TIER 1 FOR ELLS

Provide:

- Early, explicit, intensive instruction in **PA** and **phonics** to build decoding skills.
- Increased opportunities to develop sophisticated **vocabulary** knowledge.
- Strategies and knowledge to **comprehend** and analyze challenging narrative and expository texts.
- Promotion of reading **fluency** with a focus on vocabulary and increased exposure to print.
- Opportunities to **engage** in structured academic talk at school.
- Structured, purposeful independent reading time with materials that match the reader's ability.

(These principles are for both L1 or L2 instructional programs.)

TIER 1

- Build on prior knowledge and use it as a bridge for new learning.
- Teach higher-order skills such as comprehension,.
- Use direct, explicit skill instruction.
- Use collaborative learning to increase practice opportunities, to provide academic and language models, and to engage students.
- Use scaffolding; provide individual guidance and support.

TIER 2

- At the beginning, ELLs benefit from systematic and explicit instruction in foundational skills such as:
  - Word recognition
  - Decoding
  - Accurate word reading
- As the demands increase with more challenging texts, ELLs will differ from English Only students.
- ELLs will likely have difficulties in:
  - Fluency
  - Vocabulary
  - Comprehension tasks

  rather than in the foundational skills
- Interventions must include language development (in the language of their core reading instruction) and literacy skills.

TEACHING FOR TRANSFER

- For Students with foundational knowledge in L1 Know:
  - students' knowledge base in L1 & L2 (through screening ax)
  - what they need to know in L2
  - what transfers & what doesn't transfer across languages
- Explicitly teach what transfers
  - (e.g. PA, many consonant sounds, cognitive strategies, cognates)
  - (show the /s/ sound, and say, this letter makes the same sound in English and in Spanish, /sssss/. What sound does this make in English and in Spanish? (students: /ssssss/)
- Explicitly teach what doesn't transfer
  - (e.g. vowel sounds, vocabulary, false cognates, syntax, story structure)
  - The vowels, or vocales, make different sounds in English and in Spanish, everyone, in Spanish what sound does this letter make (show the sound /a/ in Spanish). Good, /aaa/, but in English it makes the sound /aaaaa/ (teaching only one sound at a time beginning with short vowel sound)

TEACHING FOR TRANSFER: CLASSROOM APPLICATIONS

- Research suggests CLT of PA skills among children with at least average L1 Spanish receptive vocabulary skills but *no* evidence for CLT among those with below-average skill.
- Why the results are relevant to the classroom:
  - PA skills provide the cornerstone of literacy development in any language.
  - It has typically been assumed that these skills transfer from one language to the second without explicit intervention.
  - This may be true for some children (normal language development in L1) but not for all (below average).
  - Teachers cannot assume a one-size-fits-all approach to PA instruction because those with language delay need explicit instruction *and* explicit instruction for transfer.
  - Classroom teachers will need to adjust the curriculum although there is little empirical research to delineate the expected growth of L1 and L2 precursor skills or strategies to maximize growth.

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TEACHING FOR TRANSFER: CLASSROOM APPLICATIONS

- Young children with limited L1 receptive vocabulary skills will have greater risk for future below-average L1 and L2 vocabulary development and subsequent achievement in L1 and L2 reading.
- "ELL children who enter kindergarten with deficits in essential pre-reading precursor skills in L1 will have difficulty taking advantage of the instruction they receive in L2 and ultimately cannot "catch up" or "level the playing field" (P. 120).
- "Inadequate, inappropriate, or ineffective instructional activities that do not take into consideration L1 skills only serve to exacerbate the existing disparity" (p. 120).

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TEACHING FOR TRANSFER: CLASSROOM APPLICATIONS

- **"If educators of young, Spanish-speaking children in English-immersion classrooms expect L1 Spanish precursor skills, such as PA, to transfer to L2, and consequently support progress in L2 literacy success, at least some attention must be paid toward ensuring that foundational L1 precursor skills exist" (p. 120).**
- **"If care is not taken to ensure that foundational age-appropriate, L1 precursor literacy skills have developed, L2 literacy difficulties will likely arise, perhaps doubly decreasing the chances that young at-risk ELL children will ever achieve a "level playing field" (p. 120).**

Source: Atwill, K., Blanchard, J., Christie, J., Gorin, J.S., & Garcia, H.S. (2010).

ELLS WITH LEARNING DIFFICULTIES

- ELLs with learning difficulties will show a slower rate of learning within a progress monitoring system.

vs.

- ELLs who lacked appropriate learning opportunities who will make rapid and consistent gains given strong, systematic, and appropriate interventions.

CASE STUDIES OF ELL STUDENTS

SCENARIO 1: YESENIA

- Ysenia was born in the United States and attended Headstart for one year where she had some instruction in Spanish. She attended a bilingual kindergarten until December and then moved to a school with no bilingual programs. She continues in an English-only program as a first grader. Her language proficiency scores on the Woodcock Muñoz indicate she is a level 3 in English and level 3 in Spanish.

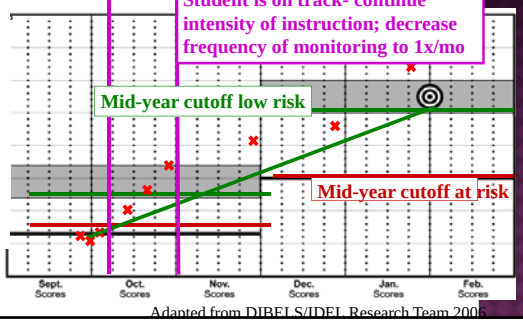
FIRST GRADE - DIBELS	Decision Criteria – Beg of Yr	Yesenia
Letter Naming Fluency (LNF)	At Risk 0-24	
	Some Risk 25-36	27
	Low Risk 37+	
Phoneme Segmentation Fluency (PSF)	Deficit 0-9	
	Emerging 10-34	30
	Established 35+	
Nonsense Word Fluency (NWF)	At Risk 0-12	11
	Some Risk 13-23	
	Low Risk 24+	

FIRST GRADE - IDEL	Decision Criteria – Beg of Yr	Yesenia
Fluidez en nombrar letras (FNL) *Letter Naming Fluency*	At Risk 0-19	
	Some Risk 20-34	
	Low Risk 35+	41
Fluidez en la Segmentación de Fonemas (FSF) *Phoneme Segmentation Fluency*	Deficit 0-34	
	Emerging 35-49	
	Established 50+	53
Fluidez en las Palabras sin Sentido (FPS) *Nonsense Word Fluency*	At Risk 0-24	
	Some Risk 25-34	
	Low Risk 35+	39

Yesenia – Nonsense Word Fluency

Tier 1+ Teach for Transfer (Spanish to English)
Monitor Progress every week

Student is on track- continue intensity of instruction; decrease frequency of monitoring to 1x/mo

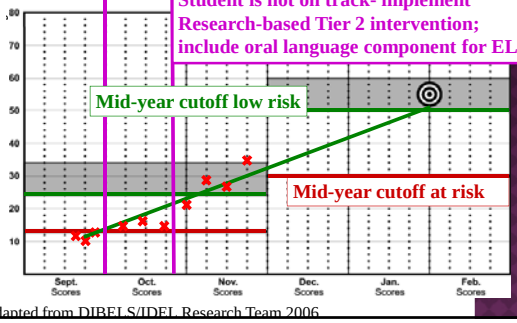


Adapted from DIBELS/IDEL Research Team 2006

Yesenia – Nonsense Word Fluency

Tier 1+ Teach for Transfer (Spanish to English)
Monitor Progress every week

Student is not on track- implement Research-based Tier 2 intervention; include oral language component for ELs



Adapted from DIBELS/IDEL Research Team 2006

SCENARIO 2: LUIS

- Luis was born in Mexico and is the youngest of five siblings. His family came to the United States when he was 4. In Mexico, while he did not attend preschool, his brothers and sisters attended private schools and spent a lot of time reading stories to him and entertaining him. In their private school, while the instructional language was Spanish, they also learned English. Luis is now in first grade in a bilingual program. His language proficiency scores on the Woodcock Muñoz indicate he is a level 2 in English and level 4 in Spanish.

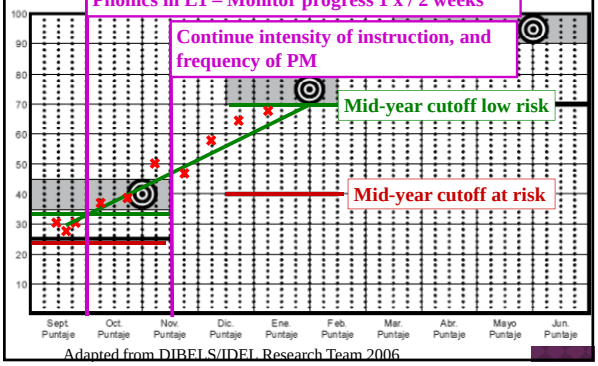
FIRST GRADE - DIBELS	Decision Criteria – Beg of Yr	Luis
Letter Naming Fluency (LNF)	At Risk 0-24	
	Some Risk 25-36	27
	Low Risk 37+	
Phoneme Segmentation Fluency (PSF)	Deficit 0-9	
	Emerging 10-34	30
	Established 35+	
Nonsense Word Fluency (NWF)	At Risk 0-12	11
	Some Risk 13-23	
	Low Risk 24+	

FIRST GRADE - IDEL	Decision Criteria – Beg of Yr	Luis
Fluidez en nombrar letras (FNL) *Letter Naming Fluency*	At Risk 0-19	
	Some Risk 20-34	33
	Low Risk 35+	
Fluidez en la Segmentación de Fonemas (FSF) *Phoneme Segmentation Fluency*	Deficit 0-34	
	Emerging 35-49	41
	Established 50+	
Fluidez en las Palabras sin Sentido (FPS) *Nonsense Word Fluency*	At Risk 0-24	
	Some Risk 25-34	32
	Low Risk 35+	

Luis – Fluidez en las Palabras sin Sentido

Research-based intervention program for PA and Phonics in L1 – Monitor progress 1 x / 2 weeks

Continue intensity of instruction, and frequency of PM



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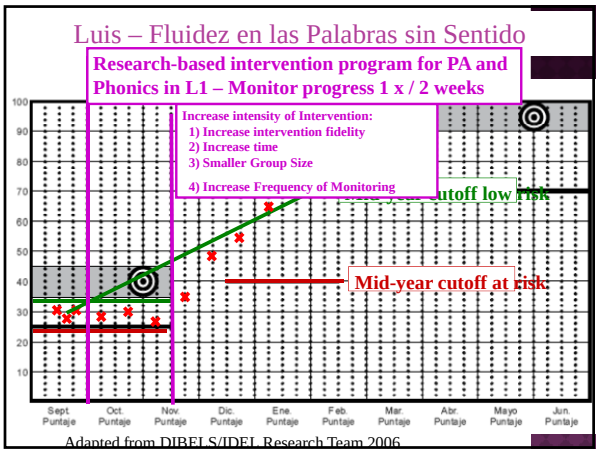
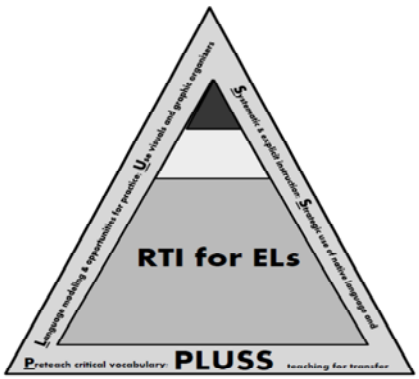


QUESTIONS?

PLUSS FRAMEWORK: INSTRUCTION AND INTERVENTIONS FOR ELLS

THE PLUSS MODEL FOR CORE AND INTERVENTIONS (BROWN & SANFORD, IN PREPARATION)

- P: Preteach critical vocabulary and academic language
- L: Language modeling and opportunities for using academic language
- U: Use visuals and graphic organizers
- S: Systematic and explicit instruction in reading components and strategies
- S: Strategic use of native language



P: PRETEACH CRITICAL VOCABULARY

Research Base	Examples
Calderón, 2007 ; Carlo, et al. 2004; Echevarria, Vogt & Short, 2008; Linan-Thompson & Vaughn, 2007.	•Realia or Photos •Word Splash •Personal Dictionaries •4 Corners Vocabulary •Frayer Model •Find the Card

P: PRE-TEACH CRITICAL VOCABULARY

FRAYER MODEL: A vocabulary organizer done with or by students that helps students categorize information.

Divide the paper or card into 4 rectangles (horizontally). In the middle write the word. In each box write: definition, illustration, examples, and non-examples. Complete the card or sheet as a class. Students can share together about the word at the end of the lesson.

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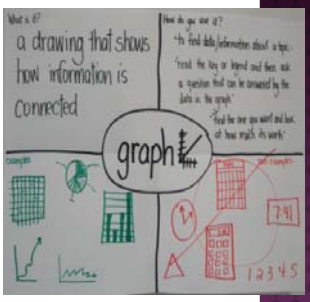

Frayer, D.A., Fredrick, W.C., & Klausmeier, H.J. (1969). *A schema for testing the level of concept mastery* (Working Paper No. 16). Madison, WI: Wisconsin Research and Development Center for Cognitive Learning

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WHAT COULD THAT LOOK LIKE?

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P - WHAT TO LOOK FOR IN THE VIDEO

- The lesson was on e controlled words
- The teacher selected four vocabulary words from the story
- She put the vocabulary words on cards with photos on one side and student friendly definitions
- Posters in back (hard to see) are a Word Splash and Vocabulary Squares
- Notice the explicit instruction of each word and how she has the students practice using the word
- WRITE down the vocabulary words used in the video.

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P - PRETEACH CRITICAL VOCABULARY VIDEO

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L: LANGUAGE MODELING AND OPPORTUNITIES FOR USING ACADEMIC LANGUAGE<<<<

Research Base	Examples
Dutro & Moran, 2003; Echevarria, Vogt & Short, 2008; Gibbons, 2009; Linan-Thompson & Vaughn, 2007; Scarcella, 2003.	•Sentence Stems or Frames •Signal Words •Questioning Prompts •Choral/Echo Response •Chunk – n - Chew •Say Something •Chime-In Reading •Pass the Card

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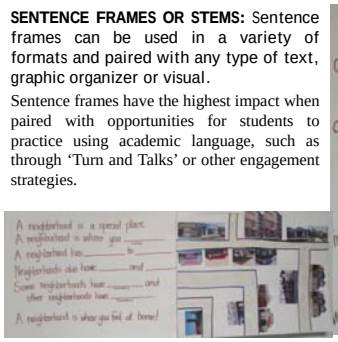
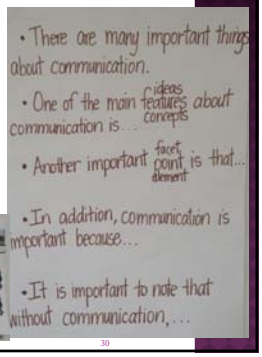
L: Language Modeling & Opportunities for Using Academic Language

SENTENCE FRAMES OR STEMS: Sentence frames can be used in a variety of formats and paired with any type of text, graphic organizer or visual.

Sentence frames have the highest impact when paired with opportunities for students to practice using academic language, such as through 'Turn and Talks' or other engagement strategies.





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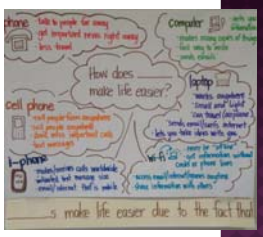
WHAT COULD THAT LOOK LIKE?



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L - WHAT TO LOOK FOR IN THE VIDEO

- Look for:
  - student engagement
  - Number of times student practice with each other
- The lesson sequence was:
  - Model
  - Choral response
  - Written response
  - Partner share
  - Group share
- COUNT how many times the students get to practice.

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L - LANGUAGE USE AND MODELING VIDEO

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U: USE VISUALS AND GRAPHIC ORGANIZERS

Research Base	Examples
Brechtal, 2001; Echevarria & Graves, 1998; Haager & Klingner, 2005; Linan-Thompson & Vaughn, 2007; O'Malley & Chamot, 1990	•Illustrated Word Wall •Frozen Moment •Expository Text Organizers •Framed Outline •Storyboards/Comic Strips/Movie Clips

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U: Use Visuals & Graphic Organizers

FRAMED OUTLINE: Framed Outline is a very specific and structured organizer that helps students to place essential information from a passage into the correct order. The use of signal word, picture and sentence frame allows students to make the connection between the concrete and the abstract.

Framed Outline can be used as a whole group, partner, or individual activity. It can be differentiated by English proficiency based on the type of language used in the outline and the amount of support provided to ensure student success – over time the signal words and pictures can be removed from the organizer, while the sentences remain and grow more complicated.

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WHAT COULD THAT LOOK LIKE?

plant		First, the tomatoes are _____ed.
harvest		When they are ripe, the tomatoes are _____ed.
process		Then, the tomatoes are _____ed. This means they are washed and sorted.
transport		Next, the tomatoes are _____ed. This means they are put on a truck and taken to the store.
select		At the end, the tomatoes are _____ed.

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U - WHAT TO LOOK FOR IN THE VIDEO

- This lesson occurred *after* the Reading Mastery (S – Systematic and Explicit Instruction)
- Students completed a 5 point organizer to retell the story in the correct sequence.
- In Reading Mastery, Level 2, all comprehension activities are oral.
- Using this visual organizer helped the children verify their retell and gave them a visual way to chunk the story.

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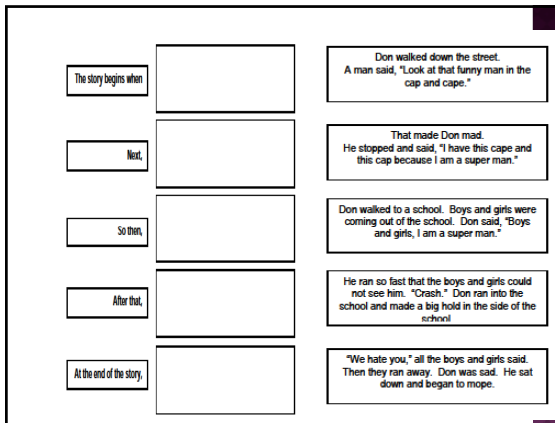

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U - USE VISUALS AND GRAPHIC ORGANIZERS VIDEO

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S: SYSTEMATIC AND EXPLICIT INSTRUCTION IN READING COMPONENTS AND STRATEGIES

Research Base	Examples
Calderón, 2007; Carnine, Silbert & Kame'enui, 1997; Faggella-Luby & Deshler, 2008; Gibbons, 2009, Haager & Klingner, 2005; Klingner & Vaughn, 2000	•Preview/View/Review •Backwards Book Walk •SQP2RS "Squeepers" •QAR: Question Answer Relationships •Stop & Think •Reverse Think Aloud •Read, Cover, Remember, Retell

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S: Systematic & Explicit Instruction in Reading Components & Strategies

QUESTION ANSWER RELATIONSHIPS (QAR): The QAR strategy divides questions into two broad categories; "In the Book" (text-explicit) questions and "In My Head" (text-implicit) questions.
"In the Book" questions are generated directly from a reading selection. These explicit questions fall into two subcategories: "Right There"–questions found in one place in a selection and "Think and Search"–questions built around cumulative information found throughout a document.
"In My Head" questions are created by the reader when confronting a text. These questions are not explicitly found in the reading; rather, these questions arise as the reader engages the selection's content through active thought, comparison, evaluation, etc. These implicit questions fall into two subcategories: "Author and You"–questions that the text provokes in the reader and "On My Own"–questions arising from the reader's prior knowledge and experiences.

www.justreadnow.com

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In the Book	In My Head
Right There The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.	Author and You The answer is not in the text. The reader combines previous knowledge with text information to create a response.
Think and Search The answer is in the text, but requires gathering information from different places in the selection.	On My Own The answer is not in the text. The reader uses previous experience to respond.

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S - WHAT TO LOOK FOR IN THE VIDEO

- The systematic and explicit instruction was delivered *before* the "U" lesson.
- The Reading Mastery lesson (Lesson 86) was delivered as scripted with additional practice of the target skill from an earlier lesson (Lesson 48)
- At the end of the lesson, watch the teacher as she listens to the students read.
- She writes down the words they are struggling with to review the next day.

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S - SYSTEMATIC & EXPLICIT INSTRUCTION IN READING COMPONENTS & STRATEGIES VIDEO

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S: STRATEGIC USE OF NATIVE LANGUAGE

Research Base	Examples
Carlisle, Beeman, David & Spharim, 1999; Durgunoglu, Nagy, & Hancin-Bhatt, 1993; Genesee, Geva, Dressler, & Kamil, 2006; Odlin, 1989; Schecter, & Bayley, 2002;	Identifying & Using Cognates Pair Paraphrase Dual Language Glossary Selection Summaries

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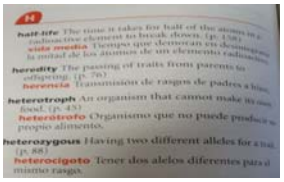
S: Strategic Use of Home Language

DUAL LANGUAGE GLOSSARIES: These individual or whole group resources can be used when students in a group speak the same L1. Dual Language Glossaries allow students to use their knowledge in L1 to support their acquisition of key content vocabulary in English. The format can vary from words and definitions to simple pictures with labels.

The most powerful Dual Language Glossaries are those created with and by students based on the need for words to be successful during small group instruction.



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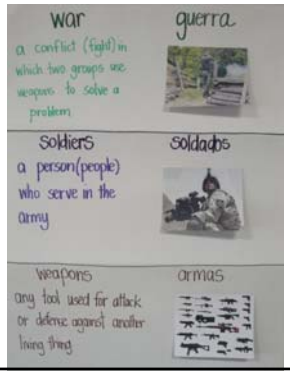
WHAT COULD THAT LOOK LIKE?



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Team Meetings

HTTP://YOUTU.BE/KRAPFXNZIDE

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SPECIAL EDUCATION ELIGIBILITY CONSIDERATIONS

TIER 3

- After providing tiered interventions (increasing intensity, time, etc.) that are linguistically, culturally and experientially appropriate and we continue to be concerned about an ELL student, it may be appropriate to conduct a formal psychoeducational assessment.

THINK (WRITE)-GROUP-SHARE

- What do you already know about distinguishing between learning disabilities and language acquisition?
- Specifically, how much can teachers determine about whether their students may have learning disabilities?

LANGUAGE ACQUISITION OR LEARNING DISABILITY?

To a large extent, determining whether an English language learner has a learning disability is a process of elimination.

- Many factors must be considered and ruled out as *primary* reasons for a child's struggles.
- There are multiple possible explanations for every behavior.

There are no tests that can definitively tell us whether the student has LD.

USE A "HYPOTHESIS-DRIVEN" PROCESS:

- *Begin the referral and evaluation process by exploring the hypothesis that the causes of the individual's learning difficulties are due to external factors.*
- *Conduct the assessment with the notion that there is nothing wrong with the individual and that systemic, ecological, or environmental factors are the primary reason for the observed learning problems.*
- *Maintain this hypothesis until data suggest otherwise and when all plausible external factors are ruled out (Watkins, 2003, Minnesota Department of Education).*

IT'S IMPORTANT TO...

Know possible characteristics associated with LD

Understand the second language acquisition process

- Oral language
- Written language
- Literacy (and what can be confusing)

Look at the quality of instruction and students' opportunities to learn

WHAT DOES THE LAW SAY?

IDEA 2004

- A State must adopt, consistent with 34 CFR 300.309, criteria for determining whether a child has a specific learning disability as defined in 34 CFR 300.8(c)(10). In addition, the criteria adopted by the State:
  - Must not require the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10);
  - Must permit the use of a process based on the child's response to scientific, research-based intervention; and
  - May permit the use of other alternative research-based procedures for determining whether a child has a specific learning disability, as defined in 34 CFR 300.8(c)(10).

SPECIFIC LEARNING DISABILITY 34 CFR 300.8(C)(10)

- A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

- A child has a specific learning disability, as defined in 34 CFR 300.8(c)(10), if:
- The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:
  - Oral expression.
  - Listening comprehension.
  - Written expression.
  - Basic reading skills.
  - Reading fluency skills.
  - Reading comprehension.
  - Mathematics calculation.
  - Mathematics problem solving.

- A child may not be determined to be eligible under this part if—

  (1) The determinant factor for that eligibility determination is—

  (i) Lack of instruction in reading or math; or

  (ii) Limited English proficiency

FAMILY INVOLVEMENT

- Parents should be notified early when a child seems to be struggling and asked for input as valued partners.
- As with previous versions of IDEA, families *must* be involved when a school is considering whether to conduct a comprehension evaluation of a child to determine whether he may have a disability.
- Just as before, families can request a formal evaluation for a disability at any time.

Klingner (2011)

NYSDE: LEARNING DISABILITIES

- May not rely on any single procedure
- Must include ***observation*** of student's academic performance in the regular classroom
  - Before referral
  - With parent consent, after the referral
  - Must be conducted by Committee on Special Education (CSE) member
- Q: If you use an RtI process, must you still conduct a complete individual evaluation?
- A: Yes

- **Are learning problems the result of lack of appropriate instruction in math and reading?**
  - Data must demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel;
  - Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction
  - Information must have been provided to parents prior to referral

WHO MAKES THE LD DETERMINATION?

- Committee on Special Education (CSE)
  - *Must include student's regular education teacher*; and
  - At least one person qualified to conduct individual diagnostic examinations (e.g., school psychologist, speech/language pathologist, reading teacher)

NY STATE CRITERIA FOR LD

- Student does not achieve adequately for age or standards, and
- Student either:
  - does not make progress (RtI)
- or
  - exhibits a pattern of strengths and weaknesses in:
    - performance, achievement, or both
    - relative to age, standards or intellectual development;
- And…

- Academic difficulties are not the result of:
  - visual, hearing or motor disability;
  - mental retardation;
  - emotional disturbance;
  - cultural factors;
  - environmental or economic disadvantage; or
  - limited English proficiency

USE OF SIGNIFICANT DISCREPANCY

- State does not prohibit its use
- Except that effective on or after July 1, 2012 (5 years), a school district shall not use the severe discrepancy criteria for:
  - LD determination in reading for students in grades K-4.

NORM-REFERENCED ASSESSMENTS

- The basic principles of choosing norm-referenced tests is that they are both valid and reliable for your student.
- Reliability = Consistency
  - Is the assessment consistent in finding the same results across conditions (across different administrators, across time, etc.)
    - If same measure is given several times to the same person, their scores would remain stable & not randomly fluctuate
- Validity = extent that an assessment measures what it is supposed to measure
  - Valid = assessing reading by having the student read a passage aloud and monitoring errors and rate
  - Not Valid = assessing reading by having a student match printed letters on a page (this is an assessment matching visual figures)
- For ELL students, validity is usually the major issue.

VALIDITY

- "A test that leads to valid inferences in general or about most students may not yield valid inferences about a specific student…First, unless a student has been systematically acculturated in the values, behavior, and knowledge found in the public culture of the United States, a test that assumes such cultural information is unlikely to lead to appropriate inferences about that student…

(Salvia, Ysseldyke, & Bolt, 2009, p. 63.)

THE BOTTOM LINE

"Test users are expected to ensure that the test is appropriate for the specific students being assessed."

Salvia, Ysseldyke & Bolt, 2009, p. 71

CHOOSING APPROPRIATE ASSESSMENTS

What is the referral concern?

- Does the test cover the content area?
- What is the method of assessment (i.e.,oral questions, oral reading) used by the test? Does it fit the student's needs?
- What is the method of *response* (e.g., writing, orally, point to picture)? Is it appropriate for the student's language proficiency?

LANGUAGE(S) OF ASSESSMENT

- Academic/Diagnostic Assessment:.
- Individually administered tests designed to determine specific academic problems or deficit areas
- More formal than curriculum-based assessment
- May be used to measure mastery of specific skills, to determine an individual's *strengths and weaknesses*, or to measure progress toward goals
- Results of diagnostic tests can be helpful in developing goals for the IEPs and plan future instruction.

<

LANGUAGE(S) OF ASSESSMENT

- Cognitive Assessment:
  - In order to gain a complete picture of a child's innate abilities, we need to assess in each of all of their languages. There are a variety of models and methods and generally complete parallel assessment is not recommended.
- Nonverbal tests may be useful but they assess only a limited range of cognitive abilities and will provide an incomplete picture of an ELL child's learning potential. Further, the use of gestures and other visuals may produce cultural bias.
- Other procedures such as testing the limits (changing standardized procedures after an initial standard administration) to observe how a student responds to mediation is often helpful.

LANGUAGE(S) OF ASSESSMENT

- Native Language Cognitive Assessment
  - Examine the normative sample carefully. The Bateria Woodcock Munoz (cognitive and academic) battery in Spanish is normed on **monolingual Spanish speakers** in the U.S., Latin America and Caribbean. Our ELL population are developing bilinguals with varying levels of Spanish. Thus, standard scores on native language tests are generally not reliable or valid in the same way English-only tests are not.

LANGUAGE(S) OF ASSESSMENT

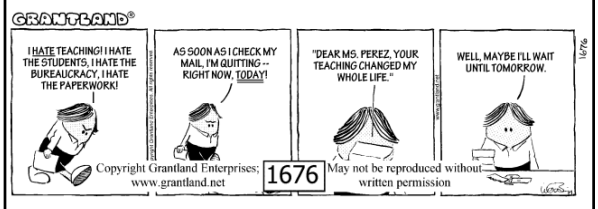
- Communication Assessment:
  - Assessment in both L1 and L2 is essential to understand a child's total linguistic repertoire.
  - Remember, due to the sociocultural factors discussed earlier, an ELL student may score low in L1 and L2 on standardized tests and appear to be a student with a communication disorder so multiple sources of data needs to bolster any decisions. Informal assessment procedures such as story retelling, memory for stories and informal conversational language samples are useful.
- RULE OF THUMB
  - There must be evidence of a disability in a child's L1.
  - If there are patterns characteristic of disabilities only in L2 (English), this is likely a language acquisition issue – not a disorder/disability.

THERE IS NO MAGIC TEST

- To date, there are no norm-referenced tools that have adequately included the range of ELLs in their normative samples and it may not be possible to do so.
- Thus, the key to fair and valid assessment is in the *interpretation* of assessment data.
- It is not appropriate to use or even report standard scores because they likely underrepresent an ELL student's true abilities/skills.
- It IS appropriate to look at patterns of strengths/weaknesses and the qualitative data the test yields.

"…everything we are taught must be related to what we already know if it is to make sense"

(Smith, 1978, p. 88).



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SELECTED RESOURCES

DIBELS and IDEL grade level benchmarks

dibels.uoregon.edu

Growth norms and benchmarks in English and Spanish

www.aimsweb.com

Florida Center for Reading Research

www.fcrr.org

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