling
- Language program history (ESL, bilingual, dual-language)
- Home literacy and language environment
- TELPAS and other proficiency data
- Attendance, progress monitoring, discipline data
- This is a helpful resource:
<https://spedsupport.tea.texas.gov/sites/default/files/2024-01/eb-student-data-review-supplement-culturally-competent-considerations.pdf>



Interview

Family/parent interview: values, language use, literacy practices

Teacher interview: classroom language demands, participation, code-switching

Student voice: home vs. school language use, self-perceived strengths



Observe

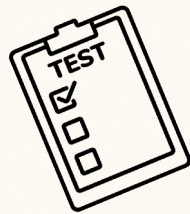
In both English and native-language classes

Look for use of language supports: visuals, L1 peer support, scaffolds

Student engagement: comfort, effort, frustration

Signs of native language loss or maintenance

Test



- Oral language
 - Standardized (WJ-IV OL, CELF English/Spanish, PVAT),
 - Informal (story retell, picture description in both languages)
- Academic
 - KTEA/WJ in English; reading in L1, writing samples in L1
 - Bateria in Spanish
 - Informal
- Cognitive
 - Language-reduced tests (KABC-II, DAS-II, WISC-V)
 - Nonverbal
 - Spanish tests

CASES

Juan



Sebastian



Lina



BEST PRACTICE

- Plan with language in mind
 - Review all language data and gather information from home and school language history and use
 - Do not assume English scores reflect true ability
- Use multiple sources of data
 - Review records, interventions, grades, history, interviews, etc.
 - Observe across settings - different academic areas, different settings
 - Test with culturally and linguistically appropriate tools
- Interpret based on the student's background and compare students to students of similar backgrounds
 - Compare to siblings/family members
 - Compare to classmates of similar backgrounds

Use MULTIPLE DATA POINTS and interpret in light of the student's background and through a culturally responsive lens.



QUESTIONS

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