

Assessment of Young Dual Language Learners

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Session Objectives

At the end of this presentation, you should be able to:

- Understand the terminology used in developmental screening, assessment, and dual language learners.
- Explore best practices when assessing dual language learners.
- Explore approaches and systems for assessing dual language learners.

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Frequent	ly Asked Questior	ns
"How can the childre assessments?"	en's languages be utilize "How can w of children v	e understand the development vithin and across languages?"
and what m	oest ways of doir istakes should w avoid?"	ng so
The WHY o	•	what are some questions to be addressed through developmental screening and assessment?
Obtaining information respond to the	mation to better e child's needs	Examples include: How is this child developing overall within and across multiple domains of development? Should we be specifically concerned about the child's language development? How is the child developing in his English skills over time? How about in the home language? Both?
Key Conc	ept	
DLLs are developi as well as in all ot	ing in language ther domains!	CASE EXAMPLE

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- ual Language Learners (DLL)
- English Language Learners (ELL)
- Limited English Proficient (LEP)
- Children who speak a Language Other Than English (LOTE)
- Bilingual





Language Information About Dual Language Learners

- ☐ Important role of families and caretakers in developmental screening and assessment
- ☐ Ask **all** families about linguistic background, including degree of exposure and engagement with **each** language*

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☐ Some professionals assume that, because a child is exposed to English, learning or assessment will not be affected. That can be an incorrect assumption.

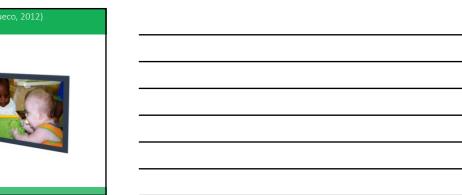


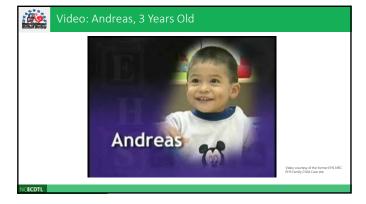
Contextual Questions (Barrueco, 2012)

- ☐ Age of the child
 - ☐ Infant vs. Toddler Vs. Preschooler
- lacksquare Age of exposure
 - ☐How many months or years ago did exposure begin?
- ☐ Intensity of exposure

 - ☐ At home
 ☐ In the care setting(s)
 ☐ Change over time: Immigration and other considerations
- ☐ Usage ☐Used in what type of interactions?
- ☐ Societal expectations

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More Terminology: Developmental Screening and Assessment

Similarities

- Information-gathering process
- Focus = individual child
- Can occur birth through age 5 (and beyond)
- Observation/measurement of development
- Can cross multiple domains
- Data for decision making

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More Terminology: Developmental Screening and Ongoing

- Screening:
 - Brief procedure or instrument
 - To identify children who may need further assessment to verify developmental and/or health risks.
 - To identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills
- Ongoing Assessment:
 - Systematic procedure
 - Information from observation, interviews, portfolios, projects, tests, and other sources
 - · Children's characteristics and development

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	Developmental Screeni	ng and Assessment Contrasts
Scree	ening is single purpose	Assessment is multipurpose
re	Should the child be eferred for a formal evaluation?	Determine best program placement option.Assess child progress.
	Designed for single use.	Evaluate program effectiveness.Plan for optimal teaching.
□ [Data are not meant to be aggregated over time.	 Designed to be repeated. Data are intended to be aggregated over time.
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	One More Point	
Screeni	ing and assessment are different bu	it they do not need to be completely <u>separate</u> .
Any info	ormation about a child's strengths, ng can be used as ongoing assessn	knowledge, skills, and abilities identified during
screenii	ng can be used as ongoing assessn	nent data.
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6	Best Practices in Screen	ning
	dontify concorns regarding a child's	
la	dentify concerns regarding a child's levelopmental, behavioral, motor, anguage, social, cognitive, and	
е	motional skills.	
d	Jse one or more research-based levelopmental standardized creening tools.	

☐ Obtain additional information from family and staff.

Best Practices in Asse	essment				
Marico do Head Start sobre 144 - Head Start Sobre	☐ Standardized and structured assessments				
Montained to the Commission of	☐ Progress in multiple developmental outcomes				
☐ Frequency to allow for individualization					
A mandrama H	☐ Regularly use observation-based or direct assessment information.				
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- ☐ Important for programs to have a formalized approach for implementing a screening and assessment system for all children.
- ☐ Noting red flags raised during the screening and assessment process.





Best Practices in Screenings and Assessments with DLLs

- lacksquare Qualified bilingual staff to examine

 - DLanguage skills in home language <u>and</u> English

 Domains in other than language skills in language or languages that best capture the child's development and skills in the specific domain
- ☐ When qualified bilingual staff not available
 - $\hfill \Box$ Use an interpreter along with a qualified staff person
- ☐ If neither qualified bilingual staff nor interpreter are available
 ☐Screenings and assessments may be conducted in English
 ☐Gather and use other information, such as structured observations over time and information gathered in a child's home language from the family

□ Meet with interpreter beforehand. □ Discuss screening or assessment: □ Purpose □ Structure □ Administration □ Documentation □ Procus on child or parent Screening and Assessment Tools for DLLs	Collaboration with an Ir	terpreter	
□ Discuss expectations of screening or assessment: □ Administration □ Documentation □ Hocus on child or parent Screening and Assessment Tools for DLLs	☐ Meet with interpreter beforehand.		
Screening and Assessment Tools for DLLs Key points to remember: Read the screening and assessment manuals and follow instructions. Some measures created to be administered: ACROSS both languages	□ Purpose □ Structure □ Discuss expectations of screening or assessment: □ Administration □ Documentation		
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administered: ACROSS both languages		ent Tools for DLLs	
□ACROSS both languages ————————————————————————————————————	Key points to remember:	ent Tools for DLLs	
□WITHIN each language	Key points to remember: Read the screening and assessment manuals and follow instructions.	ent Tools for DLLs	
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Translate measures on your own. Combine results from English and home language on your own. Assess DLL children's language skills only in one language.

The Characteristics of M	leasures for DLL children	ı			
☐ Characteristics of the best screening and a☐ Attuned to developmental age.	issessment measures:				
☐ Created with a large group of children.					
☐ Analyzed to minimize biases.					
☐ Reliability: Does the measure provide a c	:lear picture?	l			
☐ Validity: Does the measure examine what	it matters?	l			
☐ Language: Beyond translation.		l			
☐ Cultural backgrounds and experiences.		l			
NCECOTL Barrueco, S., López, M. L., Ong, C. A., & Lozano, P. (2012). Assessing Sponish-English	h bilingual preschoolers: A guide to best measures and approaches. Baltimore,	, MD: Brookes Publishing.			
The Characteristics of M Some measures are well developed and some are not. If a measure is well developed in one language, that does not mean it is in the	leasures for DLL children □ Some measures are well development of their English and Spanish versic support interpretation of resultanguages.	loped across ion to			
other language.	☐ Some are not.				
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References and Resource

- ☐ Barrueco, S. (2012). Assessing young bilingual children with special needs. In S. M. Benner, Assessment of young children with special needs: A context-based approach (2nd ed.). New York, NY: Routledge.
- □ Barrucco, S., López, M. L., Ong, C. A., & Lozano, P. (2012). Assessing Spanish-English bilingual preschoolers: A guide to best measures and approaches. Baltimore, MD: Brookes Publishing.
- □ National Center on Cultural and Linguistic Responsiveness. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Gathering and Using Language Information that Families Share. https://eclkc.ohs.acf.hhs.gov/hslc/search?q=Information%20gathering&rows=20

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