Child and Program Assessment Considerations for Dual Language Learners in QRIS

Denver, Colorado, July 25, 2014
Agenda

I. Welcome and Introductions

I. Background on Dual Language Learners

I. The relevance of “Quality” for DLLs

II. Challenges Using Established Environment Measures

I. Child Outcome Measures for DLLs

II. Recommendations

III. Questions and Answers
Welcome & Introductions

Presenters

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Young Dual Language Learners

Children who are Dual Language Learners acquire two or more languages simultaneously, and those who learn a second language while continuing to develop their first language. The term "dual language learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE).

Definition from the Office of Head Start
Overall, the percentage of children living in US with at least a one foreign born parent rose from 15% in 1994 to 24% in 2012 (ChildStats.gov).

More than 30% of children enrolled in Head Start live in households where English is not the primary language (ACF, 2013)

15% of K-12 Enrollment in U.S (2011, NCES); 25% of all children born in DL homes; most speak Spanish, 81-90%
THINK: Read through the statements listed on the handout, and jot down whether you think each statement is “true” or “false”

PAIR: Turn to a partner and discuss the statements and whether they are “true” or “false”

SHARE: Share aloud as part of the large group discussion
Does a Rising Tide Lift all Boats?
What Constitutes Quality in ECE?

- **Structural Features**
  - Basic and more easily measured
    - Teacher qualifications
    - Staff-child ratios
    - Group size

- **Process Features**
  - Direct experiences of children
    - Teacher sensitivity and responsiveness
    - Pedagogical interactions
What Does the Research Tell Us about the Relationship between Quality and Child Outcome?

- Strong support for the idea that higher quality relates to higher language, academic and social skills and fewer behavioral problems (Burchinal, Kainz, & Yaping, 2011).

- Some evidence to support the notion that associations between high quality and child outcome is more pronounced in low income populations (Mc Carthy, Dearing, Taylor et al., 2007).

- QRIS ratings that focus on teacher-child relationships are more predictive of child outcome than complex QRIS rating systems (Sabol, Soliday Hong, Pianta, & Burchinal, 20103).
Much of our research is premised on the development of a universal child.
Do High Quality ECE Programs Benefit DLLs?

TULSA PRE-K Program

[Bar chart showing test score gains for Black, Hispanic, Native American, and White students in Letter-Word Identification, Spelling, and Applied Problems with n.s. indicating not significant.]
Factors to Consider in Current Assessments of Environments for DLLs

- ...in conceptualizing and measuring quality for DLLs

- Was the measure developed with dual language learners in mind? If not, what accommodation is made for DLLs?

- Are teachers able to understand the language and culture of the child?

- Are assessors/observers bilingual and culturally competent?
Challenges Using the CLASS

- Research base for supporting the use of CLASS with DLL populations is controversial

- Incomplete construct validity (Messick, 1989)

- Consequential validity – the social consequences of assessment (Welner, 2013)

- Dimensions of classroom quality important for DLLs not addressed in CLASS (Castro, Espinosa, Paez, 2011)
Disconnect Between What a Tool Measures and Teaching Practices
Developmental Assessment of Young Dual Language Learners

Assessment Purposes:

- Developmental Screening
- Instructional Improvement
- Program Evaluation
- Kindergarten Entry Assessment (KEA)
Assessment tools and procedures should be aligned with the cultural and linguistic characteristics of the child. Moreover, in the case of norm based tests, the characteristics of children included in the normative sample should reflect the linguistic, ethnic, and socioeconomic characteristics of the child.

Snow and Van Hemel, 2008
Kindergarten Entry Assessments: Part of RTT Early Learning Challenge Grants

- Aligned with state early learning standards
- Valid, reliable, and appropriate for the target population and for purpose
- Must assess all domains of learning
- Administered by 2014-2015
KEA Purposes

1. Inform Instruction and Services in K-3
2. NOT to Prevent K Entry
3. Statewide Profile of Developmental Status of All Children at K Entry—Improve ECE Systems
4. Must be Culturally and Linguistically Appropriate
Assessment of DLLs

- Need to Assess what child knows in BOTH languages
- Knowledge is Distributed across Two languages
- Need to Understand both stage of English Language Development AND Knowledge in home language
- Assessors need knowledge of DLL development; DLLs not the same as monolinguals—language development looks different
“In the early stages of bilingualism, children’s language skills are in flux, so there’s a huge range of proficiency in their second-language performance, which makes it difficult to distinguish between typical second-language differences and genuine language impairment,......the result is that children from a linguistically diverse background are often over- or under-identified with a language disorder.”

Pena, 2011
“programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language.”  
(p.4)

CA DRDP: “The teacher who completes the assessment for a child who is a dual language learner should speak the child’s home language.....Children who are DLLs may demonstrate mastery of developmental levels in their home language, in English, or in both....”
Major Challenges

- Assessment in home language...
  - Bilingual assessors
  - Instruments and procedures that are appropriate for DLLs
- Multiple Informants...Parents/Family members...team that includes native speakers of home language
- Observational Assessments
- Progress in both languages or just ELD?
Assessment Recommendations

- All instruments should be used for appropriate purposes.
- Assessments need to be comprehensive and aligned to characteristics of the child.
- Interpret results of standardized assessments cautiously, especially vocabulary tests.
- Assessors need to be bilingual/bicultural and knowledgeable about DLL development.
- Families must be consulted and included in process.
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<th>Purpose for Assessment</th>
<th>Types of Measures/Procedures Recommended</th>
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| Determination of Language Dominance/Preference | • Parent/Family Survey with questions about language usage, interaction patterns, and language proficiency (See Appendix A)  
• Teacher observation of language usage across multiple contexts  
• Possibly English language screener  
• Team judgment: Assessment team that answers following for each DLL child: which language does the child have the most experience with, uses more fluidly, and most often prefers to use? (Genesee et al., 2004) |
| Language Proficiency | • Language samples across multiple settings (in small groups, with peers, with family members,  
• Standardized language narratives Standardized language measures of receptive and productive capacity used cautiously (e.g., preLAS English and Spanish; Receptive One Word Vocabulary Test and Expressive One Word Vocabulary Test; Pre-IPT; and/or Woodcock-Muñoz); at certain stages of |
| Developmental Screening/Referral | • Collect information in both languages (especially child’s dominant language; delays will show up in both languages—if only delayed in English probably a part of process of English language development)  
• Use appropriate standardized tests of language abilities cautiously  
• Collaborate with native language speakers  
• Observe language usage across multiple settings, in and out of school  
• Team members make best professional judgment and update frequently |
|---|---|
| Language Outcomes | • Informal assessments aligned with curriculum goals in language of instruction (focused teacher-child language interactions)  
• Observational assessments with items assessing English language development Observational assessments in home language assessing language and literacy measures (L&L, DRDP-PS© 2010)  
• Standardized tests in English and home language aligned with curriculum goals (GOLD, WSS, DRDP-PS© 2010 assessments) |
Assessment can be a powerful lever for targeted instruction and improved outcomes for young dual language learners, if……

It is balanced, fair, and based on current knowledge about dual language development!
Recommendations for Classroom Quality Assessment

Although widely used environmental rating tools may yield similar results for DLLs as with the general population, to identify pedagogical strategies beneficial for DLLs, the use of DLL specific assessments are needed.

Specific assessments used with DLL populations should include a focus on (Castro, Espinosa & Paez, 2011)

- the socio-emotional context of second language learning
- promoting oral language proficiency in home language and English including strategic use of the child’s first language
- arrangements that support small group and individualized instruction
- Environments including materials that reflect the cultures and languages of the classroom
- linguistically and culturally appropriate outreach to and engagement of families.
Teacher Qualities

- Educators who are linguistically and culturally competent
- Educators who understand the dynamics of first and second language development including the importance of the socio-emotional context
- Educators who interact positively with families
Emerging Environmental Assessments for DLLs

- Early Language and Literacy Classroom Observation Addendum for Dual Language Learners (Castro, 2005) ELLCO-DLL
- The Language Interaction Snapshot LISn (Sprachman, Caspe, & Atkins-Burnett, 2009)
- Observational Measures of Language and Literacy (Goodson, Layzer, Smith, & Rimdzius, 2006) OMLIT
- Classroom Assessment of Supports for Emergent Bilingual Acquisition (Freedson, Figueras-Daniel, Frede, Jung, & Sideris, 2011) CASEBA
What are your major challenges in assessing DLLs?

Share your thoughts with someone sitting near you or aloud with your group.
Closing Reflection

- Think about the young dual language learners that you serve
- Think about an “aha” moment you had today or something that was affirmed for you today regarding how to support these children
- Share aloud with the group
Questions and Answers
References


References


Resources


  This video addresses “Dual-Language Program Models and Strategies,” “Development of the Home Language and of English,” “Observation and Assessment of Young Dual-Language Learners,” and “Relationships with Families of Dual-Language Learners.”

New Mexico Focus: Essential Elements for Center-Based Child Care Programs www.newmexicokids.org/content/caregivers_and_educators/focus/docs/July_2014_FOCUS_Center_Based_Pilot_Criteria.pdf.