



May 20, 2004

To Whom It May Concern:

Minnesota is home to an increasing number of students whose home language is Spanish. Conducting speech and language evaluations for these students can be challenging, but a number of Spanish-language instruments exist. However, Spanish-language tests must be selected and used with careful consideration for the norming population and the dialect of Spanish. In addition, Spanish-language instruments are designed to be given by a licensed clinician who is bilingual in Spanish and English.

I have set up a small lending library of Spanish-language instruments. Schools may borrow these instruments on a first come-first served basis. Schools that have a large Spanish-speaking population are recommended to borrow tests on a trial basis before purchasing their own copies, since I will not be able to guarantee that a specific test will be available when needed. Schools that have only a few Spanish-speaking students may be able to rely on borrowing tests.

The specific tests were selected based on recommendations from members of the Minnesota Speech Hearing Association's Multicultural Committee.

- ◆ Expressive and Receptive One Word Vocabulary Tests – Spanish Bilingual Editions
- ◆ Preschool Language Scale – 4th Edition Spanish
- ◆ Clinical Evaluation of Language Functions – 3rd Edition Spanish

Since there are few bilingual clinicians in Minnesota, several members of the MSHA Multicultural Committee collaborated to develop instructions for administration by a clinician working with an interpreter. These instructions are attached. If your district already owns one of these Spanish-language instruments, please print these instructions and place them in the kit so that they are readily available to all staff that use the test.

If you would like to borrow one of the test kits or if you have questions about the instructions, please contact me via e-mail at Elizabeth.Watkins@state.mn.us. You can also reach me by phone at 651-582-8678.

Sincerely,

Elizabeth Watkins
ELL & Minority Issues Specialist
Special Education Policy Section

The Spanish edition of the PLS-4 is designed to be administered by a licensed speech/language clinician who is bilingual in Spanish and English. These instructions for administration by a monolingual English-speaking clinician working with an interpreter were developed by the Minnesota Department of Education with assistance from the MN Speech-Hearing Association's Multicultural Committee. For further information, contact Elizabeth.Watkins@state.mn.us.

Interpreter/Translator Guidelines*: PLS-4

Name of Test: Preschool Language Scales 4th Edition - Spanish

Background Information for Test:

- Purpose of this test
 - Determine if a monolingual Spanish-speaking or bilingual child has a language delay, the severity of delay, strengths, emerging skills & deficits (p.122)
 - Test should always be used with other tools, parent report, and observation
 - This test is NOT a translation of English PLS-4
- Description of this test
 - Use for ages birth to 6 years 11 months who are Spanish-speaking and living in the U.S.
 - Provides auditory comprehension, expressive communication, and total language scores (See norm tables starting on p. 221)
 - Takes 20-45 minutes – can be done in more than one session or with breaks
 - DON'T round up chronological age
 - If tested over several sessions, use 1st date to determine test date/chronological age
 - Early milestones below age 3 in English and Spanish are almost identical (p.2)
 - p.179 gives information about familiarity with Spanish – to be used only with children who often or almost always interact in Spanish on a daily basis – not to be used with children who do not interact in Spanish on a daily basis
 - Cuestionario Para Los Padres (p.263) can be used to get language information from parents, especially for ages 3 and under
 - Task Analysis Checklist (p.260) can be used to identify mastered tasks and those in need of remediation
 - Blue numbers in response booklet correspond to equivalent test items on the English PLS-4
 - Includes an Articulation Screener, which looks at speech sound production in single imitated words for ages 2:6 to 6:11 – standardized on 834 children – gives cutoff scores (p.145)
 - Gives information on how to calculate mean length of utterance (p.148) with norm table on p.150
- Normative Population

- Normative data for Spanish speaking children in the U.S. can be found beginning on p.222
- Spanish norms for children living in a Spanish speaking country & recently arrived in U.S. can be found on p.183
- Total sample size = 1334 children from 15 states
- Norm group information by region, age, gender, caregiver education level, race/ethnic origin, learning environment, dialect, and identified conditions/diagnoses beginning on p.174
- In standardization study bilingual children performed the same or better as children who were monolingual Spanish speakers (p.140 & p.182, table 6.17)
- 70% of children in each age bracket responded correctly to each item (p.23)
- Linguistic/Dialectal Considerations
 - Ideally you would speak with family beforehand to check vocabulary in the test. If a family member is not available, consider repeating test items with alternate dialect stimulus if the child does not respond to first Spanish vocabulary option
 - Some dialectical differences are listed on test protocol
 - Expanded options for correct & incorrect responses in various dialects for expressive communication begin on p.62
- Specific notes regarding use with Interpreters
 - Train interpreter to administer the test, transcribe the child's responses (expressive communication) and watch for the child's responses (auditory comprehension)
 - Review when and how to cue with interpreter before administration
 - Tape recording can be beneficial for transcription
 - Review scoring procedures (including elicited, spontaneous, and caregiver responses p.20) and alternate dialect responses
 - Interpreter CANNOT reword test stimuli to simplify (p.22)
 - Paraprofessional staff (including interpreters) can be trained to administer test tasks and record child's responses, however, scoring and interpretation must be done by an individual who has training in diagnostic assessment (p. 3 & 4)

Briefing:**

- Specific instructions for this exam – manual should be available for complete instructions because instructions on response booklet are abbreviated
- Before testing, the interpreter and SLP should discuss who will turn the pages of the stimulus manual, who is going to record responses, determine if the item is correct, and who will place manipulatives (toys)
- Alert the interpreter that it may be necessary to train the caregiver to help administer some items to young children (p.15) – be sure the interpreter reminds the caregiver that they may not reword or cue the child – the interpreter should note on the response form if the parents do reword or cue the child
- Interpreter should remind the caregiver that he/she should not intervene or prompt the child unless they are asked to assist (p.15)
- Person administering the assessment must be proficient in understanding, speaking, reading, and writing Spanish or have trained someone who has these skills to assist in test administration (p.3)

- Person administering should be familiar with and have experience and training in testing young children from a Hispanic background (p.3)
- Practice giving this assessment with the interpreter before administering it to the child
 - Item presentation
 - Can give items out of order
 - Can start with either subtest
 - Start administration one year below chronological age
 - Repetitions
 - all items can be repeated once (p.24)
 - allow sufficient response time
 - if the child responds with a gesture you can repeat the question exactly as it was initially presented one time
 - Cues
 - no additional cues can be given, except in training items (p.24)
 - when training items are included the administrator can give as much support as necessary (repeat/cue/demonstrating or model/explaining why answer is correct until child understands the task) (p.24)
 - Reformulations
 - CANNOT reword test items to simplify
 - if you want to find out how rewording affects the child's performance and you do not want to use the normative data you can make modifications you feel are appropriate but cannot report the normative data (p.24-25)
 - Dynamic Assessment
 - cannot be used if reporting standardized scores
 - can use modifications which would result in a criterion referenced score (p.24-30)
 - Scoring procedures
 - Basal (p.30)
 - 3 items correct in a row
 - lowest basal is the true basal
 - Ceiling (p.30)
 - 7 items incorrect in a row
 - ceilings of 5 or 6 consecutive errors can also be used with caution (p.30-31)
 - Spanish Dialectal Variations
 - information on correct/incorrect responses for expressive portion begins on p.62
 - see also p.22 for "dialect considerations"
 - English Responses
 - can accept responses given in English and score accordingly (p.22)
 - do not penalize for code-switching or Anglicisms (p.23)

- If in doubt about total item score, leave it blank, check response options in the manual afterwards. Assume answer is correct in order to prevent arriving at the ceiling prematurely.
- Communication between interpreter/clinician
 - Markings for form (p.20)
 - score as 1 for correct 0 for incorrect
 - the number of items that must be correct to pass is listed on response form – once that number has been met you can move on to the next item
 - Elicited (E) – child correctly responds to the item
 - Spontaneous (S) – you observe the child exhibiting target behavior during spontaneous interactions
 - Caregiver (C) – caregiver reports the child performs the behavior at home and gives specific examples
 - Verbal reinforcement for correct vs. incorrect
 - follow typical assessment procedure – don't tell them correct or incorrect
 - Comments on behavior of child
 - SLP should be taking notes on behaviors they observe
 - Comments on gestural, nonverbal, and processing status
 - see p.25-30 for accommodations and modifications for special populations

Interaction:

- Interpreter will transcribe child's responses (p.17)

Debriefing and Interpretation:

- Score Graph with confidence intervals can be useful for looking at differences between auditory comprehension and expressive communication but since subscales contribute to total language score it is not appropriate to compare a subscale score to the total language score (p.118)
- use standard scores and percentile ranks but not age equivalent score or percent delay to qualify children
- having a higher expressive communication score than auditory comprehension score is not unusual for this assessment tool (p.128)
- scores for English and Spanish versions are not comparable – they are not testing same concepts/morphemes/etc.

Instructions for the Articulation Screener (starting on p.142):

- interpreter presents the word and asks the child to repeat it
- interpreter says “bueno” to the child if bold target sound is correct and says “está bien” to the child if there is any error of the bold target sound (substitution, omission, distortion) – SLP must know that “bueno” = 1 (correct) and “está bien” = 0 (incorrect) – another option would be to have interpreter score the assessment (1=correct, 0=incorrect) and have the SLP take any notes they feel are important
- SLP records score as 1 or 0 and any transcriptions desired

- cut off scores can be found on p.145
- p.150 includes an intelligibility rating for connect speech
- by age 3 years most Spanish speaking children “use dialect features of the community and have mastered most of the consonant system” – a poor or fair rating for a child over age three may indicate the need for further phonological assessment

* Please see Chapter 5 in the *ELL Companion to Reducing Bias in Special Education Evaluation* and the section on ‘Interpreters’ in the *Talk with Me* Manual for additional guidelines on the use of interpreters/translators. The *ELL Companion* is available online at http://education.state.mn.us/html/intro_speced_cld_res.htm. *Talk with Me* can be ordered from the Metro ECSU, <http://www.ecsu.k12.mn.us/pub.htm>.

** The Briefing-Interaction-Debriefing process was developed by Langdon, H.W and Cheng, L.L and published in *Collaborating with Interpreters and Translators*. Thinking Publications, Eau Claire, WI (2002). custserve@ThinkingPublications.com

The Spanish edition of the CELF-3 is designed to be administered by a licensed speech/language clinician who is bilingual in Spanish and English. These instructions for administration by a monolingual English-speaking clinician working with an interpreter were developed by the Minnesota Department of Education with assistance from the MN Speech-Hearing Association's Multicultural Committee. For further information, contact Elizabeth.Watkins@state.mn.us.

Interpreter/Translator Guidelines*: CELF-3

Name of Test: Clinical Evaluation of Language Fundamentals—3 Spanish Edition

Background Information for Test:

- Purpose of this Test
 - To identify Spanish-speaking individuals ages 6 through 21 years, 11 months who may have difficulties with receptive and expressive language abilities in the areas of syntax, semantics, memory, and recall. The subtests are designed to enable a clinician to:
 - Have quantitative support for classification, determination of eligibility for services, and follow-up decisions of school-age children with language disabilities;
 - Provide a diagnosis and describe the nature and degree of the disability;
 - Identify areas of strengths and weaknesses;
 - Identify areas for extension testing to establish a baseline for success; and
 - Plan follow-up language intervention.(CELF-3 Test Manual, p.2)
- Normative Population
 - 1050 individuals living in the United States. The majority of the individuals were from Southwestern states, Texas and Florida. Please refer to Chapter 5 in the examiner's manual.
- Linguistic/Dialectal Considerations
 - The vocabulary used in the test items is typical of vocabulary used throughout the southwestern states. Please keep in mind that the speech-language pathologist must have an awareness of the child's variations in Spanish based on country of origin, current neighborhood influences, and linguistic background of family members. See "Informacion Sobre el Hogar" on the back of the test protocol and page 35-36 in the examiner's manual.

Advice to the interpreter:

1. Keep any responses regarding correct vs. incorrect answers by the child to yourself.
2. Be aware to avoid non-verbal cues to the child (i.e., try not look directly at the answer, be aware of your own facial expressions)
3. It is appropriate to say something like, "I like how you are working!" ("Me gusta como estás trabajando.") for encouragement.
4. On demonstration items, you may repeat the items, "teach the task", and give the answer.

Scenario 1: Test administrator is the interpreter (with good preparation by the monolingual SLP).

Test administrator must:

1. Read and understand the directions beforehand
2. It is important to tape-record during test administration for clarification and verification purposes
3. Read the test items
4. Transcribe and score verbal responses
5. Have an interpreter who is aware of dialectical variations
6. Preface interpreter on administering demonstration items

Scenario 2: Intermediate Spanish-speaking examiner

1. Know your strengths and weaknesses in Spanish (i.e., pronunciation, grammar, dialect, fluency)
2. Know where your limitations are in the Spanish language
3. Understand when to and how to best utilize the interpreter

Briefing:**

- Specific instructions for this exam
 - SLP must discuss the difference between word choice errors and articulation errors with the interpreter.
 - It may be preferable to administer the *receptive* subtests first.
 - Estructura de Oraciones
 - Who marks score: SLP
 - Interpreter tip: Do not look at the correct answer
 - SLP tip: SLP has answer key
 - Conceptos y Direcciones
 - Who marks score: SLP
 - Interpreter tip: Spend time practicing and scoring with SLP
 - SLP tip: Spend time practicing and scoring with interpreter
 - Clases de Palabras
 - Who marks score: Interpreter
 - Interpreter tip: Say each word distinctly. Leave about one second pause between each word. Do not accept word alternatives. Repeat child's response for clarity.
 - SLP tip: Tape record responses.
 - Expressive tests
 - Estructuras de Palabras
 - Who marks score: Interpreter
 - Interpreter tip: Keep in mind that there may be more than one acceptable answer (see Table 2.1 p.53 in examiner manual). Write answer. May choose to repeat child's response aloud for clarity on the tape.
 - SLP tip: Tape record answers. In debriefing, discuss alternative acceptable answers using Table 2.1, p. 53 in examiner manual). Listen to tape recording after testing and score with interpreter.

- **Formulación de Oraciones**
 - Who marks score: Interpreter
 - Interpreter tip: Write down **verbatim**, what the child says—even revisions and mistakes. May choose to repeat child’s response for clarity on the tape.
 - SLP tip: Tape record answers. Score afterwards with interpreter. Interpreter and SLP must decide which answers may be considered acceptable vs. unacceptable using Table 2.3, p. 68 in examiner manual.
- **Recordando Oraciones**
 - Who marks score: Interpreter
 - Interpreter tip: Speak carefully, clearly, and at an acceptable rate of speed because item may not be repeated. Write child’s response **verbatim**, including errors, repetitions, revisions.
 - SLP tip: Tape record responses. Remind interpreter to speak carefully, clearly, and at an acceptable rate of speed. Demonstrate how interpreter should present items. Review child’s responses after testing with interpreter.
- **Supplemental Subtests**
 - **Escuchando Párrafos**
 - Who marks score: Interpreter
 - Interpreter tip: Read carefully and clearly. Interpreter may not repeat reading of paragraph, but may repeat questions. If answer is vague, interpreter may cue with “Can you tell me more?” (“Me puedes decir algo más?”). Interpreter needs to write down child’s responses.
 - SLP tip: Tape record responses. Go over acceptable answers with interpreter beforehand that the child may use. After testing, SLP and interpreter should consult pages 105-119 in the examiner manual for acceptable vs. unacceptable answers.
 - **Asociación de palabras**
 - Who marks score: Interpreter
 - Interpreter tip: Administration is pretty straightforward. Write **all** responses, even if they are repetitions. Be on the lookout for fluency, repetitions, grouping strategies, word finding difficulties, unrelated answers, etc.
 - SLP tip: SLP can count the number of responses. Listen for abnormal pausing, fluency of response, etc.

Interaction:

- Item presentation
 - Repetitions: These are indicated in a box at the top of each subtest in the test protocol. On some test items, repetitions are allowed. On others, repetitions are not allowed
- Scoring procedures

- Basal: See the “Inicio” boxes at the top of each subtest in the test protocol.
 - Ceiling: See the “Reglas de discontinuación” boxes at the top of each subtest in the test protocol.
 - Spanish Dialectal Variations: Interpreter must be aware of any dialectal variations that the child may use.
 - English Responses: Write down English responses. Decide with interpreter what may be acceptable vs unacceptable. See pages 38-39 in the examiner manual.
- Communication between interpreter/clinician
 - Markings for form: Both SLP and Interpreter should have copy available to mark on.
 - Verbal reinforcement for correct vs. incorrect: Child should not be able to differentiate reinforcement between correct vs. incorrect responses. For scoring purposes between the SLP and Interpreter, they may choose to come up with a code word, phrase, motion that indicates correct/incorrect responses.

Debriefing:

- Comments on behavior of child: Interpreter and SLP can take notes on behavior on such things as attention, distractibility, emotional reactions, lack of cooperation, etc.
- Comments on gestural, nonverbal, and processing status: Interpreter and SLP can note child’s use of gestures, facial expressions, appropriate interactions, etc.
- Ask interpreter if anything could have been done differently to facilitate smoothness of administration.

* Please see Chapter 5 in the *ELL Companion to Reducing Bias in Special Education Evaluation* and the section on ‘Interpreters’ in the *Talk with Me* Manual for additional guidelines on the use of interpreters/translators. The *ELL Companion* is available online at http://education.state.mn.us/html/intro_speced_cld_res.htm. *Talk with Me* can be ordered from the Metro ECSU, <http://www.ecsu.k12.mn.us/pub.htm>.

** The Briefing-Interaction-Debriefing process was developed by Langdon, H.W and Cheng, L.L and published in *Collaborating with Interpreters and Translators*. Thinking Publications, Eau Claire, WI (2002). custserve@ThinkingPublications.com

The Spanish edition of the EOWPVT is designed to be administered by a licensed speech/language clinician who is bilingual in Spanish and English. These instructions for administration by a monolingual English-speaking clinician working with an interpreter were developed by the Minnesota Department of Education with assistance from the MN Speech-Hearing Association's Multicultural Committee. For further information, contact Elizabeth.Watkins@state.mn.us.

Interpreter/Translator Guidelines*: EOWPVT-SBE

Name of Test: Expressive One Word Picture Vocabulary Test – Spanish Bilingual Edition

If administering both the EOWPVT-SBE and the ROWPVT-SBE, the Expressive test must be given first.

Background Information for Test:

- General note on Interpreters
 - SLP must be present
 - Interpreter must be able to read and write in Spanish
- Test Information
 - Age Range: 4 years, 0 months to 12 years, 11 months
 - Scores Available: Standard Scores (Mean 100, Standard Deviation 15), Percentile Ranks, and Age Equivalents (<2 years, 0 months to >13 years, 0 months)
 - Purpose: 'A measure of total, acquired expressive vocabulary', 'not proficiency in either English or Spanish'
- Normative Population
 - Bilingual students living in the U.S. (variety of countries of origin represented)
 - Encompasses 4 types of bilinguals
 - Speaks primarily Spanish and minimal English
 - Speaks mostly Spanish and some English
 - Speaks both Spanish and English equally
 - Speaks mostly English and some Spanish
- Linguistic/Dialectal Considerations
 - Culturally-biased items have already been eliminated therefore there are 170 total test plates and 150 items that could be administered.
 - The most common Spanish dialectal variations have been listed under each item.
- Specific notes regarding use with Interpreters
 - Examiner should be fluent in English and Spanish OR have an interpreter present who is fluent in the language not spoken by the examiner.

Briefing:**

- Specific instructions for this exam
 - Determine 'Language Dominance' by asking parents and teachers. You can ask the questions at the beginning of the record form if you do not have the information.

- Decide which language the test will be administered in by classifying the child's degree of bilingualism into one of the four categories listed (see page 3 of record form).
 - If English will be the language of presentation the SLP will administer the test with the interpreter present.
 - If Spanish will be the language of presentation, the interpreter will present the test items under the direction of the SLP.

Interaction:

- Item presentation
 - Administer the Example Items
 - Begin with the picture that corresponds to the child's age. Starting points are listed throughout the record form.
 - Establish basal by obtaining 8 consecutive correct responses.
 - Ceiling is 6 consecutive incorrect responses.
 - Prompting
 - Prompts are found on the record form
 - For complete description refer to manual page 28
 - Cueing
 - Cueing is allowed only when child does not respond to the appropriate feature of the illustration.
 - Only one cue is allowed in each language and only specific cues are allowed.
 - For complete description refer to manual page 28
- Accepting Responses
 - Accept correct response in either language
 - Accept only the English word on form
 - Spanish dialectal variations not appearing on form are acceptable only if the interpreter (or family) can verify that the word is an equivalent of the target
 - If self-correction occurs, the final response is the one scored
 - Accept target words if included in a phrase
 - Accept root word as noted on record form
 - Don't penalize for misarticulation if characteristic of the child's speech
- Recording Responses (details found on manual page 31)
 - Regardless of language of administration, both the SLP and the interpreter should have a record form and both should record responses as appropriate.
 - Write child's response on the record form
 - For a *correct first response* indicate the language with a slash ('S' for Spanish or 'E' for English)

- For an *incorrect first response* re-administer in the other language using the test language for the prompt. Write both answers on the line. If correct, slash the language, if incorrect slash the item number

If an error response requires a cue, recording is as follows:

- Cue first in the test language, and if needed cue in the other language. (see manual pages 31-32 for details) Write all of child's responses on the line and slash language if correct, item number if incorrect.

Debriefing:

- Scoring procedures
 - Calculate raw score using ceiling item and errors as noted on page 3 of the record form.
 - If more than one ceiling or basal is established, use the lowest ceiling and the highest basal.
 - Spanish/English Response Summary is available for additional information.
 - See Appendix D, page 95 for normative information.

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The Spanish edition of the ROWPVT is designed to be administered by a licensed speech/language clinician who is bilingual in Spanish and English. These instructions for administration by a monolingual English-speaking clinician working with an interpreter were developed by the Minnesota Department of Education with assistance from the MN Speech-Hearing Association's Multicultural Committee. For further information, contact Elizabeth.Watkins@state.mn.us.

Interpreter/Translator Guidelines*: ROWPVT-SBE

Name of Test: Receptive One Word Picture Vocabulary Test – Spanish Bilingual Edition

If administering both the EOWPVT-SBE and the ROWPVT-SBE, the Expressive test must be given first.

Background Information for Test:

- General note on Interpreters
 - SLP must be present
 - Interpreter must be able to read in Spanish
- Test Information
 - Age Range: 4 years, 0 months to 12 years, 11 months
 - Scores Available: Standard Scores (Mean 100, Standard Deviation 15), Percentile Ranks, and Age Equivalents (<2 years, 0 months to >13 years, 0 months)
 - Purpose: 'A measure of total, acquired hearing vocabulary', 'not proficiency in either English or Spanish'
- Normative Population
 - Bilingual students living in the U.S. (variety of countries of origin represented)
 - Encompasses 4 types of bilinguals
 - Speaks primarily Spanish and minimal English
 - Speaks mostly Spanish and some English
 - Speaks both Spanish and English equally
 - Speaks mostly English and some Spanish
- Linguistic/Dialectal Considerations
 - Culturally-biased items have already been eliminated therefore there are 170 total test plates and 150 items that could be administered.
 - The most common Spanish dialectal variations have been listed under some items and should both be provided before asking for the child's response.
 - If the interpreter (or family member) indicates another word typical for their dialect (in Spanish) this word can be administered.
 - No substitutions can be made for English words.
- Specific notes regarding use with Interpreters
 - Examiner should be fluent in English and Spanish OR have an interpreter present who is fluent in the language not spoken by the examiner.

Briefing:**

- Specific instructions for this exam
 - Determine ‘Language Dominance’ by asking parents and teachers. You can ask the questions at the beginning of the record form if you do not have the information.
 - Decide which language the test will be administered in by classifying the child’s degree of bilingualism into one of the four categories listed (see page 3 of record form).
 - If English will be the language of presentation the SLP will administer the test with the interpreter present.
 - If Spanish will be the language of presentation, the interpreter will present the test items under the direction of the SLP.

Interaction:

- Item presentation
 - Administer the Example Items
 - Begin with the picture that corresponds to the child’s age. Starting points are listed throughout the record form.
 - Establish basal by obtaining 8 consecutive correct responses.
 - Ceiling is 4 errors out of 6 consecutive responses.
 - Prompting
 - Prompts are found on the record form
 - Prompts can be dropped once pattern is established
 - Resume prompts when changing to other language
 - If test language is Spanish, interpreter would give both Spanish and English unless SLP determines it is not appropriate.
 - If test language is English, the SLP would give English items and turn to the interpreter (who is following along on record form) for Spanish administration, when needed.
 - Accepting Responses
 - If self-correction occurs, the final response is the one scored
 - Recording Responses
 - Regardless of language of administration, both the SLP and the interpreter should have a record form and both should record responses as appropriate.
 - Write child’s response (number of test item) on the record form
 - For a *correct first response* indicate the language with a slash (‘S’ for Spanish or ‘E’ for English)
 - For an *incorrect first response* re-administer in the other language. Write both answers on the line. If correct, slash the language, if incorrect slash the item number

Debriefing:

- Scoring procedures
 - Calculate raw score using ceiling item and errors as noted on page 3 of the record form.

- If more than one ceiling or basal is established, use the lowest ceiling and the highest basal.
- Spanish/English Response Summary is available for additional information.
- See Appendix C, page 79 for normative information.

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