



Bilingual Assessment

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Redefine the Possible™

Objectives

- Participants will gain basic knowledge about second language acquisition
- Participants will gain practical skills for assessing culturally and linguistically diverse students
- Participants will be exposed to various tools to use when assessing children who speak a language other than English, with a focus on Spanish-speaking children

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Schedule

- Introduction
- Legal Mandates
- Second Language Acquisition
- Assessment Model
 - Language & Culture
 - Achievement
 - Cognitive Functioning
 - Adaptive Skills

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Introduction

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Bilingualism Defined

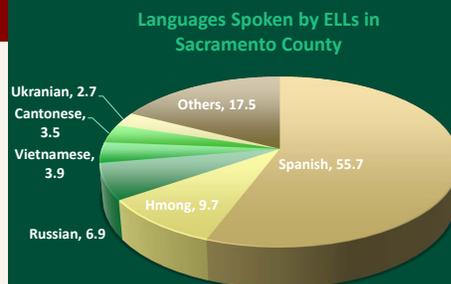
- Bilingualism refers to the ability to use two languages in everyday life (ASHA, 2004)
- Researchers define bilingualism as a child who is exposed to each language at least 10-25% of the day (Byers-Heinlein & Lew-Williams, 2013)

Demographics

- 21% of school-age children speak a language other than English at home (Aud, Hussar, Kena, Bianco, Frohlich, Kemp, & Tahan, 2011)
- 1.37 million ELLs were in California public schools during the 2015–16 school year (California Department of Education, 2016)
 - 84% of bilingual children spoke Spanish
- By 2035 over 50% of children in California enrolled in kindergarten are projected to speak a language other than English (García, McLaughlin, Spodek, & Saracho, 1995)

Languages Spoken by English Language Learners (ELLs)

Language Spoken by ELLs in California	Percent
Spanish	83.5%
Vietnamese	2.2%
Mandarin (Putonghua)	1.5%
Filipino (Pilipino or Tagalog)	1.3%
Arabic	1.3%
Cantonese	1.2%
Korean	0.8%
Hmong	0.8%
Punjabi	0.7%
Russian	0.6%



Characteristics of Bilingual Children

- Factors influencing development include:
 - Cultural background
 - Language exposure
 - Migrant status
 - Social Economic Status (SES)
 - Child's personality

Legal Mandates

Legal Mandates

- Individuals with Disabilities Education Improvement Act (IDEA, 2004)
 - Require the use of reliable and valid assessment tools and procedures
- CCR § 3023 Assessment and Reassessment
 - Administered by qualified personnel who are **competent in both the oral or sign language skills and written skills of the individual's primary language or mode of communication**
 - Personnel have **knowledge and understanding of the cultural and ethnic background of student**
 - An interpreter must be used if clearly unfeasible to use qualified personnel
 - Report: document condition & note that the validity of the assessment may have been affected
 - The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition.

Legal Mandates

- CCR § 300.304 Evaluation procedures
 - Each public agency must ensure that assessments and other evaluation materials used to assess a child
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - (ii) 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;
 - (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
 - (iv) Are administered by trained and knowledgeable personnel; and
 - (v) Are administered in accordance with any instructions provided by the producer of the assessments

Second Language Acquisition

Theory of Bilingual Language Development: Sensitive Period

- Our brains may be more receptive to language earlier in life
- There is a decline in language learning abilities with age (Hakuta, Bialystok, & Wiley, 2003)
- Our environment is also more conducive to language learning earlier in life (Fernald & Simon, 1984)
- Beyond the first years of life, second language learning often happens very differently

Theory of Bilingual Language Development

- Bilingual children may start talking slightly later than monolingual children, but still within the normal range (Meisel, 2004)
- When a second language is introduced, some children may not talk much for a while (Silent Period)
- A bilingual child's ability in each language often changes frequently depending on changes in their language environment
- Simultaneous & Sequential bilinguals have slightly different language development

Theory of Bilingual Language Development: Simultaneous vs. Sequential Bilinguals

Simultaneous

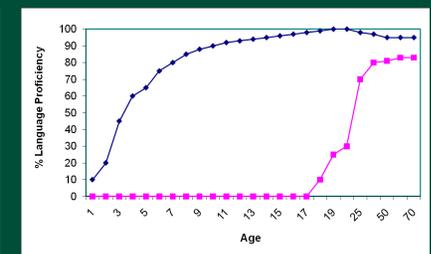
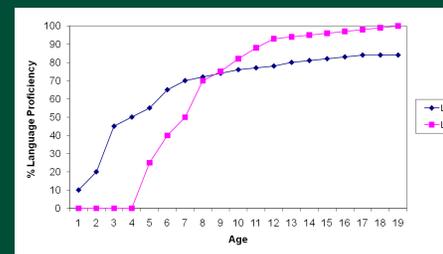
- Definition: A child who is introduced to a second language before the age of 3
- Develops two separate, but connected linguistic systems

Sequential

- Definition: A second language is introduced after the first language is well-established (after the age of 3)
- Move through four stages of language development

de Valenzuela & Nicolai (2004)

Theory of Bilingual Language Development: Typical language Profile



Theory of Bilingual Language Development: BICS & CALP

Basic Interpersonal Communication Skills (BICS)

- Language skills needed in social situations
- Not very demanding cognitively
- Language required is not specialized
- Typically develops within six months to two years

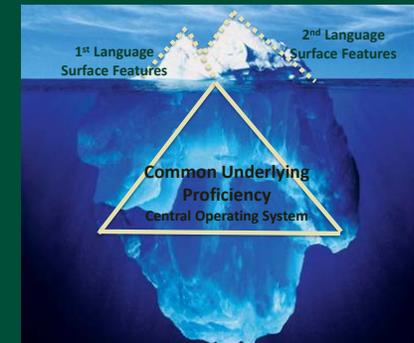
Cognitive Academic Language Proficiency (CALP)

- Formal academic learning
- Listening, speaking, reading, and writing
- Essential for students to succeed in school
- Typically develops within five to seven years of L2 exposure

Cummins (1984; 1999)
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Language Transfer

- Children’s linguistic knowledge is an important scaffold for additional language learning
- Variations in linguistic patterns across languages leads to nonstandard language, or transfer “errors”



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Language Proficiency

	HIGH L1 (CALP)	LOW L1 (BICS)
HIGH L2 (CALP)	<u>Type 1</u> Equal Proficiency “True Bilingual”	<u>Type 3</u> Atypical 2nd ELL “Acceptable Bilingual”
LOW L2 (BICS)	<u>Type 2</u> Typical 2nd ELL “High Potential”	<u>Type 4</u> At-risk ELL “Difference vs. Disorder”

(Ortiz, 2008)

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Language Difference vs. Language Delay

- Being bilingual does not make existing problems worse
- Bilingual children are not more likely than monolingual children to have difficulties with language, to show delays in learning, or to be diagnosed with a language disorder (Paradis, Genesee, & Crago, 2010)
- It is important to consider a bilingual child’s “conceptual vocabulary” across both languages (Marchman et al., 2010)

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Language Delay

- The inability to understand and process language either expressively or receptively
- Delays and problems communicating should be present in both languages
- Children with a language disorder have a problem with one language or many languages

English Language Development Instruction in California

Structured English Immersion (SEI)



English Language Mainstream (ELM)



Alternative Program (Alt)



Assessment Model

Linguistic & Cultural Competence

- Communicative Competence: the ability to meaningfully and accurately understand and produce Spanish
- Fluency: the ease in producing native-like Spanish, including appropriate use of rhythm, stress, and intonation.
- Pronunciation: the degree of Spanish phonology, accent, and related comprehensibility.
- Customer Service: the ability to make clinical issues and concepts accessible to the patient.
- Cultural Proficiency: the ability to recognize and respect the patients' expressed beliefs and comprehend idiomatic and colloquial speech.

Hierarchy for Selection of Assessor

Assessor fluent in both languages

Assessors trained in second language acquisition and best practices for assessing CLD students paired with interpreter

Assessor works in consultation with appropriate personnel paired with interpreter

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Referrals

- Child exhibits academic/behavioral difficulties in both first and second languages
- Student is performing differently from his/her cultural peers
- Student displays very little or no academic progress resulting from academic interventions
- Parents confirm academic/behavioral difficulties
- School personnel (e.g., specialists, aides) confirm the academic/behavioral difficulties seen in the classroom setting

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Least-Biased Assessment

- Assess skills in **every** language
- Adapt assessment tools to fit the child's language and culture
- Use various sources of information
 - e.g., parent questionnaires, teacher questionnaires, formal measures and dynamic measures

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Assessing ELLs

Language & Culture

- Acculturation data gathered
- Language proficiency

Achievement

- Assessed in each language exposed
- Using formal and informal measures

Cognitive Abilities

- Test selection & scores reported based on language proficiency & cultural factors

Adaptive Behavior

- Observation of student
- Rating scales provided in native language if possible

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Carvalho, Dennison, & Estrella (2014)

Case Study

Language & Culture: Prereferral Considerations

- Country of schooling
- English instruction
- Structure of school day
- Special education structure

General Educational Background



- Metacognitive skills
- Percentage of language exposure to individuals and groups
- English Acquisition

Language Considerations



- Family Educational Background
- Acculturation
- Immigration Related Trauma
- Social support / Access to Resources

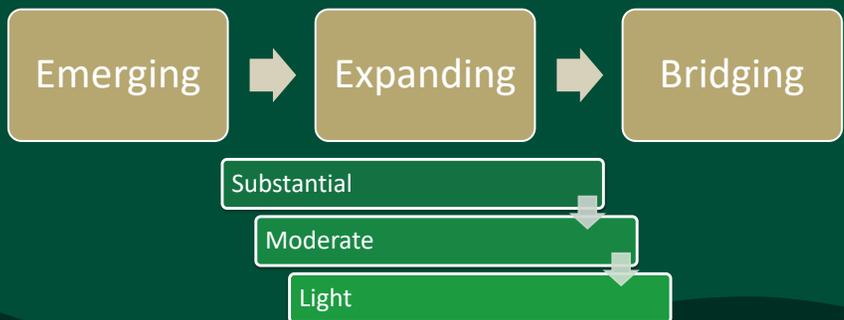
Family & Cultural Factors



Language & Culture

- California English Language Development Test (CELDT)
 - Given within 30 days of enrollment
 - Determine level of English language proficiency
 - Listening, Speaking, Reading, and Writing
- English Language Proficiency Assessments for California (ELPAC)
- Home Language Survey & Informal Primary Language Assessment
 - <http://www.cde.ca.gov/ta/cr/el/forms.asp>

Language & Culture: English Language Proficiency Levels & Support



Language & Culture: Observations

- Structured & Unstructured Settings
 - Environment
 - Task
 - Support needed
 - Language



Misinterpreted Behaviors

Speaks infrequently	Declines to answer questions or does not volunteer information	Confuses similar sounding words ("cash" vs. "catch")	Unable to tell or retell stories in target language	Has limited recall in target language
Uses non-standard pronunciation (e.g. "estop" for "stop")	Uses non-standard syntax and grammar ("the car red")	Slow to begin tasks	Slow to finish tasks	Inattentive
Hyperactive	Impulsive	Distractible	Disruptive	Disorganized

English Language Learners Classroom Observation Instrument



Explicit Teaching



Instruction Geared Toward Low-Performing Students



Sheltered English Techniques



Interactive Teaching



Vocabulary Development



Phonemic Awareness and Decoding

Student Oral Language Observation Matrix (SOLOM)

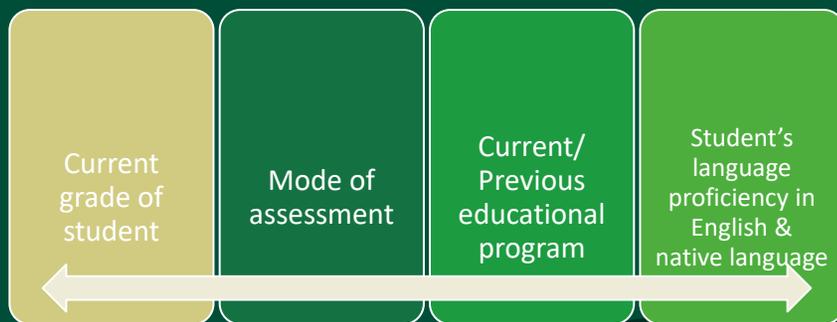
- Rating scale used to assess students' command of oral language based on observation
- Domains: Listening, Comprehension, Vocabulary, Fluency, Grammar, Pronunciation
- Scores represent whether a student can participate in oral language tasks typically expected in the classroom
- Scores greater than or equal to 19 are considered Proficient

SOLOM (Student Oral Language Observation Matrix) Teacher Observation Scale					
Student's Name:		Grade:		Date(s):	
Language Rated:		Teacher:		Total Score(s):	
School:					
	A. Comprehension	B. Fluency	C. Vocabulary	D. Pronunciation	E. Grammar
1	Cannot be said to understand even simple conversation.	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or retrace himself/herself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.
Score					

Language Proficiency Measures

- Woodcock-Muñoz Language Survey—III (WMLS-III)
- Bilingual English Spanish Assessment (BESA)
- Bilingual Verbal Abilities Test (BVAT)
- Expressive One Word Picture Vocabulary Test (EOWPVT): English and Bilingual
- Receptive One Word Picture Vocabulary Test (ROWPVT): English and Bilingual
- Peabody Picture Vocabulary Test—IV (PPVT—IV)
- Test de Vocabulario en Imágenes Peabody (TVIP)
- Preschool Language Scale; 5th Edition (English/Spanish)

Multidimensional Assessment Model for Bilingual Individuals (MAMBI)



Achievement & Cognition: Test Selection

- Validation Sample: ethnic, cultural, SES, language
- Reliability: Stable and consistent results
- Fairness: valid interpretations for intended use / lack of measurement bias

Test Selection Practices

Not Valid	Problematic	Promising
<ul style="list-style-type: none"> Using translations Administering tests only in second language Using poorly trained interpreters Substituting achievement test scores Doing nothing 	<ul style="list-style-type: none"> Adjusting the IQ Using adaptive behavior Using criterion testing Using 'properly' trained interpreters Using foreign-normed tests 	<ul style="list-style-type: none"> Using non-verbal IQs Applying test-teach-test paradigm Using theoretical frameworks

Cognitive Measures

Language-Based

Batería III Woodcock-Muñoz® Normative Update
Differential Ability Scales® -II
Early Years Spanish Supplement
Kaufman Assessment Battery for Children, Second Edition (KABC-II)
Wechsler Intelligence Scale for Children, Fifth Edition - Spanish (WISC-V)

Nonverbal

Universal Nonverbal Intelligence Test - Second Edition
Leiter-3
Wechsler Nonverbal Scale of Ability (WNV)
Test of Nonverbal Intelligence, Fourth Edition (TONI-4)

C-LIM: Cultural & Language Loadings

	LOW	MOD.	HIGH
LOW	PERFORMANCE LEAST AFFECTED	→	INCREASING EFFECT OF LANGUAGE DIFF.
MOD	↓	↘	
HIGH	INCREASING EFFECT OF CULTURAL DIFF.		PERFORMANCE MOST AFFECTED (LANG. AND CULTURE)

Achievement

- *Batería III Woodcock-Muñoz*® Normative Update
- Logramos TERCERA EDICIÓN
- Test of Phonological Awareness in Spanish (TPAS)
- Bracken School Readiness Assessment, Third Edition (BSRA-3)

Achievement: Curriculum Based Assessment

- DIBELS/IDEL
 - K-3rd grade
 - Free online
- Aimsweb Reading-CBM
 - 1st-8th grade
 - Available through Pearson

What to do with the information?

- Discrepancy Analysis: uses the highest cluster score
- If the child is within the normal range in one language, the child is typical
 - English may be limited
 - Child may need ELD instruction, not speech and special education services
- If the child is below the normal range in both languages, the child likely would benefit from special education services.

Psychoeducational Report: Special Considerations

- Assessment reports for ELL students are required to have the following documentation included in the report (5 CCR 3023)
 - Impact of language, cultural, environmental and economic factors in learning
 - How standardized tests and techniques were altered
 - Include a statement of validity and reliability related to use of interpreters and test translations
 - Examiner's level of language proficiency in language of student and the effect on test results and overall assessment

Psychoeducational Report: Special Considerations

- Also consider including
 - Information about the second language acquisition process and its relationship to the possible handicapping conditions
 - Results of current language proficiency testing
 - A statement of student limitations if non-verbal measures were used
 - Test scores and interpretation of the scores
 - Achievement scores in primary language as appropriate
 - Recommendations for linguistically appropriate goals
 - All written reports should be translated into the primary language of the parent or guardian if requested.

Case Study

- Let's take another look...

Benefits of Bilingualism

- Bilingual children are better able than monolingual children to
 - Focus their attention on relevant information and ignore distractions (Poulin-Dubois, Blaye, Coutya, & Bialystok, 2011)
 - Be more creative and better at planning and solving complex problems (Paradis, Genesee, & Crago, 2011)
 - Perform better on tasks that involve switching between activities and inhibiting previously learned responses (Bialystok, Craik, & Luk, 2012)
 - Perform better in certain aspects of memory (Brito & Barr, 2012)

Benefits of Bilingualism

- Bilingual individuals have greater access to people and resources
- Bilingual preschoolers seem to have better skills in understanding others' perspectives, thoughts, desires, and intentions (Goetz, 2003; Kovács, 2009)

Supporting Bilingual Children

- Quality and quantity matter
- Bilingual children who hear a large amount of a particular language learn more words and grammar in that language, and show more efficient processing of that language (Hoff et al., 2012; Marchman, Fernald, & Hurtado, 2010)
- Opportunities to interact with multiple different speakers has been linked to vocabulary learning in bilingual toddlers (Place & Hoff, 2010)

Supporting Bilingual Children

- Families should use the language that they are most comfortable
- Learning a language should be a natural and fun experience
- Consult with a bilingual speech language pathologist or a bilingual school psychologist

Academic Interventions for ELLs

- Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills
- Increase vocabulary knowledge
- Comprehension
 - Make predictions consciously before reading
 - Ask questions before reading
 - Summarize text after reading
- Fluency
 - Immediate, corrective feedback
- Opportunities for structured, academic talk

Resources

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

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