

# José Case Study Activity Set

**Dr. Catherine Collier**

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The forms in this set are modified slightly to be used in the activity. If you wish to obtain full protocols and form sets, contact CrossCultural Developmental Education Services, 1004 West 58<sup>th</sup> Lane, Ferndale, WA 98248, 360-380-7513 voice, 360-380-7386 fax.

## Case Study Profile

José is a ten-year-old boy whose family immigrated to your community when he was eight years old. His father and uncle are employed in seasonal farm labor in your area. His aunt and mother work in the meat packing plant. José's grandmother helps take care of him and his seven siblings and cousins. She is considered a healer in their community. She speaks only Quechua, which is the family's native language. José, his cousins and his older siblings attended school in Peru and speak Spanish. Both of his parents speak Spanish, though with limited fluency. The family is involved in the local Catholic Church that has a large immigrant and migrant membership. There are Mexican food stores and restaurants in your community.

There are over 20 Spanish-speaking students at your school as well as a smattering of Hmong, Yup'ik and Romanian speakers. José appears to like school and his attendance is good. He is friendly and outgoing with his peers and tries to join in all the games on the playground. However, his limited English ability makes it difficult for him to play with the children who do not speak Spanish. In the classroom, he seems distracted and not very attentive. He does not always respond when spoken to, although the teacher is sure he is capable of doing so. His previous teachers shared that he seemed to be making great progress in English when he first came to school and quickly learned the morning Greeting Song. José always picked up songs and rhymes very quickly. When he first came to your school district an AQS was done and he got an AQS of 17. Although everything was new and different, José appeared to be adapting well to his new situation. However, he now seems to struggle with new content and is not making any progress with reading and writing in English.

José's LAS-O scores are 2 in English and 4 in Spanish after nearly two years of pull-out bilingual/ESL classes, (at least half an hour a day). When he came to your school district, he was tested for ESL services and was identified as non-English speaking on the LAS-O. He was not tested in Spanish when he arrived in your district. This year, his ESL teacher administered an IPT to identify the appropriate Idea Proficiency curriculum level he should be at this year. His IPT is a level C. His classroom teacher has administered classroom language inventories, and says his basic 'survival' English is okay, but he is not doing well with cognitive academic interactions. The ESL teacher, who is bilingual, says this is also true of his language interactions in Spanish. The Teacher Assistance Team asked for a Woodcock-Muñoz to be administered and José scored 2 on the WM. When doing the Story Retell portion of the LAS (Story #3), his response was "*One day he was doing his work and he fell asleep. Then when he woke up he was in his in him computer done all his work. Then he brought it to school. Then when each kid tried it they said, "Oh, I need help. Oh, I need help." Then for that he got a he got a prize for himself and for the computer.*" Up until now José always made an effort to be involved in whatever was going on in the classroom and on the playground. However his behavior has started to deteriorate and he has started getting into trouble and not paying attention. He has thrown a few 'temper tantrums' when asked to complete tasks recently. His parents report that he is refusing to speak Quechua at home and that he has expressed frustration when the family uses their limited Spanish.

In your classroom, you notice that José appears to have difficulty with task analysis and

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identifying the separate elements of assignments in detail. He is very resistant to change and doesn't respond well to story telling time. When you brought in some pictures with make-believe animals, José had difficulty participating and did not seem to understand what you wanted them to do with the story characters. He is very quick to respond to questions, but the answers seem impulsive and random. He gives up readily, is easily distracted and quite unstructured. When faced with new materials, José appears particularly distressed and does not respond well to pressure. When you asked him about his score on a recent reading test he said the material was too difficult, that his ESL teacher doesn't like him, and it doesn't matter how hard he works on it. José seems to leap to conclusions and make very broad generalizations. José responds best to physical demonstrations and concrete models. He has enjoyed the thematic units you have presented and does best with ones about animals and plants.

Although José comes to school every day and is not generally late getting back to classes after recess and lunch, his behavior in class has started to deteriorate, and he has begun acting out, fidgeting and not paying attention. The playground monitor is afraid he has started hanging out with a group of gang 'wannabes' during lunchtime and no longer playing team sports with his classroom peers. His parents report that José is sometimes acting up at home and not listening to his grandmother. José refuses to speak Quechua with his grandmother and is starting to use "bad" words when he is frustrated.

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***Strengths of this student:***

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***Greatest risk factors:***

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***Emerging needs of this student:***

## Home Language Survey

Date This year School Your School Grade Your grade

Student's Name José

Parent or Guardian's Name José Sr.

1) What is the student's country of origin? Peru

2) What language did your child learn when first beginning to talk? Quechua

3) What language does your child most frequently use at home? Quechua/Spanish

4) What language do you most frequently speak to your child? Quechua

5) What language does the primary caregiver speak to your child? Quechua

6) What is the language most frequently spoken at home? Quechua

7) Has the student had academic instruction in a language other than English? Yes  No  How long? Two years Language? Spanish

8) Please describe the language understood by your child. (Check only one.)

a)  Understands only the home language and no English.

b)  Understand mostly the home language and some English. (and Spanish)

c)  Understands the home language and English equally.

d)  Understands mostly English and some of the home language.

e)  Understands only English.

9) If available, in what language would you prefer to receive communication from the school? Quechua

Translator says that Spanish is okay if home visitor can come in person

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# First Acculturation Quick Screen

NAME/ID#: Jose XX SCHOOL: Elementary DOB: 5/16/xx SEX: M GRADE: 2nd  
 AGE AT ARRIVAL IN U.S.: 8 LANGUAGE(S) SPOKEN AT HOME: Spanish and Quechua  
 AQS at enrollment: \_\_\_\_\_ Date of first AQS: \_\_\_\_\_ Date of current AQS: 10/1/xx

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Number of years in United States/Canada	Three months	1
2. Number of years in School District	Three months	1
3. Number of years in ESL/Bilingual Education	none	1
4. Native Language Proficiency	Quechua BICS	3
5. English Language Proficiency	Does not speak English	1
6. Bilingual Proficiency	Quechua, some Spanish	2.5
7. Ethnicity/Nation of Origin	Quechua, Peru	1.5
8. % in School Speaking Student's Language/dialect	1% Quechua	6
<b>AQS Score Total:</b>		<b>17</b>
<b>1. NUMBER of YEARS IN US/Canada:</b>		
Under one year = 1	Between four to five years = 4	
Between one to two years = 2	Between five to six years = 5	
Between two to four years = 3	Over six years = 6	
<b>2. NUMBER of YEARS IN School/District:</b>		
Under 1 year = 1	Between four to five years = 4	
Between one to two years = 2	Between five to six years = 5	
Between two to four years = 3	Over six years = 6	
<b>3. YEARS IN ESL/BILINGUAL PROGRAM</b>		
Less than 360 hours of direct instruction = 1	Between 800 and 1080 hours of direct instruction = 4	
Between 360 and 500 hours of direct inst. = 2	Between 1090 and 1440 hours of direct instruction = 5	
Between 500 and 800 hours of direct inst. = 3	More than 1450 hours of direct instruction = 6	
<b>4. HOME LANGUAGE PROFICIENCY</b>		
Does not speak language, pre-production = 1	High intermediate fluency with some academic fluency = 4	
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5	
High speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6	
<b>5. ENGLISH LANGUAGE PROFICIENCY</b>		
Does not speak language, pre-production = 1	High intermediate fluency with some academic fluency = 4	
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5	
High speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6	
<b>6. BILINGUAL PROFICIENCY</b>		
Essentially monolingual = 1	Basic academic one, intermediate academic other = 4	
Primarily one, some social in other = 2	Most academic in one, intermediate academic in other = 5	
Limited academic either language, social both = 3	Bilingual in social and academic language = 6	
<b>7. ETHNICITY/NATIONAL ORIGIN</b>		
American Indian, Native American, Alaska. Native, Indigenous Populations or First People = 1	African American, African, East Asian or Pacific Islander = 3	
Hispanic/Latino/Chicano, South or Central America or Caribbean = 2	West Asian or Middle Eastern = 4	
	Eastern European = 5	
	Western European = 6	
<b>8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT</b>		
81% - 100% of enrollment = 1	30% -49% of enrollment = 4	
66% - 80% of enrollment = 2	15% - 29% of enrollment = 5	
50% - 65% of enrollment = 3	0% - 14% of enrollment = 6	

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### Years in ESL/Bilingual program

Using school records, interviews with parents or other teachers, identify how much time, if any, the student has spent in direct instruction in bilingual education or English as a second language (ESL) classes. This should be actual cumulative time to the extent possible. For example, a student in a dual language program receiving at least 2 hours each day of the week in direct instruction ESL in the content area would clearly have received a full year in ESL/Bilingual instruction by the end of the school year. On the other hand, a student in an English only instructional program, receiving a half hour or less pull out assistance in language transition once or twice a week is clearly not receiving a year's instruction in a year's time. In addition, a student's attendance will relate directly to their access to direct instruction. Determining the extent of cumulative time may be difficult, but the rule of thumb is that pull out, limited time assistance, accumulates at about half the rate of longer time, daily assistance.

Here are some examples:

- 1) Higher level:  $180 \text{ days/yr} \times 2 \text{ hours/day} = 360 \text{ hours of direct instruction in one year}$ 
  - a) Four years of this type of instruction = 1440 hours of direct instruction
- 2) Lower level:  $2 \text{ days/week} \times .5 \text{ hours/day} = 1 \text{ hour/week} \times 36 \text{ weeks} = 36 \text{ hours in one year}$ 
  - a)  $3 \text{ days/week} \times .5 \text{ hours/day} = 1.5 \text{ hours/week} \times 36 \text{ weeks} = 54 \text{ hours in one year}$
  - b) Four years of this type of instruction = between 144 to 216 hours of direct instruction

Under "Information" write the number of hours (cumulative) the student has received this direct instruction. Look at the choices shown under "AQS Scale Scoring Guidelines" and find the number of hours that best corresponds with your information. To the right of this answer are an equals sign (=) and a single number (1 to 6). Enter this number in the column labeled "Scores" at the top of your form.

#### YEARS IN ESL/BILINGUAL PROGRAM

Less than 360 hours of direct instruction = 1  
Between 360 and 500 hours of direct inst. = 2  
Between 500 and 800 hours of direct inst. = 3

Between 800 and 1080 hours of direct instruction = 4  
Between 1090 and 1440 hours of direct instruction = 5  
More than 1450 hours of direct instruction = 6



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24. Understands and uses academic vocabulary appropriately.			
25. Reads for comprehension.			
26. Can discuss vocabulary.			
27. Uses glossary, index, appendix, etc.			
28. Uses expanded vocabulary			
29. Functions on academic level with peers			
30. Maintains two-way conversation			
31. Writes short paragraphs.			
32. Writes in cursive.			
33. Uses correct punctuation, capitalization, paragraphing, margins.			
34. Demonstrates an interest in writing.			
35. Can discuss aspects of language/grammar.			
36. Initiates writing activities.			
37. Composes and edits over one page papers.			
38. Can explain complex instructional tasks to others.			
39. Demonstrates decontextualized comprehension.			
<b>40. Beyond 12,000 word vocabulary</b>			
<b>Total academic language interactions used</b>	5		
<b>Total possible academic language interactions</b>	<b>40</b>	<b>40</b>	
 <b>Total classroom language interactions used</b>	16	0	
<b>Total possible classroom language interactions</b>	<b>55</b>	<b>55</b>	

**Norm Referenced Proficiency**    **Spanish**

**English**

1. Test Used:		<i>LAS O</i>
Score:		<i>Did not understand directions but copied motions</i>
Date Given:		<i>At enrollment</i>
2. Test Used:		
Score:		
Date Given:		

<b>Language Development Stage</b>	<b>CLIC</b>
Pre Production	0-4
Early Production	5-10
Speech Emergence	11-17
Intermediate Fluency	18-32
Advanced Intermediate Fluency	33-44
Advanced Fluency	45-55

## Collection of Screening Forms for Training Purposes

# Second Acculturation Quick Screen

NAME/ID#: Jose XX SCHOOL: Elementary DOB: 5/16/xx SEX: M GRADE: 4th  
 AGE AT ARRIVAL IN U.S.: 8 LANGUAGE(S) SPOKEN AT HOME: Spanish and Quechua  
 AQS at enrollment: 17 Date of first AQS: 10/1/xx Date of current AQS: \_\_\_\_\_

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Number of years in United States/Canada	About two years	2
2. Number of years in School District	About two years	2
3. Number of years in ESL/Bilingual Education	About 1.5	2
4. Native Language Proficiency	Quechua BICS (Spanish LAS 4)	3
5. English Language Proficiency	SOLOM 13, CLIC 17	3
6. Bilingual Proficiency	Quechua, Spanish, some English	3.5
7. Ethnicity/Nation of Origin	Quechua, Peru	1.5
8. % in School Speaking Student's Language/dialect	1% Quechua	6
<b>AQS Score Total:</b>		<b>23</b>
<b>4. NUMBER of YEARS IN US/Canada:</b>		
Under one year = 1	Between four to five years = 4	
Between one to two years = 2	Between five to six years = 5	
Between two to four years = 3	Over six years = 6	
<b>5. NUMBER of YEARS IN School/District:</b>		
Under 1 year = 1	Between four to five years = 4	
Between one to two years = 2	Between five to six years = 5	
Between two to four years = 3	Over six years = 6	
<b>6. YEARS IN ESL/BILINGUAL PROGRAM</b>		
Up to one year in directed instruction = 1	Between two and two and a half years = 4	
Between one and one and a half years = 2	Between two and a half to four years = 5	
Between one and a half to two years = 3	Over four years = 6	
<b>4. HOME LANGUAGE PROFICIENCY</b>		
Does not speak language, pre-production = 1	High intermediate fluency with some academic fluency = 4	
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5	
High speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6	
<b>5. ENGLISH LANGUAGE PROFICIENCY</b>		
Does not speak language, pre-production = 1	High intermediate fluency with some academic fluency = 4	
Early production to low speech emergence = 2	Advanced intermediate social & academic fluency = 5	
High speech emergence to intermediate fluency = 3	Advanced social & academic fluency = 6	
<b>6. BILINGUAL PROFICIENCY</b>		
Essentially monolingual = 1	Basic academic one, intermediate academic other = 4	
Primarily one, some social in other = 2	Most academic in one, intermediate academic in other = 5	
Limited academic either language, social both = 3	Bilingual in social and academic language = 6	
<b>7. ETHNICITY/NATIONAL ORIGIN</b>		
American Indian, Native American, Alaska. Native, Indigenous Populations or First People = 1	African American, African, East Asian or Pacific Islander = 3	
Hispanic/Latino/Chicano, South or Central America or Caribbean = 2	West Asian or Middle Eastern = 4	
	Eastern European = 5	
	Western European = 6	
<b>8. PERCENT IN SCHOOL SPEAKING STUDENT'S LANGUAGE or DIALECT</b>		
81% - 100% of enrollment = 1	30% -49% of enrollment = 4	
66% - 80% of enrollment = 2	15% - 29% of enrollment = 5	
50% - 65% of enrollment = 3	0% - 14% of enrollment = 6	

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### Calculating Rate of Acculturation

To calculate rate of acculturation, look at the Rate Table on the following page. Locate the earliest score (preferably at enrollment) your student received in the left hand column "AQS Score". This is your **baseline** score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS. The number of years between **baseline** and **current** completion of the AQS multiplied times the minimum expected gain gives you the normal point gain expected over this time period. Then subtract the **baseline** score from the **current** score to find the number of points actually gained by the student in this time period.

$$\frac{\text{Years between AQS}}{\text{Minimum Gain}} \times \text{Minimum Gain} = \text{Normal Gain Expected}$$

$$\frac{\text{Current AQS Score} - \text{Baseline Score}}{\text{Point Gain Achieved}}$$

$$\frac{\text{Achieved}}{\text{Expected}} = \text{Ratio}$$



The ratio between **Expected** and **Achieved** should equal 1 if the student is acculturating at a normal rate. In other words, Achieved divided by Expected should equal 1. Another way to say this is that if the number of points is the same, then the student is acculturating to your school system at a normal rate. If the ratio between expected and achieved is less than 1, e.g. the number of points achieved is lower than the number expected, then something is depressing the rate of acculturation. As discussed above, this could be inadequate or inappropriate instruction or the presence of an unidentified disability and needs further evaluation. If the ratio is less than 1, investigate the reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc. If the ratio is greater than 1, e.g. points gained are greater than expected, the student is making better than average progress in acculturating to the school system.

AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation	AQS Score	Minimum Average Annual Gain	Description of Level of Acculturation
8	4.0	Significantly Less Acculturated	23	3.0	In Transition	38	2.0	Significantly More Acculturated
9	4.0		24	3.0		39	2.0	
10	4.0		25	3.0		40	2.0	
11	4.0		26	3.0		41	2.0	
12	4.0		27	3.0		42	2.0	
13	4.0		28	3.0		43	2.0	
14	4.0		29	3.0		44	2.0	
15	3.5	Less Acculturated	30	2.5	More Acculturated	45	1.5	Highly Acculturated
16	3.5		31	2.5		46	1.5	
17	3.5		32	2.5		47	1	
18	3.5		33	2.5		48	0	
19	3.5			2.5				
20	3.5			2.5				
21	3.5			2.5				
22	3.5			2.5				

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## Sociocultural Checklist

<b>Sociocultural Factors</b>	<input checked="" type="checkbox"/>	Selected Cross-Cultural Adaptation Risk Factors
<b>Acculturation Level</b>  % Checked: <b>67%</b>	✓	Recent immigrant, refugee, migrant, or resides on reservation.
		Does not interact much with majority culture peers or majority cultural group.
	✓	Displays confusion in locus of control.
		Displays heightened stress or anxiety in cross-cultural interactions.
	✓	Oral expression contains considerable code switching.
	✓	Expresses or displays sense of isolation or alienation in cross-cultural interactions.
	4	Out of 6 Total
<b>Cognitive Learning Style</b>  % Checked: <b>83%</b>		Few cognitive learning strategies appropriate to classroom/school.
	✓	Cognitive learning style different or inappropriate in relation to teacher's instructional style.
	✓	Easily frustrated or low perseverance in completing tasks.
	✓	Retains learning strategies that are no longer appropriate.
	✓	Displays difficulty with task analysis.
	✓	Displays difficulty with understanding and applying cause and effect.
5	Out of 6 Total	
<b>Culture &amp; Language</b>  % Checked: <b>50%</b>	✓	Comes from non-English speaking home.
	✓	Comes from a culture or ethnic group different from mainstream America.
	✓	Family emphasizes support of family or community/group over individual effort.
		Comes from non-English speaking geographic area.
		Has culturally appropriate behaviors that are different from expectations of mainstream.
		There is no support in the home for bilingual and bicultural development.
	3	Out of 6 Total
<b>Experiential Background</b>  % Checked: <b>11%</b>		High family mobility.
		Limited or sporadic school attendance.
	✓	Low socioeconomic status.
		Little exposure to subject or content or not familiar with material.
		Disrupted early childhood development.
		Few readiness skills.
		Does not know how to behave in classroom.
		Different terms/concepts for subject areas or materials and content.
		Uses survival strategies that are not appropriate in the classroom.
1	Out of 9 Total	
<b>Sociolinguistic Development</b>  % Checked: <b>63%</b>		Does not speak English.
	✓	Limited academic language in native language.
	✓	Limited social language in English.
		Rarely speaks in class.
		Speaks only to cultural peers.
	✓	Limited academic language in English.
	✓	Asks a peer for assistance in understanding.
	✓	Appears to know English but cannot follow English directions in class.
5	Out of 8 Total	

# 2<sup>nd</sup> Classroom Language Interaction Checklist

Name of Student: \_\_\_\_\_ José \_\_\_\_\_ Date: \_\_\_\_\_  
 Completed By: \_\_\_\_\_ Title: \_\_\_\_\_

## SOCIAL CLASSROOM

	Native Language		English
16. Follows general directions. (Spanish & Quechua)	✓	✓	✓
17. Acts out common school activities.	✓	✓	✓
18. Points, draws, or gesture responses	✓	✓	✓
19. Verbalizes key words	✓	✓	✓
20. Gives commands to peers.	✓	✓	
21. Exchanges common greetings.	✓	✓	✓
22. Uses limited vocabulary	✓	✓	✓
23. Describes objects; describes people.	✓	✓	
24. Retells a familiar story.	✓	✓	
25. Initiates and responds to a conversation.	✓	✓	✓
26. Appears to attend to what is going on.	✓	✓	✓
27. Appropriately answers basic questions.	✓	✓	✓
28. Participates in sharing time.	✓	✓	
29. Narrates a simple story.	✓	✓	
30. Between 1000-6000 receptive vocabulary.	✓	✓	

**Total social classroom interactions used in classroom**

15    15    9

**Total possible social classroom interactions**

15    15

## ACADEMIC CLASSROOM

	Spanish	English
41. Follows specific directions for academic task.	✓	✓
42. Follows along during oral reading.	✓	✓
43. Understands teacher's discussion.	✓	
44. Uses sound/symbol association.	✓	
45. Decodes words.	✓	✓
46. Generates simple sentences.	✓	✓
47. Completes simple unfinished sentences.	✓	
48. Makes some pronunciation & basic grammatical errors but is understood.	✓	✓
49. Asks for clarification during academic tasks.	✓	
50. Asks/answers specific questions regarding topic.	✓	✓
51. Actively participates in class discussions; volunteers to answer questions.		
52. Responds orally and in written form		
53. Can explain simple instructional tasks to peers.	✓	
54. Adds an appropriate ending after listening to a story.		
55. Initiates conversation and questions	✓	✓
56. Demonstrates an interest in reading.		✓
57. Understands and uses temporal and spatial concepts.	✓	
58. Distinguishes main ideas from supporting details.		
59. Understands rules of punctuation and capitalization for reading.		
60. Engage in and produce connected narrative	✓	
61. Can communicate thoughts	✓	
62. Makes complex grammatical errors		

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63. Writes from dictation.	✓	
64. Understands and uses academic vocabulary appropriately.		
65. Reads for comprehension.		
66. Can discuss vocabulary.		
67. Uses glossary, index, appendix, etc.		
68. Uses expanded vocabulary		
69. Functions on academic level with peers		
70. Maintains two-way conversation	✓	
71. Writes short paragraphs.		
72. Writes in cursive.		
73. Uses correct punctuation, capitalization, paragraphing, margins.		
74. Demonstrates an interest in writing.		
75. Can discuss aspects of language/grammar.		
76. Initiates writing activities.		
77. Composes and edits over one page papers.		
78. Can explain complex instructional tasks to others.		
79. Demonstrates decontextualized comprehension.		
80. Beyond 12,000 word vocabulary		
<b>Total academic language interactions used</b>	17	8
<b>Total possible academic language interactions</b>	<b>40</b>	<b>40</b>
<b>Total classroom language interactions used</b>	32	17
<b>Total possible classroom language interactions</b>	<b>55</b>	<b>55</b>

**Norm Referenced Proficiency**

**Spanish**

**English**

1. Test Used:

*LAS O*

*LAS O*

Score:

*4*

*2*

Date Given:

*current*

*current*

2. Test Used:

*Woodcock-Muñoz*

*Woodcock-Muñoz*

Score:

*3*

*2*

Date Given:

*Current*

*Current*

<b>Language Development Stage</b>	<b>CLIC</b>
<b>Pre Production</b>	0-4
<b>Early Production</b>	5-10
<b>Speech Emergence</b>	11-17
<b>Intermediate Fluency</b>	18-32
<b>Advanced Intermediate Fluency</b>	33-44
<b>Advanced Fluency</b>	45-55

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### SOLOM

Pre Production 5, Early Production 6–10, Speech Emergence 11–15, Intermediate Fluency 16–20, Advanced Fluency 21–25

	1	2	3	4	5	Score
<b>A. Comprehension</b>	Cannot be said to understand even simple conversation	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions	<del>Understands most of what is said at slower-than-normal speed with repetitions</del>	Understands nearly everything at normal speech, although occasional repetition may be necessary	Understands everyday conversation and normal classroom discussions without difficulty	<b>3</b>
<b>B. Fluency</b>	Speech is so halting and fragmentary as to make conversation virtually impossible	<del>Usually hesitant: often forced into silence by language limitations</del>	<del>Speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression</del>	Speech in everyday conversation and classroom discussion generally fluent, with occasional lapses while the student searches the correct manner of expression	Speech in everyday conversation and classroom discussion fluent and effortless approximating that of a native speaker	<b>2.5</b>
<b>C. Vocabulary</b>	Vocabulary limitations so extreme as to make conversation virtually impossible	<del>Misuse of words and very limited vocabulary; comprehension quite difficult</del>	<del>Student frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary</del>	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabulary and idioms are approximately that of a native speaker	<b>2</b>
<b>D. Pronunciation</b>	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat to be understood	<del>Pronunciation problems necessitate concentration on the part of the listener; occasionally may be misunderstood</del>	Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation	Pronunciation and intonation approximate that of a native speaker	<b>3</b>
<b>E. Grammar</b>	Errors in grammar and word order so severe as to make speech virtually unintelligible	<del>Grammar and word order errors make comprehension difficult. Must often rephrase/be restricted to basic patterns</del>	<del>Makes frequent errors of grammar and word order which occasionally obscure meaning</del>	Occasionally makes grammatical and/or word errors which do not obscure meaning	Grammatical usage and word order approximate that of a native speaker	<b>2.5</b>

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## Oral Language Acquisition Grid

Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermed Fluency	Advanced Fluency
0-6 months	6 months-1 year	1-2 years	2-3 years	3-5 years	5-7 years
Depends on context Has minimal receptive vocabulary Comprehends key words only Points, draws, or gesture responses May not produce speech Adjusting to US culture  0-500 receptive word vocabulary	Depends heavily on context Produces words in isolation Verbalizes key words Responds with one/two word answer or short phrases Points, draws, or gesture responses Mispronunciation Grammar errors 500-1000 receptive word vocabulary	Short phrases Many mistakes in grammar Responds orally Hears smaller elements of speech Functions on social level Uses limited vocabulary  Between 1000-6000 receptive vocabulary	Simple sentences Produces whole sentences Makes some pronunciation & basic grammatical errors but is understood Responds orally and in written form Uses limited vocabulary Initiates conversation and questions Shows good comprehension Up to 7000 receptive word vocabulary	Can communicate thoughts Engage in and produce connected narrative Shows good comprehension Uses expanded vocabulary Makes complex grammatical errors Functions somewhat on an academic level  Up to 12,000 receptive & active word vocabulary	Functions on academic level with peers Maintains two-way conversation Demonstrates decontextualized comprehension Uses enriched vocabulary  Beyond 12,000 word vocabulary
Able to observe, locate, label, match, show, classify, sort.	Able to name, recall, draw, record, point out, underline, categorize, list.	Able to share, retell, follow, associate, organize, compare, restate, role-play.	Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions.	Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model.	Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge.
LAS 0 (0-10)	LAS 1 (11-54)	LAS 2 (55-64)	LAS 3 (65-74)	LAS 4 (75-84)	LAS 5 (85-100)
CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 45-55
WM 0-1	WM 1	WM 2	WM 3	WM 4	WM 5
SOLOM (0-5)	SOLOM (6-10)	SOLOM (11-15)	SOLOM (16-18)	SOLOM (18-20)	SOLOM (21-25)
IPT A	IPT B	IPT C	IPT D	IPT E	IPT F

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# Instructional Intervention Planning & Review

**Initial Date:**                      **Review & Monitoring Dates:**

<b>Student:</b> JOSE	<b>DOB:</b>	<b>Current Grade:</b>												
Language(s) student speaks other than English: Quechua, Spanish														
Language(s) parent/guardian speaks to student: Quechua														
Language(s) student speaks w/	Parent/guardian	Sibling(s)												
	Quechua	Spanish, English												
Neighborhood friends	School friends	Others												
Spanish	Spanish, English	Spanish, English												
Are parents aware of your concerns: <input type="checkbox"/> Yes <input type="checkbox"/> No														
<b>School Experience Outside United States or Canada</b>														
Country(ies) Peru	Age started school 7yrs	Number of interruptions												
Circle each grade completed outside the U.S./Canada														
N	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>School Experience Inside United States or Canada</b>														
Age started school	Number of interruptions	<input type="checkbox"/> U.S.	<input type="checkbox"/> Canada											
Circle each grade completed inside the U.S./Canada														
N	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12
Days absent:														
Number of schools attended 2		Retained? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Grade(s)											

## Adaptation Concerns

Sociocultural Area	Order of Concern	Prior Instruction	Duration of Intervention	Outcomes of Intervention
Acculturation	2			
Cognitive Learning	1			
Culture & Language				
Experiential Background				
Sociolinguistic Development	3			

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### Achievement & Behavioral Concerns

A. Achievement in English	5	4	3	2	1	Progress
1. Receptive Language, Social Comprehension				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
2. Receptive Language, Academic Comprehension				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
3. Expressive Language, Social Interaction				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
4. Expressive Language, Academic Interaction				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
5. Reading				x		<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
6. Written Language					x	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
7. Mathematics				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
8. Other:						<input type="checkbox"/> yes <input type="checkbox"/> no
B. School Behavior	5	4	3	2	1	Progress
1. Positive Peer Interactions				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
2. Positive Adult Interactions					x	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
3. Works Independently					x	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
4. Cooperates in a group				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
5. Able to focus/attend					x	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
6. Responsive				x		<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
7. Follows rules					x	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
8. Other:						<input type="checkbox"/> yes <input type="checkbox"/> no

Academic Interventions	Frequency	Duration	Progress
Active Processing			
Adapted Instructional Materials			
Cognitive Learning Strategies			
Consulted Resource People			
Experience-based Reading/Writing			
Extra Aide Time (Identify Content)			
Extra Parent Conference			

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Guided Practice (Identify Content)			
Key Vocabulary in Both Languages			
Language/Content Reinforcement			

Behavioral Interventions	Frequency	Duration	Progress
Acculturation Strategies			
Acculturation Support Group			
Behavioral Contract			
Coping Strategies			
Counseling in Native Language			
Counseling in Sheltered Language			
Cross-Cultural Conflict Resolution			
Problem Solving Strategies			
Reduction Of Stimuli			
Resiliency based Strategies			
Role Play for Expected Behaviors			
Self Monitoring			
Self Reinforcement			

**Comments :**

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## Test Evaluation Checklist

<b>TEST INSTRUMENT:</b>								
<b>Student Background Information</b>		<b>Comments</b>						
Culture(s): Quechua								
Language(s): Quechua, Spanish								
Acculturation Level:								
Experience:								
<b>Language</b>				<b>Degree of Applicability</b>				
				<b>Yes</b>	<b>No</b>			
<b>Issues to consider:</b>				<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Is the English proficiency necessary for successfully completing the instrument beyond the present academic language of the student?								
2. Does this instrument employ English vocabulary that is colloquial, regional, or unfamiliar to the student?								
3. Does this instrument rely heavily on receptive and expressive English language ability?								
4. Is there a parallel form of the instrument available in this student's native language or dialect?								
5. If so, are all of the items equivalent in difficulty and intent to the English version?								
6. Does the student have adequate experience with the academic language and academic tasks required?								
<b>Column Totals</b>								
<b>Applicability of Unmodified Content to Student/Group:</b>						<b>Applicability Score</b>		

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<b>Content</b>	<b>Degree of Applicability</b>				
	<b>Yes</b>				<b>No</b>
<b>Issues to consider:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Is the student's ethnic and cultural group part of the sample?					
2. Is the experience level necessary for success on this instrument directly related to the assessment objectives?					
3. Given the student's cultural and experiential background, do any illustrations on this instrument represent unfamiliar or misleading content?					
4. Is the student's socioeconomic group part of the sample?					
5. Is the student's language or dialect group part of the sample?					
6. Is the specific focus of concern included in the test?					
7. Are the questions in the test familiar to the student?					
8. Given the student's cultural and linguistic background, do any items on this instrument represent unfamiliar or misleading content?					
9. Does the student have experience with the items illustrated?					
10. Does this instrument rely heavily on receptive and expressive English language ability?					
11. Has the student's level and rate of acculturation been identified?					
12. Will the results of this instrument yield instructionally meaningful information?					
13. Does the research or manual for this instrument report any differences in performance related to sociocultural or linguistic background?					
14. Does the student have experience with the tasks and processes used?					
Column Totals					
<b>Applicability of Unmodified Content to Student/Group:</b>				Applicability Score	

## Checklist for Cross-cultural Administration of Standardized Tests

Student: José Age: \_\_\_\_\_ Ethnic Background: Quechua  
 Language Proficiency: L1 Quechua L2 Spanish L3 English  
 Level of Acculturation: \_\_\_\_\_ AQS Score: \_\_\_\_\_  
 Standardized Test: \_\_\_\_\_

I. Analysis of Test Content	Degree of Applicability				
	Yes				No
<b>Issues to consider:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Is the student's ethnic and cultural group part of the sample?					
Is the student's socioeconomic group part of the sample?					
Is the student's language or dialect group part of the sample?					
Is the specific focus of concern included in the test?					
Are the questions in the test familiar to the student?					
Does the student have experience with the items illustrated?					
Has the student's level and rate of acculturation been identified?					
Does the student have experience with the tasks and processes used?					
Applicability of Unmodified Content/Procedures to Student/Group:					<b>Applicability Score</b>
II. Modifications	Degree of Modification				
	A Lot				Very Little
<b>Issues to consider:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The examiner modified the time on each task.					
The examiner modified the administration procedures.					
The examiner used a trained interpreter.					
The examiner tagged problem items ahead of administration.					
The examiner tagged problem illustrations ahead of administration.					
The examiner used review, test, and retest procedures on problem items.					
The examiner modified item protocols.					
The examiner used a normed translated version of the instrument.					