# Best Practices When Assessing English Learners II

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WISCONSIN DEPARTMENT OF
**Public Instruction**
Jill K. Underly, PhD, State Superintendent

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## New Rule Effective August 1, 2021

Individualized Education Program (IEP) teams must use the new criteria to identify a speech or language impairment for referrals for special education dated on or after August 01, 2021.

- **Summary of Changes for SLI Rule**
- **Revisions to SLI Identification**

- **SLI Criteria: Digging Deeper Webinar Videos**
- **WI DPI Speech or Language Impairment Assessment Tools page**

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## Comprehensive Assessment Model

| 4 Part Model for Comprehensive Assessment | |
|---|---|
| **Academic Activities:** <br> • Artifact analysis <br> • Curriculum-based assessment <br> • Observations in school (natural) settings <br> • Educational records | **Speech-Language Probes:** <br> • Case history <br> • Interviews <br> • Language/Narrative samples <br> • Stimulability <br> • Dynamic assessment <br> • Play-based assessment |
| **Contextualized Tests:** <br> • Norm-referenced measures of academic achievement <br> • Curriculum benchmarks | **Decontextualized Tests:** <br> • Norm-referenced speech-language tests (parsed skills: articulation, semantics, syntax, morphology, fluency, etc.) |

Ireland, Marie. "The Real Requirements Behind Eligibility Decision Making in Schools". Lecture. ASHA Connect, Chicago, IL. July 19, 2019.

## Session 2 Objectives

Participants will:
1. Learn essential components of a "toolkit" to support assessment of a DLL student:
   a. Can Do Descriptors
   b. Dynamic Assessment
   c. Nonword Repetition

2. Complete a guided reflection based on a DLL student from your school/district

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## Can Do Descriptors



- A tool to help you understand and meet students where they are in their English language development.
- Highlights what language learners *can do* at various stages of language development.
- Provides these expectations across different content areas.
- Compares DLL students to:
  - Bilingual, grade level expectations, according to their English language proficiency level (ACCESS scores).

*WIDA*

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## Can Do Descriptors



- Uses language familiar to the team.
- Uses information we already have access to (versus collecting more).
- Compares bilingual students to bilingual expectations (which can be difficult to find!).

## Can Do Descriptors: Early Years



- Ages 2;5-5;5
- Provides examples of language use for three overarching communicative purposes:
  - Express Self
  - Recount
  - Inquire (receptive and expressive language)
- Referred to as Key Uses: Identified based on reviews of literature, empirical research on language use in preschool settings, and a language analysis of early childhood standards.

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## Can Do Descriptors: K-12

**Grade Clusters:** PreK-K, 1-2, 3-5, 6-8, 9-12

**Original Edition:**
Organized by language domains.
- Speaking
- Listening
- Reading
- Writing

**Key Uses Edition:**
Organized by communicative purposes.
- Recount
- Explain
- Argue
- Discuss

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## Can Do Descriptors: K-12

**Alignment w/ ACCESS & Interpretation**
- ELP Level 1: Entering
- ELP Level 2: Emerging
- ELP Level 3: Developing
- ELP Level 4: Expanding
- ELP Level 5: Bridging
- ELP Level 6: Reaching

**2nd Grade Example: ELP Level 3**
- Listening: Identify "who," "where" and "when" of illustrated statements.
- Speaking: Reproduce facts or statements in context.
- Reading: Identify time related language in context.
- Writing: List ideas using graphic organizers.

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## Can Do Descriptors

- How is this child performing in the classroom compared to what his/her expected skill set is?
- How do the student's ACCESS scores compare to your informal assessments and observations?
- Utilizing the Can Do Descriptors as a checklist or interview as part of your pre-referral or evaluation process.

_____

_____

_____

_____

_____

## Objective 2: Guided Reflection

1. Download the Can Do Descriptors that align with the population you serve.
2. Save these on your desktop.
3. Identify and highlight the Can Do Descriptors that align with your case study student's ACCESS scores. Plan to explore them.

_____

_____

_____

_____

_____

## Consider...

Based on the CAN DO Descriptors...

Are we asking our DLL students to perform ABOVE their English Language Proficiency (ELP) in the classroom?

_____

_____

_____

_____

_____

## Moving Into Assessment

**Toolkit Items Intended to Be Used PreReferral:**

1. Red Flags
2. Stages of Language Acquisition
3. ACCESS Scores
4. Can Do Descriptors

**Initial Consideration:** RED FLAGS

**Global Considerations:**
Stage of Language Acquisition, ACCESS Scores, Bilinguistics Book, Peer Comparison

**Individual Considerations:**
Venn Diagram, Can Do Descriptors, ISOB, CREW

**Referral Determination**

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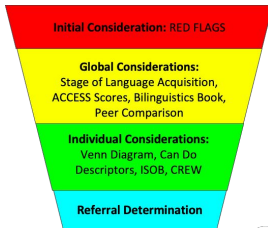
## Moving Into Assessment

**Toolkit Items Intended to Be During Assessment:**

1. Dynamic Assessment
2. Nonword Repetition

*Note that all prereferral toolkit items CAN be incorporated into your report as informal assessments if needed.

**Initial Consideration:** RED FLAGS

**Global Considerations:**
Stage of Language Acquisition, ACCESS Scores, Bilinguistics Book, Peer Comparison

**Individual Considerations:**
Venn Diagram, Can Do Descriptors, ISOB, CREW

**Referral Determination**

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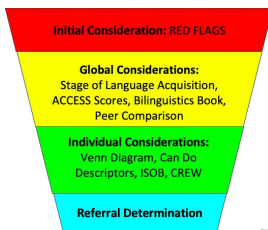
## Shifting Your Goal of Assessment

1. **Purpose:** To determine if there is a deficit in the child's ability to learn & use language resulting in a disability.
2. **Approach:** Shift from assessing isolated skills to exploring the child's overall capacity to learn via language processing abilities (e.g., processing speed, working memory, language learnability, etc.).

## Dynamic Assessment: Agenda

1. Refresher
2. Consent Form Example
3. Report Examples
4. Resources
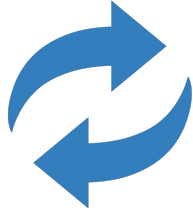
## Dynamic Assessment Refresher

1. **What:** Test - Teach - Retest
2. **Why:** Reduces bias toward culturally & linguistically diverse students and assesses their ability to learn language.
3. **How???**

## Consent Form & Dynamic Assessment

| Areas to be evaluated | Description of assessments and other evaluation materials and titles, if known | Name of evaluator, if known |
|---|---|---|
| Expressive & Receptive Language | Dynamic Assessment of Grammar & Basic Concepts, Language Sample, Teacher Interview & Can Do Descriptor Checklists, Observation | Courtney Seidel, M.S., CCC-SLP |
| Articulation/ Speech Production | Sound Inventory, Intelligibility Stimulability Rating, Parent/Teacher Interview & Checklists, Observation | Courtney Seidel, M.S., CCC-SLP |

## Dual Language Learner
## Dynamic Assessment Real Life Example

"It is important to note that the student does not match the linguistic profile of most standardized assessments. She should not be compared to the norms of English-speaking students. Therefore, Dynamic Assessment was completed to determine if they have the ability to learn language tasks. Dynamic Assessment utilizes the pretest-teach-retest method to determine if the student is capable of learning new language tasks. The pretest provides a baseline with no verbal or visual cues. The teaching portion includes verbal and visual cues. The Post-test does not include verbal or visual cues. The SLP also completed a Re-check to determine if the student was maintaining her new language skills. The Dynamic Assessment occurred over the course of a month."

-"Difference vs. Disorder" Wisconsin SLP Participant

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## Dual Language Learner
## Dynamic Assessment Real Life Example

| Language Target | Pre-test | Teach | Post-test | Re-check |
|---|---|---|---|---|
| Present Progressive Verbs | 88% | 86% visuals | 100% *12% improvement | 100% |
| Pronouns | 41% | 86% visuals | 89% *48% improvement | 94% |
| Plurals | 44% | 55% visuals | 70% *26% improvement | 67% |
| Was/Were Copula | 27% | 55% visuals | 64% *37% improvement | 80% |
| Prepositions | 19% | 73% visuals | 71% *52% improvement | 85% |

-"Difference vs. Disorder" Wisconsin SLP Participant

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## Dual Language Learner
## Dynamic Assessment Real Life Example

"Given the fact that during Dynamic Assessment, the student showed an average improvement of 30% in one teaching session and then on average maintained the new knowledge or improved after a week or more had passed indicates that not only have they demonstrated the ability to learn language tasks, but they have also shown the ability to retain the newly learned information."

-"Difference vs. Disorder" Wisconsin SLP Participant

## Dynamic Assessment Resources

DPI Website:
- Dynamic Assessment
- Dynamic Assessment Tool
- Incorporating Dynamic Assessment into Evaluation
  - Video Presentation

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https://dpi.wi.gov/sped/program/speech-language/assessment-tools

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## Dynamic Assessment Resources

LEADERS Project:
- Free Training Modules
- Video Examples
- Nonword Repetition Forms

**LEAD**ERS

https://www.leadersproject.org/2012/11/26/applying-dynamic-assessment/

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## Dynamic Assessment Resources

Bilinguistics:
- Dynamic Assessment Template Forms
- MLE Scripts
- Report Examples
- Free Video Course

**BILINGUISTICS**
Better Speech Therapy

https://bilinguistics.com/dynamic-assessment/

## Nonword Repetition: Agenda

1. Definition
2. Evidence-base for DLL Evaluation
3. Resources & Tools
4. Report Examples

## Nonword Repetition: Definition

- An auditory task where an assessor produces a non-word and the child repeats it back.
- Requires skills necessary for language learning, including: auditory processing, working memory, and organization of articulatory output.
- Specific Skills Needed:
  - Perceive the set of sounds
  - Encode the set of sounds
  - Remember the set of sounds
  - Assemble the sounds for production
  - Articulate them

Kester, 2020

## Nonword Repetition: Evidence Base

- Accurately distinguishes between children with and without language impairments (Dollaghan, 1998)
- Children with language impairments perform significantly worse than their non-impaired peers (Gutiérrez-Clellen et al. 2010)
- Found to be effective with children who speak English, Spanish, Italian, Dutch, French, & Mandarin (Paradis, 2013)
- 94% sensitivity with Spanish-English bilingual speaking children (Windsor et al. 2010)
- Less biased towards diverse populations
  - Minimizes bias due to socioeconomic status and parent education level (Dollaghan, 1998)
  - Reduces bias related to life experiences, socialization practices, and literacy skills (Laing, 2003)

## Nonword Repetition: Resources



**LEAD**ERS

*Adapted by Dr. Catherine Crowley, J.D., Ph.D., CCC-SLP*
*Can be found on leadersproject.org*

**Spanish Nonword Repetition Task** Gutierrez-Clellen and Simon -Cereijido 2010
ID:_____ Age:_____ Date:_____

Language(s)/Dialect(s):_____ Recorder: _____
**SNWRT** (Version ~ Aug 2006)

**Score:**

| syllables | numerator | denominator | percentage |
|---|---|---|---|
| 2 syllables | | 21 | |
| 3 syllables | | 35 | |
| 4 syllables | | 105 | |
| TOTAL | | 161 | |

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## Nonword Repetition: Resources



**SPANISH NONWORD REPETITION TASK:  Kohnert 2008**

Name:_____ Age:_____ Date:_____

Languages(s)/Dialect(s):_____ Recorder:_____

Instructions: "Voy a decir unas palabras inventadas.  No son palabras de verdad y suenan chistosas.
Despues de que yo diga una palabra,  quiero que tu la repites."

| 1 Syllable | 2 Syllables | 3 Syllables | 4 Syllables | 5 Syllables |
|---|---|---|---|---|
| /du/ | /ná ge/ | /te bá ka/ | /tʃi no té ba/ | /be te tʃo dú pe/ |
| __ __ | __ __ __ | __ __ __ __ | __ __ __ __ __ __ | __ __ __ __ __ __ |
| /gi/ | /bó pa/ | /tʃo bí ga/ | /no tʃi bé ni/ | /do bi nu tʃi ga/ |
| __ __ | __ __ __ | __ __ __ __ | __ __ __ __ __ __ | __ __ __ __ __ __ |

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## Nonword Repetition: Resources

Ability to identify a language
impairment was improved
when <u>both</u> languages were
evaluated!

**95% sensitivity**

Gutiérrez-Clellen, 2010



**LEAD**ERS

*Adapted by Dr. Catherine Crowley, J.D., Ph.D., CCC-SLP*
*Can be found on leadersproject.org*
**English Nonword Repetition Task.** Dollaghan and Campbell (1998), Dollaghan, C., &
Campbell, T. F. (1998). Nonword Repetition and Child Language Impairment.
*Journal of Speech, Language and Hearing Research, 41*(5), 1136-1146.

Two groups of 20 ages 6.0 to 9.9 (mean age of 7.10). Reference standard for LI group—diagnosed by an ASHA- certified
SLP and in language therapy. A substantial percent of the subjects were African American and a majority were from lower
income families.

| | 1 Syllables | 2 Syllables | 3 Syllables | 4 Syllables |
|---|---|---|---|---|
| | /nɑɪb + b | /tɑɪ θʌck | /ʧɛ(n)(kh) bɔɪ (nʌw + l/ | /vɑɪ (ə)lʌb ʧʌd dɔɪp |
| | **Naib** | **Tay vock** | **Chee noy taub** | **Vay vah chai doyp** |
| | /vʌp/ | /ʧʌ(kh) bɑg | /nɑb bɪc bʌbe | /dʌ(l)(l)(ə)(v)(ə) /bɛs(kh) + g/ |
| | **Voop** | **Cho vag** | **Nai cho veib** | **Du vo noy cheng** |
| | /gɪwzb/ | /cɑ(l)(l)(ɪ)pe | /bɔɪ cɑw cɑb | /nɑb bɔɪ cɔw tʌbe |
| | **Teuge** | **Va chipo** | **Doy tau vab** | **Nai choy tau vube** |
| | /(d)bɔɪ + f | /nɑ((ʌ)(ʌ)(w) + f | /dɑʊ bɔɪ chʌg + g | /dʌ(l)(l)(ə) ʧ(w)(k)(ʌ)(s)(d)(ə)(v) + g |
| | **Doif** | **Noi towf** | **Tae soy chaug** | **Ta vah chee naig** |
| | Total correct over 12 ___/12 | Total correct over 20 ___/20 | Total correct over 28 ___/28 | Total correct over 36 ___/36 |
| | | | | Total correct over 96 ___/96 times 100 = PPC |
| | | | | *Percent of Phonemes Correct* |

## Nonword Repetition: Interpretation

Total PPC of <70% =
Language Disorder

Total PPC of >81% =
Typically Developing

(Dollaghan, 1998)

## Nonword Repetition: Application

- Be Mindful of Phonotactic Constraints
  - Nonwords should to be formed in a way that aligns with the student's native language
    - Sounds used may not be in the native language
    - Sound may not be in that position of the word in native language
    - Sound combination may not exist in native language
- Avoid nonword repetition via standardized assessment for DLLs
  - Typically created using the phonotactics of English
  - Unlikely your student will fit the normative data sample profile

Kester, 2020

## Nonword Repetition: Application

You can create nonword repetition lists for other languages!

Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students offers a chapter on 13 different languages and each chapter includes details on the phonotactics of the language.
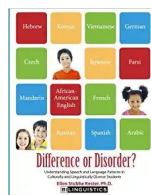
## Nonword Repetition: Report Example

A non-word repetition task was implemented to explore Student's ability to hear and repeat words of varying complexity and length. This type of task reduces bias in the assessment process because it does not rely on prior experiences and it allows us to view a student's ability to perceive a set of sounds, encode them, remember them, assemble the sounds for production, and articulate them. These are all tasks necessary for learning language. The task starts with simple, single-syllable words and moves to increasingly complex words. This allows us to see the level at which a student has difficulty.

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## Nonword Repetition: Report Example

On this task, Student produced all sounds at the 1- and 2-syllable word level. At the 3-syllable word level, he produced 90% of consonants correctly. At the 4-syllable level he produced 28% of consonants correctly. In order to determine what aspect was difficult for Student at the 4-syllable word level, a discrimination task was implemented. The examiner read two 4-syllable non-words and asked Student to tell if they were the same or different. Student's accuracy at the 4-syllable level on the discrimination task was 30%, suggesting that perceiving and/or remembering that much information is difficult. The use of visual supports in the classroom may benefit student in learning new information.

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## You can do this!

~~Overwhelmed~~

You are armed with information and resources you can use!

YOU CAN DO IT.

## Questions from Day 1

1. What age does the rapid loss happen? Is it once they are exposed to L2?
   a. The loss is what is important, not necessarily the rate, as this could vary widely based on individual factors. Kohnert describes it as L1 being *'stagnant or declining'*. For DLLs without a language impairment, you would see overall growth in both languages.
   b. Yes, this research focused on children who are sequential bilinguals, therefore the child must be introduced to L2 (otherwise they would be regressing in language as a monolingual speaker).

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## Questions from Day 1

2. What if they are non-verbal and no growth in L1 either?
   a. This would 'check' red flag one.
   b. Consider the root cause (e.g., intellectual disability, autism, etc.).
   c. Address the following in the criteria: observation, criterion referenced developmental scales (for both languages), impacts.
   d. Note how you made considerations for the child's exposure to multiple languages (e.g., developmental scales indicated delayed/disordered development in both languages, nonverbal communication used in family's culture, observed child interaction with speakers of both L1 & L2, etc.)

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## Questions from Day 1

3. What do people do in smaller, rural districts without an ELL/ESL program where there are few 'Informed teachers? Who can help provide that perspective?
   a. Contact your CESA EL Networks & Specialists that support districts.
   b. Request training for staff to obtain 'foundational knowledge in first and second language instruction and second language acquisition'.
   c. "Other school staff, including SLPs, not licensed as a Bilingual Education or ESL licensed teacher may also qualify as having "foundational knowledge of first and second language instruction and second language acquisition" through documented coursework, trainings, or other professional learning. Speech-language higher education programs certainly include coursework related to first language instruction and most also include content related to understanding language differences versus disability. WI DPI will be providing resources to help build foundational knowledge of first and second language instruction and second language acquisition."

## Courtney's Upcoming CESA Trainings



**CESA 1: Virtual Trainings**

- November 10, 2021 - 9:00am-12:00pm
- November 17, 2021 - 12:00pm-3:00pm

Register:
https://bit.ly/3wblYE2

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## References

1. Dollaghan C, Campbell T. Nonword repetition and child language impairment. *Journal of Speech and Hearing Research*. 1998;41(5):1136–1146.
2. Ebert, K. D., Kalanek, J., Cordero, K. N., & Kohnert, K. (2008). Spanish nonword repetition. *Communication Disorders Quarterly*, 29(2), 67–74. https://doi.org/10.1177/1525740108314861
3. Gutiérrez-Clellen, V. F., & Simon-Cereijido, G. (2010). Using Nonword Repetition Tasks for the Identification of Language Impairment in Spanish-English Speaking Children: Does the Language of Assessment Matter?. *Learning disabilities research & practice : a publication of the Division for Learning Disabilities, Council for Exceptional Children*, 25(1), 48–58. https://doi.org/10.1111/j.1540-5826.2009.00300.x
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## References

5. Laing, S. P., & Kamhi, A. (2003). Alternative assessment of language and literacy in culturally and linguistically diverse populations. *Language, Speech, and Hearing Services in Schools*, 34(1), 44–55. https://doi.org/10.1044/0161-1461(2003/005)
6. Paradis, J., Schneider, P., & Duncan, T. S. (2013). Discriminating children with language impairment among English-language learners from diverse first-language backgrounds. *Journal of Speech, Language, and Hearing Research*, 56(3), 971–981. https://doi.org/10.1044/1092-4388(2012/12-0050)
7. WIDA Consortium. (n.d.). Retrieved from https://wida.wisc.edu/memberships/consortium
8. Windsor, J., Kohnert, K., Lobitz, K. F., & Pham, G. T. (2010). Cross-language nonword repetition by bilingual and monolingual children. *American Journal of Speech-Language Pathology*, 19(4), 298–310. https://doi.org/10.1044/1058-0360(2010/09-0064)

## Resources to Come

Wednesday, December 1, 2021- 3:30-5:00 pm
  Dynamic Assessment Part 2
Wednesday, February 2, 2022 – 3:30-5:00pm
  Language Assessment
Wednesday, March 2, 2022 – 3:30-5:00pm
  Assessment of Voice

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