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### Disclosure

**Presenters:**  
Selina Oliver, NCSP

**Financial:**  
The presenter is employed by Pearson, the publisher of some of the content mentioned in this presentation.

**Non-Financial:**  
There are no relevant non-financial relationships to disclose.

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2

### Equitable Practices for Diverse Populations

**Domain 8**  
Equitable Practices for Diverse Populations

... equity ensures that each student receives what they need to benefit from general and special educational opportunities.

NASP Practice Model; [www.nasponline.org](http://www.nasponline.org)

Pearson English Language Learners

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**Objectives**

- Explain national demographic trends for English Language Learners in the US.
- Explain how English Language Learners fare across ESE categories.
- List reasons for understanding the need for non-discriminatory assessment in schools.

 Pearson English Language Learners

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**Agenda**

- Vocabulary
- Early EL Testing History
- National & Michigan Trends & Stats
- Using an Interpreter
- Selecting a Test
- EL and Giftedness

 Pearson English Language Learners

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Vocabulary

 Pearson 6

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**Definitions for the Purpose of this Presentation**

- **L1** – First language proficiency - Native language, language spoken in the home, thinking language
- **L2** – Target Language, Dominant societal language – language needed for working within the community – schools, hospitals, media, shops

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**Definitions for the Purpose of this Presentation**

- **Bilingual** - speaking two languages fluently – *someone who is bilingual may not necessarily be a good interpreter*
- **Bilingual Examiner** – possesses content skill set/qualifications, as well as fluency, in multiple language

Language Proficiency  
does not equate with  
Cultural Proficiency

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**Definitions for the Purpose of this Presentation**

**English Learner (EL):** “children with 1st language (L1) other than English.” Also referred to as:

- English for Speakers of Other Languages (ESOL)
- Limited English Proficient (LEP) – official term used by government.
- English as a Second Language Learner (ESLL)
- Second Language Learner
- Non-English Dominant
- Culturally Linguistically Diverse (CLD)
- Emerging Bilinguals (EB)
- English Language Learner (ELL)

 English Language Learners

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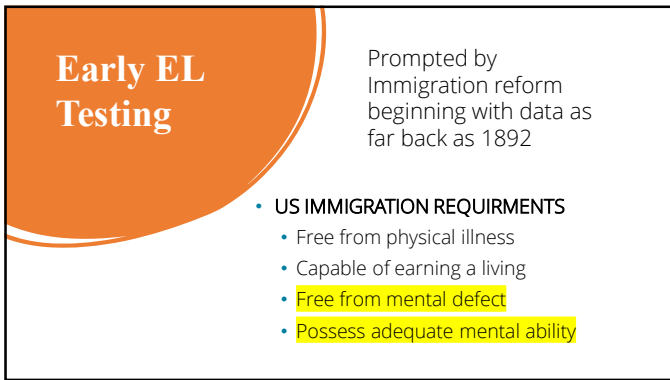
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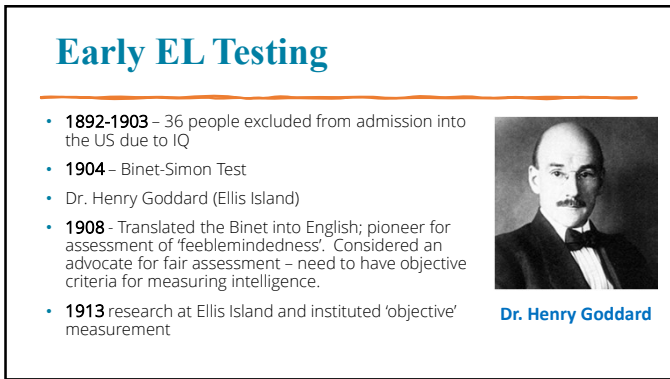
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## Early EL Testing

- His research methods:
- Selected candidates for evaluation based on the **eyeball test**. Workers walked through the line of awaiting immigrants and selected folks based on their behavior or appearance. This might include folks who were tired, irritated, unkempt, had excessively sloped heads, or odd mannerisms.
- **Preselected Candidates**: REJECTED AS FEEBLEMINDED:
  - 83% of Jews
  - 80% of Hungarians
  - 79% of Italians
- *Only six individuals obtained a measure of intelligence that was acceptable for admission.*

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## Early EL Testing

Trouble creating a sentence from three words	Could not dissect sentences	Could not produce rhymes
Could not draw a design of an object from memory	Did not know the current date	Gave inexact answers


Tested while tired, fatigued, exhausted, - less than ideal conditions

Tested using the Binet-Simon – normed on French school children

Tested mostly acquired knowledge, not reasoning



Correct: horse  
Incorrect: is to ride



Correct: table  
Incorrect: something to eat on

English Language Learners

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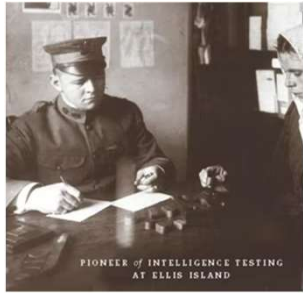
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## Dr. Howard Knox 1910-1916

- Attempts at Rapport
- Attempts to learn info about culture; asked some questions about the homeland
- Immigrants cultural background, education levels, and age.

*Puzzle and mimicry tests were favored because they did not have to be explained to the immigrant through an interpreter, nor did an immigrant have to know how to read or write in order to solve them*



PIONEER of INTELLIGENCE TESTING AT ELLIS ISLAND

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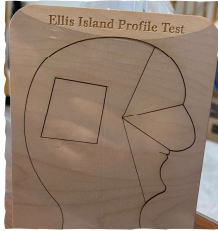
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## Feature Profile Test



- ca. 1914
- Dr. Howard Knox, Dr. Grover Andrew Kempf,
- thought to be especially useful, since everyone—regardless of language, culture, or intelligence level—should be familiar with the shape and features of a face.
- Materials • Puzzle tray • Seven puzzle pieces • Stopwatch/timer
- Administration Examiner points to the puzzle pieces and says, **"This is a head. Put this together as quickly as you can."**
- Every **13 year old** should be able to complete this test in **5 minutes with no mistakes.**

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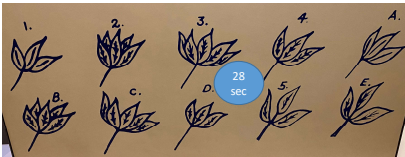
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## Visual Comparison Tests



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English Language Learners

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## "Last Honors to Bunny", circa 1903, Dr. E. H. Mullan



What was going on?

What the boy and girl are doing?

Why one of the boys is digging a hole?

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English Language Learners

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**“Last Honors to Bunny”, circa 1903, Dr. E. H. Mullan**



Little familiarity with pictures

Seldom seen rabbits treated as pets (they were food)

Not familiar with placing flowers on graves

Kids did not identify with the physical characteristics of the kids in the picture

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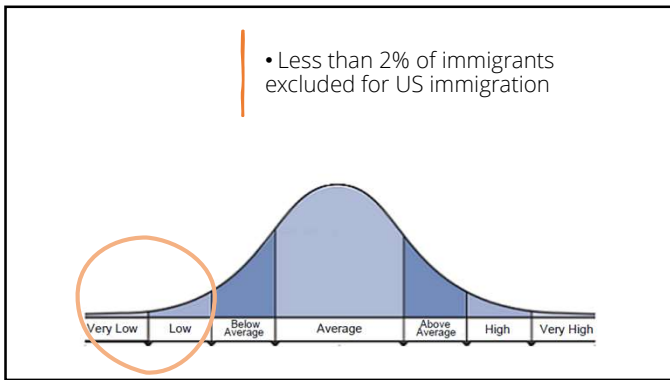
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National Trends

Pearson 21

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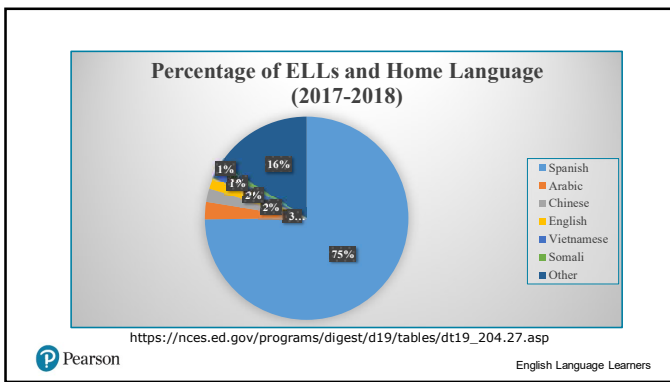
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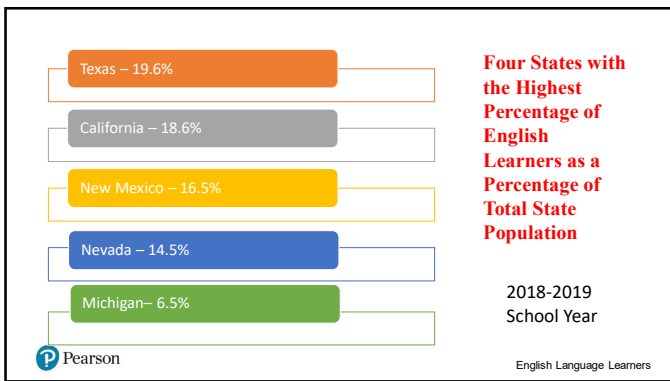
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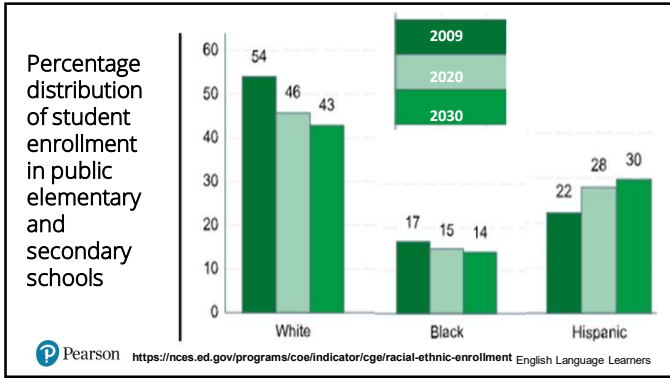
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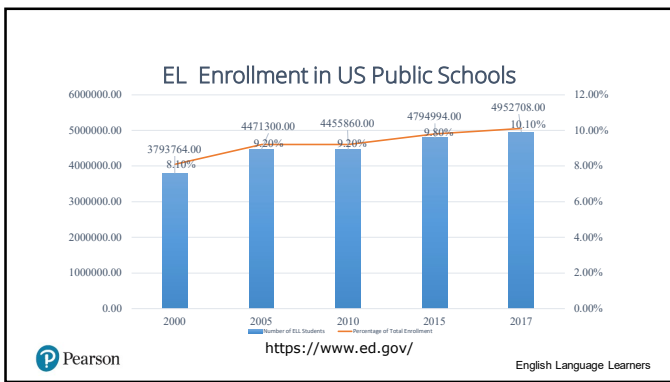
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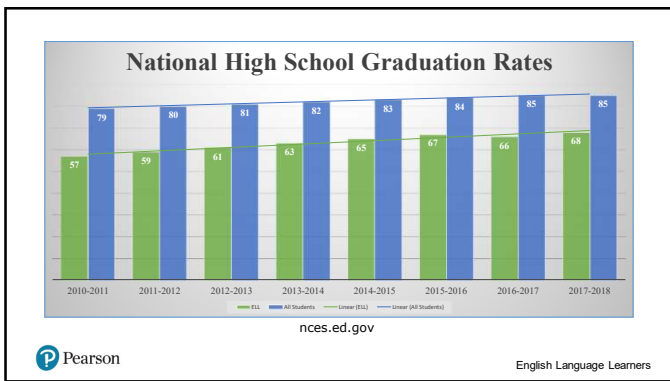
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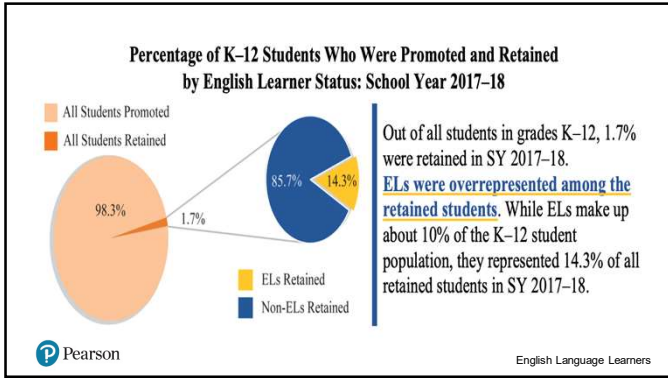
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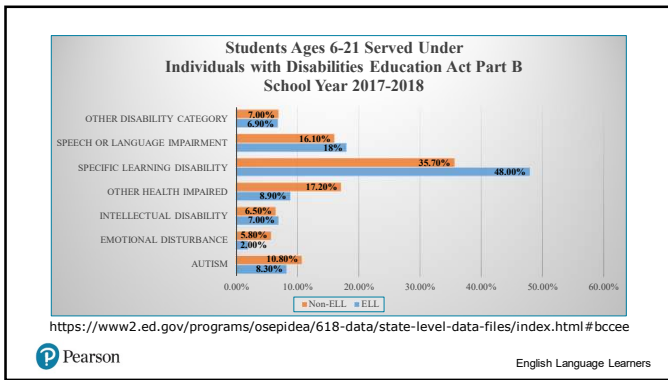
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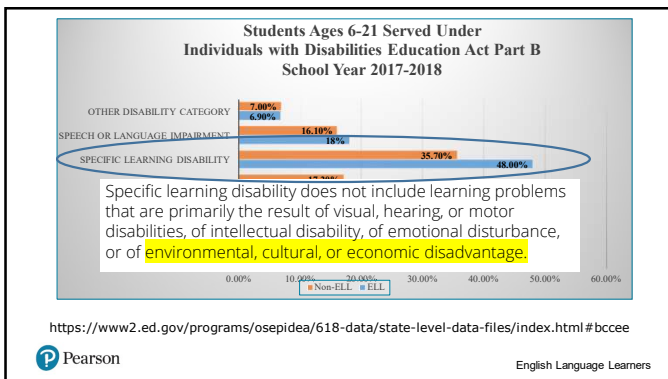
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### What have we learned from these statistics?

- EL students are underrepresented in special education in the early grades, including Kindergarten and the 1<sup>st</sup> grade.
- By the 3<sup>rd</sup> grade, ELs tend to be overrepresented in special education.
- ELs appeared to be identified for special education services later than non-EL students and at a higher rate (Samson & Lesaux, 2008).
- Strong literacy skills in First Language (L1) are likely to transfer to Second Language (L2 - English).
- Students who receive a solid education before moving to the United States are more likely to succeed in US schools.



English Language Learners

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### What about Gifted and EL?

Plummer estimated that culturally and linguistically diverse students are “underrepresented by 30% to 70% in *national gifted programs* and overrepresented by 40% to 50% in special education programs” (p. 289, 1995).

- <https://files.eric.ed.gov/fulltext/EJ835865.pdf>



English Language Learners

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### Michigan Trends



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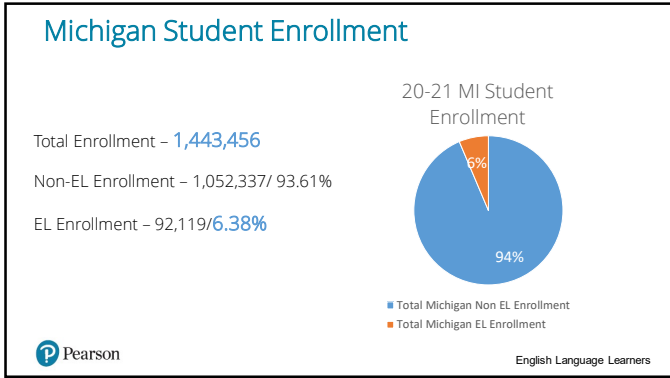
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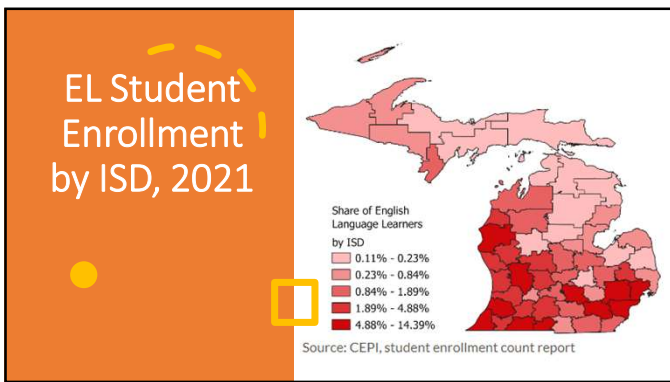
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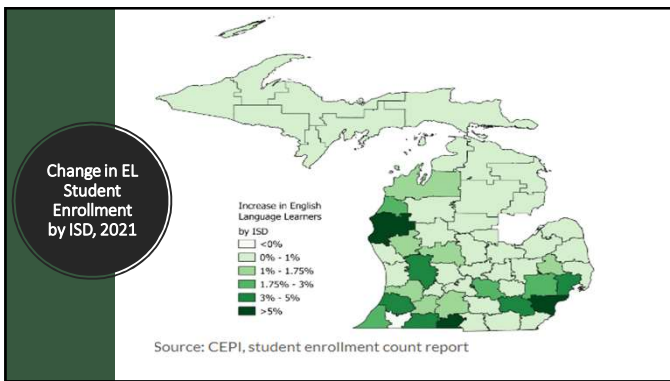
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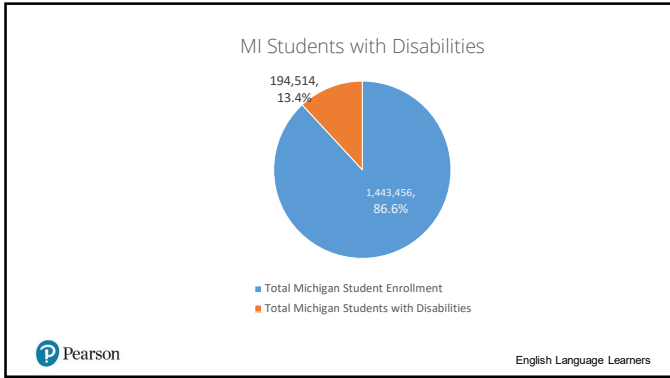
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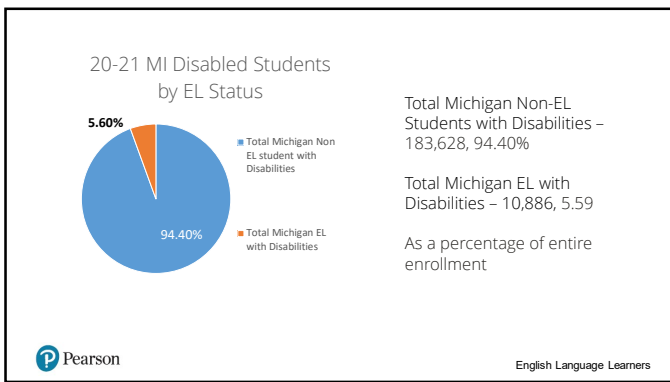
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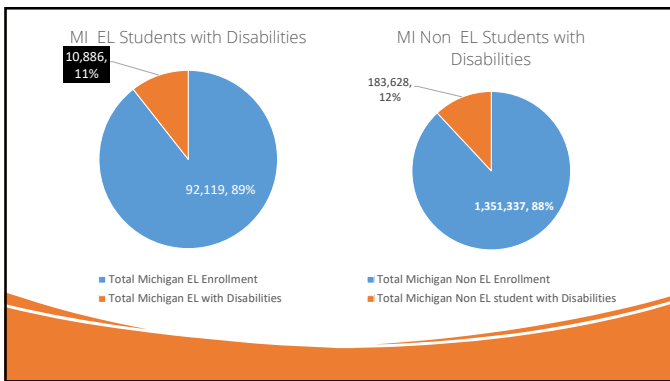
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Michigan Languages 

Language Spoken at Home (by age and English proficiency)	Number	%
<b>Ages 5-17</b>	1,574,908	100%
Speak only English	1,401,758	89.0%
Speak language other than English	173,150	11.0%
Speak English "very well"	139,014	8.8%
Speak English less than "very well" (LEP)	34,136	2.2%

 Pearson <https://www.migrationpolicy.org/data/state-profiles/state/language/MI> English Language Learners

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Michigan Languages 

Language	Population	% Speak English Very Well
Spanish	273,589	65.3%
Arabic	164,852	61.4%
Indo-European	47,692	66.6%
Chinese, Mandarin, Cantonese	46,067	60.9%
Somali, Afro-Asiatic	33,438	64.2%

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Bilingual School Psychologists in MI

<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>Jane Fanta, Farmington Hills</li> <li>Margareta Gingerich, Holland</li> <li>Myriam Jensen, Linden</li> <li>Yolanda Mojica, Flint</li> <li>Lori Ross, Plymouth</li> <li>Alejandra Vlietstra, Grandville</li> </ul>	<p><b>Arabic</b></p> <ul style="list-style-type: none"> <li>Muna Mashrah, Dearborn</li> </ul> <p><b>Chinese, Cantonese, Mandarin</b></p> <ul style="list-style-type: none"> <li>None</li> </ul> <p><b>Somali</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>
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 Pearson <https://apps.nasonline.org/membership-and-community/bilingual-directory/directory.aspx> English Language Learners

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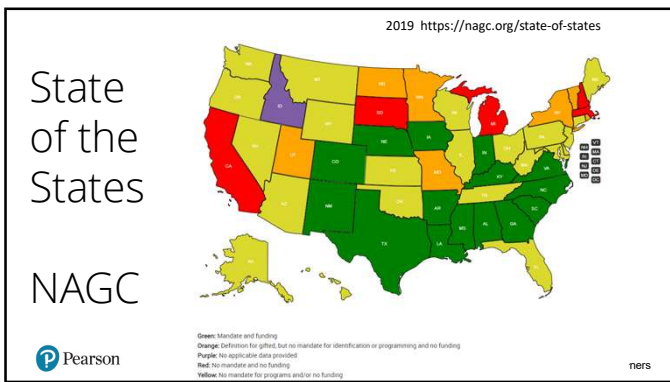
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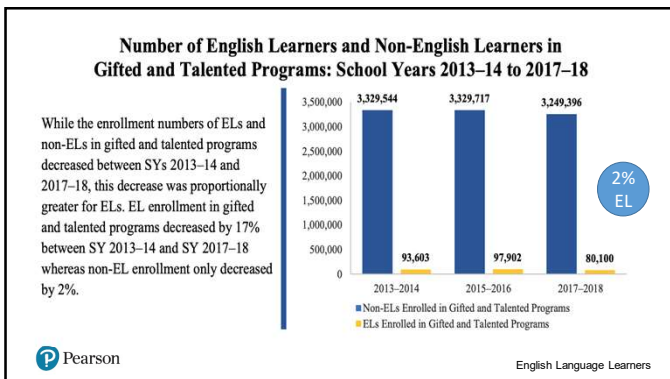
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### EL Giftedness Referral Process

- **Universal Screening** – nonverbal measure of intelligence (methodical, data-rich, considered more culture-fair)
- **More direct assessment** –
  - Native Language
  - Interview
  - Observation
  - Teacher Referral

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### Anecdotal Observations of Giftedness in ELs

- Acquire the new language at a faster than typical rate,
- Demonstrate an ability to code switch or translate at an advanced level,
- Show aptitude for negotiating between cultures,
- Display inventive leadership and/or imaginative qualities,
- Read significantly beyond grade level in the heritage language,
- Effectively assume adult responsibilities at a young age,
- Exhibit notable street smarts and/or rapid integration into American culture, or
- Problem-solve in creative, nonconforming ways.

<https://www.edutopia.org/article/identifying-and-supporting-gifted-ells>

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### Project GOTCHA – Galaxies of Thinking and Creative Heights of Achievement

School	Language	Culture
<ul style="list-style-type: none"><li>• Able to read in their native language two grade levels above their current grade</li><li>• High ability in mathematics</li><li>• Advanced in creative domains<ul style="list-style-type: none"><li>- fluency, elaboration, originality, and flexibility</li></ul></li><li>• Leader in multiple settings (playground, home, clubs, etc.).</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates language proficiency levels that are above nongifted students who are also English Learners</li><li>• Learns multiple languages at an accelerated pace</li><li>• Shows the ability to code switch</li><li>• Wants to teach others words from their heritage language</li><li>• Is willing to translate for others</li><li>• Has superior knowledge of phrases and heritage dialects along with the ability to translate meanings in English</li></ul>	<ul style="list-style-type: none"><li>• Balances behaviors expected in both the heritage and the new culture</li><li>• Is willing to share his/her heritage culture.</li><li>• Shows pride in his/her culture and ethnic background</li><li>• Demonstrates a global sense of community and respect for cultural differences</li><li>• Has a grasp on jokes related to cultural differences.</li></ul>



English Language Learners

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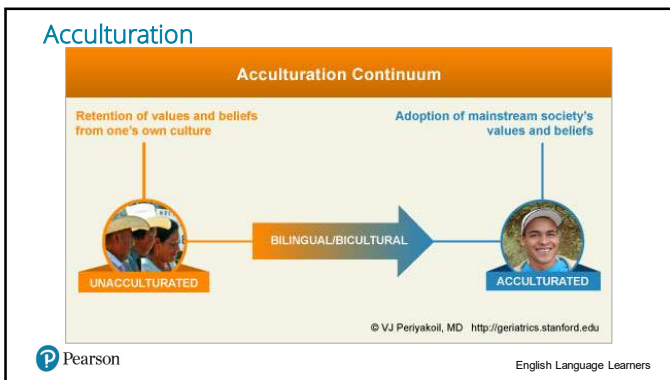
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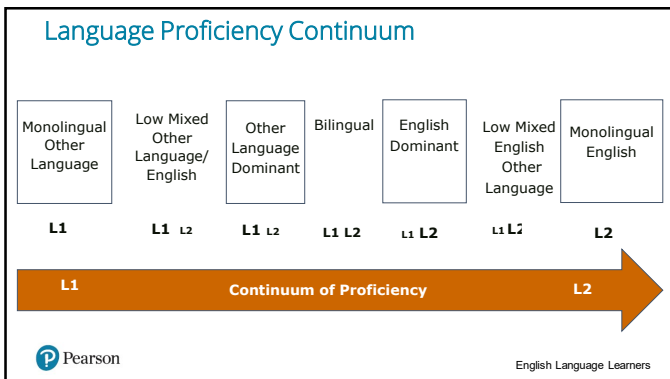
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### Language Proficiency – Bilingual

<b>BICS</b>	 Basic Interpersonal Communication Skills, conversational English	1 <sup>st</sup> -3 <sup>rd</sup> years
<b>CALP</b>	 Cognitive Academic Language Proficiency	4 <sup>th</sup> -10 <sup>th</sup> years

 English Language Learners

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### Factors affecting L2 acquisition

- Proficiency level in native language
- Individual learner characteristics (IQ and social skills)
- Parent's education and SES
- Student's prior educational level
- Acculturation factors
- Social conditions in which second language is learned
- Motivation
- Working Memory




**WISC-V Spanish**  
**Language Questionnaire**

LANGUAGE AND EDUCATION

LIVING ENVIRONMENT

**BASC SDH:**  
report printed in English,  
except for text fields  
completed in Spanish

 English Language Learners

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## Assessment Selection

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### Methods Used to Address Test Score Validity for ELL Students

<b>Modified Methods</b> Modified or Altered Assessment	<b>Nonverbal Methods</b> Language-Reduced Assessment
<b>Dominant Language Evaluation (L1)</b> Native Language Assessment	<b>Dominant Language Evaluation (L2)</b> English Language Assessment

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). Essentials of cross-battery assessment. Wiley.

 English Language Learners

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### Modified or Altered Instruments

- Testing the Limits
- Mediating – confirming task concepts/knowledge prior to administration (If question is 'Show me pink', do they understand "Show Me")
- Repeating instructions
- Accepting responses in either language
- Eliminating/modifying time constraints
- Does not require a bilingual examiner

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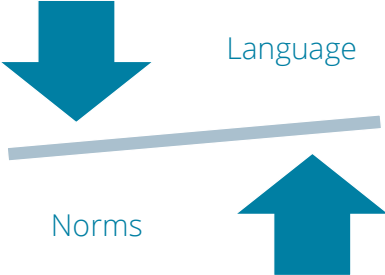
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### Dominant Language Evaluation L1 or L2

Balance between Language and Norms



The right language might be the wrong norms

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Translation	Spanish translations of the English Edition on which they are based, with no task or item changes
Transadapted Adapted	Both translated and modified from the English edition to best suit the population they intend to serve. This may include editing certain items to make them more culturally appropriate/relevant, changing the placement of items to achieve a more uniform gradient of difficulty, or introducing new items that are more appropriate for the target population.
Spanish Language US norms	Spanish-language norms collected from U.S.-based Spanish speaking population. Examiner Materials – English; Examinee Materials - Spanish
English Only	English Norms only Examiner Materials – English; Examinee Materials - English
Spanish Language Spanish Norms	Spanish norms collected from non-US based, native population Examiner Materials – Spanish; Examinee Materials - Spanish
Language Reduced	Heavier reliance on gestures, imaged explanations

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Pearson's New Spanish Portfolio	
WAIS-IV Spain	Spain norms, all Spanish components
CELF-5 Spain	Spain norms, all Spanish components
BYI-2 Spain	Spain norms, all Spanish components
Bayley-III Spain	US Norms, all Spanish components
WMS-IV Spain	Spain norms, all Spanish components
BCSE- Spain	Spain norms, all Spanish components
NEPSY-II Spain	Spain norms, all Spanish components
WPPSI-IV Spain	Spain norms, all Spanish components
	English Language Learners

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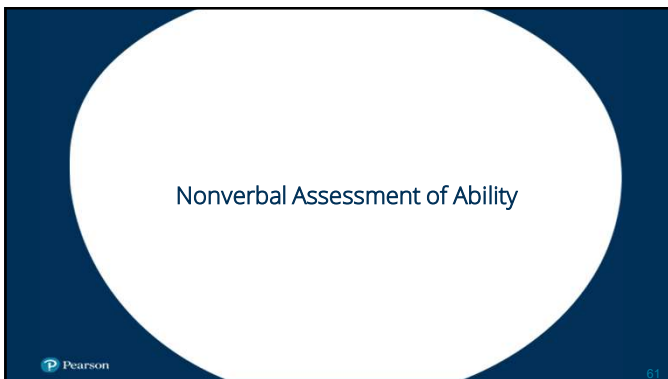
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What do Nonverbal Measures Measure?

**General Measure of Nonverbal Intelligence** – measuring a nonverbal construct, such as fluid reasoning, visual spatial reasoning

**Nonverbal Measure of General Intelligence** – using nonverbal methods to assess general intelligence

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What do Nonverbal Measures Measure?

- The term nonverbal assessment describes the **methods** used to measure the construct of **general intelligence**, not a theoretical construct of nonverbal ability. (Bracken & McCallum, 1998)
- “General intelligence tests with verbal content and nonverbal content measure **essentially the same construct** as general ability tests that are entirely nonverbal” (p. 247). Bracken, Naglieri 2003 Handbook of Psychological and Educational Assessment of Children
- The NNAT3 does not measure “nonverbal ability”. It is a test of general ability using nonverbal test items. – Jack Naglieri

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“Nonverbal tests, such as the Naglieri Nonverbal Ability Test or the Test of Nonverbal Intelligence, may be more effective for students from culturally and linguistically different or low-income backgrounds to eliminate barriers”

National Association for Gifted Children

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### NNAT 3 Demo

- <https://aps.testnav.com/client/index.html#>



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### Raven's 2 Special Group Study

	Special Group Mean	Matched Control Mean	Diff.	p value	Standard Diff.
<b>Digital Long Form</b>					
ELL	98.9	97.1	-1.71	0.24	-0.13
<b>Digital Short Form</b>					
ELL	98.8	96.7	-2.13	0.16	-0.14
<b>Paper Form</b>					
ELL	98.8	96.7	-2.13	0.17	-0.15

Pearson English Language Learners

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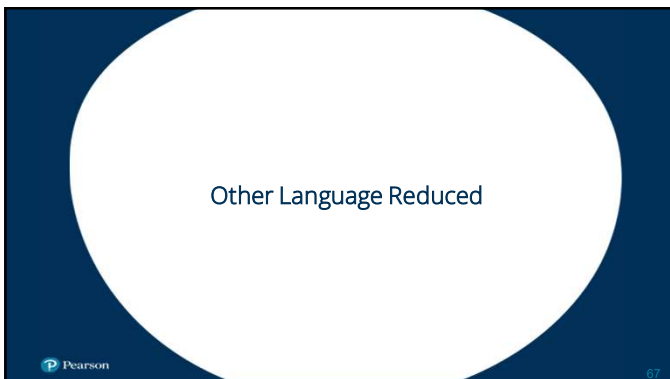
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Other Language Reduced

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Multidimensional Assessment Tools Commonly Used with ELs

Assessment Tool	Year Published	Age Range Covered
Leiter-3	2013	3:0 to 75+ years
Universal Nonverbal Intelligence Test (UNIT 2)	2016	5:0 to 21:11 years
Wechsler Nonverbal Scale of Ability (WNV)	2006	4:0 to 21:11 years

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Common Language-Reduced Assessment Indexes

Assessment Tool	Year Published	Age Range
Differential Ability Scale-II (DAS-II): Special Nonverbal Composite (SNC)	2007 2012 (Early Years Spanish)	2:6 to 17:11 2:6 to 6:11
Kaufman Assessment Battery for Children-2nd Ed. (KABC-II): Nonverbal Index (NVI)	2004, Normative Update 2019	3:0 to 18
Wechsler Intelligence Scale for Children-V (WISC-V): Nonverbal Index (NVI)	NVI of WISC-V: Block Design Visual Puzzles Matrix Reasoning Figure Weights Picture Span Coding	6:0 to 16:11
Wechsler Intelligence Scale for Children-V (WISC-V): Expanded Fluid Index		6:0 to 16:11 (Tech Report Number 1, Expanded Index Scores)
Wechsler Preschool and Primary Scale of Intelligence-IV (WPPSI-IV): Nonverbal Index (NVI)		2:6 to 7:7

English Language Learners

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WISC-V ELL – Special Group Study

Table 5.40 Mean Performance of English Language Learners and Matched Control Groups

Subtest/ Process/ Composite Score	English Language Learners		Matched Control		Group Mean Comparison				
	Mean	SD	Mean	SD	n	Difference	t value	p value	Standard Difference*
VCI	95.6	11.7	97.0	12.9	15	11.40	2.83	.01	.93
VSI	93.4	12.3	92.6	13.1	16	-.88	-.23	.82	-.07
FRI	95.2	13.7	98.1	11.5	16	28.9	.21	.83	.07
WMI	87.8	13.0	97.9	13.9	16	10.10	2.34	.03	.76
PSI	97.6	15.7	102.9	14.6	16	5.38	1.20	.25	.35
FSIQ	87.6	10.6	95.9	12.7	15	8.33	2.36	.03	.71
DRI	93.9	13.2	98.6	13.2	16	4.75	1.11	.29	.36
AWMI	85.8	15.2	97.3	13.2	16	11.50	2.36	.03	.81
NVI	93.0	14.6	94.8	11.2	16	1.81	.53	.60	.14
GAI	88.3	11.3	94.7	13.1	15	6.40	1.60	.13	.52
CPI	91.1	14.8	100.8	14.8	16	9.75	2.17	.05	.66

English Language Learners

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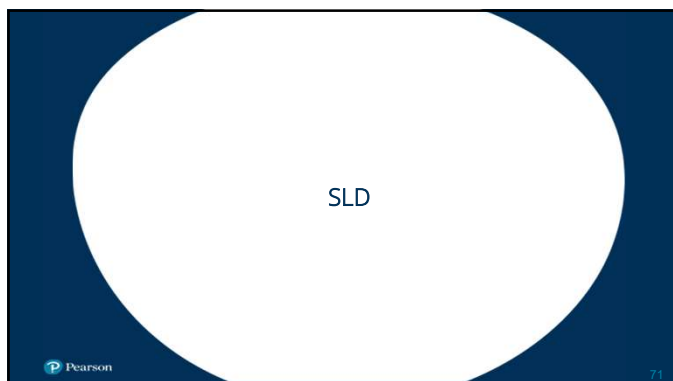
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**SLD?**

Criteria	Questions	Process	Tools
Not Cultural Factors	History	Interview; record review	<i>BASC SDH</i> – Eng/SPAN

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**SLD?**

Criteria	Questions	Process	Tools
Not Cultural Factors	History	Interview; record review	<i>BASC SDH</i> – Eng/SPAN
Not Limited English Proficiency	Is there a cognitive/achievement weakness in native language	Compare English results with Spanish results; LEP Testing to determine English proficiency Language Dominance; Screen in native language	<i>aimswEBPlus</i> .cbrn <b>Aprenda 3</b> (Similar to SAT-10, but in Spanish) English and Spanish

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SLD?

Criteria	Questions	Process	Tools
<b>Not Cultural Factors</b>	History	Interview, record review	<b>BASC SDH</b> - Eng/Span
<b>Not Limited English Proficiency</b>	Is there a cognitive/achievement weakness in native language	Compare English results with Spanish results; LEP Testing to determine English proficiency; Language Dominance; Screen in native language	<b>aimswebPlus</b> - ctm <b>Aprenda 3</b> (similar to SAT-10, but in Spanish) English and Spanish
<b>Not Lack of Instruction</b>	What was school like, what language, what grades, ages, what was the curriculum	Can't assume curriculum scope, sequence, and advancement are the same as US.	interview, record review, history

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SLD?

Criteria	Questions	Process	Tools
<b>Not Cultural Factors</b>	History	Interview, record review	<b>BASC SDH</b> - Eng/Span
<b>Not Limited English Proficiency</b>	Is there a cognitive/achievement weakness in native language	Compare English results with Spanish results; LEP Testing to determine English proficiency; Language Dominance; Screen in native language	<b>aimswebPlus</b> - ctm <b>Aprenda 3</b> (similar to SAT-10, but in Spanish) English and Spanish
<b>Not Lack of Instruction</b>	What was school like, what language, what grades, ages, what was the curriculum	Can't assume curriculum scope, sequence, and advancement are the same as US.	Pre-referral activities; progress with EL services
<b>Not meeting expectations, characterized by RTI - does not respond to instruction</b>	Does the child respond to instruction in native language; does the student respond to instruction in English	<b>CBM/CBA</b>	<b>aimswebPlus</b> (English and Spanish)

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SLD?

Criteria	Questions	Process	Tools
<b>Not Cultural Factors</b>	History	Interview; record review	<b>BASC SDH</b> - Eng/Span
<b>Not Limited English Proficiency</b>	Is there a cognitive/achievement weakness in native language	Compare English results with Spanish results; LEP Testing to determine English proficiency; Language Dominance; Screen in native language	<b>aimswebPlus</b> - ctm <b>Aprenda 3</b> (similar to SAT-10, but in Spanish) English and Spanish
<b>Not Lack of Instruction</b>	What was school like, what language, what grades, ages, what was the curriculum	Can't assume curriculum scope, sequence, and advancement are the same as US.	Pre-referral activities; progress with EL services
<b>Not meeting expectations, characterized by RTI - does not respond to instruction</b>	Does the child respond to instruction in native language; does the student respond to instruction in English	<b>CBM/CBA</b>	<b>aimswebPlus</b> (English and Spanish)
<b>AAD Ability-Achievement Discrepancy</b>	Is there a discrepancy in achievement when compared to cognitive ability	Assess ability and achievement	<b>WISC Spanish Raven's 2 Bateria-IV</b> (ability and achievement when used side by side with English version)

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**SLD?**

Criteria	Questions	Process	Tools
<b>Not Cultural Factors</b>	History	interview, record review	<b>WASC SDH</b> - Eng/Span
Not Limited English Proficiency	Is there a cognitive/achievement weakness in native language	Compare English results with Spanish results, LEP Testing to determine English proficiency	<b>edmentum</b> - ctm <b>Apraxia 3</b> (similar to SBT-10, but in Spanish) English and Spanish
Not Lack of Instruction	What was school like, what language, what grades, ages, what was the curriculum	Can't assume curriculum scope, sequence, and advancement are the same as US	Pre-referral activities, progress with EL services
Not meeting expectations, characterized by RTI - does not respond to instruction	Does the child respond to instruction in native language, does the student respond to instruction in English	<b>CBM/CR</b>	<b>edmentum</b> (English and Spanish)
<b>AAAD Ability-Achievement Discrepancy</b>	Is there a discrepancy in achievement when compared to cognitive ability	Assess ability and achievement	<b>WISCV Spanish</b> <b>Revised 2</b> <b>Bateria IV</b>
<b>PSW Processing Strengths and Weaknesses</b>	What role does processing play?	assess processing	<b>WISCV Spanish</b>

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**Achievement Testing – L1 or L2?**

- L2 testing is great for determining functioning in language of instruction.
- L1 testing may be more fair determining SLD.
- Does the student demonstrate academic weaknesses in their native language?

 English Language Learners

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**Comprehensive Framework for Nondiscriminatory Assessment** *ortiz (2008) p. 668*

<ul style="list-style-type: none"> <li>• Assess for the purpose of intervention</li> <li>• Assess initially with authentic and alternative procedures.</li> <li>• Assess and evaluate the learning ecology</li> <li>• Assess and evaluate language proficiency</li> <li>• Assess and evaluate the opportunity for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and evaluate educationally relevant cultural and linguistic factors</li> <li>• Evaluate, revise, and retest hypothesis</li> <li>• Determine the need for and language(s) of formal assessment</li> <li>• Reduce bias in traditional testing practices</li> </ul>
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 English Language Learners

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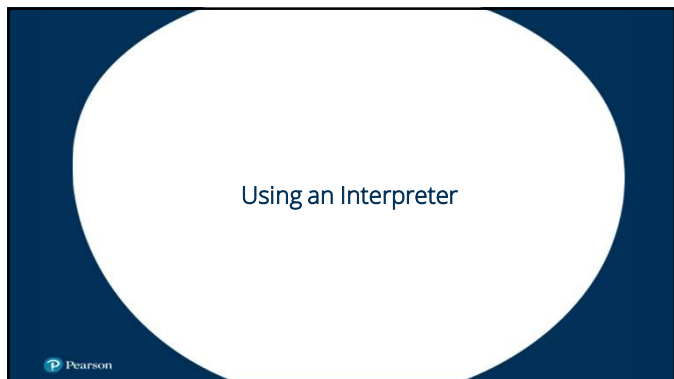
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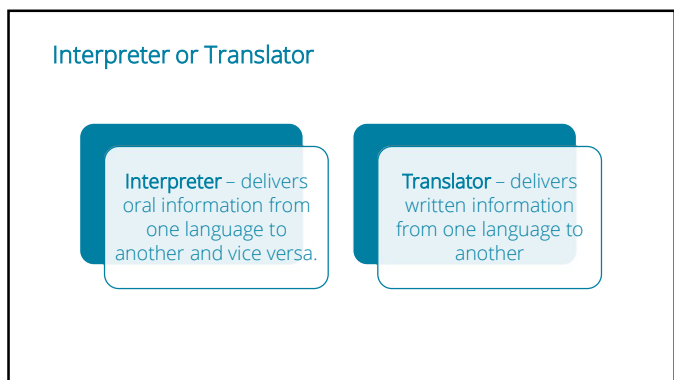
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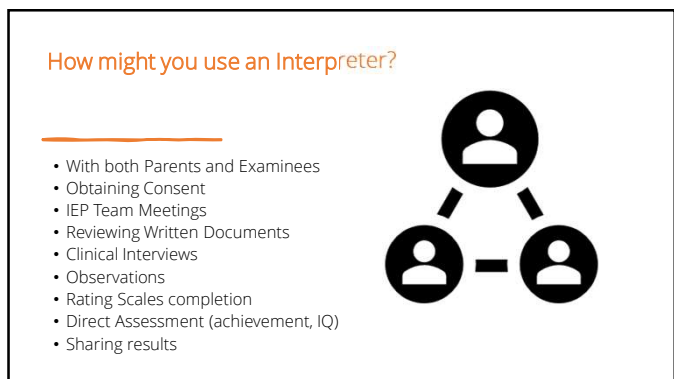
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**It's going to take time.**

- Time to meet with interpreter prior to assessment.
- Extra time for interpreter to repeat information
  - (Examiner-Interpreter-Student-Interpreter-Examiner)
- Post Assessment Debrief



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**MI DOE Guidance**



January 2021

- Appropriate and competent translators or interpreters should have proficiency in
  - target languages;
  - ease of written and oral expression;
  - knowledge of specialized terms or concepts;
- as well as be trained on their role, the ethics of interpreting and translating, and the need for confidentiality.

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**Interpreter Characteristics**

- Fluent in English and L1 – spoken and written
- Not a friend or family member
- Need for bilingualism does NOT supersede need for understanding testing; better to draw from an unrelated professional familiar with assessment – nurses, educators
- Sensitivity to style of the speaker
- Ability to adjust to linguistic variations within different communities

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### Interpreter Characteristics

- Knowledge about the cultures of the people who speak languages
- Familiarity with the specific terminology used in the educational field
- Understanding of the function and role of the interpretation in the multi-disciplinary team process
- Flexibility
- Available for ongoing activities
- Able to reflect on body language, tone, mannerisms

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### Setting Expectations – Oral and Written Review



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### Interpretation Logistics

- Allow time before session to acquaint yourself with the interpreter and manage, confirm expectations
- Speak in short sentences during interpretation activities; mild to moderate pace
- Use simple language, but don't dumb down, during non-standardized conversation
- Avoid idioms, metaphors, colloquialisms, acronyms
- Be present during all aspects of the evaluation
- Speak directly to the student/parent –affirm our role as primary resource
- Observe facial and body language
- Take breaks as needed to assess efficacy of the process
- Debrief after the session
- Document use of interpreter
- No side bars

[https://www.cdc.gov/nchs/data/nhanes/nhanes\\_07\\_08/interpretation\\_guidelines.pdf](https://www.cdc.gov/nchs/data/nhanes/nhanes_07_08/interpretation_guidelines.pdf)

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### Interpretation Logistics

- Help interpreter Understand goal of task –  
Repeating number – can repeat exactly  
Vocabulary – naming versus defining
- Any modifications will follow essence...shortening, rearranging, only when does not change essence of item.
- Understanding cadence and pace--- ie. Digit span, change of inflection
- When repeating is acceptable
- Who, How, and when to probe
- Notetaking - who is going to write the score?
- Manipulatives Management
- Interpret in 1<sup>st</sup> person/verbatim (not, "he said...")

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### Convey meaning accurately

*"Me hace favor de firmar aquí para dar su permiso para que su hijo pueda asistir a este programa."*

**TRANSLATION** "Make me the favor to sign here to give your permission for your son can attend this program."

Vs.

**INTERPRETATION** "Please sign here to give permission for your child to attend this program."

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### Learn some basic L1 terms:

- Go – iniciar
- Stop - el alto
- Tell me more - Dime más

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**Pre-recorded Webinar**



**WEBINAR SERIES** Pearson

**Collaborating with an Interpreter  
During Bilingual Assessments**

Presented by: Shannon Wang, MA, CCC-SLP, and Patricia Ybarra,  
MS, CCC-SLP

Pearson English Language Learners

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**ALWAYS LEARNING**

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