The ELL Companion
to
Reducing Bias in Special Education Evaluation

Minnesota Department of Education
Online at http://education.state.mn.us/Special Education/Cultural & Linguistic Diversity

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The ELL Companion to Reducing Bias in Special Education Evaluation

Table of Contents

This manual is meant to be advisory only and does not constitute legal advice or represent an official legal position of the Department of Education. School Districts and individuals are responsible for compliance with state and federal law. Any contrary statements or incorrect information in agency manuals do not negate the provisions of law.

Chapter 1: Introduction, Definitions, and Links

This manual is designed as a companion to the 1998 guidelines *Reducing Bias in Special Education Assessment for American Indian and African American Students*. It is based upon the same fundamental principles as the original *Reducing Bias* and shares many of its features. The Division of Special Education's long-term goal has been the development of comprehensive guidelines for assessment and eligibility determination for students from a variety of backgrounds. For many of these students, traditional evaluation procedures are inappropriate.

Both volumes are based upon a set of operating principles that can be summarized as follows:

- It is too simplistic to say that traditional assessment procedures are inappropriate or unfair for ***all*** students of a given race.
- Teams need to look at a student's background on a case-by-case basis and decide whether standardized instruments and traditional procedures are valid.
- Teams should use a variety of formal and informal strategies to gather information and determine whether an individual student has a disability and is eligible for special education services.
- Special education evaluations should yield information that will help to improve instruction and lead to greater success for the individual student.

Reducing Bias was also based upon careful consideration of the specific aspects of diversity that affect special education evaluation and eligibility determination. These were clustered as follows:

1. Race, culture and the acculturation process
2. Socioeconomic variables including high mobility and the stress associated with poverty
3. Differences in communication, including verbal and nonverbal communication

Communication differences obviously impact English language learners, but culture, acculturation, and socioeconomic variables are also important. The *ELL Companion* will explore how all three factors affect English language learners and their families, and it will provide extensive information on bilingual language development.

These guidelines are also predicated on the belief that, in order to address bias in special education, schools must look at wider system issues. The original *Reducing Bias* contained

materials for such a review in Chapter III: "Education System Issues". Chapter 14 of the *ELL Companion* contains additional materials that focus more specifically on connections between ELL programs and special education.

Finally, the original *Reducing Bias* guidelines are built around **3 Key Decisions**:

Key Decision One: Should the student be referred or is it more likely that the difficulties are due to a difference in culture, language, and socioeconomic or environmental factors?

Key Decision Two: Can traditional evaluation procedures be used or does the team need to adapt procedures given the student's background? If so, how should procedures be adapted?

Key Decision Three: Does the student have a disability and need special education services or are difficulties due to exclusionary factors?

The *ELL Companion* will walk teams through these same three Key Decisions. New materials for gathering information for the Key Decisions will be presented in this manual, but readers will also be directed to appropriate materials in the original *Reducing Bias* manual. Copies of the original *Reducing Bias* guidelines are available in many district offices and may also be ordered online at http://www.ecsu.k12.mn.us/pub.htm.

Terminology

Bridging together two professional fields gives special educators the opportunity to learn a new language or at least a new set of professional jargon. Here are some commonly used acronyms and their definitions:

LEP	Limited English Proficient	term used in state and federal laws to describe students; can be viewed as a negative description of what students can***not*** do
ELL	English language learner	A more positive term that is gradually replacing LEP in many schools
ESL	English as a Second Language	An instructional program provided to ELL
Bilingual Ed	Bilingual Education	A more comprehensive instructional program; includes ESL as well as content area instruction in students' native languages
L1	First Language	The language first spoken by a student; the home language

L2	Second language	The second language learned by a student; English is commonly referred to as L^2 even though it actually be the student's 3rd or 4th language
TESOL	Teaching English as a Second or Other Language	A national professional organization for ESL teachers; sometimes also used to refer to an instructional program

How to Use These Guidelines: Changing Demographics and Professional Development

Minnesota published its first guidelines for special educators working with limited English proficient students in 1989. Since then, the student population has changed dramatically. When students from a new immigrant group or from a new language background come to a school district, the impact is first felt by ESL teachers, bilingual staff and by classroom teachers. The learning curve for these groups of teachers is steep but steady. For special educators who interact less frequently with English language learners, it may be harder to keep pace with all of the new groups coming to Minnesota. It may be several months or years before a student is referred for a special education evaluation. Special education administrators, teachers and related services staff have a professional responsibility to stay ahead of the curve by learning about new groups as they arrive in the district and planning for eventual referrals. Special education staff may not need the same depth of knowledge as ESL or bilingual staff, but they should at least know where to look for information. This will help them to:

- Make appropriate individual decisions
- Meet legal requirements
- Avoid panic!

Chapters 3 and 4 of the *ELL Companion* Manual contains helpful background information. Much of this information will be familiar to ESL and bilingual education staff. This chapter can be used as the basis of introductory staff development for special or general educators, regardless of their current involvement in assessing or serving English Language Learners with disabilities. Chapter 3 addresses racial, cultural and socioeconomic diversity among ELL. It also contains a link to an online report produced by the Minneapolis Foundation: "Immigration in Minnesota." This booklet contains basic information about the history and culture of major immigrant groups in Minnesota. Chapter 4 provides basic information on first and second language acquisition process.

Several chapters of the manual are designed to be used by ESL/bilingual education staff and special educators working in collaboration:

- Chapter 5: Cultural Liaisons, Interpreters and Translators in the Special Education Process
- Chapter 6: Collection and Use of Background Information
- Chapter 7: Language Assessment Tools
- Chapter 14: System Issues and System Review

The remaining chapters of the ELL Companion deal specifically with the special education evaluation and eligibility determination process. While special educators will most often use the recommended procedures, ESL/bilingual education staff should also have access to the information and be included in training so that they can effectively participate in the overall process.

Links to Online Resources

The internet has innumerable resources on culture, language, and education. Information on specific languages and cultures can by found through any search engine. Following is a list of websites that relate to the topic of English Language Learners with Disabilities.

American Speech-Hearing Association (ASHA)	http://www.asha.org/
BUENO Center for Multicultural Special Education	http://www.colorado.edu/education/BUENO/
Center for Advanced Research in Language Acquisition	http://carla.acad.umn.edu/
Center for Applied Linguistics	www.cal.org
Center for Research on Education, Diversity and Excellence (CREDE)	http://www.crede.ucsc.edu
Council for Exceptional Children (see Division for Diverse Exceptional Learners)	http://www.cec.sped.org/
Culturally and Linguistically Appropriate Services Early Childhood Research Institute	http://www.clas.uiuc.edu/
Educational Resources Information Center Clearinghouse on Assessment and Evaluation	www.ericae.net
ERIC Clearinghouse on Languages and Linguistics	http://www.cal.org/ericcll/
National Clearinghouse on English Language Acquisition	http://www.ncela.gwu.edu/
National Clearinghouse on English Language Acquisition: Special Education Page	http://www.ncela.gwu.edu/library/specialed/index.htm
National Information Center for Children and Youth with Disabilities (NICHCY) *(includes materials for parents in Spanish)*	http://www.nichcy.org/index.html
NheLP Immigrant Health Page	http://www.healthlaw.org/immigrant.shtml
Region VI Comprehensive Center *(technical assistance center for upper Midwest)*	http://www.wcer.wisc.edu/ccvi/
St. Paul Public Schools ECSE Multicultural Resource Page	http://www.spps.org/spec_ed/NewFiles/Multi_res.html
Schwab Foundation for Learning (includes information in Spanish)	http://www.schwablearning.org/index.asp
United Nations High Commissioner for Refugees	http://www.unhcr.ch/cgi-bin/texis/vtx/home
Urban Special Education Leadership Collaborative	http://www.edc.org/collaborative/
U.S. Office for English Language Acquisition (formerly Office of Bilingual Education and Minority Language Affairs)	http://www.ed.gov/about/offices/list/oela/index.html
U.S. Office for Civil Rights	http://www.ed.gov/about/offices/list/ocr/index.html?src=mr

The U.S. Department of Education funds a network of "education labs" serving all parts of the country. A complete listing of labs can be found at http://www.ed.gov/programs/compreform/labs.html?exp=0.
The Northwest Regional Lab, Southwest Lab and WestEd have extensive information regarding English Language Learners:

- Northwest Regional Educational Laboratory's Comprehensive Center for Region X, http://www.nwrel.org/

- Southwest Educational Development Laboratory http://www.sedl.org/
- WestEd (serving California, Arizona, Nevada and Utah) http://www.wested.org/

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Chapter 2: Legal Provisions

When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 1997, several provisions relating to limited English proficiency were strengthened or added. The Act begins with General Provisions that express the priorities of the U.S. Congress as it developed the law. The following information appears on the first section of IDEA:

(c) FINDINGS—

The Congress finds the following. . .

(7)

(A) The Federal Government must be responsive to the growing needs of an increasingly more diverse society. A more equitable allocation of resources is essential for the Federal Government to meet its responsibility to provide an equal education opportunity for all individuals.

(B) American's racial profile is rapidly changing. Between 1980 and 1990, the rate of increase in the population for white Americans was 6 percent, while the rate of increase for racial and ethnic minorities was much higher: 53 percent for Hispanics, 13.2 percent for African-Americans, and 107.8 percent for Asians.

(C) By the year 2000, this Nation will have 275,000,000 people, nearly one of every three of whom will be either African-American, Hispanic, Asian-American or American Indian.

(D) Taken together as a group, minority children are comprising an ever larger percentage of public school students. Large-city school populations are overwhelmingly minority, for example: for fall 1993, the figure for Miami was 84 percent; Chicago, 89 percent; Philadelphia, 78 percent; Baltimore, 84 percent; Houston, 88 percent; and Los Angeles, 88 percent.

(E) Recruitment efforts within special education must focus on bring larger numbers of minorities into the profession in order to provide appropriate practitioner knowledge, role models, and sufficient manpower to address the clearly changing demography of special education.

(F) The limited English proficient population is the fastest growing in our Nation, and the growth is occurring in many parts of our Nation. In the Nation's 2 largest school districts, limited English students make up almost half of all students initially entering school at the kindergarten level. Studies have documented apparent discrepancies in the levels of referral and placement of limited English proficiency children in special education. The Department of Education has found that services provided to limited English proficient students often do not respond primarily to the pupil's academic needs. These trends pose special challenges for special education in the referral, assessment, and services for our Nation's students from non-English language backgrounds.

(8)

(A) Greater efforts are needed to prevent the intensification of problems connected with mislabeling and high dropout rates among minority children with disabilities.

(B) More minority children continue to be served in special education than would be expected from the percentage of minority students in the general school population.
(C) Poor African-American children are 2.3 times more likely to be identified by their teacher as having mental retardation than their white counterpart.
(D) Although African-Americans represent 16 percent of elementary and secondary enrollments, they constitute 21 percent of total enrollments in special education.
(E) The drop-out rate is 68 percent high for minorities than for white.
(F) More than 50 percent of minority students in large cities crop out of school.

20 U.S.C. 33 §. 1400 (c)(7)-(8)
(1997)

The General Provisions continue at some length to discuss the current make-up of the Nation's teaching force and the needs of the teacher training system. This opening section of IDEA concludes by reiterating the purposes of the federal law:

(d) (1)
(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.

20 U.S.C. § 1400(d)(1)(A)
(1997)

Limited English proficiency issues are also addressed in the IDEA regulations that were promulgated on March 12, 1999, after Congress approved the Act. IDEA provisions related to English language learners fall into six main areas:

1. **Definition of native language**
2. **Evaluation Procedures**
3. **Eligibility determination and exclusionary factors**
4. **Individual education plan**
5. **Due process**
6. **Disproportional representation**

The IDEA regulations are accompanied by written commentary, which contains questions and answers concerning various aspects of the federal regulations. The commentary does not have the same legal authority of the IDEA statutes and regulations, but is a useful source of clarification and guidance. Where appropriate, information on the six areas is drawn from the commentary as well as from IDEA regulations.

1. Native language

IDEA '97 clarifies the concept of native language by addressing both parents' language(s) and the languages used by their child:

34 C.F.R. § 300.19 Native Language.
(a) As used in this part, the term *native language*, if used with reference to an individual of limited English proficiency, means the following:

(1) The language normally used by an individual or, in the case of a child, the language normally used by the parents of the child, except as provided in paragraph (a)(2) of this section.
(2) In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment

IDEA Commentary: none.

2. Evaluation

IDEA '97 contains numerous provisions relating to evaluation.

34 C.F.R. § 300.532 Evaluation procedures.
(a)(1) Tests and other evaluation materials used to assess a child under Part B of the Act--
(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
(ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
(2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills. . .

(c)(2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.

IDEA Commentary on Evaluation

The IDEA commentary makes several additional points related to evaluation. Evaluations must include all data needed in order to make decisions, including data about special factors (see definition of special factors below) and must include data needed to rule out exclusionary factors (see below). The commentary also makes reinforces the concept that "An assessment conducted under nonstandard conditions is not in and of itself a 'substandard' assessment."

A public agency must ensure that: (1) the IEP team for each child with a disability has all of the evaluation information it needs to make required decisions regarding the educational program of the child, including the consideration of special factors required by 34 C.F.R. § 300.346(a)(2); and (2) the team determining a child's eligibility has all of the information it needs to ensure that the child is not determined to be a child with a disability if the determinant factor is a lack of instruction in reading or math, as required by 34 C.F.R. § 300.534(b)(1). . .

As proposed Note 1 indicated, under Title VI of the Civil Rights Act of 1964: (1) in order to properly evaluate a child who may be limited English proficient a public agency should assess the child's proficiency in English as well as the child's native language to distinguish language proficiency from disability needs; and (2) an accurate assessment of the child's language proficiency should include objective assessment of reading, writing, speaking, and understanding.

Both Title VI and Part B require that a public agency ensure that children with limited English proficiency are not evaluated on the basis of criteria that essentially measure English language skills. 34 C.F. R. § 300.532 and 34 C.F.R. § 300.5349(b) require that information about the child's language proficiency must be considered in determining how to conduct the evaluation of the child to prevent misclassification. In keeping with the decision to eliminate all notes from the final regulations, however, Note 1 has been removed. The text of 34 C.F.R. § 300.532 has been revised to require that assessments of children with limited English proficiency must be selected and administered to ensure that they measure the extent to which a child has a disability and needs special education, and do not instead measure the child's English language skills.

Proposed Note 2 explained that paragraphs (a)(1)(i) and (2)(ii) when read together require that even in situations where it is clearly not feasible to provide and administer tests in the child's native language or mode of communication for a child with limited English proficiency, the public agency must still obtain and consider accurate and reliable information that will enable the agency to make an informed decision as to whether the child has a disability and the effects of the disability on the child's educational needs. In some situations, there may be no one on the staff of a public agency who is able to administer a test or other evaluation in a child's native language, as required under paragraph (a)(2) of this section, but an appropriate individual is available in the surrounding area. . . [by] contacting neighboring school districts, local universities, and professional organizations. . .

An assessment conducted under nonstandard conditions is not in and of itself a "substandard" assessment. As proposed Note 3 clarified, if an assessment is not conducted under standard conditions, information about the extent to which the assessment varied from standard conditions such as the qualifications of the person administering the test or the method of test administration, needs to be included in the evaluation report. A provision has been added to the regulation to make this point.

64 Fed. Reg. 12633 (March 12, 1999)

3. Eligibility and exclusionary factors

After completing a comprehensive evaluation, teams are directed to consider information from a wide variety of sources including parents in order to determine eligibility. IDEA also contains two specific exclusionary factors that apply to all disability categories.

34 C.F.R. § 300.534 Determination of eligibility.
(b) A child may not be determined to be eligible under this part if—
(1) The determinant factor for that eligibility determination is—
(i) Lack of instruction in reading or math; or
(ii) Limited English proficiency; and
(2) The child does not otherwise meet the eligibility criteria under § 300.7(a).

IDEA contains additional information about eligibility and exclusionary factors for Specific Learning Disabilities. In very simple terms, SLD is defined in IDEA as follows as a disorder affecting the "basic psychological processes" that is manifested as an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. However, IDEA specifically states that this "imperfect ability" is <u>not</u> primarily the result of certain exclusionary factors:

34 C.F.R. § 300.7 Child with a disability.

(c) (10) *Specific learning disability* is defined as follows:

(ii) *Disorders not included.* The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

IDEA Commentary

Some comments related to eligibility determination and exclusionary factors are found in the sections dealing with evaluation requirements. In addition, the following specific comments appear:

Discussion: The specific standards and process that public agencies use to ensure that lack of instruction in reading or math is not the determinant factor in determining that a child is a child with a disability. . . are appropriately left by the statute to State and local discretion. However, a public agency must ensure that a child who has a disability, as defined in § 300.7 (i.e. a child who has been evaluated in accordance with §§ 300.530-300.536 as having one of the thirteen listed impairments, and who because of that impairment needs special education and related services) is not excluded from eligibility because that child also has limited English proficiency or has had a lack of instruction in reading or math. (See also 34 C.F.R. § 300.532, which has been revised to require that assessments of children with limited English proficiency must be selected and administered to ensure that they measure the extent to which a child has a disability and needs special education, and do not instead measure the child's English language skills.)

64 Fed. Reg. 12635 (March 12, 1999)

4. Individual Education Plan: Team Membership and "Special Factors"

IDEA contains key provisions with regard to the IEP team membership and the "special factors." IEP teams must include parents, a general education teacher, special education teacher, district representative and a member of the evaluation team (for an initial IEP). In addition, IDEA allows the participation of others with special expertise.

34 C.F.R. § 300.344 IEP team.

(a) (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. . .

(c) *Determination of knowledge and special expertise.* The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents or public agency) who invited the individual to be a member of the IEP.

With regard to the content of the IEP, IDEA states that the plan must address the certain "special factors."

34 C.F.R. § 300.346 Development, review, and revision of IEP.

(a) (2) *Consideration of special factors.* The IEP team also shall—
(i) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
(ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP. . .

Other special factors are Braille instruction for students with vision impairments, communication needs for students who are deaf, and assistive technology.

IDEA Commentary

The commentary addresses both team membership and development of IEPs.

> The composition of the group will vary depending upon the nature of the child's suspected disability and other relevant factors. For example, if a student is suspected of having a learning disability, a professional whose sole expertise is visual impairments would be an inappropriate choice. If a student is limited English proficient, it will be important to include a person in the group of qualified professionals who is knowledgeable about the identification, assessment, and education of limited English proficient students.
>
> 64 Fed. Reg. 12633 (March 12, 1999)

> Issues such as the extent to which a LEP child with a disability receives instruction in English or the child's native language, the extent to which a LEP child with a disability can participate in the general curriculum, or whether English language tutoring is a service that must be included in a child's IEP, are determinations that must be made on an individual basis by the members of a child's IEP team. . . in developing an IEP for LEP child with a disability, it is particularly important that the IEP team consider how the child's level of English language proficiency affects the special education and related services that the child needs in order to receive FAPE, consistent with 34 C.F.R. § 300.346(1)(2)(ii) and (c). Under Title VI of the Civil Rights Act of 1964, school districts are required to provide LEP children with alternative language services to enable them to acquire proficiency in English and to provide them with meaningful access to the content of the educational curriculum that is available to all students, including special education and related services.
>
> A LEP child with a disability may require special education and related services for those aspects of the educational program which address the development of English language skills and other aspects of the child's educational program. For a LEP child with a disability, under paragraph (c) of this section, the IEP must address whether the special education and related services that the child needs will be provided in a language other than English.
>
> 64 Fed. Reg. 12589 (March 12, 1999

5. Due Process and Parent Involvement

The underlying concept of due process requirements is "informed consent." Parent notice and involvement are addressed in several sections of IDEA.IDEA directs schools to take "whatever

action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English." The contents of notices must be written in language "understandable to the general public" and "provided in the native language or mode or communication." IDEA '97 provides further clarification for situations where literacy is an issue. The regulations state that if the native language is not written, districts should provide oral interpretation, ensure that parents understand this information, and document the fact that information or notices were interpreted orally. (see Chapter 5, Cultural Liaisons, Interpreters and Translators).

34 C.F.R. § 300.345 Parent participation.
(e) *Use of interpreters or other action as appropriate.* The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

34 C.F.R. § 300.503 Prior notice by the public agency; content of notice.
(c) *Notice in understandable language.* (1) The notice required under paragraph (a) of this section must be—
(i) Written in language that is understandable to the general public; and
(ii) Provided in the native language or the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
(2) If the native language or other mode of communication of the parent is not a written language, the public agency shall take steps to ensure—
(i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
(ii) That the parent understands the content of the notice; and
(iii) That there is written evidence that the requirements in paragraphs (c)(2) (i) and (ii) of this section have been met.

Commentary: None.

6. Disproportional Representation

The General Provisions of the Individuals with Disabilities Education Act cited on page 5 of this document highlight the fact that "(C) Poor African-American children are 2.3 times more likely to be identified by their teacher as having mental retardation than their white counterpart." This situation is described as over-representation and is a serious issue in Minnesota and in most other states.

The Act also refers to research that has "documented apparent discrepancies in the levels of referral and placement of limited English proficiency children in special education." English language learners are often under-represented in special education programs.

Over- and under-representation in special education programs are globally referred to as disproportional representation. Both over- and under-representation can have serious consequences, as discussed in the following section on Minnesota. For that reason, the following data reporting requirement was added in IDEA '97.

34 C.F.R. § 300.755 Disproportionality.

(a) *General.* Each State that receives assistance under Part B of the Act, and the Secretary of the Interior, shall provide for the collection and examination of data to determine if significant disproportionality based on race is occurring in the State or in the schools operating by the Secretary of the Interior with respect to—
(1) The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment described in section 602(3) of the Act; and
(2) The placement in particular educational settings of these children.
(b) *Review and revision of policies, practices, and procedures.* In the case of a determination of significant disproportionality with respect to the identification of children as children with disabilities, or the place in particular educational settings of these children, in accordance with paragraph (a) of this section, the State or the Secretary of the Interior shall provide for the review and, if appropriate revision of the policies, procedures, and practices used in the identification or placement to ensure that the policies , procedures, and practices comply with the requirements of Part B of the Act.

IDEA Commentary: Careful reading of the IDEA regulations shows that Congress did not define "significant disproportionality." The IDEA Commentary provides additional guidance, however:

> It is expected that the determination of disproportionality will involve consideration of a wide range of variables peculiar to each State including income, education, health, cultural, and other demographic characteristics in addition to race. Prescribing how the States should determine disproportionality and take corrective action would not reflect the varied circumstances existing in each State and is not consistent with discretion afforded to States under the statute.
>
> It should also be noted that the Department's Office for Civil Rights also looks at disproportionality in its review of State and local activities, and that the Office of Special Education Programs will monitor to ensure compliance with this requirement.
>
> 64 Fed. Reg. 12652 (March 12, 1999)

Chapter 3: Diversity among English Language Learners

The manual *Reducing Bias in Special Education Assessment* identified three aspects of diversity that have greatest impact on the special education evaluation process:

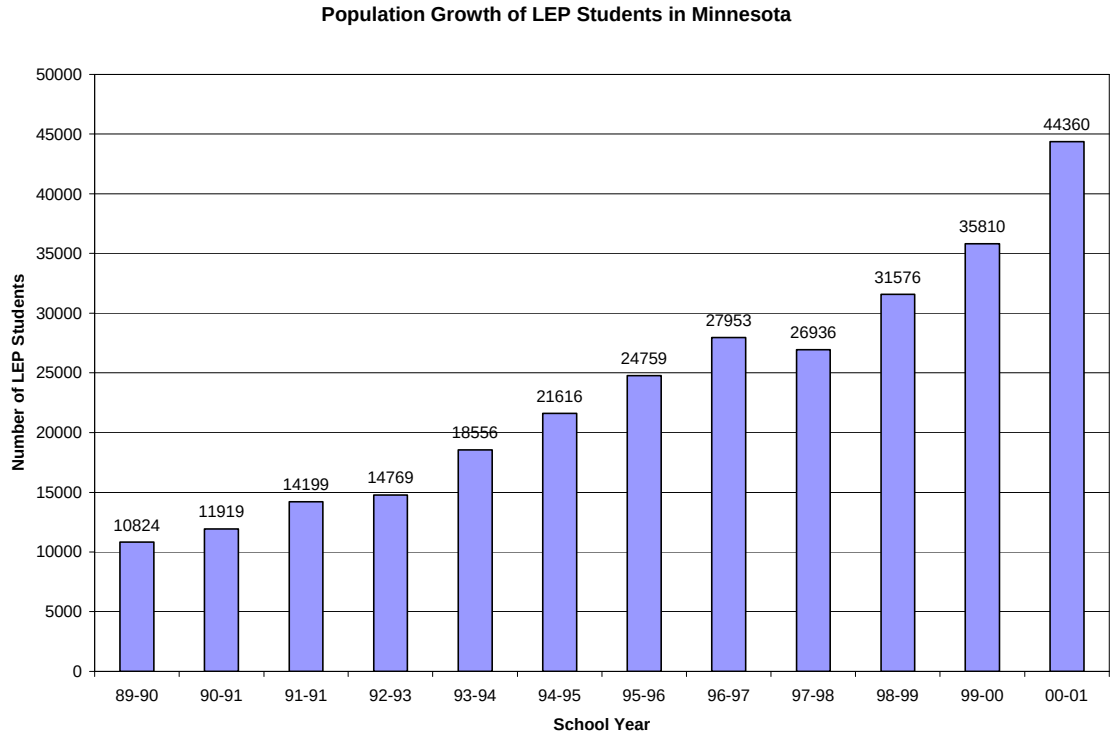
- Race, culture and the acculturation process
- Socioeconomic variables including high mobility and the stress associated with poverty

- Differences in communication, including verbal and nonverbal communication

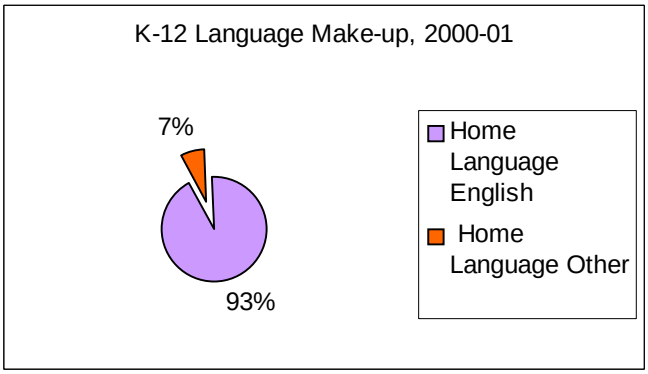
English language learners are defined by their difference in communication skills. It is easy to think of the language difference as students' most important characteristic, but English Language Learners are affected by other aspects of diversity as well as language.

Who are English Language Learners in Minnesota?

As this chart demonstrates, the number of Minnesota students who are limited English proficiently has risen fairly steadily over the years.



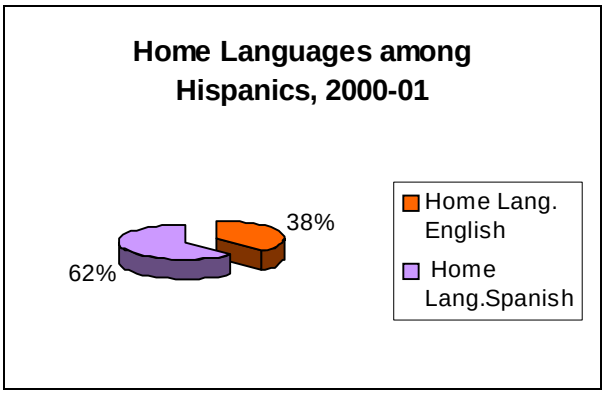
In 2000-01, English language learners represented about seven percent of all Minnesota students in grades K-12.



In 2002, the most commonly spoken languages in Minnesota were as follows (in descending order of frequency):

♦ Hmong	22,056
♦ Spanish	20,706
♦ Somali	5,445
♦ Vietnamese	2,771
♦ Lao	2,232
♦ Russian	2,053
♦ Cambodian	1,823

It is also informative to look at home languages in terms of racial categories. For example, almost 76% of Asian students in Minnesota speak a language other than English at home. This reflects the large numbers of Southeast Asian immigrants that settled here. Language use patterns have shifted dramatically among Latinos, however. In 1995-96, the proportions almost equal: about half of all Latino students reported speaking English and about half reported speaking another language, presumably Spanish. The picture looked quite different in 2000-01.



During this same time period, the overall number of students of Latino students grew by almost 70%. Much of this growth was among students whose home language is Spanish.

Race, culture and the acculturation process

Reducing Bias describes the concept of race as follows:

> *At its most basic level, the term **race** is used in the United States to refer to skin color and possibly to country of origin, often appearing as a category that must be checked on a form. For many people, the available choices do not begin to correspond to their own complex, multi-racial identity.*

Students' racial background and cultural background are not always the same. Culture is defined in Reducing Bias as a "complex web of values and behaviors" that includes obvious characteristics such as food preference or clothing as well as less easily observed traits such as spiritual beliefs and family values. Cultural identity is shaped by group attitudes and history, but is also tempered by personal experiences and attributes. A student's cultural identity may thus differ from that of family members or from peers who share the same racial background. This can cause conflict within families or be a factor in behavior problems.

Among teachers who work with English language learners, it is common to focus on students' cultural heritage. But many English Language Learners also navigate the world as persons of color and encounter racism and bias as part of their daily life.

Acculturation is the process of adapting to a new culture. There are two ways to think about the outcome of acculturation:

Assimilation: losing one's cultural identity and adapting mainstream American customs and beliefs
Biculturalism: maintaining one's native culture and beliefs while also learning to navigate in a different world

Many present-day Minnesotans are the grandchildren of immigrants who *assimilated.* Many of these same Minnesotans study the language or their grandparents, attend festivals and visit the "old country." They talk wistfully of having lost something in the process of assimilation. Some newcomers to Minnesota also try to assimilate by rejecting their traditional culture.

Some of the most successful new immigrants are happy to be *bicultural:* they can fit into their traditional culture as well as mainstream Minnesota. They have gained new knowledge and skills without losing the old. Schools rely upon teachers and paraprofessionals who are bilingual and bicultural, people who know both systems.

The Center for Victims of Culture, located in Minneapolis, is known internationally for its work with refugees from war and trauma. The Center identified several stages of acculturation in its publication *New Neighbors, Hidden Scars.* Not all English language learners are trauma survivors, but these stages of acculturation are common to most immigrants and refugees. The full text of the Center's publication is available online at www.cvt.org.

Stages of Acculturation: Arrival, Reality, Negotiation, and Possible Outcomes

First Stage: Arrival

Events: reunited with family; located in new home; children enrolled in school; initial medical screening; resettlement agency case manager assigned; referred for ESL, employment and other services; completes paperwork and red tape.
Emotions: high expectations; relief, grateful to be safe; hopeful for future; overwhelmed confused; disoriented; numb or resentful; anger.
Implications for service providers – Person is: excited to be in school; grateful for help; excited to meet Americans; purposeful OR unfocused; nervous about new language; unconnected; resentful; restless; has unrealistic goals; impatient – wants things to happen NOW.

Second Stage: Reality Sets In

Events: negative experiences or interactions; losses realized; intergenerational conflict within family; cross-cultural conflicts related to values and spiritual beliefs; conflict within refugee community; realization that there are many obstacles in their new life.
Emotions: culture shock; awareness of challenges and difficulties; disappointment; anger; overwhelmed; fear; abandonment; preoccupation with losses; frustration; traumatic memories; resentment and anger.
Implications for Service Providers – Person has: difficulty concentrating; short-term memory loss; problems following-through with tasks or assignments; flashbacks; fatigue; startle response or hypervigilence; frequent absences; somatic complaints (stomachaches, headaches, etc.).

Third Stage: Negotiation
Events -- Person: begins to understand and accept new environment; takes action to move ahead; develops English skills; establishes more stability and structure in daily life; develops connections with ethnic group; rebuilds support systems; starts to define new role and identity in family and community.
Emotions – Person begins to: accept losses; heal from trauma; make commitment to succeed in new home; develops more sense of control and self-determination.
Implications for Service Providers – Person: completes assignments; makes friends with classmates; sets realistic goals; has better memory and concentration; may still experience feelings of frustration or being overwhelmed.

Fourth Stage: Desired Outcome -- Cultural Integration
Events – Person has: basic needs met; some language competence; employment or economic stability; stronger family relationships; community ties.
Emotions – Person has: sense of control; self-confidence; pride in self-sufficiency; sense of success; confidence in future; sense of belonging; confidence in navigating across cultures.

Implications for Service Providers – Person: may disengage from ESL in belief that language skills are sufficient; may study more independently; may look for advanced opportunities to learn through higher level classes, workplace, college, etc.

Fourth Stage: Possible Outcome -- Alienation
Groups at risk: elderly, homebound women
Events: poor physical health; isolated; without transportation; isolated in home with small children and unable to leave because of a lack of male family members (in some cultures); mental health issues; intergenerational conflict; inability to supervise children; may possibly experience domestic abuse.
Emotions: reluctant to leave home; withdrawal; despair or sadness; suicidal thoughts; overwhelming sense of loss; fear of inability to succeed in U.S.
Implications for Service Providers: attendance becomes sporadic or person drops out; person cannot be reached by phone; person tries to attend class but cannot overcome barriers (transportation, child care, etc.); person becomes overly attached to one teacher or program; person has problems with time management and setting priorities.

Fourth Stage: Possible Outcome -- Marginalization
Events – Person: becomes involved with child welfare, police, legal system, etc.; becomes dependent; is unemployed or marginally employed; takes on negative roles; has housing problems or is homeless; seldom leaves home; may become involved in gangs, criminal activity, substance abuse or domestic violence.
Emotions – Person: has given up hope of acculturating or being accepted in U.S.; is resentful and negative; is hopeless; seems unreachable.
Implications for Service Providers: school attendance has ceased; may be difficult or impossible to contact person.

Adapted from New Neighbors, Hidden Scars, Center for Victims of Torture, 2001.

Acculturation and Student Behavior

Chapter 2 of *Reducing Bias* cites Catherine Collier who has written extensively on the issues affecting English Language Learners and special education. Collier is particularly interested in how acculturation affects learning and behavior. She states that:

> The normal side effects of acculturation may look very much like traditional indications of a disability. Research has shown that single cultural responses to acculturation can result in an increase in dysfunctional and self-abusive behaviors. Other concerns educators may have about a culturally diverse student may actually be attributed to delayed post-traumatic responses, generation gaps and survivor guilt.

Collier further suggests that a student's reactions to acculturation may include:

- Heightened anxiety
- Withdrawal
- Response fatigue
- Distractibility
- Disorientation

- Confusion in locus of control
- Silence or unresponsiveness
- Code-switching
- Resistance to change

Source: C. Collier and J. Hoover, *Referring Culturally Different Children: Sociocultural Considerations.* Academic Therapy Vol. 20 (4) 503-509 (1985).

The 1998 Minnesota Student Survey asked participants whether they experienced emotional distress. Students of minority race or cultural backgrounds were more likely to report that they felt "stressed, sad, discouraged or hopeless, nervous or worried all or most of the time":

Group	% Experiencing Emotional Distress
African American	19%
American Indian	21%
Asian/Pacific Islander	22%
Chicano/Latino	22%
White	14%

Source: MN Student Survey, MN Department of Children, Families & Learning

This data was not collected according to language status. But since the majority of Asian/Pacific Islanders and Chicano/Latino students come from homes where another language is spoken, it is reasonable to assume that about 22 percent of English Language Learners from these racial backgrounds feel emotional distress. Some of this stress may be related to acculturation. Poverty is another source of stress for many children, as discussed below.

Why and How People Come to the United States

One factor in how people acculturate is their motivation for coming to the United States or to Minnesota. The way people arrive in the U.S. — as refugees who must leave everything behind or as immigrants who plan and prepare for a new life — affects the resources and support they have when they get here. Different family members may have different motivations in coming to Minnesota and thus may experience acculturation differently.

The most common ways to describe newcomers are as:

- Immigrants
- Refugees
- Secondary migrants
- Undocumented
- Other newcomers

Immigrants are people who choose to come to the United States. Immigrants are classified as "legal permanent residents" or as "legal temporary residents." Persons who are fleeing persecution, for example, may be granted status as "legal temporary residents." Many persons from Liberia originally entered the United States in this way. Temporary residents may apply for permanent residency status after one year. Another group of immigrants are people with specialized job skills who are sponsored by an employer. People often wait many years to be given permission to immigrate to the U.S. Most immigrant families have a support network and arrive in Minnesota with more resources than refugees.

Refugees have a special status that is generally given overseas by the State Department or by the U.S. Immigration and Naturalization Service (INS). Refugees are defined as persons who cannot return to their country of origin because of a well-founded fear of persecution due to race, religion, nationality, political opinion or membership in a particular group. The U.S. Congress sets limits for the number of refugees from various regions of the world. In 2000, the limits were set as follows:

Total number of refugees = 85,000

Africa	20%
Kosovo	11%
Bosnia	19%
Latin America	3%
Former Soviet Union	22%
East Asia	9%
Near East/South Asia	9%
Unallocated	7%

Internal U.S. politics as well as world events affect the number of refugees allowed to enter from various regions. In the late 1980s and early 1990s, the primary communities of concern were Southeast Asian refugees. In the early 1990s, citizens of the former USSR became eligible for refugee status based on religious persecution. As a result, both Jewish and Christian refugees were welcomed to Minnesota. Other central European countries also experienced great unrest during the early 1990s, with the result that refugees also arrived from the former Yugoslavia and other countries. Through much of the 1990s, immigration and refugee quotas favored central and eastern Europe.

Many parts of Africa has been rocked by periodic wars for decades but the situation exploded in the 1990s in the Horn of Africa (eastern Africa) and in the western African countries of Liberia and Sierra Leone. The federal government subsequently increased the number of refugees from African countries who were allowed to resettle in the United States. While African refugees were originally settled in various parts of the United States, many have since congregated in the Twin Cities metropolitan area.

When they first arrive in the U.S., refugees are assisted by a resettlement agency that places them in a community and connects them with a local support system. Minnesota receives between 3 and 4 percent of all refugees resettled in the United States. New refugees must go through a health screening. In Minnesota, the State Department of Health coordinates this process and also maintains statistics on refugees entering Minnesota through its web site: http://www.health.state.mn.us/divs/dpc/adps/refugee/refugee.htm.

Refugees are also eligible for some social services for a limited period after they first arrive. The Minnesota Department of Human Services coordinates these services; information is available online at http://www.dhs.state.mn.us/ecs/program/refugee.htm.

Additional information on refugees in the United States and worldwide can be found online at several sources:

- United Nations High Commissioner for Refugees: www.unhcr.ch
- U.S. Department of Health and Human Services, Office of Refugee Resettlement: http://www.acf.dhhs.gov/programs/orr/index.html
- U.S. Committee for Refugees: http://www.refugees.org/

According to the U.N. High Commissioner for Refugees

- About 25 million children around the world are displaced from their homes
- More than 300,000 boys and girls are forced to serve as child soldiers or sexual slaves
- Children account for half of all asylum seekers.
- 20,000 children unaccompanied by adults apply for asylum in western Europe each year. The U.S. doesn't keep similar data on minors seeking asylum.

"They gave me training. They gave me a gun. I took drugs. I killed civilians. Lots. It was just war, what I did then. I only took orders. I knew it was bad. It was not my wish."

— A child soldier in Sierra Leone.

Secondary Migration

Many refugees who are originally placed in one community choose to move to another part of the U.S. to rejoin relatives. This process is called *secondary migration* and is one of the driving forces behind Minnesota's growing African communities. Most secondary migrants in Minnesota no longer receive assistance from refugee resettlement or government agencies. They may be helped by family members or by community organizations but some secondary migrants find themselves in vulnerable or difficult circumstances.

Undocumented

The term *undocumented* is used to describe individuals who are not citizens and do not have legal status as immigrants or refugees. Many people immediately think of Mexicans when they hear the word *undocumented* but in fact, all sorts of people from all over the world live and work in the U.S. without legal status.

- College students who stay on after their educational visa expires
- Relatives of citizens, legal immigrants or refugees who come here to join family members

- People who were denied legal status as refugees but who fear persecution and cannot return home
- People who come here to work and support their families (sometimes called “economic migrants”)

Most undocumented people work, have payroll taxes withheld and pay sales tax. But they are not able to receive most benefits because of their legal status.

Schools and Undocumented Children

In 1982, the U.S. Supreme Court ruled that undocumented children have the same rights to receive a public education as citizens and legal immigrants. This court decision is known as “Plyler v. Doe.” The Family Educational Rights and Privacy Act (FERPA) also prohibits schools from sharing information from student’s files without parental permission. This includes providing information regarding legal status to the INS.

The full text of the Plyer v. Doe ruling and related information can be found online through the National Clearinghouse for Bilingual Education, http://www.ncbe.gwu.edu/.

Other Newcomers

Many English Language Learners move to Minnesota from other parts of the United States. These individuals may be citizens or legal residents. Spanish-speakers, in particular, are likely to move from other states in order to find employment. Most Spanish-speakers in Minnesota are from the southwestern United States, but Spanish-speakers also arrive from other parts of the country.

Learning about New Minnesotans

The Minneapolis Foundation published an excellent booklet titled “Immigration in Minnesota” which gives basic information about newcomers from Somalia, Russian, Mexico and Southeast Asia. This information can be downloaded at no cost from the Foundation’s website, http://www.minneapolisfoundation.org/about/publications.htm.

Socioeconomic Issues among English Language Learners

Socioeconomic status has an impact on students’ experiences and consequently on how they perform on standardized tests. Some researchers on issues of bias and racial over-representation in special education believe that poverty has even a greater impact than race or cultural differences.

Ruby Payne has written extensively on the “culture of poverty” and has also trained many teachers in Minnesota. She eloquently describes the stress that families experience and the impact of generational poverty on children’s language, problem-solving skills and social relationships. Additional information on Ms. Payne’s work can be found in Chapter XI: Background Information on Poverty in Reducing Bias or from her publication Poverty: A Framework for Understanding and Working with Students and Adults from Poverty (Baytown, TX: RFT Publishing, 1995).

The way that people arrive in Minnesota often has an impact on their socioeconomic situation. Refugees, for example, usually leave behind all of their material possessions and arrive in the U.S. with very few resources. Many English Language Learners, no matter how educated, may be unemployed or forced to work in low-paying jobs. Many are “underemployed,” that is, employed in a lesser professional capacity than they would be in their home country. At the same time, they may be “overemployed,” that is, forced to work multiple jobs to support their family.

Arranging parent meetings or interviews can be difficult when parents are working several jobs or alternate shifts.

Statistics on poverty among children are gathered by race and not by language, which makes it difficult to draw conclusions for English Language Learners.

Group	% of Students below 185% of Poverty Line, 00-01
African American	71%
American Indian	67%
Asian	61%
Latino	65%
White	17.5%

Because of the strong connection between language skills, employment and income, it is reasonable to assume that the poverty rates among English Language Learners are at least as high as rates for their racial category – and probably higher.

Chapter 4: Information on Language Acquisition for Special Educators

Introduction

Communication diversity has an obvious impact on students who are learning English as a second language. Special educators who work with ELL should have a basic understanding of the language acquisition process so they can:

- Understand how the student performs in the classroom and make appropriate referral decisions
- Plan appropriate special education evaluations and interpret the results
- Rule out limited English proficiency as the primary cause when determining eligibility

When students who are learning English as a second language are considered for special education referral, teachers must begin by looking at their acquisition of both the native language and English. This is the basic foundation of both the prereferral process and the actual assessment. Several questions about language acquisition can shape the assessment process. Using these questions about language acquisition will ensure that sufficient information is acquired before any decisions are made about the need to place the student in a special education setting.

- What is the amount and type of language input from each language?
- What is the separation and interaction of the two language systems?
- What social and psychological factors can be identified in bilingual acquisition and use?
- What is the student's level of proficiency in all four modalities (listening, speaking, reading, writing) of each language? How well-balanced is the student's use of both languages?

The first factor, input, is the most important and will affect answers to the other three questions. The following information serves as a primer on some of the basic research on first and second language acquisition. By reviewing this information, school personnel will understand ***why*** these

questions are important to the referral and assessment process. Chapter 7 will provide tools to gather the information.

Research Framework

Language acquisition has a large impact on classroom learning and on the pre-referral process for special education. The research on language acquisition has viewed the process of learning a language somewhat differently for monolingual speakers and for bilingual speakers. Since about 1960, there has been an explosion of research on children's language acquisition but study has focused on the monolingual child. The process of acquiring one language is complex and the tasks involved are not completely understood. Research on the bilingual child has trailed behind research on monolingual language acquisition — only 1.6 percent of all the published research on child language acquisition has focused systematically on the bilingual child (Bhatia and Ritchie, 1999, p. 569).

There are two major reasons why so few studies are conducted on bilingual acquisition. The first reason is that a satisfactory theory of monolingual language acquisition has not yet been developed. Bilingualism is a more complex phenomenon, and careful study is dependent on the resolution of questions about monolingual language acquisition. The second reason is that researchers have not resolved conceptual problems of defining and measuring bilingualism. As a result, it has not been considered wise to invest time and energy in the study of the bilingual child.

Research conducted on bilingualism has not been based on a universal or widely accepted definition. For the purpose of these guidelines, a pragmatic definition will be adopted from Bloomfield (1933, p.56). Bloomfield says that bilingualism is, "the native-like control of two languages." Full native control (rather than native-like control) represents an ideal form of bilingualism that is rarely achieved. "Native-like control" is used to indicate a balanced bilingual with the appropriate dominance of one language. This is distinct from the idea of balance in an absolute sense.

Krashen (1981) made a clear distinction between language acquisition and language learning. He identifies language learning as a process that occurs when a student consciously works to acquire the phonological system, vocabulary, morphology, and syntax of a language. Secondary school foreign language classes epitomize language learning. This formal process is also called ***sequential acquisition.***

Language acquisition, on the other hand, is an unconscious process that occurs in ordinary circumstances when one is naturally exposed to language. This often happens when a young child is exposed to two languages before entering a formal school environment. This natural process is also called ***simultaneous acquisition*** because the child is learning two languages at the same time.

Research on language learning indicates that sequential acquisition may be the only way to acquire a language after an individual has gone through puberty. This may be a consequence of arriving at the cognitive developmental stage that Piaget called "formal operations" (Krashen,

1982). At this point, the student is able to consciously seek out language rules and work at learning a second language, but the biological "window" that allows effortless and unconscious acquisition of a language has passed. Researchers have clearly demonstrated that the age at which a student begins to learn a second language has a definite effect on how and how well the second language is acquired (Collier, 1988).

Or to put it another way, the older a person is when he begins to learn a second language, the more difficulty he will have.

> **Simultaneous acquisition**: acquiring two or more languages at once, beginning in infancy. Also referred to as "early bilingualism."
> **Sequential acquisition**: first acquiring one language, and then beginning to acquire a second. Also referred to as "late bilingualism."

Question 1: Input

The mixture and amount of input are critical factors in language acquisition, regardless of whether acquisition is simultaneous or sequential. Children who acquire two or more languages receive differing amounts of input in each language. The setting, or context, within which languages are introduced also affects the acquisition of languages.

Simultaneous Acquisition in Natural Versus Unnatural Settings

In many countries and societies, children commonly learn two languages simultaneously, and bilingualism is widely encouraged, supported, and approved. No special effort is needed to ensure that children receive linguistic input in two languages. Laws that dictate the use of only one language — such as "English only laws" in some parts of the U.S. — do not exist. Input in both languages occurs effortlessly. In these natural settings, one language may function as the language of commerce, which is used for law and business. This is the dominant language. Other languages may be used at home, for religious practices, entertainment, and so forth.

Unnatural settings occur in societies and countries that have a minority language distinct from the language of the majority community. This minority language is not viewed as valuable. In the United States, for example, all minority languages are viewed as less valuable than English; hence the setting for their acquisition is always going to be unnatural. Because the language of commerce is English, bilingual students need to be English proficient in order to prosper. As a result, students and families face constant pressure to stop using their native language and adopt English. Parents may stop using their native language, a step that can have a drastic impact on the language acquisition of their children because they may not receive sufficient input to acquire good skills in either language.

Family who speak a minority language and communities that value proficiency in their native language must adopt strategies to ensure input from the family language as well as input from English. One such strategy is " domain allocation" (Bhatia and Ritchie, 1999, p.583). Domain allocation relegates the use of one language to one social agent or social setting. Here are some examples:

- One parent–one language: the child's mother speaks one language while the child's father speaks another.

- One place–one language: the family language is used in the all areas of the house except the formal living room.

- Language–time approach: the majority language is spoken at work or school, but the family language is spoken before and after the workday.

- Topic-related approach: certain topics are addressed in the family language while other topics are discussed in the other language.

Many families in the United States successfully rear bilingual children by using one or more of these methods. A number of factors contribute to their success:

- Language proficiency: parents are highly proficient in both languages (including literacy skills).

- Commitment: the family makes a strong commitment to the importance of using both languages.

- Consistency: the two languages are used consistently so that the child receives equal amounts of input.

- Quality: the child receives high quality input in both languages for a broad variety of language functions, including both abstract and concrete language.

Some families do not have the skills or resources in their home for effective simultaneous acquisition. In those cases, parents are advised to use their native language for child-rearing, thus assuring that their children will have a good foundation in one language.

Sequential Language Learning in Formal and Informal Settings

Sequential language learning occurs when one language (L1) is acquired first and a second language is learned later. Much of the language acquisition literature identifies the acquisition of a second language in a formal school setting as late bilingualism (Bhatia and Ritchie, 1999). Late bilingualism is characterized by "school language." Students in this situation are often only able to express school-related vocabulary in English, particularly if literacy and academics are not supported in the home language.

Many children in Minnesota are exposed to English before beginning formal schooling, however. This may occur by:

- Watching television
- Playing with neighborhood children or siblings who prefer English
- Taking part in English-speaking preschool programs

Young children who are exposed to English will naturally begin to acquire basic conversational skills. They may seem deceptively fluent, adept at repeating complex rhymes or songs from television. Cummins (1979) makes the distinction between social or playground language by identifying social language as "basic interpersonal communication skills" (BICS). His research, conducted mainly among students with good quality input in both their native language and English, shows that BICS are acquired early. In contrast, Cummins identified higher level skills needed for school success as "cognitive academic language proficiency" (CALP). He indicates that CALP is acquired later in the institutional setting, usually after three or more years of exposure.

Virginia Collier has conducted extensive research on the interaction between second-language proficiency and the learner's age at time of exposure. (See "Question 2: "Proficiency" below). She has found young children who are introduced to English through informal activities or school do best when they continue to receive input in their native language.

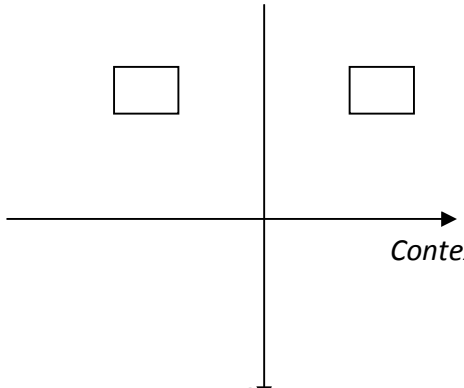
Comprehensible Input

Whether students are exposed to a second language as young children or in a formal school setting, they need input that they can understand. If the language models in the classroom or environment are too far beyond the student's ability to comprehend, he or she will disengage from the situation.

Cummins has proposed a model for language acquisition that is based on both the cognitive demands of the language task and the context for the use of the language. He used the term "context embedded" to designate communication where meaning can be negotiated. In this situation, the listener can ask for clarification or a slower rate of speech, and can derive meaning from paralinguistic (facial expressions, gestures) and environmental clues. When there are few paralinguistic or environmental clues and listeners cannot ask the speaker to slow down or clarify meaning, we refer to the communication as "context reduced."

The level of cognitive demand is also important element of this model. For example, tasks that that require little conscious attention to language forms or choices are considered "cognitively undemanding." Tasks that require active efforts from the speaker or writer are "cognitively demanding." Figure 1 depicts the intersection of the two continuums.

Cognitively Undemanding



Context Embedded *Context Reduced*

Cognitively Demanding

Quadrant A	Classroom tasks that are undemanding and for which contextual clues are provided. These tasks will be relatively easy for ELL.
Quadrant B	Classroom activities focusing on more complex concepts but where contextual clues are provided. These tasks will be manageable for most ELL.
Quadrant C	Undemanding classroom activities without contextual clues. ELL may be able to complete tasks but without learning the desired concept.
Quadrant D	Activities that are both cognitively demanding and lacking in context. ELL will have most difficulty in this situation and may be unable to either complete tasks or derive benefit from instruction.

Figure 1: Dimensions of Language Proficiency (Cummins, 1984, p.139)

Cummins' model has been used for almost 20 years to help ESL teachers plan lessons and identify instructional methods for ELL. Comprehensible input is necessary before students acquiring their second language can begin to control the language to meet their needs. The process of assessing ELL students for special education services must include a review of the type of strategies used to ensure comprehensible input for the student. It also is important to determine whether the student's problems in the classroom are due to a lack of context and / or the cognitive demand level of the tasks that the student is expected to deal with.

Linking Research to Practice

During the pre-referral process, the English Second Language (ESL) teacher and the classroom teacher should identify whether or not the family continues to use their native language. They should also identify the type of strategies the family uses to maintain their language, and how much input the bilingual child receives in both the native language and in English. If this information is not gathered during prereferral, then it must be collected as the first step in a formal special education evaluation. Chapters 6 and 7 provide a number of tools specifically designed to gather information about the amount and quality of language input the student has received. The following tools will be particularly useful for gathering information about input.

Educational History	Exposure to language input in formal settings

ELL Student and Family Background Information	Amount and type of native language input in home
Opportunity to Learn Native Language Rating Sheet	Rates input (opportunity to learn) on a 1-5 scale
Observation Checklist for Teacher Behaviors with ELL Students and **Working with ELL Students: The Interventionist's Self-Evaluation Checklist**	Amount of comprehensible language input in classrooms

Question 2: Interaction and Separation of the Two Language Systems
Children who are acquiring two languages simultaneously are not at first able to differentiate between the two. Up until around the age of two, toddlers will mix together words or parts of words from both languages; in the mind of an infant or toddler, there is only a single system. Sometime around the age of three, children start to become aware that there are two language systems in their environment. By age four, children are generally able to discriminate between the two languages and to control their use of the languages. They are conscious of which language to use with specific people or in different settings. Children of this age may make occasional errors caused by mixing of the grammar or word usage of the two languages.

Older children are not only capable of keeping the two linguistic systems separate but are also capable of using the two systems interactively. The result of this interaction or mixing the two languages is called ***code switching*** or code mixing. Code switching assumes that the student has worked through the stages of language acquisition in both languages.

Code switching is not a random phenomenon. Students code switch in a logical manner that fits with the grammatical constraints for both languages. Research indicates that nouns and noun phrases are the most favored syntactic categories for code switching. When and why students code switch should be documented and described for the purpose of the special education pre-referral process. The following possible reasons for when and why code switching is used should be considered:

- Semantic domain: the underlying meaning of a word or phrase is used as a sign or symbol for what it represents.

- Complexity: an item is less complex or salient in one language.

- Stylistic effect: the use of a word or idiom in one language adds to the flavor of the discourse.
- Audience: the listener is able to understand and appreciate the mixing of the two languages.
- Clarification / elaboration: the words or phrases mixed add to understanding the discourse.
- Relief strategy: a linguistic item is temporarily unavailable in one of the languages.
- Attitudes / societal values: the speaker is comfortable with the position of both languages and does not fear sanction for using both languages together.
- Personality: the speakers identity and self-concept includes the use of both languages.

Code switching is a strategy that is used to improve the student's communicative ability. It makes use of the student's knowledge and control of two languages to add to the depth of any communicative instance. Code switching is often used to enhance a communication in a language that may lack specific vocabulary, idioms, or linguistic nuances by borrowing these features from the other language. Proficient bilingual students have two languages to draw from in order to make their points clear and sometimes mixing the languages can provide the listener with an enhanced understanding of the speaker's message.

Linking Research to Practice

Samples of a student's use of both languages when inter-mixed should be collected and considered before and during the pre-referral process. These language samples should be carefully reviewed by members of the pre-referral team who are proficient in English and the student's native language. The basic underlying assumption in code switching is that the use of both languages will improve communication. Evidence of lack of control in use of the two languages that impedes communication may be considered as evidence of the disability. The "Profile of Language Preference and Use" found in Chapter 7 is a quick observation tool that can also help determine when and with whom a student code switches.

Question 3: Social and Psychological Factors

Social and psychological factors play a large role in how students acquire or learn languages. Many ELL students are closely attuned to both the status they get from English proficiency and to the relatively lesser status given to their native language by many school systems.

Language Loss

One result of the different values placed on English and the home language is that use of the native language may be limited to the privacy of the home. Even at home, the use of the native

may diminish in quantity and quality. Eventually language regression and language loss can occur. Language loss has several characteristics:

- Development of vocabulary and other native language skills stagnates.
- Lack of native language skills impairs the student's ability to learn English and to learn to read.
- Communication in the home between grandparents, parents and children is interrupted, resulting in behavior problems and disharmony.

The research unanimously supports the retention and thorough development of the native language as essential to second language development. Hence, teachers should always support use of the native language with parents and students.

Impact of Acculturation

Culture and language shock, the desire to assimilate or the rejection of the native culture and language also contribute to the development of skills in two or more languages. Teachers should consider a number of social and psychological factors in order to better understand the underlying mechanisms of language development. These include:

- Socio-economic background
- Motivation for moving to U.S. or Minnesota
- Migration and length of time in current community and school
- Personality and temperament
- Emotional bonds
- Friendships
- Nationalism
- Intermarriages
- Mental health issues such as depression or anxiety

These factors may influence the quality and quantity of input. For example, students who are highly anxious or who resent moving to Minnesota may not be open to receiving input in English. Personality also affects how students express their growing skills in English: a student who is very sociable and comfortable taking risks will create more opportunities to practice English than a student who is shy and a perfectionist. More information on acculturation is found on pages 15-18 of this chapter.

Linking Research to Practice

During the pre-referral assessment process, the social and psychological factors that play a role in language acquisition and retention of the native language should be explored and documented. Teachers should be particularly careful to consider these differences when comparing the skills

of same-language peers. Two students of similar language and educational backgrounds but vastly different temperaments may progress differently.

Question 4: Relative Proficiency in Both Languages

Evaluating proficiency in both languages is a critical component of both the prereferral process and formal special education evaluation. To rule out lack of English proficiency and lack of instruction as the sources of the student's difficulties, school must establish that

- The student has failed to develop good native language skills despite receiving good input.
- The student's proficiency in English is less than expected given the formal and informal input he or she has received. Proficiency is considered in terms of input as well as age.

Stages of Language Development

Students go through distinct stages when they are learning a second language. The pre-production stage is usually silent as the student begins to acquire basic vocabulary and the syntax of the new language. This is followed by early production, a stage marked by one or two word utterances that usually involve naming and nouns. Both early production and the speech emergence stages are marked by use of the present and immediate past tenses. More complicated verb forms show up in the intermediate fluency stage. These stages and related activity behaviors typical of students in each stage are provided in figure 2:

Stage	**Behavior**
Pre-production	• listen • point • move • choose • match
Early Production	• name • list • categorize • label • respond with 1-2 words
Speech Emergence	• describe • define • explain • recall • summarize

Intermediate Fluency	• give opinion • justify • debate • analyze • write

Figure 2: Activity Behaviors for Stages of Language Development

Each stage of language acquisition varies in length and depends upon the student and the amount of comprehensible input received in both languages. Meta-cognitive strategies to assist with language learning probably occur as an internal dialogue. The language learner may consciously translate between English and the native language during the first three stages. By the time students reach the stage of intermediate fluency, they will not need to consciously translate for everyday interactions. These internal strategies are used to mediate learning academic content as well as language.

Age and Proficiency

In school settings in the United States, many students who have been identified for ESL or bilingual education services are sequential language learners. Much of the research on second language acquisition has focused on the effect of age on the acquisition of second language. The idea of a "critical period" for acquiring a language was first proposed by Lenneberg (1967) in response to advances in cognitive psychology and the observation that older language learners did not seem to acquire the second language with native-like control and pronunciation as did younger language learners. Lenneberg's theory was that the critical period lasted until lateralization occurred roughly around puberty and the brain lost some of its plasticity. Lateralization is the process by which the two sides of the brain develop specialized functions. Researchers have not been able to determine the time of lateralization or whether processes that occur in the maturing brain are responsible for the difference in the way young children and adults acquire language. Research has, however, documented the fact that adult learners who acquire a second language after puberty retain an accent in the second language.

A pattern of differences in the acquisition of oral language proficiency has been identified as related to age. Minor differences also exist in the acquisition of language proficiency for school and for content-area achievement. (Collier, 1988). Collier's synthesis of nine different studies of second language acquisition for school yielded the finding that older students (8-12 years) are faster and more efficient learners of school language than younger students (4-7 years). Collier suggests that young children who are asked to learn a second language for school use before they have acquired a mature foundation in their first language have insufficient transferable skills to grasp the second language as quickly as students who are slightly older. Younger children are working to acquire these skills in their native language and the new language.

Collier also found that students who were 8 to 12 years old upon entry into the United States public education system were the first to reach norms for native speakers (50^{th} percentile or normal curve equivalent – NCE) on all content-area tests. They usually achieved this within 4-5 years. Young children (5 to 7 years) on arrival, fell significantly behind the older children in academic achievement, usually requiring five to eight years to reach the 50^{th} percentile. Finally,

the oldest students (12 to 15 years) had the greatest difficulty reaching grade level norms. They usually required six to eight years before they reached the 50th percentile.

Language Preference and Balance

The balance a student establishes with regard to speaking two languages almost always involves a preference for one of the languages. The student generally feels more comfortable using one language or the other in specific contexts. Depending on a number of input factors, students will have stronger proficiency in one of the two languages. This asymmetry between the two language systems occurs as the result of input factors as well as psychological or social factors. Preference does not equal proficiency, however. A student may feel more comfortable using English, but not be truly proficient. Some linguists refer to the preference for one language over another as "language dominance."

A person who is equally fluent in two or more languages is called a "balanced bilingual." It is fairly rare to be balanced in all aspects of language: speaking, listening, reading and writing. Bilingual adults may be balanced in their ability to speak and listen, for example, but prefer one language for reading or writing.

Evaluating Relative Preference and Proficiency

In assessing a student's proficiency in both languages consider:

- the amount of input
- the type of input
- length of exposure to the input
- social and psychological factors

The amount of input includes the number of hours daily that the student hears and uses both the native language and English. The type of input includes both the language modality (was the language input received through listening or reading? or was language expressed though speaking or writing?) and the register or format of the language. The type of register can be formal, informal, or personal. Familial and local dialects may be used in personal exchanges. Team members should also consider the length of time the student received input in each language. Students who have been exposed to both their native language and English in the home, at school in their native country, and through the media have longer exposure and increased input.

Linking Research to Practice

The chart below gives examples of how skills may be demonstrated in different settings. Teachers and speech / language clinicians can start by using the ELL Educational History and ELL Student and Family Background to learn about the types of input the student has received in each language. Staff can then select specific tools or improvise informal procedures evaluate language skills. For example, if the student typically watches a television program in the native

language, the clinician could work with an interpreter to gather a language sample based the program or use the program to check comprehension.

Type of Input

Register/ Modality	***Formal***	***Informal***	***Personal***	***Intimate***
Listening	• assemblies at school • lectures • church or other religious settings • cultural events	• television • radio • friends • family • teachers and other school personnel • doctors and health care workers	• friends • family	• family
Speaking	• teacher • administrators • class discussions • doctors	• asking directions • friends • family • doctors	• friends • family	• family
Reading	• textbooks • novels • essays and other nonfiction • street signs • magazines • tests • newspapers	• package instructions • food labels • advertisements • comic books	• letters from friends • email	• diary • family letters
Writing	• final drafts of school papers • job applications • college applications • essay contests • letters to the editor	• rough drafts of school work	• letters to family and friends • e-mail • shopping lists and other to-do lists	• diary • family letters • to do lists

Chapter 7 provides a sampling of tools to gather information and evaluate skills in students' native languages and in English and in the domains of speaking, listening, reading and writing. The resulting information needs to be related to other information on amount and types of input before drawing conclusions. One tool, the "Profile of Language Preference and Use," can be used even by a monolingual English-speaker to observe which language a student prefers using (language preference and/or dominance).

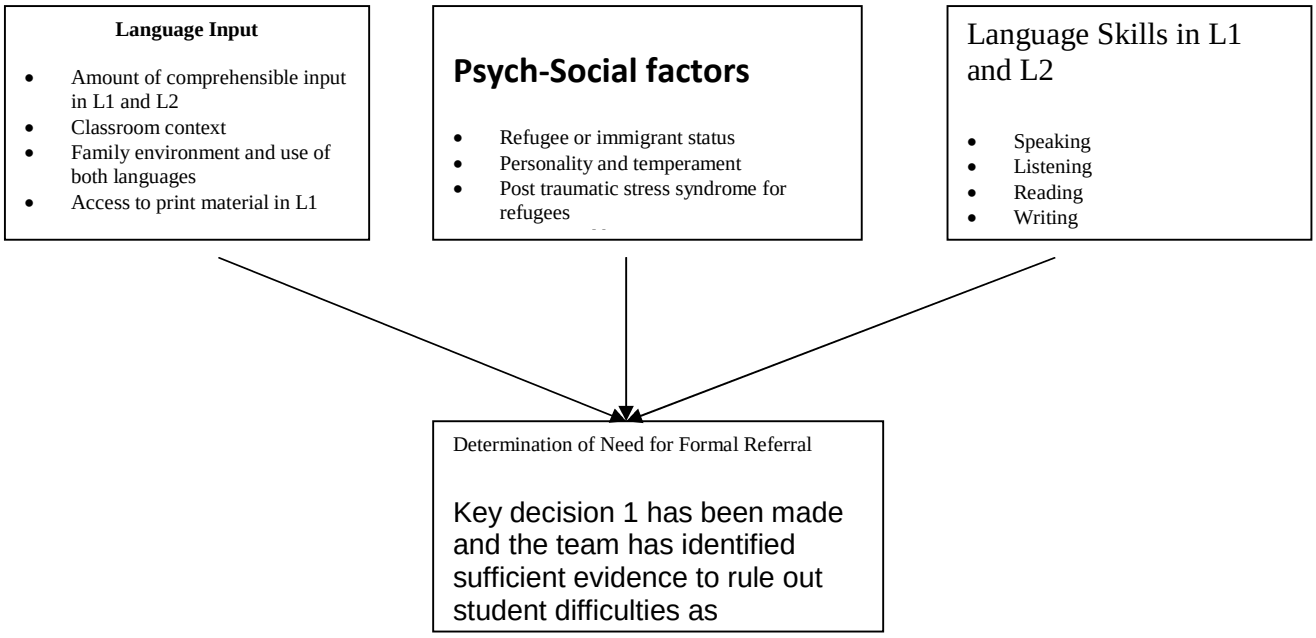
Summary

The research on bilingual student language acquisition is limited. Researchers are still trying to understand monolingual language acquisition. There are also fundamental conceptual problems with bilingualism including the definition and measurement of the phenomenon.

The single most important language acquisition factor to consider when assessing an ELL student for special education services is linguistic input. Linguistic input should be reviewed and documented for both languages. The setting for input, the age and time of input, the comprehensibility of the input should all be carefully considered carefully in the assessment. Collier's synthesis of the research on the age of input (1995) indicates that students of different ages acquire a second language differently in the formal school setting.

In addition to the type and amount of linguistic input, several other language acquisition issues should be considered as background information throughout the special education process. These include degree of dominance of each language, the interaction and separation of the two languages, and social and psychological factors that have an impact on language acquisition. These issues should all be documented and described as part of the information that should be gathered for ELL students referred for special education. The following graphic illustrates the kinds of information that should be gathered when a bilingual student is referred for special education services.

Language Profile



(adapted from José Centeno, 2000)

Chapter 5: Cultural Liaisons, Interpreters and Translators in the Special Education Process

This chapter explains the role of a cultural liaison, the role of an interpreter/translator, and how these roles may overlap in special education.

What is a cultural liaison?

One important way of reducing bias in special education evaluation is to involve culturally knowledgeable staff. The ideal way to do this is to have licensed special educators who are knowledgeable and involved members of minority communities. Efforts are underway in Minnesota to increase recruitment of diverse special education staff.

When licensed special education staff cannot fill this need, other staff with knowledge and ties to the culture can contribute to the process. The following definition of "cultural liaison" was adopted into Minnesota Rules in November, 2001. This definition includes interpreting as well as other functions.

> §3525.0200 Subpart 1h. Cultural liaison. "Cultural liaison" means a person who is of the same racial, cultural socioeconomic, or linguistic background as the pupil, and who:
>
> A. provides information to the IEP team about the pupil's race, cultural, socioeconomic, and linguistic background;
>
> B. assists the IEP team in understanding how racial, cultural, socioeconomic, and linguistic factors impact educational progress; and
>
> C. facilitates the pupil's parent's understanding and involvement in the special education process.
>
> If a person who is of the same racial, cultural, socioeconomic, or linguistic background as the pupil is not available, then a person who has knowledge of the pupil's racial, cultural, socioeconomic, and linguistic background may act as a cultural liaison.

Minnesota Rules do not require cultural liaisons, but they are recommended when teams are concerned that cultural or linguistic issues are affecting the overall special education process.

What does this mean in practical terms? Here are some examples of activities that cultural liaisons might undertake:

Provide info to the IEP team. . .	With training, assist the IEP team. . .	Facilitate parent's understanding. . .
Talk about customs, spiritual beliefs, history, language	Help gather family background information	Contact families to review process and parental rights
Plan cultural activities for special ed staff	Help gather student history	Contact parents to make meeting arrangements
Help connect special education staff with other appropriate groups (for example, tribal services)	Carry out structured observations	Attend IEP meetings
Help involve minority parents in special ed parent advisory councils, etc.	Gather native language samples	Help parents understand evaluation results
	Assist with native language evaluations	Follow-up with parents to obtain permission for services
	Share perceptions of the impact of language and culture on evaluation results	Maintain contact with families about student's program

Staff Development

An effective cultural liaison is someone who has community ties as well as good relationships with school personnel. This person can, by his or her presence at the table, improve communication and the comfort level between minority parents and special education teams. However, in order to be truly effective, cultural liaisons need staff development. The Special Education Policy Section at the Minnesota Department of Education periodically holds training workshops for Indian home-school liaisons and for bilingual home-school liaisons. Plans are underway to expand these current staff development opportunities, to make training materials easily accessible and to expand training to include African American cultural liaisons.

Individual schools can also do much to help train cultural liaisons. For example, special education teachers can show liaisons how to conduct observations. Speech clinicians can explain how to gather a language sample using pictures or other means. Psychologists can go over the tests that they commonly use. A sample needs assessment is found toward the end of this chapter.

Funding

As noted above, cultural liaisons are not required but their use is eligible for reimbursement through state aids for special education. In 2002, cultural liaisons are claimed as personnel type 12 using the special education Electronic Data Reporting System (EDRS). For further information regarding funding, refer to *Funding Special Education: A Handbook for Administrators* (Division of Special Education, CFL).

What is the difference between a cultural liaison and an advocate?

Cultural liaisons provide information to parents and to licensed special education staff so that both can make good decisions. They are not expected to serve as advocates. Ideally, cultural liaisons will not be forced to take sides with parents or schools. If an adversarial situation does arise, however, the cultural liaison will generally be considered a school employee and someone who represents the school's interests.

An advocate is a person who speaks on behalf of someone else; that is, a person who tries to influence the outcome. All parents have the right to involve an advocate at any point during special education referral, evaluation or placement. If parents are in conflict with the district, they should seek the support of an outside advocate. Similarly, school administrators should not expect a cultural liaison to put pressure on a family to follow a certain course of action.

> ***Reminder:*** *In any team meeting, parents always have the right to bring someone with them. Encourage families to bring a relative or friend or an advocate if they feel the need for support in the meeting. The cultural liaison generally works for the district and therefore cannot serve as an independent advocate for the family. Advocacy services in Hmong, Spanish and Somali are available through the PACER Center, 1-800-537-2237 (outstate) or 612-827-2966 (metro).*

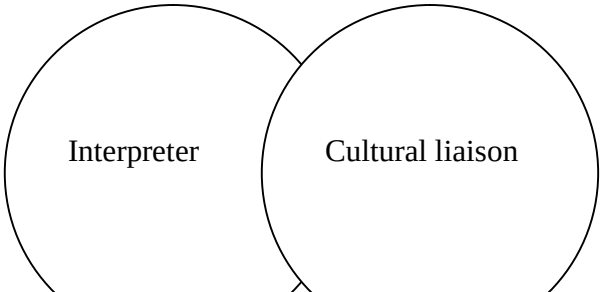
What is the difference between a cultural liaison and an interpreter?

A more detailed discussion of the roles of an interpreter or translator is found later in this chapter. A cultural liaison has a broader role that than an interpreter. A cultural liaison is a person who has knowledge in the following areas:

- School system in general
- Special education and disabilities
- Cultural background and acculturation issues
- The local community

A cultural liaison has some autonomy to work independently. Interpreters are experts in languages, but not necessarily familiar with school systems. Strictly speaking, interpreters do not communicate autonomously: they only convey information as directly stated by another person.

Interpreters and Cultural Liaisons: Overlapping but Differentiated Roles



MN Dept. of Education

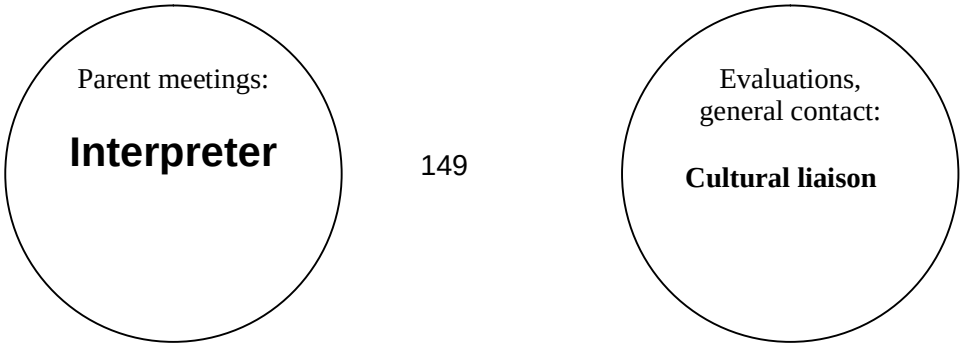
Many people who are hired as bilingual assistants or interpreters also handle the duties of a cultural liaison. When differentiating the role of an interpreter and a cultural liaison, you should ask these questions:

- Do you want this person to contact parents independently? For what purposes?
- Do you want this person to attend child study meetings to discuss issues related to culture in general or issues related to specific students?
- How do you want this person to be involved in evaluations?
- Do you want this person to serve as an interpreter, facilitating communication between monolingual staff and non-English speaking parents?

Many interpreters are comfortable serving as cultural liaisons, particularly interpreters who work primarily in schools or social services. However, they cannot serve in both roles at the same time. In conversations with other staff members, they can serve as the liaison and answer cultural questions. During meetings with parents, their **primary role is to serve as an interpreter. Try to avoid asking them to provide additional information or offer opinions in meetings with parents where they serve as the interpreter.**

For example, if you want the cultural liaison to give you background information about Islamic religious practices, ask these questions at a separate time. Do not ask the liaison to provide this type of background information during a meeting with the parents when he or she is serving as the interpreter. During a meeting, it is more appropriate to direct your questions to the family.

Different Role in Different Situations



Reminder for monolinguals: *An interpreter or translator who is not familiar with the school district or special education should not be expected to automatically function as a cultural liaison without training and support from special education staff. Some professional interpreters feel comfortable with this role but others do not. Discuss your expectations ahead of time.*

Here are some tips to help interpreters/cultural liaisons balance their competing roles:

- At the beginning of a meeting with parents, introduce the liaison/interpreter and explain what his/her role will be. Make sure family members know that decisions will be made by the parents and the licensed staff, not by the interpreter or liaison.

- Tell parents ahead of time that they can bring someone else to the meeting.

- If school staff has a general interest in learning about a student's language or culture, they should talk with the interpreter at a time other than a team meeting or arrange for a speaker for a staff development event.

- In a complicated situation, the team may need to have both a cultural liaison and an interpreter. For example, if a student is having severe behavior problems, the team needs to consider whether the behavior is considered typical within the culture or family. It would be appropriate in this situation to include one person who serves as the cultural liaison and another person who interprets.

- If a cultural question comes up during the meeting and there is no cultural liaison, the team can first ask the parents to explain the cultural issue (via the interpreter). If needed they can then ask if it's OK for the interpreter to also share some cultural information. The team needs to give the interpreter time to "switch gears" and give him/her time to interpret back to the parents.

What is the Role of an Interpreter or Translator?

Interpretation (performed by an interpreter) is the facilitation of oral communication from one language to another. Interpretation often goes beyond word-for-word transference or language: experienced interpreters will convey the speaker's nuances, using technical or colloquial language as appropriate.

If the target language has no exact word or phrase for a technical term, an experienced interpreter will give a brief explanation of what the concept means. A message that requires several words in one language may require several sentences in another.

Good interpreters possess the ability to process oral information extremely quickly, a demanding and tiring task. There are three ways of interpreting; consecutive and sight interpretation are the most commonly practiced.

- ***Simultaneous:*** the interpreter listens through a headset or other means and interprets the message orally instantaneously. A simultaneous interpreter is able to listen and interpret at the same time and without pause.

- ***Sequential or Consecutive:*** the speaker pauses every few sentences, allowing the interpreter to interpret what has just been said.

- ***Sight:*** the interpreter reads and orally interprets a document written in English

Translation, performed by a translator, refers to written language. As with interpretation, a skilled translator will match the tone set by the original document. Good translators have excellent writing skills as well as knowledge of both languages.

> ***Reminder:*** *Not all good interpreters are good translators and vice versa!*

Neutrality and Independence

Interpreters and translators are neutral: they facilitate communication without altering the message or intent in any way. Interpreters do not function independently; they only convey information from one language to another. For example, an interpreter does not contact families on his/her own to discuss a problem in school. Neither does an interpreter provide additional information nor explanation about school issues to parents.

Confidentiality

Confidentiality is an extremely important aspect of interpreting. If parents or community members even suspect that an interpreter will not maintain confidentiality, their trust of the school district will be damaged. Similarly, lack of confidentiality on the part of an interpreter will compromise the ability of special education teams to gather accurate information from families.

Most interpreters are well aware of the importance of confidentiality, but should also receive training on school data privacy practices. Interpreters who are hired as employees or who work under contract are

subject to data privacy. As an added safeguard, the North St. Paul/Maplewood School District developed a confidentiality agreement that all interpreters are asked to sign. An example of this is found toward the end of this chapter.

Different styles in different situations: meetings vs. evaluations

Experienced interpreters are accustomed to clarifying communication. They may interpret idioms in a way that conveys the meaning of the expression rather than the precise meaning of each word. For example, if an English speaker says, "I really hit the ceiling," a good interpreter won't translate this expression literally into Spanish. Instead he or she will say something like: "I got really mad" or "I became very angry."

If the speaker's message is not clear, a skilled interpreter will ask the person to rephrase or clarify the point. In other situations, an interpreter may provide a functional definition of English technical terms – using many words to explain something conveyed in one English word. These techniques are appropriate for meetings with parents where the goal is for mutual understanding.

During evaluation, on the other hand, it is important that interpreters report the student's responses very precisely. This includes reporting errors made in the native language. An interpreter who assists during an evaluation will be pleasant and encouraging, but should not correct or clarify a student's response.

Reminder for monolinguals: Think about the purpose of the interaction and what style of interpreting is most appropriate. Discuss this with the interpreter.

Certification for Interpreters

Minnesota does not currently have certification for interpreters or translators working in education, human services, health care or business, although there is a training and certification process for courtroom interpreters. Voluntary certification is available through professional associations.

In 1998, a committee was formed to examine issues in interpreting and to make recommendations to the Minnesota Legislature. This group set forth professional standards for interpreters, including ethics. Although geared toward interpreting in health care, these standards are useful to schools and could be used to develop position descriptions. The complete text can be found at the end of this chapter.

Locating and Selecting an Interpreter

The Minnesota Department of Education in collaboration with the Metro ECSU maintains a database of interpreters who are available to work in schools: www.ecsu.k12.mn.us/interpreter/. Interpreters can also be located through commercial agencies or through some mutual assistance associations for cultural groups. The International Institute of Minnesota maintains an extensive list of cultural organizations that is available online: www.iimn.org.

Whenever possible, schools should consistently use the same interpreter or translator for special education. This person should receive training locally or take part in training workshops offered by MDE (see below). Some interpreters in Minnesota have received training in court interpreter and/or health care interpreting that is offered through the University of Minnesota.

These interpreters will have excellent language skills as well as a strong foundation in professional principles such as confidentiality. They may need additional training in special education principles and terminology.

The standards found on page 57 provide helpful guidelines to use when developing job descriptions or hiring interpreters. As noted, language proficiency and communication skills are paramount. For some languages, the country or region or origin will affect the dialect. When selecting an interpreter, make sure he or she is familiar with the particular dialect spoken by the student and the family.

In addition, the interpreter should be an adult who is ***not*** closely related to the student. The interpreter also should not be biased toward the student or family because of personal, ethnic or linguistic reasons. Depending on the culture, the interpreter's gender can also be an issue when working with mothers or with girls. In some communities, family or clan affiliation may also be an issue.

For a new interpreter, make sure he or she:

- Understands the purpose of the meeting.
- Understands that he/she should interpret or translate precisely and completely; although interpreters may ask questions for clarification, they should not edit the discussion by omitting or adding information.
- Understands data privacy laws and the importance of confidentiality.
- Is fluent in English and in the native language or dialect spoken by the family.
- Is an adult and is ***not*** closely related to the student.
- Is not biased toward the student or family because of personal, ethnic or linguistic reasons.

Steps in Working with an Interpreter

There are three steps involved when working with an interpreter:

1. ***Briefing:*** meeting with the interpreter to discuss the purpose of the interaction and the desired style of interpretation and to review any materials and terminology that will be used.

2. ***Interaction:*** introducing the interpreter and explaining that his or her role is to help the English-speaker who does not speak the subject's language.

3. ***Debriefing:*** depending on the purpose of the interaction (a student evaluation vs. a parent meeting) ask the interpreter if he or she has any observations about the student's performance or about the family's understanding; ask what can be done in future to improve communication.

General Principles for Working with an Interpreter

Interpreters and translators need many different skills. Monolingual English-speakers also need skill and knowledge to work effectively with an interpreter. Monolingual staff should consider the interpreter a team member. Together their goal is to communicate as effectively as possible. Below is a list of things English-speakers can do to make things go smoothly:

- Brief the interpreter ahead of time. Explain the purpose of the meeting, discuss the interpreter's role and go over any materials that will be used.
- Allow enough time for the interpreting session. Interpreted conversations typically run longer because every statement must be made twice.
- Arrange the seating so that the interpreter is close to the parent but can also see and hear other participants at the meeting.
- Introduce everyone present at the meeting, including the interpreter, and explain his or her role.
- Avoid excessive use of jargon, slang or idioms.
- Avoid use of double negatives, passive voice or ambiguous language.
- Explain any technical terms or jargon that ***must*** be used.
- Speak clearly and pause for interpretation after every 3 or 4 sentences.
- Allow the interpreter to take notes to help with the interpretation.
- Arrange a signal for the interpreter to stop the speaker if something is not clear or if the speaker needs to pause for interpretation.
- Speak directly to the parents using first-person language (for example, in English say "what do you think about. . ." instead of "ask the parents what they think about. . . "). This makes the interpreter's work much easier and also shows respect to the parents.
- Face the parents, not the interpreter.
- Have only one person speak at a time and avoid side conversations. The interpreter will interpret ***everything*** that is said at a meeting.
- If you suspect mistranslation, rephrase your question. Or ask the interpreter to repeat your question back to you.
- Say the same thing in different words if your question or statement is misunderstood.

- After the evaluation or meeting, ***privately*** ask the interpreter for feedback on the interaction or their observations regarding the student's performance. This is the debriefing.

Notes for Special Situations

Parents do not want an interpreter.
Many adults in Minnesota who are native speakers of another language are very fluent in English. But cultural values, personal pride and the desire to not create a burden for the school may lead some parents to claim a greater degree of English proficiency than they actually possess. There may be situations where the parents refuse the right to an interpreter, but staff members suspect that they do not fully understand the complex information being presented. In these cases, districts may wish to try the following steps. In all cases, it is important for the school staff and parents to take some time to get to know each other and develop a trusting relationship.

- Consult with the ESL or Bilingual Education staff. These staff members usually have the greatest knowledge of the family's circumstances and may be able to mediate.

- Consider whether the parents have a conflict with one particular interpreter. There are sometimes issues of dialect, ethnic group or clan affiliations that make a given interpreter unacceptable to a family. There may be concerns over confidentiality. Gender can also be an issue. For example, it may be inappropriate for a male interpreter to ask a mother very personal questions about her child's birth and development.

- Explain to parents that special education can be very complicated and that many English-speaking parents have trouble understanding it.

- Explain that the school needs help to understand their language and culture. Place responsibility for communication barriers on the ***school*** rather than on the family.

- Consider the best interests of the child. Is the school missing critical pieces of information that can only be obtained from the family via an interpreter? It is important to be sensitive, but the student's interests may override those of the parents.

- Refer parents to the PACER Center, which provides information, and assistance to parents in English, Hmong, Spanish and Somali.

- Remember that having an interpreter does not guarantee good communication if the parents and the school do not have a good relationship.

Parents are unable to read.
Because of lack of opportunity for education, some parents of ELL students are unable to read or write in their native language. As noted below, districts should provide oral interpretation in these cases so that parents can be involved in their child's education in a meaningful way. Even when parents are unable to read, districts are advised to have their interpreter use the translated due process forms provided by MDE. This is recommended for the following reasons.

- In many languages, there are no exact equivalents of special education terms. Different interpreters may use different words to explain special education concepts. Using the written translations can help increase consistency in interpretation. This is especially true if the interpreter is not trained in special education.
- Interpretation of special education documents from English into another language is complex and time-consuming. Using the translated forms should greatly simplify the interpreter's task.

It is also helpful to tape record oral interpretations of special education materials. Special education is complex and the information shared at team meetings can be difficult to absorb in one sitting. A tape recording would give parents the chance to listen to the information several times to refresh their memory.

Legal standards

Federal laws and state rules require schools to inform all parents of their special education due process rights. This includes parents who do not speak English or who use another communication mode, such as American Sign Language or Braille. This necessitates the use of translations and interpretation for parents who are not fluent in English. The text of federal laws and rules is found on page 20.

The underlying goal of federal laws and rules is to enable parents to provide ***informed consent***: in order to give informed consent, parents must receive information in a manner that they can understand. Informed consent also increases school/parent cooperation and understanding. In order to meet the intent of the law, schools should think about both the language of the parent and the best methods of communication.

One method of communication is to use the written translations of due process materials provided by MDE in several languages (Spanish, Hmong, Lao, Vietnamese, Cambodian, Somali and Russian). However, parents have varying abilities to speak and read their native language and English. For example, some parents are highly literate in their native language but do not speak or read in English. These parents can benefit from translated forms. Other parents may speak some English as well as their native language but not read in either. Oral interpretation may be more meaningful to these parents.

Following are a variety of steps that schools can use to communicate with families and provide due process documentation. ***Please note that some of these steps go beyond the minimum required by federal law and are considered best practice. Specific information on minimum federal requirements in IDEA can be found toward the end of this chapter.***

Procedure	Documentation
1. When families enroll in school and the Home Language Questionnaire indicates that a language other than English is used at home, ask parents whether they prefer to receive important information in the native language or English and in what form (oral or written).	1. A sample form to document parent preference for language and form of communication is found on page 52. Keep a copy of this form in the cumulative file or otherwise record parent's preferred language and mode of communication.
2. When a student whose home language is not English is referred, ask parents in what language and mode they prefer to receive information (oral versus written).	**2. The sample form included on page 52 can be used to document that translation and interpreting services were offered. It is also sufficient to place a written note in the special education file.**
3. If parents are able to read in a language other than English, districts may comply with due process requirements by utilizing the translated forms. (Use the appropriate language to "fill in the blanks.") Provide oral interpretation at team meetings.	3. Put copies of translated forms in due process file. Make note of the presence of an interpreter by including their name on due process forms where applicable or by noting their involvement in meeting notes.
4. If the parents can't read in their native language or in English, use oral interpretation. An interpreter should call or meet with the family to explain notices as they are sent out. In addition, an interpreter should attend meetings.	4. There should be some form of documentation that written materials were interpreted into the native language. A sample form such as found on page 53 may be used document that materials written in English were orally interpreted into the native language (form is attached to the document that is interpreted). In addition, the interpreter should be listed on due process forms and in meeting notes. It is also recommended that schools tape record oral interpretations so that parents can review the information as needed.
5. If parents can read in their native language but translated forms are not available, schools have two choices: (1) contract with an individual to prepare a written translation; (2) provide oral interpretation as outlined in #4 above.	See #3 and 4 above.
6. If parents are able to read and comprehend English and if they refuse the offer of translation and interpretation, districts may use English-language materials.	See item #2 above.

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Payment and Funding for Interpreters

Special education laws and rules specifically require schools to communicate with parents in their native language. Laws and rules also require that students be evaluated in their native language, which frequently requires use of an interpreter. State and federal special education funds may therefore be used to pay interpreters who help carry out due process requirements (including implementation of IEPs). Schools can either employ staff or contract for these services. In Minnesota, reimbursement for both district employees and contracted interpreters/translators can be claimed through the special education Electronic Data Reporting System (EDRS). Contracts are handled in the same manner as any other outside contract for special education services

Training for Interpreters and Translators

In Minnesota, training for professional interpreters or translators with a focus on health care is offered through the University of Minnesota Program in Translation and Interpreting, http://www.cce.umn.edu/pti/. The State of Minnesota court system also offers training for persons who seek to be registered as court interpreters. Information on court interpreters can be found at http://www.courts.state.mn.us/home/default.asp.

It is essential that persons employed to interpret for special education programs have training in various program aspects. The Special Education Policy Section provides training on special education for bilingual home-school liaisons (interpreters) on a periodic basis. Training can also be arranged for individual districts or groups of districts. English-speaking staff members who work with interpreters may also need training on how to work with an interpreter. Individual or groups of districts are also encouraged to arrange local or regional training for staff. A sample needs assessment for interpreters is found on page 50.

For assistance in setting up training or to receive copies of training materials, contact Elizabeth Watkins, Special Education Policy Section, at 651-582-8678 or elizabeth.watkins@state.mn.us.

The videotape "Conversations for Three" by Deborah Chen, Sam Chan and Linda Brekken provides a good overview of the process of working with interpreters, with perspectives from interpreters, service providers and parents. The videotape is available with a discussion guide from Paul H. Brookes Publishing Company, http://www.pbrookes.com/index.htm.

Another excellent resource is the book Collaborating with Interpreters and Translators: A Guide for Communication Disorders Professionals by Henriette W. Langdon and Li-Rong Lilly Cheng (Thinking Publications, 2002). A second book by Henriette W. Langdon focuses on training interpreters to assist in speech/language pathology practice: Interpreters and Translators in Communication Disorders (www.ThinkingPublications.com).

Sample Needs Assessment for Cultural Liaisons and Interpreters

Part 1. The following is a list of possible topics for training. Please check all of the topics you are interested in.

1. _____ Basic information about disabilities – what they are and what causes them

2. _____ More in-depth information about disabilities, especially _____ (write in the name of the disability you would like to know more about)

3. _____ Basic information about the requirements and laws for special education

4. _____ More in-depth information about special education laws

5. _____ Parent involvement strategies

6. _____ First and second language development

7. _____ Typical and atypical child development and early childhood special education

8. _____ Special education evaluation, especially tests for _____ (write in the type of testing you would like to learn more about)

9. ____ Helping students with academic skills such as _____ (please describe).

10. _____ Dealing with behavior problems

11. _____ Cross-cultural communication and conflict resolution

12. _____ Public speaking (how to make presentations about my culture and language)

13. _____ Developing special education dictionaries in different languages

14. _____ Professional issues: role of an interpreter or home-school liaisons, organizing work, school procedures, working with other school staff

15. _____ Other: _____ (please describe)

Part 2: Now, please help to plan by prioritizing these topics: rank your highest priority #1, the second priority #2, and your third priority #3.

Part 3: General Information

1. What is your job title?

2. What other training have you had for your job? (examples: training from teachers in my school; district inservice workshop; previous state department workshops; college classes; etc.)

3. Do you have a: _____ high school diploma _____ some college
_____ college degree _____ graduate degree

4. Are you presently working on a college degree? (circle response) yes no

Field of study: _____

5. Would you like information on becoming a teacher? (circle response) yes no

6. Do you have any other ideas that would help us plan? Please describe them in the space below.

Thank you for your participation and assistance!

Sample Form to Document Parent Preference for Interpretation and Translation

Directions: complete at registration at same time as Home Language Questionnaire or as need arises .

(District name)

Date:
Student's name:

Parents' names:

*Parents' native language(s):

Preferences for communication with school:

_____ native language _____ written translation

_____ English _____ oral interpretation

*Native language may be different for mother and father.

Sample Form to Document Interpretation of Due Process Materials.

Directions: attach to material written in English (such as assessment report) and place in file. Audio-recording of oral interpretation is also recommended so that parents have a way to review information at a later date.

Date:

I interpreted the following material from English into the _____ language:

_____ _____

Name of interpreter Signature of interpreter

* *

I understand the material that was interpreted into my native language.

_____ _____

Name of parent(s) Signature of parent(s)

Sample Code of Ethics for Contracted Interpreters

Directions: when contracting with someone who is not a regular school employee to interpret for a meeting, ask them to read and sign this information.

Introduction

Many students and parents have difficulty participating in education because of limited English proficiency. When a child has a disability, parents must understand the special education process and their legal rights so that they can make good decisions for their child. Interpreters help to make sure that non-English speaking parents and students receive the same services and benefits enjoyed by other Minnesota residents. It is important that interpreting services be accurate and confidential. Please read the following information and, if you agree to follow these guidelines, sign your name at the bottom.

Accuracy and Completeness

I will render a complete and accurate interpretation or sight translation without altering, omitting, or adding anything to the meaning of what is stated or written, and without explanation.

Impartiality

I will be impartial and unbiased and will refrain from conduct that may give an appearance of bias. I will disclose any possible conflict of interest (for example, a personal relationship with a family that I am asked to interpret for).

Confidentiality

I will protect the confidentiality of all information shared during the interpreting session.

Restriction of Public Comment

I will not publicly discuss, report, or offer an opinion concerning a matter in which I have been engaged as an interpreter, even when that information is not required by law to be confidential.

Scope of Practice

I will limit myself to interpreting or translating and will not give legal advice, express personal opinions to individuals for whom I am interpreting, or engage in any other activities which may be construed to constitute a service other than interpreting or translating.

Assessing and Reporting Impediments to Performance

I will continually evaluate my own ability to deliver services. If I have any reservations about my ability to fulfill an assignment competently, I will immediately inform the appropriate person.

I have read, understand, and agree to the above description of the requirements for interpreting and translating.

_____

Interpreter's signature and date

Developed by the ESL program in North St. Paul/Maplewood Public Schools, based upon the Code of Ethics for court interpreters. Reproduced with permission.

Sample Code of Ethics for Cultural Liaisons/School Interpreters

Directions: this code of ethics is designed for school employees who carry the dual role of cultural liaison as well as interpreter and who function somewhat independently.

Introduction

Many students and parents have difficulty participating in education because of limited English proficiency. When a child has a disability, parents must understand the special education process and their legal rights so that they can make good decisions for their child. Interpreters and cultural liaisons help to make sure that non-English speaking parents and students receive the same services and benefits enjoyed by other Minnesota residents. It is important that interpreting services be accurate and confidential. Please read the following information and, if you agree to follow these guidelines, sign your name at the bottom.

Accuracy and Completeness

When serving as an interpreter, I will render a complete and accurate interpretation without altering, omitting, or adding anything to the meaning of what is stated or written.

Impartiality

I will be impartial and unbiased and shall refrain from conduct that may give an appearance of bias. I will disclose any possible conflict of interest (for example, a personal relationship with a family that I am asked to interpret for).

Confidentiality

I will protect the confidentiality of all information about students, families and staff that I work with.

Restriction of Public Comment

I will not publicly discuss or report on cases in which I have been involved as the interpreter or liaison, except to help train other school staff members.

Scope of Practice

I will not give legal advice other than the information found in the "Parental Rights and Procedural Safeguards" document. I will not try to influence parents' decisions regarding their child. If asked by staff about general cultural practices, I will answer based upon my knowledge of the local community and refer the staff member to cultural experts if needed. If asked for my opinion by parents or staff, I will clearly state the basis for that opinion.

Assessing and Reporting Impediments to Performance

I will reflect upon my ability to function effectively. If I have any reservation about my ability to satisfy an assignment competently, I will immediately inform the appropriate staff.

I have read, understand, and agree to the above description of the requirements for interpreting and translating.

_____

Interpreter's signature and date

Adapted from the ESL program in North St. Paul/Maplewood Public Schools, based upon the Code of Ethics for court interpreters.

Federal Requirements regarding Native Language and Due Process

IDEA Sec. 1414 (b) (2) *Additional requirements*. . . (A) tests and other evaluation materials used to assess a child under this section—

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

(ii) are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and

34 C.F.R. § 300.19 Native language.

(a) As used in this part, the term *native language*, if used with reference to an individual of limited English proficiency, means the following:

(1) The language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child, except as provided in paragraph (a) (2) of this section.

(2) In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

(b) For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 C.F.R. § 300.344 IEP team. . . (a) The public agency shall ensure that the IEP team for each child with a disability includes . . . (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and. . . (c) *Determination of knowledge and special expertise.* The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents or public agency) who invited the individual to be a member of the IEP.

34 C.F.R. § 300.345 Parent participation. (e) *Use of interpreters or other action as appropriate*. The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

34 C.F.R. § 300.503 Prior notice by the public agency; content of notice. (c) *Notice in understandable language*. (1) The notice required under paragraph (a) of this section must be – (I) Written in language understandable to the general public; and (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. (2) If the native language or other mode of communication of the parent is not a written language, the public agency shall take steps to ensure (I) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; (ii) That the parent understands the content of the notice; and (iii) That there is written evidence that the requirements in paragraphs (c)(2) (I) and (ii) of this section have been met.

Excerpt from <u>Bridging the Language Gap: A Report from the Working Group of the Minnesota Interpreter Standards Advisory Committee</u>

Professional Standards

Background: The essential role of the interpreter is to make it possible for two or more individuals who do not share a common language to communicate directly with each other as if they did.

Interpreting calls upon multiple skills: Many people speak more than one language, but simple bilingualism is only the beginning of interpretation. Skills central to the interpretation process include:

- A broad knowledge of both languages and cultures in which they are spoken;
- The ability to grasp readily ad completely what others say in either language;
- The ability to speak in either language so as to be readily understood;
- A good memory for what is said;
- The ability to find equivalent means of expression in each language even when there are no equivalent words; and
- A knowledge of specialized vocabulary and concepts in areas such as medicine and law.

> "Standards are needed to give interpreters and translators professional status in hospitals. Many hospitals consider medical interpreters clerical or temporary help."
>
> John Nicrosz, president of the Massachusetts Medical Interpreters Association

Quality interpreting also requires that the interpreter understands a set of core competencies, and adheres to a code of ethics. These are outlined on the next three pages.

Recommendations

Core Competencies: Any job can be broken down into separate tasks, each requiring different skills, or competencies. Core competencies are those skills which interpreters must master in order to carry out their professional role.

The Working Group recommends the following ten core competencies for interpreters.

The competent interpreter:

1. **Introduces self and explains role**. Ideally, the interpreter consults first with the provider to learn the goals of the medical encounter, and with the patient to assess language requirements. Then, if this is their first meeting, the interpreter explains his role to both the patient and the provider. The interpreter must emphasize the professional obligation to transmit everything that is said in the encounter to the other party and to maintain confidentiality.
2. **Positions self to facilitate communication**. The interpreter should be seen and heard by both parties, but should position herself in the place that is least disruptive to direct communication between provider and patient, and most respectful of the patient's physical privacy.
3. **Accurately and completely relays the message between patient and provider**. The interpreter converts oral messages into their equivalent in the other, so that the interpreted message can elicit the same response as the original. The interpreter does not alter or edit statements from either party, or comment on their content. The goal is for the patient and the provider to feel as if they are communicating directly with one another.

4. **Uses the interpretation mode that best enhances comprehension**. The interpreter encourages direct communication between patient and provider, using whatever modes are appropriate. Usually, the best mode will be to use "I…" in reference to the speaker, rather than "he said that…" or "she said that…" and to interpret for the patient and the provider alternately (known as consecutive interpreting.)
5. **Reflects the style and vocabulary of the speaker**. The interpreter attempts to preserve the register (special vocabulary and level of formality) as well as the emphasis and degree of emotion expressed by the speaker.
6. **Ensures that the interpreter understands the message to be transmitted**. The interpreter asks for clarification or repetition if the message from either party is unclear.
7. **Remains neutral**. In situations where there is conflict between patient and provider, the interpreter continues interpreting completely, lets the parties speak for themselves, and does not take sides.
8. **Identifies and separates personal belief from those of the other parties**. The interpreter does not project his own values into the discussion.
9. **Identifies and corrects own mistakes**. The interpreter checks the accuracy of her own interpretation.
10. **Addresses culturally based miscommunication, when necessary**. The interpreter identifies instances in which cultural differences between provider and patient have the potential to seriously impair their communication. In those instances, the interpreter shares cultural information with both parties that may be relevant, or assists the speaker in developing an explanation that can be understood by the listener.

Core Competencies have Wide Application. These competencies are written to apply to health care interpreting, but with few exceptions, can apply to the job of interpreting in social service or other community settings.

Competencies are based on National Standards. This list of core competencies is based on the "Massachusetts Medical Interpreters' Association Standards of Practice," a document developed in 1995 by the Massachusetts Medical Interpreters Association and Educational Development Center, Inc. Those standards were endorsed in 1998 by the National Council on Interpretation in Health Care.

Ethics

Codes of ethics are guidelines that help interpreters maintain professional relationships with colleagues and clients. The Working Group recommends the following set of professional ethics standards for interpreters.

An ethical interpreter:

1. **Maintains confidentiality**. Information divulged in any interpreted exchange – for example, between a patient and a health care provider – is private. The interpreter does not intentionally reveal confidential information.
2. **Interprets accurately and completely**. The interpreter is committed to transmitting the content and spirit of the original message into the other language without omitting, modifying, condensing or adding.
3. **Maintains impartiality**. The interpreter withdraws from assignments where personal ties or beliefs may affect impartiality, and refrains from interjecting personal op0inions or biases into the exchange.
4. **Maintains professional distance**. The interpreter understands the boundaries of the professional role and monitors her own personal agenda, refraining from becoming personally involved in a patient's life.
5. **Knows own limits**. The interpreter declines to interpret beyond his training, level of experience and skills. In addition, he avoids situations that may represent a conflict of interest or may lead to personal or professional gain.
6. **Demonstrates professionalism**. The interpreter clearly understands her role and refrains from delivering services that are not part of that role. The interpreter conducts herself in dress, posture and speech in a manner appropriate to the situation, and is respectful, courteous and honest.

A National Template. These ethical standards are also based on the Massachusetts Medical Interpreters' Association Standards of Practice.

The full text of this report is available online at http://cla.umn.edu/pti/.

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Chapter 6: Collection and Use of Background Information

Key Decision One: *At the time of referral, the team must determine whether there is sufficient evidence to support an assessment or whether it is more likely that the student's difficulties are the result of cultural, linguistic, economic or environmental issues. In order to make this determination, it is essential that schools first carry out a thorough prereferral process.*

In Minnesota, schools are required to carry out at least two documented prereferral interventions prior to referring a student for a comprehensive special education evaluation. In addition to carrying out the interventions required by law, it is also recommended that schools gather information in several areas as part of the prereferral process. These include:

- Educational history
- Family and cultural background, basic health and developmental history
- First language development and current skills, including reading and writing if indicated
- Current English language skills and data showing the student's progress compared with peers of similar background
- Current educational environment and issues

This chapter contains materials specifically designed to help staff gather this information.

Background information is needed during prereferral for three main reasons:

- It will enable the team to make Key Decision One as noted above. In some cases, background information will shed light on the nature of the student's difficulties. As a result, the ESL and other teachers may be able to make changes in the general school program so that the student is more successful.

- If the student is referred, the background information gathered during prereferral will be very helpful in planning the special education assessments. In particular, the assessment team needs basic information about first and second language skills in order to plan assessments of intellectual functioning, communication skills and other areas.

- Finally, information gathered during prereferral may ultimately become part of the record establishing eligibility. In particular, federal rules require that special education teams rule out limited English proficiency and lack of instruction in reading and math as the "determinant cause" of the learner's difficulties [CFR 300.533 (b) (1)]. Thorough information on the student's educational history and language skills gathered during prereferral may be used for this purpose. Data gathered during prereferral may also be used as part of eligibility determination under Minnesota's state criteria.

What Students does this Process Apply to?

This information applies to all students whose language background is not English. Sometimes students are not identified or served in ESL programs. This can happen for a variety of reasons: a mistake may have been made in registration or parents may have chosen for their child to not receive ESL. Sometimes students are exited based on their excellent oral language skills but then have problems with more complex reading and writing in English. If students who have a non-English language background go into the special education prereferral and referral process, the steps outlined in this section should be followed regardless of their current eligibility for ESL. As a result of the process, the team may determine that the student needs to receive ESL support rather than special education.

Who carries out the prereferral process?

Prereferral is a responsibility of general education. For students who are ELL, ESL and Bilingual Education staff must be involved in addition to classroom teacher(s). If the school has an interpreter or bilingual home-school liaison, that person will be an important team member if the parents do not speak English well. If the team does not have an interpreter on staff who speaks the student's home language, the school may need to contract with someone for this purpose (see Chapter 5 for information on interpreters).

The ideal model for prereferral is the Teacher Assistance Team (TAT), a concept that was originally described in 1981 by Chalfant and Pysh. The University of Texas at Austin has a long-standing research program in bilingual special education which has found that Teacher Assistance Teams are highly effective in preventing inappropriate referrals of English Language Learners to special education. In the University of Texas model, the TAT focuses on five areas:

- Teacher variables
- Instructional variables
- Exposure to curriculum
- Student variables
- Evaluation of instruction

These areas are reflected in the prereferral procedures outlined below.

When should students be referred?

Students who are new to the U.S. or who are new to English-speaking schools should be allowed time to acquire basic English skills and to become acculturated before they are referred for disabilities such as SLD, language or mild behavior problems that have characteristics that are easily confused with those of typical second language acquisition. Students with physical or cognitive needs that are more readily apparent may be referred more quickly.

Prereferral Checklist for ELL

This checklist will usually be used by ESL teachers, general education teachers, bilingual staff or others who are involved in making referrals for special ed evaluation.

Area 1: Educational history

Check if completed. ☐

Significant findings:

Area 2: Current English language skills and progress compared to similar peers

Check if completed. ☐

Significant findings:

Area 3: First language development and current skills

Info Source: Parents ☐ *Check if completed.* ☐

Bilingual staff ☐

Direct assessment ☐ (optional at prereferral)

Significant findings:

Area 4: Family and cultural background, basic health and developmental history

Check if completed. ☐

Significant findings:

Area 5: Current educational environment and issues

☐ *Check if completed.*

Significant findings:

Interventions and results:

Recommended actions:

If students have problems during this time, teachers may begin following their progress using some of the tools found in this chapter. They may also begin to carry out appropriate interventions and to gather information from families.

Best practice indicates that students need at least one to two years to acquire basic English skills and become acculturated. Students who have been in the U.S. for less than one year should not be referred to special education for disabilities such as SLD, language or mild behavior problems unless one or more of the following factors exist:

- The parents are concerned about their child's rate of development or learning.
- The child's health, developmental or educational history indicates risk factors (illnesses, injuries, prenatal problems, malnutrition, hearing problems, vision problems, diagnosed medical conditions, prenatal exposure to alcohol or other chemicals, exposure to environmental chemicals such as lead, reports of learning problems in previous schools).
- The ESL teacher reports that the student is significantly different from other second language learners in his or her rate and pattern of acquiring English.

Prereferral Procedures

In this section, we explore the factors that should be taken into consideration when gathering prereferral information. We also suggest tools for gathering information in the five areas. For some areas, there are alternate tools; the prereferral team can choose one or more of these depending on the student's presenting issues. Multiple methods for gathering information as well as multiple sources are recommended.

Area 1: Educational History

Tool: LEP Student Educational History, p. 76

The student's educational history has a direct impact on current learning. A thorough review of indirect assessment information should include the following sources:

- Transcripts from other schools;
- Interview with family members;
- Anecdotal information from previous teachers.

Refugee and immigrant students may or may not have with their records of previous schooling. Family interviews can fill in gaps in the formal school records. Students who can read and write in their native language have an educational foundation that will allow them to transfer the skills and knowledge involved in reading and writing to learning English. At the end of this section is a form for collecting information on educational background called *LEP Student Educational History.* Teams are welcome to either use this form "as is" or to select items and add them to existing student history forms.

Some students arrive in the U.S. with already identified disabilities. This is most likely to occur with physical or sensory impairments. Students are less likely to arrive with a label of "learning disabled" or "E/BD." However, an educational history may provide clues that the student had trouble in school before coming to the U.S. Here are some clues to look for:

- Student was retained one year or more.
- Student was sent to a special school or special class.
- Student was asked to stop attending school because he or she couldn't learn.
- Student attended school but was not expected to do the same work as classmates.

Introduction to Areas 2 and 3: English and First Language Development

As stated in Key Decision 1, a teacher who is thinking about making a referral needs to consider whether or not the problems are due to lack of English proficiency. The team needs information about the student's language development and current skills before it can make a decision about whether to proceed with a formal referral and evaluation. If a referral is made, this information will also be used by the special education staff members to plan their evaluation. In many situations, data on language skills gathered during prereferral becomes part of the overall package of information that is used to determine that the student has a disability.

Depending on the student's educational background, information should be gathered on four main components of communication:

- Listening
- Speaking
- Reading
- Writing

Reading and writing in the native language are typically only examined if the student has had opportunities to learn through formal schooling in the native language, through the family or through cultural or religious activities.

Oral language: Listening and Speaking

When assessing a student's oral language, the subsystems of a language should be considered. These include:

- **Phonology:** the sounds of the language
- **Morphology:** the smallest unit of language with meaning
- **Lexicon:** the words of the language, vocabulary
- **Syntax:** the grammar rules of the language
- **Pragmatics:** the use of the language in a meaningful context.

Prior language development versus current language use

The *ELL Student and Family Background Form* (see page 79) has a large section related to language development during early childhood. It also contains questions about current language use patterns in the home and related to native language literacy in the home.

You'll find several screening tools in Chapter 7. Usually, one assessment will not measure all the subsystems so more than one assessment needs to be used to gather information about the student's oral language development in all the subsystems.
Some are noninvasive (the student doesn't need to know they are being used). Others may be used directly with a student. Also included are some that can be used to assess oral language proficiency in the student's native language as well as in English.

Reading and Writing

As with oral language, prereferral screening of reading and writing skill acquisition requires consideration of the subsystems of the language that are represented by the orthography of the language. Morphology, phonology, phonemes, syllables and pragmatics are subsystems of a language that should be measured by the **informal** assessments you choose as part of the prereferral process.

A variety of informal tools for assessing reading and writing are included in Chapter 7. Several can be used both in English and in the native language if student has had instruction in that language. These tools can be used with a single student over time to chart progress or used with several students in order to make comparisons. By doing this, an ESL or classroom teacher can gather data to show whether or not a student is making progress in reading and writing that is commensurate with peers of similar language and educational background.

Area 2: English Language Skills and Progress

Tools: *MN Test of Emerging Academic English and MNSOLOM*
Informal procedures in Chapter 7
Other standardized and informal procedures used locally

In deciding to make a special education referral, the team must make an initial determination that the learner's problems are not primarily caused by limited English proficiency. The student's current skills and progress in learning English compared with peers of similar language and instructional background are therefore critical pieces of information at the pre referral stage.

Information regarding English language skills may be gathered from indirect and direct sources. The primary indirect method is a record review of the following:

- Testing data used to establish eligibility for LEP services, including standardized procedures such as the Language Assessment Scale (LAS), Pre-LAS 2000,or other published tests of English language proficiency
- Other testing data including district achievement tests, the Test of Emerging Academic English (TEAE, reading and writing), the MNSOLOM (listening and speaking), MN Comprehensive Assessments and Basic Skills Test results
- Grades and teacher notes
- Progress data and work samples from ESL teacher files

In addition, ESL or bilingual staff may use one or more of the procedures found in Chapter 7 to show current skills and compare progress with other ELL with similar language and educational backgrounds. Similar informal procedures are available through a variety of textbooks, teacher training programs, and websites. These non-standardized procedures may be used on an ongoing basis to document student progress. ESL and bilingual staff are encouraged to begin gathering this type of information for all students. This will give them supporting data for special education referrals and help establish that a student's progress or learning pattern is or is not comparable to peers with similar instructional opportunities.

The Test of Emerging Academic English is a state and federally mandated test of progress and accountability for LEP identified students in grades 3-12. It measures reading and writing skills in English as a student progresses through the stages of English language acquisition and provides 4 levels of proficiency in reading and 5 levels in writing. Teachers in the field analyzed test data, test items, and actual student writing responses to set levels on the TEAE test. A consequential validity superintendent group was convened to further inform that process. The test has been aligned with the grade level expectations in grades 3, 5,7 and 10 and will be aligned to Minnesota's English Language Proficiency Standards in the spring of 2004. Further, an anticipated growth score will be set in 2004 after three sets of state level test data are gathered and analyzed. This will be useful to the referral team, as average growth can be compared to individual student performance. Some limitations do exist with this test data, particularly the fact that it is an annual summative measure; and student motivation may play a factor in test results; especially at the secondary level.

TEAE results and the corresponding TEAE Reading and Writing descriptors help teachers understand the meaning of the levels. Those descriptors tell what an average student at that level looks like and can be used for comparison with other student information.

The Minnesota Student Oral Language Observation Matrix (MN SOLOM) is a performance assessment of listening and speaking skills that can also be found in Chapter 7. It is a thirty point total score scale that can be used K-12. It has the further unique feature in that it is based on observation of the student in the natural school setting, which may provide valuable data to the prereferral team. Minnesota ESL teachers chose this assessment for federal reporting requirements, but it can also be used for placement and progress information throughout the school year.
Results on the MN SOLOM are most informative when multiple teachers fill out the assessment and each score is compared and discussed among the professionals. The MN SOLOM provides a common tool for teachers from a variety of perspectives to assess listening and speaking skills of a student.

Area 3: Gathering Information about Native Language Skills

Tools: *ELL Student and Family Background Form, p. 79*
Various Informal Language Assessments, Chapter 7
Published Spanish-language proficiency tests

Resource: if you're unfamiliar with the process of developing language skills in two or more languages, review the information found in Chapter 4.

Indirect and Direct Means of Gathering Information

Information about skills in the first language can be gathered ***indirectly*** or ***directly.*** Examples of indirect assessment of language skills include parent interviews, record reviews of existing information and observations. Direct methods include one-on-one interaction with the student using standardized or informal procedures.

At a minimum, the ESL or bilingual staff should conduct **indirect** procedures to gather information about native language as part of the prereferral process. The "Language Use in the Family" and "Language Development" sections of the *ELL Student and Family Background Form* may be used for this portion as well as record reviews and observations. It is preferable to involve a bilingual staff member in native language observations, but even the English-speaking staff can gather important information. For example, English-speaking staff may observe the following:

- The student's preferred language when interacting with native language peers
- How the student interacts with others: are the student's communications in the native language understood by peers?

If possible, it is recommended that the staff conduct some direct language assessment activities as part of prereferral. A variety of screening procedures for gathering direct information about native language skills are found in Chapter 7 and listed on Table 2.

If **direct assessment** is not carried out at the time of prereferral, that should be done as the first step of any formal special education evaluation in most situations. If the student will be evaluated in the area of communication, a direct assessment of native language must be carried out as part of the comprehensive special education evaluation. Table 3 lists informal direct methods of gathering data on native language proficiency that are found in Chapter 7.

In addition to the informal procedures described in Tables 2 and 3, schools may have access to standardized tests of language proficiency in Spanish. For example, the LAS and Woodcock-Munoz, which are commonly used for measuring English proficiency, both have Spanish-language counterparts. As with all standardized instruments, teachers must consider whether the test is appropriate for a given student. Practitioners should consider the dialect of Spanish represented and check the manual to determine where the test was standardized and whether it was standardized on monolingual Spanish-speakers or with bilingual Spanish/English speakers.

Current Skills vs. Opportunity to Learn

As noted above, information on first language skills are needed for several reasons. If a student has a high degree of proficiency in the native language and is new to the U.S., the team may conclude that the student is only experiencing temporary problems associated with learning English. A special education referral would not be appropriate in this situation. On the other hand, certain impairments such as speech/language disorders or mental impairments will affect development of native language skills as well as English. Learning that a student is impaired in

his or her home language, despite ample opportunities to acquire that language, would be a "red flag" indicating a potential disability and the need for more thorough evaluation. In addition, if the student is referred, information about skills in the first language will help the special education team decide how to best assess other skill areas. To assist staff in evaluating a student's opportunities to learn their native language, a simple rating sheet for this purpose is also included:

Table 4

Tool	Method	Information Yielded
Opportunity to Learn Native Language	Rating in conjunction with family interview	Descriptive rating of opportunities to develop first language skills

Table 1: ***Summary of Tools for Assessment of English Language Skills and Progress***

Name of tool	Method	Information yielded
Standardized language proficiency tests	Varies; usually one-on-one	Various components: listening, speaking, reading, writing
Record review	Review of cum file including Home Language Questionnaire and records from previous schools	Previous information on skills and progress in ESL and academic areas
Educational History	Record review and interview	Previous instruction; previous problems learning
Informal Language Assessment	Conversation sample between staff and student or between two students	Impressions of language skills used in dialogue, including pragmatics
Communicative Stages in Second Language Acquisition	Conversation sample or story retelling	Impression of language skills including listening comprehension
Retelling Assessment	Story retelling prompted by oral story, pictures or text	Listening comprehension, recall and oral expression
Oral Story Retelling Proficiency Assessment	Story retelling prompted by oral story or text	Rates retelling on 1-5 scale
Listening Skills Checklist	Observation	Rates higher level listening skills needed in content area classes
Bilingual Oral Language Development (BOLD)	Interview with parents or other adult who speaks L1 or observation of student	Parent or other adult perception of use of pragmatics
Student Oral Language Observation Matrix (SOLOM)	Observation or conversation sample	Rates skills in comprehension, fluency, vocabulary, pronunciation and grammar
Four Box Assessment	observation	rates skills in listening, speaking, reading and writing; can be used over time
Letter Identification Score Sheet	One-on-one	Basic knowledge of letters and sounds
Phonemic Awareness Assessment	One-on-one	Basic phonemic awareness
Emergent Word Identification	One-on-one	Sight words
Reading Fluency Scale	Observation	Rates oral fluency in reading
Developmental rating of Student's Use of Reading Strategies	One-on-one or observation	Rates reading strategies on 1-5 scale
Writing Observation Guide	Evaluation of student work	Rates use of writing strategies
Editing Checklist	Self-evaluation for beginning writers	Use of writing strategies and mechanics
Writing Self-Assessment Questionnaire	Self-evaluation for intermediate students	Use of writing strategies and mechanics
St. Paul Schools Developmental Scale of Writing	Evaluation of student work	Rates content, organization and mechanics on 1-5 scale

Table 2: Summary of Tools for Indirect Assessment of Native Language

Tool	Method	Information yielded
Record review	Review of cumulative file including Home Language Questionnaire and records from previous schools	Native language information; previous instruction in L1; previous problems learning
Educational History	Record review and interview	Previous instruction in L1; previous problems learning
LEP Home Family Interview	In–person interview	Developmental history re communication; language use patterns in home; home or cultural issues that may be affecting student
Profile of Language Dominance and Proficiency	Observation	Student's preferred language when interacting with English-speaking and native language peers
Informal Language Assessment	Interview with parents or other adult who speaks L1 or observation of student	Parent or other adult perception of language problems
Bilingual Oral Language Development (BOLD)	Interview with parents or other adult who speaks L1 or observation of student	Parent or other adult perception of use of pragmatics
Communicative Stages in Second Language Acquisition	Interview with parents or other adult who speaks L1	Parent or other adult's perception of child's level of L1 acquisition; includes listening comprehension

Table 3: Summary Tools for Direct Assessment of Native Language

Tool	Method	Information yielded
Standardized language proficiency tests	Varies; usually one-on-one	Various components: listening, speaking, reading, writing
Informal Multicultural Communication Measure	One-on-one administration using protocol	General speaking and listening skills
Informal Language Assessment	Conversation sample between staff and student or between two students	Impressions of language skills used in dialogue, including pragmatics

Communicative Stages in Second Language Acquisition	Conversation sample or story retelling	Impression of language skills including listening comprehension
Retelling Assessment	Story retelling prompted by oral story, pictures or text	Listening comprehension, recall and oral expression
Reading and writing procedures	Varies	Screening data on reading and writing skills for students who have had instruction in L1. Must be accompanied by a thorough *Educational History*.

Area 4: Student and Family Background

Tool: ELL Student and Family Background Form, p. 79
ELL Sociocultural Checklist, p. 75

As part of the prereferral process, staff should gather information on language, family and cultural factors that may have an impact on the student's education. The *ELL Student and Family Background Form* is included in this chapter for use in interviewing family members and gathering indirect information about the student's language development and use of language in the home as well as other home issues. Specific instructions for the interview are found on page 79. The Interview is divided into sections by topic:

- General information
- Language Use in the Family
- Language Development
- Health and Early Development
- Student's Interests
- Family and Cultural Issues
- How the Student Learns at Home

With the exception of General Information, all interview sections are divided into "basic" and "follow-up" items:

Not all sections or items need to be administered for every student: before talking with the family, the person gathering information may review the Interview and decide which questions are appropriate given the presenting problems. For example, there are some items related to family changes or stresses that may be asked if teachers suspect that these may be issues. If the student is experiencing behavior problems, some of the questions in the sections on "Student Interests" and "Family and Cultural Issues" may be helpful. If the teacher suspects that the student has a learning disability, then questions regarding "How the Student Learns at Home" will be useful.

Basic items: depending on needs, select items and gather information during prereferral.

Follow-up items: may be asked during prereferral if the team wishes to probe for more information. If the follow-up items are not done during prereferral, items should be selected based upon needs and completed as part of the formal special education evaluation.

How to gather background information:

Ideally, family information will be gathered during a face-to-face conversation. The person gathering the information should either be proficient in the family's native language or work with an experienced interpreter. It is important to ensure the family's comfort in the interview and to establish rapport with them. The family should not feel that they are being judged or evaluated. Instead they should feel like an invaluable partner with the school staff in helping the student to become English proficient and to acquire the academic content necessary to succeed in school. Learning about the family's culture will make the interview go more smoothly. A family interview may be done in school, during a home visit or at another location. Teachers may be able to gather initial information during regularly scheduled parent-teacher conferences. The school is not always the best place for parents, however, and some parents are reluctant to welcome school staff into their home. Another possibility is a meeting in a neutral location familiar to the family, such as the public library, a coffee shop or a community center.

Conducting Interviews on the Telephone

It is best to have some type of personal contact between parents and a familiar staff member during the prereferral process. Depending on the culture and community, it may be appropriate to conduct a telephone interview after the first contact has been made.

Additional Tool

In addition to the *Student and Family Background Form,* this chapter contains one additional tool that may be useful: the *ELL Sociocultural Checklist (p. 75)*. This checklist allows the team to identify cultural factors, acculturation issues, socioeconomic issues and other family issues that may be affecting the learner's performance in school. The checklist also has a place to identify student strengths and resources. These items may help the team to identify interventions. The *ELL Sociocultural Checklist* is based upon the model found in the original *Reducing Bias in Special Education Assessment for American Indian and African American Students.*

Area 5. Current Instructional Environment and Issues

Tools: The Interventionist's Self Evaluation Checklist, p. 100

An Observation Checklist for Teacher Behaviors with ELL Students, p. 101

Before assessing the student, the type of instructional methods, language input, and classroom environment should be assessed. If the student is being served in a pull-out ESL program, the

amount of service per day should be reviewed as well as the content area instruction the student is missing while pulled out to go to the ESL classes. Both the ESL teacher's instructional methods and the general education teacher's instructional methods and strategies should be observed and documented. The referring teacher(s) may have tried a number of strategies to accommodate the ELL student who is having difficulties. These strategies also should be documented. Four steps can be followed to examine the classroom context for learning:

1. The teachers involved may conduct a self-assessment of their instructional methods. *The Interventionist's Self Evaluation Checklist* is recommended and is included at the end of this section.
2. A classroom observation may be conducted by one or more members of the prereferral team. *An Observation Checklist for Teacher Behaviors with ELL Students* is included at the end of this section.
3. The team may review the information from the self-assessment and classroom observation as well as the educational history to identify any strategies that may be tried to improve the learning process before making a referral.
4. The team should develop accommodations and/or interventions and try them for several weeks while monitoring the student's response.

An additional resource for acquiring information about instructional strategies and classroom input that may be used as part of step one is *The Practitioner Diversity Awareness Scale* included in the MDE manual, *Reducing Bias in Special Education Assessment for American Indian and African American Students.*

As a final note in the process of assessing the instructional methods and classroom input, it is important to review the progress of other ELL students in the same classroom(s). The progress of the student being referred should be compared to that of his or her peers in the same environment. If possible the target student's progress should be compared to other students who speak the same language and come from a similar home and cultural background. Students should be matched on as many different factors as possible that may have an impact on achievement (socio-economic status, education of parents, length of time in the United States, years of formal schooling in native language, etc.)

A summary of the student's proficiency in each language should be developed and an evaluation of which language is dominant or preferred in each of the four broad language skill areas should be identified.

Referral Determination

A student may be referred to the building's child study team or special education referral team by any staff member or by the student's parents. The student's ESL or Bilingual teacher should attend the child study team meeting to discuss the referral if he/she is not the person making the referral. Special education due process provisions begin once the referral is made.

Before making the decision to refer, the team should review the background information, language information and the interventions that have been attempted. The team is also recommended to fill out the *Ell Sociocultural Checklist* (p. 75) if it has not already done so. This

checklist allows the team to summarize acculturation issues, socioeconomic problems, and changes in the student's life as well as student strengths.

Following are some questions to consider when making the referral determination. The team may identify additional questions as well.

1. If the student's education has been interrupted or the student has minimal prior education, how has he/she responded to instruction while in our school?
2. Has the student had prior instruction in the native language or in the home culture? Were learning problems identified?
3. Were learning problems identified in prior English-language schools attended in the U.S.?
4. If the concerns have been identified by a classroom or content area teacher, are the student's English skills adequate to participate in classroom listening and speaking activities? In reading and writing activities? How much overlap is there between the student's level of English proficiency and the classroom demands?
5. Is the student's rate and manner of learning English substantially different from peers of similar background?
6. Did the parents notice anything different when this child learned his/her native language?
7. Can the student express his/her basic needs in the native language (BICS)?
8. Can the student use his/her native language for more complex purposes (CALP), in listening/speaking or in reading/writing?
9. Does the student have any current or prior health problems?
10. Was the student and/or family in a refugee camp or in a war situation?
11. Has the student gotten assistance to learn about the climate and expectations of this school?
12. Do the parents or caregivers feel that this student has problems in school? at home?
13. Have classroom teachers as well as ESL/bilingual education faculty tried appropriate interventions and accommodations?
14. Does the student seem depressed, anxious or show other signs of stress related to acculturation or signs of a mental health problem?
15. Other questions?

- ***Schools typically develop their own prereferral form that is used to describe interventions that were attempted and the results. In addition to using the district's own prereferral form, the teacher making the referral may attach copies of any of the checklists or forms found in this chapter that were used to gather information.***

Based upon their review of information and discussion of the questions listed above, the child study team can then make a referral for a formal special education evaluation. This is Key Decision One:

Key Decision One*: At the time of referral, the team must determine whether there is sufficient evidence to support an assessment or whether it is more likely that the student's difficulties are*

the result of cultural, linguistic, economic or environmental issues. In order to make this determination, it is essential that schools first carry out a thorough prereferral process.

Minnesota Department of Education

ELL Sociocultural Checklist

1. Student Information	2. Respondent Information
Name (optional)	Name .....
Date of Birth ..... Age ..... Grade	Date ..... Position .....
School	Agency/School .....

Instructions for Use: Using your knowledge of this student obtained through observations, record review and par contacts, complete the Sociocultural Checklist by placing a check by **all statements that apply.** When complet consider whether (a) additional interventions should be attempted based on the information; or (b) whether evaluat procedures should be modified based on the information.

. Race, Culture and Acculturation Factoı

- ☐ 1 The student has been in a refugee camp or was forced to leave his/her home because of war.
- ☐ 2 The student recently moved from another town, city, state or country.
- ☐ 3 The student is having difficulty acculturating to his/her new environment (see Chapter 3, Acculturation).
- ☐ 4 The student is a racial or religious minority in this school.
- ☐ 5 The student seldom interacts with peers or staff of other racial/cultural backgrounds or has poor relations with peers and staff of other racial/cultural backgrounds.
- ☐ 6 There are conflicts over acculturation within the student's family.

ocioeconomic Factoı

7 The student is currently homeless or lacks adequate housing, clothing, and/or nutrition.

8 The student's parents or caregivers do not have a high school diploma or GED.

esiliency Factoı

9 The student has special strengths, talents, or interests. Describe: .....

10 The student is involved in school and/or community activities. Describe: .....

11 The student has a mentor or a positive adult role model.

12 The family has a support network. Describe: .....

ife Change Factoı

13 The student's family is very mobile (has moved more than once during the current school year or has a pattern of moving at least once a year over several years).

14 The student's previous education has been sporadic, limited, or very different from the current school.

15 The school and the student's family have a history of negative communication or interactions.

16 The student is separated from his/her immediate family or the primary caregiver has changed within the last year.

17 The student has recently experienced a crisis or trauma.

18 The student expresses or displays a sense of stress, anxiety, isolation, or alienation.

English Language Learner
Educational History

Student's name	
School	
Grade	
Age	
First Language	
Reason for referral	
Person completing the record review	
Date of record review	

Please answer the following questions.

Are records from other schools available (both in and outside the United States)?	❑ yes ❑ no
If the answer is yes, where are the records from?	
How old was the student when he/she first attended school?	
Did the student attend a formal preschool or head start program? (list the name of the school or program if available)	
Circle each age the student was in school outside the United States	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 years
Did the student learn to read in the native language?	❑ yes ❑ no
Is the student literate in more than one language? (please list all languages)	❑ yes ❑ no
Did the student pass classes in Math, Science, and other subjects?	❑ yes ❑ no
Was the student ever held back a grade or level?	❑ yes ❑ no
How long has the student been in the current school?	
Circle each age the student has been in school in schools in the United States	3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 years
Have records been obtained from schools attended prior to this one?	❑ yes ❑ no
How long has the student received ESL or bilingual program services?	

Has the student received any other special services? (please list the services and how long the student was served)	❑ yes ❑ no
Was the student's attendance in other United States schools regular?	❑ yes ❑ no
Was the student's attendance in schools outside the United States regular?	❑ yes ❑ no
Are there any notes about behavior or discipline problems in the record? (describe any information)	❑ yes ❑ no

Please list any tests the student has taken and the test dates and scores.

Test	***Test Date***	***Scores***

Please describe any other information included in the student's records that may be helpful (examples of classroom or homework, alternative assessments, teacher notes, parent notes, extracurricular activities, special awards)

It is helpful to construct an educational history / time line for the student and identify breaks in education when the student moved or was unable to attend school. Fill in as much of the following time line as possible. Two tables are provided: one table for ages 5-10 and the second table for ages 11 – 16. Some information may be available from parents or family members and may be acquired later during a home and family interview.

age	***5***	***6***	***7***	***8***	***9***	***10***
school attended identify name of school, grade, country						
number of hours per day in school						
language of instruction						
moves and other significant events						

age	***11***	***12***	***13***	***14***	***15***	***16***
school attended identify name of school, grade, country						
number of hours per day in school						
language of instruction						
moves and other significant events						

Instructions for *ELL Student and Family Background Form*

In order to ensure that the information we acquire about the student during the pre-referral and referral process for special education is complete and accurate, please read these instructions completely and choose sections and items from *ELL Student and Family Background Form* that make the most sense for the unique needs of this student. As noted below, you are recommended to first review records and fill out the *ELL Educational History* before moving on to *Background Information*.

The entire interview does not need to completed. Rather, read through the interview and identify:

a. which sections to administer;
b. which questions in the chosen sections to administer.

If you take the time before the interview to make these decisions, you will save time for the family, your interpreter, and you and the other staff involved.

In addition to general demographic information, the interview is divided into six sections.

1. Language use in the family
2. Language development
3. Health and early development;
4. Student's interests and feelings
5. Cultural issues
6. How the student learns at home

Each section is subdivided into two parts:

- Basic Information (for prereferral)
- Follow-up Information (for further prereferral data collection or as part of special ed evaluation)

In most situations, teachers will address some or all of the Basic Information items during prereferral. The Follow-up Information items can be used to probe in areas of concern as part of prereferral or can be used for a more in-depth interview by the school psychologist or speech/language clinician as part of a formal special education evaluation.

Making use of information from record review or other sources

You may already have information about some items based on knowledge of the student or record review. If so, make a note of this information as you review the form. Flag these items so that you can double-check the information with family members.

Connecting the *Background Information* form with the *ELL Educational History*

Before starting the *ELL Student and Family Background Form*, review student records and complete the *ELL Educational History*. If you do this educational history first, you can highlight areas:

a. where you need clarification or confirmation for the information and

b. identify specific additional information you need that is not included in the records.

The information that you collect with the *ELL Educational History* may help you decide which parts of the *Background Information* you need to complete and which parts you do not need. You will need to dive into the educational records and history first to figure out what questions you need to ask.

For example, if the student has never attended formal school in his/her native country, you need to find out more about why. The student may be a refugee and formal schooling was not available. In that case you will want to complete the general information section and the family and cultural issues section to identify additional information about the family's situation in their native country. They may have been a member of an ethnic or religious group that was persecuted. They may have been able to educate their children at home or in a religious setting. This kind of information will help focus on student needs and identify student strengths.

Another example of using only some sections of the *ELL Student and Family Background Form* might occur if the student went to school in their native country and is not literate in their native language. You need to find out why. The *Background Information* sections on general information, language development, and health and early development may provide you with the answers. A brief description of each section follows. Please familiarize yourself with the instrument as you go through the description of each section.

Use of Interpreters

In many situations, you will work with an interpreter in order to gather *Background Information*. Please refer to the section of this manual that addresses the issue of working with interpreters. Keep in mind that you and the interpreter are members of the same team with the same goals. The more time you and the interpreter spend together prior to the interview reviewing the student's information and identifying what additional information is needed to complete the pre-referral process, the more time you will save during the interview. You also may save yourselves some embarrassing and painful questions that the family may be unwilling to answer.

Sensitivity to Family Concerns and Cultural Issues

Keep in mind that the whole instrument or every question does not need to be completed during the pre-referral process. If any items may cause the family or parents to feel extremely uncomfortable or to answer in a defensive or protective manner, consider rephrasing those items, or do not administer them. If you are not from the same cultural and linguistic background as the student and the family you are interviewing, go through the *Background* Information form with the interpreter who will work with you or with another professional educational staff member who is from the student's ethnic and linguistic background. Identify sensitive items at that time and decide on the strategy you and the interpreter will use with regard to those items. If any essential questions are missing that you and the interpreter feel will help with the pre-referral process, add them. Remember that you are collecting information that will make a difference in the student's life and educational future.

Some questions are hard to ask but very important. To help you, each section includes **"Tips for the person gathering information, including the interpreter."** The interpreter and you

should both be familiar with these tips. Some items also have two or three alternate phrasings: allow your interpreter to select the most appropriate version.

Sections of the *ELL Student and Family Background Form*

General Information: This section includes questions about the student and the person who is answering questions about the student (individual being interviewed). These questions include age and date of birth and other background information. The majority of this section is devoted to identifying who lives with the student and what languages the student speaks with these individuals.

Language Use in the Home: This section addresses current language use patterns in the home, including differences in language use among adults and siblings. The follow-up items gather information on how language is used for various activities. This allows you to learn whether the student is exposed to formal or academic language or whether the native language is primarily used for concrete tasks or informal conversation.

Language Development: This section includes questions about the student's acquisition of their first or native language. A number of the questions ask about the student's use of their first language. The primary emphasis of this section is whether or not they acquired the language at developmentally appropriate ages and in the developmentally appropriate sequence. Follow-up questions are designed to collect information about the student's fluency, word choice, rate of speech, and other elements of language.

Health and Early Development: This section includes questions about the student's vision, hearing and other basic health conditions. The follow-up items address more specific ailments as well as birth and early development.

Student's Interests and Feelings: As the title implies, this section asks a variety of questions about feelings toward school, about friends and activities the student enjoys. The basic information items can be useful in planning prereferral interventions. The follow-up items address more sensitive topics related to family problems, trauma, and the parent's perception of their child. Teachers are advised to review these questions with their interpreter to decide how best to gather information in this area, particularly during the prereferral phase.

Cultural Issues: The basic information items in this section address the family's motivation for coming to Minnesota and acculturation issues that the student or family may be facing. The follow-up section probes whether the student's behavioral or academic problems may be related to cultural differences with the school or to cross-cultural conflicts within the family.

How the Student Learns at Home: This section addresses study habits at home and also asks whether other family members have had trouble in school. The follow-up items are drawn from the questions related to information processing problems found in the *Home and Family Interview* that is included in the Minnesota SLD Companion Manual (CFL, 1998).

Remember: Whenever talking with students and family members, be sure to use address people appropriate and pronounce names as correctly as possible. If you are not sure how to address someone, ask!

ELL Student and Family Background Information

School use only:

Name of Interviewer	
Interview format (check all that apply)	❑ face to face ❑ telephone ❑ interpreter used ❑ other
Date of interview:	
Location of interview	

I. General Information

1. Information about (name):	2. Information about the informant:
Child's name:	Name:
Date of birth:	Relationship to child:
Age:	Years of formal education:
Grade:	Employment:
School:	Date completed:
Parent(s)	Have you always been the primary caretaker of (name)?
First Language:	First Language:

3. (Name) currently lives with: (check all that apply)

❑ mother ❑ father ❑ siblings ❑ friends
❑ grandparents ❑ other relatives ❑ foster parents
❑ independent / self ❑ other (describe)

4. Information from health/vision/hearing screening:

❑ vision screening done. Results: _____

❑ hearing screening. Results: _____

❑ health/information from nurse:

General instructions: review the basic and follow-up questions for each section. Fill in information that you already know. You do not need to cover all of the items -- check those items where information is needed.

Section 1. Language Use in the Family

A. Basic Information to Gather

Tips for the person gathering information, including the interpreter:

- *Try to identify if anyone new has been added to the household in the past 6 months.*
- *If you are comfortable asking for specific information about who lives in the family, write down or check off exactly who lives in the home with the student.*
- *Consider asking "what percentage of time do various family members speak the native language? And English?" This will provide the team with information about the student's language background. It helps the school to determine how much English the student is exposed to on a daily basis.*

- ❑ 1. How many people live in the household?
- ❑ 2. What languages do the adults in the family speak to each other? To children?
- ❑ 3. What languages do the children in the family speak ?
- ❑ 4. What languages does *(student's name)* speak with important adults in the family? In school? In the community?
- ❑ 5. What languages does *(student's name)* use with the other children in the family?
- ❑ 6. What adults does *(student's name)* spend a lot of time with? What language do they speak?

B. Follow-up information for Section 1

Tips for the person gathering information, including the interpreter:

- This is a follow-up section to gather more in-depth information about what language the student uses for a variety of activities. This helps the team learn about the types of language the student is exposed to. For example, if the student attends church services in their native language, they are probably exposed to more formal, abstract language than is used playing sports.

❑

1. List everyone living with (student's name) and the languages they speak together.

Name	**Age**	**Relationship to Child**	**Language the child and this person use together**
			❑ English ❑ other ❑ both
			❑ English ❑ other ❑ both
			❑ English ❑ other ❑ both
			❑ English ❑ other ❑ both
			❑ English ❑ other ❑ both
			❑ English ❑ other ❑ both

❑

2. Indicate what language the student uses for these activities.

Activity	***Native Language***	***English***	***Both***
listening to the radio			
watching TV			
playing games			
playing cards			
using the computer			
reading books and magazines			
listening to music			
playing sports			
dance, other lessons			
at church, temple, mosque, etc.			
going shopping			
other community activities			

`

Section 2. Language Development

Tips for the person gathering information, including the interpreter:

- **The questions in this section are separated into two categories: basic and follow-up. Information about the basic questions should be gathered for all students during prereferral.**
- Keep in mind that families have different cultural expectations about how young children learn and also have different ways of remembering when children learned to do things. Lots of American families keep a "baby book" that records the date when the baby said his/her first word and lots of other information. Families from different cultural backgrounds may not keep track of these kinds of details.
- When appropriate, the information should be gathered for both native language and English. Some questions pertain only to the native language or only to English, depending on the specific student.

A. Basic Information

❑ *1.* What language did (student's name) first learn to speak?

❑ *2.* How old was (student's name) when he/she first said words?
- In native language _____ in English _____

❑ *3.* What language did (student's name) first hear?

❑ *4.* Does (student's name) speak as much as other children in the family?

❑ *5.* Do you (parents) have any concerns about (student's name) language development?

❑ *6.* When did (student's name) start talking compared with your other children (or other children that you know):
- At the same time as other children _____
- Earlier than other children _____
- Later (older) than other children _____

7. Does (student's name) talk like other children his/her age?
   - In native language _____ in English _____

8. Does (student's name) understand your questions and directions?
   - In native language _____ in English _____

B. Follow-up Information for Section 2

Tips for the person gathering information, including the interpreter:

- Some of these questions have one or more alternate forms. Read through the alternates and pick the one that seems most appropriate.
- **If the student is referred for a special education evaluation, the speech clinician may also gather information about some or all of the follow-up questions.**
- **However, be careful about asking the follow-up questions if you think they will make the family uncomfortable. It is a good idea to talk about the follow-up questions with the cultural liaison or interpreter.**

❑ *1.* Does (student's name) often repeat sounds or struggle to get words out?

❑ *2.* Does (student's name) ever talk about something that doesn't make sense?

❑ 3. Does (student's name) use mostly one and two word sentences?
❑ 4. Alternate: Does (student's name) usually say only one or two words at one time or does he/she say a lot of words at one time?

❑ *5.* Does (student's name) use longer sentences without difficulty?
- In native language _____ in English _____

❑ *6.* Can (student's name) talk about complex or abstract ideas? For example, can he/she tell complicated stories or tell you about difficult things that he/she is studying in school?
- In native language _____ in English _____

❑ *7.* Does (student's name) switch between your language and English in the same sentence?

8. When (student's name) switches back and forth between your language and English,does it make sense?

9. Does (student's name) speak in complete sentences?
- In native language _____ in English _____

10. Does (student's name) use correct grammar in your language?

❑ *11.* Does (student's name) pronounce sounds correctly in your native language?

❑ *12.* Does (student's name) speak at a normal rate of speech in his/her native language?

❑ 13. Alternate: Does he/she speak faster or slower than other children

❑

❑ *14.* Does (student's name) speak as smoothly and fluently as other children of the same age? Does he hesitate more than other children or repeat sounds over and over?

❑

❑ *15.* Does (student's name) use the same types of words that other children do in your language?

❑ 16. Alternate: Does (student's name) know as many words as other children do in your language?

17. Alternate: Does (student's name) often not know the word for something or use the wrong word?

❑ *18.* Does (student's name) put words in the same order as other children of similar age?

❑ *19.* Do you ever ask (student's name) to do several different things in a series? For example, do you ask (student's name) to carry the groceries from the car and put them in the cupboard and then take a bath? (or give another appropriate example of a series of common tasks at home). Can (student's name) follow several directions in a row?

20. Did anyone else in (student's name) family have trouble learning to speak? If yes, please tell us about those problems.

Section 3. Health and Early Development

A. Basic Information

Tips for the person gathering information, including the interpreter:

- This section includes items about the student's medical and health background. It is important to investigate health and early development as there may be health problems that are affecting the student's academic problems. Health and early development history may also provide information to corroborate data gathered through special education evaluation procedures.
- For Item #1, you do not need to go through every health problem listed. Ask just about suspected areas of concern or give two or three examples.
- Be aware that different cultures use different words to describe health problems. For that reason, several different words are given to describe some conditions.

❑

1. Does (student's name) have any health problems that may have an effect on learning?

❑ vision or eye problems ❑ wears glasses

❑ hearing problems ❑ wears hearing aide

❑ ear infections (please list how often, at what ages, and if student had surgery to correct)

❑

2. Has (student's name) ever had any serious illnesses or accidents? If yes, please tell me about what happened and when it happened.

B. Follow-up Information for Section 3

Tips for the person gathering information, including the interpreter:

- Gather information on these items if there are additional questions during prereferral or as part of the special education evaluation.
- In some cultures, the father may insist on providing all information even when the mother's input is needed. A female interpreter and female teacher may be able to gather the information needed directly from the mother.
- Be aware that different cultures use different words to describe health problems. For that reason, several different words are given to describe some conditions.

❑

1. Does (student's name) have any health problems that may have an effect on learning? (Ask only about areas of concern or offer 2 or 3 examples from this list – do not need to go through every item. **Circle the items you are interested in learning more about.**)

❑ vision or eye problems ❑ wears glasses

❑ hearing problems ❑ wears hearing aide

❑ ear infections (please list how often, at what ages, and if student had surgery to correct)

❑ asthma, breathing problems

❑ allergies to food, animals, etc.

❑ head injury (if yes, ask if child had convulsions or was unconscious)

❑ diabetes

❑ epilepsy, seizures, convulsions

❑ mental health problems, depression, sadness, tired and anxious all the time

❑ fevers (if yes, ask if (student's name) had convulsions or was unconscious)

❑ serious infections (if yes, ask if (student's name) had convulsions)

❑ malaria

❑ tuberculosis

❑ other (please describe)

❑

❑

❑

2. How much did (student's name) weigh when he was born?

3. Was (student's name) the same size as other babies when he/she was born?

4. Were there any complications during pregnancy or birth?

5. In comparison with other children that you know, did (student's name) learn to do things at the same age? Did he/she sit, walk, eat solid food, say words, etc., at the same age as other children?

Section 4: Student's Interests and Feelings

A. Basic Information

Tips for the person gathering information, including the interpreter:

- These questions will help the school learn more about the student's interests, skills and feelings. The information may be used to plan interventions or to better understand why the student is having problems in school.
- It may also be appropriate to ask the student of concern some of these questions.
- The goal is to learn more about the student without making the family uncomfortable.
- Some of these questions have one or more alternate forms. Read through the alternates and pick the one that seems most appropriate.

1. What are (student's name) favorite after school activities?
2. Alternate: What does (student's name) like best to do after school?

3. What types of things does (student's name) do around the house or in the community that he/she is particularly good at?
4. Alternate: Please tell us about some things that (student's name) is good at. For example, is he/she good at sports, dancing, or taking care of younger children?

5. Does (Student's name) like to read or look at books? What are his/her favorites?
6. Alternate: Does (student's name) like to read on his/her own?
7. Alternate: Does (student's name) to people to read to him/her or tell stories?

8. Does (student's name) tell you how he/she feels about school? What does he/she say about school?

9. Does (student's name) have friends that he/she plays with regularly?

10. Does (student's name) understand how to share toys and belongings?

11. How does (student's name) get along with children his/her own age

B. Follow-up Information for Section 4

Tips for the person gathering information, including the interpreter:

- These questions may be uncomfortable for families of different cultures, but it is important for the school to know about traumatic events that may cause the student to be angry, sad or withdrawn. These feelings may cause the student to have problems in school.
- Some of these questions have one or more alternate forms. Read through the alternates and pick the one that seems most appropriate.

❑

❑

1. Problems in school are often related to changes in the student's life at home. These problems are usually temporary, but it is helpful for the school to know about any changes or problems at home. Can you think of anything that has happened in your family that might explain why (student's name) is having trouble in school?

2. Alternate: Problems in school are often related to changes in the student's life at home. Has anything happened at home that might help us understand why (student's name) is having trouble in school? (Give 2-3 examples from the list below. Probe by using additional examples if appropriate. **Circle items you are most interested in learning about.**)

❑ Divorce or separation
❑ Death of a family member
❑ Parent's job loss
❑ Drug or alcohol problems
❑ Family member in drug or alcohol treatment
❑ Family member's illness or hospitalization
❑ Birth of new baby
❑ New person living with family
❑ Problems with other children in the neighborhood
❑ Family legal problems
❑ Housing problem, change in living situation or homelessness
❑ Fire, flood or other event that damaged home
❑ Violence or sexual abuse in family
❑ Family member leaves home
❑ Family needs help with winter clothing
❑ Family doesn't have enough food

❑

3. Are you concerned about any emotional trauma or stress that (student's name) may have experienced?

❑

4. Do you feel that (student's name) is sadder or angrier than other children his/her age?

5. Please rate how you see your child's behavior and feelings. Tell me whether you think the statement is "very much like my child," "somewhat like my child," "not very much like my child," or "not like my child at all." If you are not sure, use your best judgment. We want to find out how you see your child's strengths and problems.

My child…	**Very much like my child**	**Somew hat like my child**	**Not very much like my child**	**Not like my child at all**
A. Thinks that school is important	☐	☐	☐	☐
B. Spends enough time on homework assignments	☐	☐	☐	☐
C. Needs help with homework assessments	☐	☐	☐	☐
D. Has difficulty completing school assignments	☐	☐	☐	☐
E. Has trouble making and keeping friends	☐	☐	☐	☐
F. Is someone who willingly cooperates with others	☐	☐	☐	☐
G. Is often hurtful to others	☐	☐	☐	☐
H. Is often hurtful to self	☐	☐	☐	☐
I. Respects the property of others	☐	☐	☐	☐
J. Is moody and uncooperative	☐	☐	☐	☐
K. Gets in trouble in the neighborhood	☐	☐	☐	☐
L. Is liked by other adults living in the neighborhood	☐	☐	☐	☐
M. Cares about doing well in school	☐	☐	☐	☐

Section 5: Cultural Issues

Tips for the person gathering information, including the interpreter:

- During prereferral, it is most important to find out whether cultural issues are affecting the student's behavior or academics. For example, is the student being teased or harassed because of his/her cultural background? Is he/she teasing others?
- It may also be appropriate to ask the student of concern some of these questions.
- You may not think that there are racial problems in school, but it is important to find out if the student or family thinks that there are racial or cultural problems. Those perceived problems need to be discussed.

A. Basic Information

❑ ❑

1. How did your family and you come to Minnesota?
2. Alternate: Why did your family and you decide to move here?

❑ ❑

3. How does (student's name) feel about being here?
4. Alternate: Has (student's name) had any problems adjusting to living here? Can you tell me about those problems?

❑

❑

5. Do you think (student's name) has problems in school because of his race or cultural background? Can you tell me about those problems?
6. Alternate: Do you think (student's name) has problems with teachers or other students because he is _____ (name of cultural group)? Can you tell me about those problems?

❑

❑

7. What kind of cultural activities does your family take part in?

❑

8. Do you think that the teachers and students in school understand your culture?

9. Do you have any ideas about how we can help your son/daughter?

B. Follow-up Information for Section 5

Tips for the person gathering information, including the interpreter:

- It may also be appropriate to ask the student of concern some of these questions.
- Explain to parents that sometime students act differently at school than at home because the teacher and the parents discipline children differently. That is why the school wants to find out how parents discipline their children when they do something wrong.
- You may not think that there are racial problems in school, but it is important to find out if the student or family thinks that there are racial or cultural problems. Those perceived problems need to be discussed.

❑ ❑ *1.* What disciplinary strategies do you use at home?
2. Alternate: What do you do at home when (student's name) does something wrong?

❑ *3.* Sometimes (student's name) does things he/she is not supposed to do in school. (Give an example if appropriate.) What would you like us to do if he/she does something wrong?

❑ *4.* Do you like (student's name) to act more like American students or do you like him/her to behave more traditionally?

❑ *5.* Do (student's name) and you ever argue about whether he/she should act more like an American student or more traditional? Do you think this is connected to the problems he/she is having in school?

❑ 6. Alternate: When families come to the U.S., sometimes it is difficult because the children want to be just like American students but their parents and grandparents want them to be more traditional. Do you have problems like this with your child? Do you think this is connected to the problems he/she is having in school?

❑ *7.* The school is going to do some tests of (student's name) behavior and how he learns. Think about your family's cultural background and heritage. What would you like the school staff to know so that they can better understand your child and do a better job when they test him/her?

Section 6: How the Student Learns at Home

A. Basic Information

Tips for the person gathering information, including the interpreter:

- Explain to the family that in Minnesota, teachers like parents to do certain things in order to help their children do better in school, but they know that some parents are very busy and cannot help their children. Teachers also expect that students will study at home. Explain that since (student's name) is having problems, you want to find out more about how he/she studies and learns at home.

❑ *1.* Does (student's name) need help at home to perform daily tasks. For example, does he/she need help dressing, eating, or helping with household chores?

❑ *2.* Does (student's name) have a place at home to keep his/her school books and papers and to do homework?

❑ *3.* Do you ask (student's name) to show you his/her homework?

❑ *4.* Does someone in the family help (student's name) with homework?

❑ *5.* Does (student's name) do his/her homework before watching TV or playing?

❑ *6.* Does someone in your family read to (student's name)?
- In native language _____ in English _____

❑ *7.* Has anyone else in your family had problems learning how to read or do math?

8. How do you think (student's name) does in school compared with brothers and sisters?

B. Follow-up Information for Section 6

Tips for the person gathering information, including the interpreter:

- Children learn how to do lots of things at home: they learn how to cook, how to play games, how to do housework, how to tell stories. Explain to parents that the teachers want to know if (student's name) has trouble learning things at home.

❑

1. Please rate how you see your child on various learning style characteristics listed below. Place a check in the box that best describes your child, ranging from Good to Poor. If you are not sure about an item, just use your best judgement–the purpose of this activity is to help us determine what areas, if any, you see as a problem.

How does your child. . .	**Good**	**OK**	**Poor**	**Does not apply**
A. Follow two or three step directions? (S)	☐	☐	☐	☐
B. Remembers things? (S)	☐	☐	☐	☐
C. Organize toys, books, clothes, etc. ? (O)	☐	☐	☐	☐
D. Plan how to do tasks or activities? (O)	☐	☐	☐	☐
E. Understand what he/she reads? (A)	☐	☐	☐	☐
F. Understand what he/she sees? (A)	☐	☐	☐	☐
G. Understand what he/she hears? (A)	☐	☐	☐	☐
H. Learn a new game? (A)	☐	☐	☐	☐
I. Recall events from the school day? (R)	☐	☐	☐	☐
J. Recalls details from a special event? (R)	☐	☐	☐	☐
K. Reads aloud? (R)	☐	☐	☐	☐
L. Carry on a conversation? (E)	☐	☐	☐	☐
M. Write by hand? (E)	☐	☐	☐	☐
N. Solve problems or figure out how to do things? (M)	☐	☐	☐	☐
O. Explain something he/she has learned? (M)	☐	☐	☐	☐
P. Put things together or repair things? (M)	☐	☐	☐	☐
Q. Draw or paint? (M)	☐	☐	☐	☐
R. Do basic math? (R)	☐	☐	☐	☐

S = Storage, O = Organization, A = Acquisition, R = Retrieval, E = Expression, M = Manipulation of Information

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Tools for Evaluating the Educational Environment

The purpose of these tools is to learn whether teaching strategies are supporting English Language Learners or whether the classroom may contribute to the problems that the student is experiencing. The purpose of these tools is to gather information that can ultimately be used to improve the student's situation. They are not meant to be punitive, but could be used to identify areas where staff development is needed.

Instructions for Observation Checklist for Teacher Behaviors with ELL Students

This checklist contains a detailed list of teaching behaviors that are effective with groups that include ELL. It is meant to be used by an outside person observing how a teacher works with ELL. For example, it could be used by another classroom teacher, by a member of a prereferral team or by a special educator.

Instructions for "Working with ELL Students: The Interventionist's Self-Evaluation Checklist"

As the name implies, this checklist can be used for a personal reflection on classroom practices.

Observation Checklist for Teacher Behaviors with ELL Students

Before lesson begins, teacher

- ❑ prepares and distributes materials
- ❑ ensures s/he has students' attention
- ❑ reviews previous lesson
- ❑ asks about prior student experiences
- ❑ includes heterogeneous group (ELL and EO)
- ❑ previews the upcoming lesson, builds context
- ❑ lists new vocabulary (may be done during)

During lesson, teacher

- ❑ speaks slowly
- ❑ enunciates clearly
- ❑ uses simple language
- ❑ exaggerates intonation to emphasize key words
- ❑ pauses to allow for thought processing
- ❑ checks for understanding (asks questions)
- ❑ repeats information using different words
- ❑ elicits student participation
- ❑ calls on different students, ELL and EO
- ❑ uses visuals
- ❑ uses manipulatives
- ❑ uses facial expression, dramatization, gestures
- ❑ relates lesson to student experiences
- ❑ uses concrete examples
- ❑ uses student's language as appropriate
- ❑ gives students the opportunity to practice
- ❑ answers questions
- ❑ uses different instructional techniques
  - visual/verbal
  - auditory
  - kinesthetic
  - visual/nonverbal
  - tactile
  - total physical response (TPR)

After lesson, teacher

- ❑ encourages discussion
- ❑ provides the opportunity to share, practice
- ❑ lets students use manipulatives
- ❑ reviews key points of lesson
- ❑ answers questions
- ❑ encourages students to take risks
- ❑ offers alternatives to demonstrate knowledge
- ❑ provides positive feedback

Source: Beta Group, Judith Wilde (Albuquerque, New Mexico)

Notes

Grade:
# of students in class:
ELL students:
Class / topic:
Time observed:

Working with ELL Students: The Interventionist's Self-Evaluation Checklist

Do I…..	almost always	sometimes	very rarely	never
Use a multi-modal approach to teaching material?	❑	❑	❑	❑
Review previous material?	❑	❑	❑	❑
Make input comprehensible by slowly down, pausing, speaking clearly?	❑	❑	❑	❑
Rephrase and restate information?	❑	❑	❑	❑
Check frequently for comprehension?	❑	❑	❑	❑
Focus on teaching meaning rather than focusing on correct grammar?	❑	❑	❑	❑
Avoid putting students on the spot by demanding they talk immediately?	❑	❑	❑	❑
Give extra time for processing information?	❑	❑	❑	❑
Attempt to reduce students' anxieties and give them extra attention when possible?	❑	❑	❑	❑
Encourage students' use and development of their primary language?	❑	❑	❑	❑
Encourage students to interject their own cultural experiences and backgrounds into learning situations?	❑	❑	❑	❑
Expose all my students to multicultural activities and materials on a regular basis?	❑	❑	❑	❑
Include parents and community members from different cultural backgrounds in my teaching?	❑	❑	❑	❑
Use visuals, hands-on, cooperative learning, and guarded vocabulary to make input comprehensible?	❑	❑	❑	❑
Avoid using worksheets and seat work for crowd management and busy work?	❑	❑	❑	❑

Source: Roseberry-McKibbin, C (1995). *Multicultural students with Special Language Needs*. Oceanside, CA: Academic Communication Associates

Chapter 7: Language Assessment Tools

The tools found in this chapter may be used as part of the prereferral process as described in Chapter 6. In addition, they may be used as part of special education speech/language evaluations in the native language and/or English, in cases where there is no appropriate standardized instrument or to supplement standardized instruments.

Instructions for Profile of Language Preference and Use

This observation tool was adapted from one developed by Dr. Alba Ortiz, director of the program in bilingual special education at The University of Texas at Austin. It's purpose is to determine what language a student prefers to use in different settings and with different conversation partners.

It is particularly interesting to observe the student's preference when conversing with peers or adults who know both languages: given a choice of using another language or English, which does the student prefer? This observation is not designed to yield information about the student's proficiency in the native language or English; it simply tells you which language the student feels more comfortable using. For example, if the student consistently uses English with other bilingual students, there are a couple possible conclusions:

- The student feels that he/she can better express him/herself in English
- The student identifies with mainstream culture and uses English as a way of separating him/herself from the native language and culture

The observer can also note whether the student is able to switch back and forth between English and the native language depending on whether the verbal partner is bilingual or monolingual.

The observation can be used by someone who speaks the student's native language and also by someone who only speaks English. As noted above, the observation does not measure language proficiency. However, it may be possible for an English-speaking observer to make judgments on the student's intelligibility in the native language based upon the reaction of conversation partners.

Check the appropriate box to indicate whether the student uses "only English," "mostly English," "equal use," "mostly L^1," or "only L^1" with monolingual conversation partners (**M**) and with bilingual conversation partners (**Bil**). The conversation partner and settings are listed in items 1 through 4.

		Target student language use									
		Only English		**Mostly English**		**Equal Use**		**Mostly L^1**		**Only L^1**	
Settings/partners	**Verbal partner**	**M**	**Bil.**	**M**	**Bil.**	**M**	**Bil.**	**M**	**Bil.**	**M**	**Bil.**
1. Informal with peers (playground, cafeteria, bus, etc.)											

Profile of Language Preference and Use

Date: _____

Name: _____ Grade: _____ Age: _____

School: _____ Length of Residency in U.S.: _____

Native Language: _____

A. Information about Language Use from Home Language Questionnaire or *ELL Student and Family Background Information*

1st language learned by student _____
Language most frequently used by student at home _____
Language most frequently used by parents with student _____
Lang. most frequently used at home by adults with each other _____
Lang. Most frequently used by student with siblings at home _____

Based on information, the primary language used in the home appears to be:
Native language _____ English _____ Both _____

B. Information from *Educational History*

Approx. # of years of school: : _____

Did student attend school in native language: _____ yes _____ no Approx. # of years: ____

Does student have reading skills in native language: _____ yes _____ no

Approx. # of years of English instruction: _____

C. Information from Observation of Language Preference (see next page)

Does student code-switch or mix languages when speaking with bilingual peers or adults?
_____ yes _____ no

Based upon observations, student's preferred language appears to be:

With peers who speak only native language _____

With bilingual peers: _____

With adults _____

In formal (academic) settings _____

In informal settings _____

Comments:

Instructions: observe the student in a variety of settings and with a variety of conversation partners, including both adults and peers and including individuals who speak on the native language and individuals who speak the native language and English.

M = verbal partners who speak the native language only
Bil. = verbal partners who speak the native language and English to some degree

Name of observer: _____ Date of observation: _____

Name of observer: _____ Date of observation: _____

	Target student language use									
	Only English		Mostly English		Equal Use		Mostly L[1]		Only L[1]	
Settings / **Verbal partner**	**M**	**Bil.**	**M**	**Bil.**	**M**	**Bil.**	**M**	**Bil.**	**M**	**Bil.**
1. Informal with peers (playground, cafeteria, bus, etc.)										
2. Informal with adults (hallways, play areas, cafeteria, off-campus										
3. Formal with peers (classroom, lab, library, etc.)										
4. Formal with adults (classroom, lab, library, etc.)										
# of √ in each column										
# of √ that involve code-switching										

Adapted from: Ortiz, A.A., & Garcia, S.B. (1990). Using language assessment data for language and instructional planning for exceptional bilingual students. In A. Carrasquillo & R. Baecher (Eds.), Teaching the bilingual special education student (pp. 25-47). Norwood, NJ: Ablex Publishing Corporation.

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Instructions for Using the Informal Language Assessment*

The Informal Language Assessment was developed by Damico (1991) to assess the student's oral language proficiency in English and the native language. This is an alternative assessment that includes items that measure problems the student may have with oral language. Some of these items, such as, "gaze inefficiency" assess behaviors that indirectly indicate a problem with oral language comprehension. The assessment is designed as a checklist with one column for the student's native language labeled L1 and the column right next to it for English (L2). Both languages should be assessed at the same time and the number of problem behaviors in each language compared. A student who is being assessed for special education services who engages in many of the checklist behaviors in English but does not display these behaviors in the native language may simply have insufficient English language skills. The opportunity to learn English and the amount for exposure the student has had to it should be assessed prior to referral for special services.

The rater should be familiar with the student and have observed the student listening and speaking both languages in a variety of contexts (playground, lunchroom, classroom, small groups, large groups). The rater should be fluent in both the student's native language and in English. After observing the student for several weeks, the rater should complete the assessment for both languages. It is helpful to keep notes on the form on the language observed. Dates, the context for the language sample and a description of the instance of the problem behavior should be noted. Several ratings should be completed approximately 4-6 weeks apart in time to check for changes in behavior that may be related to more exposure to the second language.

Informal Language Assessment*

Student: _____

Date: _____

School: _____ Grade / Course: _____

Rater: _____

Native Language: _____

Assessment should occur in the student's native language (L 1) and in English (L 2). Check the box next to the items in L 1 and L 2 if you have sufficient evidence of this behavior / skill.

ORAL DIALOGIC PROCEDURES	L 1	L 2
Failure to provide significant information to the listener	❑	❑
Use of non-specific vocabulary	❑	❑
Need for repetition	❑	❑
Message inaccuracy	❑	❑
Poor topic maintenance	❑	❑
Inappropriate response	❑	❑
Failure to ask appropriate questions	❑	❑
Linguistic non-fluency	❑	❑
Revisions	❑	❑
Delays before responding	❑	❑
Gaze inefficiency	❑	❑

*Damico, J.S. (1991) Descriptive assessment of communicative ability in limited English proficient students. In E.V. Hamayan & J.S. Damico (Eds.) Limiting bias in the assessment of bilingual students (pp. 157 – 217) Austin, TX: Pro-ed.

Instructions for Using the

Communicative Stages in Language Acquisition Rubric

The Communicative Stages in Language Acquisition Rubric is an alternative assessment that is designed to be used as an integral part of the curriculum and methods used to teach a second language. This holistic rubric focuses on oral language acquisition. It has six stages from 1 to 6 with a 1 rating indicating that a student understands little or none of the target language (usually English) and a rating of 6 indicating that the student understands everything expected of a native speaker of the target language and of the same age.

The rubric user must be proficient in the target language. The rubric can be used for any language and not just for English. The rater may be someone who is familiar to the student or it may be someone who has never met the student before. The rater should observe the student for several days prior to making the rating. Observe the student with peers who speak the target language, in small and large group classroom settings, and with other teachers and staff in individual settings. Take notes, if possible, of the student's comprehension, pronunciation, grammar (syntax),and vocabulary use in the target language.

If time permits, the rater should talk to the student using the target language in an informal setting. Ask several questions and make comments to the student about some current event in the school or locally. Make mental or written notes of the type of vocabulary the student uses, pronunciation, grammar, and comprehension. Finally, fill in the student's name, grade or course, school and the rater's name. If the assessment is used for both the target language (usually English) and the student's native language, mark the date for the rating and the stage of language acquisition for the first language and/or English. Make sure that any ratings of the student's native language are made by a proficient speaker of that language. For the purpose of assessing a student's ability to acquire language, both the target language and the native language should be assessed.

Communicative Stages in Language Acquisition

Student Name: _____ Grade/Course_____

School: _____ Rater: _____

		L1		English	
Stage	***Characteristics***	**Date**	**Stage**	***Date***	**Stage**
1	• understands little or none of the target language • uses only a word or two of the target language • names objects in the target language				
2	• Understands only simple, slow speech; requires repetitions • Speech is slow except for short patterns • Produces some common words and phrases in target language • Is unable to use target language for significant communication • Vocabulary is limited to basic personal and survival areas				
3	• Understands simplified speech with repetitions and rephrasing • Speech is hesitant and uneven; some sentences left incomplete • Uses simple speech and gestures predominantly present tense verbs in target language • Demonstrates errors of omission: leaves words out, leaves endings off • Vocabulary is limited, preventing continuous conversation				
4	• Understands adult speech but requires repetition and rephrasing • Speech may be hesitant because of rephrasing and groping for words in target language • Uses some complex structures • Over generalizes rules of grammar • Has difficulty with choice of verb tense, verb tense consistency, and subject / verb agreement • Vocabulary is adequate to carry on basic conversation; some word usage difficulties				
5	• Understands most adult speech except some advanced structures • Speech may be non-native in evenness; an accent may be present • Demonstrates fairly high degree of proficiency • Controls most basic grammatical structures with occasional errors in syntax. Some errors in a young learner may be seen as developmental. • Vocabulary is varied in the target language				
6	• Understands everything expected of a native speaker of the target language of the same age. • Speech is effortless and native like, however an accent may be present. • Expresses ideas creatively, having mastered a broad range of syntactic features of the native language. • Vocabulary is as accurate as a native speaker of the same age.				

Opportunity to Learn Native Language Rating Sheet

1. Based on information gathered from family members, rate the child's opportunity to develop first language skills during early childhood. If opportunity varied at different ages, write age in box indicated (for example, level 4 four ages birth – 3 while family lived in Mexico; level 3 for ages 3-5 following move to Minnesota).
2. Using the *Communicative Stages in Language Acquisition*, rate the student's level of proficiency in the native language.
3. Compare the Communicative Stage of Language Acquisition with the Opportunity to Learn Rating to estimate whether student's native language proficiency is commensurate with his/her opportunity to learn that language. This sheet may be most useful when data suggests that the child has deficits in the native language: staff may use this rating sheet to consider whether the native language deficits are due to lack of opportunity or due to a possible disability.

Communicative Stage of Language Acquisition: _____

Rating	Description	Age (if applicable)
1	Minimal: child had minimal exposure to the native language (for example, child care was primarily provided by an English-speaker)	
2	Limited: child had some exposure to native language, primarily for daily activities and functions. Primarily had opportunity to develop receptive skills as opposed to expressive. English input may also have been provided via television, siblings or neighbors.	
3	Moderate: child had opportunity to develop receptive and expressive skills in the first language, primarily for daily activities and functions, casual social interactions and TV or radio. English input may also have been provided via TV, siblings or neighbors.	
4	High: child had opportunity to develop receptive and expressive skills in the first language at several levels: daily activities, casual conversation, story-telling or discussions using more complex language, and exposure to formal language (for example, attended religious services conducted in the native language).	
5	Exceptional: child had opportunity to develop receptive and expressive skills in the native language at several levels. In addition, the child was exposed to print materials and had opportunity to become literate in the first language.	

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Informal Multicultural Communication Measure

This language instrument is developed primarily for use in the initial screening of elementary school children who are being considered for referral to a speech-language pathologist because of a possible communicative disorder. Prior to administering the instrument, translate the individual items and record the translations on the record form. Make photocopies of the master copy for use with individual children. The content should be modified, as necessary, based on information available about the child's cultural experiences and classroom language performance. The results should be reviewed with the speech-language pathologist to determine if further assessment is warranted. It is recommended that this screening instrument be used in conjunction with Bilingual Oral Language Development (BOLD) in Appendix E.

INFORMAL MULTICULTURAL COMMUNICATION MEASURE

Name: Date of Birth: Age:

_____ _____ _____

Language Tested: Teacher:

_____ _____ _____

Reason for Testing: Tested by:

_____ _____

Task A—Giving Personal Information

1. What is your name?

   Answer:_____

2. How old are you?

   Answer:_____

3. Where do you live?

   Answer:_____

4. What do you like to do at home?

   Answer: _____

   _____

5. What do you like to do at school?

   Answer: _____

   _____

Task B—Following Simple Directions

Give the child these instructions:

____1. Walk to the door.

____2. Touch your foot.

____3. Put this book under the table.

Task C—Labeling Objects and Giving Functions

Ask, "What is this?" Then ask, "What is this used for?"

1. ball _____ _____

2. shoe _____ _____

3. chair _____ _____

4. table _____ _____

Task D—Making Comparisons

1. How is a car *different* from a bicycle?
   Answer:

2. How is a car *like* a bicycle?
   Answer:

3. How is a shoe *different* from a hat?
   Answer:

4. How is a shoe *like* a hat?
   Answer:

Task E—Solving Simple Problems

1. You see a fire in a house. What should you do?
   Answer:

2. You are tired because you have been working all day. What should you do?

Answer:

3. You lose your friend's ball. What should you do?
   Answer:

Task F—Natural Communication Activities

Ask an adult speaker of the child's language to make an audiotape of communication samples in the situations checked below:

____1. *Describing a picture book.* Present the child with a book in which the pictures show the essential action. Allow the child to look at all of the pictures in the book. Then ask the child to describe the action in each picture.

____2. *Describing an experience*. Ask the child to describe an experience at school (e.g., field trip) or an event that occurred at home.

____3. *Retelling a story.* Present a story in the child's language. The child is then asked to retell the story. A sample story appears below:

Mo was a young boy. He lived with his mother in the forest. One day he went for a walk. He was looking for something to eat. When he was walking, it got dark.
Then he fell into a hole. He couldn't get out of the hole. In the morning, he heard a noise. It was his mother. His mother helped him out of the hole. They went home together and ate a big meal.

____4. *Conversing with peers.* Audiotape conversations between the child and members of his of her peer group.

Describe any other assessment tasks that should be administered by the teacher or bilingual paraprofessional below:

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Sample Pragmatic Communication Checklist
Bilingual Oral Language Development (BOLD)

Bilingual Oral Language Development (BOLD) is an informal checklist that can be used to record observations of the child's communicative behavior in English and in the minority language. The child should be observed in a variety of natural speaking situations. Twenty pragmatic behaviors are evaluated. Other behaviors can be listed in the blank spaces at the bottom of the form.

Bilingual Oral Language Development (BOLD)

Child's name: _____ Date: _____

Child's first language: _____ Child's second language: _____

Communicative Behavior	First Language	Second Language
1. Comments on own actions	_____	_____
2. Comments on others actions	_____	_____
3. Describes experiences accurately	_____	_____
4. Describes events sequentially	_____	_____
5. Attends to the speaker	_____	_____
6. Follows directions	_____	_____
7. Initiates conversations	_____	_____
8. Takes turns during conversations	_____	_____
9. Maintains topic	_____	_____
10. Answers questions	_____	_____
11. Requests attention	_____	_____
12. Requests information	_____	_____
13. Requests action	_____	_____
14. Requests clarification	_____	_____
15. Expresses needs	_____	_____
16. Expresses feelings	_____	_____
17. Describes plans	_____	_____
18. Supports viewpoints	_____	_____
19. Describes solutions	_____	_____
20. Expresses imagination	_____	_____

Additional skills may be listed below:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments:

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Instructions for Using the Retelling Assessment

The Retelling Assessment is used to measure a student's ability to retell text or narrative information that has been read aloud. It also assesses oral language comprehension, the student's ability to organize the retelling and it can be used to identify whether or the not the student is able to link new information to background knowledge. The Retelling Assessment can be used with students in both elementary and secondary grades. It is an alternative assessment and should fit with the curriculum and instructional methods used to teach the student how to read. It should not be used in isolation but should fit seamlessly with the reading instruction practices used in the classroom.

The rater should know the student well and should be familiar with the student's reading skills and ability. Ideally the student's regular classroom or course teacher should complete the Retelling Assessment. Fill out the top part of the form including the student's name, the date, the name of the rater, the name of the passage, and the student's grade or the course. Choose a short passage or story that is less than 10 minutes long when read aloud, and read the passage to the student. The passage should be read without distractions or interruptions from the rest of the class. Read the passage to the student apart from the rest of the class. However, the student should have experience with being read to as part of daily instruction. The teacher should have read aloud to the class and asked questions of the listeners afterwards to test comprehension as part of the usual instructional routine. Ask the student to retell the story to you and complete the form using the ratings none, very little, some, a lot. Take notes on the bottom and back of the form about specific vocabulary and ideas the student uses to retell the story.

Scoring can be completed by translating the ratings to numbers as follows:

0 = none
1 = very little
2 = some
3 = a lot

Add up the items after changing the ratings to numbers. Scores on the Retelling Assessment can range from 0 to 30.

Retelling Assessment

Name: _____

Date: _____

School: _____

Grade / Course: _____

Recorder/Rater: _____

Name of Passage / Story: _____

Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

	none	very little	some	a lot
Includes information stated directly in the text.	❑	❑	❑	❑
Includes information inferred directly from the text.	❑	❑	❑	❑
Includes what is important to remember from the text.	❑	❑	❑	❑
Provides relevant content and concepts.	❑	❑	❑	❑
Attempts to connect background knowledge to text.	❑	❑	❑	❑
Indicates individualistic reactions and impressions to text.	❑	❑	❑	❑
Indicates the reader's affective involvement with the text.	❑	❑	❑	❑
Indicates reader's ability to organize the retelling.	❑	❑	❑	❑
Indicates awareness of the author's purpose for the text.	❑	❑	❑	❑
Compares text to similar books, passages, etc.	❑	❑	❑	❑

Instructions for Oral Story Retelling Proficiency Assessment Levels

The oral story retelling assessment is a holistic rubric designed to measure English or native language comprehension of a story (listening) and production (speaking) through the retelling of the story. Someone who knows the student well and has been able to assess the student's use of the language in a variety of contexts over time should use the oral rubric to rate the student's oral language use. The oral story-retelling rubric can be used by raters who are proficient in the student's native language to assess the student's oral language use of the native language too.

Choose a story or textbook passage to read to the student that is typical of the type of material the student deals with on a daily basis in the classroom. The passage should be between 5 to 10 minutes long depending upon the developmental level of the student. The rubric can be used with elementary, secondary, and adult learners. Record the student's name, grade / class, school, the date of the assessment, the passage or story read, and the name of the rater at the bottom of the page. Take notes as the student retells the story and record any specific problems or errors in the retelling. Also take notes on the student's accuracy and comprehension of the story, as well as, the vocabulary the student uses to retell the story. Use the rubric to rate the student's language proficiency every 6-8 weeks.

Oral Story Retelling Proficiency Assessment Levels

Level 1: Non Speaker

Student produces only isolated words and expressions

Level 2: Non Speaker

Student produces a few isolated phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with a story.

Level 3: Limited Speaker

Complete sentences are produced often with systematic errors in syntax. Sentences are longer or more coherent than Level 2. The most salient characteristic of Level 3 is that more or less complete version of the story is produced, although the sentences while more coherent than Level 2 may be awkward. Overall Level 3 speakers may be able to produce sufficient vocabulary and facts necessary to retell the story, but repeats syntactic errors and has difficulty combining the words with the same facility as that of a proficient speaker. Language mixing (code switching) is most common at this level.

Level 4: Fluent Speaker

The student produces a complete version of the story in coherent sentences with native like fluency. While there may be occasional errors in either syntax or vocabulary, these are errors that would not be uncommon among native speakers. Level 4 differs from Level 5 in that the former is often a more limited version in terms of vocabulary and syntactical complexity.

Level 5: Fluent Speaker

The student produces sentences that are coherent, syntactically correct for his / her developmental age, and overall, is an articulate, proficient speaker of the language.

Student Name: _____

Grade / Course: _____

School: _____

Date: _____

Rater: _____

Passage / Story: _____

Score: _____

Instructions for Using the Listening Skills Checklist

The Listening Skills Checklist is designed to be used with secondary level students. Items are categorized into four areas: informational, analytical, judgmental, and appreciative. The Checklist measures receptive language use as well as higher order thinking and problem solving skills. The Checklist can be used for any language as long as the rater is proficient in the language. A bilingual student's receptive language can be measured for both English and the native language. The rater should be very familiar with the student and should know the student for several months before using the Checklist.

Complete the information at the top of the form including the date, the name of the rater, the student's grade or class and the school. The rating scale used for each item ranges from" never" to "always". Think about the student's behavior in a variety of contexts over the past month. Answer each item using the rating scale. A numeric value can be assigned to each of the ratings as follows:

Never = 1
Sometimes = 2
Almost always = 3
Always = 4

Assign the correct number to each of the items and add the ratings up. You can assign a numeric score to each of the categories (informational, analytical, judgmental, and appreciative) as well as to the total checklist. The Checklist can be completed every grading period to measure the student's progress with regard to listening skills acquisition. Scores can range from 17 to 68 for the total Checklist. Score ranges for each of the subcategories are:

Informational:	6-24
Analytical	4-16
Judgmental	4-16
Appreciative	3-12

Listening Skills Checklist

Name of Student: _____

Grade: _____School:_____Date: _____

Teacher/ Rater:_____

Course: _____

The student is able to…….	**never**	**sometimes**	**most of the time**	**Always**
Informational				
React to and recall details of an oral message.				
Recall and respond to the sequence of a message.				
Follow a set of oral instructions.				
Distinguish main from subordinate ideas.				
Take notes on an oral communication.				
Take action based on information heard.				
Analytical				
Perceive relations among ideas.				
Distinguish fact from opinion.				
Identify a speaker's point of view and feelings.				
Identify the nonverbal and vocal expressions that communicate feelings and ideas.				
Judgmental				
Formulates judgments and opinions; support judgments with reasons				
Evaluate stories heard.				
Weight the quality of an oral message or performance.				
Identify some messages as propaganda and evaluate them as harmful or harmless.				
Appreciative				
Take pleasure in content of stories, poems, and dramatizations when heard.				
Enjoy the sounds of language.				
Enjoy the moods expressed and the pictures conjured up through striking language use.				

Student comments about his or her own progress:

Instructions for Using the Student Oral Language Observation Matrix SOLOM

Purpose:

The SOLOM is an informal rating tool that has proven a useful guide for teacher judgment of oral language proficiency as observed in a school setting. It can be used to determine English acquisition phase, diagnose student needs, and record the progress of individuals and groups. Some success has been reported in using the SOLOM to rate languages other than English.

Description:

The SOLOM has five scales for rating key dimensions of oral language. Each of these five scales may be rated from one to five, yielding a total score range from five to twenty-five. The scales are:

1. Comprehension;
2. Fluency;
3. Vocabulary;
4. Pronunciation;
5. Grammar.

The SOLOM is not a standardized test but has been used widely throughout California since about 1978 to supplement language proficiency assessments based on standardized language proficiency tests. Preliminary work has been done to standardize training or raters and to ascertain the validity and reliability of the SOLOM. A one hour training session is recommended for those who will use this instrument.

Minnesota Modified Student Oral Language Observation Matrix (MN-SOLOM):

The original SOLOM has been refined in Minnesota and is being used as the measure of English-language listening/speaking comprehension required by the No Child Left Behind Act. Unlike the original, the MN-SOLOM distinguishes between listening comprehension skills needed in academic and social settings. ESL teachers around the state are being trained to administer the MN-SOLOM, with a focus on developing inter-rater reliability.

Uses in Special Education:

As noted, the MN-SOLOM is currently administered to all ELL as a means of evaluating progress in English-language listening and speaking skills. It may also be used for the following:

- During prereferral, as a means of comparing progress with peers of similar language and educational background
- For rating native language listening and speaking skills (done by one or more native speakers who have been trained on the procedure)
- As a means of plotting native language and English language proficiency, before planning assessment of various special education domains
- For planning instruction, either in content areas or for special education services

- During eligibility determination, as a means of excluding limited English proficiency as the primary cause (when compared with similar peers)

Administration of MN-SOLOM:

The SOLOM should be used by persons who are native speakers of the language and who are familiar with the student to be rated. Ideally, the classroom teacher will rate the English language proficiency of a student after several weeks of instruction. The SOLOM can be used to rate a language sample gathered through a story retelling or other activity. Inter-rater reliability can be maintained by having one than one teacher rate the sample. Alternatively, the teacher may take a few quiet moments to reflect on the language skill of the given student as observed in daily interactions and to select the description that most closely matches the current proficiency of that student. The teacher uses descriptions on five-point scale to rate the student's language performance in six domains: academic comprehension, social comprehension, fluency, vocabulary, pronunciation, and grammar. A rating is immediately available and can be used to group and regroup students for ESL, to report student progress, or to guide refinements to instructional methods and materials.

Another option is to use the attached "SOLOM Interview Protocol" (see below). Note that the protocol includes some activities such as story telling that are provided elsewhere in this chapter. If already done, these activities do not need to be repeated. For additional information, see the "Points to Keep in Mind when Using the MN-SOLOM" which follows.

Points to Keep in Mind when Using the MN-SOLOM

Read all instructions before beginning assessment.

1. Consider all situations—both informal, social and formal, instructional—in which you have observed the child. **Based on your observation** of the student, indicate for each category the level that best describes the student's abilities.
2. Consider the most **recent and consistent level** of ability that you have observed. When it is difficult to choose between two levels, score down. For example, if you think the student is between a two and a three, give the student a two for that domain.
3. Level 1 is a student who has very limited English oral skills; a newcomer to English. Levels 4 and 5 are considered fluent English speakers (approximating that of native English speakers).
4. Think of only one category of language ability at a time.
5. Start with the students you know the best.
6. Think of only oral proficiency; don't let the child's reading and writing ability come to mind as you rate.
7. Don't let the levels of ability of other children in the class influence your rating; i.e. Make sure you aren't giving a child a high score simply because he/she is one of the best students in a class of all lower ability students.
8. Remember that Level 5 is the level of ability expected of a *native English-speaking child* who is not bilingual and who is of the *same age* as the child you are rating.
9. Requirements:
    a. Must be a licensed person
    b. The MN-SOLOM should only be administered by persons who score at level 4 or above in all categories in English (Fluent English speaker)
    c. Student must be observed during the observation window
10. Recommendations:
    a. Have more than one evaluator do the assessment to promote dialogue and define academic listening and speaking
    b. Place working copy of MN-SOLOM in student's cum/district folder

SOLOM Interview Protocol

(Optional)

1. Would you tell me your full name, please?

2. How old are you?

3. What country are you from? How long have you been in the United States? (*If appropriate*)

4. Tell me about yourself.

5. Do you remember your first day at school? Will you tell me about the first day? What was it like? How did you feel that first day?

6. What is your favorite time at school? What do you do? Why is it your favorite?

7. Tell me what you like to do at home. Tell me a story about something that has happened to you.

8. Tell me about a book that you've read.

9. Have student narrate a brief story based on a picture sequence. (*Requires materials preparation*)

10. Have student interpret visual material such as a graph, chart, or diagram. (*Requires materials preparation*)

11. Tell me about a process you like to do. Have student give directions or describe a process. (*For example: Tell me about making chocolate chip cookies, or how do you play Four Square?*)

12. Have student express an opinion and present rationale for that opinion.

13. What would you like to do when you grow up?

14. Do you have any questions?

Minnesota Modified Student Oral Language Observation Matrix: MN-SOLOM

		1	*2*	*3*	*4*	*5*	*Score*
Listen	**Academic Comprehension**	Understands little or no simple grade level content terminology or academic discourse.	Has difficulty following grade level content terminology and academic discourse, even when spoken slowly and with frequent repetition and rephrasing.	Understands most grade level content terminology and academic discourse when spoken at slower than normal speeds with some repetition and rephrasing.	Understands most grade level content terminology at normal speed, although occasional repetition and rephrasing may be necessary.	Understands grade level content terminology and academic discourse without difficulty.	
	Social Comprehension	Understands little or no social conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetition and rephrasing.	Understands most of what is said in social conversations at slower than normal speed with some repetition and rephrasing.	Understands social conversation, although occasional repetition and rephrasing may be necessary.	Understands social conversation in a variety of settings, including classroom directions.	
Speak	**Fluency**	Speech is so halting and fragmentary that conversation is virtually impossible.	Usually hesitant, often gives up due to language limitations; gives mainly one or two word answers.	Speech in social conversation and classroom discussion frequently disrupted by student's search for correct manner of expression. Uses short phrases and sentences.	Speech in social conversation and classroom discussion generally fluent, with occasional lapses while student searches for the correct manner of expression.	Speech in social conversation and classroom discussion fluent and effortless; approximates that of a native English speaker.	
	Vocabulary	Vocabulary limitations are so extreme as to make conversation virtually impossible.	Difficult to understand because of misuse of words and very limited vocabulary.	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasional use of inappropriate terms and/or rephrasing because of inadequate vocabulary.	Use of academic vocabulary and idioms approximate those of a native English speaker.	
	Pronunciation	Pronunciation and intonation make speech virtually unintelligible.	Pronunciation and intonation make speech difficult to understand; must frequently repeat in order to be understood.	Pronunciation and intonation necessitate concentration by the listener and occasionally lead to misunderstanding.	Usually intelligible, although pronunciation or intonation may slightly interfere with understanding.	Pronunciation and intonation approximate those of a native English speaker. Accent may be present but does not interfere with intelligibility.	
	Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible.	Difficult to understand because of errors in grammar and word order; must either rephrase or restrict speech to basic patterns.	Frequent errors in grammar and word order; meaning occasionally obscured.	Occasional errors in grammar or word order; meaning not obscured.	Grammar and word order approximate that of a native English speaker.	

Note: The native English speaker in column 5 is the *same age* as the LEP student being rated.

This form is an adaptation of the Student Oral Language Observation Matrix (SOLOM) developed by the California State Department of Education and San Jose (California) Unified School District. Public Domain. Adapted by Minnesota State Department of Education, 2003.

MN-SOLOM Levels of Oral Proficiency

Total Points MN-SOLOM Score	**Speaking/Listening Oral Proficiency Level**
6-8	Level 1, Beginner
9-14	Level 2, Early Intermediate
15-21	Level 3, Intermediate
22-26	Level 4, Early Advanced
27-30	Level 5, Advanced

Instructions for Using the Four Box Assessment

The Four Box Assessment is an alternative assessment that is very simple to use and is based on observation of the target student in a variety of contexts using all four language modalities: reading, writing, listening, speaking. The assessment is a simple grid with each quadrant labeled with one of the language modalities. At the bottom of the quadrant is a rating scale that ranges from 1 to 10. The rater samples the target student's behavior in the four language modalities across a variety of contexts for one to two weeks prior to making a rating.

In each of the boxes, the rater can make brief notes and include the date for the observation. Cary(2000), the author of the book in which this assessment was described, calls this a minimalist approach to note taking. Document the essentials and focus on what the student can do with the target language. This assessment can be used to measure a student's abilities in the four language modalities in any written language, not just English. However, the rater must be proficient in the language for which the Four Box Assessment is being used.

At the end of the week or two weeks of observation, make a rating using the scale at the bottom of each box. A rating of "1" represents almost none or none of the target language while a rating of "10" represents native-like proficiency and control of the language. Make a note of the date that the ratings are made next to the rating continuum line in the box. Although not essential, it is preferable to make the ratings of each of the language modalities on the same day. Do not assume, based on a limited sample of the student's oral language that the student can not read or write the language and vice versa. Make sure that adequate observations of the student's use of the language are completed prior to using the rating scale at the bottom of each quadrant of the form.

Four Box Assessment

Student Name: _____ Rater: _____

School: _____ Grade / Course: _____

Think about the student's use of the target language in your classroom, for various tasks, with peers on the playground, and with peers who speak the native language. Rate the student's language comprehension and production for each of the four broad language skill areas: listening, speaking, reading, writing. Use the scale line at the bottom of each box to rate the student's language from 1 to 10 with 1 being no target language and 10 being native like language. Record notes in the box of the evidence you used to make the ratings.

Listening	**Speaking**
1 | 2 | 3 | 4 | 5 | 6 | 7| 8 | 9 | 10	**1 | 2 | 3 | 4 | 5 | 6 | 7| 8 | 9 | 10**
Reading	**Writing**
1 | 2 | 3 | 4 | 5 | 6 | 7| 8 | 9 | 10	**1 | 2 | 3 | 4 | 5 | 6 | 7| 8 | 9 | 10**

Source: Cary, S. (2000) Working with second language learners: Answers to teacher's top ten questions. Portsmouth, NH: Heineman

Instructions for Using the Letter Identification Score Sheet

In order to administer the Letter Identification Score Sheet, a set of large print letters on separate pages or cards is needed (all 26 letters of the English alphabet in upper and lower case). The recorder should be familiar to the student but does not need to be the student's teacher. In a quiet place away from other students, place a copy of each letter in front of the student and ask the following questions:

What is this letter? If the student does not respond ask , "Do you know its name?"

What sound does it make?

Do you know a word that starts with this letter?

The Letter Identification task is ordinarily used with beginning readers in the early elementary grades. It may also be used with students who are beginning to learn English as a second language. A value of one point may be assigned for each correct response. A total score of 156 is possible if the student answers all the items correctly. The Letter Identification Score Sheet can be used to identify strengths and needs the student has with letter identification and sound letter correspondence.

Letter Identification Score Sheet

Name: _____ Date: _____ Recorder: _____

Using a copy of large print letters, place the copy in front of the student, point to each letter in turn and ask, “What is the letter?”. If the student does not respond, ask, “Do you know its name? What sound does it make? Do you know a word that starts with that letter?

letter	letter name	sound	word	incorrect response	letter	letter name	sound	word	incorrect response
A					**a**				
I					**l**				
O					**o**				
V					**v**				
F					**f**				
N					**n**				
X					**x**				
C					**c**				
K					**k**				
D					**d**				
S					**s**				
H					**h**				
G					**g**				
Y					**y**				
E					**e**				
M					**m**				
T					**t**				
Z					**z**				
J					**j**				
R					**r**				
P					**p**				
U					**u**				
Q					**q**				
B					**b**				
L					**l**				
W					**w**				

Instructions for Using the Phonemic Awareness Assessment

The Phonemic Awareness Assessment should be used as part of a balanced literacy approach to reading instruction. It is used with students who are beginning to learn to read including older students and adult students who are learning to read English. It is an alternative assessment and should not be used in isolation. It should fit with the curriculum, instructional methods, and other assessments used to teach reading.

The rater should be familiar to the student (not a stranger) but does not need to know the student well. The rater can be the student's classroom or course teacher but does not have to be. However, the rater should be able to understand the student if they have an accent or English pronounciation differences. Complete the top of the rating sheet including the student's name, the date and the name of the rater. The Phonemic Awareness Assessment is broken up into six sections. The sections include: Beginning Sounds, Final Sounds, Rhyming Words, Syllables, Phoneme Blending, and Sound Isolation. Each section includes four items and a brief set of instructions for each set of items. There is an example for each set of items. Use the example to explain to the student what you are looking for. Make sure the student understands which answer is correct. Make up additional examples if needed to be sure the student understands the task. Explain to the student that you are going to ask them some questions about words and letter sounds. The total assessment should take less than 10 minutes to complete. Read the items clearly and slowly.

Each correct item is scored one (1). A total score of 24 is possible if all items are answered correctly.

Phonemic Awareness Assessment

Name: _____ Date: _____ Recorder: _____

Beginning Sounds

Which words have the same beginning sound?
example: man, tall, tell

1. pat, back, pall ❑
2. monster, file, four ❑
3. bat, shoe, bean ❑
4. tick, go, girl ❑

Final Sounds

Which words have the same ending sound?
example: tell, top, tall

1. sun, top, pin ❑
2. nick, stick, fill ❑
3. wall, skate, hall ❑
4. bar, car, land ❑

Rhyming Words

Which words rhyme?
example: tent, new, sent

1. trim, tell, swim ❑
2. spin, skid, lid ❑
3. spot, trail, lot ❑
4. song, bold, cold ❑

Syllables

Clap to show how many parts in the word.
example: knee

1. fall ❑
2. harden ❑
3. tomorrow ❑
4. sing ❑

Phoneme Blending

When I make three sounds, put them together to make a word.
example: /c/ /a/ /p/

1. /c/ /a/ /n/ ❑
2. /l/ /o/ /g/ ❑
3. /m/ /o/ /m/ ❑
4. /h/ /o/ /p/ ❑

Sound Isolation

Tell me the sound you hear at the beginning of each word.
example: chip

1. slip ❑
2. kettle ❑
3. map ❑
4. needle ❑

Score 1 point for each correct response. Total score _____ possible 24 points

Instructions for Using the Emergent Word Identification

Construct a set of the words on the following page on index cards. The recorder for this task does not need to be the student's teacher but should be familiar to the student. Present each card to the student one at a time starting with the student's name and ask the student to tell you what the word is. The words do not have to be in any specific order.

This task is an alternative assessment that should not be used in isolation. It is used in conjunction with a balanced literacy approach to reading and can be used with early elementary school students and English language learners who are just beginning to read English. The form includes four columns for using the assessment over time to measure progress in literacy skill acquisition.

Emergent Word Identification

Name: ———————— Date: ———————— Recorder: ————————

Print the following words on index cards and hand the student the cards one at a time. Start with the student's name. The words do not have to be given in any order.

	Date	**Date**	**Date**	**Date**
Student's name				
my				
I				
to				
see				
is				
me				
like				
go				
she				
do				
it				
up				
the				
am				
he				
so				
cat				
no				
be				
in				
his				

car				

Reading Fluency Scale

Instructions

The fluency scale is used to measure a student's ability to read text out loud. It is a holistic rubric that has four levels. Level 1 students are not fluent readers who have trouble reading aloud and labor over every word. Level 4 students have control over the written text and read smoothly using punctuation to guide the reading. The rubric can be used with elementary, secondary and adult learners. It is an alternative assessment that should not be used in isolation. Choose a short passage or story that will take less than 5 minutes to read. The passage should be challenging but not too difficult.

The rater should be familiar with the student's literacy progress and should know what kinds of material the student is able to read comfortably. Ideally, the student's teacher or resource teacher should complete the rating. Fill in the student's name, grade / course, the date of the assessment, the name of the rater, and the passage or story that the student reads aloud. Use the bottom and back of the page to take notes on problems the student has while reading the passage, as well as aspects of the reading that the student does well. Use the rubric every 6-8 weeks to assess the student's progress.

Student Name: _____

Date: _____

Grade / Course: _____

School: _____

Rater: _____

Passage / Story: _____

Score: _____

Fluency Scale

Level	Description
1	labored, word by word reading
2	short phrases, word by word, ignores some punctuation
3	reads in phrases, occasional miscues
4	reads fluently with good intonation

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Instructions for Using the:
Developmental Rating of a Student's Use of Reading Strategies

This is an alternative assessment and should be used periodically during reading instruction to holistically rate a student's use of reading strategies through the rubric descriptors. The type of reading strategies described in the rubric should be taught during literacy instruction. The assessment should fit with the instructional methods and curriculum used to develop literacy skills. There are five levels from "beginning reader" to "exceptionally fluent reader".

The rater should be familiar with the student and ideally should be the classroom teacher or a resource teacher involved with literacy instruction. Two weeks prior to using the holistic rubric the rater should observe the student reading a variety of reading material (text books, story books, etc.) for all content areas (math, social studies, language arts, etc.). The rater should take notes on the types of strategies observed and record the text the student was reading as well. Use the form to record the student's name, the date, the school, grade/course, and the name of the rater. Finally, the rater should assign a number (1 to 5) that corresponds to the student's reading abilities.

The rubric can be used every 4-6 weeks to track the student's progress in the acquisition of reading strategies. This rubric also can be used to assess reading strategies using text in the student's native language if the student has been instructed to read in that language. However, the rater must be proficient (all four modalities, reading writing, speaking, and listening) in the student's native language.

Developmental Rating of a Student's Use of Reading Strategies

Name: _____

Date: _____ School: _____

Teacher: _____

Book or other written material used for the assessment:_____

Beginning Reader 1	Does not have enough successful strategies for tackling print independently. May still be unaware that text carries meaning. Comments:	date	date	date	date
Non Fluent Reader 2	Tackling known and predictable texts with growing confidence, but still needs support with new and unfamiliar ones. Growing ability to predict meanings. Student is developing strategies to check predictions against other cues such as illustrations and the print itself. Comments:				
Moderately Fluent Reader 3	Well launched on reading, but still needs to return to a familiar range of texts. At the same time, beginning to explore new kinds of texts independently. Beginning to read silently. Comments:				
Fluent Reader 4	A capable reader who now approaches familiar texts with confidence, but still needs support with unfamiliar materials. Beginning to draw inferences from books and stories read independently. Chooses to read silently. Comments:				
Exceptionally Fluent Reader 5	An avid and independent reader who is making choices from a wide range of reading material. Able to appreciate nuances and subtleties of text. Comments:				

Instructions for Using the Writing Observation Guide

The Writing Observation Guide is used primarily with elementary age students although it can be used with older students who are just beginning to learn English. It is a checklist that includes a variety of items that are rated using a four-point scale. The rating scale ranges from no evidence (1) to seen all the time / much evidence (4). A total score can be calculated by adding the ratings for all items. Total scores on the Writing Observation Guide range from 16 (all items rated 1) to 64 (all items rated 4). Higher scores indicate more skills specific to writing.

The rater should be someone who is familiar with the target student's writing preferably the classroom teacher or resource teacher who works with the student regularly. The rater should have known the student and observed the student's work for at least a month. The rater should observe the student writing for at least two weeks prior to using the Writing Observation Guide. The rater should observe the student engaged in a variety of writing tasks (essay questions, book reports, short stories, poems, etc.) and in a variety of contexts (for language arts, to explain a math answer, social studies, science, etc.). After observing for several weeks, the rater should complete the Writing Observation Guide. Record the student's name, school, grade / course and the rater's name. The form allows the rater to make four ratings. These ratings could be completed prior to grading periods and can be used to track progress over the school year. Ratings that occur more frequently than every 4-6 weeks will probably not show major changes in skill acquisition. Ratings should occur approximately once every 2 months. As with all alternative assessments, the Writing Observation Guide should not be used unless the content covered by the Guide's items has been taught. The Guide should fit with the curriculum. Students should be instructed on the Guide as an assessment of their writing skills and should be knowledgeable about the items included on the Guide (e.g. uses a thesaurus). If the student has not had writing instruction that includes the content covered by the Guide, then its use is not appropriate.

Writing Observation Guide

Student: _____ Name of Rater: _____

School: _____ Grade / Course: _____

Rating: 1 = no evidence
2 = minimal evidence
3 = seen often / some evidence
4 = seen all the time / much evidence

Date for each rating				
Writing Behavior	**1 st rating**	**2nd rating**	**3rd rating**	**final rating**
uses a variety of prewriting strategies				
shares first drafts with teachers				
shares first drafts with peers				
responds orally to conference questions				
changes words to clarify meaning				
adds information to clarify meaning				
adds descriptive words and phrases				
uses a dictionary or word lists				
asks peers or teacher for synonyms and other words				
uses a thesaurus				
reorganizes sentences for clarity				
reorganizes paragraphs for clarity				
combines sentences				
restructures sentences for variety				
identifies spelling errors				
identifies grammar errors				

Instructions for Using the Editing Checklist

The Editing Checklist is a self-assessment designed to be used by students who are learning to write. It is an alternative assessment for early elementary grades and should not be used in isolation. It should fit with the curriculum and instructional methods used to teach writing. The student should be familiar with the assessment and have used it in the past to edit writing assignments. It should be used with a variety of types of writing (letters, stories, etc.) and in a variety of contexts (language arts, math, science, etc.).

Have the student complete the checklist for a recent piece of writing. Attach the Checklist to the writing. A score is usually not calculated for this assessment. It is used to help the student identify problems and make changes based on the self-assessment.

Editing Checklist

Name_____

Date _____

Grade _____

Title_____

- ❑ I read the story to myself and it makes sense.
- ❑ I read the story to a friend. _____
- ❑ I checked my spelling. These are the words I corrected:
    1.
    2.
    3.
    4.
    5.
- ❑ Every sentence starts with a capital letter and ends with a period (.), exclamation point (!) or question mark (?).
- ❑ I marked where I want pages to start.

Instructions for Using the Writing Self Assessment Questionnaire

The Self-Assessment Questionnaire is a writing process checklist that is designed to be completed by the student who has been instructed using a writing process method. The student has learned to write by focusing on more than simple mechanics and considers the topic, organization, and content of the writing as well as mechanics. As with all alternative assessments, it should be linked seamlessly to the curriculum. Students should be familiar with the assessment and have used it to rate their own writing material. The Self-Assessment Questionnaire should be used for a variety of types of writing (letters, essays, stories, technical writing, etc.) in a variety of contexts (language arts, science, math, etc.).

Have the student choose a piece of writing to rate using the Self-Assessment Questionnaire. Make sure the student fills in the information on the top including name, date, and the title of the writing piece that is being rated. The Questionnaire should be used throughout the school year by the student to track progress and to identify skill areas that may need to be improved. It can be used by students in grades 4 through 12, as well as, by adult learners. Attach the Questionnaire to the piece that was rated after the student has completed the form.

The Self-Assessment Questionnaire can be scored by assigning a value of “2” to each yes response, a “1” to each some response and “0” for the no responses. Add all the ratings together for a total score.

Writing Self Assessment Questionnaire

Name_____

Date _____

Title _____

	yes	some	no
TOPIC			
Is my topic interesting?			
Did I prewrite to gather ideas?			
Have I kept to my topic?			
Do all my paragraphs relate to my topic?			
Does my title relate to my topic?			
ORGANIZATION			
Does my introduction grab the reader's attention?			
Did I organize my writing into paragraphs?			
Does my conclusion summarize the topic?			
CONTENT			
Did I use descriptive words?			
Did I use synonyms so that I did not use the same word too often?			
Is my point of view consistent?			
Did I combine short, choppy sentences?			
Did I break up sentences that were too long?			
Did I make changes based on suggestions from others?			
MECHANICS			
Did I locate and correct misspelled words?			
Did I choose the correct spelling of homonyms?			
Did I check punctuation marks?			
Did I capitalize proper nouns?			
Do all sentences have subject verb agreement?			
Do possessives agree?			
Have I pluralized words correctly?			

Instructions for Using the Developmental Scale of Writing for English Language Learners: St. Paul Writing Rubric

This is an analytic writing rubric designed to assess writing samples in three different areas: content, organization, and mechanics. It is an alternative assessment and should be linked to the instructional strategies and curriculum used to teach writing. Although only one rater can score a sample, ideally, a sample should be scored independently by two raters. A score is given for each of the areas by each of the raters.

Prior to using the assessment, students should be introduced to the rubric and how it is used to judge a piece of writing. The rubric should be used for a variety of different types of writing (essays, stories, letters, technical writing) in different subject areas (math, language arts, social studies). It can be used for elementary, secondary, and adult learners.

Choose a piece of writing that is typical for the student and record the date, the student's name, grade / course, and the names of the raters at the top of the form. Record the scores for each of the areas in the appropriate boxes. Raters should rate independently and a third rater should be used when scores disagree by more than one point. The rubric provides descriptors for stages 1, 3, and 5. Stage 2 and 4 ratings do not have descriptors. Attach the scoring sheet to the sample of the student's writing when complete. There are boxes on the form for two different dates or two different work samples. The student's progress can be tracked over time if the rubric is used approximately every 6- 8 weeks.

Developmental Scale of Writing for English Language Learners
St. Paul Writing Rubric

Student _____ Grade / Course _____

Date: _____ Date: _____

Name of Raters _____ Name of Raters _____

	Rater 1	Rater 2
Content		
Organization		
Mechanics		

	Rater 1	Rater 2
Content		
Organization		
Mechanics		

Scoring Rubric for Developmental Scale

Content:: Response to topic, details and examples
Organization: Paragraph and topic sentences, transitions
Mechanics: Sentence variety, word choice / vocabulary, grammatical forms, spelling, capitalization, punctuation

A score of:

Stage 1: Indicates beginning skills in the development of the writing process
Stage 2:
Stage 3: Indicates marked development from Stage 1
Stage 4:
Stage 5: Indicates readiness to enter a transitional mainstream program in writing skills

STAGE 1	STAGE 3	STAGE 5
CONTENT		
• limited response to topic • writing is repetitious • very brief • responds with simple ideas	• basic understanding of topic • responds to topic with a stated or implied controlling idea • uses some supporting details and examples • writing is straight forward and basic	• understands and responds to topic • controls the topic: does not stray • includes a variety of supporting details and interesting examples • writing engages the reader
ORGANIZATION		
• attempts an introduction and conclusion • shows little or no evidence of paragraphing • uses few transition words	• shows a sense of a beginning, middle, and end • writes at least one paragraph • uses an occasional transition word	• includes an introduction and conclusion • writes more than one paragraph • uses transition words appropriately
MECHANICS		
• simple sentence structure, little variety • limited vocabulary • many misspelled or missing words • incorrect or missing punctuation • frequent errors in verb, noun, pronoun, and prepositional usage	• evidence of some sentence variety • includes some descriptive words • some misspelled or missing words • some incorrect or missing punctuation • has some errors in verb, noun, pronoun, and prepositional usage	• includes sentence variety • descriptive words skillfully used • few misspelled or missing words • few punctuation errors • has some errors in verb, noun, pronoun, and prepositional usage

Chapter 8: Planning the Assessment, Eligibility Comments

At this time, the team has made the decision to refer the student and ready to prepare an evaluation plan and obtain parent consent. They are facing the second key decision:

Key Decision Two: Can traditional evaluation procedures be used or does the team need to adapt procedures given the student's background? If so, how should procedures be adapted?

The team should begin by reviewing the prereferral procedures outlined in Chapter 6 and the prereferral checklist reproduced here. If any areas were not completed during prefererral, the team should include those as part of their evaluation plan. It is particularly important to have the following components:

- Educational history
- Native language development and current skills
- ESL progress and current skills
- Current educational environment

This information is needed in order to establish eligibility and rule out exclusionary factors. If sufficient information was not gathered during the prereferral process, the special education team will need to fill in the gaps during their formal evaluation procedures.

Steps in Planning an Evaluation for an ELL

1. Identify the interpreter or cultural liaison who will assist with the evaluation and with due process (See Chapter 5, Cultural liaisons, Interpreters and Translators).
2. Review existing information from the *ELL Educational History* and the *ELL Student and Family Background* and identify additional information that is needed.
3. If a direct assessment of native language was not conducted during prereferral, identify informal procedures or standardized instruments that will be used as part of the special education evaluation.
4. Identify other domains that will be assessed.
5. Based on language information, plot student on the chart describing *Types of Language Speakers*.

6. Based upon Type of Language Speaker and other information, form hypothesis for evaluation.
7. For the domains of intellectual functioning and communication, refer to recommendations for the type of communicator found on the *ELL Evaluation Matrix*.
8. Review recommendations for specific domains of assessment: achievement, communication, intellectual functioning, social/emotional functioning (Chapter 9-12).
9. When selecting standardized instruments to use as part of the evaluation, refer to the *Test Selection Checklist* and determine whether the instrument is valid, considering the language and cultural background of the student.
10. Referring to the *ELL Sociocultural Checklist*, identify other diversity factors that may impact evaluation.
11. Complete "Notice of Evaluation/Evaluation Plan," making note of planned modifications to standardized instruments, including the use of an interpreter.

Reminders for Working with Cultural Liaisons and Interpreters

If members of the special education team are not experienced in working with an interpreter, they should review the information found in Chapter 5, Cultural Liaisons, Interpreters and Translators. Here are some other specific points to keep in mind when planning the evaluation.

- Prior to the evaluation session, the person who will conduct the assessment should contact the interpreter and brief him/her about the purpose of assessment and materials that will be used.
- If the interpreter has little or no prior experience with the assessment materials, the examiner is advised to meet with the interpreter in person prior to the session to review the purpose, materials, and procedures.
- If a different interpreter will be used for the assessment than was involved in the prereferral, he/she should have an opportunity to review the home/family interview and other background information.
- If the examiner has questions about individual items on the test, he/she may discuss these items with the interpreter either before or after administration.
- If the school employs a cultural liaison/interpreter, consider utilizing this person to carry out a structured observation of the student's behavior while interacting with same-language peers (depending on the areas being evaluated).

Recommendations for the Domains of Assessment

Draft recommendations for evaluating communication are found in Chapter 10 and draft recommendations for mental health and social/emotional functioning are found in Chapter 12. Guidelines for intellectual functioning and achievement are being and will be posted online as the drafts are completed.

Comments on Eligibility Determination and Documentation

A final chapter on eligibility determination will be added after chapters on domains of assessment are completed. During the interim, team members may refer to the criteria checklists found in the original *Reducing Bias in Special Education Assessment* manual for

guidance. In addition, the following materials are included at the end of this chapter to assist teams with eligibility determination and documentation:

- Policy letter on determining eligibility for ELL
- Due process checklist, modeled on the checklist used by the Division of Accountability for conducting file reviews as part of special education monitoring

Prereferral & Evaluation Planning Checklist for ELL

This checklist will usually be used by ESL teachers, general education teachers, bilingual staff or others who are involved in making referrals for special ed evaluation.

Area 1: Educational history

Check if completed. ☐

Significant findings:

Area 2: Current English language skills and progress compared to similar peers

Check if completed. ☐

Significant findings:

Area 3: First language development and current skills

Info Source: Parents ☐ *Check if completed.* ☐

Bilingual staff ☐

Direct assessment ☐ (optional at prereferral, usually required for evaluation)

Significant findings:

Area 4: Family and cultural background, basic health and developmental history

Check if completed. ☐

Significant findings:

Area 5: Current educational environment and issues

☐ *Check if completed.*

Significant findings:

Interventions and results:

Recommended actions:

Types of Language Speakers

Communicator	*Description*
Fluent in Another Language	➢ Student uses native language exclusively. ➢ Speaks the native language proficiently, relative to age and cognitive ability. ➢ May read and write in L1, depending on access to education. ➢ Young students are still acquiring vocabulary and syntax in the native language and have not learned to read yet. ➢ Adults and children in the family all speak the native language proficiently. ➢ Very young students and older students with limited education have not yet developed CALP in the native language; ➢ Native language use has not deteriorated through assimilation to another culture and language. ➢ Input in the language has been rich and unbroken with lots of opportunities to hear and use the language. ➢ Has not had enough English input to begin acquiring the language yet.
Partial Bilingual	➢ Student was raised hearing two or more languages. ➢ Input in both languages has been variable. ➢ Speaks more than one language but lacks rich, extended vocabulary and syntax. ➢ Has not developed cognitive academic language (CALP) in either language. ➢ Often depends on others to communicate for him / her. ➢ May have difficulty acquiring literacy skills in either language as CALP is not well developed. ➢ Is not making progress in the acquisition of English in the classroom. ➢ Has not acquired academic skills in content (math, science, etc.).
Developing Bilingual	➢ Student uses both languages although they prefer or are more competent in their native language. ➢ Speaks native language fluently and may read & write. ➢ Very young students are still acquiring vocabulary and syntax (the organizational rules of the language) and probably have not learned to read yet in L1—these students will not have CALP in L1 fully developed.

	➢ Adults and other children in the family all speak the same language proficiently. ➢ The language use has not deteriorated through assimilation to another culture and language. ➢ Has beginning English language skills. ➢ Student has acquired some basic academic skills and content in the first language and has transferred the use of those skills to learning English. ➢ Has made progress comparable to peers in English acquisition.
Receptive Skills in a Language Other Than English	➢ Student speaks English and may have been exposed to another language in the home and community. ➢ Speaks, reads and writes English (depending upon the student's developmental age). ➢ Has limited receptive skills (listening, reading) and no / few expressive skills (speaking, writing) in a language other than English. ➢ Adults in the household may speak another language but do not use the language enough with the student to promote language development. ➢ The student may no longer live in a home where L1 is spoken (for example, adopted children) and may thus retain some receptive knowledge but have no expressive skills. ➢ Adults and other children in the family may speak English and the other language with limited proficiency. ➢ The language other than English may be used only in specific contexts (e.g. in church). ➢ The language other than English may have declined through assimilation and may not be used by many household members. ➢ The student may have some problems with English language development –the extent of the use of the other language should be explored.
Social / Regional English Dialect Speaker	➢ Student uses a regional, social English dialect or Creole. ➢ Adults in the household and surrounding community speak a variety of English that is different from the English used in the American classroom. ➢ The student may have limited of formal English as used in the United States. ➢ The student's English language shows the strong influence of other languages in phonology, syntax, and morphology. ➢ The student may have some problems with classroom English language development especially in the acquisition of literacy skills.

	➢ The student is missing cognitive academic language proficiency (CALP). ➢ The student may have difficulty acquiring academic skills in math, science and classroom English. ➢ An interpreter may not be needed to assess the student.
English Monolingual	➢ Student speaks English only and has had minimal exposure to another language or dialect early in life. ➢ Speaks, reads and writes English (depending upon the student's developmental age). ➢ All household members speak English and no other language or dialect is spoken. ➢ Student may have some problems with English language development and assessment questions should be logically derived from the type of difficulties the student is experiencing. ➢ There may be evidence of some cultural differences or language interference if the student was adopted after infancy. ➢ Student may have problems with academic skills in other content (math, science, etc.).
Bilingual	➢ Student uses two or more languages proficiently. ➢ Proficiency in all four language modalities for both languages occurs at developmentally appropriate ages. ➢ Other household members may be proficient in both languages. ➢ If the second language was learned after puberty, there may be an accent in speaking. ➢ Student is able to code switch appropriately with others who are bilingual. ➢ Student may have problems with academic skills and content. Check the student's acquisition of academic content in their first language.
Limited Communicator	➢ Student has cognitive or physical impairments that affect communication in any language. ➢ Student uses assistive devices to communicate as a result of physical or cognitive disabilities. ➢ Other members of the household have learned to communicate using accommodations specific to the student's disabilities. Household members may use L1 as well as English to communicate. ➢ Student may have receptive skills in L1 and/or English. ➢ Language proficiency, in any language(s) may be constrained by the disabilities and the student may not be proficient in all four modalities.

ELL Language Matrix
For Special Education Evaluation

Special Education laws and rules require students to be evaluated in "the language normally used by the child in the home or learning environment" (CFR 300.19). Because of the wide range of skills that English language learners have, it can be difficult to decide when and how to use a student's native language and when to use English. This matrix is designed to help teams plan for the use of native language and English in the assessment process. After gathering information about the student's skills in the first language and in English, the team can refer to this matrix for recommendations on how to best gather assessment data given the student's language background. Teams should also refer to specific recommendations for the various domains of assessment found in the *ELL Companion to Reducing Bias*.

The recommendations for assessment on this matrix are mainly applicable to domains such as intellectual ability and communication. Best practice indicates that achievement skills such as reading should be assessed in the language(s) in which a student has received instruction; teams may need to use native language to explain procedures and give directions. In the social/emotional domain, language use depends on from whom information is being gathered (i.e., use father's native language for a parent interview).

The types listed are typical of how students will present at a specific moment in time. With the exception of "developing bilingual," these types are not progressive: a student who is **Fluent in Another Language** will not necessarily progress through the **Partial Bilingual** type or **Non-English receptive** type**.**

Types of Language Speakers	Use of Language in Special Education Assessments
1. Fluent in Another Language: only exposed to native language; uses native language only; age appropriate fluency* in native language; non or extremely limited English speaker. ***fluency may vary according to the student's cognitive ability. For example, a Hispanic student with cognitive impairments may be judged as a developing bilingual if general communication skills are good, even though Spanish skills are not equal to those of non-disabled peers.	a. Assess primarily nonverbally and in L^1: b. use appropriate L^1 standardized test if available (may use monolingual norms); c. emphasize use of nonverbal tests and tasks (intellectual); d. consider purpose of subtests and make limited use of selected verbal tasks in L^1 with interpreter (do not score); e. use testing of limits procedures; f. utilize tasks that allow student to show learning and problem solving (additional examples, test-retest, dynamic procedures); g. use pragmatic protocols or tasks designed to demonstrate functional uses of language (communication domain).
2. Partial bilingual: raised speaking two or more languages (simultaneous acquisition) but appears to have limited receptive/expressive skills in both. Doesn't appear to have a stronger or dominant language. Key question is whether limited language skills are the result of lack of opportunity or disability affecting communication. Student may code-mix or code switch.	a. formulate hypothesis concerning apparent limited language acquisition; b. assess in both languages: use standardized L^1 instrument if bilingual norms c. consider use of B-VAT d. observe for preference in settings with speakers of both languages e. gather detailed information about student's language use and language use in the home f. rate opportunity to learn native language g. if stronger or preferred language can be established, begin with it and use testing of limits procedures in 2^{nd} language;

	h. allow student to respond in either language during session, noting language of response; i. anticipate split between home and school vocabulary and skills; j. utilize tasks that allow student to show learning, problem solving (test-retest, dynamic procedures); k. look for growth in communication skills over time in both languages; l. gather language samples in different settings and with different conversational partners m. make sibling comparisons n. analyze code-mixing and code-switching o. compare errors in English vocabulary or usage to see if caused by interference with L^1 p. compile assessment data to develop profile of knowledge and skills (may have skills in one language but not other) q. if SLD suspected, gather information on information processing from parents and ESL/bilingual staff
3. Developing bilingual: *fluent in L^1 and in process of acquiring English as a second language (sequential acquisition). May or may not have literacy skills in L^1. This student seems to be making good process in learning English but has difficulties in some areas. *****definition of fluency may vary according to the student's cognitive ability. For example, a Hispanic student with MI may be judged as a developing bilingual if general communication skills are good, even though Spanish skills are not equal to those of non-disabled peers.	a. formulate hypothesis concerning nature of student's problems (different than partial bilingual b. assess in both languages -- extent of English use will depend upon amount of exposure, amount of instruction and fluency c. use L1 standardized instruments , determine whether monolingual or bilingual norms appropriate (depends on age and length of exposure to English) d. utilize B-VAT e. emphasize use of nonverbal tasks (intellectual) f. make limited use of verbal tasks in English and in L^1 g. try to focus on one language at a time – if this is difficult, allow student to respond in either language noting language of response h. compare errors in English vocabulary or usage to see if caused by interference with L^1 i. use testing of limits procedures j. analyze code-mixing and code-switching k. anticipate split between home and school vocabulary and skills l. consider language background when interpreting and presenting results m. if SLD suspected, gather information on information processing from parents and ESL/bilingual staff
4. Non-English receptive: English speaker who has been exposed to another language; has some receptive but few or no expressive skills in that language; English usage may be influenced by other language. (Note: this category may include foreign-born adopted children.)	a. Assess primarily in English b. only assess in L^1 if done immediately upon arrival c. consider language background in selecting procedures d. check receptive knowledge in other language if appropriate (if student recently adopted)

	e. compare errors in English vocabulary or usage to see if caused by interference with other language f. recheck errors or gaps in other language if appropriate g. consider language background when interpreting and presenting results.
5. English dialect: uses regional or social dialect; may have difficulty with standard, academic language.	a. Consider dialect or variety of English to be student's native language. b. Allow alternate responses to accommodate differences in vocabulary. c. Use supplemental nonverbal measures to more accurately establish range of intellectual ability. d. Collect language samples of student interacting with another student of similar background. e. Ask language/cultural expert to review and rate language samples. f. Focus on functional use of language. g. May classify student as a Fluent Speaker of Another Language, Partial Bilingual or Developing Bilingual and follow suggestions for type.
6. English monolingual: uses standard English. No exposure to another language.	No accommodation needed. May need to consider cultural influences on student knowledge and performance.
7. Bilingual: fluent in two languages; may code-switch among other bilinguals. Able to codeswitch depending on social context and conversation partners. True bilingualism is evidence of highly developed communicative skills.	*a. Not often referred!* b. Assess in both languages beginning with preferred c. Use appropriate L^1 standardized test if available and normed on bilinguals d. consider language background in selecting procedures e. focus on one language at a time – if this is difficult, allow student to respond in either language noting language of response f. use testing of limits procedures g. recheck errors or gaps in other language h. anticipate split between home and school vocabulary and skills i. if student code-switches, analyze when, with whom, and how j. consider language background when interpreting and presenting results.
8. Limited communicator: ability to communicate in any language affected by cognitive or physical anomalies; may use alternate communication mode, communication devices or assistive technology.	a. Follow assessment recommendations and make appropriate accommodations for suspected disability area b. Assess receptive skills in all languages student is exposed to c. Assess expressive skills as appropriate given the student's situation.

Minnesota Department of Education

Test Selection Checklist

Name	Instrument .....
Date ..... Position	Publication Date .....
Agency/School.....	Agency/School .....

Instructions for Use: The following checklist is used to gauge the appropriateness of standardized instruments for individual students. If there are questions regarding the appropriateness of items for diverse students, consult with a cultural representative. In districts with large numbers of diverse students, practitioners are recommended to utilize this checklist on a periodic basis to review all instruments in current use, thus generating a list of recommended instruments for American Indian and African American students in the district. Practitioners are also recommended to utilize this checklist when selecting new instruments for purchase.

Indicate the status of this instrument based on the following items…	Characteristic of this Instrument	Not a Characteristic of this Instrument	Need More Information
1 The specific purposes of this instrument are clearly defined.	☐	☐	☐
2 The instrument has been validated for the purposes for which it was designed.	☐	☐	☐
3 The limitations of the instrument are described in the manual.	☐	☐	☐
4 This instrument is the most current edition and includes the most recent normative sample.	☐	☐	☐
5 The test manual describes differences in test performance across, racial, cultural, linguistic, or socioeconomic groups.	☐	☐	☐
6 An item-by-item analysis has been made of the instrument from the framework of cultural and communication characteristics of diverse cultural groups.	☐	☐	☐
7 The instrument does not rely on vocabulary or visual materials that are culturally-specific, regional, colloquial, or archaic.	☐	☐	☐
8 The instrument does not rely on receptive and expressive standard English to measure nonlanguage abilities.	☐	☐	☐
9 An equivalent form of this test is available in another language, using a dialect and normative sample that are similar to the local population..	☐	☐	☐
10 The instrument does not penalize students with physical or sensory disabilities.	☐	☐	☐
11 The norms for this instrument were developed within the last ten years.	☐	☐	☐
12 The normative sample characteristics reflect the general characteristics of students who will be administered this instrument, including students of LEP background.	☐	☐	☐
13 The instrument takes differences in cultural values and adaptive behaviors into account.	☐	☐	☐
14 The instrument clearly describes expected demands of students (e.g., reading level, response type, test-taking behaviors).	☐	☐	☐
15 The instrument clearly describes the response type expected of students (e.g., oral, paper, and pencil).	☐	☐	☐

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MINNESOTA DEPARTMENT OF

Children, Families & Learning

MEMORANDUM

To: Directors of Special Education

From: Norena A. Hale, Ph.D.
Director
Division of Special Education

Thomas J. Lombard, Ph.D.
Manager
Division of Accountability and Compliance

Subject: Determination of Eligibility for Limited English Proficient Students

Date: April 6, 2001

Over the past few years, special education directors and staff have frequently asked for guidance in the determination of special education eligibility for English Language Learners (ELL) or Limited English Proficient (LEP) students for specific learning disabilities or other disabilities. This is of particular concern when staff members modify the administration of standardized tests through use of interpreters or through other means, thus limiting the validity of derived scores. As in the past, the Department's position in the case of LEP students is that the use of alternate procedures and sources of data for the purpose of reducing bias in eligibility determination does not constitute an override of state eligibility criteria so long as all criteria components are addressed. However, the override process can serve as a decision-making model as outlined below. The Division of Special Education offers the following additional guidance:

- When determining eligibility for a disability category for a student who is LEP, teams must address all parts of the eligibility criteria, including exclusionary factors.
- When working with LEP students, teams should gather additional evaluation data to supplement and support data gathered through standardized tests.
- If teams determine that standardized test scores are not valid for an LEP student, the team is recommended to follow a decision-making procedure similar to that found in Minnesota Rule 3525.1354 (complete reference attached). This decision-making procedure allows the team to document all types of data that were gathered and considered as part of the

eligibility determination. Following this practice will also help districts ensure that they are in compliance with requirements to conduct fair, unbiased and comprehensive evaluation procedures.

Decision-Making Model

The team's evaluation report should contain the following information for all criteria components:

1. information explaining why procedures used with the majority of pupils resulted in invalid or inconclusive findings for this pupil;
2. a summary of the data that were used to determine that the student has a disability. This may include "test scores, work products, self-reports, teacher comments, previous testings, observational data, ecological assessments; and other developmental data." In addition, the summary should describe any modifications made during the administration of standardized procedures including the use of interpreters (34 C.F.R. § 300.532 (c) (2)).
3. An indication of which data sources had the greatest relative importance for the eligibility decision.

The Division of Special Education provides ongoing technical assistance to districts and professional organizations regarding appropriate materials and methods for evaluating English Language Learners. Written evaluation guidelines are also in the process of being updated. For further information concerning the contents of this memorandum or other technical assistance needs, please contact Elizabeth Watkins at 651-582-8678 (elizabeth.watkins@state.mn.us).

Checklist for Nondiscriminatory Evaluation of ELL and other Culturally Diverse Students

Part 1 – Evaluation and Eligibility

Part 2 – Due Process and Parent Involvement

Note: Law and rule require districts to carry out nondiscriminatory procedures. Many of these procedures are defined in best practice literature. An asterisk * indicates that an element represents best practice and not a specific legal requirement.

Part 1 – Evaluation and Eligibility

A. Federal and State References: See Chapter 2, Legal Requirements

B. Checklist for Nondiscriminatory Evaluation and Eligibility Determination

There are 3 key decision points where documentation of nondiscriminatory evaluation and eligibility procedures may be found:
1. prereferral/referral determination
2. evaluation plan
3. eligibility determination

The Evaluation Report documents the implementation of the nondiscriminatory practices outlined in the evaluation plan as well as nondiscriminatory eligibility determination. As such, it is a critical record of how the student was evaluated and found to have a disability.

1. Prereferral/Referral determination

Types of Documentation:

□ Evaluation Report
□ *district prereferral form
□ *Sociocultural checklist

Required elements: □ 2 documented interventions

*Best practice:

□ file includes information to support decision that the learner's difficulties are not due to race, cultural or language differences and that a special education evaluation is therefore warranted.

□ district has a prereferral form with background information such as:
- □ race/ethnic background
- □ native language; languages used by family members
- □ current use of native language/native language proficiency (ELL only)
- □ English language proficiency (ELL only)
- □ educational history
- □ health/developmental history

□ family composition
□ relevant information about student's experiences or living situation (environment, socioeconomic issues, etc.)

□ file includes *ELL Student and Family Background Form* or similar information
□ file documents contact with parents prior to referral
□ file documents involvement of a cultural liaison prior to referral
□ file includes Sociocultural Checklist from *Reducing Bias in Special Education Assessment*

2. Evaluation Plan

Documentation: □ Notice of Educational Evaluation/Reevaluation Plan

Required elements:
□ parent information
□ special factors for assessment, including behavior, limited English proficiency, vision impairment, hearing impairment, assistive technology, race, or culture (also environment).
□ types of staff that will carry out the evaluation (psychologist, speech clinician, etc.), including interpreter/translator or cultural liaison
□ includes all procedures, including informal or supplemental procedures
□ describes any planned adaptations of standard test administration procedures (ex., testing of limits)

*Best practice
□ states student's race/cultural/ethnic background and native language
□ team uses Test Selection Checklist to determine suitability of specific tests
□ for native English-speaking minority students, plan includes use of a standardized intellectual ability battery plus at least one additional nonverbal measure plus at least one additional supplemental measure of intellectual ability such as test-teach-retest
□ team includes cultural liaison or person with knowledge of the student's race and cultural background
□ for ELL, team includes ESL/bilingual education teacher, bilingual home-school liaison or other person with knowledge of first and second language acquisition
□ for ELL, plan includes evaluation of intellectual functioning and communication in both
native language and English
□ for ELL, plan includes evaluation of academic achievement in language(s) in which the student has received instruction with interpreter used as needed for directions, etc.
□ for all students, plan includes more than one observation, including observations conducted by cultural liaisons and/or ESL/bilingual education staff in several settings and with different groups of peers

3. Evaluation Results and Eligibility Determination

Data source: □ Evaluation Report
□ *Criteria checklists from *Reducing Bias*

Required elements:

□ Parent information
□ Information about student's race, cultural and language background
□ For each area assessed, a statement of professional judgment as to the validity of the standardized testing procedures given the student's race, cultural and language background
□ Description of all sources of evaluation data, including informal and supplemental procedures
□ Description of any adaptations made to standardized test procedures, including use of native language interpreter or testing of limits procedures
□ Data to support the team's finding that limited English proficiency is not the determinant cause of the student's performance problems in school
□ Data to support the team's finding that lack of instruction in reading or math is not the determinant cause
□ Data addressing all elements of criteria

*Best practice:

□ file includes a criteria checklist from *Reducing Bias in Special Education Assessment*.

Part 2: Due Process and Parent Involvement

A. Federal and State References: see Chapter 2, Legal Provisions.

B. Checklist for Due Process and Parent Involvement

Documentation:
- □ Copies of notices provided to parents
- □ Parent Rights and Procedural Safeguards
- □ *phone logs or other documentation of parent contacts
- □ *written documentation that materials were interpreted orally
- □ inclusion of interpreter or cultural liaison on team logs
- □ *district form documenting parent preference for language and mode of communication
- □ *district form documenting oral interpretation

Required elements:
- □ notices given in parents' native language and/or mode of communication
- □ interpretation provided during IEP and other team meetings
- □ contents of Evaluation Report and IEP provided to parents in their native language in written translation or oral interpretation

*Best Practice:
- □ District asks parents their preference regarding language and mode of communication and documents preference in file
- □ District asks parents if they would like to have a cultural liaison and documents their response
- □ District tape records oral interpretation of materials so that parents have a record of the information for future reference
- □ The interpreter is present at interactions with the parents (as opposed to interpretation via telephone)
- □ Interpretation and written translations are prepared by qualified personnel with training in special education
- □ Indian home-school liaisons, ESL teachers and/or other cultural liaison staff are team members and attend meetings routinely

Chapter 9: Evaluating Communication Skills in Bilingual Students: Important Considerations on the Role of the Speech-Language Pathologist

Contributed by Dr. Jose Centeno, St. John's University, New York

Chapters throughout this manual have discussed different factors that have an impact on the communication skills of English Language Learners (ELLs), also referred as culturally and linguistically diverse (CLD) or bilingual students in the literature. In particular, issues concerning cultural and racial diversity (ch. 3) and language development (ch. 4) were addressed. In this chapter, we will apply information from these chapters to the implementation of culturally and linguistically-realistic speech/language assessments in ELLs. The main goal of this chapter is to provide guidelines that would allow speech-language clinicians to separate language differences, resulting from bilingualism factors, from genuine language disorders and, in turn, make appropriate referrals for remediation. The key questions we will be addressing in our discussion here are:

1. How do cultural diversity and bilingual language development in ELLs have an effect on the diagnostic procedures used by speech-language pathologists to assess these students' communication skills?
2. How do speech-language pathologists select the most appropriate diagnostic procedures for ELLs?
3. Once speech-language clinicians gather all diagnostic information, how do they interpret it to make accurate diagnostic observations and decide if remediation is needed?

We next discuss the answers to the above questions in the following sections as we describe approaches for speech-language pathologists to plan evaluations and interpret diagnostic results when testing ELLs' communication skills. At the end of this chapter, we will conclude with some final remarks summarizing our discussion and our answers to the above questions.

A. Background language history: How did the student learn both Languages?

A realistic speech/language evaluation requires the careful and systematic interviewing of the client and his/her close relatives. In the case of bilingual students, in addition to the information collected on the student's social, educational, and medical history, their language background deserves our attention in order to understand the language experiences that shaped the student's language development. Earlier in this manual (Ch.4), we noticed that language development in bilingual students is a complex and highly individual process in which both first (L1) and second (L2) languages might not be equally present in each student's life. Both languages might be used in different situations (conversation vs. school work), in different ways (using L1 to speak vs. using L2 to both speak and write), etc. In addition, the bilingual student's language skills reflect socioeconomic circumstances involving learning environments and educational opportunities that are different from the traditional middle class context (Garcia, 1999). For this reason, a language background interview should be administered to all relevant informants: the student (if the student is old enough to answer the questions), his/her relatives, and his/her teachers (Centeno & Eng, 2003). Questions should basically tap into the *where (formal and informal contexts), how (daily language routines), when (age), who (the speakers)* elements in the bilingual student's language history over time. Specifically, clinicians should explore the parents educational background and occupational history in order to investigate socioeconomic factors. Also, we need to tap into the beginning of L2 exposure and language use in the different areas relevant to the student's age and lifestyle (i.e., home, school, and community). For example, when did the student start learning L1 and L2? What language(s) the does the student use: with his/her parents, siblings, other relatives at home, friends? In the community? To read and write at home and at school? Also, how much of each language is employed in the classroom? (Centeno & Eng, 2003).

These questions are some examples of the possible ways that speech-language clinicians can examine the use of L1 and L2 throughout each bilingual student's life. Having access to this information is important because, first, the clinician can find out if a given test in its L1 or L2 version can be given to a bilingual student. Second, the student's experiences in both L1 and L2 will have an effect on his/her ability to perform on the areas evaluated by the test (e.g., vocabulary, sentence construction, understanding readings passages, etc.) (Centeno & Eng, 2003).

B. Informal language observations: How does the student communicate in conversation?

A crucial component in the evaluation of communication skills in all speakers, monolingual and bilingual persons included, is the observation of their *language skills, communication abilities, and behavior* during naturalistic, informal conversation. When a speech-language pathologist engages a client in conversation, the clinician is paying attention to the person's abilities to use vocabulary, sentences, narratives, and all other linguistic resources to convey different meanings appropriate for the person's age and sociocultural background. In addition, as part of these communicative skills, behaviors displayed during conversation are important to look at.

Regarding bilingual students, speech-language pathologists are interested in looking at the same areas above yet their particular focus is *the stronger language* used by the bilingual student for comprehension and oral expression. Also, special features of typical bilingual expression, such as *language mixing (e.g., code-switching), transfer, and dialectal forms*, should be described, if present. In general, language mixing refers to the use of both language, transfer between languages, and use of dialectical forms. Following are examples that could be used by a student who mixes Spanish and English:

- use of both languages: "I was standing near the car *cuando ella salió*"[I was standing near the car when she got out])
- transfer or use of L1 structure in L2 sentences: "Rita has 10 years" [Rita is 10 years old], as could be said by a Spanish speaker)
- dialectal forms consist of expressions resulting from the specific variety of English used in a community: "I had went" [I had gone] (see Hoffmann, 1991; Romaine, 1995).

On the last observation, it is important to mention that some bilingual speakers have a combination of bilingual features and dialectal features as part of both their bilingual background and use of dialectal expressions routinely employed by many people in their home communities (see Parker & Riley, 2000, for discussion on dialects).

Finally, during conversation, the bilingual student's *behaviors* are important to examine, as well. It is well known that nonverbal elements, such as eye contact, facial expressions, proximity to the listener, touching, and turn taking, are culturally-based (Goldstein, 2000). Obviously, the clinician should be aware of what is typical and expected for the student's background in terms of interpersonal skills and language use during routine dialogue (Anderson, 2002; Battle, 2002; Brice, 2002).

C. Formal language assessment: Is it possible to use formal tests with bilingual students?

The use of formal tests with bilingual students is a complex issue that essentially requires a realistic match between the bilingual student's language skills and the test's expected language knowledge. It is a common principle in clinical diagnosis that tests must, first, include the client in their normative or standardization sample and, second, use language that is known by the client. For bilingual students, these are areas in which formal tests show limitations since bilingual students have different language, cultural, educational, and socioeconomic backgrounds which have an effect on the language knowledge they bring to a testing session (Centeno & Eng, 2003). As a result, the validity of the test is compromised (Anderson, 2002). Several crucial concerns have been reported in the literature regarding the suitability of a formal test for the assessment of a bilingual student (Anderson, 2002; Chamberlain & Medinos-Landurand, 1990; Kayser, 1995; Langdon, 2002). These concerns can be summarized as questions that clinicians should keep in mind:

1. Does the test's *normative sample* include individuals sharing the bilingual student's age and socioeconomic background?

2. Does the test employ language (e.g., vocabulary, sentences, etc.) appropriate to the bilingual student's *cultural background*?
3. Does the test use *concepts* (e.g., daily routines, academic concepts, etc.) the student has been exposed to earlier in life?
4. Does the test employ language (e.g., vocabulary, sentences, etc.) appropriate to the bilingual student's *language background* (i.e., dialect of L1 used by student, degree of L1 or L2 proficiency)?
5. Regarding recent immigrant students, has the student been routinely exposed to the *behavioral expectations and procedures* (e.g., attention span, multi-step instructions, etc.) of a structured testing format?

Clinicians are expected to bear the above questions in mind even when employing tests that have been developed to assess bilingual students' language skills by evaluating them monolingually in each language. For example, the *Preschool Language Scale-4* (Zimmerman, Steiner, & Pond, 2002a, 2002b) and the *Clinical Evaluation of Language Fundamentals-3* (Semel, Wiig, & Secord, 1995; 1997) are two tests that exist in both English and Spanish forms yet they should be examined for possible biases and weaknesses as pointed out in the foregoing questions (i.e., inclusion of bilingual student in the normative sample depending on the student's background [i.e., Hispanic student from Cuba, Mexico, Puerto Rico, etc.], content, dialect, language proficiency in either L1 and L2, etc.)

Formal test modifications and adaptations: Changing test content and administration to minimize biases during the assessment of bilingual students is advised. Because the multilingual student population attending U.S. schools shows great cultural and linguistic diversity, developing formal tests that can universally be used with all of them is an impossible task. In addition, the constant influx of immigrants from different corners of the world coming to the U.S. forces us to have accessible and realistic ways to assess their children.

Often, we need to assess the bilingual students with the formal tests that we have. However, modifications of these tests are necessary to implement unbiased testing approaches and distinguish language differences from real language disorders (Centeno & Obler, 2001; Centeno &

Eng, 2003). These modifications may take the form of changes in content, tasks, and scoring procedures (Brice, 2002). Translations are not recommended since they might not reflect the actual content or structure of the bilingual student's L1. For instance, by translating "ice cream" into Spanish as "helado", we might not be presenting the same expression used by adults with the student since that item, due to dialectal variations, might be referred to as "cono de helado", "barquilla", "nieve", or, simply, "helado", in the student's Spanish dialect. Similarly, if we translate a sentence such as "the grandfather was kissed by the baby" for a student to identify in a picture in a comprehension task or to repeat in a sentence recall task, we will not be presenting a routine form of Spanish to the student since sentences in the passive voice are rarely used in spoken Spanish and they tend to be only found in formal written Spanish (Centeno, 2003).

Some examples of specific modifications include changing tasks, content, or scoring procedures (Brice, 2002; Centeno, 2003). Regarding the tasks, developing more practice items, rewording the instructions, continue testing beyond ceiling, and repeating the item more than what the test allows can be implemented. In terms of content, clinicians could change words or specific items to reflect the student's L1 dialect as discussed above. Finally, regarding scoring steps, clinicians are advised to score each language and provide raw scores separately to show dominance and overall combined raw scores to show the total language knowledge the student has and, in turn, language limitations. The last modifications obviously preclude the use of the norms provided by test and basically suggest the presentation of the student's language performance as a descriptive profile consisting of weaknesses and strengths (Centeno, 2003; Centeno & Eng, 2003).

Using interpreters: Since having a bilingual student who speaks a language unfamiliar to the speech-language staff is a common occurrence in many schools in multilingual urban centers, the use of interpreters is a frequent need. However, certain guidelines should be observed when employing an interpreter in the assessment process with a bilingual student (Anderson, 2002). First, a family member should not be employed due

to the close relationship between this person and the student and, in turn, obvious biases that might be brought into the process. Also, very importantly, interpreters should be trained in order to facilitate their understanding of their diagnostic role in the student's evaluation. Areas to be addressed in the training include ethical practices, professional terminology, understanding of the assessment protocol, and native or near-native language skills in the student's language and dialect (Anderson, 2002).

D. Putting it all together: What do these observations mean?

Going back to the three questions posed at the beginning of this chapter, this discussion has provided information to answer them. Our discussion has shown that the assessment of communication skills in ELLs or bilingual students is a complex task that requires a *wholistic approach* combining the collection of three major clusters of information: the student's language history, informal conversational observations, and formal language results. This information should be reviewed in conjunction with other reports available on the bilingual student (i.e., educational, medical, psychological, and social history) in order to have a whole picture on who the student is in terms of cultural, educational, socioeconomic, and language background. Our interpretation of both informal and informal language results is based on our understanding of this information to decide whether the bilingual student's language performance is the result of his upbringing, namely, language differences, or a real difficulty with language, namely, language deficits. Realistic referral for either language instruction or language therapy will be based on this distinction.

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Chapter 10 – Intellectual Assessment

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For more in-depth information, the following publications by Dr. Ortiz are recommended:

- Assessing Culturally and Linguistically Diverse Students: A Practical Guide by Robert L. Rhodes, Salvador Hector O. Ortiz, The Guilford Press, 2005.
- Essentials of Cross-Battery Assessment, 2nd edition, by Dawn P. Flanagan, Samuel O. Ortiz and Vincent C. Alfonso, John C. Wiley & Sons, 2007.

Tools:

- Multidimensional Assessment Model for Bilingual Individuals (MAMBI)
- Culture-Language Test Classification matrix (C-LTC)
- Culture-Language Interpretive Matrix (C-LIM)

Introduction

There may be few tasks facing school psychologists that are as difficult as fairly evaluating the cognitive abilities and intellectual functioning of individuals who are culturally and linguistically diverse. The failure to assess the abilities of diverse individuals in an equitable manner has been identified as one of the reasons for the disproportional representation of various minority groups in special education placements. This means that some individuals probably have been mistakenly identified as having a disability when in fact they do not. Likewise, inequitable evaluation has led to under-representation which suggests that some individuals who have a disability and are in need of services have not been so identified.

For those who work with school-aged children, IDEA 2004 is the most important national legislation that addresses the issues related to nondiscriminatory assessment and governs evaluation of individuals who are suspected of having a disability. IDEA 2004 reiterated the longstanding requirement that "procedures used for evaluation and placement of children with disabilities not be discriminatory on a racial or cultural basis" (Section 612(a)(6)(b) of the Act). Compared with assessments of students who are native English speakers and who are raised in mainstream U.S. culture, the process is anything but straightforward. Among other things, it is hampered by the lack of appropriate tools that are indeed not discriminatory. The requirement in IDEA 2004 represents a noble intent but it is one that simply cannot be attained. Every method, tool, procedure, and process employed in the evaluation of diverse children carries with it some degree of bias. More to the point, it is the evaluator who represents the most biased aspect of any evaluation. Although the intentions in evaluation are reasonably clear, nondiscriminatory assessment remains an elusive goal.

Goals of Nondiscriminatory Assessment

Although nondiscriminatory assessment is viewed in the larger sense as a process designed to reduce disproportionate representation, **the actual goal has more to do with differentiating cultural and linguistic difference from disorder.** It is important to understand that the focus of nondiscriminatory assessment rests on the issue of fairness and equity and should not be seen as methods that are simply intended to promote more racial balance in special education. In this sense, true nondiscriminatory assessment is really something that can be used for all children, not just those who are culturally and linguistically diverse. Practitioners are advised to engage in these practices because they result in better evaluations and consequently better decisions about educational programming, not because they meet legal requirements or change the ethnic composition of children in special education.

Providing the type of evaluation that is necessary and required is too often seen as the search for the "right" tool or the "best" method. In addition, because of the obvious nature of communication, most of the attention given to attempts at reducing bias in assessment is related to language. That is, a great deal of concern is paid to methods that will provide an

evaluation that is conducted in the student's native language. This notion is perhaps reinforced by another specification in IDEA 2004 that requires agencies to "provide and administer assessments in the child's native language, including ensuring that the form in which the test is provided or administered is 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 provide or administer the assessment in this manner." This mandate actually expands the old provision but the wording regarding "native language" often misdirects evaluation efforts toward native language assessment as the primary strategy for providing a fair evaluation. Language is only a part of the problem and the culturally discriminatory aspects of evaluation must be paid at least equal attention. In fact, it has been suggested that cultural issues, not linguistic ones, represents the most important factor in being able to conduct fair assessments and that evaluation in the student's native language often does little to reduce actual bias (Flanagan & Ortiz, 2001; Rhodes, Ochoa, & Ortiz, 2005).

Comprehensive Assessment

The process of conducting fair and equitable assessments is without question multi-faceted and until recently, there were few structural guidelines that offered a comprehensive framework for engaging in fair and equitable assessment of diverse individuals that combined all the relevant factors. An example of such a practical framework to guide assessment is found in Ortiz (2002) and consists of 10 basic steps as outlined in Table 11.2.

The framework for Ortiz (2002) makes it clear that nondiscriminatory assessment is more than selecting the "right" test or providing native language evaluation. In addition, the emphasis is placed on working in a systematic manner because bias reduction is accomplished only when actions are taken in an appropriate way and in an appropriate sequence. When attempts to reduce the discriminatory aspects of evaluation are marred by random and haphazard modifications or changes in the normal evaluative process, the results cannot be readily evaluated and quickly lose their meaning and significance. Although the focus of this chapter is on intellectual assessment, particularly the use of standardized tests in the course of such evaluations, practitioners are advised to remember that testing forms only one small part of the overall framework for conducting nondiscriminatory assessment.

Table 9.1. Dimensions of Bilingualism and Relationship to Generations

TYPE	STAGE	LANGUAGE USE
		First Generation – Foreign Born
A	Newly Arrived	Understands little English. Learns a few words and phrases.
Ab	After several years of residence – Type 1	Understands enough English to take care of essential everyday needs. Speaks enough English to make self understood.
Ab	Type 2	Is able to function capably in the work domain where English is required. May still experience frustration in expressing self fully in English. Uses immigrant language in all other contexts where English is not needed.
		Second Generation – U.S. Born
Ab	Preschool Age	Acquires immigrant language first. May be spoken to in English by relatives or friends. Will normally be exposed to English-language TV.
Ab	School Age	Acquires English. Uses it increasingly to talk to peers and siblings. Views English-language TV extensively. May be literate only in English if schooled exclusively in this language.
AB	Adulthood – Type 1	At work (in the community) uses language to suit proficiency of other speakers. Senses greater functional ease in his first language in spite of frequent use of second.
A**B**	Adulthood – Type 2	Uses English for most everyday activities. Uses immigrant language to interact with parents or others who do not speak English. Is aware of vocabulary gaps in his first language.
		Third Generation – U.S. Born
A**B**	Preschool Age	Acquires both English and immigrant language simultaneously. Hears both in the home although English tends to predominate.
a**B**	School Age	Uses English almost exclusively. Is aware of limitations in the immigrant language. Uses it only when forced to do so by circumstances. Is literate only in English.
a**B**	Adulthood	Uses English almost exclusively. Has few opportunities for speaking immigrant language. Retains good receptive competence in this language.
		Fourth Generation – U.S. Born
Ba	Preschool Age	Is spoken to only in English. May hear immigrant language spoken by grandparents and other relatives. Is not expected to understand immigrant language.
Ba	School Age	Uses English exclusively. May have picked up some of the immigrant language from peers. Has limited receptive competence in this language.

B	Adulthood	Is almost totally English monolingual. May retain some receptive competence in some domains.

Source: Adapted from Valdés, G. & Figueroa, R. A. (1994), Bilingualism and Testing: A special case of bias (p. 16).

Philosophy of Nondiscriminatory Intellectual Assessment

The process of assessment conducted on culturally and linguistically diverse students should be based on a philosophy that respects and responds to the various idiosyncratic cultural and linguistic factors involved in each case. Such a philosophy might include the principles described in Table 9.2.

Table 9.2 Principles of Best Practices in Conducting Psychoeducational Assessment

1. Focus on the fundamental question. All efforts and activities conducted in regard to the process of assessment, including pre-referral activities, should seek to answer the fundamental question which is "why is the student unable to learn normally within the context of the regular classroom?"

2. Use an hypothesis driven process. It is important to begin the referral and evaluation process by exploring the hypothesis that the causes of the individual's learning difficulties are due to external factors. That is, assessment is conducted with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for the observed learning problems. This hypothesis is maintained until the collected data and information suggest otherwise and when all plausible external factors are ruled out.

3. Conduct focused assessment. Assessments should be focused and targeted toward the gathering of data to answer specific questions and hypotheses. Assessment should not be exploratory in nature and needlessly broad or vague. Assessment should not be conducted in a manner that seeks to uncover whatever dysfunction might arise by chance. Assessment is like a hunting trip that targets specific game, not a fishing trip that casts a wide net to see what might be pulled in spontaneously. In addition, procedures such as observation and interview should also be focused and targeted at the gathering of information that is relevant to answering the specific questions and referral concerns.

4. No "standard battery." Assessments should be designed to meet the particular circumstances and idiosyncrasies of the referral concerns in each individual case. As such, the use of a "standard battery" in assessment is an unacceptable method of practice and violates the legal mandates outlined in IDEA 2004 which specify that assessments be appropriate and individualized. The student's cultural background and linguistic history must be used to form the context within which assessment efforts are selected, conducted and ultimately against which data are interpreted.

5. No routine testing. Testing may or may not be a part of any assessment. Particularly, the use of standardized tests is not always a necessary component of every assessment and should not be used on a routine basis. When standardized tests are deemed necessary, only those tests necessary to answer specific questions and hypotheses should be given. The administration of unnecessary or superfluous tests should be avoided.

6. Conduct systematic assessment. Assessment should be systematic, logical, and guided by an established framework that is specifically designed to evaluate the areas of functioning that are relevant to the referral questions. Where necessary or relevant, assessment activities should be conducted in a manner that reduces any potential bias or discrimination to the maximum extent possible.

7. Consider all data as important. Data gathered from activities other than testing such as from observations, interviews, record reviews, authentic assessment, work samples, and so forth, are to be given equal weight in the determination of the causes of an individual's presumed learning difficulties. Test data are neither more "objective" nor more important than other types of data.

8. Use multiple, corroborating data sources. Decisions regarding the primary cause of the individual's problems can not based on only one procedure, method, source, or type of data. There must always be corroborating evidence among multiple sources and types of data in order to support any conclusions that are proffered.

9. Link assessment to intervention. It is the intent of any assessment to provide information that can resolve the learning issues. Thus, the end result is not to diagnose so much as it is to intervene. Data are therefore gathered in order to identify interventions that will be most helpful to the student. Data should be used to make modifications to a student's educational program and promote more success in the classroom. Likewise, reports that document the assessment should describe the process outlined above and answer the fundamental question regarding the cause of the individual's learning difficulties. The report reflects the professional opinion of the assessor and includes at least a clear description and summary of the findings, a diagnosis (if applicable), and specific recommendations for intervention.

10. Recognize limits of competency. Practitioners should be aware of their own limits of competency related to assessment of diverse individuals and should not engage in any activities for which they do not have sufficient training or expertise. Others with the requisite expertise should be consulted as may be necessary in the course of any evaluation.

Framework for Intellectual Assessment

Based on the principles described above, the following can serve as a framework for planning and carrying out a fair and equitable evaluation of intellectual ability.

1. Review existing information on the student's language background, language proficiency, culture, and educational history. Collect additional information if needed using the tools and questions found in Chapters 6 and 7.

2. Based on information regarding language proficiency and prior education, plot student on the **Multidimensional Assessment Model for Bilingual Individuals** (MAMBI). Identify the modes of intellectual assessment that are most likely to yield fair estimates of ability.

3. Use the **Culture-Language Test Classification** matrix (C-LTC) to select the most appropriate instruments (or subtests if using a cross-battery approach).

4. For instruments administered in such a way that standardization is valid, use the **Culture-Language Interpretive Matrix** (C-LIM) to plot and interpret results.

5. Use at least one additional procedure: one of the optional modes of assessment recommended on the MAMBI and/or testing-of-limits procedures which could include assistance from an interpreter (see below).

1. Review and collect background information

Formal assessment of intellectual ability is not the first step in the evaluation process. As described in Chapter 6, the team needs to engage in a series of data gathering efforts before using standardized tests. The information to be sought prior to the evaluation of cognitive abilities is crucial in setting the context for interpreting results fairly. Of the various types of information to be collected, perhaps the most important are those which relate to the student's level of acculturation and English language proficiency (not just conversational, but in terms of advanced language capabilities as compared to native speakers). The purpose of gathering such data is to determine how "different" the individual is from the mainstream along these two dimensions.

In general, the curriculum, the teacher's training, the administration, the classroom environment, the expectations, the methods for monitoring progress, and everything else related to the school as a system is designed to allow learning to take place in children who are from the "mainstream" and otherwise normal. Those kids who seem not to benefit from instruction are thus "different" than those kids who do and merit special programming and educational assistance. But this works only when all students are comparable and have the same level of experience with schools, the same language, and so forth. Thus, children who are culturally and linguistically diverse may not demonstrate expected levels of learning in this system, not because they are not capable, but because they are "different." **Therefore, the extent to which it can be stated validly that poor performance in school learning is due to some intrinsic factor of the student has to do with the degree to which all other sources of the problem have been eliminated or controlled.**

Therefore, in the preliminary stages of the referral and assessment process, the focus rests on understanding how "different" the student is compared to the average, mainstream, monolingual English speaking student for whom all these processes and procedures and instruction and intervention have been designed. **Naturally, the more "different" the student is, the more it would be expected that poor performance is a function of this difference and not some internal problem. Conversely, the more similar a student is to the mainstream, the more likely that repeated failure to respond to appropriate instruction is due to some internal dysfunction.** Knowledge of the degree of the student's differences on the dimensions of English proficiency and acculturation not only assists in understanding the student's response to instruction, but also sets the level of expectation for performance on any task that may be given, including standardized tests should the matter go that far.

Determining a student's level of language proficiency is relatively straightforward. In Minnesota, students identified as ELL are regularly given the Test of Emerging Academic English (TEAE) and the MN-SOLOM which is a rating of listening and speaking skills. Chapter 7 of this manual contains numerous informal checklists (including the MN-SOLOM) and surveys that can be used to get a good idea regarding where an individual is in terms of language development. There are also many standardized tests that can be used to gauge language development, such as the Woodcock-Munoz Language Survey and the Language Assessment Scale (LAS). The key here is not to overestimate development, particularly by paying attention to surface aspects of speech such as pronunciation or the presence of an accent. Accent is not an indicator of language proficiency so much as it is an indication

regarding when an individual first began to learn the language. Any individual under the age of about 9 or 10 will likely be able to learn how to pronounce English in a year or two so that they might be mistaken for having the same level of proficiency as their native-English speaking peers. Table 9.3 provides a summary of myths related to language acquisition that can assist practitioners in avoiding assumptions about proficiency and development that may not be true or representative of the individuals they may be assessing.

Table 9.3. Language Acquisition Myths

Myth	Reality
Accent is an indicator of proficiency.	No, it is a marker regarding when an individual first began to hear/learn the language.
Children learn languages faster and better than adults do.	No, they only seem to because they have better pronunciation.
Language development can be accelerated.	No, but having developed one language to a high degree (CALP) does help in learning a second language more easily.
Learning two languages leads to a kind of linguistic confusion.	No, there is no evidence that learning two or more languages simultaneously produces any interference.
Learning two languages leads to poor academic performance.	No, on the contrary, students who learn two languages very well (CALP in both) tend to outperform their monolingual peers in school.
Code-switching is an example of a language disorder and poor grammatical ability.	No, it is only an example of how bilinguals use whatever words may be necessary to communicate their thoughts as precisely as possible, irrespective of the language.

As suggested in Table 9.1, there is some relationship between acculturation, language proficiency, and the family's immigration history. Dr. Catherine Collier found a similar relationship when developing and researching the "Acculturation Quick Screen" (AQS). The AQS asks eight questions about the length of time in the U.S., the length of time in the district, first and second language proficiency, and characteristics of the current school. Based upon the answers to these questions, students are classified as follows:

- Significantly less acculturated: at the beginning stages of adapting to the current school environment.
- Less acculturated: the student is in the process of adapting but may be experiencing stress and anxiety as a result.
- In transition: the student is in the midst of the acculturation process and still experiencing some culture-shock.
- More acculturated: the student still needs some support, but is generally able to understand and function in the new environment.
- Highly acculturated: the student is able to understand and function in the school environment without support; the student may need encouragement to maintain ties to their traditional cultural community.

Dr. Collier recommends cultural interventions related to the stage of acculturation, and also

recommends that this information be used when planning special education assessment strategies. The AQS and other materials published by Dr. Collier are available at low cost from Cross-Cultural Development Services, http://www.crosscultured.com/index.asp.

In conclusion, background information gathered is to be used to determine how "different" the student is from the mainstream because the degree of difference sets up the expectations for performance on tests. This can be gauged as simply as "slightly different," "different," or "markedly different." Caution should be used not to **overestimat**e the level of acculturation or English language proficiency of students.

2. Select Assessment Mode using Multidimensional Assessment Model for Bilingual Individuals (MAMBI)

The Multidimensional Assessment Model for Bilingual Individuals (MAMBI; Ochoa & Ortiz, 2005) is the first of several tools that can be used by psychologists to select appropriate assessment methods and materials. The MAMBI is designed to provide guidance on what may be the most appropriate modality of assessment: use of native language, English only, nonverbal or bilingual tests and methods. By most appropriate, we mean the method that is likely to yield the most fair and equitable estimates of actual ability assuming that standardization has been maintained in administration. It was developed as a shorthand method to assist practitioners in balancing and integrating the various factors involved in making decisions about how to proceed with the evaluation using tests. It brings together the foremost variables crucial to such decisions including the student's current level of language proficiency both in English and the native language, the student's current grade placement, and the student's current or previous educational program. These factors are integrated for practitioners who then only need to look at the appropriate boxes in the right column to determine what is the recommended modality in assessment as well as what other modes might provide valuable information. In this manner, the MAMBI has directed the practitioner toward the mode of assessment that would in effect be the least discriminatory to that point. The MAMBI can be found in Table 9.4.

Use of the MAMBI requires that the evaluator be able to place the student into one of three categories for each language: minimal (Cognitive/Academic Language Proficiency levels 1-2), emergent (CALP level 3), and fluent (CALP levels 4-5). These levels also correspond to the ease of performing classroom tasks:

Minimal	CALP Levels 1-2	Classroom tasks are impossible or extremely difficult
Emergent	CALP Level 3	Classroom tasks can be done with support
Fluent	CALP Levels 4-5	Classroom tasks can be done with decreasing support and at a level of mastery that is similar to native speakers

This generates a "language profile" which is the combination of proficiencies in both languages. For example, an individual who is "minimal" in the native language (L2) and "emergent" in English (L1) would constitute Language Profile 4 (L1 minimal/L2 emergent). Again, using information gathered in the preliminary stages of assessment, we know the type of instructional programming received up to this point and the current grade placement. To continue the example, let us say the student is in 4th grade and has received all formal education in English

only (with or without ESL support). According to the MAMBI, the cells that correspond to this language profile and educational information indicate that nonverbal assessment is the recommended modality for assessment that is likely to yield the fairest estimate of ability. This makes sense primarily because the individual's language development is slightly better in English but both are rather limited in development. Relying on verbal tests would be grossly unfair in either language. However, because of the somewhat better development in English, there may be some value in testing in L2 (English) but results of such testing are likely to be less fair than results obtained from use of a nonverbal approach.

Table 9.4 The Ochoa & Ortiz Multidimensional Assessment Model for Bilingual Individuals (MAMBI).

Instructional Program/History	Currently in a bilingual education program, in lieu of or in addition to receiving ESL services								Previously in bilingual education program, now receiving English-only or ESL services								All instruction has been in an English-only program with or without ESL services							
Current Grade	K - 4				5 – 7				K - 4				5 – 7				K - 4				5 - 7			
Assessment Mode	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL	NV	L1	L2	BL
Language Profile 1 L1 minimal/L2 minimal	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	✓		✓*	✓	✓		✓	✓
Language Profile 2 L1 emergent/L2 minimal	✓	✓		✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓*	✓				
Language Profile 3 L1 fluent/L2 minimal		✓				✓	✓			✓				✓	✓									
Language Profile 4 L1 minimal/L2 emergent	✓				✓	✓			✓		✓		✓		✓		✓		✓#		✓		✓	
Language Profile 5 L1 emergent/L2 emergent	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓#	✓	✓		✓	✓
Language Profile 6 L1 fluent/L2 emergent		✓				✓	✓			✓	✓			✓	✓									
Language Profile 7 L1 minimal/L2 fluent																								
Language Profile 8 L1 emergent/L2 fluent																								
Language Profile 9 L1 fluent/L2 fluent						✓	✓							✓	✓									

CALP Level 1-2 = minimal proficiency; CALP Level 3 = emergent proficiency; CALP Level 4-5 = fluent level of proficiency.

NV = *assessment conducted primarily in a nonverbal manner with English language-reduced/acculturation-reduced measures*
L1 = *assessment conducted in the first language learned by the individual (i.e., native or primary language).*
L2 = *assessment conducted in the second language learned by the individual which in most cases refers to English.*
BL = *assessment conducted relatively equally in both languages learned by the individual (i.e., the native language and English).*
■ = *combinations of language development and instruction that are improbable or due to other factors (e.g., Saturday school, foreign born adoptees, delayed school entry).*
✓ = *recommended mode of assessment that should take priority over other modes and which would be more likely to be the most accurate estimate of the student's true abilities.*
✓ = *secondary or optional mode of assessment that may provide additional valuable information but which will likely result in an underestimate of the student's abilities.*
✓* = *this mode of assessment is not recommended for students in K-2, but may be informative in 3-4, however, results will likely be an underestimate of true ability.*
✓# = *this mode of assessment is not recommended for students in K-1, but may be informative in 2-4, however, results will likely be an underestimate of true ability.*

The modality of assessment may be carried out with whatever tools or instruments are available to serve the purpose. Testing in English (or L2) is easily accomplished given the wide variety of tests available to measure a broad range of abilities in English. In some cases, where native language testing (L1) is recommended, there may be no native language tests available. Apart from the BVAT (which is currently available in 16 languages) and various other tests that are available in Spanish (Bateria III; WISC-IV Spanish), testing in L1 may need to be conducted using English language tests that are administered via use of a translator/interpreter. If this is the case, the reader should refer to the procedures described later in this chapter.

Nonverbal assessment is generally accomplished via use of a language-reduced test and administration format. This would include nonverbal administrations using pantomime (such as with the UNIT) and other similarly language reduced instruments such as the Nonverbal Index from the KABC-II, the Leiter-R, C-TONI, and so forth. It is important to note that use of nonverbal tools and methods does not automatically render the results valid. Less biased interpretation of the results from any test, irrespective of the modality, requires use of other procedures such as the C-LIM which described later in this section.

Bilingual Assessment vs. Assessment of Bilinguals

A true "bilingual assessment" is one that is carried out by a bilingual professional who has access to valid assessment tools in all languages spoken by the student and is able to administer these tools in a bilingual (or multilingual) manner. This rarely occurs because of the lack of available tools in many languages coupled with a lack of bilingual practitioners. Even when it can be accomplished, there are no existing guidelines and standards for what constitutes best practices in true "bilingual" evaluation. Often the term bilingual is used when the evaluation is in fact monolingual in nature. For example, assessment of students in their native language only is hardly "bilingual." When using a native language instrument, maintaining standardization is only necessary if the student's background matches the norming sample and the person administering the test meets the professional and linguistic requirements. If these conditions to not apply, testing of limits procedures should be liberally employed in order to evaluate and estimate the individual's abilities in the fairest manner possible.

Most assessments are conducted in English using English-language tools. This is known as assessment of bilinguals and, when conducted, should adhere to the standardized instructions and guidelines for administration. The reason for this is that the C-LIM can be used to analyze and interpret the results only when standardization is maintained since the underlying data and research are predicated upon standardized test administrations. Nonverbal, L2, and to some extent even L1 testing are basically examples of assessment of bilinguals.

3. Select Instruments using the Culture-Language Test Classification (C-LTC)

The Culture-Language Test Classification (C-LTC) and Culture-Language Interpretive Matrix (C-LIM) were developed independent of the MAMBI but integrate with it seamlessly and are intended to provide an additional means of reducing bias in the assessment of intellectual

ability. The C-LTC is best used after the modality of assessment has been determined with the MAMBI in order to "hand pick" the tests that will measure the constructs of interest that have the least amount of cultural loading or linguistic demand (i.e., those that will result in the fairest evaluation of the student's abilities). Because it is impossible to assess all cognitive abilities with tests that are low in culture and low in language loading, the C-LIM may then be used to analyze test results and assist in reducing bias in interpretation.

The C-LTC categorizes subtests of commonly used instruments along two dimensions: the degree of language skill demanded by items, and the degree of cultural knowledge that is required for successful completion of tasks. Subtests are rated as low, medium or high on both dimensions. Even a quick examination of the C-LTC shows that there is a range of linguistic and cultural demand among both verbal and nonverbal subtests. Cautions regarding the classifications are given at the end of this chapter, but it should be noted that they are based on input from a number of professionals throughout the U.S. rather than on empirical data.

Thus, while the MAMBI helps an evaluator select the modality for assessment, the C-LTC helps to select the fairest tests within that modality, and the Culture-Language Interpretive Matrix (C-LIM) helps with interpretation of the results obtained from that modality. As a final note, the C-LIM was designed primarily to be used with tests administered in English (including non-verbal administrations). However, the use of these tools with instruments developed in other languages is an emerging area of research. Additionally, the C-LIM can be used with any test or battery and is not dependent upon CHC Cross-Battery assessment (Flanagan & Ortiz, 2001) or the use of the MAMBI. It is however, necessary for standardization to be maintained in order to be able to use the C-LIM. The reasons for this are discussed in greater detail in the sections that follow.

Native Language Assessment and Use of Interpreters

As noted above, there are Spanish-language editions of a small number of instruments used in psychoeducational assessment in the U.S.. These tests vary in how they were developed (translation vs. redevelopment) and normed (in U.S. or elsewhere, with monolingual or bilingual populations). Valid instruments are not available in many of the other languages spoken and practitioners may therefore attempt to administer English-language tests with the assistance of an interpreter. Some of the common ways that this is done are to interpret directions, to interpret practice items or provide additional practice items, to interpret actual test items, and/or to record responses given in native language to items that are posed in English.

The use of an interpreter to administer an English-language test in the native language is neither bilingual assessment nor assessment of bilinguals, but structurally it is more like the latter than the former. This is because the norms of an English-language test are based on English speakers and thus comparisons of performance are made relative to this population, not a native-speaking one. However, because the student is accorded native-language instructions to the task, there is an advantage provided that makes it difficult to compare performance against similar individuals who were not provided the same benefit. This complicates fair and accurate interpretation significantly.

Therefore, we recommend that if an evaluation is to be conducted where an interpreter is to be used, that the test first be administered in wholly in English and then in the native language. The English administration should follow standardization as closely as possible whereas more flexibility can be applied in the native language administration and testing of limits procedures

can be used. In the native language administration, the interpreter's primary role is to translate instructions and responses. However, because standardization has already been violated due to the ongoing translation, there is no reason why the interpreter may not assist further with other issues, such as mediating the meaning or purpose of a task to ensure best performance. This would be true irrespective of the type of test administered (verbal vs. nonverbal).

Conducting assessments in this manner will allow performance on the first administration to be analyzed for cultural and linguistic influences in an uncontaminated way. In addition, when followed by administration of the same test in the native language, a comparison can be made between performance on the former and the latter. Individuals with learning difficulties are unlikely to appreciably change their performance so that any observed "practice effects" can be attributed to either better comprehension of the language (due to the change in administration) or intact ability that benefited from the prior practice. In either case, it certainly provides valuable diagnostic information relative to whether the individual has a disability—the central question to any evaluation.

Perhaps the best instrument to use when evaluations of this nature are being considered would be the KABC-II. The KABC-II has a relatively wide range of abilities represented on the battery as a whole. In addition, it provides composite scores that follow the C-LIM principles and provide fairer estimates of performance as a function of the student's "difference." For example, for students who are slightly different in terms of language and culture, the Fluid Crystallized Index (FCI) may be used which is based on all of the age-appropriate subtests in the battery. If the student is moderately different, the Mental Processing Composite (MPC) may be used as a better estimate because it eliminates the most highly culturally loaded and linguistically demanding subtests from the results (basically no Gc). And for markedly different students, the Nonverbal Index (NVI) may be used as the best estimate of performance in that it further reduces the inherent cultural loadings and linguistic demands of the component tests. Moreover, administration of the KABC-II, whether in English or when being translated into the native language, provides for significant mediation and explanation and practice of the task prior to the administration of the actual items. Therefore, in many respects, the ideal test for individuals who speak a language for which there are no native language tests available is the KABC-II. It may also be an extremely useful test even where native language tests are available, for example in Spanish, precisely because it provides variable composites and flexibility in administration that would make it ideal for English-first, native-second type of administrations. The availability of a native-language test that is parallel to an English-language version (WJ III/Bateria III or WISC-IV/WISC-IV Spanish) would accomplish much the same goals but they tend to lack the same flexibility in administration and do not provide composites that are systematically related to cultural and linguistic issues that are found on the KABC-II.

4. Nondiscriminatory Interpretation of Test Results using the Culture-Language Interpretive Matrix

Having followed the recommendations suggested by the MAMBI and having selected the fairest tests through the use of the Culture-Language Test Classification (C-LTC), bias is reduced but it is not been eliminated because data interpretation remains one of the most subjective and potentially biased aspect of any evaluation.

In order to address this type of bias, test results may be analyzed via use of the Culture-Language Interpretive Matrix (C-LIM). The C-LIM is essentially a 3x3 matrix wherein the subtests used in the assessment are placed in the cells that correspond to their classifications with respect to cultural loading and linguistic demand. The scores from the subtests are then converted to a common metric (in cases where there may be different standard scores in use—such as Wechsler Scaled Scores vs. T-scores). Generally, it is recommended that all scores be converted to the Deviation IQ metric (mean of 100, standard deviation of 15) because this is the metric that is commonly used for composite scores and IQ and are the most familiar and easy to interpret.

Once the scores have been entered alongside the name of the subtests in each cell, they are then added together and an “average” score is derived. This average score does not represent a construct or ability that was measured. Rather, it represents a simple mathematical aggregate of tests that share the same level of cultural loading and linguistic demand. In cases where there is only one subtest, that score is used as the aggregate score. An example of a completed interpretive matrix can be seen in Table 9.5 that illustrates the data from administration of the KABC-II to Rosita.

Table 9.5

Culture-Language Interpretive Matrix Worksheet

Name of Examinee: ***Rosita (KABC-II data)*** ***Age:*** ***9*** ***Grade:*** ***4*** ***Date:*** ***0/21***

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING

	LOW	MODERATE	HIGH
LOW	**Test Name:** **Score:** Triangles (95) Pattern Reasoning (105) Atlantis (100) ( ) ( ) **Cell Average = 98**	**Test Name:** **Score:** Number Recall ( ) Rebus ( ) ( ) ( ) ( ) **Cell Average = 93**	**Test Name:** **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**
MODERATE	**Test Name:** **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**	**Test Name:** **Score:** Rover ( ) Word Order ( ) ( ) ( ) ( ) **Cell Average = 88**	**Test Name:** **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**
HIGH	**Test Name:** **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**	**Test Name:** **Score:** Story Completion ( ) ( ) ( ) ( ) ( ) **Cell Average = 85**	**Test Name:** **Score:** Riddles (75) Verbal Knowledge (80) ( ) ( ) ( ) **Cell Average = 78**

Analysis of the C-LIM for Rosita is accomplished by looking for a distinct pattern of scores that tend to decline from the upper left-hand cell toward the bottom right-hand cell in a diagonal manner. Although the C-LIM is set up with cultural loading as one variable on one axis and linguistic demand as another variable on the other axis, their relationship does not descend perpendicularly. Level of acculturation and English language proficiency are correlated to a substantial degree that it is rare that an individual will show an effect attributable to either one alone. Thus, the more appropriate search is for a declining, diagonal pattern of scores that represents the combined effect of both.

As can be seen in the analysis of scores for Rosita's KABC-II data, her highest score is in the upper left-hand corner (98) and her lowest score is also in the expected location, the bottom right-hand corner (78). The rest of her scores fall between these two extremes in a declining pattern. Thus, analysis of these results suggests that the effects of cultural loading and linguistic demand (or limited levels of acculturation and English language proficiency) were the **primary** influence on her test scores. Because these variables cannot be ruled out as the primary influences on the test results, the test results are invalid and stand only as a testament to the "difference" between Rosita and her mainstream, monolingual English speaking peers. No other valid conclusions may be drawn from these data.

There are instances where the expected pattern of decline may not be found. Another example of a completed C-LIM that illustrates this point can be found in Table 9.6 which contains WISC-IV data for Agarosa.

Table 9.6

Culture-Language Interpretive Matrix Worksheet

Name of Examinee: Agarosa (WISC-IV data) Age: 11 Grade: 6 Date: 02/01

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**Test Name:** / **Score:** Matrix Reasoning (85) (Cancellation) ( ) ( ) ( ) ( ) **Cell Average = 85**	**Test Name:** / **Score:** Block Design (95) Symbol Search (90) Digit Span (85) Coding (100) ( ) **Cell Average = 93**	**Test Name:** / **Score:** Letter-Number Sequencing (75) ( ) ( ) ( ) ( ) **Cell Average = 75**
MODERATE	**Test Name:** / **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**	**Test Name:** / **Score:** Picture Concepts (105) (Arithmetic) ( ) ( ) ( ) ( ) **Cell Average = 105**	**Test Name:** / **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**
HIGH	**Test Name:** / **Score:** (Picture Completion) ( ) ( ) ( ) ( ) ( ) **Cell Average =**	**Test Name:** / **Score:** ( ) ( ) ( ) ( ) ( ) **Cell Average =**	**Test Name:** / **Score:** Similarities (75) Vocabulary (80) Comprehension (80) (Information) ( ) (Word Reasoning ( ) **Cell Average = 78**

An examination of the pattern of results for Agarosa begins by identifying the location of the highest and lowest scores. If the pattern represents the primary effect of culture and language, the highest score should be in the upper left-hand corner. In this case, it is not and instead is located in the central cell (105). Additionally, the lowest score is also not in the lowest right-hand cell but instead appears in uppermost right-hand cell (75). It is clear that whatever influenced the results, it was not likely to be *primarily* level of acculturation or English language proficiency. The results simply do not demonstrate that these factors are creating a direct and systematic influence on Agarosa's test performance. It is possible, of course, that culture and language are *contributing* factors in this case, but it is clear that they are **not primary** and that some other variable has influenced the results more than culture and language.

Such a finding, however, does not automatically imply that Agarosa has a disability. The presence of a disability is but one factor that may explain the results and there are many others that might be just as plausible. For example, motivation, fatigue, incorrect administration or scoring, idiosyncratic cultural response styles, and so forth, may well account for the patterns that are found. In addition, learning disability is only one type of dysfunction that should be considered even when a disability is considered. For example, behavioral, attentional, and emotional disorders may also influence the results in an unpredictable manner.

What may have caused the pattern thus represents additional hypothesis that would need to be supported with other sources of data. A disability may well be the reason for the pattern but it is not the only possible reason. What has been accomplished via the C-LIM is that the influence of cultural and linguistic differences has been ruled out as the primary influences. Having done so, allows practitioners to use the data to draw supportable and valid conclusions that could not be made otherwise. The most difficult aspect of any evaluation conducted on diverse students involves the attempt to discern difference from disorder. Once this question has been effectively answered, and the answer is that the results are not due to difference, then practitioners may resort to their usual and customary practices and procedures regarding data interpretation and making inferences about the collected data.

Additional Procedures

IDEA 2004 states that identification of children with disabilities must be based upon use of multiple assessment procedures. This principle is even more important when evaluating students of diverse cultural and linguistic backgrounds. Practitioners are therefore recommended to use at least two procedures to evaluate intellectual ability. These might include:

- Standardized administration using procedures described above
- One or more of the secondary modes of assessment recommended on the MAMBI
- Testing-of-limits procedures which could include the assistance of an interpreter as described above.

The purpose of additional procedures is to confirm the evaluation results and to explore questions and issues that emerge from the initial assessment. For this reason, practitioners are also recommended to first carry out the initial assessment based upon the recommendations in the MAMBI and Culture-Language Test Classification (C-LTC) and to then use the Culture-Language Interpretive Matrix (C-LIM) to interpret the results when appropriate. Appropriate additional procedures can then be selected based upon these preliminary results.

Some Cautions regarding the C-LTC and C-LIM

Although use of the C-LTC and C-LIM may prove useful to practitioners engaged in nondiscriminatory assessment, it is important to remember that the culture-language classifications are not definitive or necessarily based on the most appropriate criteria. In fact, how tests are classified on these dimensions may change from time to time as additional

research becomes available to substantiate their loadings on these factors. At the present time, the classifications are: (1) partly s*ubjective*, having been drawn in some cases primarily from professional judgments or relatively little empirical data; (2) *insufficient* by themselves to establish a comprehensive basis for the assessment of diverse individuals; and (3) *supplemental* to the assessment process, guiding test selection and interpretation that may more appropriately meet the needs of multicultural and multilingual populations within the context of a broader, defensible system of bilingual, cross-cultural, nondiscriminatory assessment.

The classifications and the interpretive matrix are intended to serve as a starting point for both researchers and practitioners to begin establishing empirically supported standards of practice and interpretation. Despite their limitations, these classifications offer a practical method by which decisions regarding the selection of tests and subsequent interpretation of test results can be made on a systematic, logical, and theoretically defensible basis.

Summary

Once an assessment is completed, it is imperative that knowledge of both the individual's cultural and linguistic experiences be used to frame the patterns seen in the data. Frequently, in bilingual assessment, only linguistic considerations are made and cultural considerations are all but ignored. Remember, linguistically appropriate assessment is only a small part of the equation. Cultural knowledge on the other hand forms the necessary context for understanding performance. With respect to standardized testing:

- Evaluate cultural and linguistic differences (large differences = more adverse effect on performance)
- Evaluate inhibiting factors (many inhibiting factors = more adverse effect on performance)
- Evaluate non-discriminatory data (is child capable of learning normally if given the chance?)
- Evaluate opportunity for learning (less opportunity = lower probability of disability)
- Base all decisions on all available data

Of course, the final step in nondiscriminatory assessment is also the most important: link results from assessment to intervention. Once assessment is completed, the student is not going to be "cured" of his or her learning problems merely because a diagnosis or label has or has not been applied. Therefore, the role of assessment should not be limited to identification only; rather it should be used to develop appropriate instructional interventions, modifications, and program development. The following goals should be considered part of any assessment:

- Utilize collected data to guide instructional interventions, modifications, and program development
- Ensure that instructional goals and objectives are culturally and linguistically appropriate.

Additional Questions Regarding Intellectual Assessment

1. Do I need to use "CHC Cross-Battery Assessment" in order to use the Culture-Language Test Classifications (C-LTC) and Culture-Language Interpretive Matrix (C-LIM) described in the chapter?

No. The culture-language test classifications are done independently of what the tests are actually designed to measure. Their organization is based on the degree to which they share the characteristics of cultural loading and linguistic demand rather than a particular cognitive ability, such as visual or auditory processing. Therefore, it does not matter which combination of tests or test battery are used; the C-LTC and C-LIM may still be employed to analyze and interpret the results.

2. What happens if I happen to come across a student whose language profile is blacked out on the "Ochoa & Ortiz Multidimensional Assessment Model (MAMBI)?"

There are some possible exceptions to the "illogical" or "improbable" classifications we've noted in the model. For example, refugee students from other countries who arrive in the U.S. at older ages but who have not had any or very limited prior schooling might display language Profile 2 (L1 emergent/L2 minimal) or Profile 3 (L1 fluent/L2 minimal) because they have begun or have already learned English. In such cases, it is important to understand the length of time the student has been receiving formal education and how long they have been learning English. Despite the fact that the student is in high school, they may in fact have had only 2 or 3 years of formal instruction and likewise, only 2 or 3 years of learning English. As such, the recommended mode of evaluation would then be similar to students who display profile 2 within the K-4 category because these students also have had limited instruction and learning in English. Thus, it is important to evaluate the student's developmental pattern as opposed to relying solely on age or grade placement.

Another exception may occur for students who are international adoptees or refugees that arrive as unaccompanied minors who have lost or had limited native language development and have now learned English within the adopted home. Such students might display Profile 7 (L1 limited/L2 fluent) or Profile 8 (L1 emergent/ L2 fluent). Again, because the development of these students has been changed and interrupted, they must be viewed slightly differently and the recommended mode of evaluation would be more like Profiles 2 and 4 within the K-4 category.

3. The Ochoa & Ortiz MAMBI seems to equate CALP with reading/writing skills. What about late-arriving refugee students who have not had any prior schooling or literacy skills but who do have some higher level skills in oral expression and reasoning?

The concept of CALP has never been strictly specified from a theoretical standpoint and thus how it is to be operationalized can vary significantly. Generally speaking, reading and writing are components of CALP which emerge as a function of formal schooling. Yet, it is entirely possible that students can develop higher order skills related to oral language use and communication that are evidence of some type of CALP. This level of CALP may be measured by the SOLOM informally or by the Bilingual Verbal Abilities Test (BVAT) formally.

4. The Ochoa & Ortiz MAMBI seems to imply that students who are served primarily in ESL programs cannot be identified as students with disabilities. Is this true?

No, not at all. Students served in ESL-only programs can be readily identified as having learning difficulties or disabilities every bit as much as students in other programs. The only reason it seems that they cannot is that the lack of native language instruction which needs to be ruled out as the primary cause for the student's learning problems. This is not impossible, only difficult as compared to students in native language programs where the issue has already been dealt with. Thus, with students in native language programs, instructional factors are much more easily eliminated as possible causes of observed learning difficulties.

5. The connection between the MAMBI and the C-LTC/C-LIM is not clear. Do you use the C-LTC/C-LIM in those situations where you recommend assessment in English as the primary or secondary mode of assessment?

Yes and no. The MAMBI is designed to provide guidance on what may be the most appropriate modality of assessment, that is, native language, English only, nonverbal or bilingual. By most appropriate, it means the method that is likely to yield the fairest and most equitable estimates of actual ability. Thus, if for some reason the decision is made to not use the C-LTC/C-LIM, the MAMBI would have directed you toward the mode of assessment that would be least discriminatory to that point. The C-LTC/C-LIM are intended to provide additional means of reducing bias. The C-LTC (test classifications) are best used after the modality of assessment has been determined to "hand pick" the tests that will measure the constructs of interest that have the least amount of cultural loading or linguistic demand (i.e., those that will result in the fairest evaluation of the student's abilities). Because it is impossible to assess all cognitive abilities with tests that are both low in culture and low in language, the C-LIM may be used to analyze test results and assist in reducing bias in interpretation. Thus, the MAMBI helps select the modality, the C-LTC helps select the fairest tests within that modality, and the C-LIM helps with interpretation of the results. As a final note, the C-LIM was designed primarily to be used with tests administered in English (including non-verbal administrations). However, it probably works just as well with native language tests given their norming populations.

6. The C-LTC categorize subtests according to low/medium/high language demand and cultural loading. Would it be appropriate to plot the student's language and cultural background (low/medium/high English proficiency and low/medium/high degree of acculturation)? If so, how do the low/medium/high categories correlate to the various language profiles on the MAMBI?

Yes, it is helpful and necessary to determine the student's degree of "difference" in terms of English language proficiency and level of acculturation. The language profiles in the MAMBI would break down as follows: minimal (CALP level=1 or 2) would be "low," emergent (CALP level=3) would be "moderate," and fluent (CALP level=4 or 5) would be "high." Levels of acculturation can also be equated fairly simply and in the same manner from results of acculturation checklists or other data and information that have been gathered. Thus, in terms of "difference," which is the key to fair assessment and interpretation, individuals with high degrees of English proficiency and high degrees of acculturation would be only "slightly different." Those with more moderate levels of proficiency and acculturation would just be "different" or "moderately different." Those with low levels of proficiency and acculturation would be "markedly different." Note also that proficiency and acculturation are highly related to and predict each

other quite well. Thus, although possible, it's unlikely that a student will be at two different levels at the same time and any such differences would ultimately have to be resolved into one category or another.

7. The UNIT is designed to evaluate verbal reasoning skills through nonverbal means. Do you think it does so adequately?

No. The kind of internal, metalinguistic processes that people may use during the completion of a task are not the same as the overt use of receptive and expressive oral language skills that are demanded and measured by other tasks. There is also no compelling evidence that self-talk is required for completing tasks on the UNIT. They may well be completed without any internal verbal mediation. In short, the only appropriate and valid way to measure verbal reasoning skills is through verbal reasoning tasks.

8. Should the UNIT be used as a stand-alone instrument (as the only measure of intellectual ability)? And if it should not be used alone, what additional measures should it be combined with?

The UNIT can be used as a stand alone measure of intellectual ability in some circumstances, particularly if the results are analyzed via the C-LIM. However, it should be noted that in the event that culture and language are ruled out as primary influences on the results, practitioners may find that they have measured a relatively limited range of cognitive abilities. The UNIT tends to measure visual processing (Gv) almost exclusively with one test of fluid intelligence (Gf) added. Thus Gv is well represented on the UNIT but Gf is underrepresented and many important areas of functioning, such as short-term memory, auditory processing, long-term retrieval, processing speed, and so forth, are not represented at all. Thus, if a more comprehensive evaluation of cognitive abilities is desired, supplementing the UNIT is necessary. It is recommend that subtests from the WJ III cognitive battery be given in that it contains at least two good measures of all of the abilities that may be relevant or of interest.

It should be noted that the use of multiple measures of ability are in general recommended in order to more fairly and accurately estimate intellectual ability. If the UNIT is identified as the primary mode of assessment through the MAMBI and C-LTC, the practitioner should use at least one additional procedure as discussed previously in this chapter.

9. Should interpreters be used in the administration of the UNIT?

It is interesting that the UNIT can be administered entirely in pantomime using the eight gestures provided in the instructions. However, it is unclear how these gestures (which represent a de facto language and communication system) are to be taught to an individual who does not speak or understand English. Therefore, this author does not see any reason why the UNIT cannot be administered via use of an interpreter subject to the conditions described in the section above on "Native Language Assessment and the Use of Interpreters." Such a person would be particularly helpful in ensuring that the student knows the purpose of the activity, when to start, when to stop, and when to work quickly. But the major benefit of using the interpreter would be lost if the tests were not already administered in English, or pantomime, without the use of an interpreter.

10. Many batteries place a premium on speed and quick responses. Are modifications in administration such as allowing more time recommended?

Yes, but as above, only in cases where the test has already been administered in English in a standardized manner. The second administration, presumably conducted in the native-language via a translator or via a native-language test, is the recommended point at which modifications such as removing time constraints, testing the limits, additional mediation, and so forth should be employed. But the ability to draw valid and equitable inferences from the data rests upon following the procedures outline above in the section titled “Native Language Assessment and the Use of Interpreters.”

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The following references may provide useful additional information and details regarding the nature of nondiscriminatory assessment. Many of these resources contain more detailed explanations of the various concepts outlined here and are in many cases the primary sources of information that were used to create this chapter.

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THE

CULTURE-LANGUAGE TEST CLASSIFICATIONS (C-LTC)

AND

CULTURE-LANGUAGE INTERPRETIVE MATRIX (C-LIM)

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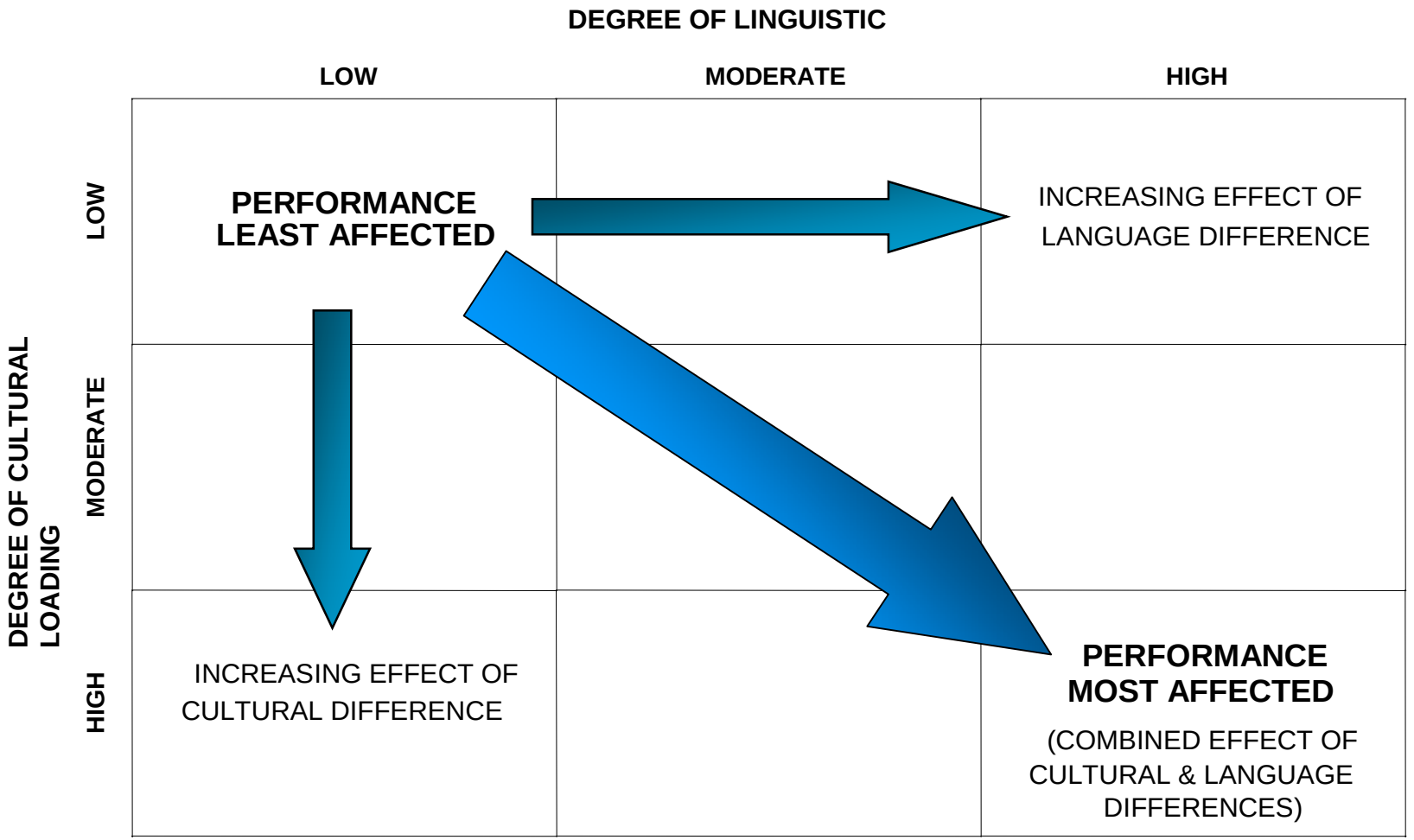
CULTURAL AND LINGUISTIC CLASSIFICATION OF TESTS ADDRESSING BIAS IN TEST VALIDITY AND INTERPRETATION

Pattern of Expected Performance of
Culturally and Linguistically Diverse Children



General Guidelines for Expected Patterns of Test Performance for Diverse Individuals

Degree of Linguistic Demand

Degree of Cultural Loading	Low	Moderate	High
Low	Slightly Different: 3-5 points Different: 5-7 points Markedly Different: 7-10 points	Slightly Different: 5-7 points Different: 7-10 points Markedly Different: 10-15 points	Slightly Different: 7-10 points Different: 10-15 points Markedly Different: 15-20 points
Moderate	Slightly Different: 5-7 points Different: 7-10 points Markedly Different: 10-15 points	Slightly Different: 7-10 points Different: 10-15 points Markedly Different: 15-20 points	Slightly Different: 10-15 points Different: 15-20 points Markedly Different: 20-25 points
High	Slightly Different: 7-10 points Different: 10-15 points Markedly Different: 15-20 points	Slightly Different: 10-15 points Different: 15-20 points Markedly Different: 20-25 points	Slightly Different: 15-20 points Different: 20-30 points Markedly Different: 25-35 points

***Slightly Different**: Includes individuals with high levels of English language proficiency (e.g., advanced BICS/emerging CALP) and high acculturation, but still not entirely comparable to mainstream U.S. English speakers. Examples include individuals who have resided in the U.S. for more than 7 years or who have parents with at least a high school education, and who demonstrate native-like proficiency in English language conversation and solid literacy skills.*
***Different**: Includes individuals with moderate levels of English language proficiency (e.g., intermediate to advanced BICS) and moderate levels of acculturation. Examples include individuals who have resided in the U.S. for 3-7 years and who have learned English well enough to communicate, but whose parents are limited English speakers with only some formal schooling, and improving but below grade level literacy skills.*
***Markedly Different**: Includes individuals with low to very low levels of English language proficiency (e.g., early BICS) and low or very low levels of acculturation. Examples include individuals who recently arrived in the U.S. or who may have been in the U.S. 3 years or less, with little or no prior formal education, who are just beginning to develop conversational abilities and whose literacy skills are also just emerging.*

Percentile Rank and Standard Score Conversion

Percentile Rank	Deviation IQ	T-Score	Wechsler Scaled Score	Percentile Rank	Deviation IQ	T-Score	Wechsler Scaled Score	Percentile Rank	Deviation IQ	T-Score	Wechsler Scaled Score
99.99	160	90		92	121	64		12	82	38	
99.99	159	89		91	120	63	14	11	81	37	
99.99	158	89		89	119	63		9	80	37	6
99.99	157	88		88	118	62		8	79	36	
99.99	156	87		87	117	61		8	78	35	
99.99	155	87		86	116	61		7	78	35	
99.99	154	86		84	115	60	13	6	77	35	
99.98	153	85		83	114	59		5	76	34	
99.98	153	85		81	113	59		5	75	33	5
99.97	152	85		79	112	58		4	74	33	
99.96	151	84		77	111	57		3	76	32	
99.95	150	83		75	110	57	12	3	72	31	
99.94	149	83		73	109	56		3	71	31	
99.93	148	82		71	108	55		2	70	30	4
99.93	147	81		69	108	55		2	69	29	
99.89	146	81		67	107	55		2	68	29	
99.87	145	80	19	65	106	54		1	67	28	
99.84	144	79		65	105	53	11	1	66	27	
99.80	143	79		62	104	53		1	65	27	3
99.75	142	78		57	103	52		1	64	26	
99.70	141	77		55	102	51		1	63	25	
99.64	140	77	18	52	101	51		1	63	25	
99.57	139	76		50	100	50	10	1	62	25	
99	138	75		48	99	49		.49	61	24	
99	137	75		45	98	49		.36	60	23	2
99	136	74		43	97	48		.30	59	23	
99	135	73	17	40	96	47		.25	58	22	
99	134	73		38	95	47	9	.20	57	21	
99	133	72		35	94	46		.16	56	21	
98	132	71		33	93	45		.16	55	20	1
98	131	71		31	93	45		.11	54	19	
98	130	70	16	29	92	45		.09	53	19	
97	129	69		27	91	44		.07	52	18	
97	128	69		25	90	43	8	.06	51	17	
97	127	68		23	89	43		.05	50	17	0
96	126	67		21	88	42		.04	49	16	
95	125	67	15	19	87	41		.03	48	15	
95	124	66		17	86	41		.02	48	15	
94	123	65		16	85	40	7	.02	47	15	
93	123	65		14	84	39		.01	46	14	
92	122	65		13	83	39		.01	45	13	

CHC Culture-Language Matrix Worksheet

Name of Examinee: _____ Age: _____ Grade: _____ Date: _____

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____
MODERATE	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____ Cell Average = _____
HIGH	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 1

WISC-III/WJ-R CROSS-BATTERY DATA FOR LUIS (ENGLISH)

DEGREE OF LINGUISTIC DEMAND

	LOW	MODERATE	HIGH
LOW		**WISC-III DIGIT SPAN** *Gsm-90* **WISC-III BLOCK DESIGN** *Gv-90* **SB-IV Bead Memory** *Gv-98* **WISC-III CODING** *Gs-100* **WJ-R VISUAL MATCHING** *Gs-101* **WJ-R MEMORY FOR NAMES** *Glr-96* ***x* = 96**	**WJ-R CONCEPT FORMATION** *Gf-90* **WJ-R ANALYSIS-SYNTHESIS** *Gf-107* ***x* = 99**
MODERATE	**WISC-III OBJECT ASSEMBLY** *Gv-90* **WJ-R Visual Closure** *Gv-100* ***x* = 95**	**WISC-III ARITHMETIC** *Gq-85* **WJ-R VISUAL-AUDITORY LEARNING** *Glr-98* ***x* = 92**	**WJ-R INCOMPLETE WORDS** *Ga-89* **WJ-R SOUND BLENDING** *Ga-69* **WJ-R MEMORY FOR WORDS** *Gsm-80* ***x* = 80**
HIGH		**WJ-R ORAL VOCABULARY** *Gc-78* **WJ-R PICTURE VOCABULARY** *Gc-71* ***x* =75**	**WISC-III SIMILARITIES** *Gc-80* **WISC-III VOCABULARY** *Gc-65* **WISC-III INFORMATION** *Gc-60* **WISC-III COMPREHENSION** *Gc-65* **WJ-R LISTENING COMPREHENSION** *Gc-69* ***x* = 68**

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 2

Woodcock-Johnson Revised: Tests of Cognitive Ability (English Administration)

	SS	PR		SS	PR
Memory for Names	105	64	Visual-Auditory Learning	91	28
Visual Matching	101	54	Memory for Words	99	46
Incomplete Words	85	15	Cross-Out	111	77
Visual Closure	96	39	Sound Blending	84	14
Picture Vocabulary	79	8	Oral Vocabulary	90	25
Analysis-Synthesis	92	31	Concept Formation	96	40

Wechsler Intelligence Scale for Children, Third Edition (English Administration)

	Scaled Score	PR	Standard Score		Scaled Score	PR	Standard Score
Information	6	9	80	Block Design	11	65	105
Similarities	4	2	70	Object Assembly	13	84	115
Vocabulary	4	2	70	Symbol Search	10	50	100
Comprehension	7	16	85	Coding	11	65	105
Arithmetic	9	38	95	Mazes	9	38	95
Digit Span	9	38	95				

Leiter International Performance Scale - Revised (Nonverbal Administration)

	Standard Score	Percentile Rank
Design Analogies	122	92
Repeated Patterns	114	83
Associated Pairs	94	35
Delayed Pairs	89	24

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 2

WISC-III & LEITER-R BASED CROSS-BATTERY DATA FOR ELIZABETH (ENGLISH)

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	Leiter-R Design Analogies *Gf-122* Leiter-R Repeated Patterns *Gf-114* ***x* = 118**	**WISC-III BLOCK DESIGN** *Gv-105* **WISC-III SYMBOL SEARCH** *Gs-100* **WISC-III CODING** *Gs-105* **WISC-III DIGIT SPAN** *Gsm-95* ***x* = 101**	
MODERATE	**WISC-III OBJECT ASSEMBLY** *Gv-115* **WISC-III Mazes** *Gv-95* ***x* = 105**	**WISC-III ARITHMETIC** *Gq-95* ***x* = 95**	
HIGH	Leiter-R Associated Pairs *Glr-94* Leiter-R Delayed Pairs *Glr-89* ***x* = 92**		**WISC-III SIMILARITIES** *Gc-80* **WISC-III VOCABULARY** *Gc-70* **WISC-III INFORMATION** *Gc-70* **WISC-III COMPREHENSION** *Gc-85* ***x* = 76**

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 2

WJ-R & LEITER-R BASED CROSS-BATTERY DATA FOR ELIZABETH (ENGLISH)

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: LOW	MODERATE	HIGH
LOW	Leiter-R Design Analogies *Gf-122* Leiter-R Repeated Patterns *Gf-114* ***x* = 118**	**WJ-R VISUAL MATCHING** *Gs-101* **WJ-R MEMORY FOR NAMES** *Glr-105* **WJ-R CROSS-OUT** *Gs-111* ***x* = 106**	**WJ-R CONCEPT FORMATION** *Gf-96* **WJ-R ANALYSIS-SYNTHESIS** *Gf-92* ***x* = 94**
MODERATE	**WJ-R Visual Closure** *Gv-96* ***x* = 96**	**WJ-R VISUAL-AUDITORY LEARNING** *Glr-91* ***x* = 91**	**WJ-R INCOMPLETE WORDS** *Ga-85* **WJ-R SOUND BLENDING** *Ga-84* **WJ-R MEMORY FOR WORDS** *Gsm-99* ***x* = 90**
HIGH	Leiter-R Associated Pairs *Glr-94* Leiter-R Delayed Pairs *Glr-89* ***x* = 92**	**WJ-R ORAL VOCABULARY** *Gc-90* **WJ-R PICTURE VOCABULARY** *Gc-79* ***x* =85**	

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 2

BATERÍA-R DATA FOR ELIZABETH (SPANISH)

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW		**BAT-R VISUAL MATCHING** *Gs-92* **BAT-R MEMORY FOR NAMES** *Glr-100* **BAT-R CROSS-OUT** *Gs-96* ***x* = 96**	**BAT-R CONCEPT FORMATION** *Gf-93* **BAT-R ANALYSIS-SYNTHESIS** *Gf-88* ***x* = 91**
MODERATE	**BAT-R Visual Closure** *Gv-96* ***x* = 96**	**BAT-R VISUAL-AUDITORY LEARNING** *Glr-86* ***x* = 86**	**BAT-R INCOMPLETE WORDS** *Ga-78* **BAT-R SOUND BLENDING** *Ga-76* **BAT-R MEMORY FOR WORDS** *Gsm-76* ***x* = 77**
HIGH		**BAT-R ORAL VOCABULARY** *Gc-79* **BAT-R PICTURE VOCABULARY** *Gc-65* ***x* = 72**	

**Note: Cross-Battery analysis of data obtained in a language other than English with the Culture-Language Matrix is for illustration purposes only. Unlike data from English language tests, there is no research to guide interpretation of other language data according to level of acculturation or linguistic demands. It is believed, however, that the effects will like follow the data patterns seen in English language testing, primarily because the norm samples for native language tests are subject to the same limitations and criticisms as described before.*

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 3

WECHSLER ONLY DATA FOR YUQUITA (ENGLISH)

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW		**WISC-III BLOCK DESIGN** *Gv-75* **WISC-III SYMBOL SEARCH** *Gs-70* **WISC-III CODING** *Gs-65* **WISC-III DIGIT SPAN** *Gsm-85* ***x* = 73**	
MODERATE	**WISC-III OBJECT ASSEMBLY** *Gv-80* **WISC-III Mazes** *Gv-80* ***x* = 80**	**WISC-III ARITHMETIC** *Gq-90* ***x* = 90**	
HIGH			**WISC-III SIMILARITIES** *Gc-75* **WISC-III VOCABULARY** *Gc-80* **WISC-III INFORMATION** *Gc-90* **WISC-III COMPREHENSION** *Gc-85* ***x* = 83**

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 4

WJ-III ONLY DATA FOR MIGUEL (ENGLISH)

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**SPATIAL RELATIONS** *Gv*-95 ***x* = 95**	**VISUAL MATCHING** *Gs*-70 **NUMBERS REVERSED** *Gsm*-90 ***x* = 80**	**CONCEPT FORMATION** *Gf*-103 **ANALYSIS SYNTHESIS** *Gf*-111 ***x* = 107**
MODERATE	**Picture Recognition** *Gv*-86 **PLANNING** *Gv*-88 **PAIR CANCELLATION** *Gs*-68 ***x* = 81**	**VISUAL-AUDITORY LEARNING** *Glr*-93 **Delayed Recall – Visual Auditory Learning** *Glr*-85 **RETRIEVAL FLUENCY** *Glr*-90 **RAPID PICTURE NAMING** *Glr*-71 ***x* = 85**	**MEMORY FOR WORDS** *Gsm*-98 **INCOMPLETE WORDS** *Ga*-87 **SOUND BLENDING** *Ga*-85 **AUDITORY ATTENTION** *Ga*-89 **DECISION SPEED** *Gs*-73 ***x* = 86**
HIGH			**VERBAL COMPREHENSION** *Gc*-90 **GENERAL KNOWLEDGE** *Gc*-86 ***x* = 88**

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 5

KABC II DATA FOR ROSITA (Age 9) (ENGLISH)

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	Triangles *Gv-95* Pattern Reasoning *Gv-105* Atlantis *Glr-100* ***x* = 98**	Number Recall *Gsm-90* Rebus *Glr-95* ***x* = 93**	
MODERATE		Rover *Gv-85* Word Order *Gsm-90* ***x* = 88**	
HIGH		Story Completion *Gf-85* ***x* = 85**	Riddles *Gc-75* Verbal Knowledge *Gc-80* ***x* = 78**

Matrix of Cultural Loading and Linguistic Demand

Case Study Example 6

KABC II DATA FOR MARIO (Age 6) (ENGLISH)

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	Triangles *Gv-90* Pattern Reasoning *Gf-90* Atlantis *Glr-70* ***x* = 83**	Number Recall *Gsm-95* Rebus *Glr-75* ***x* = 85**	
MODERATE		Conceptual Thinking *Gv-100* Rover *Gv-95* Word Order *Gsm-90* ***x* = 95**	
HIGH			Riddles *Gc-85* Expressive Vocabulary *Gc-90* ***x* = 88**

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WAIS-III SUBTESTS

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: Low	Moderate	High
Low		**BLOCK DESIGN** (*Gv*-SR, Vz) **SYMBOL SEARCH** (*Gs*-R9) **DIGIT SPAN** (*Gsm*-MS) **CODING** (*Gs*-R9)	
Moderate	**OBJECT ASSEMBLY** (*Gv*-CS, SR) Picture Arrangement (*Gc*-K0, *Gv*-CF)*	**ARITHMETIC** (*Gq*-A3)	
High	Picture Completion (*Gc*-K0, *Gv*-CF)*		**INFORMATION** (*Gc*-K0) **SIMILARITIES** (*Gc*-LD,VL) **VOCABULARY** (*Gc*-LD,VL) **COMPREHENSION** (*Gc*-LD, K0)

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WISC-IV SUBTESTS

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**MATRIX REASONING** (*Gf*-RG) Cancellation (*Gs*-P,R9)	**BLOCK DESIGN** (*Gv*-SR, Vz) **SYMBOL SEARCH** (*Gs*-P,R9) **DIGIT SPAN** (*Gsm*-MS, MW) **CODING** (*Gs*-R9)	**LETTER-NUMBER SEQUENCING** (*Gsm*-MW)
MODERATE		**ARITHMETIC** (*Gq*-A3) Picture Concepts (*Gc*-K0, *Gf*-I)*	
HIGH	Picture Completion (*Gc*-K0, *Gv*-CF)*		**INFORMATION** (*Gc*-K0) **SIMILARITIES** (*Gc*-LD,VL) **VOCABULARY** (*Gc*-VL,LD) **COMPREHENSION** (*Gc*-K0, LS) Word Reasoning (*Gc*-VL, *Gf*-I)*

**These tests demonstrate mixed loadings on the two separate factors indicated.*

Note: Some of the ability and culture-language classifications listed in this packet are preliminary, based primarily on expert consensus procedures and judgment, and thus subject to change in accordance with future research findings. They are not intended for diagnostic purposes but rather to guide decisions regarding the relative influence of acculturation and English-language proficiency on test results.

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WPPSI-III SUBTESTS

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: Low	Moderate	High
Low		**BLOCK DESIGN** (*Gv*-SR, Vz) **SYMBOL SEARCH** (*Gs*-R9) **DIGIT SPAN** (*Gsm*-MS) **CODING** (*Gs*-R9)	
Moderate	**OBJECT ASSEMBLY** (*Gv*-CS, SR) Picture Arrangement (*Gc*-K0, *Gv*-CF)*	**ARITHMETIC** (*Gq*-A3)	
High	Picture Completion (*Gc*-K0, *Gv*-CF)*		**INFORMATION** (*Gc*-K0) **SIMILARITIES** (*Gc*-LD,VL) **VOCABULARY** (*Gc*-LD,VL) **COMPREHENSION** (*Gc*-LD, K0)

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WISC-III SUBTESTS

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: Low	Moderate	High
Low		**BLOCK DESIGN** (*Gv*-SR, Vz) **SYMBOL SEARCH** (*Gs*-R9) **DIGIT SPAN** (*Gsm*-MS) **CODING** (*Gs*-R9)	
Moderate	**OBJECT ASSEMBLY** (*Gv*-CS, SR) **Mazes** (*Gv*-SS) Picture Arrangement (*Gc*-K0, *Gv*-CF)*	**ARITHMETIC** (*Gq*-A3)	
High	Picture Completion (*Gc*-K0, *Gv*-CF)*		**INFORMATION** (*Gc*-K0) **SIMILARITIES** (*Gc*-LD,VL) **VOCABULARY** (*Gc*-LD,VL) **COMPREHENSION** (*Gc*-LD, K0)

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WJ III

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: LOW	DEGREE OF LINGUISTIC DEMAND: MODERATE	DEGREE OF LINGUISTIC DEMAND: HIGH
LOW	**SPATIAL RELATIONS** (*Gv*-VZ,SR)	**VISUAL MATCHING** (*Gs*-P,R9) **NUMBERS REVERSED** (*Gsm*-MW)	**CONCEPT FORMATION** (*Gf*-I) **ANALYSIS SYNTHESIS** (*Gf*-RG) **AUDITORY WORKING MEMORY** (*Gsm*-MW)
MODERATE	**Picture Recognition** (*Gv*-MV) **PLANNING** (*Gv*-SS) **PAIR CANCELLATION** (*Gs*-R9)	**VISUAL-AUDITORY LEARNING** (*Glr*-MA) **Delayed Recall – Visual Auditory Learning** (*Glr*-MA) **RETRIEVAL FLUENCY** (*Glr*-FI) **RAPID PICTURE NAMING** (*Glr*-NA)	**MEMORY FOR WORDS** (*Gsm*-MS) **INCOMPLETE WORDS** (*Ga*-PC) **SOUND BLENDING** (*Ga*-PC) **AUDITORY ATTENTION** (*Ga*-US/U3) **DECISION SPEED** (*Gs*-R4)
HIGH			**VERBAL COMPREHENSION** (*Gc*-VL,LD) **GENERAL KNOWLEDGE** (*Gc*-K0)

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WJ-R

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: LOW	MODERATE	HIGH
LOW	**SPATIAL RELATIONS** (*Gv*-VZ,SR)	**VISUAL MATCHING** (*Gs*-P,R9) **NUMBERS REVERSED** (*Gsm*-MW) **MEMORY FOR NAMES** (*Glr*-MA) **DELAYED RECALL-MEMORY FOR NAMES** (*Glr*-MA) **CROSS OUT** (*Gs*-P)	**CONCEPT FORMATION** (*Gf*-I) **ANALYSIS SYNTHESIS** (*Gf*-RG) **SOUND PATTERNS** (*Ga*-US/U3)
MODERATE	**Visual Closure** (*Gv*-CS) **Picture Recognition** (*Gv*-MV	**VISUAL-AUDITORY LEARNING** (*Glr*-MA) **Delayed Recall – Visual Auditory Learning** (*Glr*-MA)	**MEMORY FOR WORDS** (*Gsm*-MS) **INCOMPLETE WORDS** (*Ga*-PC) **SOUND BLENDING** (*Ga*-PC)
HIGH		**ORAL VOCABULARY** (*Gc*-VL,LD) **PICTURE VOCABULARY** (*Gc*-VL,KO)	**LISTENING COMPREHENSION** (*Gc*-LS,LD)

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE SB-V

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: LOW	DEGREE OF LINGUISTIC DEMAND: MODERATE	DEGREE OF LINGUISTIC DEMAND: HIGH
LOW	NV Visual-Spatial (all levels) (*Gv*-SR,CS)	NV Fluid Reasoning-Routing (*Gf*-RG,I)	NV Working Memory (all levels) (*Gs*-MS, MW)
MODERATE		NV Quantitative Reasoning (all levels) (*Gf*-RQ)	V Quantitative Reasoning (all levels) (*Gf*-RQ) V Working Memory (all levels) (*Gsm*-MS,MW)
HIGH		NV Knowledge (Levels 2-3) (*Gc*-K0,LS)	V Knowledge-routing (*Gc*-VL) NV Knowledge (Levels 4-6) (*Gc*-K0,LS) V Fluid Reasoning (all levels) (*Gf*-RG,I) V Visual Spatial (all levels) (*Gv*-VZ)

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE SB-IV

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**PATTERN ANALYSIS** (*Gv*-VZ)	**MEMORY FOR DIGITS** (*Gsm*-MS) **MATRICES** (*Gf*-I) **Bead Memory** (Gv-MV)	Number Series (*Gf*-RQ)
MODERATE	**Memory for Objects** (*Gv*-MV)	**QUANTITATIVE** (*Gq*-A3)	**EQUATION BUILDING** (*Gf*-RQ)
HIGH			**VOCABULARY** (*Gc*-LD, VL) **VERBAL RELATIONS** (*Gc*-LD) **Absurdities** (*Gc*-LD) **Comprehension** (*Gc*-LD, K0)

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE DAS II

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: LOW	MODERATE	HIGH
LOW	Matrices (*Gf*-I) Sequential & Quantitative Reasng (*Gf*-I,RG) Pattern Construction (*Gv*-SR) Matching Letter-like Forms (*Gv*-VZ) Recall of Designs (*Gv*-MV) Copying (*Gv*-Vz)*	Recall of Digits-Backward (*Gsm*-MS) Speed of Information Processing (*Gs*-R7)	Recall of Digits-Forward (*Gsm*-MS)
MODERATE	Picture Similarities (*Gf*-I) Recognition of Pictures (*Gv*-MV) Recall of Objects – Immediate (*Glr*-M6) Recall of Objects – Delayed (*Glr*-M6)	Early Number Concepts (*Gq*-A3,KM) Recall of Sequential Order (*Gsm*-MW, MS)	Phonological Processing (*Ga*-PC:A, PC:S)
HIGH		Verbal Comprehension (*Gc*-LD,LS) Naming Vocabulary (*Gc*-LD,VL)	Verbal Similarities (*Gc*-LD) Word Definitions (*Gc*-VL,LD)

**The copying task relies upon normal visual-motor integration and fine motor control, therefore it is not a "purely" cognitive task.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE DAS

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**MATRICES** *(Gf-I)* **SEQUENTIAL & QUANTITATIVE REASONING** *(Gf-I,RG)* Pattern Construction *(Gv-SR)* Block Building *(Gv-VZ)* Matching Letter-like Forms *(Gv-VZ)* **RECALL OF DESIGNS** *(Gv-MV)*	Recall of Digits *(Gsm-MS)* Speed of Information Processing *(Gs-R7)*	
MODERATE	Picture Similarities *(Gf-I)* Recognition of Pictures *(Gv-MV)* Recall of Objects *(Glr-M6)*	Early Number Concepts *(Gq-A3,KM)*	
HIGH		Verbal Comprehension *(Gc-LD,LS)* Naming Vocabulary *(Gc-LD,VL)*	**SIMILARITIES** *(Gc-LD)* **WORD DEFINITIONS** *(Gc-VL,LD)*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE K-ABC II

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE	HIGH
LOW	**TRIANGLES** *(Gv-SR,Vz)* Hand Movements *(Gsm-MS; Gv-MV)** Pattern Reasoning *(Gf-I, Gv-Vz)** Face Recognition (*Gv-MV*) Atlantis *(Glr-MA, L1)* Atlantis Delayed *(Glr-MA, L1)*	**NUMBER RECALL** (*Gsm-MS*) Block Counting *(Gv-Vz)* Rebus *(Glr-MA)* Rebus Delayed *(Glr-MA, L1)*	
MODERATE		Conceptual Thinking *(Gv-Vz; Gf-I)** Rover *(Gv-SS; Gf-RG)** **WORD ORDER** (*Gsm-MS, WM*)	
HIGH	**Gestalt Closure** (*Gv-CS*)	Story Completion *(Gf-I, RG; Gc-K0, Gv-Vz)**	Expressive Vocabulary *(Gc-VL)* Riddles *(Gc-VL, LD; Gf-RG)** Verbal Knowledge *(Gc-VL, K0)*

**These tests demonstrate mixed loadings on the two separate factors indicated.*

Note: Some of the ability and culture-language classifications listed in this packet are preliminary, based primarily on expert consensus procedures and judgment, and thus subject to change in accordance with future research findings. They are not intended for diagnostic purposes but rather to guide decisions regarding the relative influence of acculturation and English-language proficiency on test results.

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE UNIT

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: LOW	MODERATE	HIGH
LOW	**SPATIAL MEMORY** *(Gv-MV*) Cube Design *(Gv-SR, Vz*) Mazes *(Gv–SS)*		
MODERATE	**SYMBOLIC MEMORY** *(Gv-MV*)		
HIGH	**OBJECT MEMORY** *(Gv-MV*) **ANALOGIC REASONING** *(Gf-I*)		

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WNV SUBTESTS

DEGREE OF CULTURAL LOADING	DEGREE OF LINGUISTIC DEMAND: Low	Moderate	High
Low	Matrices (*Gf*-RG) Spatial Span (*Gsm*-MS)	**CODING** (*Gs*-R9) Recognition (*Gsm*-MW,MS)	
Moderate	**OBJECT ASSEMBLY** (*Gv*-CS, SR) Picture Arrangement (*Gc*-K0, *Gv*-CF)*		
High			

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE LEITER-R

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING

	LOW	MODERATE	HIGH
LOW	Design Analogies *(Gf-I)* Repeated Patterns *(Gf-I)* Sequential Order *(Gf-I)* Paper Folding *(Gv-VZ)* Figure Rotation *(Gv-VZ,SR)*		
MODERATE	Visual Coding *(Gf-RG)* Matching *(Gv-VZ)* Attention Sustained *(Gs-P,R9)*		
HIGH	Classification *(Gf-I)* Picture Context *(Gf-RG)* Form Completion *(Gv-VZ,SR)* Immediate Recognition *(Gv-MV)* Forward Memory *(Gv-MV)* Figure Ground *(Gv-CF)* Delayed Recognition *(Glr-MA)* Associated Pairs *(Glr-MA,MM)* Delayed Pairs *(Glr-MA,MM)*		

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE CAS

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
FIGURE MEMORY *(Gv–CF, MV)* Nonverbal Matrices *(Gf-I)* Expressive Attention *(Glr-NA)*	**MATCHING NUMBERS** (*Gs-P, R9*) **PLANNED CODES** (*Gs-R9*) **NUMBER DETECTION** (*Gsm–MS*)	**VERBAL SPATIAL RELATIONS** *(Gv-PI)*
RECEPTIVE ATTENTION (*Gs-P, R4)*	**WORD SERIES** *(Gsm-MS)* **PLANNED CONNECTIONS** *(Gs-P, R9)*	**SENTENCE REPETITION** *(Gsm-MS)* **SENTENCE QUESTIONS** *(Gsm-MS)*

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE KBIT

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	Low	Moderate	High
	Nonverbal - Matrices *(Gf*-I)		
			Verbal - Verbal Knowledge (*Gc*-VL) Verbal - Riddles (*Gc*-VL, *Gf-RG*)*

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE RIAS

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	Low	Moderate	High
		Odd Item Out (*Gv*-SR, *Gf*-I)	
	Nonverbal Memory (*Gv*-MV)		Verbal Memory (*Gsm*-MS, *Gc*-LD)*
	What's Missing? (*Gv*-SR, *Gf*-I)		Guess What? (*Gc*-VL) Verbal Reasoning (*Gc*-VL, *Gf*-I)*

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WRIT

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	Low	Moderate	High
	Matrices (*Gf*-I) Diamonds (*Gv*-SR, Vz)		
			Vocabulary (*Gc*-VL) Verbal Analogies (*Gc*-VL, LD)

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE PTI-II

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	Low	Moderate	High
	Form Discrimination (*Gv*-Vz)	Quantitative Concepts (*Gq*-A3)	
			Verbal Abstractions (*Gc*-VL)

**These tests demonstrate mixed loadings on the two separate factors indicated.*

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE DTLA-3/4

	DEGREE OF LINGUISTIC DEMAND	
LOW	**MODERATE**	**HIGH**
Symbolic Relations (*Gf*-I)	Design Sequences (*Gv*-MV) Design Reproduction (*Gv*-MV)	Sentence Imitation (*Gsm*-MW) Word Sequences (*Gsm*-MS)
		Story Sequences (*Glr*-MM) Reversed Letters (*Gsm*-MS)
	Word Opposites (*Gc*-LD) *Picture Fragments (*Gv*-CS)	Story Construction (*Gc*-LD, VL) Basic Information (*Gc*-K0)

*The Picture Fragments subtest was dropped from the DTLA-4.

MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE NEPSY

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
Imitating Hand Positions (motor functioning) Visuomotor Precision (motor functioning) Fingertip Tapping (motor functioning) Statue (motor functioning) Manual Motor Sequence (motor functioning) Finger Discrimination (motor functioning)	Block Construction (Gv-VZ) Tower (Gv; Gf)* Knock and Tap (Gsm-MW)	Oromotor Sequence (Ga)
Design Copying (Gv and motor functioning) Arrows (Gv-CS) Design Fluency (Glr-FF)	Body Part Naming (Gc-VL, K0) Visual Attention (Gs-P) Repetition of Nonsense Words (Gsm-MS)	Memory for Names (Glr-MA) Speeded Naming (Glr-NA) Sentence Repetition (Gsm-MS) List Learning (Glr-M6) Narrative Memory (Glr-MM; Gc-LS)*
Memory for Faces (Gv-MV, Gc-K0)* Delayed Memory for Faces (Glr-MA) Route Finding (Gv-SS)		Verbal Fluency (Glr-FI) Auditory Attention and Response Set (Ga; Gf)* Phonological Processing (Ga-PC:A, PC:S) Comprehension of Instructions (Gc-LS)

**These tests demonstrate mixed loadings on the two separate factors indicated.*

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE CELF-4

	DEGREE OF LINGUISTIC DEMAND	
LOW	**MODERATE**	**HIGH**
	Number Repetition-Forward (Gsm) Number Repetition-Backward (Gsm)	Familiar Sequences (Gsm)
		Concepts and Following Directions (Gc/Gsm) Recalling Sentences (Gsm)
	Sentence Structure (Gc-LS)	Word Structure (Gc) Semantic Relationships (Gc) Word Definitions (Gc) Expressive Vocabulary (Gc) Word Classes-Expressive (Gc) Word Classes-Receptive (Gc) Understanding Spoken Paragraphs (Gc) Formulated Sentences (Gc) Sentence Assembly (Gc)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE CELF-3

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
		Word Structure (Gc-LS) Semantic Relationships (Gc-LS) Recalling Sentences (Gsm-MS) Listening to Paragraphs (Gc-LS) Rapid, Automatic Naming (Glr-NA)
	Sentence Structure (Gc-LS)	Concepts and Directions (Gc-LS, LD; Gsm-MW Word Associations (Glr-FI) Word Classes (Gc-LD) Formulated Sentences (Gc-OP) Sentence Assembly (Gc-LD, MY)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE CASL

DEGREE OF LINGUISTIC DEMAND		
LOW	**MODERATE**	**HIGH**
		Grammatical Morphemes (Gc-MY) Grammaticality Judgment (Gc-MY) Syntax Construction (Gc-MY, OP) Paragraph Comprehension (Gc-LS) Sentence Comprehension (Gc-LS) Sentence Completion (Gc-LD) Basic Concepts (Gc-VL) Antonyms (Gc-VL)
		Idiomatic Language (Gc-LD, K2) Nonliteral Language (Gc-LD, K2) Meaning from Context (Gc-LS) Inference (Gc-LS) Ambiguous Sentences (Gc-VL) Pragmatic Judgement (Gc-LD, K0) Synonyms (Gc-VL)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE CTOPP

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
	Memory for Digits (Gsm-MS) Nonword Repetition (Gsm-MS)	Rapid Digit Naming (Glr-NA) Blending Nonwords (Ga-PC:S) Sound Matching (Ga-PC:A)
		Rapid Color Naming (Glr-NA) Rapid Letter Naming (Glr-NA) Blending Words (Ga-PC:A) Segmenting Nonwords (Ga-PC:A) Phoneme Reversal (Ga-PC:A, Gsm-MW)* Elision (Ga-PC:A)
		Rapid Object Naming (Glr-NA) Segmenting Words (Ga-PC:A)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WRAML-2

	DEGREE OF LINGUISTIC DEMAND	
LOW	**MODERATE**	**HIGH**
		Verbal Working Memory (Gsm-MW)
Design Memory (Gsm-MV) Design Memory Recognition (Gsm-MV) Symbolic Working Memory (Gsm-MW)	Visual Learning (Gv-MV; Gsm-MS)* Finger Windows (Gv)	Number/Letter Memory (Gsm-MS) Sound Symbol (Glr-MA) Sentence Memory (Glr-MM, Gc-LS)*
Picture Memory (Gsm-MV; Gc-K0)* Picture Memory Recognition (Glr-AM)		Verbal Learning (Glr-MM) Verbal Learning Delayed Recall (Glr-MM) Verbal Learning Recognition (Glr-AM) Story Memory (Glr-MM) Story Memory Delayed Recall (Glr-MM) Story Memory Recognition (Glr-AM)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE TOMAL

	DEGREE OF LINGUISTIC DEMAND	
LOW	**MODERATE**	**HIGH**
Manual Imitation (Gv-MV; Gsm-MS)*	Digits Backward (Gsm-MS; Gv-MV)* Memory-for-Location (Glr-AM; Gv-MV)*	Letters Backward (Gsm-MS; Gv-MV)* Paired Recall (Glr-MM)
Abstract Visual Memory (Gv-MV) Visual Sequential Memory (Gsm-MS; Gv-MV)* Visual Selective Reminding (Glr-M6) Del Rec: Visual Selective Reminding (Glr-M6)	Letters Forward (Gsm-MS) Digits Forward (Gsm-MS)	Memory-for-Stories (Glr-MM, Gc-LS)* Word Selective Reminding (Glr-M6) Del Rec: Word Selective Reminding (Glr-M6)
Facial Memory (Gv-MV; Gc-K0)*	Object Recall (Glr-AM, MM)	

**These tests demonstrate mixed loadings on the two separate factors indicated.*

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE LAMB

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
Complex Figure (Gv-MV)	Simple Figure (Gv-MV) Digit Span and Supraspan Learning (Gsm-MS)	Paragraph Learning (Glr-MM; Gc-LS) Word List Learning (Glr-M6, MA) Word Pair Learning (Glr-MA, FI)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE CMS

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
	Dot Locations (Gv-MV) Dot Locations 2 (Gv-MV)	
	Sequences (Gsm-MW) Numbers (Gsm-MS) Picture Locations (Gv-MV)	Word Lists (Glr-M6) Word Lists 2 (Glr-M6) Word Pairs (Glr-MA) Word Pairs 2 (Glr-MA)
Faces (Gsm-MW; Gc-K0)* Family Pictures (Gsm-MW; Gc-K0)*		Stories (Gsm-MS; Gc-LS)* Stories 2 (Glr-MM; Gc-LS)*

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE WMS-III

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
	Spatial Span (Gsm-MS; Gv-MV)*	Letter-Number Sequencing (Gsm-MW) Mental Control (Gsm-MW)
Visual Reproduction (Gv-MV)	Digit Span (Gsm-MS)	Word Lists I (Glr-M6) Word Lists II (Glr-M6) Verbal Paired Associates I (Glr-MA) Verbal Paired Associates II (Glr-MA)
Faces I (Gsm-MW; Gc-K0)* Faces II (Glr-MM; Gc-K0)* Family Pictures I (Gsm-MW; Gc-K0)* Family Pictures II (Gsm-MM; Gc-K0)*	Information and Orientation (Gc-K0, LS)	Logical Memory I (Gsm-MS) Logical Memory II (Glr-MM)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF THE K-SNAP

DEGREE OF LINGUISTIC DEMAND

LOW	MODERATE	HIGH
	Mental Status (Gc-LS; Gsm-MS)*	
Gestalt Closure (Gv-CS)	Number Recall (Gsm-MS)	Four-Letter Words (Gf-I)

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MATRIX OF CULTURAL LOADING AND LINGUISTIC DEMAND CLASSIFICATIONS OF VARIOUS TESTS

	DEGREE OF LINGUISTIC DEMAND	
LOW	**MODERATE**	**HIGH**
Raven's Progressive Matrices (Gf-I) Matrix Analogies Test (Gf-I, RG)		
		Test of Phonological Awareness (Ga-PC:A)
		Peabody Picture Vocabulary Test: 3 (Gc-VL) Expressive Vocabulary Test (Gc-VL)

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CHC Culture-Language Matrix Worksheet

Name of Examinee: _____ Age: _____ Grade: _____ Date: _____

DEGREE OF LINGUISTIC DEMAND

DEGREE OF CULTURAL LOADING	LOW	MODERATE
LOW	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____
MODERATE	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____
HIGH	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____	**Test Name:** **Score:** _____(_____) _____(_____) _____(_____) _____(_____) _____(_____) Cell Average = _____

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Chapter 11: Mental Health Issues Affecting Immigrants and Refugees

Contributed by Community-University Health Care Center, University of Minnesota

Introduction

The state of Minnesota has experienced waves of immigrants and refugees throughout recent decades; some groups have first arrived in the U.S. and others have immigrated to Minnesota to join extended family and enjoy a higher quality of life. Many refugees and immigrants are survivors—adjusting to American ways of life with limited difficulty, while others develop serious mental and physical health issues. Good health can be defined as "a state in which the five basic spheres of life—social, physical, intellectual, emotional and spiritual, are all in balance" (Dr. Allden, 1999). For many immigrants and refugees, health is no longer "in balance" due to traumatic events or experiences in their homeland, refugee camps and the United States.

Loss of the Familiar

For many immigrants and refugees, the process of changing roles is more than just resettling or re-adjusting to a new place; it is an act of recreating oneself, with inherent transformations that are complex, continual and difficult[1]*.*

Immigrants and refugees face tremendous changes when coming to a new country. For some immigrants and refugees nothing might seem familiar; for others, limited aspects of their new lives might be familiar. Immigrants and refugees might be forced to recreate themselves because their cultural framework or worldview is so different that they need to learn another framework or adapt to another.

Some skills that a person or family possess might transfer from one culture; some will not. Some cultural values might be harmonious with American cultural values; some might be in complete opposition. Each culture values different skills or abilities, and each culture orders values differently. Other factors might also exacerbate the difficulty of resettlement:

[1] International Institute of Boston. Mental Health and the ESL Classroom: A Guide for Teachers Working with Refugees. Accessed at www.refugeesusa.org.

- Urban versus rural living experiences;
- Background that includes formal education or no formal education;
- Socio-economic status; and,
- Societal power and prestige.

Differing cultural values have implications for everyday life and situations. One example of how cultural values might conflict is in the importance American society places on work. Instead of asking questions regarding one's family and other extended families, Americans tend to ask one how their work is going and what they do. This might seem puzzling or even rude to people who come from societies where conversations are meant to build relationships with people, and family ties are most important. Another example is role of education and expectations around formal schooling. Parents' expectations of the role of teachers might be different than that accepted in American culture. In some countries, teachers are expected to mete out disciplinary action without consulting parents. When American teachers initially approach immigrant and refugee parents to discuss the student's progress, those parents might think that teachers are not effective and lack authority in the classroom. They might be concerned that their child's behavior is so extreme that the teacher wants the parents to take further action. The concept of teaming or dialogue about the child might not be congruent with former beliefs and expectations of teacher-parent relationships.

The process of resettlement might have several outcomes for the youth. Generations of refugee and immigrant youth respond to acculturation and assimilation in similar ways. Youth often experience alienation from their families and immerse themselves into a strong peer sub-culture, often searching for acceptance, nurturance and safety. Two terms are commonly used to describe possible outcomes from resettlement:

Acculturation: Acculturation is the continuous and intense contact between two previously autonomous cultural traditions, usually leading to extensive changes in one or both systems. It may be reciprocal, but very often the process is asymmetrical and the result is the absorption of one culture into another.

Assimilation: Process by which members of a culture enter the social positions, as well as acquire the political, economic and educational standards, of another culture.

Children and parents are often evaluated on how they have adjusted based on visible indicators of acculturation or assimilation: English proficiency, success in school, or economic sufficiency. However, for actual acculturation to take place, other indicators must also be present. Refugee youth must be accepted and respected by the population in their new environment, and they must adapt to the new culture without relinquishing their heritage.

Resettlement in the U.S.

After having experienced upheaval and traumatic events in their maternal country or homeland, refugees and immigrants face another enormous obstacle—resettlement in the United States. Many come imbued with the American dream and the myths that surround it: wealth, unlimited employment opportunities, an easier life, and education for their children. When the initial honeymoon phase of resettlement ends, immigrants and refugees will most likely experience disappointment due to unrealistic expectations of life

in the U.S. They will confront language barriers, transportation limitations, difficulty obtaining legal status and endure discrimination or racial insults. Due to their low social and economic status, families often live in overcrowded or poorly maintained housing in high-crime urban areas or isolated rural communities.

Living situations and roles related to the household might dramatically change in the new country. Single males might live together or with friends--for new arrivals there is often a shortage of women. Both men and women might be responsible for tasks such as household management or securing work in the formal labor industry that they might never have been expected to do in their homeland. Females often head the majority of households with children. Some might form composite families, or families that are composed of people living together who may or may not be related. Children, for example, might be "adopted" or brought over to the U.S. by neighbors, extended family members or literal strangers whom they met in the refugee camps.

People might experience role reversal, loss or ambiguity due to significant changes in roles in all areas of life: work, family, community and society. Parents, for example, might lose or gain social status. Jose, a Latino man from El Salvador, was a well-respected business man before the civil war broke out in El Salvador. Since the civil war, he has been diagnosed with major depression and chemical dependency. He is unable to work and feels ashamed of his job as a janitor. The bigger the change in roles and social status, the harder it might be for one to adapt to a new society.

Individual Roles

In Own Country/Past	In the U.S./Present
Provider	Dependent
Homeowner	Tenant, Homeless
Worker, Skilled	Unemployed, student
Manager, Boss	Laborer
Parent, Caregiver	Language-dependent on children
Family Member	Orphaned, Childless, Widower
Gender-specific Roles	Shared Roles and Responsibilities

Collective Roles

In Own Country/Past	In the U.S./Present
Insider, Member	Outsider, Alien
Citizen	Refugee
Clan member	African American, Asian American
Devoted Religious Follower	Radical

Family Roles In Transition

Parents might have limited degrees of involvement in their children's lives for various reasons. First, parents of youth might be depressed, anxious, or suicidal from war, famine and resettlement trauma. Their greatest act as a parent might have been getting their children to safety. If parents are incapacitated due to physical or mental health disabilities, youth might be the primary caretakers in the home. Second, socio-economic

factors might prevent parents from being present. Heads of households, male or female, might be required to hold down one to three jobs to make ends meet.

Focus groups conducted by Minneapolis Public Schools with 82 Somali high school students (Somali Focus Groups, MPS Schools, April 2001) revealed the students' desire to understand their parents and feel a sense of cultural connectedness. Somali high school students stated that there was a lack of understanding between them and their parents—often parents had rules that they didn't understand (MPS Schools, March 2001). Some of those rules were based on their parents' experiences in their homeland or in refugee camps. Students stated that they felt alienated from their culture--they didn't understand the meaning or philosophy behind certain Somali practices. Many school personnel and Somali youth voiced their confusion about what it means to be bicultural and Somali in the United States.

Older Somali community members also commented on the cultural distance between parents and children (MPS Schools, March 2001). Parents are generally slower to adjust to American culture and their children quickly surpass them in English proficiency. This contributes to family conflict. Community members also stated that many parents and children have little knowledge of the American educational system and norms. They recommended that parents and children be educated about schools and American culture at the same time. Somali community members cited the need for positive Somali role models for children.

In a focus group conducted at CUHCC, Somali women talked about the problems they have faced in parenting since they arrived in the United States. The women expressed how difficult it was to survive in this country without much money. They mentioned that their children speak more English than they do and often take advantage of their parents. The women talked at length about child abuse--they didn't understand why Americans educated children about child abuse. Teacher and parent relationships were also confusing to them because in Somalia parents could always negotiate the punishment with the teacher. Here, as one of the participants discovered, there is no room for negotiation. The discussions ended with some sadness when several women talked about how many Somali children no longer speak Somali or understand Somali culture.

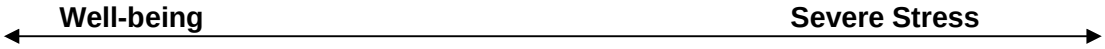
Southeast Asian staff, Spanish-speaking staff and other community members echoed similar frustrations that families from these communities face with parenting and culturally appropriate strategies for discipline. Although discipline strategies vary according to family and background, all staff agreed that corporal punishment was viewed as an acceptable form of punishment in their maternal countries. Since families have moved to the U.S., the overall perception of corporal punishment as being widely acceptable has changed. Some parents have adopted a more Western style of parenting; many parents still struggle with appropriate ways to discipline their children.

Responding to Trauma

Immigrants and refugees may have experienced one or more of the following events before coming here: torture, famine, malnutrition, assault, loss of homeland, livelihood, and loved ones. Immigrants and refugees are at risk for developing behavioral and substance abuse problems because of past trauma and current adjustment problems.

How immigrants and refugees respond to trauma varies according to many factors, such as[2]:

- The duration of the stressful event;
- Whether it was one single event or multiple events;
- Level of stability of the individual's family life prior to the stressful event;
- Level of coping skills;
- Personal characteristics;
- Presence of a support system; and,
- Age and developmental stage.



Contentment-Headaches-Pessimistic outlook-Anger-Depression-Anxiety-Panic-Attacks-Post-Traumatic Stress Disorder-Psychosis

Source: Link & Shoaee[3]

The Impact of Trauma on Resettlement[4]

Possible behavioral and psychological responses to trauma:	**May impact on resettlement tasks by:**
Guilt (particularly related to inability to secure the safety of other family members)	▪ Undermining resettled refugees' capacity for self care and their belief in their worthiness of the support of others; ▪ Acting as a barrier to seeking support and to developing relationships with formal and informal support providers.
Lack of trust/disrupted attachments	▪ Undermining supportive relationships within families; ▪ Affecting the formation of supportive relationships; ▪ Affecting relationships within the school and community; ▪ Increasing resettled refugees'

[2] Link, A. and Shoaee, S. Mental Health and Well-Being. Lessons From the Field: Issues and Resources in Refugee Mental Health. The National Alliance for Multicultural Mental Health. Accessed at: http://www.cmhsweb.org/nammh, December 4, 2002.
[3] Link, A. and Shoaee, S. Mental Health and Well-Being. Lessons from the Field: Issues and Resources in Refugee Mental Health. The National Alliance for Multicultural Mental Health. Accessed at: http://www.cmhsweb.org/nammh/, December 4, 2002.

[4] UNHCR.

	vulnerability to anxiety, anger and suspicion when interacting with public officials, such as teachers, law enforcement officers, and personnel in government departments.
Impaired concentration, anxiety, flash-backs	▪ Interfering with the process of learning new tasks, especially language acquisition; ▪ Increasing vulnerability to stress and anxiety when performing new tasks, having an impact on securing basic resettlement resources and participation in education; ▪ Increasing vulnerability to stress during medical consultation, particularly if invasive procedures are involved.

Mental Health Implications of Trauma and Acculturation

Keith McInnis of Harvard University found that many refugees experienced physical and mental exhaustion, whereas only a small percentage exhibited symptoms of serious mental illness[5]. Studies have shown that a significant factor influencing psychological responses to trauma and recovery from its negative effects is the quality of the environment following the traumatic experiences. While a supportive, stable environment can alleviate mental health issues, further stresses can exacerbate mental health problems. Housing problems, financial hardship, isolation from family and community support or exposure to prejudice and hostility are likely to increase the severity of mental health issues[6].

As a result of exposure to violence, forced displacement, civil conflict and loss of family, refugees and immigrants are at higher risk for developing psychological problems. Common mental health problems that are faced by immigrants and refugees are:

- Post-traumatic stress disorder
- Depression
- Anxiety

[5] Keith McInnis, Harvard University. Accessed at: http://www.cmhsweb.org/nammh, December 4, 2002.

[6] UNHCR: Chapter 3.1: Planning for Optimal Mental Health: Responding to Refugee-related Trauma. Accessed at www.unhcr.ch., November 2002.

Clinical studies show that rates of post-traumatic stress disorder among immigrants and refugees range from 39 percent and 100 percent (compared with 1 percent in the general population), while rates of depression range between 47 and 72 percent[7].

Cross-Cultural Beliefs About Mental Health

In many refugee communities, traditions explain behavioral problems as a natural result of spiritual causes such as a person's spirit "wandering off" or possession by an evil spirit (CUHCC staff interviews, 2001). Addiction, treatment, and mental health are still alien concepts among most Southeast Asians. For example, in the Cambodian language the word "addiction" doesn't exist. Families are the primary caretakers. They may seek help from elders, religious leaders, or shamans (traditional healers), but seeking assistance from an outside resource is considered shameful. Even when they do turn to American professionals for help, language and cultural barriers make it challenging to achieve positive treatment outcomes.

There is often significant stigma shrouding mental health issues. Consequently, people are more likely to report physical pain than mental health disorders. In many cultures, one is crazy or one is not crazy. For some cultures there is no understanding that people can be at various points on the spectrum of mental health. Often when a child or adult is identified with having a mental illness, parents assign different expectations to these children. Parents and family members might fear the consequences if they push their children to do too much. The concept of independence is an American idea, and parents and family members might not think that someone with a mental illness can be independent. Therefore, building someone's capacity to be independent might not be perceived as possible. Some cultures have low expectations of persons with mental illness, and have no expectation of persons with mental illnesses becoming adults.

Cognitive processing of trauma will vary across cultures according to cultural and spiritual beliefs that explain dire life circumstances. Some might feel that war or violence occurred to them because God was punishing them for past wrongs. Other cultural groups might deny torture or genocide and wrap those events in silence. Talking about events might not be encouraged, but other activities might be seen as acceptable ways to express grief. Some might accept what happened as destiny. Some may desire quick solutions to their personal pain, and question why they are crying continuously, which might be a sign of weakness in their culture.

It is important to remember that all societies and cultures have effective ways of confronting trauma that might look very different from American clinical services. However, these pre-existing support systems that help people deal with everyday life circumstances might have been torn apart or disrupted. Extended family members may no longer be present. Traditional treatments may not be available in the new country.

The Surgeon General's recent report, Supplement to Mental Health, highlighted the overwhelming burden of mental illness that racial and ethnic minorities face compared to their White counterparts (2001). His report found that a service delivery model integrating clinical and support services is essential to engaging racial and ethnic minorities in mental health services. A purely medical model is not effective in engaging refugee and immigrants in these services. Effective methods of treating children and families should be culturally congruent or consistent with cultural expectations of a "helping relationship."

[7] UNHCR.

Traditional treatments integrate elements of spirituality and healing. People might seek acupuncture for the treatment of somatized body pain, or practice "cupping" or "coining" to alleviate pain. Shamans might prescribe medicinal treatments through the use of herbs and other plants. A religious leader might recite verses of the Koran when someone is having psychotic symptoms or prepare an amulet to protect the person from evil spirits, otherwise known as djinns.

Mental health treatments should allow children and families to receive Western and traditional treatment simultaneously. Here are two examples of how this combined approach has worked with Hmong children:

> I am currently working with a Hmong teenager who has a brain trauma injury. He was in a car accident with his father when he was young. He cannot speak and is on medication for bi-polar illness. When we first started working together we found him a speech board so he could communicate. The Hmong worker and I [licensed provider] worked together. We tried to determine what is culturally appropriate and medically appropriate and where we can make the two go together. His family took him to a shaman for a while and he lived there for a week. He went through several ceremonies to change his name and to cast out the spirit that possessed him. Sometimes I do general education about the brain and neurotransmitters and the family will educate me about their healing traditions. . . Both the medication and the traditional ceremonies are valued as healing practices to treat the same problem (Staff Interview, 2001).

And the second:

> One time I was treating a Hmong child with psychosis. The Hmong worker and I were invited to a Saturday morning traditional ceremony to cast out the spirits. There were 250 people there. If we had not come, the Hmong worker felt that we would have completely sabotaged the child's treatment (Staff Interview, 2001).

Resiliency Factors

Although children and youth may be vulnerable because they might not have the power to make choices for themselves, they are better survivors and more readily adapt to their surroundings as compared to adults. Sometimes the behaviors that create problems for them in the classroom setting might be what saves them in other environments.

Evaluating Whether A Child Needs To Be Referred for An Assessment

According to Link and Shouee [8], general warning signs for children that might indicate mental health problems include the following:

- Nightmares/Flashbacks
- Inability to concentrate
- Irritability
- Fears of separation/excessively clinging or over dependence

[8] 2002.

- Hyperactivity
- Being easily startled
- Regressive behaviors/thumb-sucking and bed-wetting
- Re-enacting the trauma in play/avoidance of talking about the traumatic event
- Increased aggression/defiance and rebelliousness
- No appetite and weight loss
- Confused thinking and speech
- Abuse of alcohol and/or use of drugs (adolescents)

GUIDELINE I.

If the behavior interferes with learning, a referral for an assessment should be made.

If the child is exhibiting troublesome behaviors for three months or longer, teachers are recommended to begin prereferral data collection and interventions in consultation with a school psychologist, social worker or other staff person with training in mental health. It may also be appropriate for teachers to give families information about mental health services available outside of school in the community. In the case of sudden, acute onset of symptoms, a special education referral may be initiated immediately.

Whether or not an assessment subsequently demonstrates that the child requires extensive special education services, the child might require some additional support services to ease them through the acculturation and recovery process. Warning signs specific to the classroom include:

- Running away
- Truancy
- Patterns of unprovoked aggression
- Lack of participation in playground activities
- Persistently being quiet and withdrawn, no interaction with peers
- Poor task completion
- Homework not being completed

If a child can't speak English proficiently, they will still tend to participate in playground activities. If they are not participating in playground activities and are significantly withdrawn, a referral for an assessment should be made. If homework is not being completed, and you have verified that the work level is not too hard and is appropriate to the child's abilities, a referral should be made.

GUIDELINE II.

When in doubt about whether a child needs a referral for an assessment, compare the child's behavior to peers who have similar experiences and cultural backgrounds.

When evaluating behavior, be aware of cultural stereotypes. Some people assume that children might not be participating in various activities due to cultural reasons. To determine whether a child needs a referral, observe how the child compares to the

mainstream or other subsets of children who have had similar experiences. If other children with similar time in the U.S. are able to complete the given tasks, then a referral for an assessment should be made.

GUIDELINE III.

One effective guideline for working with parents is to present the information as neutrally as possible, educating them as you go along.

Education is essential to minimizing the negative impact you might have in calling parents' attention to a child. Reassure the parents about the child, explaining that you are trying to help the child learn and do well in the classroom. In your discussions with parents, explain the American educational system and how it works. The concept of schools and the role of teachers in other countries are often dramatically different from the American system. By including parents and families as partners, you will more likely have a comprehensive picture of what behavioral issues the child is experiencing.

Strategies for Compiling Information for a Referral

Strategy 1: Use culturally neutral questions to compile information.

- Sample question: We would like to get to know your child better . . . Could you tell us…
- How does this child compare to other siblings. How is the child progressing according to other siblings' progress?
- How does the child interact with extended family?

Strategy 2: Try to identify developmental stages in which the child might have been impacted by trauma, refugee camps or resettlement.

- How old was the children when you left home? When did you start moving?
- What was the child's experience like in the refugee camp? Usually the family can pinpoint the period when the child's behavior changed.

Strategy 3: Find out what the child and family's experience with schools has been in the past.

- This might provide you with some insight as to how the child and family understand the American school system.
- Parents might expect the teacher to be the ultimate authority figure in the schools, and might not understand why the school is questioning how the child is doing at home.
- In many countries, schools only contact parents if there are significant discipline problems. Consequently, parents might expect that their child is misbehaving if called into the school.
- Some children might never have attended formal schooling and might be unfamiliar with how the activities are structured.

- Language barriers might create anxiety for parents when they are requested to come to the schools.

GUIDELINE IV.

Consider the age of migration when assessing learning or behavioral difficulties.

Research on children who have experienced trauma demonstrates that children often experience reactions that are similar to adults who experience trauma. Effects of trauma may be far-reaching and extensive, affecting the early capacity for attachment, sense of self, affect modulation, learning capacities, and development of the child's social framework[9]. These problems might begin in childhood and persist into adulthood.

The age that a child experiences traumatic migration impacts adjustment and presents unique developmental and/or behavioral problems:

Infants

Infants who arrive in the U.S. between the ages of six months and two years old seem to adjust quickly and well. Their memories of migration and any trauma, such as war and starvation, are pre-verbal. For the most part, these memories might be expressed in nightmares.

Twelve months to 3 years

Language acquisition takes place between the ages of twelve months and three years, and can be disrupted or stopped by trauma. Since children may have changed language and habit systems before they were old enough to recognize the differences, they become susceptible to language learning problems and associated behavioral problems.

Three years to 10 years

Children who migrate between the ages of three and ten will have verbal memories of the event and will be able to share these memories verbally.

Adolescence

Adolescence is a stressful time, marked by a developmental crisis known as "identity formation." In achieving a sense of identity by pursuing self-exploration, an adolescent needs a subjective sense of continuity and sameness that provides a foundation for adulthood.

If they migrated after the age of ten, they are particularly vulnerable because they are struggling to develop an adult identity while confronting the trauma of the refugee experience and resettlement. If they have been exposed to war, torture, famine or loss of family members then they must cope with "survivor's guilt" and grieve for everything they have lost.

[9] UNHCR.

Adolescent immigrants and refugees experience greater identity conflicts than their American counterparts because they are operating out of four systems which conflict and overlap:

ethnicity---refugee---American---adolescent

Factors that Impact Identity Development

Three major factors that bring complications or create confusion to identity formation are the following: peer pressure, role reversals and individual versus group consensus orientations.

Peer Pressure

Peer pressure pushes adolescents to quickly take on the **outward** cultural traits of those around them, but their **internal** identity remains strong and specific. Outward cultural traits that adolescents might take on include American dress or slang—often it is the dress or habits that the adolescent perceives as being American and acceptable in American society. However, youth will create gangs or friendship cliques that are ethnic-specific and tend not to be cross-cultural. Youth might have appeared to be assimilated, but often they lack a defined sense of self.

Role Reversal

Role reversal and ambiguity adds stress to adolescents who are attempting to balance parental expectations and American cultural expectations. Youth might be the ones reading the mail, setting appointments and other important duties if parents have limited English proficiency. Parents want their children to learn English but do not want them to be "too American." For example, girls may be allowed to go to school, but are still expected to marry at a young age and perform housecleaning and cooking duties. Boys might receive the message from home that cleaning is not a task that men do, but arrive in the classroom and are expected to assist in cleaning the classroom. For parents who have lost children, the surviving children might be coddled or over-compensated to help the parent deal with his or her feeling of loss.

Individualism vs. Group Consensus

Youth are often caught between two cultural worldviews—one that is centered on the individual and one that values group cohesiveness. The American worldview is one that values individualism, uniqueness, freedom of expression and diversity of thought. A group oriented worldview might be opposed to that worldview and instead emphasize harmonious relationships with all individuals, group cohesiveness over individual expression, and conformity of thought.

Conclusion: Making the Connection with Special Education

"Slowly, slowly one catches the monkey in the field."
(Wolof, West African proverb).

Understanding the behavioral and emotional needs of immigrant and refugee children is not a quick or an easy task. Their experiences prior to resettlement in the U.S. can

greatly impact their cognitive, social and emotional development. For families struggling to adapt to their new context, children are often their greatest assets. As discussed, many students are able to cope with the many changes that they experience. Some, however, will require assistance that may take the form of mental health services, special education, or both.

There is a common misconception that any sort of cultural difference automatically excludes students from eligibility for emotional/behavioral disorders. It is true that teams must determine whether specific behaviors of concern are typical of the student's cultural background. To use an obvious example, a team would not say that a Japanese student has a behavior disorder because he/she bows to adults rather than shaking hands. Rape and starvation do not represent cultural norms. Depression or behavior problems caused by a traumatic experience are just that: reactions to trauma. They are not direct manifestations of culture. Similarly, students may develop behavioral or emotional difficulties because of the stress of adapting to a new environment. The behavior may be a manifestation of the stress, not of the student's native culture. The role of the school team is to determine whether the problems are of sufficient magnitude and duration to merit special education evaluation and intervention.

Checklist for Identifying Depressed Students

Student Name_____Grade_____ Date _____
Person Completing Form _____

_____ 1. Depressed and/or irritable mood lasting more than 2 w symptom.
_____ 2. Change in appetite or weight. In small children, failure to weight gain.
_____ 3. Too active or not active enough.
_____ 4. Deliberately misbehaves in school.

_____ 5. Loss of interest in school and school activities.
_____ 6. Social withdrawal (example: feels left out, may openly reject friends).
_____ 7. Drop in grades.
_____ 8. Loss of energy or chronic fatigue and/or sleeping in class.
_____ 9. Anxiety, ranging from assorted vague worries about the future to paralyzing delusional fears.
_____ 10. Difficulty concentrating on assignments or indecision.
_____ 11. Unable to store new information.
_____ 12. Unable to retrieve what she/he already knows.
_____ 13. Forgotten materials/assignments.
_____ 14. Inappropriate guilt (example: believe they committed a grave sin when they didn't).
_____ 15. Low self-esteem (example: says that they "feel dumb," "can't do anything right," "disappoint others").
_____ 16. Frequent absences, trips to clinics, comments on not feeling well.
_____ 17. Hearing voices inside their head or out, when no one else is around (example: hears chorus of voices telling him/her "You're no good").
_____ 18. Crying in class.
_____ 19. Writes about hopelessness, death and suicide themes in assignments and/or notes, and/or talks about suicide in class.

If 5 or more items are checked, the student should be referred for a mental health evaluation. If either #17 or 19 is checked, a referral should be made.

Community-University Health Care Center

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Chapter 12: System Review

Special education programs fit within a wider school context. The original Guidelines for *Reducing Bias in Special Education Assessment* recommends a series of steps in order to examine how the system as a whole supports the appropriate referral and assessment of minority students. This chapter contains four tools that can be used by individual school buildings or by entire districts to policies, procedures and actual practice in coordinating ELL and special education services:

1. **CIMP Suggestions for Enhancing the Consideration of Diversity in District Self-Reviews**
2. Diversity Data Analysis Guidelines
3. Collaborative Planning for ELL and Special Education Programs
4. Observation Checklist and Self-Evaluation Checklist for Working with ELL
5. Checklist for Nondiscriminatory Evaluation of ELL and other Culturally Diverse Students: Part 1 Evaluation and Eligibility; Part 2 Due Process and Parent Involvement

Comments on Tools

1. Since the publication of *Reducing Bias*, many districts in Minnesota have adopted a self-review process that is part of the Continuous Improvement Monitoring Program ("CIMP").
The CIMP self-review process focuses on outcomes for students with disabilities as well as representation rates and due process compliance. This chapter contains additional recommendations for incorporating consideration of ELL and minority issues into self-review.
2. Suggestions for examination of referral and placements rates of ELL and minority students in special education programs. This may also be incorporated into the self-review process.
3. This tool is broken into subsections for ELL student registration, record-keeping and sharing, prereferral, and other areas. Schools may use this planning guide to review policies and procedures and determine whether changes or training are needed. This tool may also be incorporated into the overall CIMP self-review process.
4. These tools are given in Chapter 6 but are also included here. They may be used to identify strengths, weaknesses and training needs for teachers who work with ELL.

5. This tool has already been made available to district self-review teams. It is also used by MN Department of Education monitors who conduct traditional, onsite reviews of district special education programs.

1. Minnesota CIMP: Suggestions for Enhancing the Consideration of Diversity in District Self-Reviews

The Minnesota CIMP District Self-Review process is an important tool for improving the quality of special education services and ensuring compliance. The Division of Special Education's Diversity Advisory Committee discussed self-review procedures in December and February, 2002-03. Following are several suggestions for incorporating consideration of issues affecting students who are members of racial minority groups or who are culturally/linguistically diverse.

There are several reasons for a district to pay special attention to diversity issues in its self-review:

- Minnesota's student body is changing rapidly and becoming much more diverse in terms of ethnic minority groups and language background.
- Minnesota has a problem with disproportional representation: some groups are over-represented while others are under-represented. In 2001-02, 20.58% of American Indian and 18.77% of African Americans from English speaking homes were identified as needing special education. In contrast, only 7.1% of Asian students from non-English speaking homes received special ed services. Disproportionality is a priority for federal monitoring of the state.
- For groups that are over-represented, it is particularly important to consider whether special ed services are beneficial. For groups that are under-represented, schools need to examine whether they are successful or if they have academic, social or behavioral needs that are not being met.

Leadership Team and Mission:

- Include representatives of programs such as Indian Education, ESL, the district desegregation program and/or the district multicultural programs on the leadership team.
- Consider whether the mission, belief and goal statements represent the needs and hopes of all groups.

Data collection:

- Compare special education disability enrollment rates for different ethnic minority groups with their total school enrollment.
- Further analyze racial enrollment data according to home language and/or LEP eligibility. *Note: a database that will incorporate total school enrollment and language information with special education child count data is in the works.*
- Look at both OVER- and UNDER-representation in special ed.
- Look at referral rates: what referral data is already available? Who is being referred compared with who is placed? Are there any barriers to referral, especially of groups that are under-represented?
- Look at referral and assessment timelines: is the process delayed for some groups?

Record Reviews:

- Try to include a proportional number of minority student files in the record review. For example, if your district is 20% African American, 20% of the records reviewed should be of African American students. Try to include a range of disabilities in the records reviewed as well.
- For coops or education districts, consider the demographic make-up of each individual district in planning the representative file review.
- For districts with very small numbers of minority or LEP students, review all files or at least a sample of three to five files (3-5).
- If NO students who are racial minority group members or LEP have been identified as having disabilities, check to see whether any have been referred. Review information on those students to learn whether there were barriers that prevented their identification as having special education needs.
- Remember to use the Nondiscrimination Checklist when reviewing files of minority and LEP students.

Stakeholder Input:

- For surveys or feedback collection: include diverse staff including those who work in special programs such as Indian Education, ESL and desegregation. Make sure itinerant staff has an opportunity to give feedback.
- Consider alternatives to mailing written surveys for gathering parent feedback. Focus groups or phone surveys may be more effective. Before preparing written translations of the survey, check to see whether most parents are literate in their native language. Involve staff from Indian Ed, ESL, desegregation and other programs in gathering feedback from families.
- Multi-part questions with a single stem may be difficult to translate or confusing to parents for whom English is a 2nd language – separate out questions.
- Use a 3 point rating scale instead of 5.
- Limit the number of questions.

Program Evaluation

- First identify disability categories where minority and LEP students are over-represented. Review outcome data (graduation rates, BST passing rates) for these specific groups.
- For groups that are under-represented in special education, review outcome data to help determine whether students may have special education needs that are not identified or met by other programs.

Planning for Program Improvement:

- Determine what needs were identified in the steps outlined above. Include these in the self-improvement plan.
- In addition to training, consider what resources are needed for improvement. For example, does staff need easier access to interpreters and/or cultural liaisons?
- Check whether staff is aware of best practice resource materials, have access to them and are using them.

- Refer to the following resource materials for suggestions on examining diversity issues and/or disproportional representation in more depth:
  - Chapter 4, System Review, *Reducing Bias in Special Education Assessment of American Indian and African American Students*
  - Chapter 4, System Review, *The ELL Companion to Reducing Bias in Special Education Evaluation*

Checklist of Diversity Factors that may be Incorporated in Self-Review

	Leadership team	Does the leadership team include any representatives from ESL, Indian Education or other important programs?
	General demographics	What is the representation by race and LEP status of each school district?
	Special ed demographics	What is special ed representation by race and LEP status?
	Nondiscriminatory assessment procedures	Was the Nondiscrimination File Review Checklist used? Is nondiscriminatory evaluation is an area of citation? To what degree is it an area of concern?
	Representative file review	Were files selected to represent ethnic minority composition of district? What percentage of files reviewed were of limited English proficient students?
	Staff input	Did staff in special programs (ESL, Indian Ed, etc.) have a chance to complete survey or give feedback in another way?
	Parent input	Were any specific steps taken to encourage feedback from parents of diverse backgrounds?
	Strengths	Share the overall strengths of your district in addressing issues of diversity and/or disproportionality.
	Concerns	Are there any concerns related to diversity or disproportionality in your district or building?
	Action plan	What steps are regarding diversity or disproportionality are included in the action plan? What resources are needed for the action plan?

About the Division of Special Education Diversity Advisory Committee: This committee was formed in 2000 to advise DSE on rule-making and program improvement for culturally and

linguistically diverse students. The Diversity Advisory Committee was heavily involved in developing the state Self-Improvement Plan for Diversity as part of the state self-review submitted to the federal Office for Special Education Programs. Committee members, who represent a variety of cultural communities, include special educators as well as district diversity coordinators, cultural liaisons, teacher educators, and parent advocates.

2. **Diversity Data Analysis Guidelines for Special Education**

1. General Information and Analysis

The MARSS statewide student base contains a great variety of information that helps districts understand the needs of English language learners. The following information is based upon the standard elements in MARSS; districts' individual data collection systems may include additional data elements.

Data Element	**Comment**
Student date of birth	Note that birthdates for refugee and immigrant children may not be accurate. Special education child count data is normally reported by age.
Race/ethnicity	Note that African immigrants may be counted in the racial category "African American." MARSS does not record country of origin, although some districts keep this information.
Home Language	Parents report the home language when they enroll their children in school. A code indicating Home Language is recorded for all students (code 11=English). Schools are recommended to look at special education data for all students whose home language is not English, not just those who are currently LEP eligible. Data may be sorted by specific languages or aggregated for all students whose home language is not English. Note that some African immigrants report English as their home language.
LEP eligible	Records whether a student is currently eligible for LEP services.
LEP served	Records whether the student actually receives LEP services (parents may opt out of LEP services). Indicates "yes" or "no" so that districts can look at data for students who are eligible but not served.
Grade	May look at all grades or selected grades. General education enrollment data is typically reported by grade.
Special Education Evaluation Status	Records whether student is in process of being evaluated or has been identified as needing special education. This data element will identify all special education students.
Primary Disability Classification	Individual codes are assigned for all disability categories. It is also possible to generate reports that aggregate all disability categories.
School age instructional setting	Records special education settings data. Analysis of this data will indicate whether students of specific racial or language background are more likely to be placed in segregated settings.
Economic indicator.	Indicates whether a student is eligible for free or reduced-price lunch.
Basic Graduation Standards Test Results	In general, ELL are under-represented in special education programs. Review of BST results may indicate whether students have academic needs that are not met.

Some suggested ways of looking at demographic data:

Calculate current proportions and historical proportions. Calculate growth over several years.

Race/ethnicity	**Broad demographic trends in five racial categories (American Indian, Asian, Hispanic, African American and White).**
Race/ethnicity combined with home language	**Differentiates racial group members who are native English speakers from those who are not. Allows districts to differentiate between African immigrants and African Americans. Can aggregate information for all languages other than English or focus on specific languages.**
Race/ethnicity combined with home language and LEP served	Find out whether there are students whose home language is not English who are not currently served in ESL.
Race/ethnicity combined with home language, LEP served and disability	Find out the number students whose home language is not English are served in special education but are NOT served in ESL.

A. Special Education Analysis

Age versus grade

On December 1 each year, districts take a census of all students who have IEPs. This is known as the December 1 Child Count. The data gathered by districts includes the student's age, race/ethnicity, primary disability and placement (setting). Students are counted in only one disability category (unduplicated count). This data is submitted via MARSS to the Minnesota Department of Children, Families & Learning which uses it to create several required reports. These reports are submitted to the federal Office for Special Education (OSEP) and also sent back to Minnesota districts.

OSEP requires states to report their annual child count on an annual basis for ages birth through 2 and ages 3 through 21 (December 1 child count). One method of determining the proportion of a specific racial or language group in special education is to compare

general education enrollment with special education enrollment. However, general education enrollment reports are often based on grade-level data. In order to make accurate comparisons, districts must use all grade-level data or all age-level data.

In the area of diversity, the standard report contains the following elements for each district or administrative unit:

- Race
- Disability
- Age

For each racial group, the report gives the unduplicated number of students at each age level (from birth through age 21) for each disability category.

The standard reports required by OSEP do not address home language or LEP status. Districts or buildings that are concerned about the English Language Learners with disabilities will need to do additional analysis.

Suggested Methodology

1. Identify group: prior to conducting data analysis, identify the target groups of concern, using the description of data elements found on the previous page. Target groups may defined in many different ways. Here are a few possible combinations.

Target Group	**What you can learn**
Race/ethnicity and disability	*% of Hispanic students who have disabilities*
Race/ethnicity, home language and disability	*% of Hispanic students who are native Spanish speakers and who have disabilities*
Race/ethnicity, home language, LEP served and speech/language	% of Hispanic students who are native Spanish speakers, receive LEP services and also receive Speech/language services
LEP served, Grades 4-6 and SLD	*% of LEP students in grades 4-6 who have SLD*
Race/Ethnicity, Grades K-3 and HI	*% of Asian students in grades K-3 who have Hearing Impairments*

B. Once the groups are identified, staff may want to compare the figures to see if students in certain groups are over or under-represented in special education when compared with other groups. There are three simple ways to make comparisons:

Proportion of group with disability	(a) Calculate the % of all students that has a disability (total enrollment). The % may be calculated for all special ed categories and for specific disability	Compare % of total enrollment with disabilities with % in each target group.

	categories. (b) Calculate the % of students in each target group that has a disability.	
Proportion of enrollment	(a) For each target group, calculate their % of the total enrollment. (b) For each target group, calculate their % of the special ed enrollment (all disabilities). (c) For each target group, calculate their % of enrollment in specific disability categories.	For each racial or language group, compare their % in the total enrollment and their % in special education enrollment.
Growth in enrollment	(a) Gather data from 3-5 years. For each target group, subtract the number of students in special education from the total enrollment to determine the general education population. (b) For each target group, calculate the rate of increase in general education. (c) For each target group, calculate the rate of increase in special education. The rate of increase may be calculated for all special ed categories and for specific disability categories.	Compare the rate of growth in general education with the rate of growth in special education.

3. Collaborative Planning for ELL and Special Education Programs

Recommended process for "Collaborative Planning":

- Form a small work group made up of key staff from special education and the ESL/bilingual education program plus a coordinator or administrator.
- Review the topics and establish a work schedule for the group (for example, a series of one-hour meetings, each addressing one topic).
- At work group meetings, review the items and determine whether the district has a policy or procedure in place. If yes, briefly summarize the procedure or say who is responsible. Think about whether the current procedure is effective and recommend ways of improving the procedure if appropriate.
- If the district does not have a policy or procedure, develop a group recommendation or action plan in this area.
- Review completed planning document with key administrators; determine if additional training is needed for other staff.

Procedure Responses

Yes	district has effective procedure that is being used
No	district has no procedure
Revise	procedure needs revision
Implement	procedure needs to be consistently implemented

Part A: Intake or registration procedures for English language learners

Item	Procedure?	Action	Person responsible
1. Home Language Questionnaire is given to all parents when they register new students.			
2. Students whose Home Language Questionnaire indicates they may need ESL are referred on for evaluation.			
3. Parents who do not speak English have access to an interpreter when they come to register their children for school.			
4. Special Ed is notified when a new ELL student enrolls who has previously identified or readily apparent special needs.			
5. (Optional) Early Childhood programs: home languages are considered and interpreters are available in preschool screening.			

Part B: Data collection and record keeping

Item	Procedure?	Action	Person responsible
1. Home Language Questionnaire data is kept in students' cum folders.			
2. Results of initial evaluation for ESL eligibility are kept in cum folders.			
3. Information about progress in ESL is kept in cum folders.			
4. When students exit from ESL, data is placed in the cum folder.			
5. Special ed staff keep records of students referred and placed in special ed, identifying race and LEP status.			
6. ESL staff have access to IEPs and relevant special ed assessment data.			

Part C: Working with Interpreters and Translators (Due Process)

Item	Procedure?	Action	Person responsible
1. The district asks parents their preferred language and mode of communication (for special ed or for general communication purposes).			
2. Special ed files document parents' preference regarding language and mode of communication for special ed materials.			
3. Once the referral decision has been made, the district has a system for informing parents and obtaining consent in the parents' preferred language or mode of communication.			
4. Special ed files document oral interpretation of documents, including in-person interpretation and telephone contacts.			
5. Copies of written translations are placed in special ed files.			
6. Staff have access to translated due process forms.			
7. District or schools			

have a system in place for easily accessing interpreting or translation services (i.e., a list or pool of interpreters, a designated person for making arrangements with interpreters).			
8. Staff are familiar with the different roles that cultural liaisons and interpreters may play.			
9. Staff have had training on how to effectively communicate with parents and students via an interpreter.			
10. Whenever possible, the same interpreters are used consistently for special education evaluations and meetings.			
11. Staff talk with interpreters in advance to explain the purpose of the interaction and review materials that will be used.			
12. Interpreters have access to training on special education, either on-the-job or through workshops and classes.			

Part D: Prereferral and Referral

Item	Procedure?	Action	Person responsible
1. District or building has prereferral procedures and/or a prereferral team.			
2. Existing district prereferral forms include necessary data elements for ELL (or district uses an ELL addendum to their prereferral form).			
3. ESL staff are included in prereferral/referral determinations of all students whose home language is not English including students who have been exited from ESL.			
4. Parent contact is made during prereferral, using an interpreter if needed.			
5. The district has a reasonable policy on how long students should be in ESL before referral for disabilities such as SLD or language.			
6. Information about student's native language and current level of English proficiency is available and considered when developing the special ed evaluation plan.			
7. ELL staff have access to training or information on recognizing possible disabilities in order to facilitate appropriate referrals (for example, ESL teachers are included in staff development opportunities for mainstream staff on topics related to special education such as behavior management or information processing).			

Part E: Assessment

Item	Procedure?	Action	Person responsible
1. The district's ELL population is considered when purchasing standardized tests.			
2. Special education staff access existing ESL assessment data.			
3. Teams have access to preferred assessment materials, including standardized tests.			
4. Assessment teams review existing information about students' educational history and personal background and gather additional background information if needed.			
5. Assessment teams utilize information on student's native language and English language skills in order to plan for language use during assessment of various domains.			
6. For assessments, staff try to always work with designated interpreters who have experience and/or training in special education whenever possible.			
7. Special education staff have had some training on ways of			

working with interpreters effectively during assessments.			
8. Assessment teams have discretion to use both formal and informal procedures with ELL.			
9. Observations are conducted in settings with ELL peers as well as with other peers.			
10. Parent input is gathered as part of the assessment, using an interpreter if necessary.			
11. For SLD, teams utilize the information processing materials found in the CFL SLD Companion Manual or similar materials.			
12. Data on information processing is gathered from ESL teachers as well as other teachers as appropriate when considering eligibility for SLD.			

Part F: Eligibility Determination, Evaluation Report

Item	Procedure?	Action	Person responsible
1. The team includes information from parents in the evaluation.			
2. The team bases eligibility determination on a variety of data sources, including formal and informal procedures as well as			

background information and data provided by ESL staff.			
3. Teams refer to the CFL policy memorandum on eligibility determination for ELL students (see page #).			
4. ESL staff are involved in eligibility decisions.			
5. Teams make comparisons with similar ELL peers when determining eligibility.			
6. Teams address federal exclusionary factors (lack of English proficiency, lack of instruction in reading or math cannot be "determinant cause").			
7. Teams address exclusionary factors found in state criteria.			
8. Evaluation reports summarize all types of information that were considered.			
9. Evaluation reports describe any modifications made in the administration of standardized tests.			
10. When presenting results of standardized tests, the evaluation report also includes information on the validity of the test for students of the given language and cultural background.			

Part G: Service Delivery

Item	Procedure?	Action	Person Responsible
1. The district has a plan for the delivery of sufficient LEP services in locations throughout the district.			
2. Special education services are located in buildings where students also have access to LEP services. If not available, the district has a plan for meeting both needs.			
3. ESL/bilingual staff			

are involved in annual IEP meetings.			
4. LEP services and special education goals and services are coordinated and complementary.			
5. Coordination with LEP services is described in the IEP section for general education adaptations.			
6. Access to native language support in order to benefit from special education is considered and, if necessary, included as a service on the IEP.			
7. For students who need instruction in functional skills, the team considers the context where the skills are utilized and the appropriate language of instruction (home language vs. English).			

8. When students are placed in intensive special education programs, the team considers the students' need for interaction with peers of similar cultural background.			
9. Coordination between ELL and special education services is reviewed periodically as the student matures and his/her needs change.			

4. Observation Checklist for Teacher Behaviors with ELL Students

Before lesson begins, teacher

- ❑ prepares and distributes materials
- ❑ ensures s/he has students' attention
- ❑ reviews previous lesson
- ❑ asks about prior student experiences
- ❑ includes heterogeneous group (ELL and EO)
- ❑ previews the upcoming lesson, builds context
- ❑ lists new vocabulary (may be done during)

During lesson, teacher

- ❑ speaks slowly
- ❑ enunciates clearly
- ❑ uses simple language
- ❑ exaggerates intonation to emphasize key words
- ❑ pauses to allow for thought processing
- ❑ checks for understanding (asks questions)
- ❑ repeats information using different words
- ❑ elicits student participation
- ❑ calls on different students, ELL and EO
- ❑ uses visuals
- ❑ uses manipulatives
- ❑ uses facial expression, dramatization, gestures
- ❑ relates lesson to student experiences
- ❑ uses concrete examples
- ❑ uses student's language as appropriate
- ❑ gives students the opportunity to practice
- ❑ answers questions
- ❑ uses different instructional techniques
  - visual/verbal
  - auditory
  - kinesthetic
  - visual/nonverbal
  - tactile
  - total physical response (TPR)

After lesson, teacher

- ❑ encourages discussion
- ❑ provides the opportunity to share, practice
- ❑ lets students use manipulatives
- ❑ reviews key points of lesson
- ❑ answers questions
- ❑ encourages students to take risks
- ❑ offers alternatives to demonstrate knowledge
- ❑ provides positive feedback

Source: Beta Group, Judith Wilde (Albuquerque, New Mexico)

Notes

Grade:
# of students in class:
ELL students:
Class / topic:
Time observed:

Working with ELL Students: The Interventionist's Self-Evaluation Checklist

Do I…..	almost always	sometimes	very rarely	never
Use a multi-modal approach to teaching material?	❑	❑	❑	❑
Review previous material?	❑	❑	❑	❑
Make input comprehensible by slowly down, pausing, speaking clearly?	❑	❑	❑	❑
Rephrase and restate information?	❑	❑	❑	❑
Check frequently for comprehension?	❑	❑	❑	❑
Focus on teaching meaning rather than focusing on correct grammar?	❑	❑	❑	❑
Avoid putting students on the spot by demanding they talk immediately?	❑	❑	❑	❑
Give extra time for processing information?	❑	❑	❑	❑
Attempt to reduce students' anxieties and give them extra attention when possible?	❑	❑	❑	❑
Encourage students' use and development of their primary language?	❑	❑	❑	❑
Encourage students to interject their own cultural experiences and backgrounds into learning situations?	❑	❑	❑	❑
Expose all my students to multicultural activities and materials on a regular basis?	❑	❑	❑	❑
Include parents and community members from different cultural backgrounds in my teaching?	❑	❑	❑	❑
Use visuals, hands-on, cooperative learning, and guarded vocabulary to make input comprehensible?	❑	❑	❑	❑
Avoid using worksheets and seat work for crowd management and busy work?	❑	❑	❑	❑

Source: Roseberry-McKibbin, C (1995). *Multicultural students with Special Language Needs*. Oceanside, CA: Academic Communication Associates

5. Checklist for Nondiscriminatory Evaluation of ELL and other Culturally Diverse Students: Part 1 Evaluation and Eligibility; Part 2 Due Process and Parent Involvement

Note: Law and rule require districts to carry out nondiscriminatory procedures. Many of these procedures are defined in best practice literature. An asterisk * indicates that an element represents best practice and not a specific legal requirement.

Part 1: Checklist for Nondiscriminatory Evaluation and Eligibility Determination

There are 3 key decision points where documentation of nondiscriminatory evaluation and eligibility procedures may be found:

4. prereferral/referral determination
5. evaluation plan
6. eligibility determination

The Evaluation Report documents the implementation of the nondiscriminatory practices outlined in the evaluation plan as well as nondiscriminatory eligibility determination. As such, it is a critical record of how the student was evaluated and found to have a disability.

1. Prereferral/Referral determination

Types of Documentation:

- □ Evaluation Report
- □ *district prereferral form
- □ *Sociocultural checklist

Required elements:

□ 2 documented interventions

*Best practice:

□ file includes information to support decision that the learner's difficulties are not due to race, cultural or language differences and that a special education evaluation is therefore warranted.

□ district has a prereferral form with background information such as:

- □ race/ethnic background
- □ native language; languages used by family members
- □ current use of native language/native language proficiency (ELL only)
- □ English language proficiency (ELL only)
- □ educational history
- □ health/developmental history
- □ family composition
- □ relevant information about student's experiences or living situation (environment, socioeconomic issues, etc.)

□ file includes *ELL Student and Family Background Form* or similar information
□ file documents contact with parents prior to referral
□ file documents involvement of a cultural liaison prior to referral
□ file includes *Sociocultural Checklist*

2. Evaluation Plan

Documentation: □ Notice of Educational Evaluation/Reevaluation Plan

Required elements:
□ parent information
□ special factors for assessment, including behavior, limited English proficiency, vision impairment, hearing impairment, assistive technology, race, or culture (also environment).
□ types of staff that will carry out the evaluation (psychologist, speech clinician, etc.), including interpreter/translator or cultural liaison
□ includes all procedures, including informal or supplemental procedures
□ describes any planned adaptations of standard test administration procedures (ex., testing of limits)

*Best practice
□ states student's race/cultural/ethnic background and native language
□ team uses Test Selection Checklist to determine suitability of specific tests
□ for native English-speaking minority students, plan includes use of a standardized intellectual ability battery plus at least one additional nonverbal measure plus at least one additional supplemental measure of intellectual ability such as test-teach-retest
□ team includes cultural liaison or person with knowledge of the student's race and cultural background
□ for ELL, team includes ESL/bilingual education teacher, bilingual home-school liaison or other person with knowledge of first and second language acquisition
□ for ELL, plan includes evaluation of intellectual functioning and communication in both native language and English
□ for ELL, plan includes evaluation of academic achievement in language(s) in which the student has received instruction with interpreter used as needed for directions, etc.
□ for all students, plan includes more than one observation, including observations conducted by cultural liaisons and/or ESL/bilingual education staff in several settings and with different groups of peers

3. Evaluation Results and Eligibility Determination

Data source: □ Evaluation Report
□ *Criteria checklists from *Reducing Bias*

Required elements:

□ Parent information
□ Information about student's race, cultural and language background
□ For each area assessed, a statement of professional judgment as to the validity of the standardized testing procedures given the student's race, cultural and language background
□ Description of all sources of evaluation data, including informal and supplemental procedures
□ Description of any adaptations made to standardized test procedures, including use of native language interpreter or testing of limits procedures
□ Data to support the team's finding that limited English proficiency is not the determinant cause of the student's performance problems in school
□ Data to support the team's finding that lack of instruction in reading or math is not the determinant cause
□ Data addressing all elements of criteria

*Best practice:

□ file includes a criteria checklist from *Reducing Bias in Special Education Assessment*.

Part 2: Due Process and Parent Involvement

Documentation:
- □ Copies of notices provided to parents
- □ Parent Rights and Procedural Safeguards
- □ *phone logs or other documentation of parent contacts
- □ *written documentation that materials were interpreted orally
- □ inclusion of interpreter or cultural liaison on team logs
- □ *district form documenting parent preference for language and mode of communication
- □ *district form documenting oral interpretation

Required elements:
- □ notices given in parents' native language and/or mode of communication
- □ interpretation provided during IEP and other team meetings
- □ contents of Evaluation Report and IEP provided to parents in their native language in written translation or oral interpretation

*Best Practice:
- □ District asks parents their preference regarding language and mode of communication and documents preference in file
- □ District asks parents if they would like to have a cultural liaison and documents their response
- □ District tape records oral interpretation of materials so that parents have a record of the information for future reference
- □ The interpreter is present at interactions with the parents (as opposed to interpretation via telephone)
- □ Interpretation and written translations are prepared by qualified personnel with training in special education
- □ Indian home-school liaisons, ESL teachers and/or other cultural liaison staff are team members and attend meetings routinely