Emergent Bilingual Learners

Language Learning
&
Applying Ecological Evaluation

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& Brent Myers, Ed.D., NCSP

THE STEPPING STONES GROUP | EBS
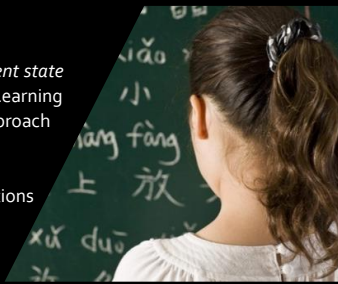*Transforming Lives and Making a Difference Together*

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Objectives
WBAT know & understand:

1. Emergent Bilingual – *Current state*
2. The Science of Language Learning
3. Strength-Based Tiered Approach
4. Evaluation Models
5. Ecological Evaluations
6. EB Assessment Considerations
6. Q & A

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THE EMERGENT BILINGUAL STUDENT

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EMERGENT BILINGUAL

Emergent bilinguals, who are often referred to as English Language Learners (ELLs) or English Learners (ELs), are students who are continuing to develop their home language while also learning an additional language.

The term "emergent bilingual" is intended as a positive description of these students, in that it emphasizes that they're learning in two languages, and that *both* the home language and new language are of value.
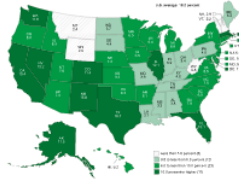
Renaissance.com (blog)

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National Center for Educational Statistics

https://nces.ed.gov/programs/coe/indicator/cgf#:~:text=The%20percentage%20of%20public%20school,%2C%200r%204.5%20million%20students).

English Language Learners in Public Schools
- Last updated May of 2021
- Reflecting 10.2 % of Public School Students Nationally

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English Learners fastest growing…

https://www2.ed.gov/datastory/el-characteristics/index.html#three

- Between the 2009–10 and 2014–15 school years, the percentage of EL students increased in more than half of the states

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Slide 7

20OELAS@azed.gov
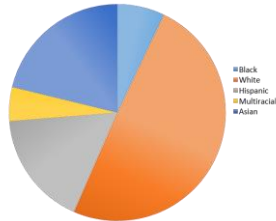
K	16%
1st	11%
2nd	11%
3rd	10%
4th	10%
5th	8%
6th	5%
7th	5%
8th	4%
9th	6%
10th	3%
11th	2%

National CHANGING DEMOGRAPHIC

Percent of **Arizona** Students who are EL by Grade Level

2017

Legend:
- Black
- White
- Hispanic
- Multiracial
- Asian

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Slide 8

View this Image & It's Blog Post

MYTH vs. FACT
Bilingual Language Development

MYTH | FACT

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Slide 9

TIME FOR REFLECTION

READ OVER THE MYTH VS. FACT
bilingual language development sheet and answer these questions:

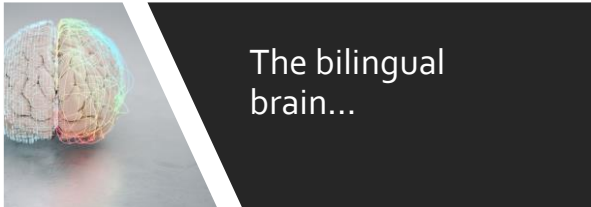| What stood out as MYTH? Why?	Is there one or two MYTHs that you feel are prevalent in your school?	How can these MYTHS be addressed?

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THE SCIENCE OF LANGUAGE LEARNING

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Emergent Bilingual = Bilingual

- Asset Based Practices
- Value both languages
- Use primary language to build 2nd language
- Acknowledge culture
- Involve parent/families

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The bilingual brain…

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The Bilingual Brain
1. Compound
2. Coordinated
3. Subordinate

https://youtu.be/MMm
OLN5zBLY

the benefits of
a bilingual brain

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the benefits of
a bilingual brain
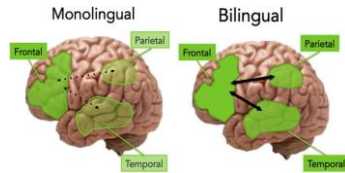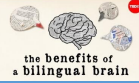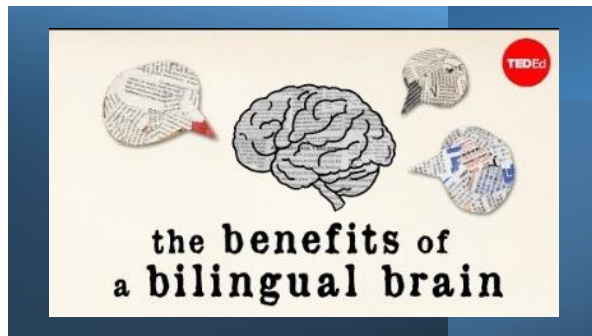
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There are 3 general types of bilingualism:

Compound bilingual: develop two language systems simultaneously with a single context.

Coordinate bilingual: learn two languages in distinctly separate contexts.

Sub-coordinate bilingual OR Subordinate: learn the secondary language by filtering through the mother tongue

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REFLECTION QUESTIONS

1. What type of bilingual learner does our school/district have?

2. Why is it important to know this?

3. How can we enhance a strength-based approach with our families and students regarding bilingualism?

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School Terminology…

According to Tabors (1997), there are 2 types of bilingualism:

1. **simultaneous bilingualism** occurs when children are exposed to two languages from a very early age;
2. while **sequential bilingualism** occurs when a child begins learning a second language after the first language is at least partially established.

Tabors, P. (1997) One child, two languages. A guide for preschool educators of children learning English as a second language. Baltimore MD: Paul. H. Brookes Publishing Co.

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Types of Emergent Bilinguals

SEQUENTIAL BILINGUALS	SIMULTANEOUS BILINGUALS
• Learn L1 before L2 • Often are immigrant students • Studied or had some academic schooling history in L1 • Family history of reading or books in L1	• Learn L1 and L2 at the same time • Majority of ELs in the United States • 2nd and 3rd generation ELs

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TYPES OF Emergent Bilinguals

SIMULTANEOUS	LONG-TERM
• Born in the United States but grew up in homes in which another language was spoken • Live in communities where L1 is primarily used to communicate • Extensive code-switching • Oral proficiency in L1, but may not have learned to read and write in L1	• Have attended United States schools for at least 5 years • May be orally bilingual (social language), but have limited literacy and academic language in both L1 and L2 • Literacy skills are below grade level expectations, which could be the result of inconsistent schooling and/or EL support • Require substantial and ongoing language and literacy support • Can have negative attitude towards school due to lack of academic success

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Types of Emergent Bilinguals

NEWCOMERS WITH ADEQUATE FORMAL SCHOOLING	NEWCOMERS WITH LIMITED FORMAL SCHOOLING
• Have been in the United States for up to 5 years • Parents are educated speakers in L1 • Have a strong foundation in L1 • Adequate schooling in L1 • Able to transfer academic concepts quickly • Perform low on standardized tests • Easy to catch up to monolingual peers after few years of English language support	• Have been in the United States for up to 5 years • Parents may have low literacy levels • Limited L1 and literacy skills • Interrupted schooling or no previous formal education • Perform poorly on achievement tasks • Could have difficulty learning English

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In Summary…an Emergent Bilingual

3 General Types

Compound Bilingual

Coordinate Bilingual

Subordinate Bilingual

2 Types Described in Schools

1. Simultaneous Bilingual
2. Sequential Bilingual

Why is this important and how can knowing the type of bilingual help with language learning?

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LANGUAGE ACQUISITION DESCRIPTORS
to inform instruction
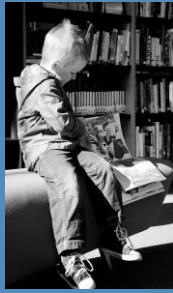
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Language Learning Overview for EB's

Stages of Language Acquisition

Principles of Language Acquisition: BICS and CALPS

4 Language Domains

Developmental Levels for Oral language & Reading development

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EB STUDENTS

EB STUDENTS ARE FACED WITH THE CHALLENGING TASK OF SIMULTANEOUSLY LEARNING ENGLISH AND ACADEMIC INFORMATION

This Photo by Unknown Author is licensed under CC BY

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Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.
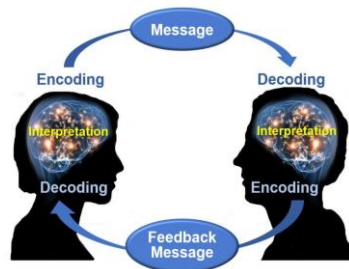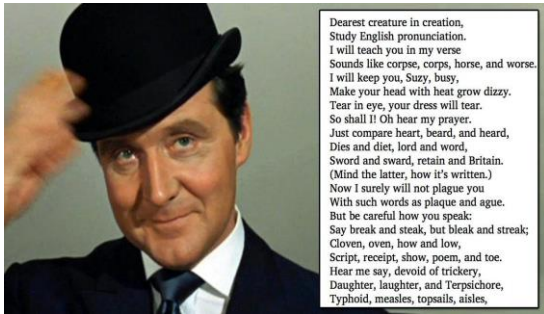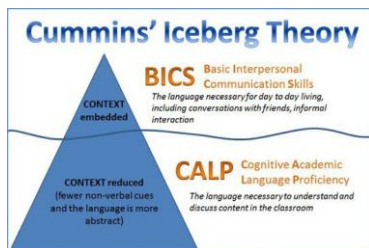Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.
Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,

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STAGES OF SECOND LANGUAGE ACQUISITION

STAGE	DESCRIPTION
PRE PRODUCTION	Develop receptive vocabulary Do not yet speak their second language
EARLY PRODUCTION	Able to speak in short phrases of one or two words Can memorize portions of language
SPEECH EMERGENCE	Vocabulary (approximately 3,000 words) Can communicate using simple questions and phrases
INTERMEDIATE FLUENCY	Vocabulary (approximately 6,000 words) Can use more complicated sentence structures Can share their thoughts and opinions May make frequent errors with more complicated sentence structures
ADVANCED FLUENCY	Reached after 5-10 years of learning the language Can function at a level that is comparable to native speakers

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Dr. Jim Cummins...

"If we don't make the distinction, we can run into all kinds of problems"

Cummins' Iceberg Theory

BICS Basic Interpersonal Communication Skills
The language necessary for day to day living, including conversations with friends, informal interaction

CONTEXT embedded

CALP Cognitive Academic Language Proficiency
The language necessary to understand and discuss content in the classroom

CONTEXT reduced (fewer non-verbal cues and the language is more abstract)

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What does BICS and CALPS look like?

BICS		CALP	
	Basic Words		Academic Vocabulary
	Short Sentenced		Complex Sentences
	Concrete		Abstract Concepts
	Low Cognitive Demand		High Cognitive Demand
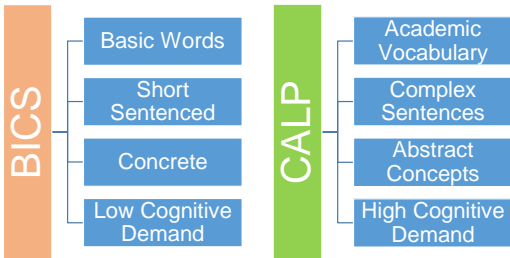
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Asset-Based

Use L₁ to Strengthen L₂
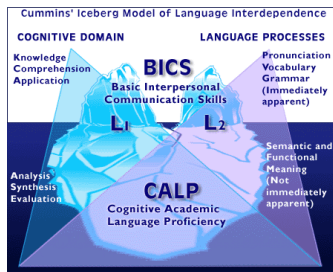
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BICS and CALP

BASIC INTERPERSONAL COMMUNICATION SKILLS (BICS)	COGNITIVE ACADEMIC LANGUAGE PROFICIENCY (CALP)
❖ Students are able to communicate their basic needs and wants and have social conversations	❖ Students are able to communicate thoughts and ideas with clarity and efficiency and have more advanced social conversations
❖ 1-3 years to develop	❖ Studies cite 5-7 or 7-10 years to develop
❖ Insufficient to facilitate academic success	❖ Necessary for academic success

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BICS & CALPS

General Relation Between Age, Grade, and Word Type in Monolingual Language Development

Acquisition of Sounds

- <u>Few weeks</u>: cooing and gurgling, playing with sounds. Their abilities are constrained by physiological limitations.
- <u>4 months</u>: distinguish between [a] and [i], so their perception skills are good.
- <u>4-6 months</u>: children babble, putting together vowels and consonants. This is not a conscious process! Experiment with articulation
- <u>7-10 months</u>: starts repeated babbling.
- <u>10-12 months</u>: children produce a variety of speech sounds. (even 'foreign' sounds)

Age	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18+
Grade			K	1	2	3	4	5	6	7	8	9	10	11	12			
Word Type	Emergent BICS		Intermediate BICS		Advanced BICS		Emergent CALP		Intermediate CALP			Advanced CALP						

Adapted from Ortiz PVAT

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CALP LEVELS

Research shows that students with a CALP Level of _____ will find the language demands of learning grade level academic material...
- 6.0: Very Advanced = Extremely Easy
- 5.0: Advanced = Very Easy
- 4.5: Fluent to Advanced = Easy
- 4.0: Fluent = Manageable
- 3.5: Limited to Fluent = Difficult
- 3.0: Limited = Very Difficult
- 2.0: Very Limited = Extremely Difficult
- 1.0: Negligible = Impossible
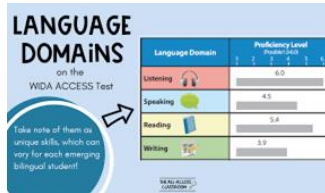
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ESL Levels and BICS versus CALP Activities

Beginners	Intermediate	Advanced
• 90-100% BICS	• 50% BICS	• 20% BICS
• 0-10% CALP	• 50% CALP	• 80% CALP

BICS & CALP

BICS (1 to 2 years)
-High Frequency Vocabulary
CALP (5 or more years)
-Lectures, formal, abstract, written text

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LANGUAGE DOMAINS

5 DOMAINS OF LANGUAGE

Phonology
The rules of speech sounds; how phonemes are used

Morphology
The rules of word structure; how morphemes are used

Syntax
The rules of sentence structure

Semantics
The rules relating to the meaning of language

Pragmatics
The rules that occur within social situations

LANGUAGE DOMAINS on the WIDA ACCESS Test

Take note of them as unique skills, which can vary for each emerging bilingual student!
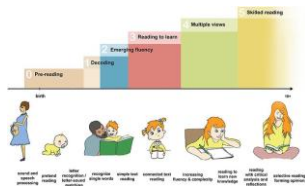
WIDA ACCESS: LISTENING, SPEAKING, READING, WRITING
Part of Testing & Assessments

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Language Domains: WIDA

Listening & Speaking = Oral Language
Reading & Writing = Written Language

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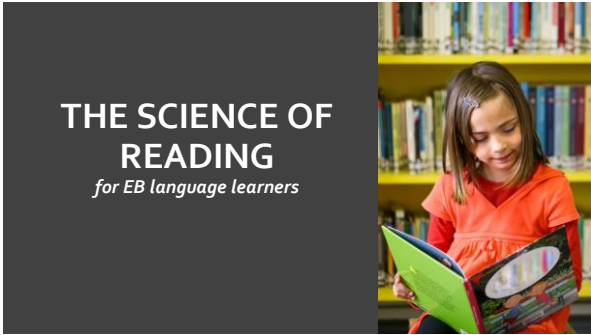## Overview of English Language Development

English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as:

- English as a second language (ESL)
- English for speakers of other languages (ESOL)
- English as a new language (ENL)
- English language learner (ELL) instruction
- English learner (EL) instruction

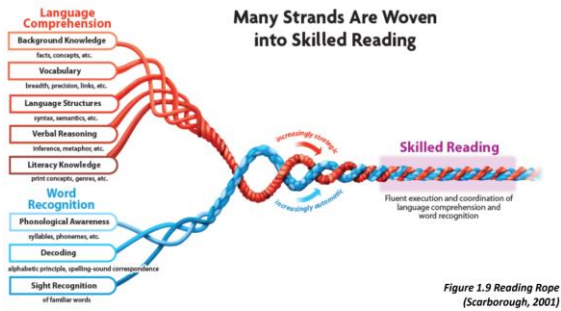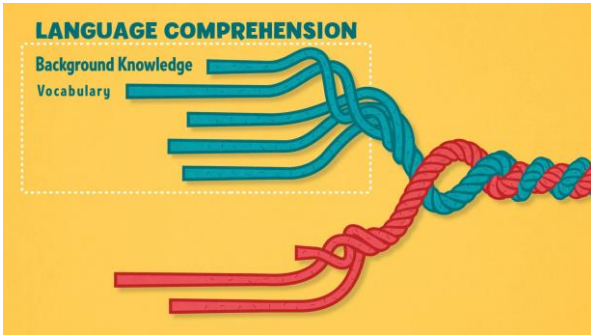https://www.desiredresults.us/dll/o_Overview_ELD Domain.mp4

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THE SCIENCE OF READING
for EB language learners

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Many Strands Are Woven into Skilled Reading

Language Comprehension
- Background Knowledge — facts, concepts, etc.
- Vocabulary — breadth, precision, links, etc.
- Language Structures — syntax, semantics, etc.
- Verbal Reasoning — inference, metaphor, etc.
- Literacy Knowledge — print concepts, genres, etc.

Word Recognition
- Phonological Awareness — syllables, phonemes, etc.
- Decoding — alphabetic principle, spelling-sound correspondence
- Sight Recognition — of familiar words

increasingly strategic
increasingly automatic

Skilled Reading
Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

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LANGUAGE COMPREHENSION
Background Knowledge
Vocabulary

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Neuroscience, Scarborough' Reading Rope, and Language Learning for Emergent Bilinguals

APPLY BICS & CALP

Scarborough's Reading Rope
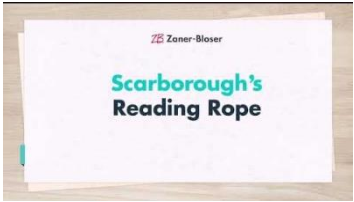
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_____
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Elements of READING

| Oral language |
| Phonemic Awareness |
| Phonics |
| Fluency |
| Vocabulary |
| Comprehension |

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_____
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Elements of READING

| Oral language |
| Phonemic Awareness |
| Phonics |
| Fluency |
| Vocabulary |
| Comprehension |

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_____
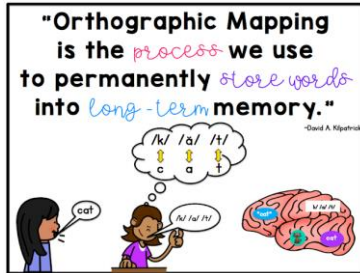_____
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ORTHOGRAPHIC MAPPING & SYSTEMS

Transparent Languages Include:
Turkish
Italian
Greek
Spanish

Less Transparent Languages Include:
English
French
Danish
Portuguese

"Orthographic Mapping is the *process* we use to permanently *store words* into *long-term* memory."
—David A. Kilpatrick

Reading difficulties are more common in countries where orthography is complex OR less transparent

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SPANISH SPEAKERS – SOME CHALLENGES WHEN LEARNING TO READ IN ENGLISH

- Spanish is more transparent, especially vowel sounds *(Spanish: 5 vowels=5 sounds, English: 5 vowels, 15 sounds)*
- *b* and *v* both spell /b/
- /d/ between vowels sounds
- like /th/
- *g* always /g/ as in get, not gem
- No /th/ sound
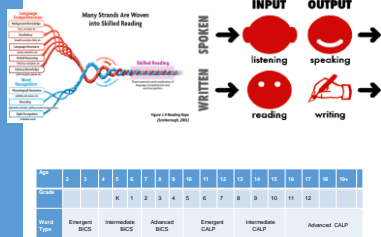- /s/ and /z/ are same sound

44
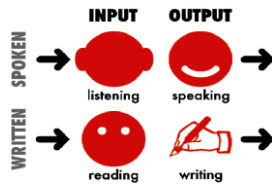
Language Domains

1) Listening & Speaking
2) Reading & Writing
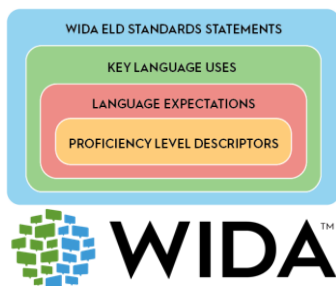
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REFLECTION QUESTIONS

How do BICS & CALPS, Language Domains (Listening, Speaking, Reading, Writing), and Elements of Reading such as Phonics all work together?

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WIDA is a comprehensive approach to supporting, teaching and assessing multilingual learners Includes:

-Standards
-Assessments
-Universal Screeners
-Tools
-Multi-lingual

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SOME EB/EL STUDENTS' WRITTEN EXPRESSION ABILITIES WILL LIKELY BE THE LAST TO DEVELOP— THEY ARE AN INTEGRATION OF READING AND SPELLING SKILLS

4 Areas of Language Acquisition
1) Listening   2) Speaking   3) Reading   4) Writing

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Reading for EB/EL

Comprehension is dependent upon basic reading skills/Fluency

Written expression abilities are dependent upon basic reading skills

Writing may be the LAST to develop and is the integration of reading and spelling skills.

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10 minute break

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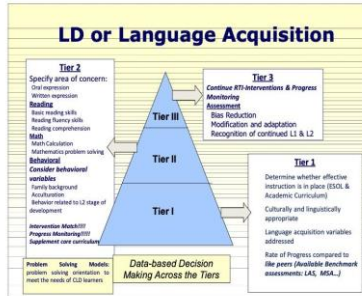**TIERED SERVICE DELIVERY (MTSS/RTI)**

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DID WE CONSIDER…
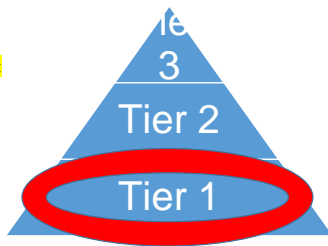The Need To Address Tiered Service Delivery Model

MTSS
Interventions specific for Emergent Bilinguals at each tier to answer the question: Is it LD or language or…culture…

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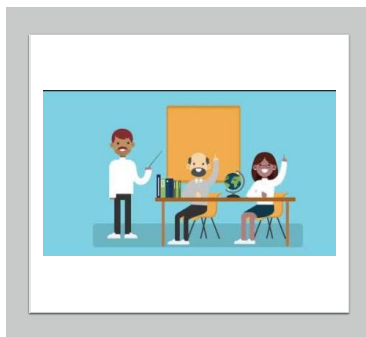## The Foundation of Tier I

Culture,
Language,
<mark>Family Engagement</mark>
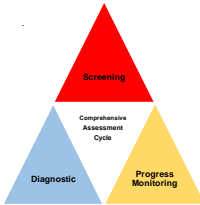<mark>Assessment</mark>
Instruction
Interventions
Expectations

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TIER 1:Parent Engagement
Reflection

✔ How are we aligning and connecting w/families re: English Language Learning and Curriculum?
✔ Do we have a specific approach?
✔ Is it a strength-based approach?

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Assessment Requirements
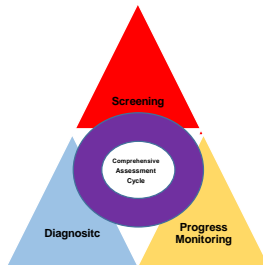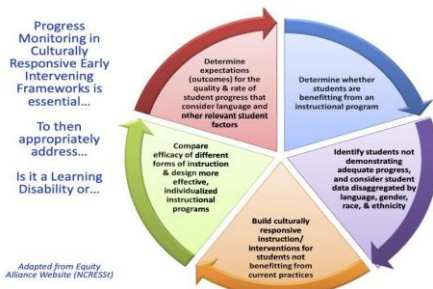

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Comprehensive Assessment Cycle

Screening = School/District screening tools such as WIDA, Dyslexia,to assess needs

Diagnostic = Completed in-between screening tools to address specifics of English Language Learning & Reading when not meeting benchmarks

Progress Monitoring = Tool to collect baseline and assess growth and instructional/intervention match

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CHILD STUDY TEAM and CLD STUDENTS

DEVELOPMENTAL HISTORY	LANGUAGE HISTORY	ACADEMIC HISTORY	FAMILY/CULTURAL FACTORS
• Where was the student born? • How long has the student lives in the US? • How long has the student lives outside of the US? the US? • Prenatal care? • Have there been significant illnesses or hospitalizations? • Were developmental milestones reached within normal limits? • How has the child developed compared to siblings/other family members?	• What is the child's native language? • Is there a history of speech/language delays? • What is the primary language spoken at home? • Which language is primarily understood by the child? • Are there concerns about the child's language in L1? • BICS • CALP	• When did the student begin attending school? • What is the student's enrollment history? • In which language(s) has the child received academic? • Have there been gaps in the student's instruction? • Is there evidence of academic difficulties in L1?	• Is there a family history of academic difficulties? • What is the parent's level of acculturation? • What is the parent's education level? • How much homework support is available at home?

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SP as *Consultant*
Where is student w/Language Acquisition

"If we don't make the distinction, we can run into all kinds of problems" - Jim Cummins

• Developmental Stages- What it looks like in the Classroom- Resource: *Baker 2011*
• 4 areas: Language development as compared to peers w/Listening, Speaking, Reading and Writing
• Use of rating scales such as SOLOM or Progress Monitoring tools (WIDA …)
• BICS & CALPS by age progression (PVAT & WJ-IV)

BICS

?

CALP
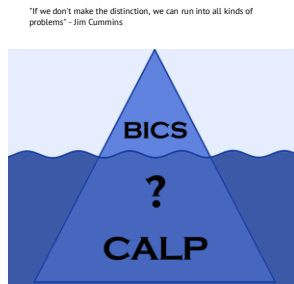
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Determining SLD for CLD Learners: RTI w/Pattern of S & W: Case study cont...

Appropriate Instruction: ESOL standards & Rate of Progress as compared to "like" peers

• Noted difficulty with comprehension in both L1 & L2
• Underachievement for academic and language acquisition

Intervention match Instructional match- documented *Rate of Progress*

• Comprehensive Assessment
  • Culturally and Linguistically Appropriate
  • Address S& W-identified area of concern (RTI variables)

Criteria 1 — Document underachievement relative to age or State-approved grade level standards.

TIER 1

Criteria 2 — Establish a specific pattern of strengths and weaknesses utilizing a variety of norm-referenced and curriculum-based measures.

Criteria 3 — Rule out exclusionary factors.

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Did we consider
Tiered service delivery...MTSS...RTI variables
ESSA requires use of evidence-based interventions

Academic   Social Emotional

Tier 3

Tier 2

Tier 1

Culturally Responsive Universal Supports
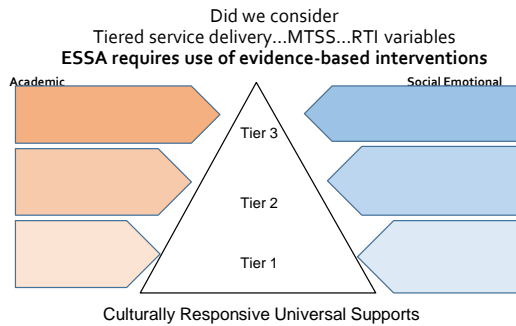
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EL REFERRAL FORM- Google Document   Bilingual Language Screener

Google Docs

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BILINGUAL LANGUAGE ASSESSMENT
before, during, and after

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EL REFERRAL FORM

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Comprehensive Components for EL or *Emergent Bilingual* student evaluation…

Before	Assessment	After
• Observations of teaching… • Interview w/home & school • Language/Acculturation history • Curriculum & Interventions w/PM for Rate of Progress • CBM's and statewide assessments • Language specific screening- "like peer" comparisons • Consult 1st w/team prior to referral	• Achieve rapport (assets, wishes, culture…) • Testing battery compares "like peers" • Testing battery w/information re: language and culture load • Address specific concern • Include specific interventions & recommendations for EL instruction	• Apply interventions w/SMART goals • Apply & build in fidelity checks • Include PM • Continue to build L1 while intentionally addressing L2 • Address teaching & curriculum • Address specific programs or interventions • Include family/home plan

Information Source: NASP (2015) Position Statement & Esparza Brown, J., & Sanford, A. (2011))

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We Need All 3 Components – We are OFTEN Missing this…and this, and this

| Before	Assessment	After
• Observations of teaching… • Interview w/home & school • Language/Acculturation history • Curriculum & Interventions w/PM for Rate of Progress • CBM's and statewide assessments • Language specific screening-"like peer comparison • Consult 1st w/team prior to referral	• Achieve rapport (assets, wishes, culture…) • Testing battery compares "like peers" • Testing battery w/information re: language and culture load • Address specific concern • Include specific interventions & recommendations for EL instruction	• Apply interventions w/SMART goals • Apply & build in fidelity checks • Include PM • Continue to build L1 while intentionally addressing L2 • Address teaching & curriculum • Address specific programs or interventions • Include family/home plan

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RTI/MTSS PROCESS? STUDENT STUDY TEAMS?

What did your SCHOOL collect? What program & curriculum was used to address English Learners? DATA...Home Language Survey, Parent Language Interview, Summative and Formative Assessments? Where are we in the aftermath of COVID-19?

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Parent Language/Acculturation Questionnaire
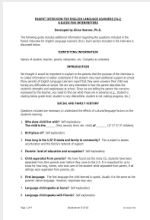
- May be obtained through school records (when applicable and/or available) from the native country
- Parent/family interviews can also provide rich contextual information about similarities and differences between students' performance in L1 compared to L2
- Are speech and language concerns also evident in the native language?
- Did the child experience difficulty learning to read in the native language?

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CRITICALLY EXAMINE STUDENTS' RATE OF PROGRESS RATHER THAN THEIR BENCHMARK PERFORMANCE

Rate of Progress as Compared to Peers
Who are the Peers?

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REFLECTION QUESTIONS

1. How did we progress monitoring language learning?
2. Did we compare EB w/other EB's?

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SOLOM- Student Oral Language Observation Matrix

- School teams should consider CLD students' **rate of progress** by using various progress monitoring tools
- Although they may not be meeting benchmark expectations, if they have demonstrated 1 year's progress within 1 year, despite continuing to perform below grade level expectations, this is typically not indicative of a disability
- Concerns should arise when a **student is not only performing below grade level expectations but their rate of progress is also slower than typically developing peers**
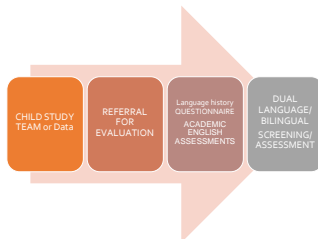
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REFERRAL FOR EVALUATION PROCESS
Evaluation Models:

1.) Two-Stage bilingual language testing

2.) Co-Evaluation Model

Teamwork: family & community

CHILD STUDY TEAM or Data → REFERRAL FOR EVALUATION → Language history QUESTIONNAIRE ACADEMIC ENGLISH ASSESSMENTS → DUAL LANGUAGE/ BILINGUAL SCREENING/ ASSESSMENT

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2 Phase Process:
1. Screening
2. then evaluation

Address the law:

A student may not be determined to be a student with a disability if the determinant factor is limited English Proficiency

Is the student L1 or L2 dominant, Mixed...OR
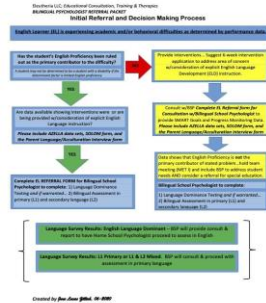
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LANGUAGE ASSESSMENT

- Oral language proficiency and dominance testing typically follows a two-step process:
  - Assess students' oral language proficiency in L1 and L2
  - Consider language history and comparison data to other EL's
  - Compare their proficiency levels to determine dominance (Oral language)
  - Ortiz PVAT...

It is generally accepted that students must have oral language proficiency (CALP) levels between 4.0 and 6.0 in order to adequately manage grade level instructional demands

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Example

English | Spanish | English and Spanish | Spanish and English

Bilingual Language Screener: POTENTIAL RECOMMENDATIONS
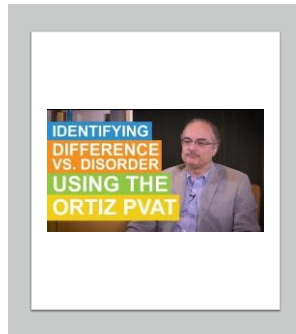
1. Assessments should be completed in L2
2. Assessments should be completed in L1 by an evaluator fluent in the child's native language
3. Assessments should be completed in L1 and L2 by an examiner that is either fluent in both languages or using a co-evaluation method

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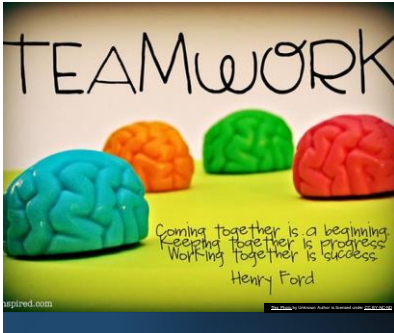
Co-Evaluation

Home support staff
(Speech-Pathologist,
School Psychologist,
Resource teacher) work
together simultaneously
to complete bilingual
evaluation.

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Results of Referral: CO-EVALUATION MODEL

1

A monolingual evaluator completes academic and/or cognitive assessments in English.

2

A bilingual evaluator completes follow-up assessments in areas that fell below normative expectations and/or on subtests that contain high levels of linguistic loading

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I am bilingual + a school psychologist vs. I am a bilingual school psychologist

VS.
Monolingual School Psychologist who is trained in addressing needs of Culturally and Linguistically Diverse Students

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REFLECTION: LANGUAGE ASSESSMENT

- A language screener proficiency evaluation should be completed under the following circumstances:

- The Bilingual Language Assessment indicates that further assessments should be completed in **Spanish and English** (specifically, Spanish is listed before English)

- The student has recently received primary core academic instruction in Spanish **and** has limited skills in English (as indicated on Language History Questionnaire)

- The student's overall **STATE TEST: Proficiency Level: Pre-Emergent, Emergent, Basic, Intermediate, Proficient**

- The evaluator suspects from convergence of data that language difference may be affecting the student's academic performance

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ECOLOGICAL EVALUATIONS

Context driven & Dynamic

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ECOLOGICAL EVALUATIONS: Assessing the student within the context

Identify student performance challenges
- Obtain educational background histories
- Interview parents/family/educators
- Collect data sets re: academic, behavioral performance
- Include strength-based cultural and language variables

Conduct Observations
- In all classrooms: academic, art, music, ELL classroom
- Peer comparisons- collect *Time On Task* data sets
- Academic Curriculum – Instructional/Intervention Match?
- Stages of Language Acquisition – Sheltered Instruction

Assess
- Collect screening, diagnostic, progress monitoring data
- Choose standardized assessment w/consideration to language loading, cultural loading parameters
- Answer hypothesis for suspicion of a disability w/specific testing battery that include considerations of language learning

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Ecological Evaluations
Include…
- Family history
- Developmental history
- Medical history
- Language history
- Behavior Profiles
- Academic history

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EB ASSESSMENT BATTERY CONSIDERATIONS

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(N)EVER (S)TOP LEARNING

LANGUAGE DIFFERENCE IS NOT NECESSARILY SYNONYMOUS WITH DISABILITY

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Evaluate the student in English
What is next???

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IMPORTANT CAVEATS

- The mere possession of the capacity to communicate in an individual's language does not ensure appropriate, nondiscriminatory procedures of that individual
  - All evaluators require training in nondiscriminatory procedures
  - It is possible to effectively assess and work with CLD students without being bilingual

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NON-DISCRIMINATORY ASSESSMENT

CONTEXTUAL: MULTI-INFORMANT
- Those who know the child are invited to make meaningful contributions to better understand the child's development within a broader ecological context

CONTEXTUAL: MULTI-METHOD
- Quantitative and qualitative data via standardized tests, structured/unstructured interviews, and structured/unstructured observations
- RIOT (Hass & Kennedy, 2014)
  - Record Reviews, Interviews, Observations, Test

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LD or 2nd Language Acquisition: Assess...

RTI   **+**   **Comprehensive Assessment**

L1 and L2 language development
Acculturation
Compare benchmark data with "like" peers
Appropriate instruction and instructional match
Cultural and family dynamics
Literacy in the home

Unbiased Assessment
Language loaded
Culturally loaded
Normative group
Cross-battery assessment
Alternative assessments
Non-verbal test
Authentic Assessment
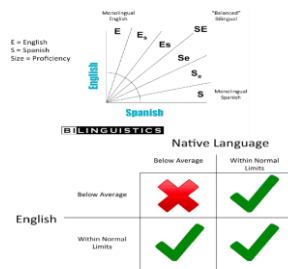
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Emergent Bilingual

Analysis of 2 languages
Is one language dominant over another?
Let's take a look...

https://bilinguistics.com/do-i-need-to-test-bilingual-children-in-both-languages/

E = English
S = Spanish
Size = Proficiency

Native Language

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Evaluate the student in English and Spanish

*We Team UP....*bilingual School Psychologist & home school psychologist

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LANGUAGE PROFICIENCY LEVELS: WMLS-3	
Level	Description
Initial Development	An individual at the Initial Development level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning.
Early Development	An individual at the Early Development level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning.
Continuing Development	An individual at the Continuing Development level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language.
Emerging Proficiency	An individual at the Emerging Proficiency level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning
Proficient	An individual at the Proficient level has achieved language proficiency comparable to that of average native-language speakers.
Advanced Proficient	An individual at the Advanced Proficient level has achieved proficiency at a level above that of average native-language speakers.

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SUBTEST	ENGLISH STANDARD SCORE	CALP LEVEL	SPANISH STANDARD SCORE	CALP LEVEL
Oral Language Total	87	3.5	36	2
Listening	84	3.5	50	2
Verbal Analogies	83		67	
Understanding Directions	89		45	
Oral Expression	90	3.5	19	2
Picture Vocabulary	88		25	
Story Recall	91		45	

LANGUAGE PROFICIENCY ASSESSMENT: WMLS-III

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SUBTEST	ENGLISH STANDARD SCORE	CALP LEVEL	SPANISH STANDARD SCORE	CALP LEVEL
Oral Language Total	76	3	89	3.5
Listening	71	3	92	3.5
Verbal Analogies	77		90	
Understanding Directions	73		98	
Oral Expression	85	3.5	86	3.5
Picture Vocabulary	85		88	
Story Recall	89		83	

LANGUAGE PROFICIENCY ASSESSMENT: WMLS-III

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STANDARDIZED TESTS

ALWAYS CONSIDER…

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Degree of Linguistic Demand

Degree of Cultural Loading		Low		Medium		High	
		Test Name	Score	Test Name	Score	Test Name	Score
Low		WJ 4 Visualization	118	WJ 4 Letter Pattern Matching	72	WJ 4 Concept Formation	91
		WJ 4 Number Series	84	WJ 4 Numbers Reversed	82	WJ 4 Verbal Attention	83
		Average	101	Average	77	Average	87
		Expected Level	93-95	Expected Level	90-93	Expected Level	85-90
Medium		WJ 4 Picture Recognition	86	WJ 4 Visual-Auditory Learning	95	WJ 4 Phonological Processing	60
		WJ 4 Pair Cancellation	91			WJ 4 Nonword Repetition	94
		Average	89	Average	95	Average	77
		Expected Level	90-93	Expected Level	85-90	Expected Level	80-85
High						WJ 4 Oral Vocabulary	59
						WJ 4 General Information	67
						WJ 4 Story Recall	51
		Average		Average		Average	59
		Expected Level	85-90	Expected Level	80-85	Expected Level	70-80

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Eligibility and IEP Development

- The committee determines eligibility:
  - Reviews all data.
  - Determines if child has a legally defined disability.
  - Provides assurances that the determinant factor of the student's challenges are not primarily the result of language, culture or not having the opportunity to learn.

- The committee develops the IEP and includes:
  - Present level of performance: L1 and L2
  - Language history
  - Information on language of instruction
  - Annual goals for L1 and L2 (if applicable)
  - Strategies appropriate to disability and language and culture.

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NASP: Culturally Competent Assessment of ELL for Special Education Services

"For ELL students, the goal of intellectual assessment is not to derive a standard score to into a discrepancy formula or other eligibility criteria. Even when **modifying administration procedures, carefully selecting assessment tools**, and **using interpreters**, educators must consider the **validity** of test results. *Are findings consistent with everything else known about the individual*?"
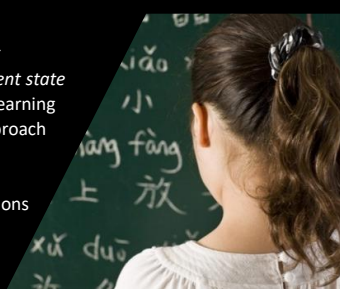
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RESOURCES

- NASP BILINGUAL INTEREST GROUP
- NASP (NEW PROVISION STATEMENT ON THE PROVISION OF SCHOOL PSYCHOLOGY SERVICES TO BILINGUAL STUDENTS
- https://bilingualassessment.org/
- http://www.colorincolorado.org/
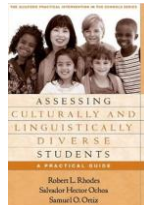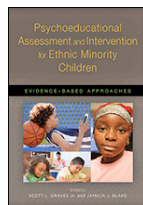
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Did We Meet Objective?
WBAT know & understand:

1. Emergent Bilingual – *Current state*
2. The Science of Language Learning
3. Strength-Based Tiered Approach
4. Evaluation Models
5. Ecological Evaluations
6. EB Assessment Considerations
7. Q & A

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Questions?

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