

Choose Your Adventure: An EL Case Study on Data Validation and Interpretation (Day 2)

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Dr. Pedro Olvera

polvera@calbaptist.edu

About Me

- Bilingual School Psychologist for -21 years (Southern California)
- Associate Professor/Program Director-14 years (Cal Baptist University)
- Clinical Manager - Bilingual Therapies (5 years)
- Private Practice-14 years
- My philosophy of practice is informed by clinical practice and personal experience as a former EL and child of immigrants growing up along the southwest border (San Diego, CA)



Agenda

- Respond to Questions
- Review last session (Day 1)
- Clinical application of the data validation process
- Best practices for decision making in the context of EL assessment.

Questions

1. Can you address the generational influence of agricultural work and exposure to pesticides and other teratogens?
2. How should we proceed with a student with limited L1 and L2?
3. What are some of the better (empirically validated) reading interventions for ELs?
4. Should interventions be provided in L1 and L2 (phonemic awareness)?
5. Where can I access the interview forms when doing a thorough background review?
6. What if the student has speech difficulties?
7. Why is there no oral expression in Spanish provided through the WJ IV OL?

REVIEW



Standard Scores of the Tip of the Iceberg



As educators, we need to provide a narrative to the context surrounding the outcome (score) rather than allowing the score to tell it.

Data Validation

The process of ensuring the accuracy and quality of the data for educational decision-making.



Key Factors to Consider in Validating Assessment Data

1. Thorough Investigation of Context and Background Information
2. Analysis of Language of Instruction and Academic Supports
3. Analysis of Evidenced-based Interventions
(linguistically-appropriate)
4. Assessment of Progress Relative to Similar Peers
5. Assessment of Language Proficiency and Dominance
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7. Consideration of Acculturation Factors (Cultural Validity)
8. Incorporation of Accommodations (Test-Publishers)

Case Study

CONFIDENTIAL

Any School Unified School District MULTIDISCIPLINARY ASSESSMENT REPORT

NAME: Andy L1 & L2

BIRTHDATE: 10/23/2011

AGE: 10

GRADE: 4th

ETHNICITY: Hispanic

 PRIMARY LANGUAGE (Home): Spanish

SCHOOL: Any Elementary

TEACHER: Villa

CURRENT PLACEMENT: Gen Ed

ASSESSMENT DATES: *see below*

STUDENT ID: 123456

NATIVE LANGUAGE: English/Spanish

Brief Context

1. Andy has been struggling with reading comprehension.
2. Has been in a transitional bilingual education program since kindergarten.
3. Andy is considered an English learner (EL).
4. Currently, in general education, no SPED history (Initial Evaluation).
5. Has been in the pre-referral process since 2nd grade.
6. Spanish in the home language (L1) and first language.

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Thorough Investigation of Context and Background Information

HEALTH AND DEVELOPMENTAL ACKGROUND

Health and Developmental Background (Ages 0-3):

A bilingual school psychologist interviewed Ms. Sanchez, and she reported the following:

Ms. Sanchez reported that she suffered a car accident and hypertension while she was pregnant with Andy. She also noted that she experienced headaches, nausea, and had pre-eclampsia. Andy was induced early, and she was in labor for 9 hours. She reported that upon birth, Andy had an irregular heartbeat. He remained in the hospital one week after he was born. She observed that Santiago cried a lot and experienced discomfort.

Ms. Sanchez reported that Andy crawled achieved the following milestones:

- Sat up without support: 8 months
- Crawled= 13 months
- Walked= 15 months
- Spoke first words= 17 months
- Spoke in phrases (2-3 words)= 21months
- Toileting = 3 years old

Ms. Sanchez reported a history of dyslexia on the paternal side of the family. She noted that Andy's dad and his paternal uncle "could not read and dropped out of school in the eighth grade." She is unaware of other learning or developmental problems on her side of the family.

Thorough Investigation of Context and Background Information

SOCIAL, LINGUISTIC, CULTURAL, AND CURRENT CONCERNS

Social, Linguistic, and Cultural

Andy currently resides with his mother and father. He was born in Mexico and has been in the United States since he was one year old. All of his schooling has been in the United States. His father is employed as a bus driver, and his mother works as a cashier and has eight years of formal education. Both English (10%) and Spanish (90%) are spoken in the home. Although, she notes that Andy prefers to speak English. At home, the parents watch Spanish programming and attend Mass in Spanish. Andy, she reports, watches mostly English TV and is more "Amercanized."

Ms. Sanchez says that Andy does not have problems relating to other children. She reports that he has several friends and typically plays appropriately. Andy enjoys playing soccer in the community.

Thorough Investigation of Context and Background Information

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Thorough Investigation of Context and Background Information

Current Concerns

Ms. Sanchez reports that Andy tends to be hyperactive and has a short attention span. At times, he tends to be angry and frequently talks back to his mother. He gets frustrated and cries when he encounters a challenge, especially academically. The mother feels that it is because it is too hard for him. She observes he can read but "does not comprehend or remember what he reads." His mother has noticed that Andy has had academic difficulties ever since kindergarten. She reports that he had trouble learning colors and numbers. He was retained in the second grade due to "not meeting academic standards."

Thorough Investigation of Context and Background Information

TEACHER REPORT

Ms. Smith responded to the following:

Prompt

Response

Please list the student's strengths:

Andy has been polite when he has been in class.

What concerns, if any, do you have about the student's academic performance in the following areas:

Andy's iReady, diagnostic, test scores show him working at the 1st grade level in language arts. I am concerned about his reading comprehension and work completion, which has made academic growth difficult.

- Reading (Decoding)?
- Reading Comprehension?
- Written Expression?
- Math Calculation?
- Math Reasoning?
- Oral Expression
- Listening Comprehension?

Any concerns, if any, about how student processes information?

Andy processes information at a slower rate and requires repetition to understand academic tasks in both English and Spanish.

What concerns, if any, do you have with the student's attention, concentration, organization, and planning skills?

Andy requires reminders, repetition, and help with organizing his desk.

Do you feel that the student is appropriate for your class? If not, what supports, placements, services does the student need to be successful?

Andy requires small group, and individualized support.

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Analysis of Language of Instruction and Academic Supports

EDUCATIONAL HISTORY AND SUPPORTS

Date Entered Current School: 2016

Grade(s) Retained: 2nd

<u>Date</u>	<u>School/District</u>	<u>Grade</u>	<u>*Program of Instruction</u>	<u>Attendance</u>
2016-2017	Any (SAUSD)	K	Transitional Bilingual Education (TBE)	178 P 2 (A)
2017-2018	Any (SAUSD)	1 st	TBE	175 (P) 5 (A)
2018-2019	Any (SAUSD)	2 nd	TBE	174 (P) 6 (A)
2019-2020	Any (SAUSD)	2 nd	TBE	172 (P) 8 (A)
2020-2021	Any (SAUSD)	3 rd	TBE	178 (P) 2 (A)

A review of cumulative records further indicates that Andy has displayed a history of difficulty meeting grade-level standards/benchmarks in reading and writing beginning in kindergarten. Teacher comments on report cards suggest that Andy required much encouragement, assistance, and supervision in order to complete tasks.

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Analysis of Evidenced-based Interventions (linguistically-appropriate)

PRE-REFERRAL INTERVENTIONS

Interventions, Accommodations, and/or Modifications in Regular Education

10/28/2017: Academic improvement plan which includes the following interventions:

Specialized instruction; instructional assistance; student contract to finish classwork and homework; specialized homework; increased school schedule; other (weekly parent notification of school progress); supervising study schedule; supervise quality and completeness of homework; assistance with reading and mathematics; make sure student comes to school; make sure intervention plan is being used; supervise student contract.

10/29/2017: Academic Improvement Plan which includes the following interventions;

Instructional assistance during school hours; supplemental instruction before/after school; other (COST, SST).

2/21/2018: First-grade decodable/SIPPS; mom will read with him for 3 min. every day; send home high-frequency words; nurse-check eyes; will find out if Andy can still meet with the psychologist.

11/19/2018: Refer to COST referral team for possible MDA; Continue with daily homework assignments; continue with counseling; continue in the PAC program and Read 180.

3/12/2019: Continue within/out of classroom interventions (Read 180); continue with counseling services; continue with PAC pal; the teacher will develop a behavior contract with Andy; will be referred to the COST Referral Team on Sept. 08; mother wants to attend counseling with Andy (Minnie St.).

3/6/2020: Refer to Mr. Gonzalez for counseling and also to Family Counseling for guidance in grief issues (since Andy's grandfather passed away three years ago); continue with District tutoring services on Thursdays started in Jan. 09 until present; continue with all interventions (Read 180); parents will continue help with homework.

6/11/2020: Andy attends Miss Gomez's class for language; he was struggling in math and was moved to Mrs. Smith's class; SST shows that he was referred but what was the outcome?; Counseling is no longer needed; Mom and Andy will read together once a week and discuss a book.

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Assessment of Progress Relative to Similar Peers

1. School demographics were similarly to Andy's background.

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Assessment of Language Proficiency and Dominance

LANGUAGE CLASSIFICATION/PROFICIENCY

Classification: English Learner (EL)

ELPAC (similar to WIDA) is a suite of large-scale English language proficiency tests for K–12 students. This assessment is a comprehensive, standards-driven system that supports the teaching and learning of English language learners (ELLs).

Domain	2021
Listening	Expanding (4/6)
Speaking	Expanding
Reading	Emerging (2/6)
Writing	Emerging
Overall	Emerging

Andy has a history of instruction in English and Spanish; however, Spanish is spoken in the home. Socially, Andy speaks English/Spanish with his parents and English with his peers. When the examiner asked Andy what language was preferred, English was reported. The Woodcock-Johnson Tests of Oral Language were administered the following results were obtained on the Comparative Language Index (CLI):

Comparative Language Index (CLI; Spanish compared to English)

Spanish Cluster	CLI	English Cluster
LENGUAJE ORAL (Very Limited)	10/62	ORAL LANGUAGE (Limited)

Andy's performance on the WJ IV OL (CLI) indicated that Andy's dominance is English, though he demonstrated limited proficiency. Given Andy's history of bilingual education, Andy was assessed in English, Spanish, and Nonverbal modalities. Based on clinical judgment, the examiner concluded that the results obtained during the direct testing session with Andy are valid and accurately represent psycho-educational functioning, psychological processing, academic achievement, and social-emotional functioning.

Assessment of Language Proficiency and Dominance

LANGUAGE CLASSIFICATION/PROFICIENCY

The student is currently identified as an English Learner (EL); however, he prefers to speak English. To yield the most accurate information regarding Andy's abilities and skills, the assessment will be conducted in English, Spanish, and Nonverbal modalities. Spanish standardized assessments will be administered if cognitive/academic problems are suspected. A certified district interpreter administered the Spanish sections of the assessment under the supervision of the school psychologist.

Assessment of Language Proficiency and Dominance

VALIDITY STATEMENT

The report documents Andy's results on the current assessment. Testing was conducted in a quiet office (Any City, CA) on 10/22 and 10/22/2021, with adequate lighting and comfortable seating. The test session lasted approximately two hours for each session. The instruments used in the evaluation were selected with great care, considering Andy's racial, ethnic, cultural, and linguistic background. All assessments were completed with strict adherence to standardization procedures as instructed in the testing manual and interpreted within the context of a review of records, interviews, and student observations.

If an interpreter was used:

Standardized assessments and parent interviews were conducted with support from the district-certified interpreter. Although norm assessments were not standardized with interpreters, the evaluation was completed with strict adherence to standardization procedures as instructed in the testing manual and interpreted within the context of a review of records, interviews, and student observations.

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Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

ASSESSMENT PROCEDURES, INSTRUMENTS, AND TECHNIQUES

Records

Health/Developmental	10/21/21
Review of Cumulative	9/14/21
Review of Prereferral	9/14/21

Interviews:

Behavior Assessment Scale for Children II: Structured Developmental History (SDH)	9/14/21
Teacher Conners' Teacher Rating Scale-revised (Short form)	9/14/21
Conners' Behavior Rating Scale-revised- (Short form)	9/14/21
Parent and Teacher Interview	9/14/21

Observation:

Classroom Observation (Time Sampling)	10/14/21
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Testing:

ELPAC	Spring 2021
Any Comprehensive Test, 3rd Edition	10/26/21
Woodcock-Johnson Tests of Cognitive Abilities (WJ IV)*	10/26/21
Woodcock-Johnson IV Oral Language *	10/26/21
Bateria IV: Pruebas de Habilidades Cognitive*	11/2/21
Wide Range Assessment of Visual Motor Abilities (WRAVMA)	10/26/21
Bateria IV: Pruebas de Aprovechamiento*	10/26/21
Woodcock Johnson-IV Test of Academic Achievement (WJ IV: Achievement)	10/22/21

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Cognitive Development:

The following test instruments were used to obtain a measure of the student's intellectual functioning level:

ANY Test, 3rd Edition

Scale	Standard Score	Percentile Rank	95% Confidence Interval	Classification
Any Test				
Full Scale	93	87-99	32	Average
Nonverbal	98	92-104	45	Average

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Association Assessments (Gf)	Standard Score	Percentile	Language	Classification	Strength/Weakness
KABC II: Planning/Fluid Reasoning (Gf)	105	63	English	Average	NA

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Expression Assessments (Gc)	Standard Score	Percentile	Language	Classification	Strength/Weakness
WJ IV OL: Oral Language	82	12	English	Below Average	NA
WJ IV OL Language Oral	73	5	Spanish	Below Average	NA

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Association Assessments (Glr)	Standard Score	Percentile	Language	Classification	Strength/ Weakness
Long Term Retrieval ▾	111	77	English	Average	NA

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Short Term Memory Clusters (Gsm)	Standard Score	Percentile	Language	Classification	Strength/Weakness
WJ IV Cog: Short Term Memory	77	6	English	Below Average	Weakness
Bateria IV: Short-Term Memory (Index)	70	2	Spanish	Well Below Average	Weakness


Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Auditory Assessments (Ga)	Standard Score	Percentile	Language	Classification	Strength/Weakness (Normative)
WJ IV: Auditory Processing (Ga)	119	89	English	Above Average	Strength

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Auditory Assessments (Ga)	Standard Score	Percentile	Language	Classification	Strength/Weakness (Normative)
WJ IV: Auditory Processing (Ga)	119	89	English	Above Average	Strength

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Visual Cluster Index (Gv)	Standard Score	Percentile	Language	Classification	Strength/Weakness
WJ IV COG: Visual Processing (Gv) 	87	19	English	Average	NA

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Processing Speed Assessments (Gs)	Standard Score	Percentile	Language	Classification	Strength/Weakness (Normative)
WJ IV: Processing Speed (Gs)	99	48	English	Average	NA

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Global Processing Speed Assessments (Gs)	Standard Score	Percentile	Language	Classification	Strength/Weakness (Normative)
WJ IV: Processing Speed (Gs)	99	48	English	Average	NA

Selection of Culturally and Linguistically Appropriate Tools and Procedures That Will Help Answer The Referral Question

Test	Standard Score	Percentile	Classification
Visual Motor	122	98	Above Average
Visual Spatial	101	53	Average
Fine Motor *	89	23	Average
Visual Motor Ability COMPOSITE	109	73	Average

English		Spanish
Academic Area	Standard Score	Standard Score
Oral Language	82	73
Broad Reading	78	
Broad Math	107	-
Broad Written Language	99	-
Letter Word Identification	88	-
Reading Fluency	79	88
Story Recall	75	72
Understanding Directions	79	73
Calculation	106	-
Math Fluency	104	-
Spelling	97	-
Writing Fluency	90	-
Passage Comprehension	79	75
Applied Problems	106	-
Writing Samples	108	-

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Consideration of Acculturation Factors (Cultural Validity)

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Incorporation of Accommodations (Test-Publishers)

To ensure understanding, I provided the following:

1. Administered tests with low basal items
2. Read instructions two times to ensure understanding
3. Reviewed example items twice, when the student provided an incorrect answer.
4. Provided opportunities to answer in English and Spanish when the test was not an assessment of language proficiency.



Context Knowledge (Ongoing Process)



Data Validation Process (Ongoing Process)

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