

Guidelines for Cultural and Linguistic Diversity

Culturally Responsive Practice for English Language Learners

PART III

- **Assessment**

- *Setting the Stage*
- *Statewide Achievement and English Language Proficiency Testing*

- **Diagnostics**

- *Culturally Responsive Practices*
- *Multifactorial Evaluation For Suspected Disability*
- *Differential Diagnosis*

- **Cultural Brokers**

- *Roles and Guidelines*

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Assessment:

Setting the Stage

Am I the Only One with Assessment Questions for ELL Students?

- ELLs represent approximately 10% of all students nationally, with 67% of those at the elementary level (Coltrane, 2003)
- NCLB of 2001, reemphasizes achievement for ELLs
- Schools are increasingly accountable for tracking ell student progress through the curriculum, and providing specific supports to meet state academic standards
- ASHA survey indicates assessment is the biggest concern in working with ELLs, Ohio 2007 survey results reflect this national concern

SO, YOU ARE NOT ALONE IN ASKING ASSESSMENT QUESTIONS !

Assessment and Diagnostic Issues

- Nationally, ELLs are over represented in special education in the areas of: specific learning disability, speech/language, mental retardation, and emotional disturbance
- National average in special education is 12%
- California: 22.2% over identification of SLD and s/l ell, some states as high as 30%
- Ohio: approximately 33, 000 LEP, 11% LEP special education and 17% of those are s/l

Who Are ELLs?

- English language learners (ELLs) are students who are learning English as a new language
- Some are U.S. Born, others are immigrants or refugees
- Some have had strong formal education in their country of origin
- Some have had little or no formal education in their home country
- Some have had exposure to English, which may or may not be standard American English
- Some are literate in L1, others have low literacy in L1

What is Bilingualism?

- The process of acquiring the ability to listen, speak, read, and write in more than one language
- Level of skills or degree to which a student has control over language understanding and use across domains
- Dominant language = more developed, more preferred, L1 or home language
- Bilingualism is the world standard
- Expecting a bilingual individual to have equal knowledge and equal abilities in different languages is not realistic
- Bilinguals learn each language in different contexts and are used for different purposes with different people