

WTAMU Center for Learning Disabilities - Community Workshop
2.5.24

Components of a Best- Practice Bilingual Evaluation

Mary Bush Thomas - Region 16 Education Service Center

Christy Trevino - Amarillo ISD

Welcome!

Who are we?

Mary Bush Thomas
Region 16 Education
Service Center

Christy Trevino
Amarillo ISD

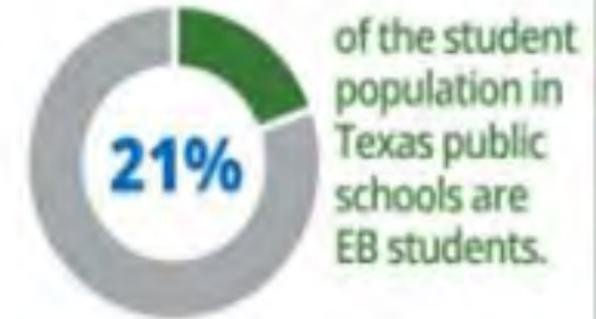
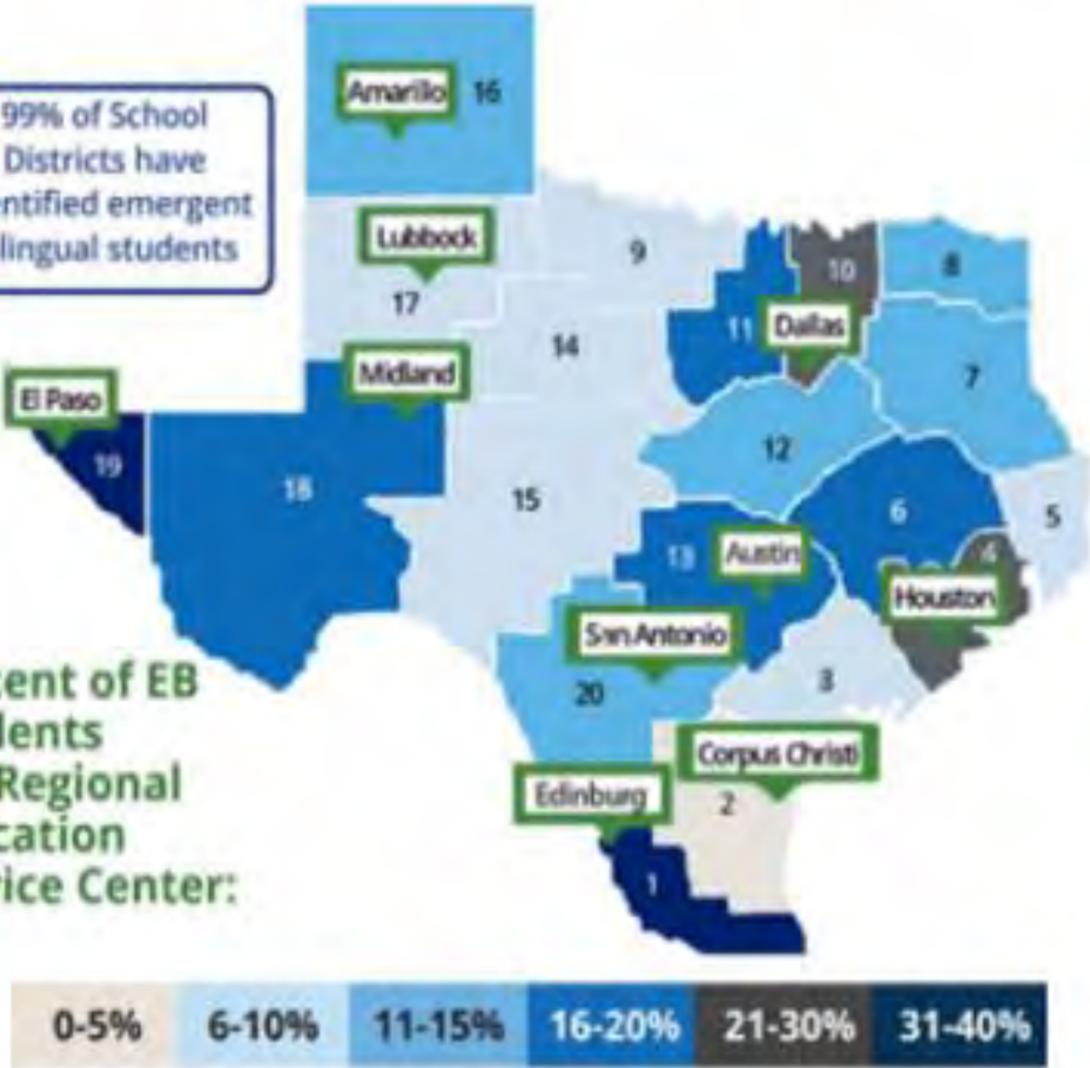


Distribution of EB Students Across Texas



* 99% of School Districts have identified emergent bilingual students

Percent of EB Students per Regional Education Service Center:



Almost 5.5 million students are enrolled in Texas public schools



Texas serves just under **1 in 4** of the nation's EB students.

Source: PEIMS Data 2020-2021

Region 16 Demographics

81,980 Students

61 School Districts
81,890 Students

Most Common Languages

Spanish
Somali
Burmese
Karen
Swahili
Chin
Vietnamese
Arabic
K'iche'

More than 40
different
languages/dialects
spoken in Region 16
schools

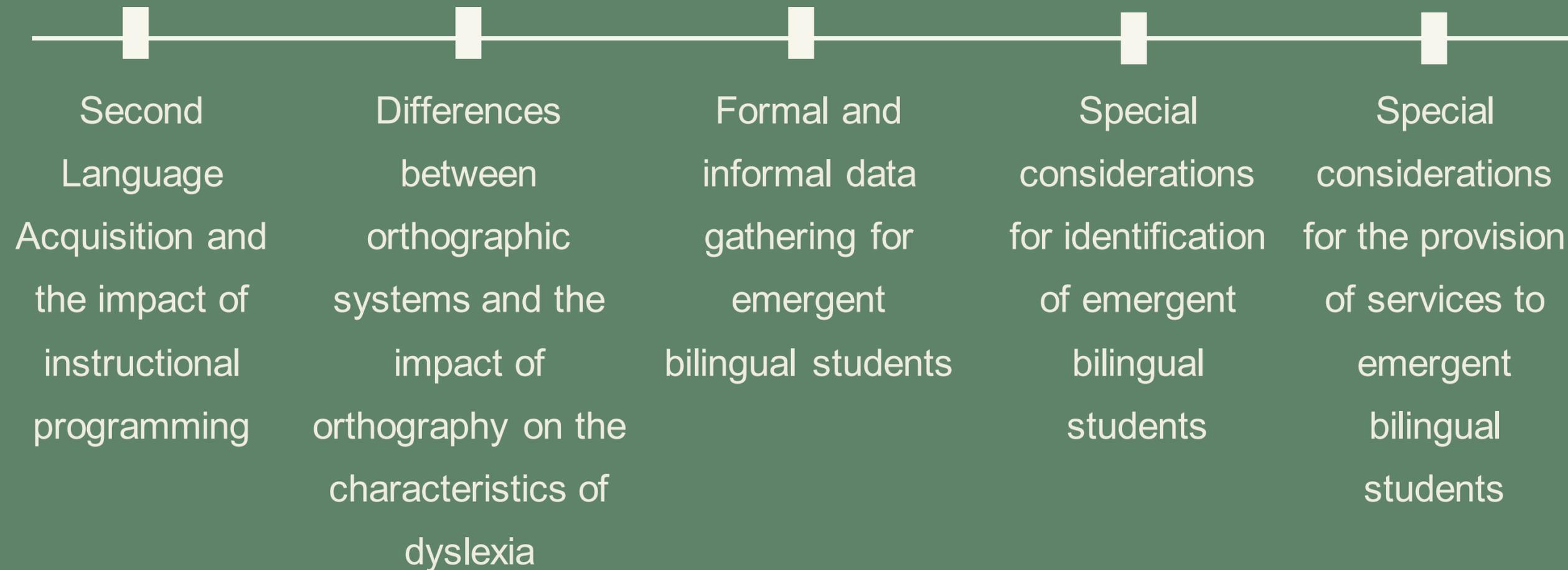
98% of Region 16
school districts serve
EB students

12,051 Emergent Bilingual Students
14.7% - San Antonio



Guiding Principles

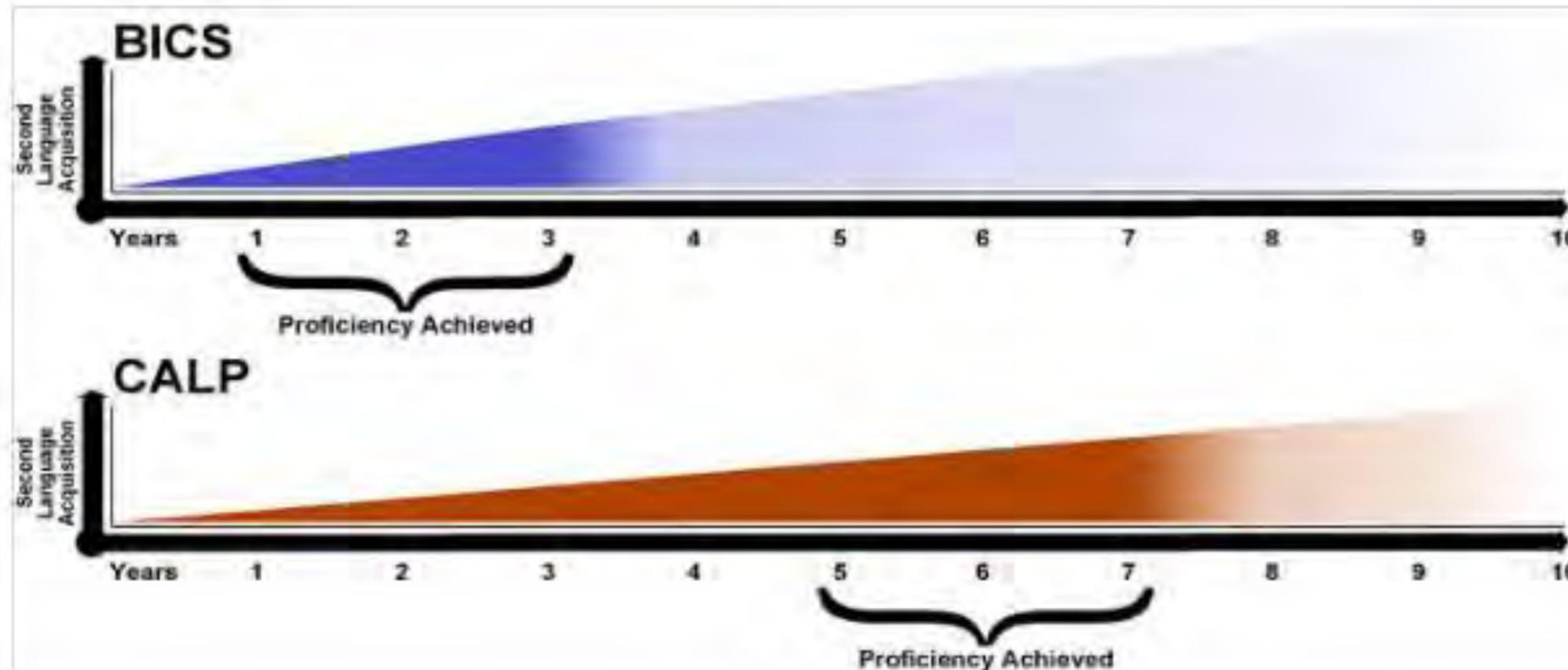
Evaluation teams should be familiar with:



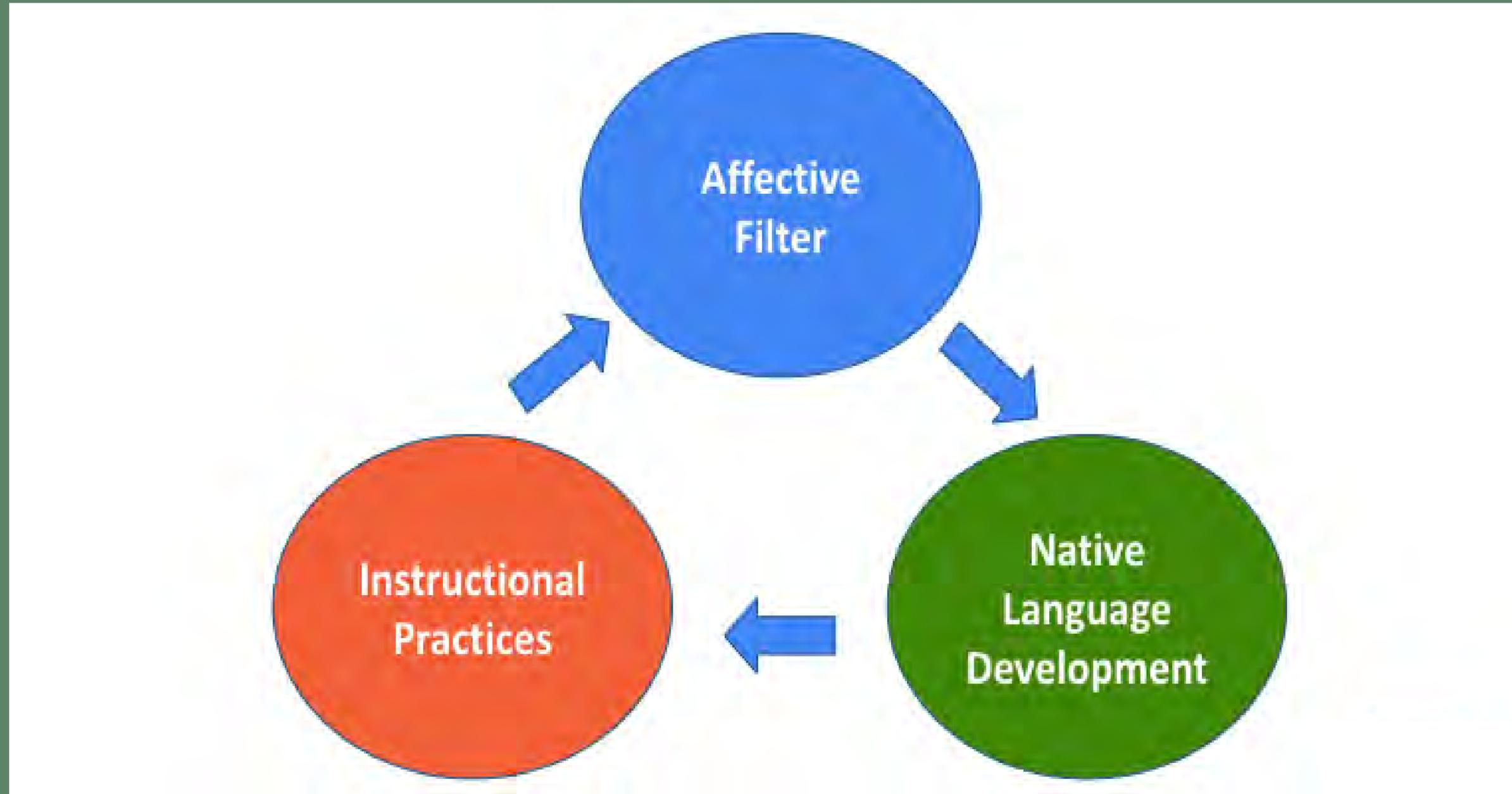
Second Language Acquisition



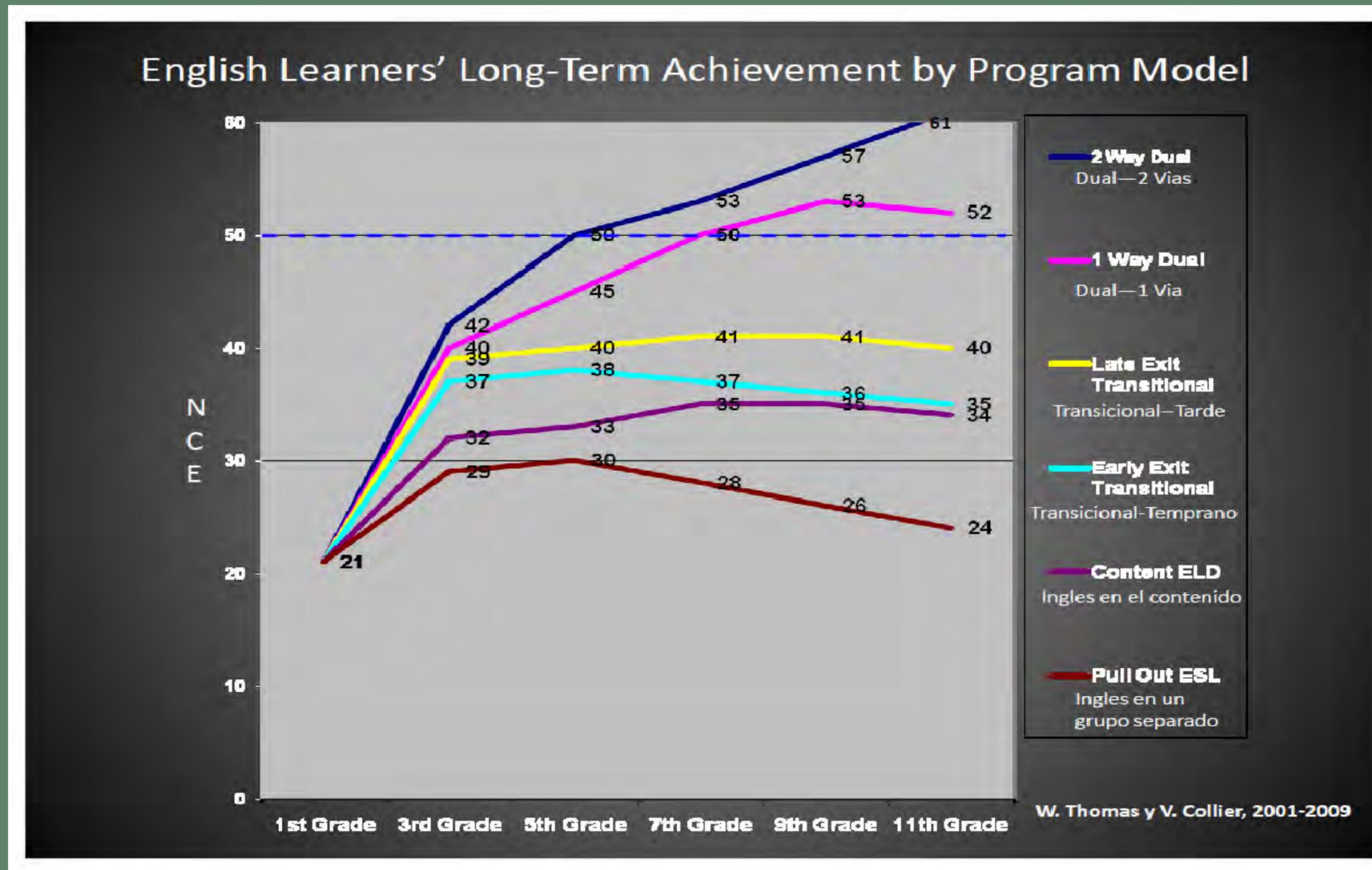
Second Language Acquisition



Factors Affecting Second Language Acquisition



Program Models



(Thomas &
Collier, 2009)
(Farban, 2015)

The Benefits of Bilingualism

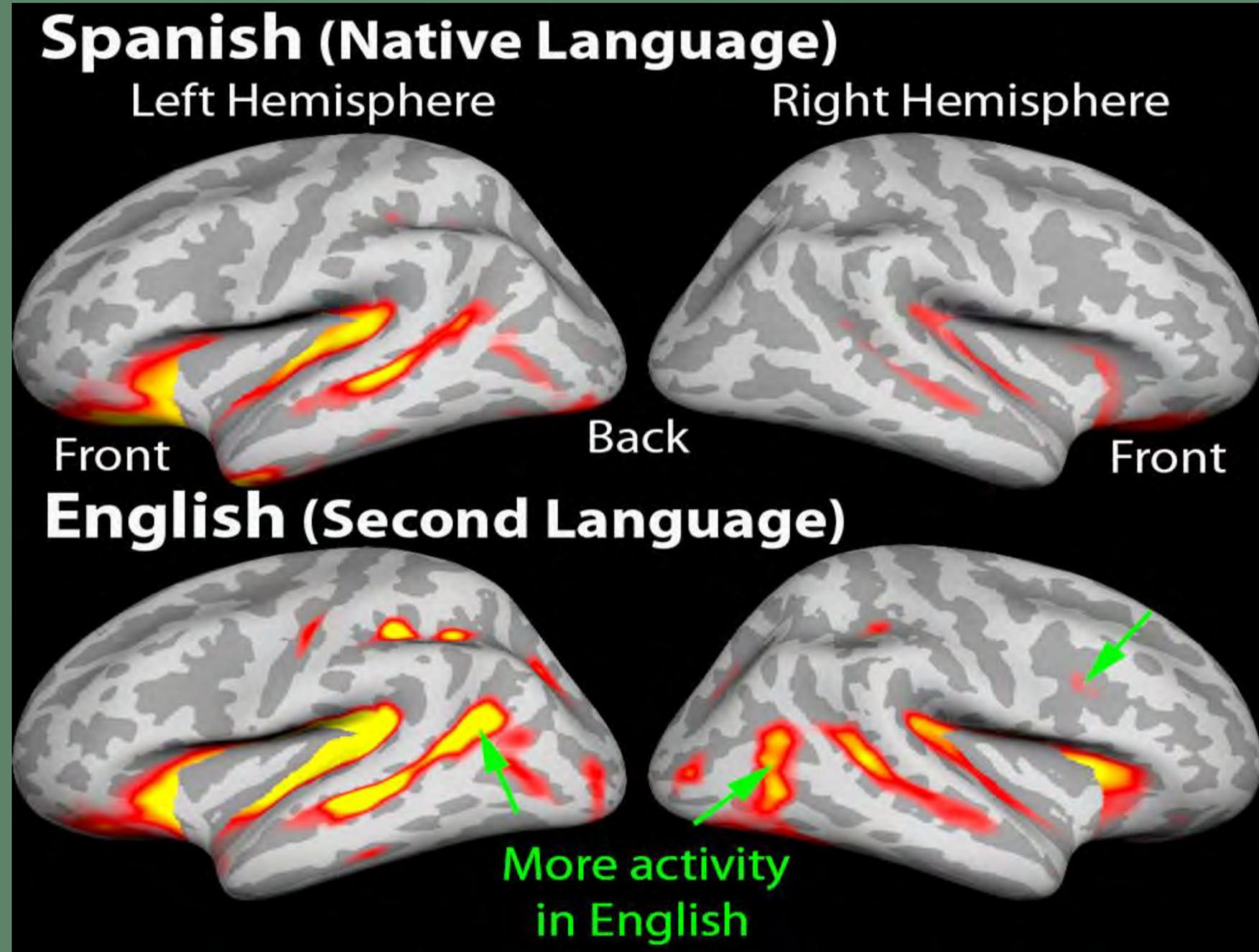


“

Phonological awareness skills developed in one language can transfer to another language, even while those skills are still in the process of being developed.

(Ijalba & Bustos, 2017)

The Bilingual Brain



(Sainz, 2010)
(Lü, 2020)

Different Alphabet/Orthographic Systems



“

Dyslexia exists across languages but may manifest differently depending on the orthographic system.

(Geva, Xi, Massey-Garrison & Mak, 2019)
{Ijalba & Bustos, 2017)

Orthographic Systems

TRANSPARENT ORTHOGRAPHY

regular phoneme/grapheme correspondence



OPAQUE ORTHOGRAPHY

irregular phoneme/grapheme correspondence.



LOGOGRAPHIC ORTHOGRAPHY

graphemes represent meaning rather than individual sounds



English Orthography

English is an opaque orthography.

English has a heavy demand on phonological processing skills due to multiple sounds for single graphemes.

English Orthography

The social/conversational layer of English (BICS) is Anglo-Saxon in origin. The academic layer (CALP) is based primarily on Latin words.

Thus, emergent bilingual students who speak a Latin-based first language can make connections to academic English if they are taught to make cross linguistic connections such as recognizing cognates (similar words).

Dyslexia in Transparent and Opaque Orthographies

Opaque	Transparent
Early and marked difficulty with word-level reading	Less difficulty with word-level reading
Fluency and comprehension often improve once decoding is mastered	More difficulty with fluency and comprehension

Risk Factors

Deficits in phonological awareness are seen across languages.

- May be less pronounced in transparent orthographies
- Rapid automatic naming (RAN) deficits seen across all orthographies

Data Gathering



Additional Data Sources for Emergent Bilingual Students

- Home Language Survey
- Assessment related to identification for limited English proficiency (oral language proficiency test - LAS Links or preLAS)
- Texas English Language Proficiency Assessment System (TELPAS) for all four language domains
- Instructional interventions provided to address language needs
- Information regarding previous schooling inside and/or outside the United States
- Type of language program model provided and language of instruction

A Walk Through the Assessment Process



Christy Trevino-
Amarillo ISD

When is it appropriate to test emergent bilingual students?



Language Dominance

- Woodcock Munoz Language Survey, Third Edition
- Woodcock-Johnson IV, Test of Oral Language
- Ortiz Picture Vocabulary Acquisition Test (Ortiz PVAT)

Which Language is Dominant?

- Scores obtained from the WMLS-III, WJ-IV Oral Language, PVAT

Sources to Consider

- Student Interview
- Parent Referral Form
- Teacher Referral Form
- TELPAS
- LAS

Cognitive Test Selection

- KABC-II
- WISC-V ENGLISH
- WISC-V SPANISH
- WOODCOCK JOHNSON IV – COGNITIVE
- BATERIA IV – Pruebas de habilidades cognitivas

Follow Up in Another Language

- Follow up in the high language demand areas (Gc, Ga, Glr)
- Moderate language demands (Gsm, Gf)
- Lower language demands (Gv, Gs)

Culture-Language Interpretive Language (C-LIM)

- Can help determine if the students' performance is expected or unexpected
- Free tool
- The only test that compares second language learners to other second language learners who have been exposed to English
- Any second language student who is exposed to another language
- Only determines if the testing results are valid

Achievement Test Selection

- Should be tested in the language the student is receiving instruction
- If the student is in a bilingual program and receives instruction in both languages – the student will need to be assessed in both languages
- BATERIA IV – Prueba de aprovechamiento
- Woodcock Munoz – III (BRS, RC, WE, OR, LC)

Dyslexia Primary Characteristics

- Difficulty reading words in isolation
- Difficulty decoding unfamiliar words
- Difficulty with oral reading
- Difficulty with spelling

Dyslexia Underlying Causes

- Phonological Awareness (Ga)
- Rapid Automatic Naming (Gr)
- Orthographic Processing

Dyslexia Secondary Deficits

- Difficulty with Reading Comprehension
- Difficulty with Written Expression
- NOTE: I do not include the secondary deficits in my report

Order of Skills

- 1. Language
 - 2. Decoding/Phonics
 - 3. Fluency
 - 4. Reading Comprehension
-
- 1. Phonics
 - 2. Spelling
 - 3. Written Expression

Questions?



Resources

Components of a Best-Practice Bilingual Evaluation

Resource List



Cross-Reference Checklist for Emergent Bilingual Students with Multi-Needs - The Texas Education Agency

<https://www.txel.org/media/311fgtzi/tempebdyslexiachecklist2-15-23.pdf>

Valley Speech Language & Learning Center - Dr. Elsa Cárdenas-Hagan - Esperanza

<https://www.valleyspeech.org/>

¡Colorín Colorado! - Assessment for English Language Learners

<https://www.colorincolorado.org/school-support/assessment-english-language-learners>

¡Colorín Colorado! - Capitalizing on Similarities and Differences between Spanish and English



Capitalizing on Similarities and Differences between Spanish and English
Learn how to use words that are related in different languages, called cognates, to support English learners' academic language development across content areas.
Directly Connected - Aug 8, 2023

C-LIM (Culture-Language Interpretive Matrix)

<https://facpub.stjohns.edu/~ortiz/CLIM/>

Components of a Best-Practice Bilingual Evaluation - Resources

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