Materials for all EISN’s:
https://www.esboces.org/Page/1044

Evaluators Implementation Support Network (EISN)

11/13/17 Meeting Materials:
- Powerpoint
- Assessment Worksheet
- Nonword Repetition
- Spanish Non-word Repetition Task
- SLAM Comprehension of Spoken Paragraphs
- English Nonword Repetition Tasks

1/16/18 Meeting Materials:
- Powerpoint
- Analyzing Writing Samples School Age
- Cultural Influences in Children's Narratives
- Selective Inventory of Socially Stigmatized Grammatical Structures
- Speech and Language Probe
- RTI Evaluation Rubric
- RTI and ELLs
- SLAM Receptive and Expressive Paragraphs
- Speech Evaluation Guidance Document

3/1/18 Meeting Materials:
- Powerpoint
- CSE Evaluation Samole
SALT Software

- Was recommended as a learning tool – if you need a stepping stone.
- But only works for students staying in one language and does not allow for the student to communicate bilingually / code switching.
- Also come with other helpful features and materials:
ASHA: Although the EISN is not considered CEU "generating" workshops, SLPs are able to record the hours on a verification attendance sheet and keep our own records.

You must

- Personally check it out with ASHA and NYS
- There may be a limit between the agencies
- You must maintain your own records vs. the ASHA CE Registry
Culturally & Linguistically Appropriate Evaluations

Psychoeducational Evaluation Report Writing

Jadwiga Cutrone
Bilingual School Psychologist
EISN 11/19/2018
Writing Psychoeducational Evaluation Reports

- Verbal skills/language development
  - Incorporating and describing data from:
    - Language Samples
    - SLAM tools
    - Story Telling
    - Nonword Repetition Task
- Cognitive assessment strategies
- Assessment of academic achievement
  - Use of achievement tests
  - Writing Samples
Language Samples

- Language samples:
  - Open-ended questions (part of an interview)
  - Specific prompts (e.g., “Tell me how you would make a sandwich.”)

- Language samples may be utilized to assess the student’s ability to:
  - Understand questions (verbal comprehension)
  - Verbally express ideas or formulate sentences verbally,
  - Narrate past events (birthday party) and recount events
  - Think about a hypothetical scenario and problem-solve
  - Use language for social purposes (e.g., sharing an opinion)
  - BICS
Reporting data from SLAM measures

- SLAM measures can be used for language sampling and verbal comprehension abilities:
  - Assess receptive vocabulary
  - How a student follows directions (first/then; if….then…..)
    - One-step directions
    - Multi-step directions
    - Directions with spatial concepts
- Assess how the student perceives visual cues, sequences information, identifies a problem/solution, makes inferences and is able to acknowledge different perspectives of a character (theory of mind).
Comprehension of Spoken Paragraphs

- Comprehension of Spoken Paragraphs (Crowley & Baigorri):
  - can be utilized to assess how the student processes auditory information
  - memory for details
  - overall comprehension
  - Can have student retell the story first and check for their ability to remember what they heard (auditory memory)
  - What do they remember? What did they forget?
  - Do they forget details?
Describing data from language samples

Sample report sections for language:

- Receptive language
- Expressive language
- Pragmatic language
- Articulation
Sample statements
Describing data from language samples

Receptive language:

Language samples reveal that Charlie was able to understand basic interpersonal questions in English and Spanish. Charlie was able to follow simple one-step and two-step directions in English and Spanish.
Charlie was administered the *Comprehension of Spoken Paragraphs* task in English and Spanish to further assess his receptive language skills. After listening to a short story in Spanish, Charlie was first asked to retell the story and then to orally answer comprehension questions about the story.

While retelling the story, Charlie code-mixed once, as in the following excerpt, “El estaba viendo afuera del window.” This is a typical language learning process. Charlie was easily able to retell the story, including character names and details.

He was able to answer comprehension questions with 100% accuracy. Subsequently, Charlie was presented with a different story in English. He was also able to retell the story with details and main events and answered all questions with 100% accuracy.
Sample statements....

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**Expressive Language:**
Language samples reveal that in response to open-ended conversational questions, Charlie communicated using complete sentences with a good repertoire of vocabulary. Charlie’s speech was clear and intelligible. In general, Charlie would generate responses in the language the question was presented in (i.e., when questions were presented in English, Charlie consistently replied in English).

In terms of *pragmatic language skills*, Charlie was able to sustain eye contact when speaking, take turns in dialogue and maintain appropriate personal space.
Impressions about BICS and CALP

Overall, Charlie’s basic interpersonal communication (BICS) are adequately developed in both English and Spanish, this includes his ability to understand discourse and express his thoughts verbally. Academically, when presented with a book in Spanish, Charlie was unable to read the text. Academic achievement results, which are described in detail below, reveal that Charlie’s reading and writing skills are more developed in English at this time. This is consistent given that Charlie has received formal instruction exclusively in English.
Story Telling

- Story Telling using non-word/picture books (e.g., Chalk; Pancakes for Breakfast; Frog, Where Are You?) can be used to gather information about:
  - how a student formulates and expresses ideas
  - development of vocabulary
  - ability to sequence events
  - describe details
  - organize ideas
  - describe character’s feelings (theory of mind)
Story Telling as a Dynamic Assessment

- Model: Test-Teach and then Test using a different book
- Select an area that needs improvement (details, sequencing, character information)
- Use rubric/handout to describe the pre-test performance, the intervention, and the level of improvement
  - Look at what changed in the narrative…
  - Did the student apply any new skills?
Nonword Repetition Task

- May be used as a measure of auditory working memory
- Research article:
Charlie was administered the *Nonword Repetition Task* (English), which requires auditory processing, working memory, and organization of articulatory output. In comparison to standardized language tests, non-word repetition tasks are reportedly unbiased by socioeconomic status and parent education level as they do not test previous linguistic knowledge and skills. This assessment tool is utilized to assess verbal working memory; however, it can also be used to differentiate children with and without language impairment.
Students with language impairment have a disproportionate difficulty in repeating novel phonological sequences, especially words consisting of three and four syllables. Charlie was asked to repeat, one by one, a set of phonemically balanced non-words between 1 and 4 syllables in English. He was able to repeat the one through two-syllable words with 100% accuracy; three-syllable words with 95% accuracy, and four-syllable words with 98% accuracy. Overall, Charlie’s performance was typical and he was able to attend to the sounds, hold the sounds in short-term memory, and then repeat the non-words.
Cognitive Assessment

- All IQ tests require/presume skills to comprehend instructions, understand concepts, verbalize responses (“non-verbal” subtests?)
- Cultural bias occurs when tests are given to students whose cultural background, experiences, and exposure are not comparable to the students in the norm group
- Cultural loading - items assessing culture-specific knowledge
- Performance is affected by a student’s exposure, or lack of exposure, to the tests’ underlying cultural content (Lau & Blatchley, 2009)
Using “Non-verbal” tests

- Limitations of using non-verbal tests (e.g. UNIT; TONI-4):
  - Not culturally free (Benson, 2003)
  - formal schooling - familiarity with some tasks (organizing items into rows)
  - access to technology - advantage on visual tests
  - Provide information about select skills (visual-spatial; fluid reasoning) - limited information
Cross-battery approach

- Cross-battery approach (select subtests from different test batteries)
  - Select test with low language demands
  - Consider cultural loading on subtests & subtest items
- Need to know:
  - the student’s language proficiency
  - the language demands of the test you are using
  - Even subtests that are “nonverbal” may require some degree of language skills (comprehension)
WISC-V Composites and ELLs

- Children who are English Language Learners:
  - Perform significantly lower on the VCI and the WMI
  - Significantly lower on the FSIQ
  - No significant differences on the VSI, FRI, and PSI
- The NVIQ may provide a more appropriate estimate of intellectual ability for ELLs who can comprehend English subtest instructions (WISC-V Technical & Interpretation Manual, 2014, p. 141)
WISC-V Subtests and ELLs

At the subtest level, ELLs perform significantly lower on:

- Similarities
- Vocabulary
- Information
- Digit Span
Reporting data from standardized tests

- Standardized tests - use for qualitative analysis
  - What is the student able/unable to do?
  - What does this mean for the classroom?
  - Connect each ability with classroom skills
Sample report statements:
The WISC-V offers the Nonverbal Index (NVI), which is useful as a measure of general intellectual ability with English Language Learners (ELLs). The NVI is considered a “language reduced” measure as it minimizes expressive language demands for children.
It is derived from six subtests which are drawn from four of the five primary cognitive domains (i.e., Visual Spatial, Fluid Reasoning, Working Memory, and Processing Speed).
Nonetheless, even “nonverbal” or visual tasks that do not require the student to respond verbally do include language demands since the instructions are presented orally.
In addition, such tasks also have cultural loading as performance may be dependent on exposure to visual tasks (e.g., puzzles), technology, and schooling.
Results reveal that Charlie’s performance on the subtests contributing to the Nonverbal Index (NVI) was typical for a child his age. An analysis of Charlie’s performance on the individual scales/subtests offers more specific information about his unique cognitive strengths and weaknesses.
The Visual Spatial Index (VSI) measured Charlie's ability to evaluate visual details and understand visual spatial relationships in order to construct geometric designs from a model.

Charlie’s performance in this area was typical and his performance was comparable across the two tasks within the index. Specifically, on Block Design (BD), Charlie viewed a model and/or picture and used two-colored blocks to re-create the design. On the Visual Puzzles (VP) subtest, he was required to view a completed puzzle and select three response options that together would reconstruct the puzzle. Charlie was able to use blocks to reconstruct designs, as well as select images to reconstruct puzzles.

Overall, Charlie’s performance indicates typical visual-spatial reasoning skills. Academic skills such as geometry, reading maps or graphs, understanding fractions, as well as regrouping and performing operations with multiple digits, involve visual-spatial processing skills.
Testing the limits

- Low level cues:
  - Clarify instructions
  - re-administer failed items

- Mid-level cues:
  - Provide additional sample items
  - change the modality of the stimuli
  - Eliminate time limits

- High-level cues:
  - Teaching strategies to accomplish task
  - Examine progress after intervention
Assessment of Academic Achievement

- When to test in L1, L2, or both L1 and L2?
- Type of data:
  - Include data from classroom assessments
  - Running Records
  - RTI
  - Achievement tests (WJ-IV, WIAT-III)
  - Non-standardized tools
    - Reading text
    - Writing sample
**Reading Skills in English:**
Charlie’s reading skills were assessed in the areas of sight-word recognition, word decoding, reading fluency, and reading comprehension.

Charlie presents with significant weaknesses in his overall reading skills (as reflected by his performance on tasks contributing to the Broad Reading Cluster).

Charlie’s letter and word recognition skills were assessed by the Letter-Word Identification task in which he had to identify common sight words.

Charlie was able to identify the initial words on the list but had difficulty quickly and accurately identifying words he is expected to know. His performance was atypical, revealing weaknesses in sight word recognition skills.
Overall, results reveal that Charlie has strengths in math computation, math problem-solving and written expression (does not include spelling). He has significant weaknesses in sight-word recognition, reading comprehension, reading fluency, and spelling. While below expectancy, Charlie’s decoding skills are higher relative to all of his other reading skills.
Justin’s writing skills in Spanish were assessed using a writing sample. Justin was presented with a prompt and asked to write a paragraph about how he celebrates his birthday. Justin composed one sentence (e.g., “Yo me celebro a mi cumpleanos para irme en splish splash.”) and was able to spell words correctly. Nonetheless, his sentence showed errors in grammar and syntax. Justin’s writing skills are more developed in English, which is expected given his formal schooling experience and English only instruction.
Based on present results, Charlie’s basic interpersonal communication (BICS) are adequately developed in both English and Spanish, this includes his ability to understand discourse and express his thoughts verbally. In terms of cognitive-academic language skills (CALP), academic achievement results reveal that Charlie’s reading and writing skills are more developed in English at this time. When presented with a book in Spanish, Charlie was unable to read the text. This is consistent given that Charlie has received formal instruction exclusively in English and did not have an opportunity to develop his reading skills in his native language.
Results from the cognitive assessment indicate that Charlie’s performance was typical on tasks assessing visual-spatial reasoning and processing speed. His performance was variable on the fluid reasoning tasks and fell slightly below the typical range. Charlie had difficulty with remembering visual information (pictures) and was better able to recall auditory information. Academically, results reveal that Charlie has strengths in math computation, math problem-solving, and written expression. He has significant weaknesses in sight-word recognition, reading comprehension, reading fluency, and spelling. While below expectancy, Charlie’s decoding skills are higher relative to his other reading skills. Charlie does not present with behavioral, social or emotional concerns at this time.
Additional Resources

- Leadersproject.org

Free, printable assessment resources
Writing Culturally and Linguistically Appropriate CPSE Evaluation Reports

How to get started...
One section at a time.

Megan Raines Wingert
M.S., CCC-SLP,
Bilingual (Spanish) TSHH
Reason for and source of referral.
Medical History
Developmental History
Family History
Language use
What to include under language exposure?

1. Explain why we ask about who speaks what and how often and why we ask about which country each parent comes from. Give an example of dialectal or phonologic differences.

2. What language are mom and dad most comfortable in? What country are they from? What do they speak to each other? What do they speak to their children? If there are siblings, what do they speak to the child you are assessing? Are there cousins, grandparents, aunts and uncles, etc. that they interact with frequently?

3. Who takes care of the child when parents are working? What language do they speak to the child? Are there other children there too? What do they speak? How long have they been with this current sitter? What was before?
4. Has the child attended school? Library programs? Community programs? What was the language of instruction? Have they received EI services – what was the language of instruction for each of the services provided and how long did they receive the services?

Half-pint lives with his mother, father and 5 siblings. Both parents are of El Salvadoran descent and are Spanish-dominant, though his father is also able to communicate in English. The adults in the family speak Spanish to each other and to the children. David’s siblings and cousins speak to him mostly in English. Media exposure occurs in both languages. He is in his second year at Head Start, where the language of instruction is English but a large percentage of the staff also speaks Spanish, as do many of his classmates.
Materials and Measures

- A book that can be used for early receptive and expressive vocabulary tasks, as well as for rapid naming tasks.
- Stimulus books for preferred items.
- SLAM cards
- Wordless picture books
- Toys that can be used to assess problem-solving, pretend play, and specific language targets (agent+action, etc.).
- Bubbles, of course 😊
Clinical Observations

• Much the same as in a monolingual evaluation.

• For home-based evaluations, the parent interview is a great time to observe how the child plays on his own and how he interacts with his family.

• Great opportunity for some dynamic assessment in terms of play

• Include a play scale with age-ranges and stages to later correlate with language skills.

• Great time to gather spontaneous language sampling
Today’s evaluation occurred at Pee-wee’s home with her mother present throughout. Her mother placed in her at the table in a high chair, as she is accustomed to doing for her EI ST and SEIT sessions. Pee-wee presented as an engaged and related child who was often difficult to engage in activities she hadn’t chosen herself. Her favorite activity throughout the evaluation involved playing with the nesting/stacking blocks. Most children her age stack them vertically or line them up in a straight line, but Pee-wee made a variety of interesting patterns and structures with the blocks. Pee-wee was proud of her creations and called her mom’s and the examiner’s attention to each new building. Following repeated attempts to bring her attention to the toy, Pee-wee played appropriately with the shape sorter for a short period. She did enjoy playing with the baby doll and cutting the wooden fruits that were joined with Velcro. Her mother reported that Pee-wee also enjoys playing with Lego. When she did not want a toy, Pee-wee would throw it. She played unusually quietly for a child, with almost no vocalization at all. Pee-wee demonstrates skills in all of the levels of Exploratory play that emerges between 2 and 10 months. She picks up toys, she uses two hands together to manipulate toys, and she can interact with one toy in a variety of different ways. Likewise, she demonstrates all of the levels of Relational play that emerge between 10 and 18 months. She takes pieces of toys apart, she put pieces together in simple ways and she puts pieces together in very specific ways. In terms of Functional play, which emerges between 12 and 18 months, Pee-wee plays with toys in functional or simple pretend ways, she plays with toys in simple ways directed to herself, and she plays in simple ways with a doll, such as giving the baby a bottle or rocking the baby. She is just beginning to engage others in her play with dolls and she doesn’t yet engage in pretend play actions with two or more dolls at a time. Pee-wee did not yet demonstrate emergence of Symbolic play (usually between 18 and 30 months). She is not yet making dolls move or do things as if it were alive and she is not yet sequencing chains of two or three pretend actions without pause.
Resources for writing receptive and expressive portions of the report

• Bilingualistics – Developmental Speech Norms for Spanish and English
• Habla Lab
• SLPs for Evidence-Based Practice – FB
• [link](http://www.srsdeaf.org/Downloads/SpeechLanguage_Development_Chart.pdf)
• A text such as Language Development: An Introduction, 9th edition by Owens and Owens
• “Practical Strategies for Non-Standardized Assessment Of Children With Language Impairment”
Receptive Language

- For children with limited receptive language, the new style allows for more information but adds little time.
- Developmental sequences and expected age-ranges for emergence or mastery of a skill can be utilized to serve as the foundation for the severity rating.
- Using play-based assessment for children with limited receptive language or exposure to structured tasks, often lets the child demonstrate more comprehension than is initially apparent with standardized test items that mainly measure sentence comprehension via following directives.
• For example, rather than just saying child followed one-step directives with cues and could not follow two-step directives, a report could say:

• Child pointed to, touched or retrieved 10 objects when named once.

• Child performed the appropriate action for 8/10 common verbs.

• Child was able to sort the toys into piles of “big” and “little” with 100% accuracy, but consistently touched both piles when asked where the “big” and “little” toys were.

• Using the 8 verbs and 10 nouns child demonstrated comprehension of, child used toys to act out 4/5 agent+action statements (duck sleeps, cow jumps, etc.) and 3/5 agent+action+object statements (e.g. dog eats banana; cow throws ball). He did not yet respond accurately to any statements with adjectives or prepositions, e.g. “throw small ball” or “put on chair”.
Receptive language is the ability to understand spoken and written words: words by themselves, words in sentences and words in paragraphs and stories. 

Pee-wee presents with moderate delays in receptive language. His strongest receptive language skills were observed in his comprehension of isolated words, especially labels for animals. Likewise, Pee-wee was able to point to a variety of body parts and clothing items.

He was a little weaker but still fairly consistent with pointing to pictures of actions when named and in discriminating between “mine” and “yours”. He demonstrated weaker skills in the following areas: he did not identify objects when they were described by their function (expected between 30 to 36 months) and could not follow directions with basic prepositions, such as “in”, “out”, and “on” (expected between 30 to 36 months).

Pee-wee’s mother reports that he doesn’t follow directions well, which was consistent with his performance within the evaluation. He did not follow any directions that were not accompanied by gestural cues (expected between 24 to 30 months).

When asked if he was a girl or a boy, Pee-wee just repeated “what’s that?” (expected between 30 to 36 months). He was inconsistently able to answer “sí” and “no” to questions (expected between 18 and 24 months), but his responses indicated that he often didn’t understand the question. Likewise, he is not yet able to attend to and comprehend a familiar short story (24 to 30 months).

Additionally, Pee-wee repeats or echoes a very high percentage of what he hears, which is atypical for a child his age and often occurs when a child is having difficulty processing the language he hears.
For preschoolers with stronger language skills there are some tasks that fall in the grey area between receptive and expressive skills:

<table>
<thead>
<tr>
<th>Social Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your name?</td>
<td>Pee-Wee</td>
</tr>
<tr>
<td>What’s your last name?</td>
<td>Pee Wee the Sailor Man</td>
</tr>
<tr>
<td>How old are you?</td>
<td>5 (he’s 4 ½ )</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>At my family house</td>
</tr>
<tr>
<td>Tell me about your family.</td>
<td>Popeye and my mommy is Sailor Man. Olive Oyl Sailor Man.</td>
</tr>
<tr>
<td>Is she bigger or smaller than you?</td>
<td>Bigger</td>
</tr>
<tr>
<td>How old is she?</td>
<td>5</td>
</tr>
<tr>
<td>What do you like to watch on t.v.?</td>
<td>I want to watch something X toy mobile. Something like reading stories.</td>
</tr>
<tr>
<td>Tell me about your friends</td>
<td>I play with my new friend.</td>
</tr>
<tr>
<td>What’s his name?</td>
<td></td>
</tr>
<tr>
<td>What do you and Jayden do?</td>
<td>Play with dinosaurs and Bob wants to play with me. He’s good at dinosaurs.</td>
</tr>
<tr>
<td>What’s your favorite game?</td>
<td>Roblox</td>
</tr>
<tr>
<td>How do you play it?</td>
<td>You play like that (pretending to use a controller). If you die, you get another man because you gonna be stronger like them.</td>
</tr>
<tr>
<td>What’s your favorite book?</td>
<td>Sharks from reading sharks.</td>
</tr>
<tr>
<td>Function Questions</td>
<td>Answer</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>What do you do with a book?</td>
<td>Read a story</td>
</tr>
<tr>
<td>What do you do with a chair?</td>
<td>Sit down</td>
</tr>
<tr>
<td>What do you do with a shoe?</td>
<td>Put them on and go to the school.</td>
</tr>
<tr>
<td>What do you do with a pencil?</td>
<td>Scribble it</td>
</tr>
<tr>
<td>What do you with a table?</td>
<td>You eat in here.</td>
</tr>
</tbody>
</table>
Comparing and contrasting.....

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is a car different from a bicycle?</td>
<td>And you crash in the bicycle and then you fall off.</td>
</tr>
<tr>
<td>How is a car the same as a bicycle?</td>
<td>They have bicycle wheels everything and cars have wheels too.</td>
</tr>
<tr>
<td>How is a shoe different than a hat?</td>
<td>They put they foot in here and go home and help the firefighters.</td>
</tr>
<tr>
<td>How is a shoe the same as a hat?</td>
<td>A hat protects the firefighters. They read a firefighter’s from story.</td>
</tr>
</tbody>
</table>
### Hypothetical questions...

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should you do if you see a fire in a house?</td>
<td>Hide. You’re going to die when you get water.</td>
</tr>
<tr>
<td>What should you do if you are tired from being in school all day?</td>
<td>Go to school and get some school shoes and get some ropa sucia and shoes and calcetas and that’s it.</td>
</tr>
<tr>
<td>What should you do if you lose a friend’s ball?</td>
<td>Find it.</td>
</tr>
</tbody>
</table>
Expressive language is the ability to use language to express yourself by combining words into meaningful sentences, sentences into paragraphs and paragraphs into stories.

E. chose to speak in English most of the time, regardless of which language he was addressed in. However, he continues to have a fair amount of vocabulary in Spanish that he doesn’t yet have an equivalent word for in English, resulting in frequent code-mixing.

E. was able to answer questions in an age-appropriate manner, including social questions, questions regarding object function and hypothetical “what would you do if...” questions. He is just beginning to express how two items are similar and he cannot yet explain how they are different, which is consistent with his emerging comprehension of category labels.
And some tasks provide information about both articulation and receptive language:

• For example, use of repetition of nonsense syllables.
• Repetition of single words, two words, three words, etc.

Miss N. experienced significant difficulty imitating basic nonsense syllables composed of a consonant and vowel. Miss N. was 55% accurate when repeating one nonsense CV syllable at a time, 20% accurate when imitating two CV syllables (e.g. “nu-po”) and 0% accurate when imitating three CV syllables (e.g. nu-po-sah). While no standardized norms are available for this task, “local norms” developed from this examiner’s clinical experience with children of similar cultural and linguistic backgrounds, indicate that many children can imitate the one-syllable nonsense syllables with >90% accuracy by 3 and most to all can do so by 4. Likewise, some children under 3 can imitate at least 50% of the two-syllable words, many 3-year-olds can imitate at least 75%, and most four-year-olds can do so with at least >90% accuracy. Many 3-year-olds can imitate a nonsense words with three consonant-vowel syllables and most 4-year olds should be able to do so with above 50% accuracy. Difficulty with this skill can indicate that Miss N. is not correctly perceiving incoming sounds, that she is struggling to retain the sounds in working memory and/or that she is having difficulty planning and executing a motor plan to replicate in speech what she has heard.

This was reflected again when she was asked to repeat simple (mostly CVC) one-syllable words. She was able to repeat only 20% of the words accurately and 20% when asked to repeat two-words. One aspect that was particularly notable was Miss N.’s frequent distortions and substitutions in the vowel production at the CV level, something that is not generally seen in typical speech development.
The PLS-5 Spanish provides only three to four opportunities per syntactic skill. Many of the items don’t appear to elicit the desired skill, even when modeling and pre-teaching is provided, such as the items for eliciting the past-tense and the items for gender and number agreement.

Language sampling allows for a greater number of opportunities to assess syntactic skills across levels of complexity.
• Level 1 – spontaneous language sampling when child is relaxed and playing with toys.
• Level 2 – language sampling in basic conversation
• Level 3 – language sampling from answering wh-questions
• Level 4 – language sampling from story re-tell
• Level 5 – language sampling from story generation.
• For example:
• This 3:8 old child from a bilingual but Spanish-dominant household was evaluated on day 3 of his first pre-school experience.
• He did very poorly on the expressive portion of the PLS-5 and seemed easily confused when asked structured questions.
• However, M. enjoyed reading “Frog, Where Are You?” and was enthusiastic about re-telling the story, which he chose to do mostly in English.
• Analysis of his language sample from the story re-tell, in combination with statements he’d made throughout the evaluation, revealed that M. had many emerging syntactic skills that he had not displayed during structured assessment.
• While M. clearly presented with weaker syntactic skills than his peers in the classroom, his pattern of emerging skills combined with the types of errors he was making were more consistent with a child who was still acquiring English than with a language disorder.
Matthew enjoyed listening to a story read with him, and willingly participated in retelling the story. He does not yet introduce his characters, but he does include a basic temporal sequence that is age-appropriate and includes several events. Matthew included some basic feelings (e.g. “sleepy”) but did not include a conclusion, although he did attempt to end the story, indicating that the main character said “bye” and the littlest frog who was in trouble resolved her problem by saying “help me”.

However, he did not include sufficient information to convey that to a listener who could not see the accompanying pictures. His story demonstrated that he understands how to use the present, past and future tense, although he makes errors in marking the past tense. He is beginning to use adjectives and is attempting to mark possessive pronouns, although he struggles to do so correctly.

Matthew often omits forms of “to be” (e.g. “is/are”) where they are required, but the skill is clearly emerging. Matthew is beginning to use vocabulary that indicates sequence (e.g. “then”, “next”) and quantity (e.g. “another”), as well as beginning to use the morpheme “er” to compare items (e.g. “bigger”). He is also marking negation and using contractions (e.g. “can’t, don’t”). Matthew is beginning to combine independent clauses with conjunctions to form more complex sentences, such as “I don’t have Mario but I have Mario toys X McDonalds.”
Analyzing Language Samples for CLD Evaluations

By Ana m. Santos M.A., CCC-B/SLP; TSSLD-BE
Assessing Morphology

Grammatical markers elicitation in one-word responses

• regular plurals
• irregular plurals
• verb inflections
  • present progressive/gerundio
• verb inflections
  • regular/irregular past tense
• verb inflections
  • future tense
• Pronouns
• prepositions
Assessing Syntax

Formulating phrases and sentences
• in noun phrases
• in verb phrases
• in prepositional phrases
• in adjective phrases
• in adverb phrases
• in temporal clauses
• in comparative clauses
• in conditional clauses
• in reason clauses
• in simple sentences
• in compound sentences
• in complex sentences
Assessing Conversational Samples

• Answering verbal problem-solving questions
  • What do we do when we’re hungry?
  • If you want to play with a friend and his toys, what can you say?
  • What do we do when we’re sick?

• Describing his favorite movie
• Describing his family
• Describing what he wants to be when he grows up
Assessing Original Narratives

• Producing a story in English based on pictures of a sequence of events involving a girl and a dog
• Producing a story in Spanish based on pictures of a sequence of events involving a boy and a rabbit
Assessing Retelling of Stories

- Present a simple ten pages book with colorful pictures to the student
- Ask student to retell the story

- Present a passage to student
- Have a discussion to clarify vocabulary and ensure student understanding
- Ask student to retell the story

[i.e. retelling Finding Dory]
Assessing Narrative Samples

- Use of setting
- Descriptions of events, characters and locations
- Character descriptions
- Temporal references; statement of problems and resolutions within the story
- Statements regarding emotional state
- Establishing general sequences of events and scenarios
- Complexity of ideas and cohesiveness of the story
- Self-monitoring to provide an acceptable narrative independently
Next Evaluator Implementation Support Network

Long Island Regional – Special Education Technical Assistance Support Center
Dr. MariLuz Genao
mgenao@esboces.org
Bilingual Special Education Specialist

Dates:
1/24/19
4/16/19
5/22/19