

Cross-Battery Assessment Software System (X-BASS® v1.0)

Culture-Language Interpretive Matrix - Sample Interpretive Statements

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Sample Interpretive Statements

Listed below are some sample validity statements that provide a general framework for how results from analysis with the C-LIM may be worded and prepared for inclusion in an evaluation report. There are four statements that may apply to four different evaluation scenarios. Statement 1 may be used in cases conducted for the purpose of suspected learning disability and where use of the C-LIM has resulted in a clear declining pattern that merits declaration of the scores as being invalid due to the primary influence of cultural and linguistic variables on test performance. Statement 2 is also written for cases conducted for the purpose of evaluating suspected learning disability but where the results have been declared valid and the results point to limited difficulties such as a learning disability. The third and fourth statements are similar to the second and apply in cases where the results have been declared to be invalid but the manifest patterns are more consistent with significant types of dysfunction including global cognitive impairment (Statement 3) and speech-language impairment (Statement 4).

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Statement 1. Evaluations of Suspected Learning Disability - Invalid Results

The following sample validity statement may be used in cases where a clear declining pattern is evident, that is, that there is a primary effect of culture and language thus results are NOT valid and there is no disability.

Because the student is not a native English speaker, it is necessary to establish the validity of the results obtained from testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out via use of the Culture-Language Interpretive Matrix (C-LIM).

A careful review of the student's test data, as entered into the C-LIM, reveals a pattern of decline that is typical of and within the range that would be expected of other individuals with similar cultural and linguistic backgrounds. This overall, declining pattern of test performance suggests that test performance was due **primarily** to the influence of cultural and linguistic factors rather than lack of actual ability. Accordingly, the test results evaluated here cannot be considered valid and are not interpretable from a strict psychometric standpoint. However, given that the observed pattern is consistent with research-based performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher, it can be reasonably concluded that the student's abilities are also within the average range of performance (or possibly higher) and does not suggest or support the presence of any type of disability.

In summary, the observed pattern of the student's test results is consistent with performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher. Therefore, it can be reasonably concluded that the data evaluated with the C-LIM are invalid due to the presence of overarching cultural and linguistic influences and that the student's test performance can not be used to support the presence of any type of learning disability or other cognitive-based disorder.

Statement 2. Evaluations of Suspected Learning Disability - Valid Results

The following sample validity statement may be used in cases where a clear declining pattern is NOT evident, that is, there is no primary effect of culture and language thus the results ARE valid and there may be a disability.

Because the student is not a native English speaker, it is necessary to establish the validity of the results obtained from testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out via use of the Culture-Language Interpretive Matrix (C-LIM).

A careful review of the student's test data as entered into the C-LIM does not appear to reveal a pattern of decline that is typical of or within the range that would be expected of other individuals with similar cultural and linguistic backgrounds. The overall pattern of test performance does not decline systematically and suggests that test performance was **not due primarily** to the influence of cultural and linguistic factors. Although such influences remain **contributory** factors, they can not account for the resulting pattern of performance in its entirety and are, therefore, not believed to be the main or only reason for the reported learning difficulties. In addition, other extraneous factors that might account for the observed pattern (for example, lack of motivation, fatigue, incorrect administration/scoring, emotional/behavioral problems) have been excluded. This indicates that the test results can be considered valid, interpretable, and are likely to be good estimates of the student's actual ability or knowledge with the exception of Gc, which must be evaluated only against other ELLs due to the fact that it is a direct measure of cultural knowledge and language proficiency.

In summary, the observed pattern of the student's test results is not consistent with performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher. Therefore, it can be reasonably concluded that the data evaluated with the C-LIM are likely valid and that, if supported by additional data, the student's test performance may be attributed primarily to the presence of a learning disability.

*(*Note: a typical description of the data that support the presence of LD should follow here at this point in the report.)*

Statement 3. Evaluation of Suspected Learning Disability - Valid Results and Resolution of Gc Caveat

The following sample validity statement may be used in cases where valid results were obtained but the final determination of SLD via use of the PSW-A necessitated particular attention to resolving the Gc caveat via one or more of the methods recommended for use of the PSW-A with ELLs.

Because the student is not a native English speaker, it is necessary to establish the validity of the results obtained from testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out via use of the Culture-Language Interpretive Matrix (C-LIM).

A careful review of the student's test data as entered into the C-LIM does not appear to reveal a pattern of decline that is typical of or within the range that would be expected of other individuals with similar cultural and linguistic backgrounds. The overall pattern of test performance does not decline systematically and suggests that test performance was **not due primarily** to the influence of cultural and linguistic factors. Although such influences remain **contributory** factors, they can not account for the resulting pattern of performance in its entirety and are, therefore, not believed to be the main or only reason for the reported learning difficulties. In addition, other extraneous factors that might account for the observed pattern (for example, lack of motivation, fatigue, incorrect administration/scoring, emotional/behavioral problems) have been excluded. This indicates that the test results can be considered valid, interpretable, and are likely to be good estimates of the student's actual ability or knowledge with the exception of Gc, which must be evaluated only against other ELLs due to the fact that it is a direct measure of cultural knowledge and language proficiency. In this respect, initial evaluation of SLD with the PSW-A using the actual obtained Gc score resulted in an unfair estimate of overall cognitive ability that inequitably decreased the difference between the student's strengths and weaknesses and masked the presence of SLD. For the purposes of SLD determination only, and to prevent biased evaluation, systematic steps were taken to ensure that the analysis was not subject to the use of inappropriate or discriminatory values or classification including use of one or all of the following procedures: use of a native-language Gc score which better represents the student's ability; indication of the English-language Gc score as "sufficient" (if the score was comparable to other English learners); and entry of an alternative minimum value for Gc (SS=90) solely for the purposes of providing unbiased data in subsequent calculations that fairly and accurately portray the correct "average" magnitude for the true level of average ability in this domain. Use of these procedures permitted nondiscriminatory analysis and resulted in a pattern of strengths and weaknesses consistent with the required conceptual and quantitative criterion necessary to establish SLD.

In summary, the observed pattern of the student's test results is not consistent with performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher. Although the overall pattern of results in this case does decline, the results appear to be valid because the magnitude of the scores are much lower than what would be expected and indicate the presence of another influence. Therefore, it can be reasonably concluded that, if supported by additional data, the student's test performance may be attributed to some type of global cognitive impairment and intellectual functioning is at a level that could be considered significantly sub-average as compared to same age peers with similar cultural and linguistic backgrounds.

*(*Note: a typical description of the data that support the presence of global cognitive impairment should follow at this point in the report.)*

Statement 4. Evaluation of Global Cognitive Impairment - Valid Results

The following sample validity statement may be used in cases where although a declining pattern may be evident suggesting a primary influence of cultural and linguistic factors, the overall magnitude of the scores are well below the expected range and appear uniformly depressed.

Because the student is not a native English speaker, it is necessary to establish the validity of the results obtained from testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out via use of the Culture-Language Interpretive Matrix (C-LIM).

A careful review of the student's test data as entered into the C-LIM indicates that one of the primary influences on testing was likely due to cultural and linguistic differences. Ordinarily, this might invalidate the results. However, in this case, the observed range of scores reveals an overall pattern that is considerably below what might generally be expected from individuals of similar cultural and linguistic backgrounds who possess average general cognitive ability. Therefore, although the results demonstrate a systematic decline as the demands of the tasks increase in terms of cultural loading and linguistic demand, the obtained values across the board are at least about a full standard deviation below expected performance. This pattern suggests the presence of a broad, pervasive influence that, in addition to the cultural and linguistic ones, is primarily responsible for lowering overall performance more or less uniformly across the entire range of functioning. Such a finding could include the possibility of a significant cognitive-based disability.

In summary, the observed pattern of the student's test results is not consistent with performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher. Although the overall pattern of results in this case does decline, the results appear to be valid because the magnitude of the scores are much lower than what would be expected and indicate the presence of another influence. Therefore, it can be reasonably concluded that, if supported by additional data, the student's test performance may be attributed to some type of global cognitive impairment and intellectual functioning is at a level that could be considered significantly sub-average as compared to same age peers with similar cultural and linguistic backgrounds.

*(*Note: a typical description of the data that support the presence of global cognitive impairment should follow at this point in the report.)*

Statement 5. Evaluation of Speech-Language Impairment - Valid Results

The following sample validity statement may be used in cases where although a declining pattern is evident, the rate and severity of the decline is significantly more rapid and steeper than the expected range and cannot be attributed to cultural and linguistic factors only.

Because the student is not a native English speaker, it is necessary to establish the validity of the results obtained from testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of lack of acculturation and limited English proficiency was carried out via use of the Culture-Language Interpretive Matrix (C-LIM).

A careful review of the student's test data as entered into the C-LIM indicates that one of the primary influences on testing was likely due to linguistic differences (not necessarily cultural differences). Ordinarily, this might invalidate the results. However, in this case, the observed pattern of scores reveals that performance on tests tends to decrease primarily as a function of the increasing demands of language and not as much in relation to increased cultural content. In addition, the rate of the decline in performance is much more rapid and severe as the demands of the tasks increase in terms of language as compared to the decline that would generally be expected from individuals of similar cultural and linguistic backgrounds who are of average ability or higher. This pattern suggests the presence of an additional factor, most likely related to language skills, that, in addition to the cultural and linguistic influences that remain contributory, is primarily responsible for lowering performance on these tasks to a degree that cannot be accounted for or attributed solely to language or cultural differences. This finding includes the possibility of a language-related disorder being present.

In summary, the observed pattern of the student's test results is not consistent with performance that is typical of non-disabled, culturally and linguistically diverse individuals who are of average ability or higher. Although the overall pattern of results in this case does decline, the results appear to be valid because the rate and magnitude of the decline is more rapid and severe than what would be expected and indicate the presence of another influence. Therefore, it can be reasonably concluded that, if supported by additional data, the student's test performance may be attributed to some type of language-related learning disability or speech-language disorder and performance in the domain of language, even when viewed within the context of the student's cultural and linguistic background and experiences, is at a level that is significantly below that of same age peers with similar backgrounds.

*(*Note: a typical description of the data that support the presence of a speech-language disorder should follow at this point in the report.)*

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