Progress Monitoring in Culturally Responsive Early Intervening Frameworks is essential...

To then appropriately address...

Is it a Learning Disability or...

Determine whether students are benefitting from an instructional program.

Identify students not demonstrating adequate progress, and consider student data disaggregated by language, gender, race, & ethnicity.

Build culturally responsive instruction/interventions for students not benefitting from current practices.

Compare efficacy of different forms of instruction & design more effective, individualized instructional programs.

Determine expectations (outcomes) for the quality & rate of student progress that consider language and other relevant student factors.

Adapted from Equity Alliance Website (NCRESSt)
SLD or Language Acquisition...

Need information to inform instruction & future assessment variables
Case Study:
Gracie- 7th grade
2nd year in the USA from Nicaragua

ÁESOL Level I (2nd School Year)
ÁStage II: Early production for L2
Á4th grade reading level in L1
ÁReads, and writes in Spanish (L1)
ÁComprehension results variable
ÁMath gaps
ÁEnrolled 2 periods of ESOL
ÁGood attendance
ÁGrade performance declining

Case Study conducted 2010 & 2011 school year
June Lucas Zillich
LD or Language Acquisition

**Tier 2**
Specify area of concern:
- Oral expression
- Written expression

**Reading**
- Basic reading skills
- Reading fluency skills
- Reading comprehension

**Math**
- Math Calculation
- Mathematics problem solving

**Behavioral**
Consider behavioral variables
- Family background
- Acculturation
- Behavior related to L2 stage of development

**Intervention Match!!!! Progress Monitoring!!!!! Supplement core curriculum**

**Tier 3**
Continue RTI-Interventions & Progress Monitoring
- Bias Reduction
- Modification and adaptation
- Recognition of continued L1 & L2

**Tier 1**
- Determine whether effective instruction is in place (ESOL & Academic Curriculum)
- Culturally and linguistically appropriate
- Language acquisition variables addressed
- Rate of Progress compared to like peers (Available Benchmark assessments: LAS, MSA...)

Data-based Decision Making Across the Tiers
### NJCLD: Learning Disabilities: Implication for Policy Regarding Research & Practice

**Points of Agreement**

| LD are neurobiological based | • LD exists across cultures, languages, and races  
                              | • But may differ from one culture to another |

| Involve cognitive processes   | • Assess in the student’s primary language  
                              | • Unbiased assessment: Alternative measures  
                              | • L1 & L2 (identify language levels) |

| Affect learning              | • Appropriate Instruction?  
                              | • Instructional match- Apply appropriate interventions  
                              | • Rate of progress compared to “like peers”  
                              | • ID in area of concern- intervene & progress monitor |

*adapted by JLZ*
**Determining SLD for CLD Learners: RTI w/Pattern of S & W: Case study cont...**

### Criteria 1
- Document underachievement relative to age or State-approved grade level standards.

### Criteria 2
- Establish a specific pattern of strengths and weaknesses utilizing a variety of norm-referenced and curriculum-based measures.

### Criteria 3
- Rule out exclusionary factors.

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**Appropriate Instruction: ESOL standards & Rate of Progress as compared to “like” peers**

- Noted difficulty with comprehension in both L1 & L2
- Underachievement for academic and language acquisition

**Intervention match**

**Instructional match** documented *Rate of Progress*

- Comprehensive Assessment
- Culturally and Linguistically Appropriate
- Address S& W-identified area of concern (RTI variables)
LD or 2nd Language Acquisition: Assess...

**RTI** + **Comprehensive Assessment**

- L1 and L2 language development
- Acculturation
- Compare benchmark data with “like” peers
- Appropriate instruction and instructional match
- Cultural and family dynamics
- Literacy in the home

- Unbiased Assessment
- Language loaded
- Culturally loaded
- Normative group
- Cross-battery assessment
- Alternative assessments
- Non-verbal test
- Authentic Assessment
“For ELL students, the goal of intellectual assessment is not to derive a standard score to into a discrepancy formula or other eligibility criteria. Even when modifying administration procedures, carefully selecting assessment tools, and using interpreters, educators must consider the validity of test results. *Are findings consistent with everything else known about the individual?*”