

STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

I. ASSESS AND EVALUATE THE LEARNING ECOLOGY

Begin with the assumption that there exist an infinite number of reasons for why any given child is having learning difficulties and that a given disability only represents but one of those reasons. In other words, try first to eliminate all other potential reasons for learning difficulties, particularly those related to culture or the process of second language acquisition before entertaining the idea of testing for the presence of a suspected internal disability. Utilize ecological and ecosystems approaches to frame the child's school performance within the context of any cultural, linguistic, or other external factor that may be affecting the learning process. Sample starter hypotheses regarding why a child may be having academic difficulties include:

- the school curriculum does not provide cultural relevance and meaning for the student
- the student is not receiving or has not received instruction in a linguistically appropriate manner
- the school environment does not affirm the student's native language or culture
- the student's attendance has not been consistent and regular
- the student has not had sufficient experience with the school system
- the home-school relationship does not support the student's learning
- the family environment is not supportive and conducive to the student's learning
- the student's basic survival needs (e.g., food, clothing, shelter) have not been adequately met
- the match between current or previous teacher's teaching style and the student's learning style is not or has not been satisfactory
- the current or previous school or classroom environments are not or have not been conducive to learning
- the student's cultural learning style is not and has not been accommodated to promote learning
- standardized group achievement scores are comparable to other children of the same age, grade, and cultural or linguistic experience
- student's grades are comparable to other children of the same age, grade, and cultural or linguistic experience
- current work samples and classroom performance are comparable to other children of the same age, grade, and cultural or linguistic experience



STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

II. ASSESS AND EVALUATE LANGUAGE DEVELOPMENT AND PROFICIENCY

Knowledge of a child's language proficiency and language dominance forms the basis of any assessment and guides the appropriate collection of information and data. Language proficiency in both languages must be assessed and determined as such information is crucial to the interpretation of any assessment data that is gathered. Broadly speaking, there are essentially four general combinations of bilingual ability that can be identified and evaluated through testing. In general, children referred for evaluation will come from the Type 2 and Type 4 categories.

	HIGH L1 (CALP)	LOW L1 (BICS)
HIGH L2 (CALP)	<u>Type 1.</u> Equal Proficiency "true bilingual"	<u>Type 3.</u> Atypical 2nd Language Learner "acceptable bilingual"
LOW L2 (BICS)	<u>Type 2.</u> Typical 2nd Language Learner "high potential"	<u>Type 4.</u> At-risk 2nd Language Learner "difference vs. disorder"



GENERAL GUIDELINES FOR DISTINGUISHING LANGUAGE DIFFERENCES FROM DISORDERS

- *The disorder must be present in the child's native language (L1) and English (L2) but this condition may occur for other reasons.*
- *Testing must be conducted in the native language (L1) and/or both the native language and in English (L2).*
- *Assessments must be conducted using both formal and informal measures.*
- *Language must be assessed in a variety of speaking contexts.*
- *Patterns of language usage must be described.*
- *Error patterns must be determined.*
- *The child's language performance must be compared to that of other bilingual speakers who have had similar cultural and linguistic experiences, i.e., the child should be compared to members of the same cultural group who speak the dialect and who have had similar opportunities to hear and use the language.*
- *Factors which may be contributing to the interruption of development in the native language must be identified.*

Adapted from the work of Hamayan & Damico, 1991; Mattes & Omark, 1984; and Ortiz & Maldonado-Colon, 1986.

STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

III. ASSESS AND EVALUATE OPPORTUNITY FOR LEARNING

The more a child's or their parent's culture differs from the dominant culture in which they live, the greater the chances that learning will be adversely affected. Likewise, the more a child's or parent's language differs from the dominant language in which they live, the greater the chances that learning will be adversely affected. The following factors are to be viewed as starter hypotheses that suggest whether or not and to what extent each one may or may not have contributed to a child's observed academic difficulties. They must be carefully examined to determine the extent that any such cultural and linguistic differences are present that could be inhibiting a child's learning.

- Current language(s) of the home
- Student's initial/primary language (L1)
- Student's total informal experience with L1 and L2
- Student's fluency in L1 and L2
- Student's birth order/sibling influence
- Parent's fluency in L1 and L2
- Parent's level of literacy in L1 and L2
- Parent's level of acculturation
- Parent's level of education
- Parent's socio-economic status



STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

IV. ASSESS AND EVALUATE RELEVANT CULTURAL AND LINGUISTIC FACTORS

In order for a child to benefit from instruction, the language of instruction must be fully comprehensible to the child, the instruction must draw upon the child's existing cultural and linguistic foundations, the child must be able to identify and relate to the content of the curriculum, and the child must be made to feel that their personal language and culture are assets, not liabilities. Failure to accommodate these learning needs leads to the creation of a learning environment that can significantly inhibit academic achievement. Again, the following factors are to be viewed as starter hypotheses that suggest whether or not and to what extent each one may or may not have contributed to a child's observed academic difficulties. They must be carefully examined in order to determine the extent to which any such environmental factor is present that could have inhibited a child's learning.

- Attendance and experience with school setting
- Match between child's L1 and language of instruction
- Parent's ability to support language of instruction
- Years (duration) of instruction in L1 and L2
- Quality of L1/L2 instruction or bilingual program
- Cultural relevance of the curriculum
- Consistency in location and curriculum
- Teaching strategies, styles, attitudes, expectations
- System attitude regarding dual language learners
- Socialization with peers vs. isolation from peers



As stated previously, the more a child's culture differs from the dominant culture in which they live, the greater the chances that learning will be adversely affected. In order for a child to benefit from instruction, the community or neighborhood in which the family of the child lives must affirm, value, and allow for the expression of their native culture. Lack of support for cultural practices and beliefs can lead to the development of social interactions that can significantly inhibit academic achievement. Once more, the following factors are to be viewed only as starter hypotheses that suggest whether or not and to what extent each one may or may not have contributed to a child's observed academic difficulties. As with cultural, linguistic, and environmental factors, they must be carefully examined in order to determine the extent to which any such community factor is present that could have inhibited a child's learning.

- General demographic diversity within the community
- Parent's role/position in the community
- Match between parent/student's culture and surrounding community
- Community's attitude toward student's culture or language
- Opportunity and support for primary language within the community (friends, neighbors, etc.)
- Opportunity and support for expression of cultural practices and beliefs within the community
- Availability of community groups/agencies for assistance with acculturation processes
- Availability of community groups/agencies for assistance with home-school communication

STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

V. EVALUATE, REVISE, AND RE-TEST HYPOTHESES

Ensure that all potential factors that might be related to the child's learning difficulties have been thoroughly evaluated and ruled out as the "primary" cause of the observed learning problems. Except in cases where there are obvious physical disabilities, in general, it is only when you feel confident that there are no plausible or demonstrable external factors that can account for the child's learning difficulties would a referral for special education assessment be appropriate.

- Analyze pre-referral data to identify patterns of referral that differentiate between the needs of teachers, the needs for programs, and the individual needs of children
- Lack of knowledge, skills, confidence, or objectivity to teach CLD students effectively has been eliminated as primary cause of learning problems
- Cultural and linguistic differences as well as environmental and economic disadvantage have been eliminated as primary causes of learning problems
- Lack of school experience or poor attendance have been eliminated as primary causes of learning problems
- Parent(s) and general education teacher(s) continue as equal partners in the problem definition and assessment process
- Refer for special education assessment when external factors have been ruled out
- Student Study Team easily reconstitutes itself into Assessment Team



STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

VI. DETERMINE NEED FOR AND LANGUAGE(S) OF ASSESSMENT

The legal system recognizes that assessors need to consider the child's primary language ability (in addition to his or her ability in English). The interpretive validity of assessment data rests squarely on the proper identification and understanding of the child's entire linguistic history as well as other factors influencing the development of both languages. The Language or languages of assessment are determined collaboratively by the Assessment Team which selects appropriate tools and techniques on the basis of pre-referral data. The development of an appropriate assessment plan forms the transition from pre-referral to special education evaluation. However, up to this point, all activities could and should have been accomplished within the context of the pre-referral process. The following statements represent only the most general guidelines applicable to all children. There is simply no way to make specific guidelines to cover even a large majority of cases since each assessment must be made on the basis of the unique and individual circumstances of each child.

- All children who are LEP must be assessed in their primary language in addition to any English language testing that may be appropriate,
- Children who are FEP may be assessed in their primary language in addition to any English language testing that may be appropriate,
- All LEP and FEP children must be assessed by an assessor competent in both the language and culture of the pupil in order to ensure that results are evaluated in a non-discriminatory manner.



STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

VII. REDUCE BIAS IN TRADITIONAL TESTING PRACTICES

Because there is no research regarding test performance of individuals on modified or adapted test administrations, it is generally best to administer tests in a standardized way first so that the data can be analyzed against known performance patterns of other similar individuals. Because adaptation of traditional tools and practices is rarely done in a systematic way, the validity and reliability of obtained results is questionable. Because there are no standardized tests that are truly appropriate for students who are culturally or linguistically diverse (due mainly to acculturation and language proficiency issues) maintaining standardization may seem unnecessary. But the goal isn't to eliminate all bias or find unbiased tests—this is unlikely and impractical. Rather, the goal is toward reduction of bias to the maximum extent possible. One established method for doing this is the CHC Culture-Language Matrix that is a part of the CHC Cross-Battery approach. This method balances the need to measure specific areas of functioning with attempts to reduce the biasing effects of acculturation and linguistic demands. By giving tests in a standardized manner, determination of the primary vs. contributory effects of culture and language may be accomplished. After such data are collected, examiners may then adapt and modify standardized tests in order to secure additional qualitative information about functioning that is extremely useful in instructional planning. In general, examiners should:

- Utilize best available tools with respect to the child's native and second languages
- Remember that direct test translation is poor practice and psychometrically indefensible
- Recognize that norming samples are not stratified on the basis of bilingual ability and are rarely applicable to the majority of CLD students being assessed thus invalidating scores
- Adapt test items, content, stimuli, administration, or performance criteria as necessary to ensure more valid responding by the student only after administering the test first in a standardized way
- Recognize that use of an interpreter can assist in collecting information and administering tests, however, score validity remains low even when the interpreter is highly trained and experienced
- Use systematic methods based on established literature for collecting and interpreting data in a nondiscriminatory way (e.g., CHC Culture-Language Matrix)

In addition to the difficulties associated with interpreting the validity and reliability of standardized test results with culturally and linguistically diverse children, the use of common classification schemes tend to accentuate misconceptions regarding the true meaning of this type of scores. Listed below is an alternative classification scheme that provides a less technical and more positive description of performance:

CLASSIFICATION	STANDARD SCORE/PERCENTILE RANK RANGE	
Highly Proficient	Standard Score = 110 or higher	Percentile Rank = 75%ile or higher
Proficient	Standard Score = 90 to 109	Percentile Rank = 25%ile to 74%ile
Emergent	Standard Score = 80 to 89	Percentile Rank = 9%ile to 24%ile
Problematic	Standard Score = 79 or lower	Percentile Rank = 8%ile or lower

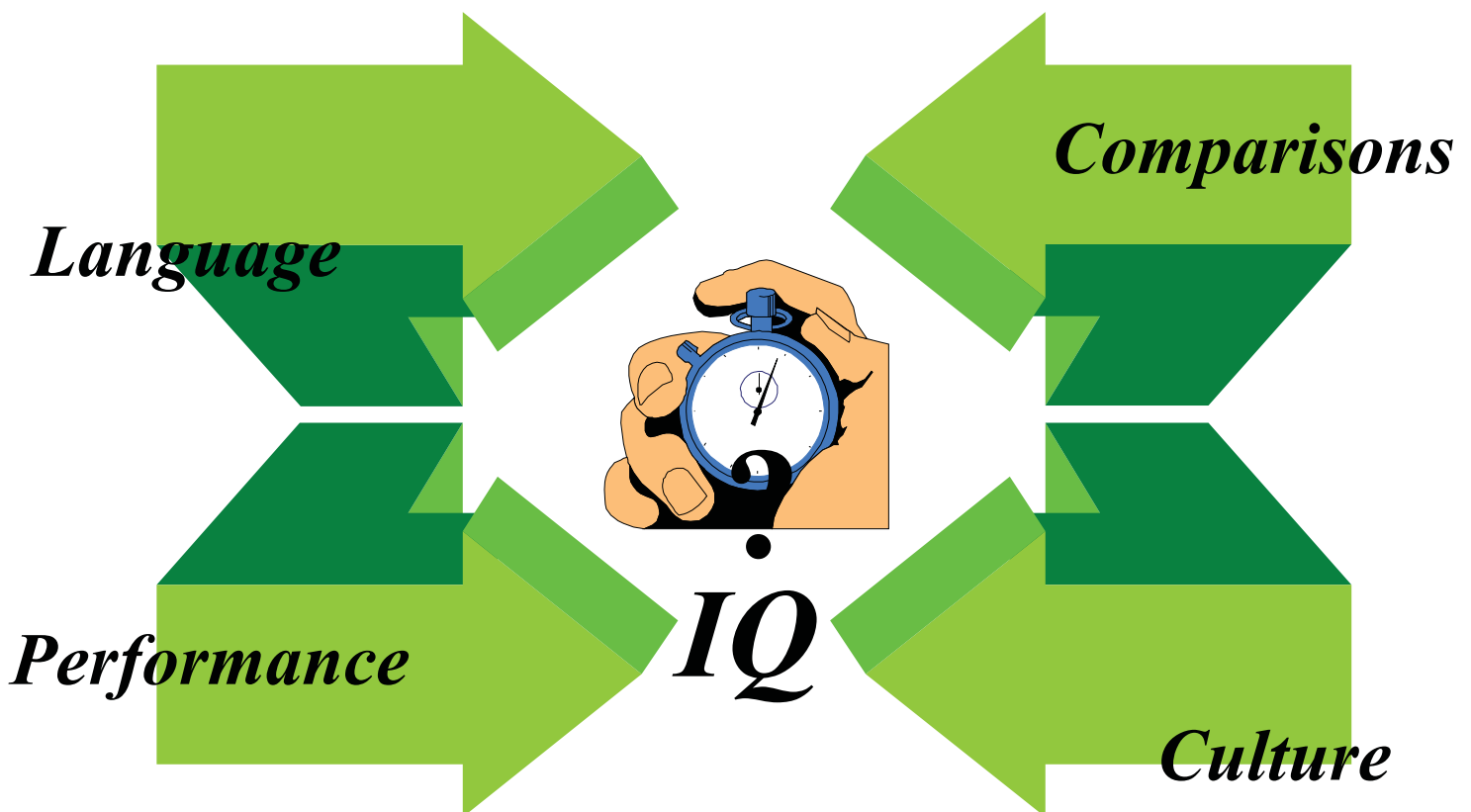
NORM-REFERENCED TESTS AND

THE ASSUMPTION OF COMPARABILITY

“When we test students using a standardized device and compare them to a set of norms to gain an index of their relative standing, we assume that the students we test are similar to those on whom the test was standardized; that is, we assume their acculturation [and linguistic history] is comparable, but not necessarily identical, to that of the students who made up the normative sample for the test.”

“When a child’s general background experiences differ from those of the children on whom a test was standardized, then the use of the norms of that test as an index for evaluating that child’s current performance or for predicting future performances may be inappropriate.”

Salvia & Ysseldyke, 1991



CHC CULTURE-LANGUAGE TEST CLASSIFICATIONS

DEGREE OF CULTURAL LOADING – LOW				
	Battery	Age	Subtest	Gf-Gc Ability
DEGREE OF LINGUISTIC DEMAND LOW	CTONI	6 - 18	Geometric Sequences	Gf(I, RG)
	LEITER-R	5 - 18+	Design Analogies	Gf(I)
	LEITER-R	2 - 18+	Repeated Patterns	Gf(I)
	LEITER-R	2 - 18+	Sequential Order	Gf(I)
	LEITER-R	11 - 18+	Paper Folding	Gv(VZ)
	LEITER-R	11 - 18+	Figure Rotation	Gv(VZ, SR)
	UNIT	5 - 17	Cube Design	Gv(SR, VZ)
	UNIT	5 - 17	Mazes	Gv(SS)
	DAS	6 - 17	MATRICES	Gf(I)
	DAS	6 - 17	SEQUENTIAL & QUANTITATIVE REASONING	Gf(I, RG)
	DTLA-3	6 - 17	Symbolic Relations	Gf(I)
	MAT	5 - 17	Matrix Analogies Test	Gf(I, RG)
	Raven's	5 - 18+	Raven's Progressive Matrices	Gf(I)
	TONI-3	5 - 17	Test of Nonverbal Intelligence-3rd Edition	Gf(I)
	DAS	3 - 17	Pattern Construction	Gv(SR)
	DAS	2 - 3	Block Building	Gv(VZ)
	DAS	4 - 5	Matching Letter-Like Forms	Gv(VZ)
	DAS	6 - 17	RECALL OF DESIGNS	Gv(MV)
	K-ABC	4 - 12	TRIANGLES	Gv(VZ, SR)
	KAIT	11 - 85+	MEMORY FOR BLOCK DESIGNS	Gv(MV)
	SB:IV	2 - 24	PATTERN ANALYSIS	Gv(VZ)
	WPPSI-R	3 - 7	Geometric Design	Gv(VZ, P2)
	CAS	5 - 17	Figure Memory	Gv(CF, MV)
	DTLA-3	6 - 17	Design Sequences	Gv(MV)
	DTLA-3	6 - 17	Design Reproduction	Gv(MV)
	TOMAL	5 - 19	Facial Memory	Gv(MV)
	TOMAL	5 - 19	Abstract Visual Memory	Gv(MV)
	TOMAL	5 - 19	Manual Imitation	Gv(MV)
	TOMAL	5 - 19	Delayed Recall of Visual Selective Reminding	Gv(MV)
	WMS-III	16 - 85+	Visual Reproduction I	Gv(MV)
	CAS	5 - 17	Matching Numbers	Gs(P, R9)
	CAS	5 - 17	Planned Codes	Gs(R9)
	CAS	5 - 17	Number Detection	Gs(R7, R9)
	DEGREE OF LINGUISTIC DEMAND MODERATE	DAS	3 - 17	Recall of Digits
K-ABC		2 - 12	NUMBER RECALL	Gsm(MS)
SB:IV		7 - 24	MEMORY FOR DIGITS	Gsm(MS)
WAIS-R		16 - 74	DIGIT SPAN	Gsm(MS)
WISC-III		6 - 16	DIGIT SPAN	Gsm(MS)
K-SNAP		11 - 85	Number Recall	Gsm(MS)
LAMB		20 - 60	Digit Span	Gsm(MS)
TOMAL		5 - 19	Digits Forward	Gsm(MS)
TOMAL		5 - 19	Letters Forward	Gsm(MS)
WMS-III		16 - 85+	Digit Span	Gsm(MS, MW)
CMS		5 - 16	Dot Locations	Gv(MV)
CMS		5 - 16	Numbers	Gsm(MS)
WRAML		5 - 17	Number/Letter Memory	Gsm(MS)
WJ-R		2 - 85+	MEMORY FOR NAMES	Glr(MA)
WJ-R		4 - 85+	DELAYED RECALL-MEMORY FOR NAMES	Glr(MA)
WRAML		5 - 17	Sound Symbol	Glr(MA)
DAS		6 - 17	Speed of Information Processing	Gs(R7)
DEGREE OF CULTURAL LOADING - LOW				

	Battery	Age	Subtest	Gf-Gc Ability
DEGREE OF LINGUISTIC DEMAND	DTLA-3	6 - 17	Word Sequences	Gsm(MS)
	TOMAL	5 - 19	Word Selective Reminding	Glr(M6)
	TOMAL	5 - 19	Delayed Recall of Word Selective Reminding	Glr(M6)
	SB:IV	7 - 24	MATRICES	Gf(I)
	SB:IV	2 - 24	Bead Memory	Gv(MV)
	WISC-III	6 - 16	Mazes	Gv(SS)
	WPPSI-R	3 - 7	Mazes	Gv(SS)
	WECHSLERS	3 - 74	BLOCK DESIGN	Gv(SR)
	LAMB	20 - 60	Simple Figure	Gv(MV)
	LAMB	20 - 60	Complex Figure	Gv(MV)
	WRAML	5 - 17	Design Memory	Gv(MV)
	WISC-III	6 - 16	Symbol Search	Gs(P, R9)
	WAIS-R	16 - 74	DIGIT SYMBOL	Gs(R9)
	WISC-III	6 - 16	CODING	Gs(R9)
	WJ-R/III	4 - 85+	VISUAL MATCHING	Gs(P, R9)
	WJ-R	4 - 85+	CROSS OUT	Gs(P, R9)
	WJ-III	4-85+	PLANNING	Gv(SS)
	DEGREE OF LINGUISTIC DEMAND	SB:IV	7 - 24	Number Series
WJ-R/III		4 - 85+	CONCEPT FORMATION	Gf(I)
WJ-R/III		4 - 85+	ANALYSIS SYNTHESIS	Gf(RG)
WMS-III		16 - 85+	Letter-Number Sequencing	Gsm(MW)
WJ-III		4 - 85+	AUDITORY WORKING MEMORY	Gsm(MW)
WJ-III		4 - 85+	PAIR CANCELLATION	Gs(R9)
LAMB		20 - 60	Supraspan Digit	Gsm(MS)
HIGH				

DEGREE OF CULTURAL LOADING - MODERATE				
	Battery	Age	Subtest	Gf-Gc Ability
DEGREE OF LINGUISTIC DEMAND LOW	LEITER-R	6 - 18+	Visual Coding	Gf(RG)
	LEITER-R	2 - 10	Matching	Gv(VZ)
	LEITER-R	2 - 18+	Attention Sustained	Gs(P, R9)
	DAS	2 - 5	Picture Similarities	Gf(I)
	CAS	5 - 17	Geometric Sequences	Gf(I)
	DAS	3 - 7	Recognition of Pictures	Gv(MV)
	K-ABC	2 - 4	Face Recognition	Gv(MV)
	SB:IV	7 -24	Memory for Objects	Gv(MV)
	WECHSLERS	3 - 74	OBJECT ASSEMBLY	GV(CS)
	WJ-R	4 - 85+	Picture Recognition	Gv(MV)
	K-ABC	2 - 4	WORD ORDER	Gsm(MS)
	CAS	5 - 17	Receptive Attention	Gs(P, R4)
	WJ III	4 - 85+	PAIR CANCELLATION	Gs(R9)
	WJ III	4 - 85+	PLANNING	Gv(SS)
	K-ABC	2 - 4	Magic Window	Gv(PI)
	K-ABC	2 - 12	Gestalt Closure	Gv(CS)
	WJ-R	2 - 85+	Visual Closure	Gv(CS)
	DAS	4 - 17	Recall of Objects	Glr(M6)
	TOMAL	5 - 19	Paired Recall	Glr(MA)
	DEGREE OF LINGUISTIC DEMAND MODERATE	CAS	5 - 17	Word Series
KAIT		11 - 85+	REBUS LEARNING	Glr(MA)
KAIT		11 - 85+	REBUS DELAYED RECALL	Glr(MA)
WJ-R/III		4 - 85+	VISUAL-AUDITORY LEARNING	Glr(MA)
WJ-R/III		4 - 85+	Delayed Recall-Visual Auditory Learning	Glr(MA)
KAIT		11 - 85+	MYSTERY CODES	Gf(I)
K-SNAP		11 - 85	Four-letter Words	Gf(I)
CMS		5 - 16	Word Pairs	Glr(MA)
CMS		5 - 16	Word Pairs	Glr(MA)
WMS-III		16 - 85+	Verbal Paired Associates I	Glr(MA)
WMS-III		16 - 85+	Verbal Paired Associates II	Glr(MA)
WPPSI-R		3 - 7	Animal Pegs	Gs(R9)
KAIT		11 - 85+	LOGICAL STEPS	Gf(I)
LAMB		20 - 60	Word Pairs	Glr(MA, FI)
DAS		3 - 5	Early Number Concepts	Gq(A3, KM)
SB:IV		2 - 4	QUANTITATIVE	Gq(A3)
WJ-III		4 - 85+	RETRIEVAL FLUENCY	Glr(FI)
WJ-III		4 - 85+	RAPID PICTURE NAMING	Glr(NA)
WECHSLERS	3 - 74	ARITHMETIC	Gq(A3)	
DEGREE OF LINGUISTIC DEMAND HIGH	WJ-R/III	2 - 85+	INCOMPLETE WORDS	Ga(PC-A)
	WJ-R/III	4 - 85+	SOUND BLENDING	Ga(PC-S)
	TOPA	5 - 8	Test of Phonological Awareness	Ga(PC)
	SB:IV	12 - 24	EQUATION BUILDING	Gf(RQ)
	WPPSI-R	3 - 7	Sentences	Gsm(MS)
	WJ-R	4 - 85+	MEMORY FOR WORDS	Gsm(MS)
	CMS	5 - 16	Sequences	Gsm(MW)
	CMS	5 - 16	Word Lists	Glr(M6)
	CMS	5 - 16	Word Lists 2	Glr(M6,MA)
	WMS-III	16 - 85+	Word Lists I	Glr(M6)
	WJ-III	4 - 85+	AUDITORY ATTENTION	Ga(UR)
	WJ-III	4 - 85+	DECISION SPEED	Gs(R7)
	WRAML	5 - 17	Verbal Learning	Glr((M6)

DEGREE OF CULTURAL LOADING - HIGH				
	Battery	Age	Subtest	Gf-Gc Ability
DEGREE OF LINGUISTIC DEMAND	LEITER-R	2 - 6	Classification	Gf(I)
	LEITER-R	2 - 10	Picture Context	Gf(RG)
	UNIT	5 - 17	Analogic Reasoning	Gf(I)
	LEITER-R	2 - 18+	Form Completion	Gv(VZ, SR)
	LEITER-R	4 - 10	Immediate Recognition	Gv(MV)
	LEITER-R	2 - 18+	Forward Memory	Gv(MV)
	LEITER-R	2 - 18+	Figure Ground	Gv(CF)
	LEITER-R	4 - 10	Delayed Recognition	Glr(MA)
	LEITER-R	2 - 18+	Associated Pairs	Glr(MA, MM)
	LEITER-R	6 - 18+	Delayed Pairs	Glr(MA, MM)
	K-BIT	4 - 90	Matrices	Gf(I)
DEGREE OF LINGUISTIC DEMAND	DAS	2 - 5	Verbal Comprehension	Gc(LD, LS)
	WRAML	5 - 17	Picture Memory	Gv(MV)
	DAS	2 - 5	Naming Vocabulary	Gc(LD, VL)
	KAIT	11 - 85+	FAMOUS FACES	Gc(K2)
	WJ-R	4 - 85+	ORAL VOCABULARY	Gc(VL, LD)
	WJ-R	4 - 85+	PICTURE VOCABULARY	Gc(VL, K0)
	DTLA-3	6 - 17	Word Opposites	Gc(LD)
	K-BIT	4 - 90	Expressive Vocabulary	Gc(VL, K0, LD)
	DTLA-3	6 - 17	Picture Fragments	Gv(CS)
	K-SNAP	11 - 85	Gestalt Closure	Gv(CS)
WMS-III	16 - 85+	Mental Control	Glr(MW)	
DEGREE OF LINGUISTIC DEMAND	CMS	5 - 16	Stories 2	Glr(MM)
	DAS	6 - 17	SIMILARITIES	Gc(LD)
	DAS	6 - 17	WORD DEFINITIONS	Gc(VL, LD)
	SB:IV	2 - 24	VOCABULARY	Gc(LD, VL)
	SB:IV	2 - 14	Absurdities	Gc(LD)
	WECHSLERS	3 - 74	SIMILARITIES	Gc(LD)
	WECHSLERS	3 - 74	VOCABULARY	Gc(LD, VL)
	WECHSLERS	3 - 74	INFORMATION	Gc(K0)
	DTLA-3	6 - 17	Story Construction	Gc(LD)
	DTLA-3	6 - 17	Basic Information	Gc(K0)
	PPVT-3	2 - 85	Peabody Picture Vocabulary Test-Third Edition	Gc(VL, K0, LD)
	WJ-R	4 - 85+	LISTENING COMPREHENSION	Gc(LS, LD)
	WJ-III	4 - 85+	ORAL COMPREHENSION	Gc(LS)
	WJ-III	2 - 85+	VERBAL COMPREHENSION	Gc(VL, LD)
	WJ-III	2 - 85+	GENERAL INFORMATION	Gc(K0)
	EVT	2 - 85+	Expressive Vocabulary Test	Gc(VL, LD)
	LAMB	20 - 60	Wordlist	Glr(M6, MA)
	SB:IV	12 - 24	VERBAL RELATIONS	Gc(LD)
SB:IV	2 - 24	Comprehension	Gc(LD, K0)	
WECHSLERS	3 - 74	COMPREHENSION	Gc(LD, K0)	
WMS-III	16 - 85+	Logical Memory II	Glr(MM)	

NOTE: CAS= Cognitive Assessment System; CMS= Children's Memory Scale; DAS= Differential Ability Scales; DTLA-3= Detroit Tests of Learning Aptitude -3; DTLA-4= Detroit Tests of Learning Aptitude-4; G-FTA= Goldman-Fristoe Test of Articulation; G-FTAD= Goldman-Fristoe-Woodcock Test of Auditory Discrimination; K-ABC= Kaufman Assessment Battery for Children; KAIT= Kaufman Adolescent and Adult Intelligence Test; Leiter-R= Leiter International Performance Scale-Revised; SB:IV= Stanford-Binet Intelligence Scale: Fourth Edition; TOPA= Test of Phonological Awareness; TPAT= The Phonological Awareness Test; UNIT= Universal Nonverbal Intelligence Test; W-ADT= Wepman's Auditory Discrimination Test - 2nd Edition; WMS-III= Wechsler Memory Scale-Third Edition; WJ-R= Woodcock-Johnson Psychoeducational Battery- Revised; WJ-III= Woodcock- Johnson Psychoeducational Battery-Third Edition.

STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES.

VIII. UTILIZE AUTHENTIC AND ALTERNATIVE ASSESSMENT PROCEDURES

Standardized methods of assessment are largely symbolic in nature because they evaluate only a sample of what an individual should have been taught or exposed to. They cannot, however, cover adequately the entire scope of information covered by all the various curricula used in the schools. Non-standardized, alternative assessment strategies are often less discriminatory because they provide information regarding the true difference between what an individual has actually been taught and what they have actually learned. It is, therefore, a more authentic form of assessment can provide crucial information that assists in determining the presence or absence of a disability for any student. Moreover, authentic measures have the advantage of providing information that readily translates into psychoeducational interventions and modifications. Assessment for special education involves not only the identification of a qualifying disability but the development of an appropriate instructional program to meet the disabled child's specific needs. Therefore, whether or not any standardized testing is done, appropriate assessment of diverse children should include authentic and alternative forms of assessment.

- Curriculum Based Assessment - authentic measures of academic skills
- Portfolio Assessment - developmental documentation of skills learning and academic progress
- Symbolic Dynamic Assessment - assess learning potential, cognitive strengths and weaknesses
- Authentic Dynamic Assessment - assess learning style and instructional needs



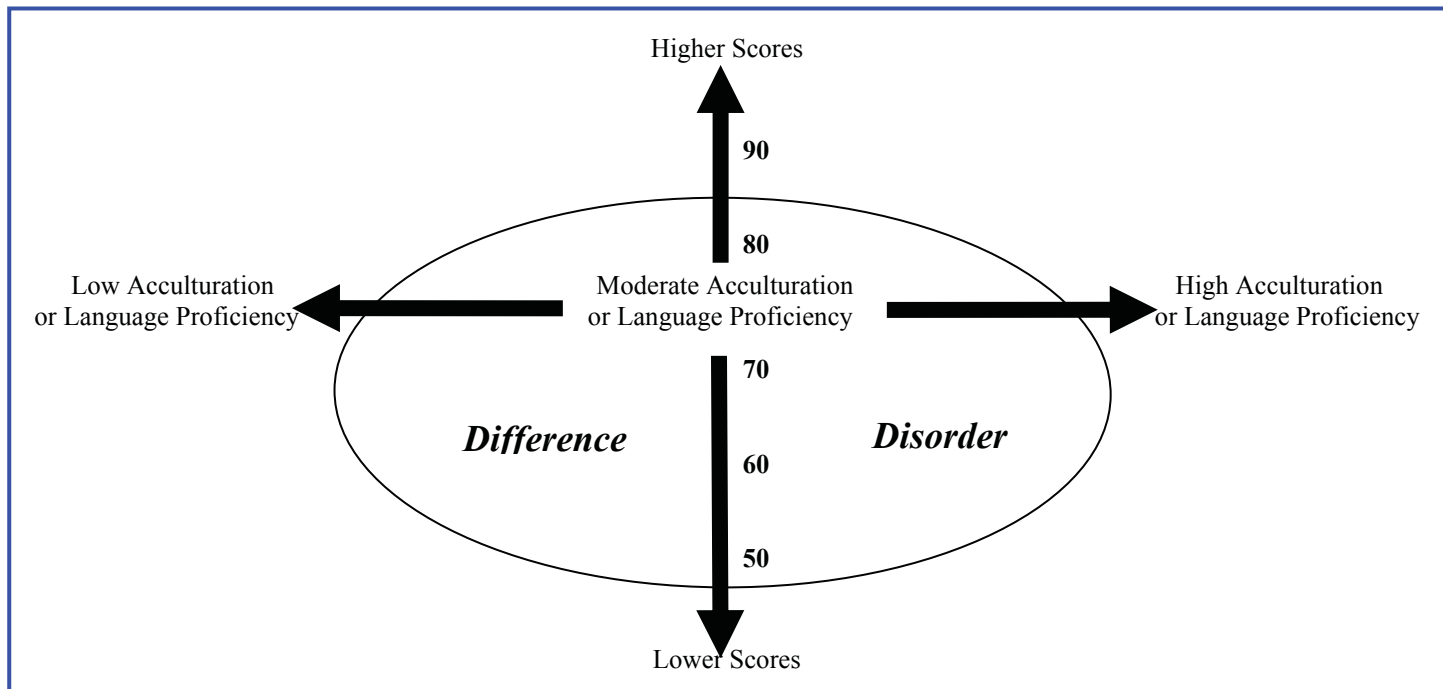
STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

IX. EVALUATE AND INTERPRET DATA WITHIN CONTEXT OF LEARNING ECOLOGY

Once an assessment is completed, it is imperative that knowledge of both the individual's cultural and linguistic experiences be used to frame the patterns seen in the data. Frequently, in bilingual assessment, only linguistic considerations are made and cultural considerations are all but ignored. Remember, linguistically appropriate assessment is only a small part of the equation. Cultural knowledge on the other hand forms the necessary context for understanding performance. With respect to standardized testing:

- Evaluate cultural and linguistic differences (large differences = more adverse effect on performance)
- Evaluate inhibiting factors (many inhibiting factors = more adverse effect on performance)
- Evaluate non-discriminatory data (is child capable of learning normally if given the chance?)
- Evaluate opportunity for learning (less opportunity = lower probability of disability)
- Base all decisions on all available data

The figure below provides an illustration that can help distinguish between difference or disorder. It is important to note that the probability or likelihood of one vs. the other is based primarily on data regarding cognitive functioning generated from standardized tests compared against the information regarding the relative influence of cultural or linguistic differences and the presence of inhibitory factors (environmental and community). Decisions concerning difference vs. disorder must ultimately be bolstered by other information including that derived from direct observation, interviews with people familiar with the child, informal or authentic assessment, and analysis of actual work samples. This figure should not be used for making definitive conclusions about performance, rather it should be viewed only as a guide for evaluating data.



STAGE MODEL OF NONDISCRIMINATORY ASSESSMENT: PROCESSES AND PROCEDURES

X. LINK ASSESSMENT TO INTERVENTION

The final step in nondiscriminatory assessment is also the most important: link results from assessment with intervention. Once assessment is completed, the child is not going to be “cured” of his or her learning problems merely because a diagnosis or label has been applied. Therefore, the role of assessment should not be limited to identification only, rather it should be extended to inform appropriate instructional interventions, modifications, and program development.

- Utilize collected data to guide instructional interventions, modifications, and program development
- Ensure that instructional goals and objectives are culturally and linguistically appropriate

Linguistically appropriate goals and objectives have the following characteristics:

- They are appropriate for the cognitive level of the student
- They are appropriate for the linguistic level of the student
- They match the developmental level of the student's primary (L1) or secondary (L2) language
- They match the student's general education transition criteria and re-designation policy (i.e., from LEP to FEP)

Culturally appropriate goals and objectives have the following characteristics:

- They access the student's prior knowledge and experiences
- They incorporate culturally relevant materials and experiences
- They affirm the student's cultural heritage

The following rubric needs to be followed in order to ensure that any given goal or objective meets the definition of being linguistically appropriate as specified above.

- It states specifically in what language (Spanish, Vietnamese, Tagalog, etc.) the particular goal and objective will be accomplished.
- It is appropriate to the student's level of linguistic development and proficiency in that language.
- It is consistent with the known developmental structure of that language.
- It provides cultural relevance in the curricular framework.

