Guidelines and Resources
for the Oregon Department of Education

Special Education Assessment Process
for Culturally and Linguistically Diverse Students

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This manual is a compilation of information based not only on current research but also on practical, time-conscious practices from local school and education service districts including Linn-Benton-Lincoln Education Service District; Willamette Regional Education Service District; Central School District 13J; Salem-Keizer School District 24J; and Woodburn School District 103. We especially want to thank the members of our advisory committee: Bruce Bull, Oregon Department of Education; Andrew McConney, Teaching Research Division; Janet O’Day and Pat Cline, Linn-Benton-Lincoln Education Service District; Jan Burks and Carmen West, Central School District 13J; Sophie Brundidge, Willamette Education Service District; Geri Johnson and Lori Prater, Woodburn School District 103; and Ken Zegar, Salem-Keizer School District 24J. All gratefully shared their expertise as well as valuable time helping us to understand the complex issues involved in serving multicultural students. Veronica Vayas, former Western Oregon University graduate student, and Steve Bigaj, former Western Oregon University special education professor, made additional contributions.

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Preface

These guidelines represent a dynamic work that interfaces the current best practices for functional assessments with the current emerging practices for multicultural assessments. They are not meant to be an exhaustive resource on cultural and linguistic diversity issues.

School district personnel may need additional continuing education in areas such as sociocultural influences, second language acquisition, and interpreter training to acquire the skills necessary to conduct quality comprehensive multicultural special education assessments.

This manual should be used in conjunction with Individuals with Disabilities Education Act (IDEA) ‘97 (PL 105-17). School district personnel and/or parents also may want to contact the Education Evaluation Center (EEC) (1-800-541-4711) with any questions they may have about the special education referral process or for further resources.

The following are highly recommended as companion resources, which provide an in-depth understanding of the factors that allow us to respect and honor the influences of culture and language on a student and reduce bias that examiners might bring to the evaluation setting.


Other related readings are listed at the end of this manual in Appendix D.
Introduction to the Manual

Special Education personnel working with students with disabilities and the parents of students with disabilities face many challenges in the course of their work. Among these challenges are those posed by the assessment and evaluation of students who are culturally and/or linguistically diverse (CLD) who may be eligible for special education services as a student with a disability. As our schools become more diverse, both culturally and linguistically, it is reasonable to assume that students from other cultures or students who speak a language other than English will present many of the same characteristics as their English-speaking peers: the same levels of aptitude and achievement, and perhaps, similar proportions of students with special needs. The emerging challenge faced by special education personnel, then, is to develop and implement a means or process by which those students who are culturally or linguistically different can be fairly evaluated when questions arise about their possible eligibility for special education services; and a process that effectively brings the parents of these students into full participation.

Special education personnel have a great variety of tests, assessment procedures, and protocols to choose from when they begin the process of evaluating a student who is suspected of having a disability. Despite this large number of tests and procedures, we are frequently at a loss when a referral is made for a student who is culturally and/or linguistically diverse. This should not be surprising; there are more languages and cultures than there are tests. As our schools become more diverse, the gap between available tests and procedures and the cultures/languages requiring assessment will only widen.

The Individuals with Disabilities Education Act (IDEA), its 1997 reauthorization, and the recently published (March 1999) regulations provide some guidance in the planning and implementation of assessment procedures for all students, including CLD students who may have a disability. These are summarized as follows (from section 300.532 Evaluation Procedures of the IDEA reauthorization regulations, March 1999):

“Each public agency shall ensure, at a minimum, that the following requirements are met:

(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 they measure the extent to which the child has a disability and needs special education, rather than measuring the child’s English language skills.

(b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent and information related to enabling the child to be involved in and progress in the general curriculum,
(c)(1) Any standardized tests that are given to a child—
   (i) Have been validated for the specific purpose for which they are used; and
   (ii) Are administered by trained and knowledgeable personnel in accordance with any
       instructions provided by the producer of the tests.
(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 person
    administering the test, or the method of test administration) must be included in the
    evaluation report.
(d) Tests and other evaluation materials include those tailored to assess specific areas
    of educational need and are not merely those that are designed to provide a single
    intelligence quotient.
(e) Tests are selected and administered so as to best ensure that if a test is administered
    to a child with impaired sensory, manual, or speaking skills, the test results accurately
    reflect the child’s aptitude or achievement level or whatever factors the test purports to
    measure rather than reflecting the child’s impaired sensory, manual, or speaking skills
    (unless those skills are the factors that the test purports to measure).
(f) No single procedure is used as the sole criterion for determining whether a child is a
    child with a disability and for determining an appropriate education program for the
    child.
(g) The child is assessed in all areas related to the suspected disability including, if
    appropriate, health, vision, hearing, social and emotional status, general intelligence,
    academic performance, communicative status, and motor abilities.
(h) In evaluating each child with a disability under sections 300.531-300.536, the
    evaluation is sufficiently comprehensive to identify all of the child’s special education
    and related services needs, whether or not commonly linked to the disability category
    in which the child has been classified.” (Federal Register, March 12, 1999, p 12456).

Parents of students referred for evaluation for special education eligibility are to be full
partners in the process, participating and contributing every step of the way. In cases where a
student who is culturally and/or linguistically diverse is considered for special education
eligibility, these regulations are both helpful and daunting. They represent best practices in the
evaluation of students suspected of having a disability and they delineate the procedures an
evaluation team must follow in making that determination. When planning the evaluation of a
CLD student suspected of having a disability, the team may well have to confront the fact that
it is quite possible that no standardized and/or validated assessment procedures exist for a
given student (for example, it is unlikely that standardized and validated assessment
approaches exist for a student from Afghanistan, or for a student who is Navajo), or that there
are staff trained to use such an instrument if it exists. Culturally Deaf students also may be
members of an ethnic or minority group as well.

The guidelines outlined in this manual were developed for special education personnel to
provide a suggested procedure, including checkpoints during the process and questions to ask,
that a district could follow in its attempts to assure equity and diversity in the evaluation of a
student who is culturally or linguistically different. We do not assume that, because a CLD
student is referred for an evaluation because he/she is suspected of having a disability, he/she in fact has a disability. We do assume that the special education personnel receiving such a referral will begin the evaluation process in much the same way they would for any student: begin with a prereferral process and collect relevant information from and about the student from his/her family, teachers and knowledgable others prior to the implementation of a formal special education eligibility evaluation. The prereferral process for CLD students is especially important since information about the student's cultural and language levels collected at this stage of the assessment process is essential in determining the later content and scope of any special education eligibility evaluation that may follow. These guidelines for assessment may help in navigating through this process.

We cannot know the patterns, beliefs, and nuances of all the cultures or languages in our schools, but we can be aware of their existence and treat them with sensitivity and respect while interacting with a parent and/or conducting an evaluation of a given student. Similarly, we do not have specific assessments, or tests, that will capture all of the relevant skills or attributes for students suspected of having a disability. In these cases, we must make a good faith effort to assess as widely, carefully, and as sensibly as possible, and reduce as much as possible the bias that may be introduced, balancing the evaluation requirements specified by IDEA and the specific characteristics of each CLD student referred for evaluation. In our view, a functional assessment process, such as described in the pages to follow, allows the assessment/evaluation team(s) the opportunity to conduct a fair and comprehensive assessment. It is our intention and hope that the guidelines and tools presented in this document, which have been assembled from a variety of sources, will prove useful in reaching this goal.
Definitions and Emerging Practices

In order to understand the assessment of CLD students for special education services, it is important to become familiar with terms, concepts, and approaches that are frequently referenced or used when gathering information about a student’s academic performance and abilities.

Definitions

Culturally and Linguistically Diverse (CLD) students
CLD students are those who have a language other than English in their background (Harris County Department of Education Bilingual Assessment Leadership Group, Texas, 1997). CLD students have been identified with terms such as English as a Second Language (ESL), English Language Learner (ELL), or Limited English Proficient (LEP). English speaking students who have dialectical differences are not considered to be CLD.

Acculturation
The process by which members of a cultural group integrate their values with those of the dominant cultural group as they adapt to a new cultural environment.

Multicultural Assessment
Multicultural assessment is the determination of a culturally and linguistically diverse student’s intellectual, academic, communication, social/emotional, and behavioral capabilities in terms of strengths and weaknesses utilizing assessment techniques that can measure student aptitudes and abilities in light of sociocultural factors in a nonbiased and nondiscriminatory manner.

Functional Assessment
Functional assessment uses multiple methods of assessment such as checklists, rating scales, self-reports, interviews, and observations to identify a student’s practical, “real world” skills and the interaction between student characteristics and the contexts in which he/she routinely operates. While the use of standardized measures are not emphasized, they are used as anchors for the assessment (i.e., cognitive tests or achievement tests) (Bullis and Davis, 1999). Functional assessment for CLD students begins with the prereferral process and continues until special education eligibility has been considered and/or determined.

Language Dominance
A student’s language dominance is determined by comparing skills in two or more languages. The dominant language is usually the language that is:
- stronger, more developed;
- the language first learned;
- the language that shows the greatest ease in using;
- the language an individual prefers to use;
- the language consistently chosen to use when speaking with bilingual individuals or individuals who speak the same dialect;
- the language which influences the other to a greater extent; or
- the parents’ dominant language in the case of children with severe impairment or nonverbal children. (Ortiz, 1997)

**BICS**

BICS is Basic Interpersonal Communication Skills or language used in real world, day-to-day interactions with others.

**CALPS**

CALPS is Cognitive Academic Language Proficiency Skills or higher-level language proficiency used in academic settings.

**Language Proficiency**

A student’s language proficiency, which refers to the level of skill a person has attained in a language, must be determined for each language the student uses for BICS and CALPS. Some characteristics of a proficient language user are:
- ability to understand distorted messages;
- ability to express messages effectively;
- knowledge of linguistic rules; and
- use of language fluently across a variety of contexts. (Ortiz, 1997)

**L1**

L1 is native, primary or first language of the student or parents.

**L2**

L2 is second language or acquired language of the student. For the purposes of this manual, L2 refers to English.

**Interpreter**

An interpreter is an individual who facilitates communication between speakers who do not speak the same language. They assist in parent/school meetings and translate test materials during the assessment process. The interpreter conveys information verbally from one language to another guided by the knowledge and familiarity of the appropriate methods of expression. The interpreter is fluent and literate in the target language (Harris County Department of Education Bilingual Assessment Leadership Group, Texas, 1997). While an interpreter is used for oral communication, a translator is used for written communication. Appendix A provides information (used with permission from the Willamette ESD) on the interpreter code of ethics and the interpreting process.
Summary of Best Emerging Practices

Prevention
A long-range goal for school districts to work toward is developing district-wide policies for a school climate that is accepting of differences and provides a supportive learning environment for students with cultural and linguistic differences. Taking a preventive attitude toward special education referrals means assuming that all students can learn if given a supportive environment, curricular modifications with cultural and linguistic differences incorporated into them, and rich academic programs developed through collaboration and training of all educators who work with CLD students (Baca and De Valenzuela, 1997). This goal requires that these regular educators first examine their own cultural/linguistic background, cultural assumptions and biases. Then, coupled with continuing education in cultural and linguistic differences and second language acquisition, they are trained to use ESL strategies when working with CLD students. These strategies include cooperative learning, opportunities for teacher-student and student-peer interaction, language development in context-embedded learning situations, and opportunities for learning higher-level thinking or problem solving and creativity as well as basic skills (Ortiz, 1999). For more information on prevention see Baca and De Valenzuela, 1997.

Parental Involvement
If parents of CLD students are to be involved in the prereferral and special education processes in the same manner as parents of English-speaking students, school personnel will need to ensure that school-parent contact is clear and in the language of the home. First, a qualified interpreter or bilingual staff person should be provided for any face-to-face communication between parents and school personnel. Secondly, any forms to be completed or written information given to the parents should be provided in their native language or language of the home. Parents have the right for information about their roles, responsibilities, and rights as provided in IDEA ‘97 Notice of Procedural Safeguards. See Appendix D, Parent Resources.

Sociocultural Factors
One of the major reasons the prereferral process is successful in reducing unnecessary or unwarranted referrals to special education is the emphasis on sociocultural factors. Sociocultural factors include a student’s culture (language, behavior, socialization), experiences, language acquisition/development, learning style, and acculturation. The effects of acculturation (the process of adapting to a new cultural environment) may result in behaviors which are very similar to those exhibited by disabled learners. Problems which appear to be indicators of a disability can actually be related to acculturation. These include locus of control, confusion, anxiety, poor self-concept, withdrawal, stress-related behaviors, unresponsiveness, fatigue, code switching, distractibility, resistance to change, and disorientation. Therefore, it is very important that teachers and assessment professionals working with CLD students thoroughly assess sociocultural factors, including the student’s level of acculturation (Collier, 1998). See Appendix B, Prereferral Resources, Acculturation Quick Screen Sample and other techniques to determine acculturation levels.
Prereferral Process/Intervention

Best emerging practices suggest that the referral for special education services for CLD students is done after the student participates in the prereferral process. The student’s regular classroom teacher first attempts to resolve student difficulties with curricular interventions. If curricular interventions are unsuccessful, then a referral would be made to the school’s prereferral team, which then, in conjunction with the teacher, reviews existing records, gathers cultural/linguistic background information, and suggests interventions that are tailored to meet student needs. A formal referral for special education is made after 1) the prereferral team has gathered all necessary information and 2) prereferral intervention has continued over a minimum period of time, such as six to 10 weeks, and has been unsuccessful. Using these procedures, the prereferral team may resolve 70 percent or more of the special education referrals of CLD students (Collier, 1998; Ortiz, 1999).

Minimizing the Use of Standardized Tests

Using standardized tests, which rely heavily on language ability, to evaluate CLD students for special education services is problematic for several reasons. Collier (1998) notes that it is unethical to use standardized test scores to qualify students for special education services if: 1) the norms do not apply to the student; 2) the test items are biased or beyond the realm of the student’s experience; and 3) the test has been modified in any way (such as administered through an interpreter).

Standardized tests can be used informally to provide useful information about what a student can and cannot do. Dynamic assessment (test-teach-retest) is one way standardized tests can be used informally with no test scores reported but with results and observations written in narrative form (Jitrenda and Kameenui, 1993).

Use of Alternative Assessment Procedures

Due to limitations in the use of standardized tests when assessing CLD students, alternative assessment procedures have been developed to gather information. These procedures are informal in nature and emphasize dynamic assessment, curriculum-based assessment, authentic assessment (works samples, portfolios), and analytical teaching. Information obtained describes what a student can do rather than what a student cannot do. This information is gathered in the context in which the student functions rather than in a clinical setting and uses functional assessment tools including checklists, ratings scales, interviews, and observations. Alternative assessment procedures are described in more detail in the special education eligibility section. The Oregon Statewide Assessment System (OSAS) is not included for use as an alternative assessment procedure for CLD students.

Clinical Judgment

Clinical judgment or professional judgment is the ability to synthesize information from a variety of sources to form an opinion concerning the educational needs and the diagnosis of a student’s learning (or behavior) difficulties (Clark, 1994). When assessing CLD students for special education services, test scores and assessment data should be interpreted in light of the needs of the CLD student. Consideration should be given to the information provided by the student’s family. If there is conflicting or inadequate information to determine special education eligibility and/or what the student needs to be successful in school, members of the
assessment team must be empowered to make clinical or professional judgments regarding the needs of CLD students (Clark, 1994). See Appendix C, Assessment Resources, for Clinical Judgment Checklist.

The above definitions and summary of best emerging practices in the assessment of CLD students for special education eligibility enables the practitioner to become familiar with terms, concepts, and approaches that are currently used to gather information about these students. The following section describes the Prereferral Process and provides checklists and practical information for professionals and paraprofessionals working with these students.
Prereferral Process

Goals
✦ To obtain information about a CLD student’s language and cultural background as well as the learning and/or behavior problem.
✦ To determine if any obvious external contexts (e.g., lack of instruction, socioeconomic, and/or linguistic and cultural differences) explain a student’s learning or behavior difficulties.
✦ To document student performance with the use of prereferral interventions.
✦ To determine student needs and the extent to which these needs can be met by existing programs and services (e.g., bilingual, ESL, Chapter I).

Introduction
The prereferral process is characterized by problem-solving that involves identifying the nature of the problem, generating a range of alternatives and analyzing each, developing a plan, taking action, and evaluating the action.

In order to develop a meaningful prereferral plan for the CLD student, specific information must be collected. Since most of that crucial information will come from parents who might speak a language other than English, there is a need to use well-trained interpreters who are fluent in both English and the parent’s dominant language. (See Appendix A, Interpreters and Appendix B, Prereferral Resources)

Typically, the vehicle for the development of prereferral interventions for students who are suspected of having learning or behavioral problems is the team framework. These are often referred to as teacher assistance teams, teacher needs teams, problem-solving teams, and student planning teams (Friend and Bursuck, 1999). The purpose of the prereferral team is to distinguish between students who have learning problems due to an inadequate match between student characteristics and the learning environment; students who have learning problems due to lack of instructional modifications; and students who have a disability (Ortiz, 1999). In order for the prereferral process to work effectively, the team should include a person knowledgeable about a particular student’s culture and language as well as first and second language acquisition (Dodd, Nelson and Spint, 1995; Hamayan and Damicio, 1991). Ortiz and Garcia (1988) state that the prereferral intervention team does not necessarily include special education teachers although their input on a consultative basis may be desired. Parents are an integral part of the team effort because school personnel rely on them to provide background information and family history. Other possible participants in the prereferral team for CLD students include general educators, bilingual specialists, guidance counselors, nurses, interpreters, and the school principal or designee.

The prereferral intervention process is especially critical for CLD students who are suspected as having a disability, as it is a way to document student performance with the use of prereferral strategies and other interventions in the context of the school environment. The prereferral intervention process provides essential information needed to rule out cultural, socioeconomic and/or other ecological/environmental differences as the primary source of a student’s academic failure (Harris County Department of Education Bilingual Assessment Leadership Group, 1997). By conducting a thorough investigation of a CLD student’s difficulties during the prereferral process and developing strategies to assist the student and teacher, an unwarranted referral for special education eligibility may be avoided.
Prereferral Checklist for Culturally and Linguistically Diverse Students

STEP 1
Initiate the prereferral process using the Prereferral Process Checklist to guide the team through this process.

- Assign a person to coordinate the prereferral process for the CLD student who is referred
- Interview the person who made the referral to the prereferral team to find out more information about the reason for the referral

STEP 2
Conduct a comprehensive review of student academic records.

- Years of formal education
- Frequency of school attendance
- Number of schools attended in the past
- Learning difficulties noted in the native country
- Language of instruction in native country

STEP 3
Review family history including cultural and economic background.

- Collect information about socioeconomic background, family member(s) educational level, occupation
- Collect information about family cultural background including ethnic group, country, beliefs, language
- Collect medical history information from parent/guardian including vision/hearing evaluations
- Assess differences in school and home behavioral expectations, using family survey/interviews
- Conduct assessments for acculturation level and sociocultural factors
- Conduct ecological/environmental assessments of student in home and community settings

STEP 4
Gather information about language dominance and the student’s motivation to learn English or to speak in his/her native language.

- Examine previous or current test information concerning dominant language
- Obtain information from a Home Language Survey (may have been conducted during school registration)
- Assess language dominance if no determination has been made

STEP 5
Gather initial information about a student’s proficiency in the use of language (in English and native language).

- Basic interpersonal communication skills (BICS)
- Academic screenings
- Work samples
- Classroom observations

STEP 6
Review services, interventions, and strategies previously used by the student in most recent classroom environment. Conduct ecological/environmental assessments of classroom as needed.

- Identify the types of services used by the student
- Identify student’s learning style
- Identify the dominant language that student receive instruction
- Identify types of classroom adaptations including accommodations and/or modifications used in the regular or bilingual classroom, when they were implemented, and their effectiveness

STEP 7
Decide on possible classroom interventions and strategies based on information collected and team discussion.

STEP 8
Document the effectiveness of prereferral interventions and strategies over a time period that is determined by the team.

- Use a form(s) to document the process

STEP 9
Decide whether or not a referral for special education is warranted, refer to other services (e.g., Chapter I, ESL), or continue with the same interventions and strategies.
Steps in the Prereferral Process

STEP 1:
Initiate the prereferral process using the Prereferral Checklist (page 10) to guide the team through this process. See Appendix B, Screening Form for Child Study Team Review.
- Assign a person to coordinate the prereferral process for the CLD student who is referred.
- Interview the person who made the referral to the prereferral team to find out more information about the reason for the referral. See Appendix B, Screening Form for Child Study Team Review and Prereferral Review for Diverse Students.

STEP 2:
Conduct a file review of student health records (e.g., vision, hearing) and academic records that includes, but is not limited to, the following:
- Years of formal education in the United States and native country, if applicable;
- Frequency of school attendance;
- Number of schools attended in the past;
- Learning difficulties noted in the native country (if applicable); and
- Language of instruction in native country (if applicable).

STEP 3:
Review family history including sociocultural factors. There are sociocultural factors that might influence the performance of CLD students in schools. The following information is needed in order to assess students’ cultural backgrounds and should be gathered from the parents through an interpreter or bilingual staff person in the language of the home:
- Family socioeconomic background, family members’ educational levels, occupations
- Family history, including cultural background, ethnic group, country of origin, beliefs, language
- Collect medical history information from parent/guardian including vision/hearing screenings or evaluations. See Appendix B, Parent Questionnaire, Home Assessment Survey, Developmental Case History, Developmental History.
- Differences between school and home behavioral expectations using family surveys/interviews.
- Family’s and student’s acculturation level. See Appendix B, Acculturation Quick Screen Sample
- Assess for student sociocultural factors. See Appendix B, Sociocultural Resiliency Checklist
- Use ecological/environmental assessment techniques to gather information in home and community environments. Ecological/environmental assessment uses systematic observation to note the effects of setting variables on student behavior/performance.

STEP 4:
Gather information on the student’s dominant language. The team is to gather information about language dominance and the student’s motivation to learn English or to speak in his/her native language. Language and cultural issues that are present may be a significant factor
affecting the student’s learning process and behavior in the classroom. Some students from various cultural backgrounds may struggle with the competitive school environment that is evident in the majority of classrooms.

- To determine a student’s language dominance:
  • Examine previous or current test information concerning dominant language.
  • Obtain information from a Home Language Survey (may have been conducted during school registration). See Appendix B, Home Language Checklist.
  • Assess language dominance if no determination has been made. A bilingual specialist would need to be consulted to do this appropriately.

STEP 5:

Gather initial information about a student’s language proficiency and use of language (in English and native language). The information needed is usually available through the bilingual specialist and is determined through standardized and informal assessment procedures. See page 6 for a definition of language proficiency.

- A suggested language proficiency screening for each language is:
  • A standardized screening instrument (e.g., LAS, Woodcock-Munoz Language Survey, Bilingual Verbal Ability Tests) (CALPS)
  • A conversational sample (BICS)
  • A story retelling task (CALPS)
  • A story telling task (CALPS)
  • A cloze procedure (CALPS)
  • See Appendix B, Classroom Language Interaction Checklist Sample, Checklist of English Skills to Use with Limited English Proficient Students, and SOLOM Teacher Observation

STEP 6:

Review interventions, services, and strategies previously used by the student in his/her most recent classroom environment.

- Use ecological/environmental assessment techniques to gather information on student performance in the school environment. Ecological/environmental assessment uses systematic observation to note the effects of setting variables on student behavior/performance. In the classroom setting, this might include noting variables such as:
  • teacher (expectations, interaction with students, instructional style)
  • student characteristics
  • instructional materials (method of presentation, materials used [curriculum bias], format, response required)
  • physical setting
  • peer interaction
  • overall cultural/linguistic incorporation in the learning environment
- Identify the types of services used by the student (e.g. ESL or bilingual education, sheltered English, regular education, tutorial assistance)
- Identify student’s learning style
- Identify the dominant language used for academic instruction
- Identify types of classroom adaptations including accommodations and modifications used in the regular or bilingual classroom
- Identify when the interventions were implemented and their effectiveness

STEP 7:
Decide on new interventions and strategies.
- Identify and implement classroom interventions and strategies that might need to take place based on information collected and team discussion. See Appendix B, Appropriate Interventions for Addressing Learning and Behavior Difficulties.

STEP 8:
Document the effectiveness of prereferral interventions and strategies. Determine and document over a time period that is determined by the team.
- Use a form(s) to document this process. See Appendix B, Prereferral Review for Diverse Students Sample.

STEP 9:
Decide on referral action to be taken.
- Decide whether or not a referral for special education is warranted, refer to other programs (e.g., Chapter I, ESL), or continue with the same interventions and strategies.
- Follow district procedures and process for a formal special education referral and include all prereferral information gathered.

Remember:
If the learning/behavior problems can be primarily attributed to
- Sociocultural differences (level of acculturation)
- Economic disadvantage
- Lack of instruction/inconsistent schooling
- Inappropriate instruction
- Ecological/environmental issues in the classroom

then the student should **not** be considered for special education.

Once the prereferral process is complete, there will be information on the student’s history as well as what instructional practices have and have not been successful. If the team decides to refer a student to special education for assessment, the next step is to follow guidelines to insure an equitable and diverse assessment of the CLD student. The following section, Assessment for Special Education Eligibility, provides checklists and practical information for professionals and paraprofessionals working with these students.
Assessment for Special Education Eligibility

Goals

✤ To review documentation from the prereferral team
✤ To obtain any additional information in any prereferral area, as needed
✤ To follow an assessment process which addresses the unique needs of CLD students
✤ To conduct an unbiased assessment that best shows the strengths and weaknesses of CLD students who are suspected of having a disability which includes:

- assessing the student in the dominant language and in English;
- assessing the student’s abilities in light of his/her unique cultural and linguistic background;
- communicating with parents in the language that they understand best; and
- understanding how the family perceives a disability, cultural/religious influences, and myths.
✤ To determine if the CLD student is eligible for special education services

Introduction

Emerging practices in the assessment of CLD students are moving toward the use of alternative assessment procedures that are context-embedded and provide information on how a student thinks or learns. The movement away from standardized, norm-referenced tests for CLD students is a result of the recognition on the part of special educators that alternative procedures are more likely to contribute to equitable and diverse assessments and thus are more fair to CLD students. For CLD students, alternative assessments do not include Oregon State Assessment System (OSAS).

Alternative assessment refers to gathering information utilizing means and methods that vary from traditional standardized norm-referenced tests (Collier, 1998). Such methods may include:

- Interviews with persons in the student’s environment, such as parents, teachers, nurse, and paraprofessionals, as well as the student themselves
- Observations in a variety of settings
- Use of checklists, rating scales, and self reports by parents, teachers, student, and others
- Student work samples
- Criterion-referenced assessment
- Curriculum-based assessment
- Analytical (diagnostic/prescriptive) teaching
- Dynamic assessment

The following special education assessment process merges the functional assessment procedures developed and practiced by specialists at the Education Evaluation Center at
Western Oregon University (Bullis and Davis, 1999) with the emerging practices relating to the assessment of CLD students. This interface forms an evolving assessment model that allows for growth and change as more information on innovative practices with CLD students becomes known. One of the necessary byproducts of this process may be the need to reexamine special education eligibility criteria that rely on test score discrepancies for CLD students given the paucity of standardized scores.

Some key factors to remember regarding a CLD assessment are:

- All assessments should be conducted in the dominant language and English unless English is the dominant language. If English is marginally the dominant language then both the native language and English should be assessed.
- The evaluator(s) should be knowledgeable regarding cultural and linguistic differences.
- For an initial referral, a comprehensive assessment should be conducted no matter what the referral question(s) is so that the student is viewed holistically.
- Assessment of CLD students will typically take two to three times the amount of time required for native English speakers.
- When choosing tests and assessment procedures, personnel should consider the Hierarchy of Assessment Levels and Personnel (see figure 1) (described on the next page).
Hierarchy of Assessment Levels and Personnel

Best Practice (Most Desirable)

Bilingual special education assessment professional(s) fluent in the student’s native language using standardized and alternative assessment measures in the student’s two languages. School districts should actively strive to provide a dual language assessment conducted by a bilingual examiner fluent in English and the student’s native language.

Less Desirable

English-speaking assessment professional(s) assisted by a bilingual ancillary (subordinate) examiner with a background in educational procedures such as a regular classroom teacher, ESL teacher, etc, (with documented proficiency in the language in question) using standardized and alternative assessment measures.

Less Desirable

English-speaking assessment professional(s) assisted by a trained interpreter using standardized measures and alternative assessment.

Least Desirable

English-speaking assessment professional(s) using only nonverbal or performance intelligence assessment measures and alternative assessment (this is considered an acceptable practice if testing in languages other than English or Spanish).

(Adapted from: Harris County Department of Education Bilingual Assessment Leadership Group, 1997).

Figure 1
Functional Assessment Process Checklist
For Culturally and Linguistically Diverse Students

STEP 1
Assessment team gathers and reviews information.
- Assign a case manager
- Review existing records and prereferral information
- Gather additional information, if needed
- Determine if it is necessary to conduct an assessment
- Provide notification/obtain consent in parent’s native language as specified under IDEA ‘97
- Enlist parent participation in the assessment process

STEP 2
Generate referral questions for the assessment.
- Use forms to focus assessment and aid in development of referral questions
- Base assessment on areas of student need
- Elicit parent concerns
- Generate referral questions

STEP 3
Assessment team determines nature and scope of assessment necessary to address referral questions and comply with laws.
- Conduct classroom observations
- Gather other information as required by law
- Provide parental notification/obtain consent in parent’s native language as specified under IDEA ‘97 for assessment
- Enlist parent input regarding assessment plan

STEP 4
Conduct Functional Assessment.
- Communication skills
- Cognitive level
- Social/Emotional/Behavior needs
- Achievement levels
- Transition/Vocational skills
- Assistive technology needs
STEP 5

**Review all prereferral and assessment information for completeness.**
- Review documentation of all test results/observations
- Obtain additional information as needed
- Review all parent notification/consent paperwork as required by IDEA ’97 for completeness
- Involve parents in reviewing all information

STEP 6

**Determine disability.**
- Review evaluation results
- Refer to local school district guidelines for eligibility
- Consider clinical judgment
- Document all information and conclusions
- Elicit parent input regarding disability determination
- Provide parental notification in parent’s native language as specified under IDEA ‘97 once student has been identified as having a disability

STEP 7

**IEP Development/Placement.**
- Elicit parent input regarding IEP and placement
- Provide parental notification/obtain consent in parent’s native language as specified under IDEA ‘97 for IEP development and placement in special education
Steps in the Functional Assessment Process for CLD Students

STEP 1:
Review existing prereferral information to determine if the referral for special education services is appropriate.
- Assign, if possible, a case manager who has background in assessing CLD students to be a part of the assessment team to discuss and decide on assessment procedures. Team members may include parents, bilingual specialists, special education teachers, regular classroom teachers, aides, and/or interpreter.
- Review existing records. The Prereferral Checklist (page 11) can be used to identify any gaps in information.
- Gather an in-depth case history, if not obtained during prereferral, to help determine if a special education assessment is necessary. As team members, parents are readily available to provide this information.
- Decide whether or not to conduct the assessment based on information reviewed.
- Provide parental notification/obtain consent in parent’s native language as specified under IDEA ‘97 the first time the student is referred for special education.
- Encourage parent involvement throughout all steps of the assessment process by first explaining the reason for referral and the purpose of testing.

STEP 2:
Generate referral questions for the assessment if referral is deemed appropriate.
- Use forms to help focus the assessment and aid in the development of assessment questions. See Appendix C, Functional Assessment Checklist and Appendix B, CESC Assessment Plan, and School History/File Review.
- Obtain specific family history information about siblings and records of their participation in school. As team members, parents are readily available to supply any needed information that may not have been gathered during the prereferral process. This critical information can provide insights into the student being assessed.
- Encourage parent involvement in generating referral questions, noting their specific concerns.

STEP 3:
Determine the nature and scope of the assessment to address referral questions and to comply with laws. According to the functional assessment model, this is a critical step in the process. Assessment procedures are based on information needs in:
1) Communication skills
2) Cognitive level
3) Social/emotional/behavioral needs
4) Achievement levels
5) Transition/vocational skills
6) Assistive technology needs
- For each of these components, specific assessment techniques and suggestions will
be discussed below. Individualize your assessment approach. A technique or process used with one CLD student may not be effective with another student.
- Check that parental notification/consent issues as specified under IDEA ‘97 have been followed.
- Encourage parent input regarding the assessment.

STEP 4:
Conduct a Functional Assessment choosing from among the six assessment components. Before any assessment activities are begun, be sure that physical causes of school difficulty are ruled out.
- A hearing screening has been completed by appropriately trained personnel such as an audiologist or speech/language pathologist with the assistance of an interpreter if necessary to rule out hearing as a contributing factor to the learning/behavior difficulties experienced by the student. In the case of a culturally Deaf student, the team may decide that there is sufficient prior audiological testing and no further testing is indicated.
- A vision screening on both far- and near-point tasks has been completed by appropriate school personnel with the assistance of an interpreter if necessary to rule out vision as a contributing factor to the learning/behavior difficulties experienced by the student.

1) Communication Skills
Language proficiency, often the central issue in question, has far reaching affects on a CLD student’s success in the classroom. It is important for all educators to become aware of:
- The second language acquisition process; and
- Normal transitions a person learning a second language experiences, and that:
  • Transitions likely will vary depending on the nature of the language in question (e.g. some languages have more structures in common with English thus requiring fewer changes to learn than other languages)
  • Transitions generally take place in both speech and language as a person is attempting to learn a second language
  • The transition period may take many months or even years to complete sociocultural influences that affect communication behaviors

A. Speech
A speech/phonological disorder should be present in the dominant language (L1) as well as English (L2) to be considered disordered rather than different (Ortiz, 1997).

Considerations:
- Indicators of Speech/Phonological Disorder
  • Family, bilingual teachers, dominant language-sharing peers report difficulty in understanding the student’s speech in dominant language
  • Significant delay in normal sound acquisition sequence in dominant language
  • Significant delay in phonological awareness skills in dominant language and/or difficulties in discriminating sounds resulting in difficulties learning to read
- **Indicators of Speech Difference Not Disordered**
  - The misarticulations or dysfluencies are a result of a change in intonational patterns/rhythm/stress (accent) from the dominant language to English
  - The misarticulations only occur on sounds in English that do not exist in the first language (normal transition)
  - Omission or incorrect usage of grammatical morphemes in English (such as plural endings) indicate normal language transition and not speech disorder

**Additional Tools and Suggestions:**
- Standardized and norm-referenced measures (use with caution)
- Developmental sequence of sound acquisition
- Rating scales/checklists
- Informal inventories for languages in which no formal standardized norm-referenced test exists

**B. Language**

A language disorder should be present in the dominant language (L1) as well as English (L2) to be considered disordered rather than different (Ortiz, 1997).

- Determine language dominance
  “...language... that is better developed and in which the student shows the greatest level of skill...” (Ortiz, 1997)
- Assess the level of functional communication (Basic Interpersonal Communication Skills)
  “...face-to-face conversational abilities... on topics of mutual interest, fall within their experiential backgrounds, and are context-embedded and therefore cognitively undemanding...” (Ortiz, 1997)
- Assess the level of language proficiency (Cognitive Academic Linguistic Proficiency Skills)
  “...complex, abstract dimensions of language use that are related to literacy development...e.g. problem solving, evaluating, inferring...” (Ortiz, 1997)
- Determine the level of acculturation

**Considerations:**
- Language should **not** be considered disordered if the linguistic differences can be attributed to:
  - Environmental issues
  - Cultural issues
  - Economic disadvantage
  - Lack of instruction or inconsistent schooling
  - Inappropriate instruction

- and the language differences are **not** a result of any of the following normal transitions in second language acquisition (Owens, 1996):
  - Inappropriately transferring culturally acceptable behaviors in the dominant language
• Code-switching (switching back and forth from one language to the other in the middle of an utterance)
• Omission and/or overextension of morphological inflections
• Double marking (when more than one language rule may apply the student uses both rather than selecting one (e.g. in English: The boy, he went to the store)
• Misordering of sentence components (e.g., placing adjectives after the noun)
• Using one member of a word class for all members (e.g., using “that” for all demonstratives)
• Using all members of a word class interchangeably without concern for the different meanings

Additional Tools and Suggestions:
- Parent interview/questionnaires
- Direct observation in a variety of settings
  • Structured setting (e.g. classroom)
  • Unstructured setting (e.g. recess, lunchroom)
- Rating scales, checklists
- Behavioral sampling
  • Portfolio assessment of work samples
  • Language, writing, and narrative sampling in all languages
- Structured probe assessment
  • Standardized and norm-referenced tests (only if normative data includes the population in question)
  • Criterion-referenced tests
  • Cloze techniques
  • Think-alouds
- Refer to Appendix C, Assessment Resources

2) Cognitive Level
The focus of cognitive assessment should be on the process of learning rather than on a score. Examiners should investigate how well students adapt to new learning situations and how well they can apply new skills in a variety of contexts. There are very few measures of cognitive ability normed on diverse cultural populations. Some practitioners believe that nonverbal IQ measures should be used when assessing CLD students if cognitive testing cannot be conducted in the dominant language (Manual for Multicultural Assessment for Special Education Eligibility, 1998), as when CLD students are tested by English-speaking examiners. It is important to note that nonverbal performance tests are not culture-free due to the use of items common to Western or urban cultures such as pictures, paper/pencil tasks, and timed testing (Hamayan and Damico, 1991).
- **Cognitive factors to be considered include:**
  - Information processing and retrieval
  - Cognitive flexibility
  - Risk taking
  - Social judgment
  - Concrete vs. abstract thinking
  - Perceptual organization/spatial abilities
  - Processing speed
  - Memory skills
  - Attention
  - Creativity
  - Practical skills/knowledge
  - Problem solving abilities

**Additional Tools and Suggestions:**

- Use dynamic assessment procedures to present standardized materials (test-teach-retest) but do not report test scores. According to Jitendra and Rohena-Diaz (1996) the dynamic assessment includes the following steps:
  - Teacher develops three versions of the task or uses subtests such as Block Design, Object Assembly and Picture Arrangement from the Wechsler scales
  - Administration of the first form (pretest) of task or administer subtests
  - Mediated learning using the second form (teach the task) and detailed notes recorded about student responses (what is being worked on, how does student approach the task, how is student responding, what works or does not work)
  - Administration of the third form (posttest) of the task or readminister the subtests
  - Compare pre- and post-intervention performances

- Cognitive testing needs to be conducted in the dominant language or with a nonverbal test (such as the Comprehensive Test of Nonverbal Intelligence [C-TONI] or the Universal Nonverbal Intelligence Test [UNIT]) that has a standardized administration with a translation of instructions in a student’s native language (Manual for Multicultural Assessment for Special Education Eligibility, 1998)

- Use tests that focus on hands-on problem-solving tasks and include a training process for test administrators (e.g., K-ABC Nonverbal) (Ortiz, 1997)

- Use standardized tests only when you have norms from the student’s culture. See Appendix C, Assessment Tools
3) Social/Emotional/Behavioral Needs

Some of the byproducts of acculturation look very similar to emotional or behavioral difficulties and many published personality assessment tools do not represent the cultural background of students being tested. Therefore, to imply that a student has social/emotional/behavioral problems in the dominant culture may not be correct. Gathering comprehensive information in a variety of contexts is critical to making a determination of disability in this area. Data should be collected through formal and informal methods in home, school, and community settings.

Behavior checklists, self-reports or rating scales may assist the team in focusing on major issues and planning future assessments and interventions. Rather than relying on standardized measures, best practices would suggest the use of observation techniques, a review of school history, and an examination of how the child interacts with his/her environment including interaction with students from similar cultural and linguistic backgrounds. Qualitative assessment approaches which include real life or simulated real life activities may be one way to assess students’ social or behavior status. In addition, a functional behavioral assessment would be helpful in identifying ecological issues that are affecting any challenging behaviors. In this process of collecting information, it is critical that school personnel attempt to build trust with the family (Anderson and Canter, 1999). Behaviors should be reported in terms of what is appropriate in the student’s family and community.

- When evaluating behaviors, observers should consider:
  - Behavior appropriate in the native culture
  - Role of education and religious beliefs in the native culture
  - Student behaviors that significantly differ from the ones socially acceptable in his/her native culture and in the American culture
  - Collection of information that may explain the target behavior including lack of English
  - Comprehension or knowledge of American rules
  - Acculturation level or process
  - Motivation to learn English

Using Standardized Tests with CLD Students

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
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<tbody>
<tr>
<td>• Administer test in both student’s native language and English</td>
<td>• Translate standardized tests</td>
</tr>
<tr>
<td>• Administer standardized tests if test was normed in the population the student belongs to and test items are within his/her realm of experience</td>
<td>• Modify a standardized test without documenting modifications and discussing performance, rather than reporting scores</td>
</tr>
<tr>
<td>• Translate directions or administration procedure on non-verbal standardized tests</td>
<td>• Report test scores if standardization procedures were violated</td>
</tr>
<tr>
<td>• Correlate standardized and informal test results</td>
<td>• Use tests that measure factual information and learned content</td>
</tr>
<tr>
<td>• Use only well-trained and educated interpreters</td>
<td>• Make eligibility decisions based on a single test</td>
</tr>
<tr>
<td>• Use standardized tests dynamically (test-teach-retest) and report results in narrative form with no scores</td>
<td></td>
</tr>
<tr>
<td>• Use multiple measures and contexts to assess intelligence</td>
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</table>

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  - Collection of information that may explain the target behavior including lack of English
  - Comprehension or knowledge of American rules
  - Acculturation level or process
  - Motivation to learn English

- When administering standardized tests:
  - Administer test in both student’s native language and English
  - Administer standardized tests if test was normed in the population the student belongs to and test items are within his/her realm of experience
  - Translate directions or administration procedure on non-verbal standardized tests
  - Correlate standardized and informal test results
  - Use only well-trained and educated interpreters
  - Use standardized tests dynamically (test-teach-retest) and report results in narrative form with no scores
  - Use multiple measures and contexts to assess intelligence

- When using standardized tests:
  - Don’t translate standardized tests
  - Don’t modify a standardized test without documenting modifications and discussing performance, rather than reporting scores
  - Don’t report test scores if standardization procedures were violated
  - Don’t use tests that measure factual information and learned content
  - Don’t make eligibility decisions based on a single test

Special Education Assessment Process for Culturally and Linguistically Diverse Students
Additional Tools and Suggestions:
- Review information from prereferral process such as specific prereferral information from home and cross-cultural visits.
- Interview teachers, parents, students and others such as bilingual social workers.
- Use ecological/environmental assessment techniques to observe and document student behavior in a variety of settings.
- Use functional behavioral assessment information from district’s behavior specialist.
- Use behavioral rating scales and checklists.
- See Appendix C, Assessment Tools.

4) Achievement Levels
For all students, both an assessment in English and the student’s native language should be attempted. If the student has received instruction in the native language for one year or more, a comprehensive native language academic assessment (if tests are available) should be conducted unless there is sufficient evidence that such an assessment is not appropriate. An academic screening may serve for students who have received limited or no formal instruction in L1.

Use standardized tests only if they are valid for the student’s cultural and linguistic group. If formal assessment instruments are not available in the student’s native language (L1), informal assessment (i.e., student relates an event or tells a story; student reads a passage in a grade level book in his/her native language; or student writes sentences, paragraphs, or a story in his/her native language) or alternative assessment procedures are suggested (Harris County Department of Education Bilingual Assessment Leadership Group, 1997).

- Alternatives to Using Standardized Achievement Tests with CLD Students
  - **Curriculum-Based Measurement (CBM):** Examples–student reads aloud for one minute from basal reader; student writes answers to math computation problems in two minute probe (Suzuki, Miller and Ponterotto, 1996).
    - **Attributes:** Taken directly from the curriculum employing common classroom tasks; used frequently; can take one minute or less
    - **Strengths:** Direct sample of student knowledge; quick and economical; can develop local norms
    - **Weaknesses:** If curriculum is poor, CBM is flawed; generally unknown outside of special education; samples basic skills only; perceived as incompatible with holistic learning
  - **Performance-Based Assessment (PBA):** Examples–projects, portfolios, giving a speech, science experiment (Suzuki et al., 1996).
    - **Attributes:** Allows multiple ways to show knowledge by planning or assembling product; can be given frequently; student’s work is compared to a standard or rubric scoring; allows development of multifaceted student strengths/weaknesses
- **Strengths:** Aligned with classroom instruction; utilizes both basic skills and problem-solving skills; CLD students do better on PBA; assessment is authentic (real work); compatible with holistic learning;

- **Weaknesses:** Expensive; risk of rater bias; raters may not be trained to rate CLD student’s work; rubics contain content (such as appropriate capitalization/punctuation) but do not give criterion (such as 95 percent correct)

**Dynamic Assessment:** Examples—testing the limits, feedback given on problem solving tasks, student explains how they arrived at an answer (Hamayan and Damico, 1991; Ortiz, 1997; Langdon, 1998).

- **Attributes:** Allows examiner to draw conclusions on student’s thinking and problem solving skills; requires constant interaction between student and examiner; test-teach-test process

- **Strengths:** Focus on problem-solving skills; allows for interaction between student and examiner; examiner can ask questions; student can explain answers

- **Weaknesses:** Time consuming; requires examiners with highly developed skills

Information that is obtained should be descriptive and well documented. Include how tasks were presented, student responses, and how conclusions were arrived at.

- Achievement levels and performance information should include:
  - Student’s academic strengths and weaknesses
  - Student’s skill levels in reading, math, and writing in both languages
  - Learning style information
  - Patterns in test response
  - Practical or functional skills/knowledge
  - Planning and follow-through on tasks
  - Sequencing abilities
  - Problem-solving strategies
  - Organizational skills

**Additional Tools and Suggestions:**

- Review information from prereferral process including use of prereferral interventions, school history, self-report information, interviews with teachers, observations of the student working on academic tasks.

- Use performance assessment: essays, oral presentation, construction of models, art drawings, dramatic presentation, scientific experiments.

- Test knowledge and skills students apply in their life outside the classroom, e.g., adding up purchases at the grocery store, reading preparation instructions on food items.

- For reading, use informal reading inventories in English and translated into native language (be careful of cultural bias in passage selection) for miscue analysis and comprehension.
- Use teacher-made cloze tests for reading comprehension.
- For writing, use functional dictation and a writing sample in both languages if appropriate.
- Use portfolio information from regular classroom.

5) Transitional/Vocational Skills

In order to fully serve every CLD student, eligibility for special education services aside, transitional and vocational (career) information should be gathered as a part of the functional assessment for students age 14 and older.

- Transition skill assessment would include assessing independent living, personal care, and social interaction.
- Vocational or career assessment would include noting vocational aptitudes, interests and matching strengths and interests to career goals. Consult the career coordinator or transition person in the local school district for more information.

6) Assistive Technology Needs

Assistive technology assessment includes analyzing the need for tools or technology that would enable the student to realize his/her full potential. Consult the assistive technology specialist in the local school district for more information.

STEP 5:

Review all prereferral and assessment information for completeness and gather additional information as required by law including classroom observations, physical examination, adaptive behavior ratings (as appropriate), and include parents in this review of information. Check to see that all necessary parental notification/consent paperwork in parent’s native language as specified under IDEA ‘97 has been completed.

STEP 6:

Determine eligibility.

- After all information has been gathered, the assessment team should meet and discuss the results of the assessment and determine if the CLD student is eligible for special education services. Information to be shared and discussed would include the referral questions and referral information, prereferral information and interventions used, assessment results, and any other pertinent information (Collier, 1998). A summary analysis of all assessment data should include a statement of eligibility for special education, reconciling any inconsistencies in data, and a discussion of the significance of cultural, economic, environmental, and behavioral factors related to assessment data. School personnel should assist parents in becoming familiar with special education eligibility so they can be active participants in the decision-making process. Team members need to rely on clinical judgment when making decisions for special education eligibility when test results do not appear to reflect a student’s performance (Billings, Pearson, Gill and Shureen, 1997), when there are inconsistencies in
information, and/or when information is missing. See Appendix C, Clinical Judgment Checklist.

- Confer with parents regarding disability determination.
- Provide notification to parents in their native language as specified by IDEA ‘97 that student was found to have a disability.
- Eligibility criteria will need to be developed by individual school districts utilizing state and federal guidelines. In addition, in view of the special needs of the CLD population, the following considerations are offered:
  • The current trend of identifying learning disabilities utilizing a discrepancy model based on standardized test score discrepancies may not be a valid way of determining special education eligibility for CLD students given the problematic use of standardized measures for this population.
  • Remember, the CLD student’s learning problems must be present in both languages (L1 and L2) in order to be considered to be a disability. If cultural differences, economic disadvantage, environmental issues, lack of instruction or inconsistent instruction, inappropriate instruction, acculturation issues, and/or normal second language acquisition transitions are present to a strong degree then the student is not eligible for special education services.

**STEP 7:**
*Write IEP and determine placement.*

- Encourage parent input for IEP goals and placement alternatives.
- For students found eligible for special education services, the assessment team, in consultation with all interested parties, develops an IEP which includes instructional objectives for acculturation and language acquisition needs as well as special education needs and planning for coordination of services including parental involvement. (Collier, 1998).
- Once the assessment team has determined whether or not the student is eligible for special education services, the placement decision should be apparent.
- Provide notification/obtain consent in parent’s native language as specified under IDEA ‘97 when the student is having an IEP developed and is placed in special education.

- For students not meeting special education eligibility requirements and whose learning problems are a result of sociocultural or other factors, the team may decide to return the student to regular education classes with recommendations on how to meet the student’s needs.
References


Appendix A

Interpreters

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Code of Ethics for Interpreters

A code of ethics has been established that sets forth principles of ethical behavior for interpreters. These principles are designed to protect and guide the interpreter, the non-English-speaking consumer, and the professional utilizing the services of the interpreter as well as to ensure for all the right to communicate. While these are general guidelines, it is recognized that there are ever-increasing numbers of highly specialized situations that demand specific explanations and individualized behavior.

CODE OF ETHICS

1. **Interpreters shall keep all information related to assignments strictly confidential.**
   
   **Guidelines:**
   
   The interpreter shall not reveal information about any assignment, including the fact that the service is being performed, except to the appropriate supervisor or consultant.
   
   Even seemingly unimportant information could be damaging in the wrong hands. Therefore, to avoid this possibility, interpreters must not say anything about any assignment. In cases where meetings or information becomes a matter of public record, the interpreter shall use discretion in discussing such meetings or information.
   
   If a problem arises between the interpreter and either person involved in an assignment, the interpreter should first discuss it with the person involved. If no solution can be reached, then both should agree on a third person who could advise them.

2. **Interpreters shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.**
   
   **Guidelines:**
   
   Interpreters are not editors and must transmit everything that is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable with the subject matter.
   
   Interpreters must remember that they are not responsible for what is said, only for conveying it accurately. If the interpreter’s own feelings interfere with rendering the message accurately, he/she shall withdraw from the situation.
   
   It should be recognized that accurate interpretation, when dealing with two very different cultures, may be very difficult. A literal word-for-word translation may not convey the intended idea at all. The interpreter must therefore identify the relevancy of the concept under discussion to the second culture, and re-word it in such a way as to make it culturally appropriate. If the interpreter does not make the information culturally appropriate, he/she is not performing at a standard level of competence.

3. **Interpreters shall not counsel, advise, or interject personal opinions.**
   
   **Guidelines:**
   
   Just as interpreters may not omit anything that is said, they may not add anything to the situation, except to provide information about the culture and belief system in order to make the encounter culturally appropriate and meaningful to both parties. In this situation, the interpreter shall explain to both sides exactly what she/he is saying.
An interpreter is present in a given situation only because two or more people have difficulty communicating, and thus the interpreter’s only function is to facilitate communication. He/she shall not become personally involved because in so doing he/she accepts some responsibility for the outcome, which does not rightly belong to the interpreter.

4. **Interpreters shall accept assignments using discretion with regard to skill, setting, and the consumers involved.**
   
   **Guidelines:**
   
   Interpreters shall accept only those assignments for which they are qualified. However, when an interpreter shortage exists and the only available interpreter does not possess the necessary skill for a particular assignment, this situation should be explained to the consumers. If the consumers agree that services are needed regardless of skill level, then the available interpreter will have to use his/her best judgment about accepting or rejecting the assignment.
   
   Certain situations may prove uncomfortable for some interpreters and clients. Religious, political, racial, or sexual differences, etc., can adversely affect the facilitating task. Therefore, an interpreter shall not accept assignments which he/she knows will involve such situations.
   
   Interpreters shall generally refrain from providing services in situations where family members or close personal or professional relationships may affect impartiality, since it is difficult to mask inner feelings. Under these circumstances, especially in legal settings, the ability to prove oneself unbiased when challenged is lessened. In emergency situations, it is realized that the interpreter may have to provide services for family, friends, or close business associates. However, all parties should be informed that the interpreter may not become involved in the proceedings.

5. **Interpreters shall function in a manner appropriate to the situation by maintaining a professional attitude and modest appearance in all phases of an assignment.**
   
   **Guidelines:**
   
   Interpreters shall conduct themselves in such a manner that brings respect to themselves, the consumers, and the agency or school district for whom they are working.

6. **Interpreters shall strive to further their knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading current literature in the field.**

Adapted from the Registry of Interpreters for the Deaf, Inc. Code of Ethics, 6/29/95
INTERPRETING

In the interpreting process, consider these points:

• Specialists need training in working with interpreters.
• Interpreters need training in working with specialists.
• During the interpreting process, it is important to develop a sense of trust between the specialist or teacher and the interpreter (meetings, assessments, conferences, etc.).
• Do not assume that a family does not need an interpreter just because they have been in the area for a length of time.
• Do not ask a relative to interpret.

INTERPRETING PROCESS:

Briefing:
Discussion between specialist and interpreter should include the following areas:

• Purpose of meeting/assessment
• Review of information (tests, forms, handouts, technical vocabulary)
• Background
• Agenda
• Discuss and understand critical questions
• Confidentiality
• Resources for special education terminology

Interaction:
(Testing, parent meeting, etc.)
Consider the following:

• Keep language simple and short. No professional jargon, figures of speech, abstract words, or abbreviations.
• Effectively convey information so that an accurate interpretation can be facilitated.
• Request clarification.
• Interpretation of language needs to be at an appropriate sophistication level.
• Do not translate tests into another language and then use norms.

Debriefing:
A discussion should include information regarding collected information:

• Problems that have occurred during testing, meeting, or interpretation process.
• Ask “What worked?” getting positive input.
• Ask “How do you think it went?” so the specialist and interpreter can share information and questions.
• Ask “What should we do in a different way for next time?”


1760995/Interpreting Process
March 4, 1996
Willamette ESD
The Interpreting Process: Dynamics of Interpretation

The following are suggestions and ideas to make the interpretation process more successful:

A. Environment
   Make it comfortable and non-threatening. Keep the conference to a small number of people. Introductions are very important. Give name and position of each person present and what role each plays in relation to the child.
   Seating arrangements are critical. The interpreter should not block off the parent from the school professional. Eye contact must be maintained among the participants. The school professional should address himself/herself directly to the parent.
   Assume the parent may understand more than that for which he/she may give himself/herself credit.

B. Timing

C. Listening
   All school personnel should pay close attention and maintain a responsive posture. Body language can cue the school personnel to ask relevant questions.

D. Values/Attitudes
   Beware of the attitude you display. It often sets the tone of the conference.

E. Heterogeneity
   Parents may be different even though they are from the same ethnic group. Avoid stereotyping and be sensitive to individual differences.

F. Recording
   Determine some system of notetaking or recording.

G. Authority
   The school personnel are ultimately responsible for the conference, procedure, information sharing, content, and intent. The interpreter should not “editorialize” comments made by school personnel or parent. Remember to remain neutral and present as a united team.

H. Closing Remarks
   School professional should summarize, ask final questions, discuss follow-up, etc.


1160196/S2/MC Task Force Interp
March 8, 1996
Willamette ESD
The School Professional in the Interpreting/Translating Process

PROCESS OF SELECTION

In selecting an interpreter/translator, one needs to consider the following:

A. Priorities

The qualifications of the person to be selected should be considered. The following is a list of choices from most to least desirable:

- Someone from your own field
- A professional (i.e., nurse, doctor, clergyman, etc.)
- Aide or community person
- Relative or sibling

B. Questions to ask when choosing an interpreter/translator

- Are the person’s language skills competent?
- How are his/her speaking, reading, and writing skills?
- Is the person experienced as an I/T?
- Is the person familiar with the community and culture?
- Is the person familiar, to some degree, with educational terminology and the education process?
- What is the educational level of the person?
- What is the level of technical knowledge needed for the interpreting/translating process?
- Is the person’s style warm, responsive, motivating, but controlled? In other words, is he/she responsible to his/her role as communicator of information and does he/she refrain from assuming the role of a decision maker?
- The person’s technical knowledge, expertise and experiences will determine his/her role and responsibilities. Once you have made the identification and clarification of higher capabilities, use the person accordingly. Only then can you be prudent and fair to all concerned.

C. Finding resources

Remember that families and/or individuals most commonly settle within their same or similar language and culture group. There are usually one or two individuals within that group who have acted as interpreters and have helped to facilitate the resettlement of the family. Work with whomever has been the interpreter or facilitator for the family or individual thus far.

Engage the help of the local school and community. Language resources can be pulled from a variety of sources: churches, businesses (such as ethnic bakeries, restaurants, travel agencies) different language newspapers, libraries, university foreign language departments, foreign student clubs, and different organizations.

Survey your own immediate peers and colleagues for language resources. Make a card file by language, stating the person’s language proficiency (e.g., conversational only, can do parent conference, able to interpret at special education meetings, can translate home notices, can translate technical forms, can do complete interpreting/translating during educational assessments.)
D. Specific Resources

- Contact local county or state offices of education
- Contact local embassies or consulates
- Contact community health agencies


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March 8, 1996
Willamette ESD
GENERAL GOALS OF TRAINING THE INTERPRETER/TRANSLATOR

A. It is an ongoing process
The difficulty of being an I/T is often underestimated. The training is an ongoing process that should reflect the educational or operational changes that are inevitable. For example, each time an aide works with a different school professional, the speed and style of expression may change. Or some greater changes may happen such as rules and procedures of a particular school, or new vocabulary in the interpreter’s role as in conferences or testing. Thus, an aide needs to learn that specific information to work successfully. This should come from the school professional with whom he/she is working. If not, the I/T needs to ask to be briefed.

B. Provide adequate training
Once the I/T is located, it should not be assumed that he/she will already have all the skills to do the job. The I/T should be provided with training opportunities that include:
- A full discussion of district policies and procedures and a description of the roles and responsibilities of all the people involved.
- A review of any technical or educational terminology and a look at all the forms and paperwork with which he/she will be dealing. Other discussion should include information about style of interpretation/translation, legal requirements, confidentiality, and neutrality. Don’t stop your I/T in the hall and ask him/her, “Hey, got a minute?”

C. Stress confidentiality and neutrality
It must be clear to the I/T that higher neutrality should be maintained and that all information is transmitted between parties. It must be clear that the parents know at all times, even in telephone contacts and informal meetings, that he/she, the I/T, is acting as an agent for the school and specifically for you. The I/T must make clear to the parents that information given to the I/T will be shared and with the appropriate school personnel. This protects the rights of the I/T and the parent’s right to choose whether or not to share specific information. The I/T should ask himself/herself if he/she is conveying personal feelings and how he/she may deal with emotional or sensitive issues. The school professional should discuss how to handle these problems or others that may arise.

D. Provide a basic library
Some basic personal references may include:
- A word list or minimum vocabulary of the particular specialist
- Student’s bilingual dictionary
- Dictionary of synonyms, idioms
- Reference to basic grammar
- History of the country or area
- Dictionary of the colloquial language
- General phonetic treatment of the language being studied
E. Allow Enough Time

Remember that the use of an I/T requires extra time. Therefore, it is important for everyone to be prepared to spend extra time in the meeting. Give parents a time reference. Tell them what you will be doing and how long it will take you.


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The School Professional in the Interpreting/Translating Process

LANGUAGE USE BY SCHOOL PROFESSIONALS

The following represents some suggestions for school professionals to keep in mind during the interpretation/translation process. These ideas should be shared with school personnel in order to make your job as an I/T easier and to minimize errors.

A. *Keep it simple*

   Keep grammatical constructions simple. Remember that there are differences in grammatical constructions between languages. The interpretation/translation is only as good as what the original speaker says or writes. The I/T should not have to make corrections. Some words, phrases, or concepts that are not easily translated may have to be said in a different way.

B. *Avoid extra words*

   Avoid the excessive use of prepositions, conjunctions, and other function words such as *to, for, since, as,* etc. These can have several meanings and function as different parts of speech depending upon how they are used and may be difficult to translate. In other words, be specific.

C. *Watch for clues*

   As school personnel become more experienced in working with an I/T, they should become more aware of clues that indicate difficulty. Some clues may be:
   - Body language
   - Use of too many words compared to what was said
   - A response that does not coincide with the original question or statement

   At times, silence may be helpful in giving the person time to think and bring out concerns.

D. *Avoid abstract words*

   Certain words or phrases may not have the same meaning translated directly, or they may be difficult to translate without a lot of explanation to convey the exact meaning. For example: “make fun of,” “heart to heart,” “small talk.” Other words which indicate feelings, qualities or properties may also be difficult to translate. For example: “wit,” “loving,” etc.

E. *Professional jargon*

   Do not use professional jargon. It is better to explain the concept in simple terms and give examples. For example, “syntax” can be described as “word order” or “the way we put words together when we make sentences in English.”

   When you give examples, be aware that other languages may not have an equivalent concept (e.g., *-ed* in *looked,* or *-ing* in *running.* ) You may have to write the word in English and underline that part and explain the concept.


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Willamette ESD
The School Professional in the Interpreting/Translating Process

COMMON ERRORS IN INTERPRETING/TRANSLATING
There are basically four types of changes that I/Ts can make. These changes may alter the intended meaning of what the person was saying a little bit, a lot, or not at all. If the change results in a significant change in the meaning of the message, then it is considered an error. Changes should be avoided whenever possible. The four types are:

A. Omissions
This is when the I/T leaves something out. It might be one word, a phrase, or an entire sentence.
This could happen for the following reasons:
1. The I/T doesn’t think the extra words are important (e.g., instead of saying “rather difficult,” one might say “difficult”). However, a small word can make a major difference sometimes (e.g., “mildly” versus “moderately” retarded).
2. The I/T does not understand what was said.
3. The word(s) cannot be translated.
4. The I/T cannot keep up with the speaker.
5. The I/T has forgotten what was said.

B. Additions
This is when the I/T adds extra words, phrases or sentences that were not actually said. This may happen for the following reasons:
1. The I/T wishes to be more elaborate.
2. The I/T needs the extra words to explain a concept that is difficult to translate.
3. The I/T editorializes. This means the I/T adds his or her own thoughts to what was said.

C. Substitutions
This occurs when the I/T uses other words, phrases or entire sentences in place of the actual words used. This occurs for the following reasons:
1. The I/T does not remember the specific word, phrase or grammatical construction.
2. The I/T confuses words that sound almost the same (e.g., the I/T heard atenider instead of entender and interprets what is heard).
3. The I/T uses a faulty reference. For example, the I/T uses the word “he” to describe one of the student’s parents when the teacher was actually talking about Mrs. X.
4. The I/T simply did not understand the speaker.
5. The I/T is lagging too far behind the speaker and misses part of what was actually said. The I/T then makes up the part that he/she did not actually hear.

D. Transformations
This is when the I/T changes the word order of what was said. Sometimes this can make a big difference in meaning and sometimes it doesn’t. For example, “John hit Mary” is the same thing as “Mary was hit by John.” However, “John hit Mary” is much different from “Mary hit John.”
E. **How will the school professional know if the interpreter is making errors?**

1. The interpreter should be honest and request that the school professional either repeat or rephrase what he/she had said to allow for better interpreting when he/she is not sure what has been said.

2. As the school professional becomes more experienced in working with the I/T, he/she should become more perceptive in picking up clues that indicate difficulty; for example, body language, obvious use of excessive words in proportion to what was said, or an interpreted response from the parent that does not coincide with the original question or statement. Similar clues can be picked up during testing of a student.

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The Paraprofessional in the Interpreting/Translation Process

QUALIFICATIONS OF AN INTERPRETER/TRANSLATOR

A. Language proficiency
   Must be proficient in the native language. Must be able to speak, read, and write. Must also be proficient in the second language. Must be able to speak it proficiently as well as read and write it. It is important to remember that there may be a difference in going from L1 to L2 versus L2 to L1. For example, if a person has equal receptive (understanding) skills in English and Spanish but has better expressive skills in English, it will be easier for that person to interpret from Spanish into English.

B. General knowledge
   Interpreting is usually considered a more difficult task. It requires the person to have an extensive vocabulary, good memory skills, and quickness of response. An interpreter must also have a personality that works well in public and under the pressure of the moment.

   Although a translator often has the luxury of a reasonable timeline and is able to consult several dictionaries, the translator must decide on the best way to say something in writing. This requires an intimate knowledge of grammar, slang, and idiomatic expressions. It also requires better-than-average stylistic expression.

C. Cultural knowledge
   Must understand cultural differences. When words are changed from one language to another language, sometimes the meaning also changes. Some words may communicate a positive or negative feeling in a certain language and not communicate that same feeling in the other.

   Example: The term “underdeveloped country,” “backward nation,” and “developing country,” each carry a slightly different connotation that may be acceptable or offensive, depending on who you are talking to.

   Some words cannot be translated exactly because the concept is not part of that culture.

   Example: The Arwyran Indians of Bolivia have many words to describe the various types of potatoes that make up a large part of their diet. It would be difficult to translate some of those words into English because we aren’t familiar with those types of potatoes.

   Sometimes the speaker’s style holds some meaning. The I/T should pay careful attention to the speaker’s tone, inflection and body movements and be sure to understand what the speaker is saying. For example, “Oh! What a great deal.” versus “Oh! What a great deal.” However, intonation in other languages such as Chinese is used to convey a different meaning of the word. “MA!” may mean “mother,” “horse,” “flax,” “scold,” or “curse.” For each word a different tone is used. If there is no tone applied to the word, the word is at the end of the sentence.

   The I/T needs to be in tune with the community’s particular linguistic patterns. For example, in some Chicano neighborhoods one can hear words such as “compom” versus “compuse” and “escribido” versus “escrito.” These forms would be otherwise
“ungrammatical” but are frequently used in certain communities. Also, the influence of English is heard in the use of some words as “compedcion” versus “competencia”; “incapable” versus “incapaz.” (1)

In addition, the I/T needs to know the particular vocabulary used for certain words in specific Hispanic communities, for example: The word “bus” may be translated from a variety of names depending on the country: “omnibus” (Argentina); “colective” (Bolivia); “bus” (Columbia, Costa Rica); “micro” (Chile); and “carnion” (Spain and Mexico). (2)

(1) Fernando Penalosa
Chicano Sociolinguistics: a brief Introduction

(2) Nila Marrone
Investigacion Sobre Variaciones Lexicas en el Mundo Hispano
The Bilingual Review: La Revista Bilingue Vol. I No. 2 (-91-) Bilingual Press: Binghampton, N.Y.
The Paraprofessional in the Interpreting/Translation Process

ETHICS AND STANDARDS

An I/T should have a highly developed sense of responsibility and act professionally. An I/T must work towards developing a relationship with school personnel that is built on trust and mutual respect. It is hoped that all I/Ts will keep in mind the following guidelines while working:

A. Don’t accept assignments beyond your ability. If you are not familiar with a certain subject, test, etc., it is not fair to the student, parent, or school personnel if you go ahead and do the task. You may have excellent oral language skills, but do not feel comfortable writing. In that case, advise those you work with of your feelings and the assignments you are comfortable doing.

B. Continue to improve your skills. Skills improve with practice. Each opportunity you have to function as an I/T, ask for comments on how well you did and where you can improve. Practice with other I/Ts and offer each other advice. Keep up-to-date with new words and phrases and technical vocabulary. You should have access to books and references (your own personal library or your district’s) to assist you as needed.

C. Respect appointment times and deadlines. It is important to be prompt for any scheduled meetings with school personnel. Also if you have promised to finish a written translation by a certain date, it is expected that you will complete it on time.

D. Interpret/translate faithfully the thought, intent and spirit of the speakers in a neutral fashion. I/Ts give information from school personnel to parents or students and vice versa. The I/T should not change, leave out, or add information to what was said. Also, the I/T should not give an opinion, evaluation or judgment. It should be clear to everyone that all information will be shared. This will allow people to avoid saying something they may not want shared.

E. Uphold confidentiality. The I/T must keep all information about the student, his/her records and family confidential. Whatever information that was discussed during a meeting should not be discussed outside of the meeting, even with another person that attended. Information from a written report should also never be discussed outside of the context of the translating process.

F. Exercise self-discipline. Being an I/T is a difficult job that comes with a lot of responsibility. Often, I/Ts work alone and there is no one that can directly supervise their work. Therefore, the quality of their work largely depends on their own honesty, self-discipline and desire to do well.


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The Paraprofessional in the Interpreting/Translation Process

SAMPLE DUTIES

The main function of an Interpreter and a Translator is to make it possible for all participants to communicate with each other despite language and cultural differences. The Interpreter and Translator facilitate communication.

The aide working as an interpreter in the school setting performs oral consecutive interpretations from and into the target language. Some of the more typical duties are the following:

**Interpretation**

- Call a parent at home, under the direction of the principal or teacher if there is a problem with his/her child at school.
- Call a parent at home, under the direction of the school secretary, to notify him/her about a field trip or school activity.
- Call a parent at home, under direction of the teacher, to explain a particular homework assignment.
- Meet with the parent(s) and the teacher to discuss the student’s current progress in the classroom. This could be an informal meeting or a formal Multidisciplinary Team Meeting.
- Meet with the parent(s) and other school professionals to ask for permission to perform any testing that the school feels may be needed. If permission is given, it will be necessary to explain the types of tests to be given and their purposes.
- Under the direction of the school psychologist, speech therapist, nurse, resource specialist or other professional, help with the administration of various testing instruments.
- Meet with the parent(s) and other school professionals to explain the results of the tests given.
- Meet with the parent(s), principal, teacher and/or other professionals to discuss any changes to be made in the student’s current school program.
- Convey the parent’s desires, needs or questions to the proper school personnel following any communication by them to the school.

**Translation** The school Translator makes prepared and some sight translations from and into the target language. Some of the more typical duties are the following:

- Write a note home to the parents(s) on behalf of the principal or teacher if there is a problem with the child at school.
- Write a note to the parent(s) on behalf of the school secretary to notify them of a particular school function or program.
- Write a note to the parent(s) on behalf of the teacher to notify them of a particular field trip, classroom event or homework assignment or their son/daughter’s current progress in the classroom.
- Translate notes from the parents to the school personnel.
- Translate test material in writing prior to administration.
- Translate the child’s program content (IFSP or IEP).
The Paraprofessional in the Interpreting/Translation Process

HINTS FOR INTERPRETERS/TRANSLATORS

During Parent Conferences:

A. Be honest
   I/Ts should be honest about their difficulties. School personnel can help if they are asked to make adjustments. Let them know immediately if they need to speak more slowly, pause more often, use more simple wording, or if you don’t understand what they mean.

B. Listen
   The I/T must listen carefully to what is being said so that she/he can accurately convey the message. This involves a high degree of attention and concentration on the task.

C. Watch body language
   Attention to body language is important. The emotional aspects of a speaker’s tone provide meaning. Emphasis with facial or other body cues may make the difference between a statement, a question, or an exclamation.

D. Take notes
   This helps the I/T to remember, to summarize and/or review at different times during the meeting.

E. Listen carefully to stress, pitch, pauses
   Language is more than just a group of words strung together. I/Ts should pay careful attention to these aspects of language. They can change the meaning significantly.

F. Consult a dictionary
   Never hesitate to use references if you do not know a word or remember a word, concept or definition. Even the most advanced professional I/T sees himself/herself as a language student and understands the importance of checking to see if she/he is on target with a particular word or concept.

G. Summarize
   The I/T must have the ability to remember and to convey the main points in a brief, concise and accurate manner. This is especially useful when the I/T is working with new people who are not trained to give small, meaningful units and then pause for interpretation.

H. Paraphrase
   This is similar to summarizing except that it is usually reserved for a single phrase or sentence that is said just a little bit differently. It can also be used to check our understanding of what was said.(e.g., Did you ask... summarize what you think they said).
I. Know synonyms
   When the I/T cannot recall a specific word she/he must be able to supply another word that means the same thing. Also, there may be some words that are familiar to speakers of one dialect and not to others (e.g., bote/lata, bomba/globo, etc.)

J. Watch values/attitudes
   As an I/T, you must be aware of your own values. Even though you may not agree with the professional or parent, you must accurately communicate the information you receive. You must maintain a professional attitude throughout the meeting.

K. Watch authority issue
   The school personnel, not the I/T, are ultimately responsible for the meeting. It is their job to design the procedure and content of the meeting. The I/T should present information as a member of a team and should not editorialize any comments made by school personnel or the parents. Often the parent will see the I/T as their representative. This might lead to an adversary relationship between the I/T and the school personnel. Avoid this and remember to remain neutral.

L. Maintain confidentiality
   I/Ts should familiarize themselves with the district’s policies and procedures on confidentiality. Information that is discussed at any school meeting should not be discussed outside of that meeting with anyone.

During Testing:

A. Familiarize yourself with the test(s) beforehand
   Understand the purpose of the test: What is expected of the child, how many times words or directions may be repeated, if there is a time limit, if you can use other words or ways to elicit a response. The written version of a test needs to be delivered orally and may be quite different.

B. Be aware of subtle language behavior
   Record verbatim what the child said and how he/she said it (time delay, deviated from the meaning of what needed to say).

C. Be honest
   If something is not clear, ask the school professional during the testing. This may be instructions, the way the child said something or whether additives or clues can be given or if repeating is allowed.


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March 11, 1996
Willamette ESD
Things to Remember when Working with an Interpreter

- Look at and speak directly to the individual, not the interpreter. Avoid phrases like “tell her/him”.

- Talk at your normal pace. If necessary, the interpreter will ask you to slow down or repeat the statement.

- Pause after each idea so the interpreter can interpret. Give no more than two or three sentences before pausing for the interpretation.

- The interpreter will repeat exactly what the individual is saying. Be sure to maintain eye contact with the person who is speaking, not the interpreter.

- The interpreter is a facilitator of communication. S/he will not add his/her own comments, except to clarify the communication. Example: “Interpreter error; let me repeat that.”

- When making introductions, it is appropriate to say, “Susan Jones is the interpreter for this meeting.”

- It is extremely helpful for the interpreter to be provided with a summary of the information to be presented prior to the event, especially any professional terminology that may be used.

- Trained interpreters abide by a Code of Ethics. Therefore, it is best to use trained interpreters. The Code of Ethics stresses confidentiality, impartiality, discretion and professional distance.


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March 11, 1996
Willamette ESD
Interpreters for the Deaf - Oregon

**Deaf and Hard of Hearing Access Program (DHHAP)**
Oregon Disabilities Commission
1257 Ferry St. S.E.
Salem, OR 97310
1-800-358-3117 V/TTY (in state only)
Nancy Groff, contact person
503-378-3142

**Oregon Registry of Interpreters for the Deaf**
JoHanne Paoletti-Schelp, President
1-800-236-3656
Web: www.egroups.com/invite/ORID_monthly_updates
Interpreters for the Deaf - National Organizations

AVLIC (Association of Visual Language Interpreters of Canada)
   113 37-61 Avenue Edmonton, Alberta T6H IM3
   403-430-9442 V/TTY
   403-430-9489 Fax
   http: www.avlic.ca/hompage.htm

California Latino Council of the Deaf/Hard of Hearing, Inc. (CLC)
   P.O. Box 65591
   Los Angeles, CA 90065

Intertribal Deaf Council (IDC)
   Contact: Linda Carroll, President
   45 Riverside Rd.
   Peralta, NM 87042
   505-869-9079 TTY
   morab2@aol.com IDCofNA@aol.com

National Alliance of Black Interpreters (NACIBI)
   P.O. Box 70322
   New Orleans, LA 70172-0322

   Anthony Aramburo
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   New Orleans, LA 70119-1348
   504-943-6597 V/TTY
   504-943-6596 Fax
   ajaram@aol.com

National Alliance of Black Interpreters, DC Chapter (NAOBI, DC Chapter)
   P.O. Box 6726
   Washington, DC 20020

   Wanda Newman
   4352 F Street SE
   Washington, DC 20019
   202-575-8438 (W)
   202-575-8438 Fax
   wlnewoman@aol.com
National Asian Deaf Congress (NADC)
Contact: William Wong, President
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Fremont, CA 94539-0390
For additional information:
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510-659-6032 Fax
wwong@ohlone.cc.ca.us
NADC Newsletter
P.O. Box 1512
Herndon, VA 20172-1512
415-834-1005 TTY
415-693-5870 V
415-834-1538 Fax
chili36wu@aol.com
NAJIT - National Association of Judiciary Interpreters and Translators
551 Fifth Ave., Suite 3025
New York, NY 10176
212-692-9581
212-687-4016 Fax
Headquarters@najit.org
www.najit.org
National Black Deaf Advocates (NBDA)
Contact: A.L. Couthen, President
14227 Jib St. Apt. #32
Laurel, MD 20707
301-206-2802 TTY
National Hispanic Council of the Deaf and Hard of Hearing (NAC)
Contact: Ivelisse Velez
215 Brighton Ave.
Allston, MA 01234
617-254-4041
National Association of the Deaf - NAD
814 Thayer Ave.
Silver Spring, MD 20910-4500
301-587-1788 V
301-587-1789 TTY
301-587-1791 Fax
www.nad.org
NADHQ@juno.com
National Association of the Deaf - Minority Issues
Contact: Mark Apodaca, Chair
2222 LaVerna Ave.
Los Angeles, CA 90041-2625
213-478-8000 V/TTY
310-634-4112 Home
213-550-4205 Fax
mdapodaca@aol.com

Registry of Interpreters for the Deaf, Inc.
RID, Inc.
8630 Fenton St., Suite 324
Silver Spring, MD 20910
301-608-0050 V/TTY
301-608-0508 Fax
www.rid.org
RIDMember@aol.com

Registry of Interpreters for the Deaf - Special Interest Group:
Interpreters and Transliterators of Color (ITOC)
Anthony Aramburo, Chair
8630 Fenton St., Suite 324
Silver Spring, MD 20910
301-608-0050 V/TTY
301-608-0508 Fax
ITOCSIG@aol.com
Appendix B:

Prereferral Resources

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PARENT INFORMATION FORM

IDENTIFICATION

Student’s name ____________________________________________

Birthdate _________________________ Age _____________________________ Grade _____________

Parent’s Name __________________________________________________ Phone ____________________

Address ____________________________________________________________________________________

Street                           City                        State                        ZIP

Father’s Work Phone ___________________________ Mother’s Work Phone ___________________________

School Name ________________________________________________________________________________

School Address ______________________________________________________________________________

School Contact Person ___________________________________________ Phone ____________________

Who is referring student? ____________________________________________________________________

Who will be responsible for the assessment fee? (Please check) Parents ❑  School ❑

Reasons for referring this student: (Tell about specific problems relating to school)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Information Needed: (List the questions you would like to have answered as a result of this referral):  

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
## BIRTH AND DEVELOPMENT

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Adopted</td>
<td>Complications during pregnancy</td>
<td>Difficult labor</td>
<td>Baby premature</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Threatened miscarriage</td>
<td>Communicable disease during pregnancy</td>
<td>Caesarian birth</td>
<td>Baby late</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Mother on medication during pregnancy</td>
<td>Carried all pregnancies to term</td>
<td>Discored at delivery</td>
<td>Difficulty sucking</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>This was the _____ pregnancy for the mother</td>
<td>Difficulty breathing</td>
<td>Difficulty responding to light</td>
<td></td>
</tr>
</tbody>
</table>

Weight at birth ____ lbs. _____ oz.

Where was the baby delivered? Hospital _____ Home _____. Other ___________________________

How did this child compare with other children in the following areas:

<table>
<thead>
<tr>
<th>Age</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Said first word .......... early average late _____</td>
<td>Dressed him/herself alone ....... early average late _____</td>
</tr>
<tr>
<td>Said first sentence ....... early average late _____</td>
<td>Buttoned ................................ early average late _____</td>
</tr>
<tr>
<td>First fed him/herself..... early average late _____</td>
<td>Tied shoes ......................... early average late _____</td>
</tr>
<tr>
<td>First sat alone ............ early average late _____</td>
<td>Rode bike .......................... early average late _____</td>
</tr>
<tr>
<td>Toilet trained .............. early average late _____</td>
<td>Generally, development was .... early average late</td>
</tr>
<tr>
<td>First walked .................. early average late _____</td>
<td></td>
</tr>
</tbody>
</table>

## MEDICAL HISTORY

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth defects</td>
<td>Headaches</td>
<td>Surgery</td>
<td>Stomach complaints</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Surgeries</td>
<td>Vision normal</td>
<td>Allergies</td>
<td></td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Fainting</td>
<td>Wears glasses</td>
<td>Unconscious</td>
<td>Hearing normal</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Unconscious</td>
<td>Hearing normal</td>
<td>High temperature</td>
<td>Eats well</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Head injuries</td>
<td>Eats well</td>
<td>Ice packed or alcohol rubs</td>
<td>Sleeps well</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Seizures</td>
<td>On medication</td>
<td>Ear infections</td>
<td>Wets at night</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Frequent colds</td>
<td>Wets at night</td>
<td>Ear infections</td>
<td>Wets during day</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Ear infections</td>
<td>Wets during day</td>
<td>Tubes in ears</td>
<td>Soils pants</td>
</tr>
<tr>
<td>❑</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>

Is there any important medical information that might be related to your child’s problem? Yes _____ No ____

Explain ____________________________________________________________________________________

__________________________________________________________________________________________

---

Special Education Assessment Process for Culturally and Linguistically Diverse Students
FAMILY

Father’s occupation _________________________________________ Age _____ Last grade in school ____
Mother’s occupation _________________________________________ Age _____ Last grade in school ____
Parents are (check) □ married □ separated □ divorced □ other ________________________________
Child lives with □ both parents □ mother □ father □ other ________________________________

Names of children in family, first born to last:
1. ________________________ M  F  Age _______  4. _________________________ M  F  Age ______
2. ________________________ M  F  Age _______  5. _________________________ M  F  Age ______
3. ________________________ M  F  Age _______  6. _________________________ M  F  Age ______

Number of children living at home _________ Others living in the home _____________________________

How many times has this child moved? ___________________________________________________________
This child differs from other children in the family in the following ways: ________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Do any of the other children have learning problems? ________________________________________________
Did either parent or any relative have a learning problem? ____________________

Is English this student’s native/dominant language? Yes □  No □
If not, please specify ___________________________________________________________________________

Behavior/Management

Easily managed Yes □  No □  Whom does he/she mind best?
Necessary to discipline __________________________ __________________________
Gets along with brothers/sisters Yes □  No □  What type of discipline works best?
Gets along with other children __________________________ __________________________
Likes himself/herself __________________________ __________________________
Has the following responsibilities at home: ________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Carries out responsibilities Yes □  No □  Receives an allowance Yes □  No □
Watches about ______________ hours of television on each weekday and _______________ hours on weekend.
Names of friends _____________________________________________________________________________
__________________________________________________________________________________________

Likes and interests __________________________________ __________________________________
__________________________________________________________________________________________
Dislikes __________________________________ __________________________________
__________________________________________________________________________________________

Does fairly well at: __________________________________________________________________________
Is there anything that worries you about your child? ________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
# School Data

<table>
<thead>
<tr>
<th>Event</th>
<th>Yes</th>
<th>No</th>
<th>Names of School(s) Attended: (please list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went to preschool/kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resisted going to first grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First grade was successful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was held back in school (grade)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upset about being held back</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes school now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets along with teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has friends at school</td>
<td></td>
<td></td>
<td>Less than other children</td>
</tr>
</tbody>
</table>

## Rate Your Child's Ability:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balancing, throwing a ball, skipping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing, drawing, buttoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding when others talk to him/her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paying attention/concentrating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages homework independently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turns homework in on time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:________________________________________________________________________

Special help given in school (What kind and when):________________________________________________________________________

Special testing done before (when and where):________________________________________________________________________

Assistive technology devices or services used at school or home:________________________________________________________________________

ATTACH REPORTS OF ANY COMPREHENSIVE INDIVIDUAL STUDIES PREVIOUSLY CONDUCTED

Other information which may be helpful in understanding this student:________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Revised 7-98
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Parent Home Language Checklist

Student Name: _________________________ Birthdate: _____________ Age: ______
Teacher:____________________ Grade: ___________ School: ___________________
Completed by: ___________________________________ Date: _____________________

Please check appropriate boxes:

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Spanish</th>
<th>Other (Please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What language does the child use at home?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. What language does the mother use at home?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. What language does the father use at home?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. What language do siblings use at home?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Brothers: List name and age</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Sisters: List name and age</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>______________________</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. What language does your child use with friends?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. What language do you think your child understands best?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

What country (s) other than the United States (U.S.) has your child lived?
What was the highest grade of school your child completed in their native country?
What age did your child begin attending school in the U.S.?
What grade was your child placed in when she/he entered school in the U.S.?
How much English did your child understand and speak when she/he first entered school in the U.S.? _____none _____a few words _____phrases _____sentences
### PreReferral Review for Diverse Learners

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>DOB:</th>
<th>AGE:</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Current GRADE:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSON MAKING REQUEST:</th>
<th>POSITION:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Language(s) student speaks other than English: __________________________

Language(s) student speaks with: parent/guardian________________________
sibling(s)____________________ friends_______________________________

Language(s) parent/guardian speaks to student: __________________________

Are parents aware of your concerns:  
- Yes  
- No

### School Experience Outside United States:

Country(ies) ____________________________

Age started school ________ Number of interruptions ________

Circle each grade completed outside the U.S./Canada.

<table>
<thead>
<tr>
<th>Pre K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

### School Experience Inside United States:

Age started school ________ Number of interruptions ________

Circle each grade completed in the U.S./Canada. On the line below each grade write the number of days absent or NIA (No Information Available)

<table>
<thead>
<tr>
<th>Pre K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Days absent: __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __

Number of schools attended: ________ Retained?  
- Yes  
- No Grade(s) __

**Previous Concerns As Indicated In Student File:**

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## REASONS FOR CONCERN:

Sociocultural Priorities (Sociocultural Checklist)

<table>
<thead>
<tr>
<th>Sociocultural Area</th>
<th>Order of Concern</th>
<th>Duration of Intervention</th>
<th>Outcomes of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acculturation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture &amp; Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociolinguistic Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Achievement or Behavioral Areas

Please check the appropriate boxes to indicate your level of concern in each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>High Concern</th>
<th>Low Concern</th>
<th>Progress Being Made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Achievement in English</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1. Receptive Language Social Comprehension</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>2. Receptive Language Academic Comprehension</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>3. Expressive Language Social Interaction</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>4. Written Language</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>5. Mathematics</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>B. Behavior</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>1. Positive Peer Interactions</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>2. Positive Adult Interactions</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>3. Works Independently</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>4. Cooperates in a group</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>5. Able to focus/attend</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>6. Responsive</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>7. Follows rules</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>8. Other:</td>
<td></td>
<td></td>
<td>□ yes □ no</td>
</tr>
</tbody>
</table>
Additional Information/Concerns:_____________________________________________________

Is student currently receiving services via: (circle all that apply)
Title I Reading  Title I Math  LEP/ESL  Counseling  Other

Health Factors:
Vision: _______ Screen Date: _____ Glasses: Y or N  Date: ______
Hearing: _______ Screen Date: _____ History of ear infections: Y or N
Developmental problems: Y or N  Other ________________________________

INTERVENTIONS
Please indicate the interventions tried. Refer to Appendix for more interventions. Include the frequency (1 hr/day, 1 hr/week, etc.) and the duration (one week, one month, etc.).

<table>
<thead>
<tr>
<th>Academic Interventions Tried:</th>
<th>Frequency &amp; Duration</th>
<th>Student Response</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Aide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Processing Approaches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheltered Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutors (English)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutors (Native Language)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental L1 Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Specific to the Content Areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview Content in L1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Content in L1 &amp; L2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Physical Response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Vocabulary in L1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Learning Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Behavioral Interventions Tried:</th>
<th>Frequency &amp; Duration</th>
<th>Student Response</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned Positive Reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Contract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reduction Of Stimuli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance &amp; Assistance For Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally Appropriate Guided Practice In Expected Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acculturation Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1 Counseling Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coping Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Monitoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Conflict Resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play for Expected Behaviors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planned Ignoring</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing Summary</th>
<th>Score/Level</th>
<th>Date(S)</th>
<th>Tool</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>In English:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reading/Writing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Oral Language</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>In Native Language:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Math</td>
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<tr>
<td>Reading/Writing</td>
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</tr>
<tr>
<td>Oral Language</td>
<td></td>
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</tbody>
</table>

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## Native Language Interventions To Be Monitored

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Frequency &amp; Duration</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acculturation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociolinguistic Development:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## English Interventions To Be Monitored

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Frequency &amp; Duration</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acculturation:</td>
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</tr>
<tr>
<td>Content:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociolinguistic Development:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ADDITIONAL COMMENTS:

Intervention Team Members

Signatures of those present knowledgeable about these areas:

Administrative Concerns  
Social Behavior  
English Performance  
Health/Development  
Classroom Performance  
Community  
Native Language Performance  
Special Instructional Needs  
Acculturation & Adaptation  
Other Behavior Concerns  
Other Classroom Concerns  
Other Learning Concerns  

Others present at Intervention Team meeting:

Intervention Team Meeting Date:
# ACCULTURATION QUICK SCREEN (AQS)

**Newcomer** □
**Continuing** □

**ID # / Name:**
**SCHOOL:**
**DATE OF BIRTH:**
**SEX:**
**GRADE:**
**AGE AT ARRIVAL IN U.S.:**
**LANGUAGE(S) SPOKEN AT HOME:**

<table>
<thead>
<tr>
<th>CULTURAL/ENVIRONMENTAL FACTORS</th>
<th>Information</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>NUMBER of YEARS IN U.S./Canada:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under one year = .5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to two years = 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to four years = 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to five years = 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five to six years = 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over six years = 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. **NUMBER of YEARS IN SCHOOL/DISTRICT:** | | |
| Under one year = .5 | | |
| Up to two years = 1 | | |
| Up to four years = 2 | | |
| Up to five years = 3 | | |
| Five to six years = 4 | | |
| Over six years = 5 | | |

| 3. **YEARS IN ESL/BILINGUAL PROGRAM** | | |
| Up to one year in directed instruction = .5 | | |
| Between one and one and a half years = 1 | | |
| Between one and a half to two years = 2 | | |
| Between two and two and a half years = 3 | | |
| Between two and a half to four years = 4 | | |
| Over four years = 5 | | |

| 4. **NATIVE LANGUAGE PROFICIENCY** | | |
| Does not speak the language = .5 | | |
| Has receptive comprehension = 1 | | |
| Limited fluency or social language only = 2 | | |
| Intermediate social fluency and limited academic = 3 | | |
| Intermediate social and academic fluency = 4 | | |
| Total social and academic fluency = 5 | | |

| 5. **ENGLISH LANGUAGE PROFICIENCY** | | |
| Does not speak the language = .5 | | |
| Has receptive comprehension = 1 | | |
| Limited fluency or social language only = 2 | | |
| Intermediate social fluency and limited academic = 3 | | |
| Intermediate social and academic fluency = 4 | | |
| Total social and academic fluency = 5 | | |

| 6. **BILINGUAL PROFICIENCY** | | |
| Essentially monolingual = .5 | | |
| Primarily one, some social in other = 1 | | |
| Limited social in one, Intermediate social in other = 2 | | |
| Fluent social in one, intermediate social other = 3 | | |
| Most academic in one, some academic in other = 4 | | |
| Bilingual in social and academic language = 5 | | |

| 7. **ETHNICITY/NATIONAL ORIGIN** | | |
| American Indian/Native American = .5 | | |
| Indigenous Populations/First People = .5 | | |
| Hispanic/Latino/Chicano or Caribbean = 1 | | |
| African, East Asian or Pacific Islander = 2 | | |
| West Asian or Middle Eastern = 3 | | |
| Eastern European = 4 | | |
| Western European = 5 | | |

| 8. **PERCENT IN SCHOOL SPEAKING STUDENT’S LANGUAGE/DIALECT** | | |
| 81% - 100% of enrollment = .5 | | |
| 65% - 80% of enrollment = 1 | | |
| 45% - 64% of enrollment = 2 | | |
| 25% - 44% of enrollment = 3 | | |
| 11% - 24% of enrollment = 4 | | |
| 0% - 10% of enrollment = 5 | | |

**AQS Score Total:**

Refer to the complete protocol for guidance in scoring.

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# Sociocultural Resiliency Checklist

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture &amp; Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is quality verbal communication in the home in a language other than English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is behavioral guidance in the home consistent with a specific cultural/religious world view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The cultural values of the home support cooperative effort.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The family maintains communication with their linguistic/cultural community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The family participates regularly in religious/social events within their linguistic/cultural community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is active support in the home for bilingual and bicultural development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acculturation Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attends events within the mainstream community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student interacts with 'majority' peers or 'majority' cultural group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student displays consistent sense of locus of control.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student appears comfortable in cross-cultural interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The code-switching in the student's speech shows an emerging understanding of English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student appears comfortable switching from one linguistic/cultural environment to another.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Experiential Background</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults in the home will provide encouragement and support for student's development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student makes an effort to increase attendance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults in family provide for the student's basic needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family will provide support for student's learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early childhood development was appropriate to culture/language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student displays curiosity and is ready to learn.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has prior classroom or formal education experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has developmentally and linguistically appropriate literacy skills or pre-skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates variety of survival strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socio-linguistic Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has good basic interpersonal communication skills in native language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has moderate to good cognitive academic language proficiency in native language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic interpersonal communication in English appears to be emerging.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attempts to translate for others in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates emerging cognitive academic language proficiency in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student seeks assistance from peers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code-switching demonstrates emerging English syntax and vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can demonstrate content knowledge in his/her native language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cognitive Learning Style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates consistent cognitive learning strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student responds positively to variations in instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student responds positively to appropriate 'rewards/ recognition'.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can apply cognitive learning strategies when given guided practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use self-monitoring strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can assist others in learning a task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The presence of one or more of these five socio-cultural factors contributes to students experiencing success in American public schools. The Sociocultural Resiliency Checklist is designed for strength-based instruction and recommended for early childhood programs. Prevention/intervention instructional plans should build upon identified resiliency. Areas with more than 40% checked provide an instructional foundation. Intervention should be provided in any factor area where less than 40% items are checked before proceeding with a formal referral of students experiencing learning and behavior difficulties. If less than 14 items are checked overall, further assessment & placement decisions must include bilingual and English as a second language instruction, cross-cultural modifications, and assistance with the acculturation process as well as specific learning and behavior interventions.

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

Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities.

- The SOLOM should be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

Source: SOLOM is not commercially published. It may be copied, modified, or adapted to local needs.
Checklist of Language Skills for Use with Limited English Proficient Students

Basic Interpersonal Communicative Skills (BICS)

A. Listening
1. Follows classroom directions
2. Points to classroom items
3. Distinguishes items according to color, shape, size, etc.
4. Points to people (family relationships)
5. Distinguishes people according to physical and emotional states
6. Acts out common school activities
7. Distinguishes environmental sounds

Cognitive/Academic Language Proficiency (CALP)

A. Listening
1. Follows specific directions for academic tasks according to curriculum guide
2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations)
3. Understands teacher’s discussion and distinguishes main ideas from supportive details
4. Understands temporal concepts (e.g., do this first, second...)
5. Distinguishes sounds for reading readiness activities
6. Listens to a movie or other audio-visual presentation with academic content

B. Speaking
1. Gives classroom commands to peers
2. Exchanges common greetings
3. Names classroom objects
4. Describes classroom objects according to color, shape, size, etc.
5. Describes people according to physical and emotional states
6. Describes what is happening when given an action picture of a common recreational activity
7. Appropriately initiates, maintains and responds to a conversation
8. Recites ABCs, numbers 1-10
9. Appropriately answers basic questions
10. Participates in sharing time

--- Continued ---

1 L₁ means first language.
Multi-Cultural Handbook (Willamette ESD) February 26, 1996
### Checklist of Language Skills for Use with Limited English Proficient Students (cont.)

<table>
<thead>
<tr>
<th>Basic Interpersonal Communicative Skills (BICS)</th>
<th>Cognitive/Academic Language Proficiency (CALP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Reading</strong></td>
<td><strong>C. Reading</strong></td>
</tr>
<tr>
<td>1. Recognizes common traffic safety signs</td>
<td>1. Uses sound symbol association</td>
</tr>
<tr>
<td></td>
<td>2. Uses mechanics of spatial skills (i.e. top-to-bottom, left-to-right)</td>
</tr>
<tr>
<td></td>
<td>3. Understands rules of punctuation/capitalization</td>
</tr>
<tr>
<td></td>
<td>4. Understands reading as a process (i.e., speech-print relations, syllables)</td>
</tr>
<tr>
<td></td>
<td>5. Reads for comprehension</td>
</tr>
<tr>
<td></td>
<td>6. Follows along during oral reading activity and responds at his turn</td>
</tr>
<tr>
<td></td>
<td>7. Appropriate use of text (i.e. index)</td>
</tr>
<tr>
<td></td>
<td>8. Demonstrates an interest in reading</td>
</tr>
<tr>
<td>2. Recognizes familiar advertising logos (e.g., McDonalds)</td>
<td></td>
</tr>
<tr>
<td>3. Recognizes basic sight words</td>
<td></td>
</tr>
</tbody>
</table>

| **D. Writing**                                | **D. Writing**                                |
| 1. Writes own name                            | 1. Completes written expression activities according to curriculum guide |
| 2. Writes ABCs, numbers 1-10                  | a. Completes simple sentence frames           |
| 3. Copies Shapes                              | b. Generates simple sentences                 |
|                                               | c. Writes from dictation                      |
|                                               | d. Writes short paragraph                     |
|                                               | 2. Transfers from print to cursive at the appropriate grade level |
|                                               | 3. Understands spatial constraints of writing (i.e., lines, top-to-bottom, left-to-right) |
|                                               | 4. Understands the mechanics of writing (i.e., punctuation, paragraphing) |
|                                               | 5. Demonstrates an interest in writing        |
|                                               |                                               |

---


Bernhard, Beth, M.A., CCC-SLP, Austin ISD, Texas, & Loera, Barbara, M.A., CCC-SLP, Clinical Supervisor, Department of Speech Communication, Program in Communication Sciences and Disorders, The University of Texas at Austin.

Multi-Cultural Handbook (Willamette ESD) February 26, 1996
CLASSROOM LANGUAGE INTERACTION CHECKLIST

Name of Student: ___________________________ Date: __________
Completed By: ___________________________ Title: __________

Directions: Please check the skills which you have observed as having been mastered by the above student in Native Language or English, as appropriate.

Section 1  BICS (Basic Interpersonal Communicative Skills) - learned through interaction with other speakers and personal experience:

1. Follows general directions.  

2. Acts out common school activities.  

3. Gives commands to peers.  

4. Exchanges common greetings.  

5. Describes objects; describes people.  

6. Retells a familiar story.  

7. Initiates and responds to a conversation.  

8. Appears to attend to what is going on.  

9. Appropriately answers basic questions.  

10. Participates in sharing time.  

11. Narrates a simple story.  

12. ___________________________  

Native Language  English

Comments:

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Section 2  CALP (Cognitive/Academic Language Proficiency) - learned through academic, structured school instruction and interaction with teacher and peers in the classroom:

13. Follows specific directions for academic task.  

14. Understands and uses academic vocabulary appropriately.  

15. Understands teacher's discussion.  

16. Distinguishes main ideas from supporting details.  

17. Understands and uses temporal (first, last, etc.) and spatial (top, bottom, left, etc.) concepts.  

18. Uses sound/symbol association.  

19. Asks/answers specific questions regarding topic.  

20. Asks for clarification during academic tasks.  

21. Actively participates in class discussions; volunteers to answer questions.  

22. Adds an appropriate ending after listening to a story.  

23. Can explain simple instructional tasks to peers.  

24. Decodes words.  

25. Understands rules of punctuation and capitalization for reading.  

26. Follows along during oral reading.  

27. Reads for comprehension.  

28. Can discuss vocabulary.  

29. Uses glossary, index, appendix, etc.  

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30. Demonstrates an interest in reading.

31. Completes simple unfinished sentences.

32. Generates simple sentences.

33. Writes from dictation.

34. Writes short paragraphs.

35. Writes in cursive.

36. Uses correct punctuation, capitalization, paragraphing, margins.

37. Demonstrates an interest in writing.

38. Can discuss aspects of language/grammar.

39. Initiates writing activities.

40. Composes and edits over one page papers.

41. Can explain complex instructional tasks to others.

42. ____________________________

Comments:

Refer to the complete protocol for explanation of scoring.
Section 3  Additional information about student's language usage:

<table>
<thead>
<tr>
<th>Norm Referenced Proficiency</th>
<th>Native Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Test Used:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Given:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Test Used:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Given:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observed Informal Proficiency</th>
<th>Native Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labeling</td>
<td></td>
<td>Labeling</td>
</tr>
<tr>
<td>Connecting</td>
<td></td>
<td>Connecting</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Explaining</td>
<td></td>
<td>Explaining</td>
</tr>
<tr>
<td>Directing</td>
<td></td>
<td>Directing</td>
</tr>
</tbody>
</table>

Observations of Writing and Reading Behavior:

(attach samples to illustrate)

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CESC ASSESSMENT PLAN

Student: ____________________________ Date: ____________________________

SERVICE REQUESTED:
☐ Full Evaluation ☐ Vocational Transition ☐ Academic Only
☐ Speech/Language ☐ Psychological Only
☐ Occupational Therapy

Referral Questions From Parents and School To Be Addressed By An Evaluation:
1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

<table>
<thead>
<tr>
<th>ASSESSMENT AREAS</th>
<th>CHECKLIST</th>
<th>DESCRIPTION OF AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual</td>
<td>To provide information regarding a student’s intellectual skills.</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>To provide information regarding a student’s academic skills.</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>To assist in the development of a Behavior Intervention Plan designed to</td>
<td>help a student function more effectively at school.</td>
</tr>
<tr>
<td>Social - Emotional</td>
<td>To provide information regarding a student’s social, emotional and</td>
<td>behavioral functioning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptive Behavior</td>
<td>To provide information regarding a student’s skills and competence in</td>
<td>meeting their independent needs and social demands of their environment.</td>
</tr>
<tr>
<td>Speech/Language Communication</td>
<td>To provide information regarding a student’s understanding and expression</td>
<td>of speech and language skills.</td>
</tr>
<tr>
<td>Language Proficiency</td>
<td>To provide information regarding a student’s functional skills in both</td>
<td>their native language and English.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>To provide information about a student’s motor development, sensory,</td>
<td>and perceptual skills within educational settings.</td>
</tr>
<tr>
<td>Observations</td>
<td>To gather information by observing the student in educational settings.</td>
<td></td>
</tr>
<tr>
<td>Vocational Interests/Aptitudes</td>
<td>To provide information about an adolescent’s interests and aptitudes as</td>
<td>it relates to career development and vocational exploration.</td>
</tr>
<tr>
<td>Interviews: Parent, Teacher,</td>
<td>To gather information directly from parents, teachers and students.</td>
<td></td>
</tr>
</tbody>
</table>

School Case Manager Signature ____________________________ Date ____________________________

Clackamas ESD

Used with Permission
SCHOOL HISTORY / FILE REVIEW

Student: ___________________________ Date: ___________________

Medical / Health:
(Checklist)

Hearing Screening: __________________ Date: ___________ Results: ___________________________
Vision Screening: __________________ Date: ___________ Results: ___________________________
Are there other medical/health concerns or conditions that might interfere with this student’s performance? ____________________________________________________________

School History:

School Attendance: (Please attach) __________________________________________________________
Grades: (Please attach) ____________________________________________________________
Has this student repeated a grade? ___________ What grade? ___________
How long have the present concerns been manifested? ____________________________________

Native or Primary language ____________________________________________________________

Assessment Information:

Has this student been identified as having a disability? (Date, Type and area:) __________________

Date of last evaluation: _______________________________________________________________

List previous evaluations: (Please attach copies) ____________________________________

List other agencies involved with this student for evaluation or to provide services: ______________

***PLEASE DO NOT TEST STUDENT BUT REPORT PREVIOUS TESTING***

<table>
<thead>
<tr>
<th>Test/Form</th>
<th>Date</th>
<th>Score</th>
<th>Examiner/Agency</th>
</tr>
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</tbody>
</table>

_____ Has this student been through a pre-referral process? Date: ___________ (Please Attach)

_____ Does this student have an intervention or behavior plan? Date: ___________ (Please Attach)

_____ Does this student have a current IEP? Date: ___________________________ (Please Attach)

_____ Past Services Provided: ☐ Chapter 1 ☐ Speech/Language ☐ Adaptive PE ☐ Counseling
☐ Special Education ☐ ESL

_____ What does this student do well? ____________________________________________

Clackamas ESD  Used with Permission
Appendix C:
Assessment Resources

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  Testing Language Ability .................................................................... 103
Assessment Team Checklists
### Functional Assessment Checklist

Is the student experiencing difficulties in any of the following?

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>DK</th>
<th>Y</th>
<th>N</th>
<th>DK</th>
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<td>Written language/spelling</td>
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<td>Independent work habits</td>
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<td>Decision making skills</td>
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<td>Following written directions</td>
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<td>Interaction with cultural linguistic peers</td>
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<td>❑</td>
<td>❑</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What concerns you the most?

__________________________________________________________________________________________________________________________ ...
__________________________________________________________________________________________________________________________ ...

What information would you like from this assessment? Please list in order of importance.

__________________________________________________________________________________________________________________________ ...
__________________________________________________________________________________________________________________________ ...

Person completing this form___________________________________Date______________
CLINICAL JUDGMENT CHECKLIST

Whenever you, the assessor, are in the process of considering the educational needs and diagnosis of a Culturally and Linguistically Different Exceptional Student (CLDE), please be sure to include the following issues in your summary:

Name: ___________________________ Date of Birth: ___________________________
School: ___________________________ Date of Report: ___________________________
Language Dominance: Test: ___________ Test: ___________
                                Date: ___________                           Date: ___________
Score for L1: ___________          Score for L2: ___________
Country of Origin: ___________ Years in U.S.: ___________
Total Years of Formal Instruction: ______ Number of Schools Attended: ______
Attendance: ___________ Transience Patterns: ___________

1. What information do you have about this student's culture?

   Is the information significant?

2. What impact does the student's culture have upon the classroom teacher?

   Is the information significant?

3. What information do you have about the student's command of social English (BICS) and academic English (CALPs)?

   What impact does this have on his/her academic achievement?

   Is the information significant?

Source: Clark, C. (1990). The EXITO Assessment Model. (Presentation to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin, TX., April, 1995) © 1990, Candice Clark. Material used with permission.
4. What information do you have from the CST/SST about this student?

   Is the information significant?

5. If you used standardized measures, did you check to ensure that they are technically adequate?

6. What standardized assessment information do you have?

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Significance</th>
</tr>
</thead>
</table>

   What do these scores tell you about instructional needs?

7. Did you modify any of the standardized measures that you used?

   What effect does this have on the information that you gained?

   Is the information significant?

   How will you report this information?

Source: Clark, C. (1990). *The EXITO Assessment Model.* (Presentation to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin, TX., April, 1995) © 1990, Candice Clark. Material used with permission.
8. What informal assessment information do you have?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Significance</th>
</tr>
</thead>
</table>

What do these scores tell you about instructional needs?

9. Are there any discrepancies in your assessment data?

Is the information significant?

Source: Clark, C. (1990). The EXITO Assessment Model. (Presentation to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin, TX., April, 1995) © 1990, Candice Clark. Material used with permission.
10. How does your informal assessment information cross-validate with your formal assessment information?

<table>
<thead>
<tr>
<th>Informal Data</th>
<th>Formal Data</th>
</tr>
</thead>
</table>

11. Did you use an interpreter/translator for any of your assessment?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Information Gained</th>
<th>Significance</th>
</tr>
</thead>
</table>

12. What information did you gain from your interpreter/translator about the student?

Is the information significant?

Source: Clark, C. (1990). *The EXITO Assessment Model*. (Presentation to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin, TX., April, 1995) © 1990, Candice Clark. Material used with permission.
13. Describe the educational environment in which you find this student:

   Instructional Presentation:
   Classroom Environment:
   Teacher Expectations:
   Cognitive Emphasis:
   Motivational Strategies:
   Relevant Practice:
   Academic Engaged Time:
   Informal Feedback:
   Adaptive Instruction:
   Progress Evaluation:

14. What is the learning (or teaching) style of the Student? Teacher?

   Field:
   Tolerance:
   Tempo:
   Categorization:
   Persistence:
   Anxiety:
   Locus of control:

Source: Clark, C. (1990). *The EXITO Assessment Model*. (Presentation to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin, TX., April, 1995) © 1990, Candice Clark. Material used with permission.
15. Summarize the overall educational needs of this student:
Assessment Tools
Assessment Tools in English/Spanish

Tests with Spanish norms are noted with an asterisk (*). Other English/Spanish versions of a test are usually Spanish translations of an English test and may use English norms. Included in this listing are informal assessment tools (such as criterion referenced tests), rating scales and interview/observation forms.

Language Proficiency/Dominance

Student Oral Language Observation Matrix (SOLOM)
Not commercially published and within the public domain. Can be copied, modified, or adapted to meet school district needs.

Bilingual Language Proficiency Questionnaire English/Spanish
year published not given
parent interview
Academic Communication Associates
Publication Center, Dept. 698
4149 Avenida de la Plata
P.O. Box 586249
Oceanside, CA 92058-6249
760-758-9593
www.acadcom.com

*Language Assessment Scales English/Spanish norms
year published not given
grades Pre-K through K (PreLAS)
grades K through 5 (Level I)
grades 6 through 12 (Level II)
CTB/McGraw Hill Book Co.
2500 Garden Rd.
Monterey, CA 93940
1-800-338-3987

Bilingual Verbal Ability Test (BVAT) English/Spanish (plus other languages)
1998
ages 5 to adult
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com
Prereferral

Bilingual Oral Language Development (BOLD)
informal checklist, L1/L2
1991
grades elementary school
Academic Communication Associates
Publication Center, Dept. 698
4149 Avenida de la Plata
P.O. Box 586249
Oceanside, CA 92058-6249
760-758-9593
www.acadcom.com

Speech

Assessment of Sound Awareness and Production English
1998
ages 4 to adult
Academic Communication Associates
Publication Center, Dept. 698
4149 Avenida de la Plata
P.O. Box 586249
Oceanside, CA 92058-6249
760-758-9593
www.acadcom.com

Assessment of Phonological Processes-Revised (APPR) English
year published not given
ages not given
Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758
1-800-897-3202

Assessment of Phonological Processes Spanish
1985
Los Amigos Research Associates
7035 Galewood
San Diego, CA 92120
619-286-3162
omark@mail.sdsu.edu
Spanish Articulation Measures
1995
Academic Communication Associates
Publication Center, Dept. 698
4149 Avenida de la Plata
P.O. Box 586249
Oceanside, CA 92058-6249
760-758-9593
www.acadcom.com

Language

*Woodcock Language Proficiency Battery-Revised (WLPB-R) English/Spanish norms
1991/1995
ages 2 to 90+ (Oral language)
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Drive
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

Peabody Picture Vocabulary Test-Third Edition (PPVT-3) English
*Test De Vocabulario En Imagenes Peabody (TVIP) Espanol, Spanish norms
1986
ages 3 to 18
American Guidance Service
4201 Woodland Rd.
P.O. Box 99
Circle Pines, MN 55014-1796
1-800-328-2560

*Woodcock-Munoz Language Survey English/Spanish norms
1993
ages 4 to adult
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com
Spanish Expressive Vocabulary Test
1994
Los Amigos Research Associates
7035 Galewood
Sandiego, CA  92120
619-286-3162
omark@mail.sdsu.edu

*Clinical Evaluation of Language Fundamentals (CELF-3)  English/Spanish norms
year published not given
ages 6 to 21
Communication Skill Builders
A Division of The Psychological Corporation
555Academic Ct.
San Antonio, TX 78204-2498
1-800-211-8378

Bilingual Syntax Measure I and II English
Medida de Sintaxis Bilingue Spanish
1978
grades preschool-grade 12
Harcourt Brace Educational Measurement
555 Academic Ct.
San Antonio, TX 78204-2498
1-800-211-8378
www hbem.com

Test of Early Language Development-Second Edition (TELD-2) English
1991
ages 2-0 to 7-11
Prueba del Desarrollo Inicial del Lenguaje Spanish
1982
ages 3 to 7
Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78758
1-800-897-3202
www.proedinc.com
Structured Photographic Expressive Language Test (SPELT-P) English/Spanish
year published not given
ages 3 to 5-11 (SPELT-P)
ages 4 to 9-5 (SPELT-II)
Spanish version has no norms
Janelle Publications
P.O. Box 15
Sandwich, IL 60548

**Cognitive**

Woodcock-Johnson Test of Cognitive Ability (WJ-R) English
*Bateria Woodcock-Munoz Preubas De Habilidad Cognitiva-Revisda (Bateria-R)*
Spanish norms
1996
ages 2 to 90+
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

**Academic**

*Woodcock Language Proficiency Battery-Revised (WLPB-R) English/Spanish norms
1991/1995
ages 2 to 90+
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

Brigance-Diagnostic Assessment of Basic Skills Spanish Edition
year published not given
grades PreK-8
criterion referenced
Curriculum Associates, Inc.
5 Esquire Rd.
North Billerica, MA 01862-2589
1-800-667-8000
1-800-225-0248
Basic Elementary Skills Test (BEST)
1984
grades K through middle school
criterion referenced
Los Amigos Research Associates
7035 Galewood
San Diego, CA 92120
619-286-3162
omark@mail.sdsu.edu

Woodcock-Johnson-Revised Tests of Achievement English
*Bateria Woodcock-Munoz:Pruebas de aprovechamiento-Revisada Spanish norms
1989/1996
ages 2 to 90+
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

SOBER-Espanol
year published not given
ages not given (readiness/reading)
criterion referenced
SRA Inc,
155 No. Wacker Dr.
Chicago, IL 60606
K-3rd

Comprehensive Group Achievement Tests

Stanford Achievement Test (SAT) English
Aprenda:La prueba de longros en espanol, Segunda edicion Spanish
1997 (Spanish)
grades k-12
Harcourt Brace
555 Academic Ct.
San Antonio, TX 78204-2498
1-800-232-1223
www.hbem.com
Metropolitan Readiness Tests English
1994 6th Edition (English)
MRT Espanol Spanish Edition
1991 (Spanish)
ages not given (readiness)
Harcourt Brace
555 Academic Ct.
San Antonio, TX 78204-2498
1-800-232-1223
www.hbem.com

La Prueba de Realizacion Segunda Edition Spanish
1991
grades K-12
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

Behavior

Conners’ Rating Scales-Revised (CRS-R) English/Spanish
1997
ages 3 to 17
Multi Health Systems
908 Niagara Falls Blvd.
North Tonawanda, NY 14120-2060
1-800-456-3003

Vineland Adaptive Behavior Scales English/Spanish
1984
ages 0 to 18-11
American Guidance Service
4201 Woodland Rd.
P.O. Box 99
Circle Pines, MN 55014-1796
1-800-328-2560
**Piers Harris Self Concept** English/Spanish
year published not given
ages 8 to 18
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025-1251
1-800-648-8857

**Personality Inventory for Youth** English/Spanish
year published not given
grades 4-12
Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025-1251
1-800-648-8857

**Beck Depression Inventory-II** English/Spanish
1996
ages 13 to 80
The Psychological Corporation
Harcourt Brace and Company
555 Academic Ct.
San Antonio, TX 78204-2498
1-800-211-8378

**Vocational**

**CDM: Harrington-O’Shea Career Decision Making System** English/Spanish
Level 1, 1993; Level 2, 1992.
grades middle school-adult
American Guidance Service
4201 Woodland Rd.
P.O. Box 99
Circle Pines, MN 55014-1796
1-800-328-2560

**Learning Styles/Study Habits**

**Learning Styles Inventory** English/Spanish
1979
ages
Price Systems, Inc.
Lawrence, KS
Survey of Study Habits and Attitudes (SSHA) English
Encuesta de Habitats y Actitudes Hacia el Estudio Spanish
1967
grades high school and college age
Harcourt Brace
555 Academic Ct.
San Antonio, TX 78204-2498
1-800-232-1223
www hbem.com

Nonverbal Cognitive Tests

Comprehensive Test of Nonverbal Intelligence (C-TONI)
1997
ages 6 to 90-11
Pro-Ed
8700 Shoal Creek Blvd.
Austin, TX 78757-6897
1-800-1897-3202
www.proedinc.com

Kaufman Assessment Battery for Children (K-ABC)
Nonverbal scale
1983
ages 2-5 to 12-5
Psychological Assessment Resources, Inc.
P.O. Box 998
Odessa, FL 33556
1-800-727-9329
www.parinc.com

Raven’s Progressive Matrices
1986
ages 5 to 18+
Harcourt Brace
555 Academic Ct.
San Antonio, TX 78204-2498
1-800-232-1223
www hbem.com
Universal Nonverbal Intelligence Test (UNIT)
1998
ages 5-0 to 17-11
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

Other Tools

Qualitative Reading Inventory (QRI)
1990
Primer-junior high
Narrative and expository passages
Scott Foresman
ISBN 0-673-18791

Assessment Tools in Other Languages

Basic Elementary Skills Test (BEST)
Available in Spanish, Arabic, Cambodian, Chinese, Farsi, Vietnamese, Hmong, and Laotian
1984grades K through middle school
criterion referenced
Los Amigos Research Associates
7035 Galewood
San Diego, CA 92120
619-286-3162
omark@mail.sdsu.edu

Bilingual Language Proficiency Questionnaire English/Vietnamese
year published not given
parent interview
Academic Communication Associates
Publication Center, Dept. 698
4149 Avendia de la Plata
P.O. Box 586249
Oceanside, CA 92058-6249
760-758-9593
www.acadcom.com
Bilingual Verbal Ability Test (BVAT)
16 languages (Arabic, German, Japanese, Russian, Chinese [2 forms], Haitian-Creole, Korean, Spanish, English, Hindi, Polish, Turkish, French, Italian, Portuguese, Vietnamese)
1998
ages 5 to adult
Riverside Publishing
A Houghton Mifflin Company
425 Spring Lake Dr.
Itasca, IL 60143-2079
1-800-323-9540
www.riverpub.com

Bilingual Vocabulary Assessment Measure

Record forms in English, Spanish, French, Italian, and Vietnamese
year published not given
ages 3 and up
Academic Communication Associates
Publication Center, Dept. 698
4149 Avendia de la Plata
P.O. Box 586249
Oceanside, CA 92058-6249
760-758-9593
www.acadcom.com
Communication Assessment Resources
Think-Alouds to Assess Comprehension  
(Wade, 1990)

1. Think-alouds are an excellent way to obtain information about both the individual’s product and the performance process.

2. Think-alouds are individuals’ verbal self-reports about thinking processes.

3. Think-alouds allow us to obtain information re: how they attempt to construct meaning from text.

4. The general process of “think-alouds”:
   - Examiner provides a task and asks the individual to say aloud everything that comes to mind as they are performing it.
   - Only indirect cues are used to elicit information when necessary: “Can you tell me more”?
   - The remarks are recorded on a recorder and the nonverbals are also jotted down.
   - When used to assess comprehension, the examiner usually has students think aloud after reading short segments of passage.

5. For Wade’s application, it is important that the reading passages are selected/written so the readers cannot know for sure what the topic is until they have read the last segment.

6. Readers must generate hypotheses during their think-alouds about the text’s meaning from the clues in each text segment.

7. Wade has found that there are descriptive categories of comprehenders:

   A. THE GOOD COMPREHENDER
      - Is an interactive reader who constructs meaning and monitors comprehension
      - Tends to draw on background knowledge
      - Makes reasonable inferences about the passages
      - Recognizes when information is needed to confirm hypotheses
      - Abandons ideas inconsistent with further passages but constructs another that is consistent

   B. THE NON-RISK TAKER
      - Is a bottom-up processor
      - Takes passive role by failing to go beyond the text to develop hypotheses
      - May look for clues from the examiner, not the text
      - May frequently respond “I don’t know” or may repeat words or phrases verbatim
      - When they develop a hypothesis, it is often given in a questioning manner

   C. THE NON-INTEGRATOR
      - Draws on text clues and prior knowledge, developing new hypotheses for every segment of the text
      - Typically never relates to the previous hypotheses or to information presented earlier in the text
      - Appears a curious mixture of top-down/bottom-up processing
D. THE SCHEMA IMPOSER
- Is a top-down processor who holds an initial hypotheses despite incoming information that conflicts with that schema
- Appears unaware of alternative hypotheses

E. THE STORY TELLER
- Is an extreme example of a top-down processor
- Draws far more on prior knowledge or experience than on information stated in the text
- Seems to identify strongly with a character and makes causal inferences based on what they would do
Wade’s Procedure for a Comprehension Think-Aloud
(Wade, 1990)

PREPARING THE TEXT
Choose a short passage (expository or narrative) written to meet the following criteria:

1. Text should be from 80 to 200 words in length, depending on the reader’s age and reading ability.
2. The text should be new to the reader but on a topic that is familiar to him or her. (Determine by means of interview or questionnaire prior to this assessment).
3. The text should be at the reader’s instructional level, which can be determined by use of an informal reading inventory.
4. Topic sentence should appear last; the passage should be untitled.
5. The text should be divided into segments of one to four sentences each.

ADMINISTERING THE THINK ALOUD PROCEDURE
1. Tell the reader that he or she will be reading a story in short segments of one or more sentences.
2. Tell the reader that after reading each section, he or she will be asked to tell what the story is about.
3. Have the student read a segment aloud. After each segment is read, ask the reader to tell what is happening, followed by nondirective probes questions as necessary. The questions should encourage the reader to generate hypotheses (what do you think this is about?) and to describe what he or she based the hypotheses on (what clues in the story helped you?).
4. Continue procedure until the entire passage is read. Then ask the reader to retell the entire passage in his or her own words. (The reader may reread the story first).
5. The examiner might also ask the reader to find the most important sentence(s).
6. The sessions should be tape recorded and transcribed. Observations should also be recorded.

ANALYZING THE RESULTS
Ask the following questions when analyzing the transcript:

1. Does the reader generate hypotheses? How confident of them is he/she?
2. Does he/she support hypotheses with information from the passage?
3. What information from the text does the reader use?
4. Does he/she relate material in the text to background knowledge and experience?
5. Does reader integrate new information with the schema already activated?
6. What does the reader do if there is information that conflicts with this schema?
7. At what point does the reader recognize what the story is about?
8. How does the reader deal with unfamiliar words?
Testing Language Ability

Sample Cloze

Instructions
In the following passage, 100 words have been omitted. Read the passage and insert whatever word makes sense according to the meaning of the passage. The word should be grammatically correct. Remember: insert only ONE word in each space. Read the whole passage at least once before you start to write.

Example:
The boy a across the street and bumped b a lamppost.
He c shaken up a little, but he managed to d walking.

The Jet Age Malady
A U.S. male brought up on the East Coast of America stands eighteen to twenty inches from another male when in conversation. In talking to a woman he will increase the distance by about four inches. To stand at a distance of about thirteen inches usually has a sexual or aggressive connotation. However, in most parts of Latin America, thirteen is just the right distance when talking a person. When a man brought up in a American environment tries to talk to a brought up on the East Coast of United States an interesting thing happens. The Latin will to maintain what he considers the talking distance. The American will, of course, step. Both will feel uncomfortable without quite why. All they will know is that is something wrong with the other. Most culture-blind Latins feel that the Americans withdrawn and uncommunicative. Most culture-blind Americans that Latins are pushy.

In most American urban areas, be two minutes for an appointment is all right. Three is significant, but an apology is not expected. five minutes the latecomer mutters an apology. In Latin countries a five-minute unit is not an apology is expected only for a time longer than twenty minutes. Latins, influenced by own cultural conditioning, feel that Americans are polite and are obsessed with time because they persons with whom they have appointments to at a certain place at precisely a time. A person unfamiliar with North American cultural conditioning difficulty realizing that Americans handle time much some tangible material—spending it, taking, using it up, or wasting it a Spanish-American or a Spaniard to work, he says, "El bus me dejó" ("The bus me"), as opposed to the American, "missed the bus." In English, the clock "runs." Spanish, "El reloj anda" ("the clock walks").
Appendix D

Additional Related Readings/Parent Resources/Other Resources

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Additional Related Readings


Parent Resources

1. Maria Laura Ortner, Ed. D
   P.O. Box 600
   Brookfield, CT 06804
   203-788-6058
   www.Dr-Ortner.com
   Mariaso@aol.com

   Videotapes:
   “Opening Doors-Abriendo Puertas”
   Bilingual special education video that explains the IEP process

   “A New Beginning-Un Nuevo Comienzo”
   Highlights differences between American and Hispanic school systems; aimed at assisting youth in their transition into the American school system.

2. BUENO Center for Multicultural Education
   Leonard Baca, Director
   School of Education
   Campus 249
   University of Colorado
   Boulder, CO 80309-0249
   303-492-5416
   Leonard.Baca@colorado.edu
   www.colorado.edu/education/BUENO

   CD-ROM Module available:
   Family Involvement

3. Coalition in Oregon for Parent Education (COPE)
   999 Locust St. N.E.
   Salem, OR 97303
   503-581-8156
   1-888-505-2673
   www.open.org/orcope

4. Oregon Department of Education
   Office of Special Education
   Public Service Building
   255 Capitol St. N.E.
   Salem, OR 97310
   503-378-3598, ext 637
   www.ode.state.or.us
Other Resources

1. **Catherine Collier**  
   CrossCultural Developmental Education Services  
   6869 Northwest Dr.  
   Ferndale, WA 98248-9425  
   360-380-7513  
   ccdes@gte.net

   Forms Available:  
   - Acculturation Quick Screen (AQS)  
   - Classroom Language Interaction Checklist (CLIC)  
   - PreReferral Review Form for Diverse Students (PRR)  
   - Sociocultural Checklist (SC)  
   - Sociocultural Resiliency Checklist (SRC)  
   - Cross-Cultural Administration of Standardized Tests (CCAST)

2. **BUENO Center for Multicultural Education**  
   Leonard Baca, Director  
   School of Education  
   Campus Box 249  
   University of Colorado  
   Boulder, CO 80309-0249  
   303-492-5416  
   Leonard.Baca@colorado.edu  
   www.colorado.edu/education/BUENO

   CD-ROM modules available:  
   - Second language acquisition  
   - Assessment  
   - Adapting curriculum/instruction

3. **Optimal Literacy Instruction for Bilingual Students in General and Special Education (OLE)**  
   Richard Figueroa  
   Department of Special Education  
   University of California, Davis  
   Davis, CA 95616  
   rfigueroa@ucdavis.edu  
   edweb.csus.edu/Projects/ole/OLE.default2.html
4. **Alba Ortiz**  
Office of Bilingual Education  
The University of Texas at Austin  
Austin, TX 78712  
512-837-6150  
ortiza@mail.utexas.edu  
cwilkinson@mail.utexas.edu

OBE Summer Conference, 1999

Oral Language Assessment  
Assessing Language Minority Students  
Campus Based Problem Solving Teams  
Using ESL Strategies to Deliver Instruction  
Collaboration for Student Success  
Second Language Acquisition  
Cultural Influences on Teaching/Learning  
Transitioning Second Language Learners to English Reading  
Planning Reading Instruction for Students in ESL Programs

5. **National Clearinghouse for Bilingual Education**  
The George Washington University  
Center for the Study of Language and Education  
2011 Eye Street, NW, Suite 200  
Washington, DC 20006  
202-467-0867  
askncbe@ncbe.gwu.edu  
General information:  
www.ncbe.gwu.edu

Assessment and accountability  
www.ncbe.gwu.edu/library/assess.html

6. **Jack Damico**  
Department of Communicative Disorders  
The University of Southwestern Louisiana  
P. O. Box 43170  
Lafayette, LA 70504-3170  
318-482-6551  
jsdamico@usl.edu

“Assessment and Intervention Strategies with Multicultural Students” presented October 10, 1997, Bend, Ore..
7. Oregon Department of Education
   Office of Student Services
   Public Service Building
   255 Capitol St. N.E.
   Salem, OR 97310-0203
   Tina.Garcia@state.or.us