

# Supplemental Workshop Material

## Nonbiased Assessment of English Learners with Potential Language Impairment

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Ph.D., CCC-SP, F-ASHA

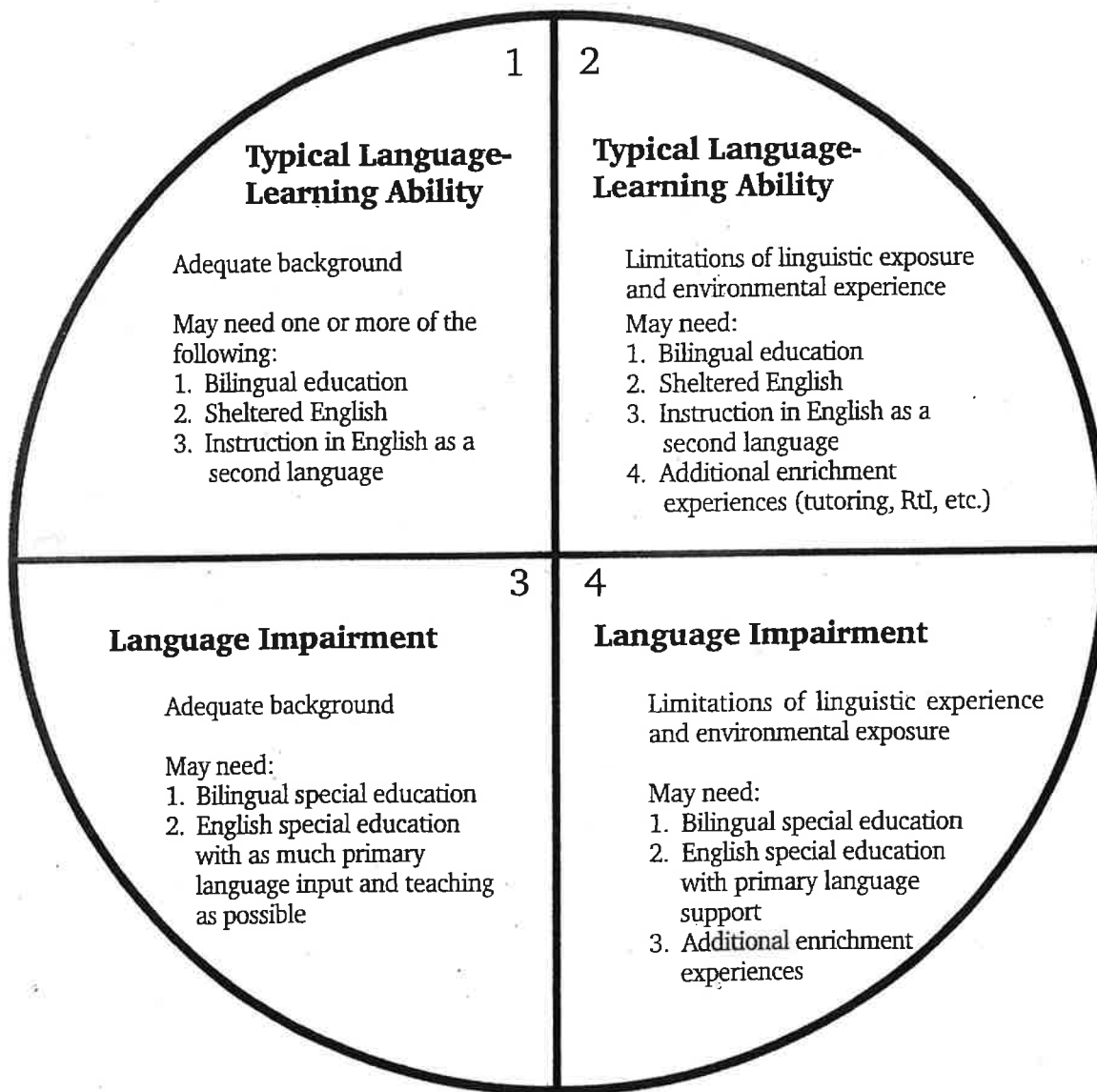
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Figure 11.1

## Diagnostic Pie



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**Table 10.3**

**Four Stages of Second Language Acquisition in Typically-Developing Sequential Bilingual Learners**

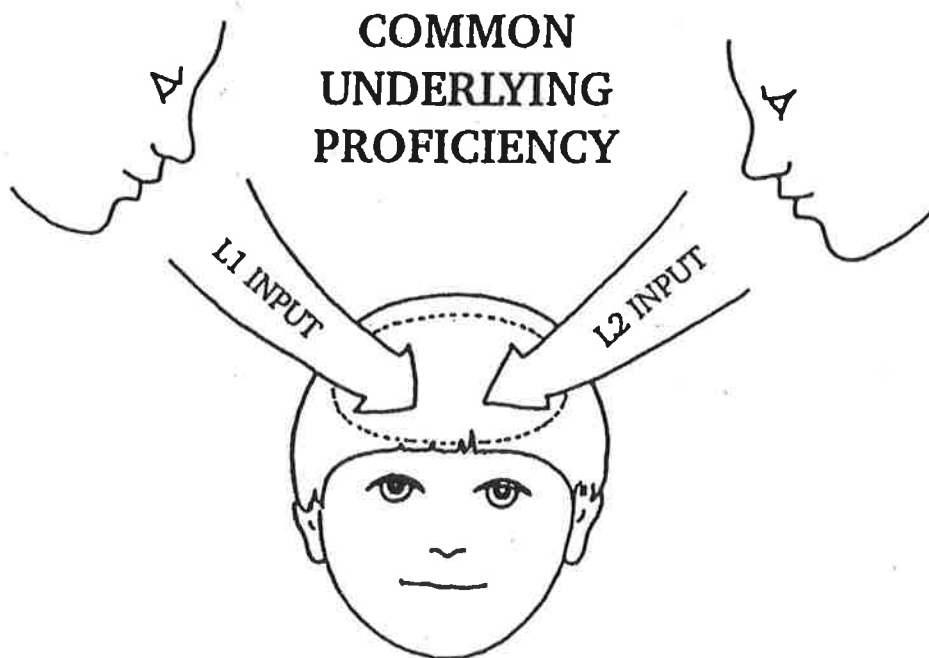
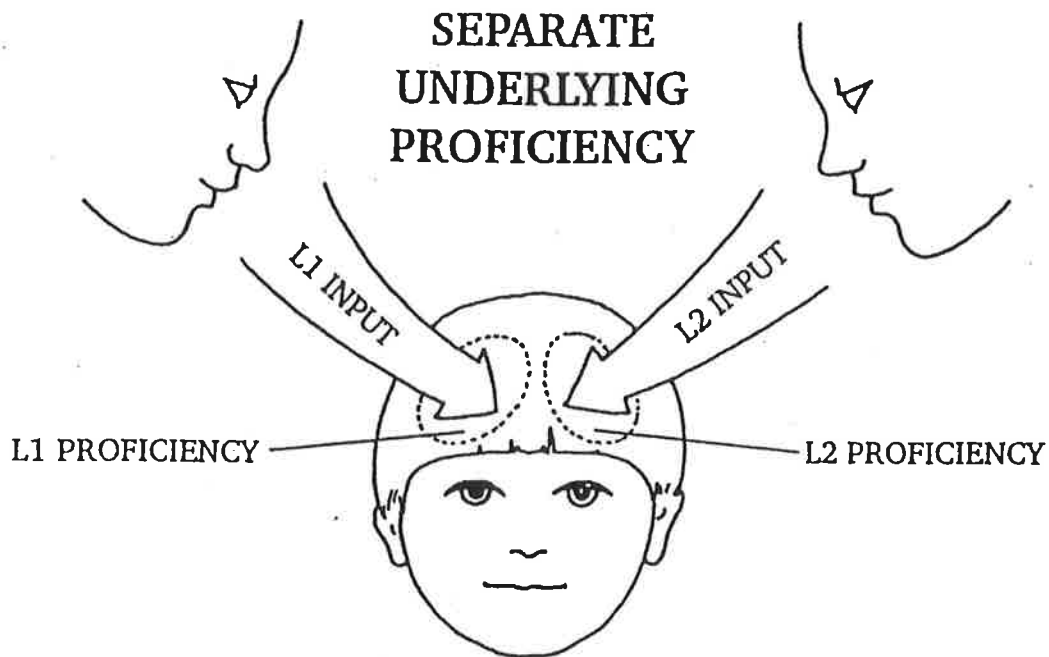
<b>Stage 1: Preproduction</b>	<b>Stage 2: Early Production</b>	<b>Stage 3: Speech Emergence</b>
10 hours-6 months of English exposure	6 mos-1 year English exposure	1-3 years English exposure
300 English words (receptive)	1,000 English words (receptive)	7,000 English words (receptive)
Primarily listening; yes-no English responses	Primarily listening; formulaic language; 1-2 word responses	Speaks in short phrases and sentences; describes
Silent period	Participates using familiar words	Good comprehension
Responds to commands	Uses present tense verbs	Some grammatical errors
Points and gives other nonverbal responses	Confidently follows basic classroom routines	Basic communication skills develop continuously

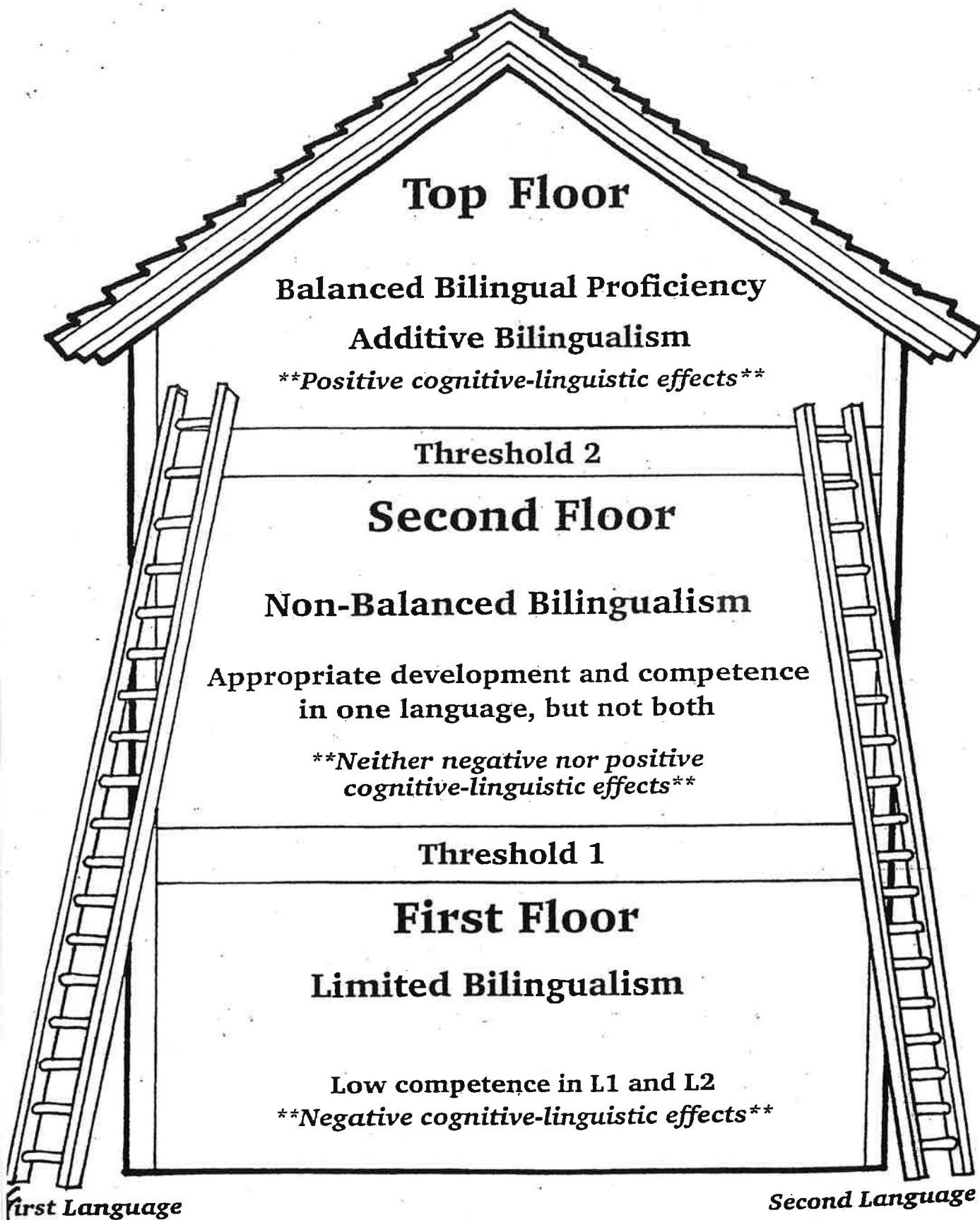
**Stage 4: Intermediate Fluency**

- 3-4 years English exposure
- 12,000 English words (receptive)
- Engages regularly in dialogue, explains, summarizes, gives opinions, debates
- Excellent comprehension
- Stable BICS; CALP develops steadily; emerging reading and writing competence
- Few grammatical errors

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## TWO MODELS OF LANGUAGE PROFICIENCY

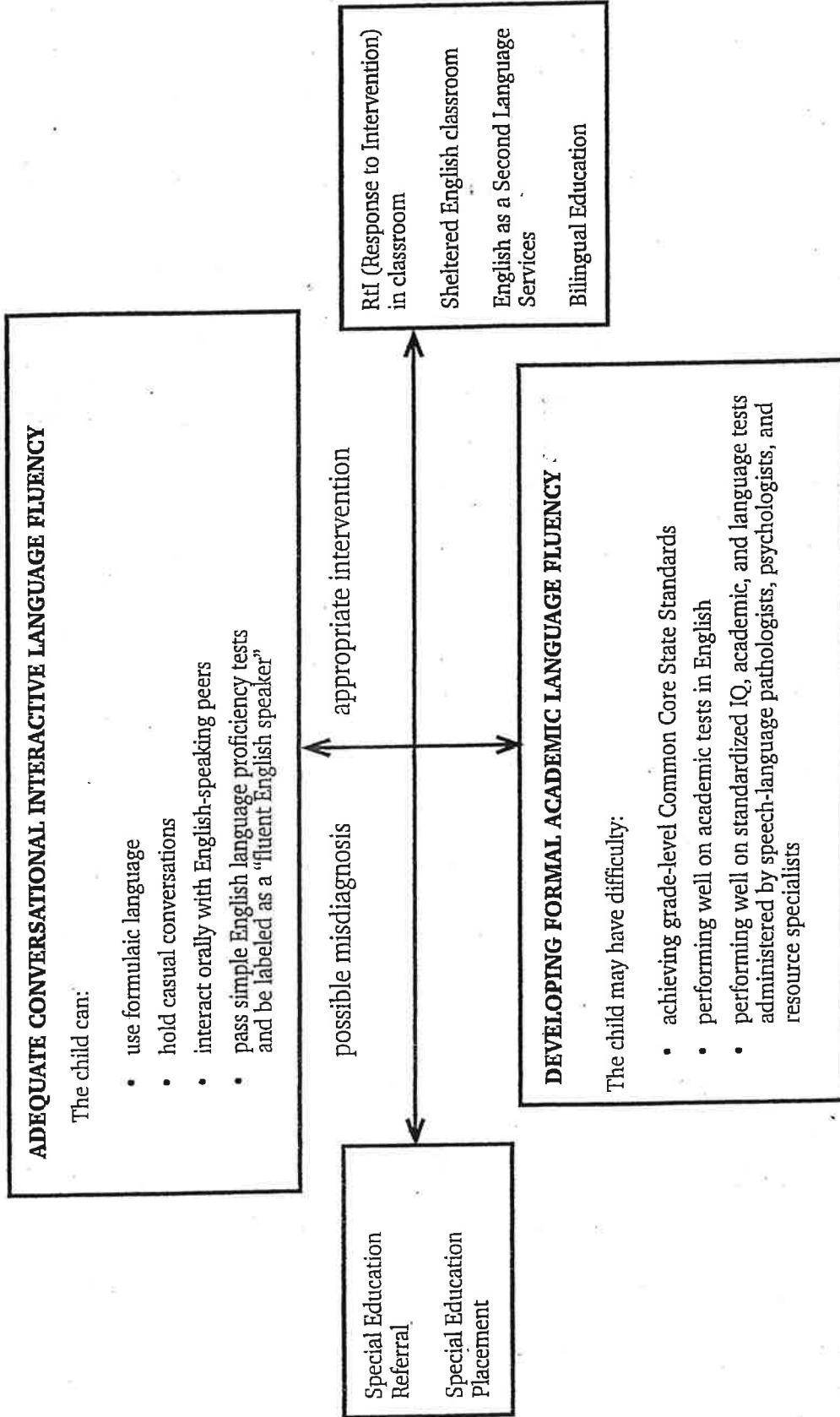




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Figure 10.4

# LANGUAGE FLUENCY MISDIAGNOSIS MODEL



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## Articulation Differences Commonly Observed Among Spanish Speakers

Articulation Characteristics	Sample English Patterns
1. /t, d, n/ may be dentalized (tip of tongue is placed against the back of the upper central incisors).	
2. Final consonants are often devoiced.	dose/doze
3. b/v substitution	berry/very
4. Deáspirated stops (sounds like speaker is omitting the sound because it is said with little air release).	
5. ch/sh substitution	chew/shoe
6. d/voiced th, or z/voiced th (voiced "th" does not exist as a distinct phoneme in Spanish).	dis/this, zat/that
7. t/voiceless th (voiceless "th" does not exist as a distinct phoneme in Spanish).	tink/think
8. Schwa sound is inserted before word initial consonant clusters.	eskate/skate espend/spend
9. In Spanish words can end in 10 different sounds: a, e, i, o, ú, l, r, n, s, d	may omit <i>other</i> sounds at the ends of words
10. When words start with /h/, the /h/ is silent.	'old/hold, 'it/hit
11. /r/ is tapped or trilled (tap /r/ might sound like the tap in the English word "butter").	
12. There is no /j/ (e.g., judge) sound in Spanish; speakers may substitute "y."	Yulie/Julie yoke/joke
13. Spanish /s/ is produced more frontally than English /s/.	Some speakers may sound like they have frontal lisps.
14. The ñ is pronounced like a "y" (e.g. "baño is pronounced "bahnyo").	
Spanish has 5 vowels: a, e, i, o, u (ah, eh, ee, long o, oo) and few diphthongs. Thus, Spanish speakers may produce the following vowel substitutions:	
15. ee/ih substitution	peeg/pig, leetle/little
16. eh/ae, ah/ae substitutions	pet/pat, Stahn/Stan

## Language Differences Commonly Observed Among Spanish Speakers

Language Characteristics	Sample English Utterances
1. Adjective comes after noun.	The house green is big.
2. 's is often omitted in plurals, possessives, and regular third person present tense.	We have five plate here. The girl book is brown. The baby cry.
3. Past tense <i>-ed</i> is often omitted.	We walk yesterday.
4. Double negatives are used.	I don't have no more.
5. Negative imperatives may be used; <i>no</i> is used instead of <i>don't</i> .	No touch the hot stove.
6. "No" may be used before a verb to signify negation.	The kid no cross the street.
7. Superiority is demonstrated by using <i>more</i> before an adjective in a similar manner to the use of <i>mas</i> in Spanish).	This cake is more big.
8. The adverb often follows the verb.	He drives very fast his motorcycle.
9. Postnoun modifiers are used.	This is the book of my sister.
10. Articles may be used with body parts.	I bruised the knee.
11. "Have" may be used in place of the copula when talking about age.	I have 12 years (Instead of I am 12 years old.)
12. Articles are often omitted.	Papa is going to store.
13. When the subject has been identified in the previous sentence, it may be omitted in the next sentence.	Mama is sad. Lost her purse.
14. There may not be noun-verb inversion in questions.	What this is? (instead of <i>What is this?</i> )



## Articulation Differences Observed Commonly Among Asian Speakers

### Articulation Characteristics

In many Asian languages; words end in vowels only or in just a few consonants; speakers may delete many final consonants in English.

Some languages are monosyllabic; speakers may truncate polysyllabic words or emphasize the wrong syllable.

Possible devoicing of voiced cognates

r/l confusion

/r/ may be omitted entirely.

Reduction of vowel length in words

No voiced or voiceless “th”

Epenthesis (addition of “uh” sound in blends, ends of words).

Confusion of “ch” and “sh”

/ae/ does not exist in many Asian languages

b/v substitutions

v/w substitutions

### Sample English Utterances

ste/step  
ro/robe

li/lid  
do/dog

efunt/elephant  
**di**versity/diversity (emphasis on first syllable)

beece/bees  
luff/love

pick/pig  
crip/crib

lize/rise

clown/crown

gull/girl

tone/tom

Words sound choppy to Americans.

dose/those  
zose/those

tin/thin  
sin/thin

bulack/black

wooduh/wood

sheep/cheap

beesh/beach

block/black

shock/shack

base/vase

Beberly/Beverly

vork/work

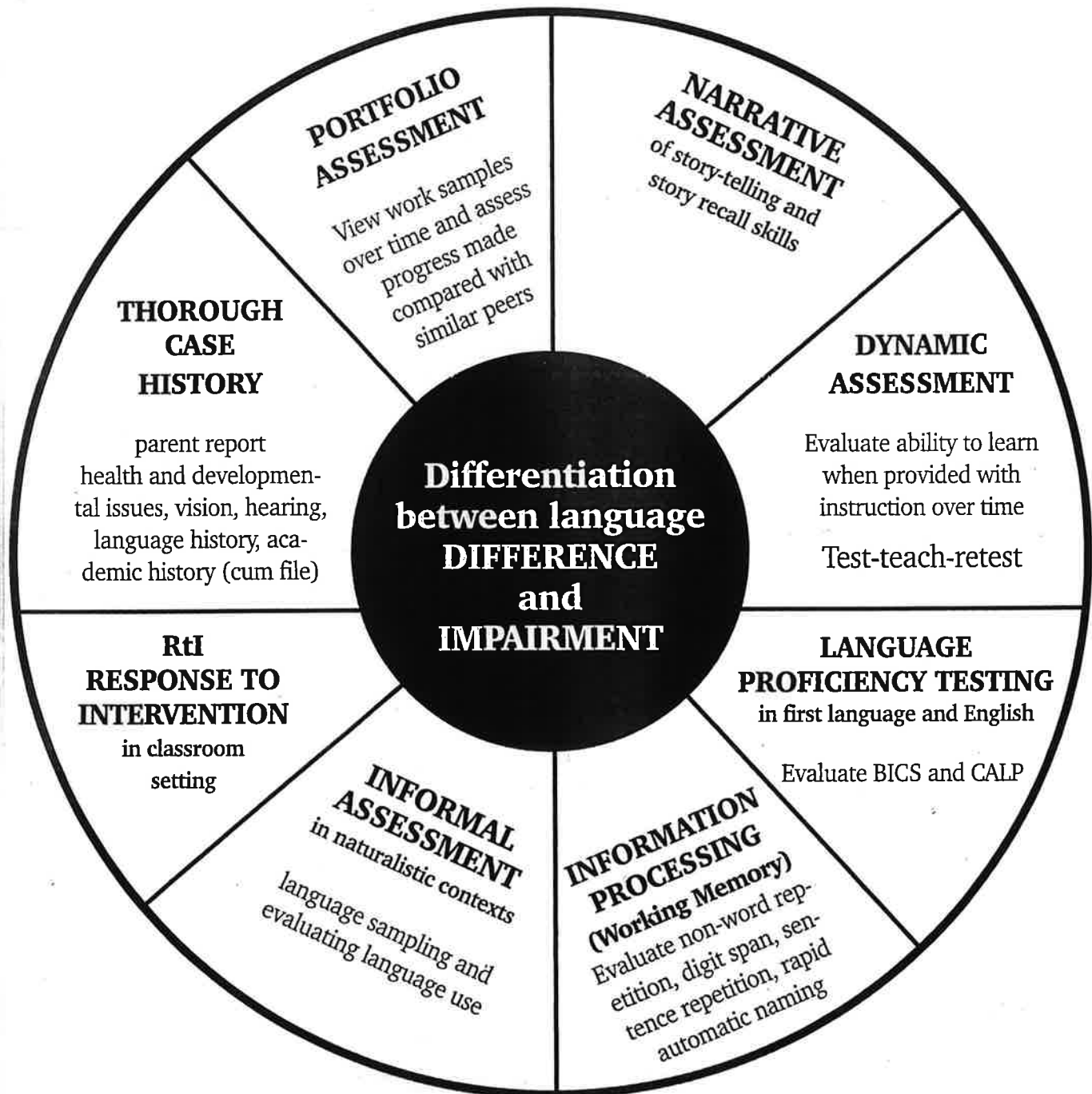
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## Language Differences Commonly Observed Among Asian Speakers

<i>Language Characteristics</i>	<i>Sample English Utterances</i>
Omission of plurals	Here are 2 piece of toast. I got 5 finger on each hand.
Omission of copula	He going home now. They eating.
Omission of possessive	I have Phuong pencil. Mom food is cold.
Omission of past tense morpheme	We cook dinner yesterday. Last night she walk home.
Past tense double marking	He didn't went by himself.
Double negative	They don't have no books.
Subject-verb-object relationship differences/omissions	I messed up it. He like.
Misordering of interrogatives	You are going now?
Misuse or omission of prepositions	She is in home. He goes to school 8:00.
Misuse of pronouns	She husband is coming. She said her wife is here.
Omission and/or overgeneralization of articles	Boy is sick. He went the home.
Incorrect use of comparatives	This book is gooder than that book.
Omission of conjunctions	You _____ I going to the beach.
Omission, lack of inflection on auxiliary "do"	She _____ not take it. He do not have enough.
Omission, lack of inflection on forms of "have"	She have no money. We _____ been the store.

## TEAM APPROACH TO COMPREHENSIVE ASSESSMENT

### ASSESSMENT WHEEL FOR ELLs



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## UNIVERSAL INDICATORS OF LANGUAGE IMPAIRMENT

1. Slower acquisition of language milestones than siblings in primary language (parent report). Universal norms: 12 months—first spoken word; 18 months—50 spoken words and the child is putting two words together; 24 months—200-300 spoken words and the child is speaking mostly in short phrases.
2. Difficulty communicating at home in the primary language
3. Reliance on gestures rather than speech to communicate
4. Family history of special education/learning difficulties
5. Deficits in vocabulary; word retrieval problems and use of general all-purpose (GAP) nouns and verbs instead of more precise vocabulary
6. Verbal and written definitions of words are vague and lack detail
7. Difficulty describing the function of objects (e.g., "what is this used for? What do you do with it?")
8. Short mean length of utterance; sentences that are too short and simple for the child's age, even in the primary language
9. Specific difficulty with morphology in both the first language and English, especially verb tense
10. Working memory deficits (e.g., repeating digits and nonwords back)
11. Lack of organization, structure, and sequence in spoken and written language; difficulty conveying thoughts; poor narrative skills
12. Inordinate slowness in responding to questions; long latencies or pauses before answering
13. General disorganization and confusion, including prolonged difficulty with basic routines
14. Difficulty paying attention
15. Need for frequent repetition and prompts during instruction
16. Need for a program of instruction that is more structured than that used with most similar peers
17. Inappropriate social use of language
18. Difficulty interacting with peers from a similar cultural and linguistic background
19. Overall communication skills that are substantially poorer than those of similar peers

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**Reproducible Form 11.1**  
**ENGLISH LANGUAGE LEARNER PRE-REFERRAL SCREENING**  
 Developed by Celeste Roseberry-McKibbin, Ph.D., CCC-SP

Referring Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_  
 Child's Name: \_\_\_\_\_ Gender M F Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 Telephone/Email: \_\_\_\_\_  
 Place of Birth: Student \_\_\_\_\_ Mother \_\_\_\_\_ Father \_\_\_\_\_  
 Other current services: \_\_\_\_\_

**INDIVIDUALS INTERVIEWED AND RELATIONSHIP TO STUDENT**

Individuals can be interviewed when completing this form or they can complete it independently. Use a different ink color for each interviewee.

Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_ Other (Interpreter, etc.): \_\_\_\_\_  
 \_\_\_\_\_

**LANGUAGE BACKGROUND AND HISTORY**

First language(s) student learned: \_\_\_\_\_  
 Persons language is spoken with: \_\_\_\_\_  
 When was the child first exposed to English? How was English used? Describe the circumstances.  
 \_\_\_\_\_  
 \_\_\_\_\_

Age when child spoke first word in first language: \_\_\_\_\_  
 Age when child started combining words (two-word phrases): \_\_\_\_\_

**EDUCATIONAL HISTORY**

Name of School	Years	Grade	Location	Additional Support Services
----------------	-------	-------	----------	-----------------------------

Comments about attendance:

**HEALTH INFORMATION**

Vision screenings—dates and results: \_\_\_\_\_  
 \_\_\_\_\_  
 Hearing screenings—dates and results: \_\_\_\_\_  
 \_\_\_\_\_  
 Health concerns: \_\_\_\_\_  
 \_\_\_\_\_

**PARENT/CAREGIVER CONCERNS**

**PREVIOUS TESTING**

**CURRENT CLASSROOM MODIFICATIONS, INTERVENTIONS** (e.g., front row seating, tutoring)

Intervention	Dates	Progress Made
--------------	-------	---------------

**CLASSROOM LANGUAGE USE**      high concern low concern

<b>Oral Language</b>	5	4	3	2	1
Answers simple questions	5	4	3	2	1
Communicates basic needs	5	4	3	2	1
Tells a simple story sequentially	5	4	3	2	1
Describes familiar events, objects	5	4	3	2	1
Maintains a conversation appropriately	5	4	3	2	1
<b>Written Language/Academics</b>					
Reading	5	4	3	2	1
Writing	5	4	3	2	1
Math	5	4	3	2	1

Other \_\_\_\_\_

*Comments* \_\_\_\_\_

**SCHOOL SOCIAL INTERACTION**

	high concern				low concern	
Communicates ineffectively with peers	5	4	3	2	1	
Often plays alone	5	4	3	2	1	
Is teased/ridiculed by others	5	4	3	2	1	
Is excluded from activities by peers	5	4	3	2	1	
Rarely initiates with peers	5	4	3	2	1	

**LANGUAGE AND LEARNING PROBLEMS (compared to peers from a similar cultural and linguistic background, a similar amount of English exposure, and similar socioeconomic status)**

	high concern				low concern	
Difficulty communicating in first language	5	4	3	2	1	
Difficulty communicating in English	5	4	3	2	1	
Difficulty learning in first language	5	4	3	2	1	
Difficulty learning in English	5	4	3	2	1	
Significantly behind academically	5	4	3	2	1	
Family history of learning problems	5	4	3	2	1	
Child learns more slowly than siblings	5	4	3	2	1	
Consistently prefers gestures	5	4	3	2	1	
Slow to respond to directions-home	5	4	3	2	1	
Slow to respond to directions-school	5	4	3	2	1	
Inappropriate responses	5	4	3	2	1	
Difficulty staying on topic	5	4	3	2	1	
Difficulty with basic routines	5	4	3	2	1	
Appears disorganized, confused	5	4	3	2	1	
Difficulty paying attention	5	4	3	2	1	
Requires more prompts, repetition to learn new information	5	4	3	2	1	
Requires more structure	5	4	3	2	1	
Motor problems (visual motor, gross motor, fine motor)	5	4	3	2	1	

Comments \_\_\_\_\_

**ENVIRONMENTAL INFLUENCES AND LANGUAGE EXPOSURE**

Question	Yes	No	Don't Know
Has the student's primary language been maintained?	_____	_____	_____
Has the student had adequate opportunities to interact with peers who speak English?	_____	_____	_____
Does the student have consistent literacy exposure outside of school?	_____	_____	_____

**SUMMARY OF INPUT FROM PARENT(S), TEACHER, AND OTHER PERSONNEL**

A. \_\_\_\_\_ Based on current information, this student is progressing appropriately and referral for further evaluation is not necessary at this time. Comments:

B. \_\_\_\_\_ Based on current information, there are concerns about this student, but additional information is needed. Please describe:

C. \_\_\_\_\_ Based on current information, there are concerns about this student, but additional interventions are needed. Please describe: (\*this student will be monitored to ascertain if additional interventions are sufficient to ensure adequate progress)

D. \_\_\_\_\_ Based on current information, further assessment is recommended.

Type of Assessment \_\_\_\_\_

Personnel Conducting Assessment(s) \_\_\_\_\_

**OVERALL SUMMARY AND ADDITIONAL COMMENTS**



**Reproducible Form 12.2**  
**INFORMAL MEASURE OF ORAL LANGUAGE**  
**SKILLS FOR ELL STUDENTS**  
*Celeste Roseberry-McKibbin, Ph.D.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date of Testing: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Dominant Language: \_\_\_\_\_  
 Language of Assessment: \_\_\_\_\_ English Proficiency Level: \_\_\_\_\_  
 Background Information: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Task A: Giving Personal Information**

1. What is your name?
2. How old are you?
3. What grade are you in?
4. Where do you live?
5. Tell me about your family.
6. What do you like to watch on TV? Tell me about it.
7. What do you like to do at school?
8. Tell me about your friends.
9. What is your favorite game? Tell me how you play it.
10. What is your favorite book? Tell me about it.

**Task B: Labeling Objects and Giving Functions**

Ask the student to name each item and to describe what it is used for.

	What do you call this?	What do you do with it?
1. book	_____	_____
2. chair	_____	_____
3. shoe	_____	_____
4. pencil/pen	_____	_____
5. table	_____	_____
6. clock	_____	_____

**Task C: Making Comparisons**

1. How is a car different from a bicycle?
2. How is a car like a bicycle?
3. How is a shoe different from a hat?
4. How is a shoe like a hat?

**Task D: Solving Simple Problems**

1. You see a fire in a house. What should you do?
2. You are tired because you have been working all day. What should you do?
3. You lose your friend's ball. What should you do?

**Reproducible Form 12.4**  
**COMPREHENSION OF NARRATIVES**  
*Celeste Roseberry-McKibbin, Ph.D.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Evaluated by: \_\_\_\_\_

These paragraphs can be read in the child's L1. If the paragraphs are also read in English, it is best for the English reading to occur approximately one week after the L1 reading. Answers in both languages can be compared. Responses should be written down verbatim.

**Story 1**

The children liked their teacher, Ms. Rodriguez. She was very nice to them. Her birthday was coming, and each child wanted to help make her day special. Ms. Rodriguez' birthday was on a Friday. Josie brought her flowers. Ernesto's mom brought a cake. Bobby's dad brought ice cream. At 11:30 in the morning, after math lessons, the children sang happy birthday to Ms. Rodriguez. Everyone got cake and ice cream. Ms. Rodriguez had a very happy birthday!

What was the teacher's name? (Ms. Rodriguez) \_\_\_\_\_

What special day was coming? (Ms. Rodriguez' birthday) \_\_\_\_\_

Ms. Rodriguez' birthday was on what day of the week? (Friday) \_\_\_\_\_

What did Josie bring Ms. Rodriguez? (flowers) \_\_\_\_\_

Whose mom brought a cake? (Ernesto's) \_\_\_\_\_

What did Bobby's dad bring? (ice cream) \_\_\_\_\_

What time did the children sing happy birthday to Ms. Rodriguez? (11:30) \_\_\_\_\_

When the children sang happy birthday, what lessons had they just had? (math) \_\_\_\_\_

**Story 2**

Josie liked to watch TV. Her mom and dad had a nice, big TV in the living room. Josie's favorite things on TV were cartoons and the Disney channel. She got to watch cartoons and the Disney channel on Saturday and Sunday. Her parents did not let her watch TV on school nights because she had to do her homework. Josie was always excited when Saturday and Sunday came. She really enjoyed watching TV and eating ice cream while she watched.

What did Josie like to watch? (TV)

---

Where was the TV? (living room)

---

What were Josie's favorite things on TV? (cartoons)

---

When did she get to watch TV? (on Saturday and Sunday)

---

Why did she not get to watch TV on school nights? (homework)

---

When Josie watched cartoons, what did she eat? (ice cream)

---

### Story 3

One Monday morning, the children were playing at recess. There were about 200 of them on the playground. They had 15 minutes for recess. Joshua and Maria wanted to play tetherball. There was a long line of kids waiting to play tetherball, so they went over to the slide. Joshua let Maria go down the slide first. When she got to the bottom, her foot hit something sharp. It really hurt her. Joshua came down the slide and helped Maria walk over to the yard duty teacher. It turned out that Maria was wearing sandals, and she had pricked her foot on a sharp stick that was on the playground. The yard duty teacher went and made sure there were no more sharp sticks on the playground. She also told Maria that she might want to wear tennis shoes in the future so that her feet would not get hurt when she was playing.

When were the children playing at recess? (Monday morning)

---

How many of them were on the playground? (200)

---

How long did they have for recess? (15 minutes)

---

What was the first game Joshua and Maria wanted to play? (tetherball)

---

When the tetherball line was too long, where did they go? (slide)

---

What happened to Maria when she got to the bottom of the slide? (her foot hit something really sharp)

---

What did Joshua do? (came down the slide and helped Maria walk over to the yard duty teacher)

---

What was Maria's problem? (she was wearing sandals, so the stick hurt her)

---

What did the yard duty teacher do? (went and made sure there were no more sharp sticks on the playground; told Maria to wear tennis shoes in the future)

**Reproducible Form 12.3**  
**BRIEF NARRATIVE ASSESSMENT CHECKLIST**  
*Celeste Roseberry-McKibbin, Ph.D.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date of Testing: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Dominant Language: \_\_\_\_\_  
 Language Observed: \_\_\_\_\_ English Proficiency Level: \_\_\_\_\_  
 Evaluated by: \_\_\_\_\_

Compared with peers from a similar cultural, linguistic, and socioeconomic background, the following are areas of concern during narrative tasks:

Behavior	High Concern			Low concern	
	5	4	3	2	1
Has difficulty initiating the story	5	4	3	2	1
Uses decreased syntactic complexity	5	4	3	2	1
Uses decreased quantity of information	5	4	3	2	1
Has difficulty sequencing events	5	4	3	2	1
Appears disorganized	5	4	3	2	1
Does not make information comprehensible	5	4	3	2	1
Does not include major details of story	5	4	3	2	1
Cannot remember major details upon questioning	5	4	3	2	1
Cannot remember minor details upon questioning	5	4	3	2	1
Gives irrelevant comments, explanations	5	4	3	2	1

*Comments and Summary of Findings:*

**Reproducible Form 12.1**  
**INFORMATION PROCESSING TASKS FOR**  
**ENGLISH LANGUAGE LEARNERS**

*Celeste Roseberry-McKibbin, Ph.D.*

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date of Testing: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Dominant Language: \_\_\_\_\_

If the student speaks only the first language (L1), present these tasks in L1 only. If the student speaks L1 and English, administer the tasks in L1 first. Approximately one week later, administer the tasks in English and compare the results in the two languages. It is important to wait at least a few days between L1 and English administrations to reduce the likelihood of "practice effects" that might influence performance. Several typically developing peers should be selected from the classroom of the child who is being evaluated. Administer these same tasks to the peers and compare the performance of the child in question with that of these peers. If the child in question has substantially more difficulty than peers, there is a high probability that the child has some type of language-learning disability that underlies both L1 and English.

**NONSENSE SYLLABLES**

*Instructions:* Start by having the child repeat two nonsense syllables (e.g., *dee, fay*). Gradually increase the number of syllables to determine how many syllables the child is able to repeat in sequential order in a 10-item task. Sample syllables are listed below:

gah	ko	mo	vay
tay	kah	ni	vo
tah	dee	nu	beh
kay	fay	po	wu
ki (as in kite)	fi (as in fight)	sah	wah

*Repeats 2 syllables*

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

*Repeats 3 syllables*

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

*Repeats 4 syllables*

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

*Repeats 5 syllables*

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_ Total Correct : \_\_\_\_\_ Total Correct : \_\_\_\_\_ Total Correct : \_\_\_\_\_

**WORD REPETITION TASK**

*Instructions:* Ask the child to repeat sequences of real words, ranging in length from two words to five words. Do not present words containing sounds that are difficult for the student to produce. For example, do not present words containing /r/ if the student has not mastered production of this sound.

hill	ball	cat	shoe	dog	sun
hair	nose	face	bus	book	pen
fish	cup	bike	desk	chair	swing
slide	box	coat	car	lock	sky
wall	foot	sock	bread	ring	watch
grass	horse	pig	tree	sand	pants
dress	light	door	teeth	ear	mouth
heart	plate	spoon	fork	fence	yard
nurse	boat	mouse	glass	box	bed
phone	hat	pear	duck	pan	foot

Repeats 2 words

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

Repeats 3 words

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

Repeats 4 words

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

Repeats 5 words

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

**PICTURE POINTING TASK**

*Instructions:* Ask the student to point to picture sequences consisting of two pictures, three pictures, four pictures, or five pictures. Use only pictures that the child can name. Say, "Point to \_\_\_\_, \_\_\_\_." ("Point to car, bath;" "Point to spoon, ring, desk," etc.)

Two pictures

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

Three pictures

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

Four pictures

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

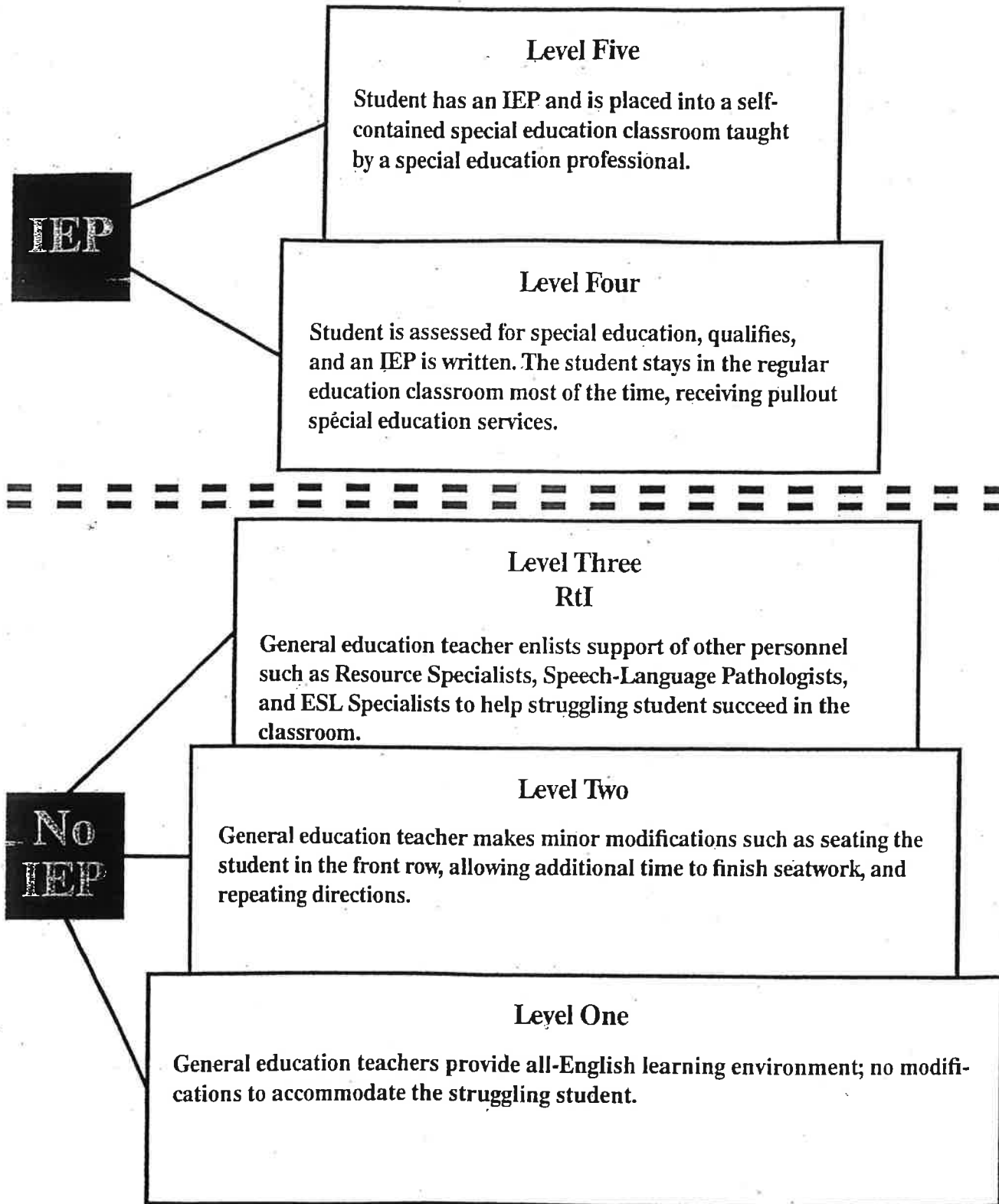
Total Correct : \_\_\_\_\_

Five pictures

- \_\_\_ 1.
- \_\_\_ 2.
- \_\_\_ 3.
- \_\_\_ 4.
- \_\_\_ 5.
- \_\_\_ 6.
- \_\_\_ 7.
- \_\_\_ 8.
- \_\_\_ 9.
- \_\_\_ 10.

Total Correct : \_\_\_\_\_

*Summary of Observations:*





# CHECKLIST—ASSESSMENT OF ELL STUDENTS WITH POTENTIAL LANGUAGE IMPAIRMENT

*Celeste Roseberry-McKibbin, Ph.D., CCC-SLP*

- Classroom observation (pragmatics skills with teacher, fellow students; ability to follow routines)
  - Observation in other settings--playground, cafeteria, bus/car before and after school (pragmatics skills)
  - Health and developmental survey
  - Background/case history information (parents, teacher, bilingual aide)
  - Spontaneous language sample (Informal Assessment of Oral Language Skills)
  - Token Test for Children (auditory memory for directions)
  - Storytelling/narrative skills (with and without pictures)
  - Information processing tasks (CTOPP also)
    - \*repeat nonwords
    - \*repeat sentences
    - \*repeat digits
    - \*point to familiar pictures
  - Peabody Picture Vocabulary Test (Pearson Publications)
  - Expressive Vocabulary Test (Pearson Publications)
  - Expressive One-Word Picture Vocabulary Test
  - Test of Nonverbal Intelligence (and other culture-fair cognitive measures)
  - Rapid automatic naming (RAN) assessment (5 years and over)
  - Reading word lists aloud—compare with similar peers (speed, decoding issues)
  - Reading fluency (assess if generally within normal limits for grade level; use DIBELS)
  - Finger-to-thumb opposition (fine motor skills)
  - Copy circle, square, triangle, iron cross, diamond (visual motor skills; should be present by 7 years of age)
  - Writing to dictation (highly correlated with learning disabilities)
  - Hop up and down on one foot (gross motor skills)
  - Catch a ball (gross motor skills)
  - Other \_\_\_\_\_
-

## **POTENTIAL COGNITIVE/VISUAL MOTOR ASSESSMENT INSTRUMENTS: ELL STUDENTS**

1. UNIT—Universal Nonverbal Intelligence Test\*\* (most popular)
2. CTONI—Comprehensive Test of Nonverbal Intelligence
3. TONI—Test of Nonverbal Intelligence
4. WISC—Wechsler Intelligence Scale for Children
5. Cognitive Assessment System (Naglieri)
6. DAS—Differential Abilities Scale
7. Bender-Gestalt
8. Leiter
9. Matrix Analogies Test
10. Raven's Progressive Matrices

### **WRAML: Wide Range Assessment of Motor Learning**

Summary data areas for which percentile rank is calculated: verbal memory, visual memory, attention/concentration, screening memory, working memory, verbal recognition, visual recognition, general recognition)

### **WRAMVA: Wide Range Assessment of Visual Motor Abilities**

(This is said to work well for ELLs with limited English and reading difficulties)

Major areas for which percentile rank is calculated: Drawing (visual motor), matching (visual-spatial), pegboard (fine motor)

Have the student read these words out loud. If possible, have several peers from a similar cultural and linguistic background with a similar amount of exposure to English read the words aloud as well. Compare the reading skills of the student who is being evaluated with those of his or her peers.

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_

Comments \_\_\_\_\_

### First grade sight words

about

after

again

also

another

any

ask

back

because

been

before

boy

could

day

each

every

find

first

### Third grade sight words

trouble

favorite

governor

probably

question

beautiful

recycle

journal

confusion

thought

especially

whether

something

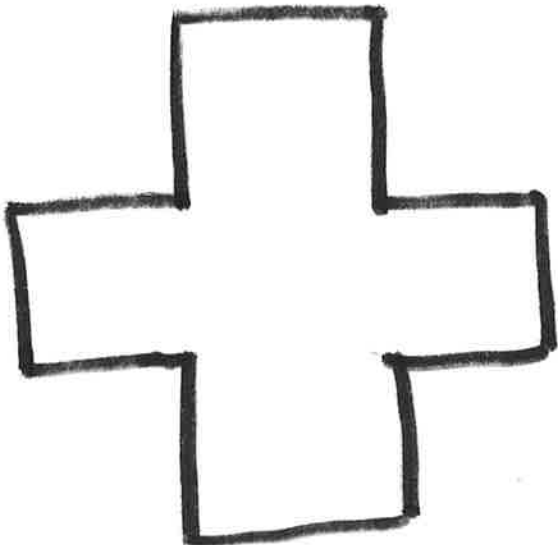
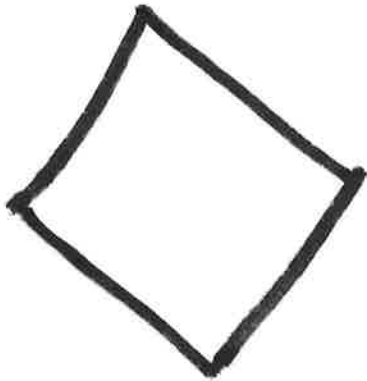
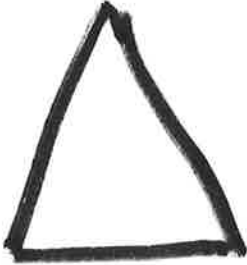
independent

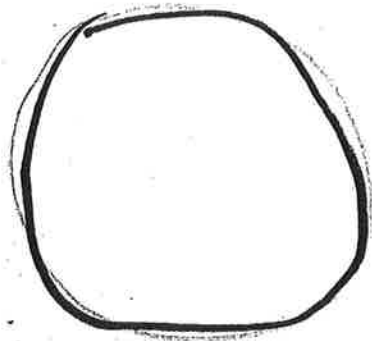
vacation

discover

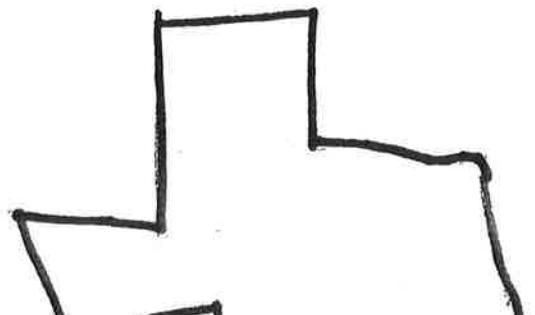
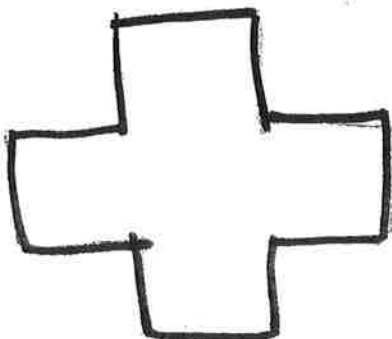
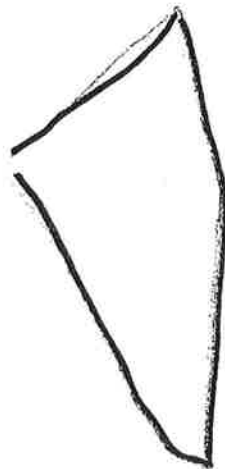
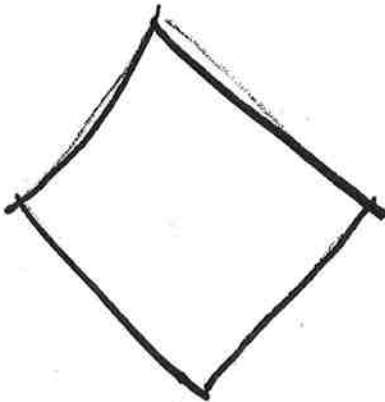
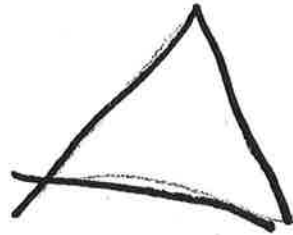
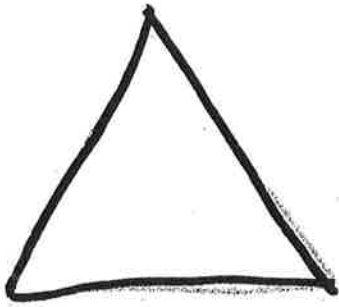
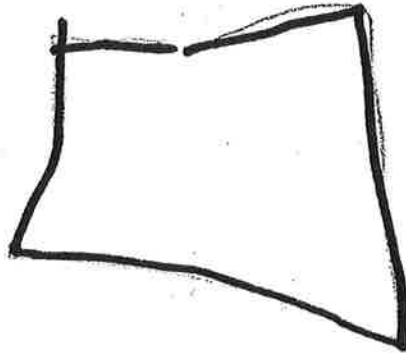
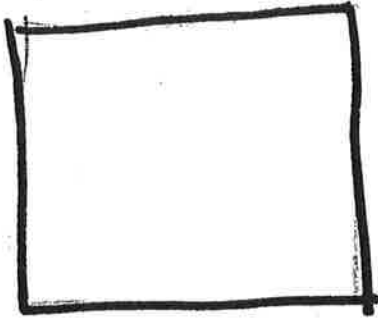
laughed

friendly





Victor R.  
1st grade  
7:1



I m a n b o e  
(I am a nice boy.)

Viktor  
7 yrs.  
old

1st grade

I w b h t o d t d  
(It will be hot today.)

I m 7 y o l d  
(I am 7 years old.)

I l i k e t o s w i m i n s u m m e r  
(I like to swim in summer.)

lark ward, uncoordinated finger-to-thumb apposition

## XXXXX UNIFIED SCHOOL DISTRICT

Name: Mona T.

C.A. 11:7

Grade: 5

Examiner: Celeste Roseberry-McKibbin, Ph.D., CCC-SLP

Teacher: Mr. F.

**REFERRAL INFORMATION**

Mona was referred for speech-language testing by her teacher, Mr. F. He was concerned about her academic skills, and stated that she was "not picking things up as quickly as she should be, and is really struggling with language arts and science. She does have friends, but I'm worried about her academic skills." Mr. F. believed that Mona might have a language impairment and possibly need special education services.

**BACKGROUND INFORMATION**

Primary Language: Ilocano

Dominant Language: Ilocano

Vision and Hearing Acuity Screening: Passed

Mona and her family came from the Philippines 1 ½ years ago. Last year Mona's older sister Betsy was placed into a Functional Life Skills class at the junior high school. Her father passed away last year, and Mrs. T. is caring for the children by herself.

The following information was gathered regarding Mona's language and overall developmental history. The first language she learned was Ilocano, and this was the language used most frequently by the adults in her home. Recent English proficiency testing revealed that in terms of oral English skills, Mona was an "oral only" English speaker who was not yet completely proficient. Her English literacy and overall academic skills were rudimentary. It appears at this time that Mona has some English oral proficiency skills, but has not caught up academically with her monolingual English-speaking peers. Given that she has been living in the U.S. for approximately 1 and ½ years, and that it often takes ELL students some years to catch up academically with their native language-speaking peers, academic challenges in English are both predictable and expected.

When the examiner spoke with Mona, she said she had attended kindergarten through third grade in the Philippines. She entered fourth grade in the U.S. and is now in fifth. She said that "we speak at home Ilocano" and shared that she learned Tagalog in Filipino schools. Thus, Mona's first language is Ilocano, her second language is Tagalog, and her third language is English.

**English Language Learner Prereferral Screening**

The examiner utilized this instrument to elicit information from Mr. F., Mona's teacher, as well as from her mother and the interpreter, Jocelyn R.

***Classroom Teacher***

As previously stated, Mr. F. was concerned about Mona's academic skills. He stated that she was able to "hold her own pretty well in a conversation" and that she got along well with the other students in the class. She followed along well with basic classroom routines and procedures. He commented, however, that "Mona can memorize lists of spelling words (e.g., *lurched, transfixed, meager, impassive, tentative,*

*agitated* ) but doesn't know what they mean." He also shared that "she is not learning as quickly as she should be" and "she cannot extract material from oral or written discussion." He said that she had been a student in his class for 8 months, and was not keeping pace with the monolingual English-speaking students, especially in science and language arts (as stated).

### ***Mother***

This examiner was able to contact Mrs. F. via telephone. Mrs. T. stated that she did not think that Mona had problems, saying that Mona "did a very good job in the Philippines" in school, receiving high grades. Mona said her first word in Ilocano when she was one year old. When questioned specifically, Mrs. T. said that Mona did not have any difficulty remembering directions given in Ilocano or Tagalog (verified independently by the interpreter, Jocelyn R.). According to Mrs. T., Mona communicated primarily in Ilocano with her at home although she spoke some English with her friends.

Mrs. T. stated that Mona spoke very little English when she came to the U.S. 1 ½ years ago. In Mrs. T's opinion, most of Mona's academic difficulties were related to her lack of understanding of English. Mrs. T. stated that Mona struggled with written homework assignments, and said that she helped Mona look up English words in the dictionary.

### ***Interpreter***

Jocelyn R. Shared that she has worked in XXX Unified School District for 5 years, and with Mona for 1½ years (since Mona moved to the U.S.). When asked how Mona's language and information processing skills compared to those of other Filipino students Ms. R. had worked with, Ms. R. stated that "Mona is able to keep up and do well." She commented that Mona's Ilocano was much stronger than her English. Ms. R. said that in Ilocano, Mona could successfully follow directions, process information, hold conversations, tell stories in sequence, communicate basic needs, describe familiar objects, and interact successfully with peers. Ms. R. said that "Mona can get along well with all the kids in her class."

When asked if Mona needed more repetition, prompts, and guidance than peers to learn new information, Ms. R. said no, "she does just fine." She stated that Mona did not show issues with memory, organization, attention, or following routines when information was presented in Ilocano. Ms. R. summarized her opinion of Mona's performance by commenting that "Mona catches on...I think she just needs more time to learn English...I can see some improvement—I think she's doing OK. For example, spelling has improved."

### **Classroom Observation**

The examiner spent approximately 10 minutes observing Mona in her 5<sup>th</sup> grade classroom. Mona worked quietly at her desk, and did not appear to be distracted by the noise around her. She listened attentively to the teacher's instructions. When she was finished with her work, she folded her paper and carried it to the teacher's desk. She was friendly and courteous, but did not chat with other students or wander around the classroom like some of her classmates were doing.

### **TEST RESULTS**

Mona appeared to put forth an appropriate effort with all tasks presented. Results are perceived as a valid estimate of the skills tested. Almost all testing was conducted in English, because the interpreter's time was very limited. However, when the interpreter was available, some assessment was carried out in Ilocano.



## Expressive Vocabulary Test-2

This test was administered in English. Mona was shown pictures, and asked to name them. At times, she was asked to come up with a synonym (e.g., "what's another word for garbage?")

Raw score: 53

Age equivalent: 6:8 years

According to the EVT-2 results, Mona's English one-word expressive vocabulary skills are equivalent to those of a 6:8 year old monolingual English-speaking child. In this examiner's opinion, this is an excellent score considering the fact that Mona has lived in the U.S. for 1½ years. One could extrapolate these results to estimate that in 1½ years, Mona has learned 6½ years' worth of vocabulary.

When one conducts an item analysis of the "errors" Mona made, it can be seen that if she did not know an item, she always gave a semantically-related answer. For example:

<b>Correct answer</b>	<b>Mona's answer</b>
Drum	Thing you bang on in a band
Fox	A wild animal, kind of like a dog
Penguin	You see those in cold places...like a bird
Saw	Like a cut-thing you use to cut stuff like wood

Again, Mona used the strategy of giving a semantically related answer when she did not know the name of an item.

## Token Test for Children (TTC)

This instrument measures receptive language function and the ability to follow a series of directions of increasing length and complexity (e.g., "touch the blue square and the red circle"). Mona was familiar with all the vocabulary words used in the test, thus it is a valid measure of information processing skills in English.

Part I	100% accuracy	(1 step, 2 elements; e.g. "touch the green circle)
Part II	100% accuracy	(1 step, 3 elements; e.g., "touch the small yellow square")
Part III	60% accuracy	(2 steps, 4 elements; e.g., "touch the blue square and green circle")
Part IV	30% accuracy	(2 steps, 6 elements; e.g., "touch the small yellow circle and the large white square")

Mona's performance on the TTC shows that she performs well when given up to two steps with four elements; however, processing becomes more difficult after that. Her performance is judged to be within normal limits for an ELL student who has lived in the U.S. and been regularly exposed to English for 1½ years.

## Paragraph Comprehension

These were administered in both English and Ilocano. When the questions were administered in Ilocano, Mona answered questions for both stories combined with 90% accuracy. In English, she answered questions with 80% accuracy. The interpreter noted that in Ilocano, Mona demonstrated adequate

vocabulary usage, sentence structure, and story sequencing. It was seen from this assessment task that Mona's ability to hear and remember information given only auditorially was within normal limits in both Ilocano and English. She showed good memory for details.

### **Writing to Dictation**

The examiner dictated several sentences to Mona. Fortunately, the examiner was able to show the sample to the site Resource Specialist, Jan P., who stated that Mona showed adequate writing skills with no apparent, clinically significant problems. Ms. P. believed that Mona was doing well in writing considering her short length of residence in the U.S.

### **Informal Measure of Oral Language Skills for ELL Students**

This was administered primarily in English. Mona answered questions readily and accurately. Especially noteworthy were her descriptions of functions of objects. When asked to make comparisons and solve simple problems, Mona's answers were appropriately complex and descriptive. Given the fact that she has only attended American schools and been exposed to English regularly for 1 ½ years, this examiner judges her performance to be quite good.

### **SUMMARY AND RECOMMENDATIONS**

Mona T. is a trilingual Filipino immigrant student who came to the U.S. with her family 1 ½ years ago. She does not have a language impairment, and is not eligible for speech and language services. Results of interviews and assessments show that Mona is performing adequately in her expressive and receptive Ilocano language skills. In English, she communicates basic meaning successfully although she does manifest transfer from Ilocano as demonstrated in her English morphosyntactic usage. This indicates a language difference, not a language impairment.

Research shows that Basic Interpersonal Conversation Skills (BICS) often develops more rapidly than Cognitive Academic Language Proficiency (CALP). Because Mona has only been in American schools for 1 ½ years, it is predictable that her CALP skills would still be in the process of developing.

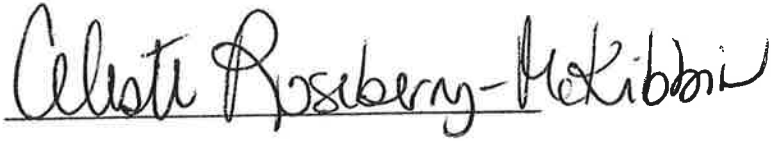
In the meantime, Mona continues to need support in Ilocano so that she can strengthen her conceptual base to facilitate optimal English learning. In addition, she can participate in the after school Homework Club, where she can receive additional support with her homework. Mona might also benefit from participating in summer classes to strengthen her English academic skills and "deep reading" skills as emphasized in the Common Core State Standards.

Because Mona is still in the process of learning English, the following suggestions will help her comprehend and recall information in the classroom setting:

1. Information should be presented in a multimodal fashion. For example, it can be explained verbally, written on the board, and demonstrated kinesthetically when possible.
2. Mona would profit from working with a peer buddy who could help her with completion of assignments.
3. Mona should only be expected to respond to two directions at a time. If she is given more than two directions, she may be confused.
4. Mona should sit near the front of the classroom where she can see and hear the teacher at all times.
5. It would help if Mona could hear important information restated and rephrased. For example, the teacher could say something like "We are going to get out our math books and turn to page 25. Get out your math books. Turn to page 25." If Mona hears directions repeated and rephrased, her comprehension will improve.

6. Mona needs as much support as possible in acquiring English social and academic vocabulary. The teacher can work with the interpreter, Ms. R., to facilitate this goal.

It was a great pleasure to work with Mona T. She is a lovely, intelligent, hardworking young woman who should make excellent progress in school given the appropriate support.

A handwritten signature in cursive script that reads "Celeste Roseberry-McKibbin". The signature is written in black ink and is positioned above a horizontal line.

Celeste Roseberry-McKibbin, Ph.D.

Speech-Language Pathologist

## PARAGRAPH COMPREHENSION

These paragraphs can be read in the child's L1. If the paragraphs are also read in English, it is best for the English reading to occur approximately one week after the L1 reading. Answers in both languages can be compared. Answers should be written down verbatim.

### Story 1

The children liked their teacher, Ms. Rodriguez. She was very nice to them. Her birthday was coming, and each child wanted to help make her day special. Ms. Rodriguez' birthday was on a Friday. Josie brought her flowers. Ernesto's mom brought a cake. Bobby's dad brought ice cream. At 11:30 in the morning, after math lessons, the children sang happy birthday to Ms. Rodriguez. Everyone got cake and ice cream. Ms. Rodriguez had a very happy birthday!

What was the teacher's name? (Ms. Rodriguez) Mrs. Rodriguez

What special day was coming? (Ms. Rodriguez' birthday) birthday

Ms. Rodriguez' birthday was on what day of the week? (Friday) I forgot

What did Josie bring Ms. Rodriguez? (flowers) flowers

Whose mom brought a cake? (Ernesto's) Ernesto's mom

What did Bobby's dad bring? (ice cream) ice cream

What time did the children sing happy birthday to Ms. Rodriguez? (11:30) 11:30

When the children sang happy birthday, what lessons had they just had? (math)  
math

### Story 2

Josie liked to watch TV. Her mom and dad had a nice, big TV in the living room. Josie's favorite things on TV were cartoons and the Disney channel. She got to watch cartoons and the Disney channel on Saturday and Sunday. Her parents did not let her watch TV on school nights, because she had to do her homework. Josie was always excited when Saturday and Sunday came, because she enjoyed watching TV and eating ice cream while she watched.

What did Josie like to watch? (TV) TV

Where was the TV (in what room of the house?) living room

What were Josie's favorite things on TV? Disney & cartoons

When did she get to watch TV? I forgot

Why did she not get to watch TV on school nights? She had homework she needed to do

When Josie watched cartoons, what did she eat? she eat ice cream

### Story 3

One Monday morning, the children were playing at recess. There were about 200 of them on the playground. They had 15 minutes for recess. Joshua and Maria wanted to play tetherball. There was a long line of kids waiting to play tetherball, so they went over to the slide. Joshua let Maria go down the slide first. When she got to the bottom, her foot hit something sharp. It really hurt her. Joshua came down the slide and helped Maria walk over to the yard duty teacher. It turned out that Maria was wearing sandals, and she had pricked her foot on a sharp stick that was on the playground. The yard duty teacher went and made sure there were no more sharp sticks on the playground. She also told Maria that she might want to wear tennis shoes in the future so that her feet would not get hurt when she was playing.

When were the children playing at recess? (Monday morning) Monday

How many of them were on the playground? (200) 200

How long did they have for recess? (15 minutes) I forgot

What was the first game Joshua and Maria wanted to play? (tetherball) tetherball

When the tetherball line was too long, where did they go? (slide) they go to the slide

What happened to Maria when she got to the bottom of the slide? (her foot hit something really sharp) her foot got stuck on something sharp

What did Joshua do? (came down the slide and helped Maria walk over to the yard duty teacher) he came down the slide and help Maria; he take her to the yard duty

What was Maria's problem? (she was wearing sandals, so the stick hurt her) the stick hurt her because she wasn't wearing good shoes

What did the yard duty teacher do? (went and made sure there were no more sharp sticks on the playground; told Maria to wear tennis shoes in the future) told Maria to wear good shoes; she make sure the sharp sticks all gone from the playground

Mona is a party girl.  
 (Mona is a pretty girl.)

Today is sunny day.  
 (Today is a sunny day.)

I'm in fifth grade.  
 (I'm in 5<sup>th</sup> grade.)

We have no pet at home.  
 (We have no pets at home.)

I like to play tetherball  
 recess. (I like to play tetherball  
 at recess.)

Summer is coming very  
 soon. (summer is coming very soon.)

# INFORMAL MEASURE OF ORAL LANGUAGE SKILLS FOR ELL STUDENTS

Celeste Roseberry-McKibbin, Ph.D.

Name Mona T. Date \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ C.A. 11:7 Grade 5  
 Primary Language Ilocano, Tagalog Dominant Language Ilocano  
 Language of Assessment Ilocano, English  
 English Proficiency Level limited

Background Information Mona came from the Philippines  
1 1/2 years ago. Father passed away. Teacher concerned  
re: academics.

## Task A: Giving Personal Information

1. What is your name? Mona T.
2. How old are you? 11
3. What grade are you in? 5<sup>th</sup>
4. Where do you live? We live on Bancroft Street.
5. Tell me about your family.  
My mom work sewing dresses. My sister Betsy  
is in 7<sup>th</sup> grade.
6. What do you like to watch on TV? Tell me about it.  
I like to watch Disney channel. They have  
good shows.
7. What do you like to do at school?  
Be with my best friend - it's Kayla. We  
play tetherball at recess.
8. Tell me about your friends.  
Just did ↑. I like math. Spelling and  
social studies is hard - science too.
9. What is your favorite game? Tell me how you play it.  
I love tetherball. Two people play - you  
take turns hitting the ball and you try to get  
it from the other person.
10. What is your favorite book? Tell me about it.  
I like Goosebumps because it's scary.

### Task B Labeling Objects and Giving Functions\*

Ask the student: "What is this?" "What is it used for?" or "What do you do with it?"

	What do you call this?	What do you do with it?
1. Book	book	you read it
2. Chair	chair	you could sit on it or stand on it
3. Shoe	shoe	you could wear it, walk w/it
4. Pencil/pen	pencil	you write
5. Table	table	you could put computers, binders, scissors, soda, dictionary, books, telephone on it
6. Clock	clock	it tells us the time

### Task C: Making Comparisons

1. How is a car different from a bicycle?

Car could have gasoline in it, & bike can't have gasoline. Bikes keeps on going, doesn't have engine. Car needs gasoline to go.

2. How is a car like a bicycle?

Has a brake, wheels. They take you to places you want to go.

3. How is a shoe different from a hat?

A shoe you wear on your foot, a hat you wear on your head.

4. How is a shoe like a hat?

They are both things that you wear.

### Task D: Solving Simple Problems

1. You see a fire in a house. What should you do?

I should call 911 so they could help you and spray it off.

2. You are tired because you have been working all day. What should you do?

Take a rest- sleep well.

3. You lose your friend's ball. What should you do?

Find it or buy one for his birthday.



## \*\*\* UNIFIED SCHOOL DISTRICT

NAME: Soua L. C.A.: 6:2  
 SCHOOL: \*\*\* Elementary GRADE: Kindergarten  
 Date: May 5 (end of school year)

INITIAL LANGUAGE, SPEECH, AND HEARING REPORTREFERRAL INFORMATION:

Soua L. was brought to the Student Study Team (SST) by his teacher. According to the SST form, Soua's strengths included being "well behaved, fast worker, gets along well with children, can copy letters." Concerns included "no letter/sound, doesn't know his colors, memory is poor, ALWAYS VERY QUIET." Retention is being considered.

BACKGROUND INFORMATION:

Student's Primary Language: Hmong  
 Student's English Language Proficiency: NES; limited in L1; "limited bilingual"  
 Vision and Hearing Acuity Screening: passed  
 Modifications to Regular Program: Primary language tutoring, classroom modifications such as front row seating

According to the Home Language Survey in the cum file, Hmong was the language Soua first learned and the language most frequently used in the home. Soua was born in the United States.

The following information was obtained from the interpreter and the site speech-language pathologist, Dianna L.: (Ms. L. had met with the parents and communicated through an interpreter; Mr. X was familiar with the family and had worked with them several years ago.)

Apparently the L. family members are refugees. All 6 children in the family are reportedly experiencing learning challenges. Mr. L. (Soua's father) is reportedly very concerned about Soua, and stated that Soua speaks very little at home. Mr. L. is also aware that Soua has some voice problems (hoarseness). Mr. X has worked in \*\*\* district for 3 ½ years. In his experience, both Soua and his brother Von (also tested the same day by this examiner) learn more slowly than other Hmong students Mr. X has worked with.

TEST RESULTS

Soua appeared to put forth an appropriate effort with all tasks presented. Results are perceived as representing a valid estimate of the skills tested. He was very quiet, but was willing to speak with the interpreter. All testing was administered in Hmong by the interpreter. Informal, nonstandardized assessment methods were used, as use of standardized instruments would have been inappropriate for Soua.

## LANGUAGE

### Information Processing/Working Memory

#### *Pointing to Pictures in Sequence*

Before Soua arrived, Mr. X and the examiner went through picture cards and Mr. X ruled out any pictures that he felt would be culturally biased. Thus, the only pictures shown to Soua were ones that Mr. X had pre-identified as being culturally appropriate. Soua was shown the pictures and asked what they were.

Soua was able to label the following pictures in Hmong: “cookies, fish (shark), pan, purse, eggs, orange, fruit, dress, shoes, pants.” Thus,

Using the pictures Soua identified accurately in Hmong, Mr. X had Soua point to several in sequence (e.g. “belt, pan, shoes”). Soua pointed to 2 pictures in sequence with 100% accuracy. When it came to 3-picture sequences, Soua carried out this task with 0% accuracy. Mr. X felt that in comparison to Hmong peers, Soua should have been able to point to 3 pictures in sequence.

#### *Digit Repetition*

Mr. X. asked Soua to repeat back digits in Hmong (e.g., “6-9-4; what did I just say?”). Soua was only able to repeat back 2 digits with 100% accuracy; he repeated 3 digits back with 0% accuracy. This is low performance for a 6-year old, who should be able to repeat 4-5 digits back accurately.

### Oral Language Assessment

#### *Picture Description*

Mr. X. showed Soua pictures of activities and asked him to “Tell me what is happening in this picture.” Soua said things like “going home;” “it’s shoes;” “car drive;” “the girl play.” He never elaborated, even when strongly encouraged to do so by the interpreter with whom he was familiar. His sentences were very short and telegraphic in nature, using only key words.

#### Comprehension of Narratives

Mr. X told Soua 3 short stories and then asked him some questions. Soua missed almost all the questions (see protocol for specifics). Mr. X felt that Soua “should give a little more” in terms of correct answers.

#### Informal Measure of Oral Language Skills for ELL Students

Mr. X shared (see protocol for specifics) that Soua’s answers were very brief, vague, and unelaborated even in Hmong. For example, when asked what his telephone number was, Soua gave no numbers at all; Mr. X thought he should be able to give even a few. When asked 2-3x if

he had brothers and sisters, Soua said no (he has 5). He never elaborated in Hmong, even when strongly encouraged to do so.

Soua was able to follow simple directions (e.g. "walk to the table") with 100% accuracy. He was able to label objects, but was vague (according to Mr. X) in giving their functions.

In terms of making comparisons (e.g. "How is a car different from a bicycle?"), the interpreter said Soua "was lost." Inspection of the protocol indicates that Soua either answered "I don't know" or gave vague/very brief answers to questions asked. Mr. X felt that Soua should have done better with this task and should have been able to communicate more information.

## COGNITIVE NONVERBAL ASSESSMENT

### Test of Nonverbal Intelligence-4 (TONI-4)

The TONI-4 is designed to be a language-free measure of cognitive ability. The TONI-4 items require the student to solve problems by identifying relationships among abstract figures. Each item presents a set of figures in which one or more of the figures is missing; the subject good document completes the set by selecting the correct figure from among either four or six response alternatives. No speaking or listening are required.

Raw score:	6
TONI-Q:	90
Percentile rank:	26

According to these results, Soua's nonverbal visual problem-solving ability as measured by this instrument is within average range. Further testing by professional psychologist is needed to obtain a more complete profile of Soua's nonverbal performance skills.

### ARTICULATION

The interpreter stated that in Hmong, Soua was difficult to understand and manifested some articulation problems. Imitative English probing (at the word level) showed that Soua was able to produce /p, b, n, t, w, f, n/. Other phonemes should be probed at a later date.

### SUMMARY AND RECOMMENDATIONS:

Soua L. has an underlying language impairment and is eligible for LSH services. There is a family history of special needs. Soua's parents are concerned about him, and so is Mr. X. Soua appears to be verbally very reticent even in Hmong; although some of this reticence may be cultural, Mr. X's and the examiner's impression is that there are genuine language and articulation delays in Hmong. The family history and the parents' concern are also factors that need to be taken into account. While Soua does not appear to give inappropriate or off-topic responses, his responses are accurate but extremely brief and unelaborated. He reportedly is not using full sentences even in Hmong.

As was previously stated, Soua speaks very little at home. Two years ago Mr. X worked with Soua's older brother Von, who is currently having difficulties in the 4<sup>th</sup> grade. In Mr. X's opinion during today's testing session, Soua sounded exactly like Von did several years ago, and Mr. X saw very similar problems between Soua and Von. Mr. X felt that therapy would be most helpful for Soua, especially because Soua's articulation in Hmong sounds exactly like that of 3 of Soua's

older siblings. In Mr. X's words, Soua is "having the same problem just like Von." In addition, Mr. X said that he thought Soua had difficulty remembering things during testing.

Soua needs to have continued assistance in Hmong. He also would benefit from other school programs such as Chapter One, ESL, etc. Any programs in Hmong and/or English that would provide language stimulation would be excellent for Soua.

The site speech-language pathologist, Dianna L, will see Soua for language and articulation therapy. She will work collaboratively with the Hmong interpreter and the classroom teacher to reinforce what Soua is learning in the classroom. Verbal elaboration and expansion will be encouraged.

Soua would greatly benefit from vocabulary/conceptual development. He should also be provided as much verbal language stimulation as possible. Soua should be encouraged, at a level comfortable to him, to speak as much as possible.

It was a great pleasure to work with Soua. He is a very nice, well-behaved child who has real potential. Speech-language therapy combined with other school site programs and classroom modifications will be helpful to Soua.

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Celeste Roseberry-McKibbin, Ph.D., C.C.C  
Speech-Language Pathologist  
License #5352





Omar read a book fluently. He did an excellent job of reading a list of words aloud; all words were read quickly and accurately. The examiner asked Omar to copy a circle, square, iron cross, and diamond. No visual motor difficulties were noted. Omar was asked to write 5 sentences to dictation. No overt fine motor difficulties were noted; spacing and letter formation appeared appropriate.

The examiner administered the Informal Multicultural Communication Measure to Omar. It was noted on this measure and throughout the screening session that Omar was very quiet and did not initiate conversation at all. However, he willingly, appropriately, and accurately answered questions. It is this examiner's impression that Omar has a quiet, introverted personality; this may help explain his teacher's impression that in class, he gives a "blank look." Again, Omar's answers (though brief) were 100% accurate.

The examiner administered the Informal Narrative Assessment Questions measure to Omar. Although Omar missed some details in the stories, he got the "gist" of each story and was able to recall approximately 70% of the details asked for each story.

This examiner administered the Test of Nonverbal Intelligence: 4 to Omar. He received a TONI-Q of 100, putting him in the 50<sup>th</sup> percentile rank for visual, nonverbal cognitive skills as measured by this instrument.

This examiner also administered several subtests of the Clinical Evaluation of Language Fundamentals to Omar. These were administered in English. On the Expressive Vocabulary subtest, Omar received an age score equivalency of 5:11. Because he has only been exposed to English regularly for 3 and ½ academic years, one might say that in 3 and ½ years, he has learned almost 6 years' worth of English vocabulary. This is excellent progress. When Omar did not know an answer, he gave a semantically related answer. For example, he was unable to label a "totem pole" so he said "for Indian people." He called a hawk's talon a "nail," and called a pyramid a "triangle rock."

Omar was given the Concepts and Following Directions subtest in English. He obtained an age-equivalent score of 8:2 years, his exact chronological age. Omar was also given the Number Repetition subtest; he obtained an age-equivalent score of 8:6 years. This examiner also administered the Rapid Automatic Naming subtest, which is predictive of clinically significant reading difficulties. Omar completed this subtest in 71 seconds; 8:2 year olds should complete the subtest in 100 seconds or less.

This examiner is extremely impressed because although the CELF subtests were administered in English, Omar scored at or above age level on each one except the vocabulary subtest. This subtest reflected excellent learning over time. Omar scores are unusually high in this examiner's clinical experience; his performance was exceptionally good.

In terms of articulation, it was found that Omar has an open bite, upper and lower diastemas, and other dentition problems. He has a tongue thrust accompanied by a lisp. \*\*\*, the full time site speech pathologist, gave Mrs. \*\*\* a letter with the names and contact information for local pedodontists who are qualified to assess and treat children with tongue thrust issues prior to therapy.

Mrs. \*\*\* said that right now, she is experiencing postpartum depression, which began 2-3 days after the birth of Omar's baby sister one month ago. She said she cannot think about anything else but this situation. She said that in the last month, she has only been outside of the house 2-3 times. She shared that she has been on

Omar's oral language development in English is excellent. He performed well on a number of formal and informal measures. Research shows that informal English conversational skills take ELL students a minimum of 2-3 years to develop to a level commensurate with that of monolingual speakers. Academic skills take 5-10 years to develop to a level commensurate with that of monolingual speakers. Assuming that Omar is following this typical timeline, he will not show commensurate academic skills until sometime between fourth through 9<sup>th</sup> grade.

This examiner is concerned about several environmental factors that may be impacting Omar's progress in school. As stated, his mother is experiencing postpartum depression and has little energy. His father's status is not known. Omar has a history of many tardies and absences from school. His parents are unable to help him complete his homework.

This examiner recommends that Omar be considered for non-special education school programs where he can receive homework support as well as continued support in Farsi and Pashto. If his primary languages can be supported, his English will progress faster. A response to intervention (RtI) model can be used in the classroom to assess Omar's progress when he is given additional academic support.

Omar is an intelligent, sweet, well-behaved student with excellent potential. With extra support from the school, he will probably eventually perform at grade level within mainstream expectations. Without additional support from the school, however, he may have academic difficulty related to environmental and second language issues.

It was a great pleasure to work with Omar \*\*\*.

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Celeste Roseberry-McKibbin, Ph.D., C.C.C  
Speech - Language Pathologist  
License #5352



Elizabeth

I am mask nice (I am smart and nice)

is suning out nise to ny (It is sunny outside today)

an 8 year old. (I am 8 years old)

My Seiet er is teanher. (My sister is a teenager)

My teanher name is mrrs greebaum

(My teachers name is Mrs. G...)

Came to kindergarten speaking only Spanish - now English dominant. School thinks "environ-mental." Never been referred for special ed; family not concerned

could only repeat 2 syllables back - 10% accy. 3 sylls word repetition 10% accy. for 4 words pointing to known pix - 30% accy. for 3 pix; 20% for 4 pix

## INFORMAL MEASURE OF ORAL LANGUAGE SKILLS FOR ELL STUDENTS

Celeste Roseberry-McKibbin, Ph.D.

Name Elizabeth N. Date \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ C.A. 8:4 Grad \_\_\_\_\_  
 Primary Language Spanish Dominant Language English  
 Language of Assessment \_\_\_\_\_  
 English Proficiency Level \_\_\_\_\_

Background Information \_\_\_\_\_

## Task A: Giving Personal Information

1. What is your name? Elizabeth
2. How old are you? 8
3. What grade are you in? 3rd
4. Where do you live? Sacramento
5. Tell me about your family.  
sister and a brother. (?) He's right there in the school - he's in 5th grade.
6. What do you like to watch on TV? Tell me about it.  
Cartoon Network. (?) I don't know.
7. What do you like to do at school?  
Lunch recess (?) Fun Friday (?) Go home
8. Tell me about your friends.  
Brianna. (?) Monkey bars. (?) A grass.
9. What is your favorite game? Tell me how you play it.  
I don't know.
10. What is your favorite book? Tell me about it.  
I forgot.

### Task B Labeling Objects and Giving Functions\*

Ask the student: "What is this?" "What is it used for?" or "What do you do with it?"

	What do you call this?	What do you do with it?
1. Book	+	read
2. Chair	+	and a table
3. Shoe	+	under the table
4. Pencil/pen	+	paper
5. Table	+	with stuff
6. Clock	+	the timer

### Task C: Making Comparisons

1. How is a car different from a bicycle?

The bicycle goes to sidewalk, & the car goes to street.

2. How is a car like a bicycle?

Bicycle -- road, (?) in the street.

3. How is a shoe different from a hat?

Hat on your head, shoe on your feet.

4. How is a shoe like a hat?

Hat the door, shoe in your closet.

### Task D: Solving Simple Problems

1. You see a fire in a house. What should you do?

Fire burn house.

2. You are tired because you have been working all day. What should you do?

Get tired you.....desk.

3. You lose your friend's ball. What should you do?

Kick the ball.

# PARAGRAPH COMPREHENSION

Elizabeth  
8 years old

These paragraphs can be read in the child's L1. If the paragraphs are also read in English, it is best for the English reading to occur approximately one week after the L1 reading. Answers in both languages can be compared. Answers should be written down verbatim.

## Story 1

The children liked their teacher, Ms. Rodriguez. She was very nice to them. Her birthday was coming, and each child wanted to help make her day special. Ms. Rodriguez' birthday was on a Friday. Josie brought her flowers. Ernesto's mom brought a cake. Bobby's dad brought ice cream. At 11:30 in the morning, after math lessons, the children sang happy birthday to Ms. Rodriguez. Everyone got cake and ice cream. Ms. Rodriguez had a very happy birthday!

What was the teacher's name? (Ms. Rodriguez) \_\_\_\_\_

What special day was coming? (Ms. Rodriguez' birthday) \_\_\_\_\_

Ms. Rodriguez' birthday was on what day of the week? (Friday) \_\_\_\_\_

What did Josie bring Ms. Rodriguez? (flowers) \_\_\_\_\_

Whose mom brought a cake? (Ernesto's) \_\_\_\_\_

What did Bobby's dad bring? (ice cream) \_\_\_\_\_

What time did the children sing happy birthday to Ms. Rodriguez? (11:30) everyone

When the children sang happy birthday, what lessons had they just had? (math)  
present

## Story 2

Josie liked to watch TV. Her mom and dad had a nice, big TV in the living room. Josie's favorite things on TV were cartoons and the Disney channel. She got to watch cartoons and the Disney channel on Saturday and Sunday. Her parents did not let her watch TV on school nights, because she had to do her homework. Josie was always excited when Saturday and Sunday came, because she enjoyed watching TV and eating ice cream while she watched.

What did Josie like to watch? (TV) Cartoon +

Where was the TV (living room) room

What were Josie's favorite things on TV? (Disney channel, cartoons)  
Disney channel

When did she get to watch TV? (on Saturday and Sunday) Big TV

Why did she not get to watch TV on school nights? (homework) cartoon

When Josie watched cartoons, what did she eat? (ice cream) +

### Story 3

One Monday morning, the children were playing at recess. There were about 200 of them on the playground. They had 15 minutes for recess. Joshua and Maria wanted to play tetherball. There was a long line of kids waiting to play tetherball, so they went over to the slide. Joshua let Maria go down the slide first. When she got to the bottom, her foot hit something sharp. It really hurt her. Joshua came down the slide and helped Maria walk over to the yard duty teacher. It turned out that Maria was wearing sandals, and she had pricked her foot on a sharp stick that was on the playground. The yard duty teacher went and made sure there were no more sharp sticks on the playground. She also told Maria that she might want to wear tennis shoes in the future so that her feet would not get hurt when she was playing.

When were the children playing at recess? (Monday morning) tetherball

How many of them were on the playground? (200) 100

How long did they have for recess? (15 minutes) play slide

What was the first game Joshua and Maria wanted to play? (tetherball) slide

When the tetherball line was too long, where did they go? (slide) kids

What happened to Maria when she got to the bottom of the slide? (her foot hit something really sharp) sharp

What did Joshua do? (came down the slide and helped Maria walk over to the yard duty teacher) yard duty

What was Maria's problem? (she was wearing sandals, so the stick hurt her) \_\_\_\_\_

tennis

What did the yard duty teacher do? (went and made sure there were no more sharp sticks on the playground; told Maria to wear tennis shoes in the future) \_\_\_\_\_

tennis

## XXXXX Unified School District

Name: Quang N.	C.A. 15:10
School: **** High School	Examiner: Celeste Roseberry-McKibbin, Ph.D.
Grade: 9	Primary Language: Vietnamese

### LANGUAGE, SPEECH, AND HEARING REPORT

#### REFERRAL INFORMATION

Quang was referred by personnel at his high school who were concerned about his overall learning ability. According to \*\*\*\*, the speech-language pathologist at the high school, Quang is currently receiving services from the Learning Center. He is not officially on an IEP for special education. The Learning Center staff stated that Quang was struggling more than other similar peers, and said that "We need some more answers here." A concern was that Quang was receiving Ds in Geography and Geometry; no other areas of academic concern were reported. School personnel noted that Quang's verbal English skills were commensurate with those of other Vietnamese students at the high school. Quang receives free breakfast and lunch; his family receives Aid to Families with Dependent Children.

The purpose of today's evaluation was to update speech-language testing and to more precisely ascertain the nature of Quang's learning difficulties.

#### BACKGROUND INFORMATION

**Student's Primary Language:** Vietnamese

**Dominant Language:** English (note: the Vietnamese interpreter who was called to assist with this session reported that Quang's English skills were much stronger than his Vietnamese skills, so an all-English assessment would provide the best measure of Quang's abilities)

Quang was born in Texas. He has 6 brothers and 3 sisters. He indicated that he speaks very little with his parents; when he does, he communicates in basic Vietnamese. He speaks English with his siblings.

This examiner carefully examined the contents of Quang's cum file and read teacher reports from report cards beginning in kindergarten. Quang was retained in first grade. Teachers over the years made comments such as "great difficulty with reading and writing skills;" "severe weakness in written expression;" "spelling very delayed for grade level;" "doesn't retain information well;" "behind other ELL classmates in decoding and alphabet awareness." Quang's report cards indicated a persistent and intractable difficulty with written language. Reports in Quang's cum file indicated that he had

consistently received “extra” non-special education services such as Reading Clinic, Homework Club after school, Extended Day tutoring, and classroom modifications.

A psychological report written when Quang was 12;8 years old indicated that on the WRAML (Wide Range Assessment of Memory and Learning), Quang “evidenced difficulty with design memory....on the Story Memory subtest, Quang had difficulties retelling the stories...he worked with slow graphomotor speed.” On the Leiter, Quang performed within average range (for nonverbal IQ).

## TEST RESULTS

Quang put forth appropriate effort during testing and was courteous to the examiner. He was very quiet, did not volunteer information spontaneously, and made very little eye contact. Results are perceived as representing a valid estimate of his language skills.

### Clinical Evaluation of Language Fundamentals (4)

*Concepts and Directions Subtest:*

Raw score of 16/30 (slightly over 50% accuracy)

Although Quang was familiar with all the vocabulary used in this subtest, he had significant difficulty carrying out multi-step directions. For example, he missed items such as “point to the triangle that is closest to the black square” and “point to the big circle, the little square, and the black triangle.”

### Informal Measure of Information Processing Skills

*Repeating Words:* Quang repeated back 4 familiar words in sequence with approximately 30% accuracy. He scored 0% accurate for 5 words in sequence.

*Repeating Digits:* Quang repeated back 5-digit strings with approximately 40% accuracy, and scored 0% accuracy for 6-digit strings. (note: most 14-15 year olds are able to repeat back 7 digits in sequence with a high degree of accuracy). When Quang repeated digits back, he showed omissions and reversals.

*Picture Card Memory:* The examiner showed Quang 10 picture cards and assured that he was familiar with all vocabulary (common nouns). She then laid them out in front of him (2 rows of 5) and asked him to point to pictures in sequence (e.g., “point to *pencil, chair, dog, bread*”). Quang was able to point to 4 pictures in sequence with 80% accuracy; however, he could only point to 5 pictures in sequence with 50% accuracy.

*Memory for Facts in a Sentence:* The examiner read Quang sentences of increasing length and complexity and immediately asked him questions. For example:

I ate a cheese sandwich for lunch. What did I eat?

The Johnson takes a vacation to Hawaii every year and brings 4 suitcases. Where do the Johnsons go? What do they bring with them?

Quang was able to only remember a few elements of these sentences, frequently forgetting facts at the end of the sentence. He answered questions with approximately 30% accuracy during this task.

### *Informal Narrative Assessment Questions*

The examiner read Quang two simple stories and asked him questions about the stories. He struggled to remember specific details, and frequently said "I forgot."

### Test of Problem-Solving Skills

The examiner showed Quang pictures and asked questions about them. Though formal scores are not reported because they are psychometrically invalid for Quang, it was observed that he answered questions with approximately 80% accuracy. Quang used full and complete, grammatical sentences that showed use of excellent oral expressive language.

### Written Language Screening

#### *Reading Aloud*

The examiner requested that Quang read several paragraphs from the book *Treasure Island*. Quang read laboriously and could not decode words such as *parlor*, *curtain*, *staring*, *stomach*, *stranger*. His reading fluency rate was very low.

#### *Writing to Dictation*

The examiner asked Quang to write several sentences. It was seen that he struggled with writing and made errors typical of a much younger child:

I in joy eating food from the asian gerane store. (*I enjoy eating food from the Asian grocery store.*)

I like to lister to muise and work on comper. (*I like to listen to music and work on the computer.*)

PE is my faver subject in hight school. (*PE is my favorite subject in high school.*)

### Test of Nonverbal Intelligence-4 (TONI-4)

Raw score: 35

TONI-Q: 111

Percentile rank: 77

According to the results of this nonverbal IQ screener, Quang's intelligence is above average. Further testing by a professional psychologist is needed to obtain a more complete profile of Quang's nonverbal performance skills.

## **SUMMARY AND RECOMMENDATIONS**

It is this examiner's hypothesis that Quang has a specific learning disability which impacts written language skills. This is only a hypothesis, and must be treated as such until he has been evaluated by the school resource specialist and psychologist. Quang's oral communication skills are good and reportedly are commensurate with those of peers from a similar cultural and linguistic background.



However, despite the presence of an above-average nonverbal IQ (according to TONI-4 screening), he experiences great challenges with reading and writing despite years of additional services. Utilizing a response-to-intervention (RtI) paradigm, one can conclude that even though Quang has been given many extra interventions, he has continued to demonstrate substantial challenges with written language skills. RtI has not been successful in helping Quang meet Common Core State Standards in math and English language arts.

Quang will need to undergo a comprehensive psychoeducational evaluation in order to determine the best placement for meeting his needs. Based upon the results of this evaluation, the IEP team will determine the optimal program for Quang.

Because he is bright and is interested in computers, it is strongly recommended that he be able to do all assignments on a computer or tablet. Because a few of his teachers still ask that some assignments and tests be completed by hand, the modification of being able to use a computer or tablet for all writing would be most helpful.

Quang needs information conveyed in a visual format as much as possible. Because of his challenges with information processing, a visual format for information is imperative for his success. Teachers' use of classroom smartboards, iPads, and other visuals will support Quang as he learns in the classroom setting.

It is also recommended that Quang have a peer buddy in each class for support in areas such as remembering teacher directions. Because he does not appear to be interested in interacting in Vietnamese and has lost most of his Vietnamese skills, classroom support in Vietnamese is not recommended.

Quang would probably benefit from use of techniques such as visualization of information that he sees and hears. He could be taught techniques for actively visualizing during listening and reading activities; this would enhance his comprehension of and memory for information. Visualization would help Quang to "read deeply" as mandated in the Common Core State Standards. If Quang is reading and he encounters unfamiliar words, he would benefit from using an online dictionary with visual supports to enhance his knowledge of vocabulary. He might enjoy using the online program/game FreeRice as a fun and interesting way to boost his vocabulary and overall language skills.

Quang would benefit greatly from the use of the Preview-View-Review approach to reading (explained in the appendix to this report).

It was a great pleasure to work with this nice, courteous, bright young man.

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Celeste Roseberry-McKibbin, Ph.D., CCC-SLP

Language, Speech, and Hearing Specialist

What other intervention techniques and materials could benefit Quang?

Erik Mendoza, primary language of Spanish, Spanish dominant, now bilingual (ELL)

Age 7:11, second grade

**Oral Language**

Erik was referred for assessment for a language impairment. The classroom teacher said he was struggling with reading and writing. Testing showed that he had excellent BICS and was able to competently answer questions during a language sample. He performed well on the Informal Measure of Oral Language Skills. He showed good vocabulary skills in both English and Spanish.

**Written Language**

When presented with sight words, Eric read first grade sight words with 0% accuracy. He had a great deal of difficulty writing to dictation.

**Information Processing/Working Memory**

100% accurate for 2- and 3-syllable strings. 0% accurate for 4-syllable strings

100% accurate for 4 digits; 0% accurate for 5 digits

**Nonverbal Intelligence**

TONI-4      IQ 106      66<sup>th</sup> %ile rank      9;0 age equivalent

What is the probable diagnosis for Erik? Does he qualify for speech-language services? What are your recommendations?

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Reproducible Form 12.2  
INFORMAL MEASURE OF ORAL LANGUAGE  
SKILLS FOR ELL STUDENTS  
Celeste Roseberry-McKibbin, Ph.D.

Child's Name: Erik Date of Birth: \_\_\_\_\_ Age: 7:11 Grade: \_\_\_\_\_  
Date of Testing: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Dominant Language: \_\_\_\_\_  
Language of Assessment: \_\_\_\_\_ English Proficiency Level: \_\_\_\_\_  
Background Information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task A: Giving Personal Information

1. What is your name? Erik (whole name)
2. How old are you? 7
3. What grade are you in? 2
4. Where do you live? I forgot
5. Tell me about your family.  
My brother, my sister, my other brother in my mom's family, my dad, & me
6. What do you like to watch on TV? Tell me about it.  
News for the TV
7. What do you like to do at school?  
Everything! (?) math, reading, writing, homework
8. Tell me about your friends.  
You know Cash? He's a soccer player & really good, & we go to speech together.
9. What is your favorite game? Tell me how you play it.  
Football. You throw the ball at somebody on your team, and some people get it. Be careful.
10. What is your favorite book? Tell me about it.

**Task B: Labeling Objects and Giving Functions**

Ask the student to name each item and to describe what it is used for.

	What do you call this?	What do you do with it?
1. book	+	you just read
2. chair	+	sit on it
3. shoe	+	put it on & walk or run w/ it
4. pencil/pen	+	you just write words
5. table	+	put your paper here & do writing & reading
6. clock	+	you watch it & see what the time is for lunch recess, & go home.

**Task C: Making Comparisons**

1. How is a car different from a bicycle?

Car is big, 4 wheels, & a bicycle have 2 wheels.  
The bike has a seat... (described steering)

2. How is a car like a bicycle?

They could go fast, & somewhere.

3. How is a shoe different from a hat?

The shoe you put in your feet & walk; the hat is on your head.

4. How is a shoe like a hat?

You wear them.

**Task D: Solving Simple Problems**

1. You see a fire in a house. What should you do?

Check in the windows - there's nobody in. Call someone to help us.

2. You are tired because you have been working all day. What should you do?

Just rest in your bed for an hour.

3. You lose your friend's ball. What should you do?

Come & find it. If you lost it in school, tell a teacher.

Reproducible Form 12.1  
INFORMATION PROCESSING TASKS FOR  
ENGLISH LANGUAGE LEARNERS

Celeste Roseberry-McKibbin, Ph.D.

Child's Name: Erik Date of Birth: \_\_\_\_\_ Age: 7:11 Grade: 2nd  
Date of Testing: \_\_\_\_\_ Primary Language: \_\_\_\_\_ Dominant Language: \_\_\_\_\_

If the student speaks only the first language (L1), present these tasks in L1 only. If the student speaks L1 and English, administer the tasks in L1 first. Approximately one week later, administer the tasks in English and compare the results in the two languages. It is important to wait at least a few days between L1 and English administrations to reduce the likelihood of "practice effects" that might influence performance. Several typically developing peers should be selected from the classroom of the child who is being evaluated. Administer these same tasks to the peers and compare the performance of the child in question with that of these peers. If the child in question has substantially more difficulty than peers, there is a high probability that the child has some type of language-learning disability that underlies both L1 and English.

**NONSENSE SYLLABLES**

Instructions: Start by having the child repeat two nonsense syllables (e.g., *dee, fay*). Gradually increase the number of syllables to determine how many syllables the child is able to repeat in sequential order in a 10-item task. Sample syllables are listed below:

- |                 |                  |     |     |
|-----------------|------------------|-----|-----|
| gah             | ko               | mo  | vay |
| tay             | kah              | ni  | vo  |
| tah             | .dee             | nu  | beh |
| kay             | fay              | po  | wu  |
| ki (as in kite) | fi (as in fight) | sah | wah |

Repeats 2 syllables

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Total Correct : 100%

Repeats 3 syllables

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Total Correct : 100%

Repeats 4 syllables

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Total Correct : 0%

Repeats 5 syllables

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Total Correct : \_\_\_\_\_

## SIGHT WORDS

Have the student read these words out loud. If possible, have several peers from a similar cultural and linguistic background with a similar amount of exposure to English read the words aloud as well. Compare the reading skills of the student who is being evaluated with those of his or her peers.

Student Name Erik Date \_\_\_\_\_ Age 7:11

Comments Spanish dominant 2nd grade

9% First grade sight words

Third grade sight words

- about

trouble

- after

+ and

favorite

- again

+ the

governor

- also

+ of

probably

- another

question

- any

+ is

beautiful

ask

recycle

back

journal

because

confusion

been

- them

thought

before

- they

especially

boy

- have

whether

could

- did

something

day

independent

each

vacation

every

discover

find

laughed

first

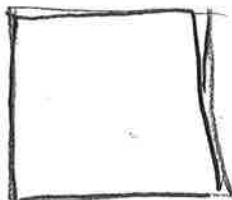
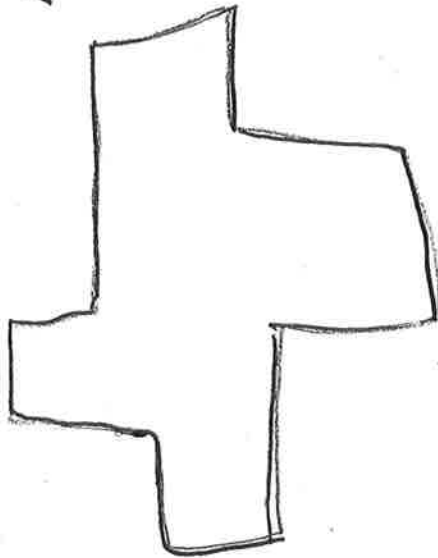
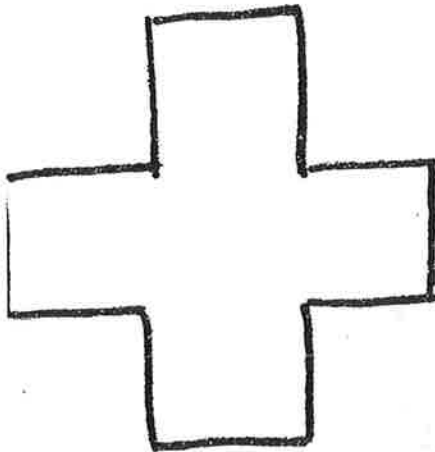
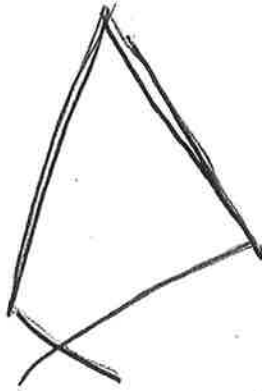
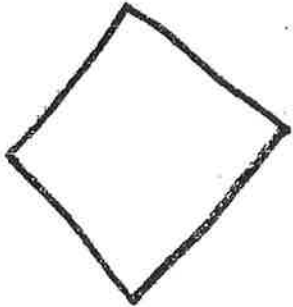
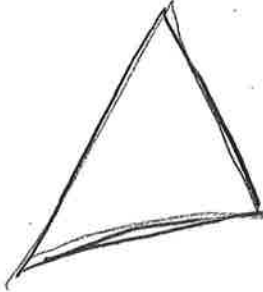
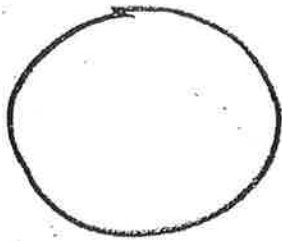
friendly

Erik  
M.

7/11

Spanish  
dominant

Great BICS



Erik 7:11 writing to dictation  
Spanish L1, Spanish dominant  
2nd grade

7:11

I emh por  
(I am a nice boy)

ta is sun de  
(Today is a sunny day.)

I ee a + m rot o + n  
(I will be 8 years old.)

I Lu / ef m / Lu it  
(I love my mom a lot.)



NAME: Adam X.

GRADE: 9<sup>TH</sup>

C.A.: 14:11

EXAMINER: Celeste Roseberry-McKibbin, Ph.D., CCC-SLP

LANGUAGE, SPEECH, AND HEARING REPORTREFERRAL INFORMATION:

Adam \*\*\* was referred due to concerns that he might have a possible specific language impairment (SLI). According to the psychologist at \*\*\*, Adam had been tested by the district psychologist \*\*\* several weeks ago. Results of this testing, which was all conducted in English, revealed a 40-point difference in nonverbal/cognitive and verbal skills. Reportedly, nonverbal/cognitive skills averaged a total of 120, and verbal skills averaged a total of 80, and Mr. \*\*\* was concerned because Adam appeared to have word retrieval difficulties and verbal expression problems. However, reportedly Adam had a “perfect score” in block design and did a “great” job with object assembly. He reportedly also scored in the average range on arithmetic and information/general knowledge. Thus, the purpose of today’s assessment was to follow up on the aforementioned concerns and ascertain whether or not Adam has a language difference or a language impairment, and whether he might benefit from speech-language therapy or even a possible self-contained class (SDL). The psychologist believed that an SDL classroom might be the most optimal placement for Adam for all 4 years of high school, and today’s testing was specifically geared toward conducting further language assessment to ascertain whether or not this would be appropriate.

BACKGROUND INFORMATION:

**Student’s Primary Language:** Hmong

**Student’s English Language Proficiency Status:** According to the results of language proficiency testing in Adam’s cumulative file, he was labeled (“Level 2--Very Limited English Speaker”

**Vision and Hearing Acuity Screening:** The examiner went through Adam’s cum file and could not find these results. But when the Hmong interpreter called the home today, reportedly Adam’s mother shared that he had surgery on his left ear as a 7-year old child and had a “severe” hearing loss in that ear. A hearing screening was scheduled for later today to ascertain the exact nature of this loss. Adam stated that in class, he needs several repeats of information in order to hear and comprehend it.

**Modifications to Regular Program:** There was a note in Adam’s cum file about “SDC,” but no other information was available. It appeared that he had some special education services at \*\*\* Middle School, but the nature of these services was unclear; again, no information was available.

A current concern was that Adam was getting an F in Biology. It was reported that the teacher teaches exclusively through lecture, with no visual aids to supplement the auditory information. Reportedly, it was decided that Adam would receive services from the Resource Specialist at the \*\*\* High School.

The Bilingual Associate, Mr. \*\*\* reported from the phone call to Adam’s mother that Mrs. \*\*\* stated that Adam was born prematurely, “7 months earlier,” weighing 3 pounds. She stated that the family does not read at home.

The examiner gathered the following information from Adam’s cum file:

He was born in St. Paul, Minnesota. Adam came from a home where primarily Hmong is spoken, and entered kindergarten with no prior exposure to English. When the examiner asked Adam if he had any ESL services in elementary school, he said he did not except for possibly in 3<sup>rd</sup> grade. A Health and Developmental questionnaire filled out by a school nurse indicated that Adam's parents said he had had no additional services such as ESL, Chapter 1, reading lab, or other non-special education forms of extra assistance.

Adam's cumulative grade point average for Grade 7 at \*\*\* Junior School in \*\*\* was 3.17. His 6<sup>th</sup> grade teacher from \*\*\* stated on his report card that "Adam is doing well...good job...continues to do well in class...is improving greatly, doing well mainstreamed...Adam has done very well this year." (It was noted that Adam's grades on his 6<sup>th</sup> grade report card ranged from As to Cs, with mostly Bs.) Adam's 4<sup>th</sup> grade teacher from \*\*\* wrote on his report card that "Adam is a good student. He completes assignments and gets along with his peers...Adam continues to do well in his work and behavior."

### TEST RESULTS:

Adam appeared to put forth an appropriate effort with all tasks presented. He was quiet, pleasant, and cooperative. Results are perceived as representing a valid estimate of the skills tested. Mr. \*\*\* administered some of the testing in Hmong.

During the assessment, Adam's speech appeared to be age-appropriate in terms of articulation, fluency, and voice. He spoke softly and with a pronounced Hmong accent which occasionally rendered him slightly difficult to understand. Certainly Adam's hearing loss has had an impact on his articulation skills in English.

In order to follow up on Mr. \*\*\*'s concern of word retrieval problems in English, the examiner asked Adam if he had difficulty using words he already knew. Adam replied that he frequently knew the correct words to use, but didn't use them because he didn't know how to pronounce them. When asked if he was more comfortable speaking Hmong or English, Adam said English.

### Peabody Picture Vocabulary Test - \*\*\*

The PPVT \*\*\* is a receptive vocabulary test. The child is asked to point to the picture of the word given by the examiner (e.g. "point to 'cage'")

Raw score: 86

Age Equivalent: 7:6 years

Adam's performance on the PPVT-\*\*\* indicates that in single-word receptive vocabulary skills, Adam scores like a typically-developing monolingual English-speaking 7 and ½ year old. Given that he has been exposed to English in school for 9 years, this is judged to be adequate growth in light of the fact that primarily Hmong is spoken at home. The examiner tested above the test ceiling, and performed an item analysis of Adam's errors. He missed words such as "archaeologist, composer, banister, pod, arctic, nuisance, bulge." One would not expect that Adam had been exposed regularly to these terms in his home or school environments. Adam scored correctly for words such as "cubical, beverage, escorting, compass, applauding, tropical, triplet." It appeared as though Adam had been exposed to these concepts in school and remembered them.

### Token Test for Children (TTC)

The TTC measures receptive language function and ability to follow a series of directions (e.g. "touch the little green circle and the big blue square"). The directions become increasingly complex as the test progresses; Part I is the simplest; Part V is the most complex. Mr. \*\*\* attempted to administer this in Hmong, but Adam did not know the words, in Hmong, for the shapes of square and circle. Thus the TTC was administered in English only because Adam was familiar with the names of all shapes and colors in English.

<u>Subtest</u>	<u>Raw Score</u>
Part I	10/10
Part II	10/10
Part III	9/10
Part IV	10/10
Part V	11/21

Adam's performance on the TTC shows that when he understands the vocabulary contained in directions, he can perform quite well. However, when the English becomes more complicated such as in Part V, he has more difficulty. Given that last year Adam was labeled a "Very Limited English Speaker," this difficulty is predictable. Adam missed such items as "Except for the green one, touch the circles," "Together with the blue circle, take the yellow circle," and "After picking up the green square, touch the white circle." Although this is not abnormal for a limited English speaker, Adam's difficulty with complex English directions must make it challenging to comprehend classroom teaching, especially when there are no visuals to accompany auditory input.

### Test of Problem-Solving Skills (TOPS)

This test assesses a student's ability to verbally formulate appropriate solutions to everyday problems. Questions accompany pictures (e.g. "How do we know these children are at a fair?"). Because of Mr. \*\*\*'s concern about Adam's expressive language skills, this test was judged to be important for Adam. Items were administered in both Hmong and English. The examiner did not score Adam according to percentile ranks or age equivalencies, because this would have been psychometrically invalid for Adam. The results of the TOPS are attached (see Appendix I). An informal item analysis of Adam's answers, conducted by Mr. \*\*\* and this examiner, indicated that Adam showed sophisticated ability to problem-solve verbally in English. Although he made grammatical errors (predictable given the influence of his primary language), he showed excellent ability to provide appropriate answers to questions about everyday activities which were within the realm of his experience. If students have genuine specific language impairments, usually they show great difficulty in expressive verbal problem-solving.

### Comprehension of Narratives

Mr. \*\*\* read two stories to Adam in Hmong and then asked questions about the details of the stories (see protocol). For Story 1, Adam received a score of 67% accuracy. For Story 2, Adam received a score of 71% accuracy. Adam generally remembered most details and gave answers that were appropriate.

### Informal Measure of Oral Language Skills for ELL Students

This instrument was administered by Mr.\*\*\* in Hmong. Adam answered simple questions appropriately, and was able to accurately label objects and give their functions. He did an excellent job in making comparisons and solving problems. For example, when asked "How is a car different from a bicycle?" Adam said "The car uses gas—car can travel farther. The car has 4 tires-the car has 4 seats." When asked "You see a fire in a house. What should you do?" Adam said "I look to see if people are inside. I call the police. I will put out the fire. I wait to see if the police will come."

### Auditory Memory/Information Processing Tasks

The examiner used simple black and white pictures, and Mr. \*\*\* made sure Adam could accurately label these pictures in both Hmong and English. Adam was asked to point to 4 and 5 pictures in sequence (e.g. "point to the dog, horse, chair, bottle, table"). Adam was 100% accurate for 4 items in English and Hmong, and 60%

accurate in English and 88% accurate in Hmong for 5 items. It appears that when Adam listens to input in his primary language of Hmong, he remembers auditory stimuli better.

The interpreter administered a digit span repetition task to Adam, using numbers in Hmong. Adam was able to recall up to 6 digits with 90% accuracy.

### Written Language Tasks

#### *Reading Sight Words*

Adam read 2 lists of sight words aloud – one list of one-syllable words and one list of 2-syllable words (see protocol). He read easily, fluently, and with no problems.

#### *Writing to Dictation*

The examiner asked Adam to write 4 sentences that she dictated to him (see protocol). Adam wrote fluently and without hesitation in legible handwriting. There were several minor errors in grammar and spelling (e.g., basketball/basketball, shinning/shining, I doing a good job). In this examiner's experience, usually students with SLI struggle with writing to dictation and show many more writing problems than Adam did.

### ELL Pre-Referral Screening

\*\*\*, the site speech-language pathologist, accompanied Mr.\*\*\* to the telephone when he called Adam's mother to ask questions about Adam's language development in Hmong. Ms.\*\*\* reported that according to Mr.\*\*\*, Mrs.\*\*\* stated that Adam (in Hmong) was successfully able to communicate basic needs to others, tell a simple story with correct sequence, and maintain a conversation. Mrs.\*\*\* did not feel that Adam had difficulty communicating in Hmong, remembering things, or staying on topic in a conversation. She said there is no family history of learning problems or special education concerns, but did state that Adam learned language more slowly than his siblings. She stated that at this time, she and her husband are not concerned about Adam's language skills in Hmong.

Ms.\*\*\* and this examiner talked with Mr.\*\*\* about his impressions of Adam's performance (in Hmong) after testing was completed. In terms of the psychologist's initial concern about Adam's verbal expression skills, Mr.\*\*\* was specifically asked about this area. He stated that in Hmong, Adam "can express to me well in Hmong." He said that in Hmong, Adam spoke in long sentences and it was "very clear" to Mr.\*\*\* what Adam was saying. Mr.\*\*\* did not think that Adam had problems understanding what he heard in Hmong, and did not believe that Adam took a long time to answer questions (latencies). When asked how Adam performed relative to the other Hmong students Mr.\*\*\* had worked with in the school district, he stated that Adam did not stand out as being unusually slow; he said that he thought Adam was doing a "good job."

### SUMMARY AND RECOMMENDATIONS:

At this time, Adam \*\*\* does not appear to have a specific language impairment (SLI) that underlies his ability to learn language. While it is of some concern that he continues to be a "Very Limited English Speaker," there are probably several reasons for this. First, Adam reportedly has a severe hearing loss unilaterally (at the time of this report, the results of audiological testing are unknown) and does not wear hearing aid. Second, he has no literacy base in Hmong. Third, and relatedly, because of his history of transferring to different schools and coming from quite a large family, it is suspected that Adam may be operating in a state of limited bilingualism where he does not have a strong base in either Hmong or English. Research shows that this state of limited bilingualism produces negative cognitive effects in typically-developing learners. Fourth, Adam is a quiet young man who may have not generated many opportunities to practice conversational English over the years.

Fifth, Adam comes from a home where primarily Hmong is spoken, further limiting his opportunities to practice English.

By law it is required that ELL students be given non-special education assistance before special education is recommended. As previously stated, it does not appear that Adam has been given this assistance. Thus this examiner and Ms.\*\*\* do not recommend speech-language therapy or a special classroom placement at this time. Adam may be served through a Resource Specialist or neverstreaming model where his needs can be addressed.

Those who work with Adam should target auditory memory for English directions of increasing length and complexity, English vocabulary development, and overall increase in language expression skills. In addition, Adam would benefit from assistance with completing his Biology homework. He would also benefit from learning study strategies to help his overall academic success. Because Adam continues to make grammatical errors in English, this examiner recommends that he receive direct instruction in English oral and written grammar. Adam's errors reflect the influence of his primary language of Hmong, and thus by law do not indicate a language impairment. However, in order for Adam to achieve its potential he needs to write and speak Mainstream English with as much fluency as possible.

Is extremely important for classroom teachers to accommodate for Adam's hearing loss. The following suggestions can be implemented to help Adam succeed academically through increasing ability to attend to, comprehend, and remember information in the classroom setting:

1. Adam should be seated in as quiet a section of the classroom as possible. He should be seated away from noise and distractors such as high traffic areas, open windows, doors, pencil sharpeners, air conditioners, heaters, telephones, etc.
2. Adam would benefit from sitting in the front row near the teacher's desk. He should sit in a spot where he can easily see and hear the teacher at all times.
3. It is very important for Adam to have information presented in a multimodal fashion. He would be assisted by having information presented through visual, auditory, and kinesthetic channels when possible. For example, assignments could be written on the board or an overhead instead of just stated once verbally.
4. Adam might profit from having a peer "buddy" to help with following directions, completing assignments, etc.
5. Adam should be made to feel comfortable with requesting assistance from the teacher.
6. Adam should not be expected to remember more than 1-2 directions at one time in English. Directions may need to be repeated. Directions should be given slowly and redundantly in order to ensure maximum comprehension and memory.
7. Adam should be encouraged to use strategies to assist in recall of auditory input (e.g. directions). The strategies include visualization ("make a picture in your head"), silent rehearsal ("say it silently to yourself"), and attempting to remember key words. Adams reported excellent visual skills should be utilized to the fullest in aiding auditory memory.
8. New or difficult vocabulary should be discussed. This can be done by giving definitions, examples, synonyms, and having the class predict what the words might mean.
9. It would help to ask Adam to paraphrase or sum up what was discussed. In this way, comprehension can be checked.

It was a great pleasure to work with Adam \*\*\*. He is a very nice, courteous, pleasant, and cooperative young man who is motivated to succeed. His excellent attitude toward learning will certainly be beneficial to his future academic success.

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Celeste Roseberry-McKibbin, Ph.D., C.C.C  
Speech-Language Pathologist  
License #5352

## Appendix I

Adam \*\*\* – Test of Problem Solving –

\*\*\* – CA = 14:11 yrs.

\*italicized answers are in Hmong, and regular font answers are English (? means that the examiner asked a question)

HOW DO WE KNOW THESE PEOPLE ARE AT A RESTAURANT?

1. *Because they don't want to cook at home, so they came to the restaurant.*

1. Bc there is a waitress, and there's other people eating the soup ? And the waitress is bringing their food to them.

WHY WON'T THE PEOPLE HAVE TO DO DISHES AFTER THEY EAT?

3. *Bc they pay the money*

3. Bc they pay the restaurant for the food, that's why they don't have to wash their dishes.

THEY ORDERED HAMBURGERS AND FRENCH FRIES, BUT THE WAITRESS BROUGHT THEM SPAGHETTI. WHAT COULD THEY DO?

4. *Maybe they went to the wrong restaurant.*

4. They could order again, and tell the waitress to write it down, to remember what they ordered.

WHAT COULD THE WAITRESS HAVE DONE TO KEEP FROM MAKING THIS MISTAKE?

5. *The waiter has to write it on a piece of paper so that the customer will know what they want to order.*

5. The waitress should always bring a little piece of paper with her and write down the customer wants.

HOW DO WE KNOW THIS MOTHER IS HAVING TROUBLE HEARING ON THE PHONE?

6. *Bc her son is turning on the music too loud.*

6. Bc the son is putting the music loud ? Maybe she's talking too loud, and she can't hear the other person on the phone talking to her.

WHY IS THE BOY PLAYING HIS MUSIC SO LOUDLY?

7. *Bc the boy likes to play and it makes him look good.*

7. He want to have fun, and look to be cool.

ONE OF THE TEAMS JUST SCORED THE WINNING POINT. HOW CAN WE TELL THIS FROM THE PICTURE?

9. *Because they are happy, because he made the goal and they win.*

9. The people that sitting down, they are happy, the people on the bench clapping... and the player happy too.

ONE PLAYER IS BEING CARRIED AROUND THE FIELD ON HIS TEAMMATE'S SHOULDERS. WHY ARE THEY DOING THAT?

10. *He's the last one to make the goal so that they score and win the points.*

10. Maybe like the score is about the same, and there is 10 seconds left, and he got the last point.

THE LOSING TEAM HAS LOST THREE GAMES IN A ROW. WHAT COULD THEY DO TO IMPROVE THE WAY THEY PLAY?

11. *They have to practice more and know the other team so they can defeat the other team – know their moves, what they will do next.*

11. They should practice more harder, listen to the coach, what the coach saying to them.

THESE BOYS ARE NOT PLAYING A REAL GAME OF BASKETBALL. THEY ARE PLAYING JUST FOR FUN. HOW DO WE KNOW THIS?

20. *... in this picture they only have 4 boys.*

20. Like a real team has 5 player on each team, but in this picture, they don't have 5 people on the team, there's only 3 people playing.

THIS BOY SITTING DOWN REALLY WANTED TO PLAY. WHAT COULD HE HAVE DONE BEFORE THE GAME STARTED?

22. *The boy could've asked them what they are doing and asked them to see if he could play.*

22. He can ask them what are they gonna do, and ask if he could play, like 2 on 2, make it equal player.

THIS GIRL KNEW HER LITTLE BROTHER HAD EATEN A POPSICLE. HOW DID SHE KNOW THAT?

29. *The boy should have a stain, and the boy is holding a popsicle stick.*

29. Bc she has a stick in her hand holding, and her shirt got a stain on it. (note the incorrect use of pronouns)

WHAT MADE THE POPSICLE DRIP?

30. *Bc is a hot day.*

30. Maybe the boy is taking his time on a hot day.