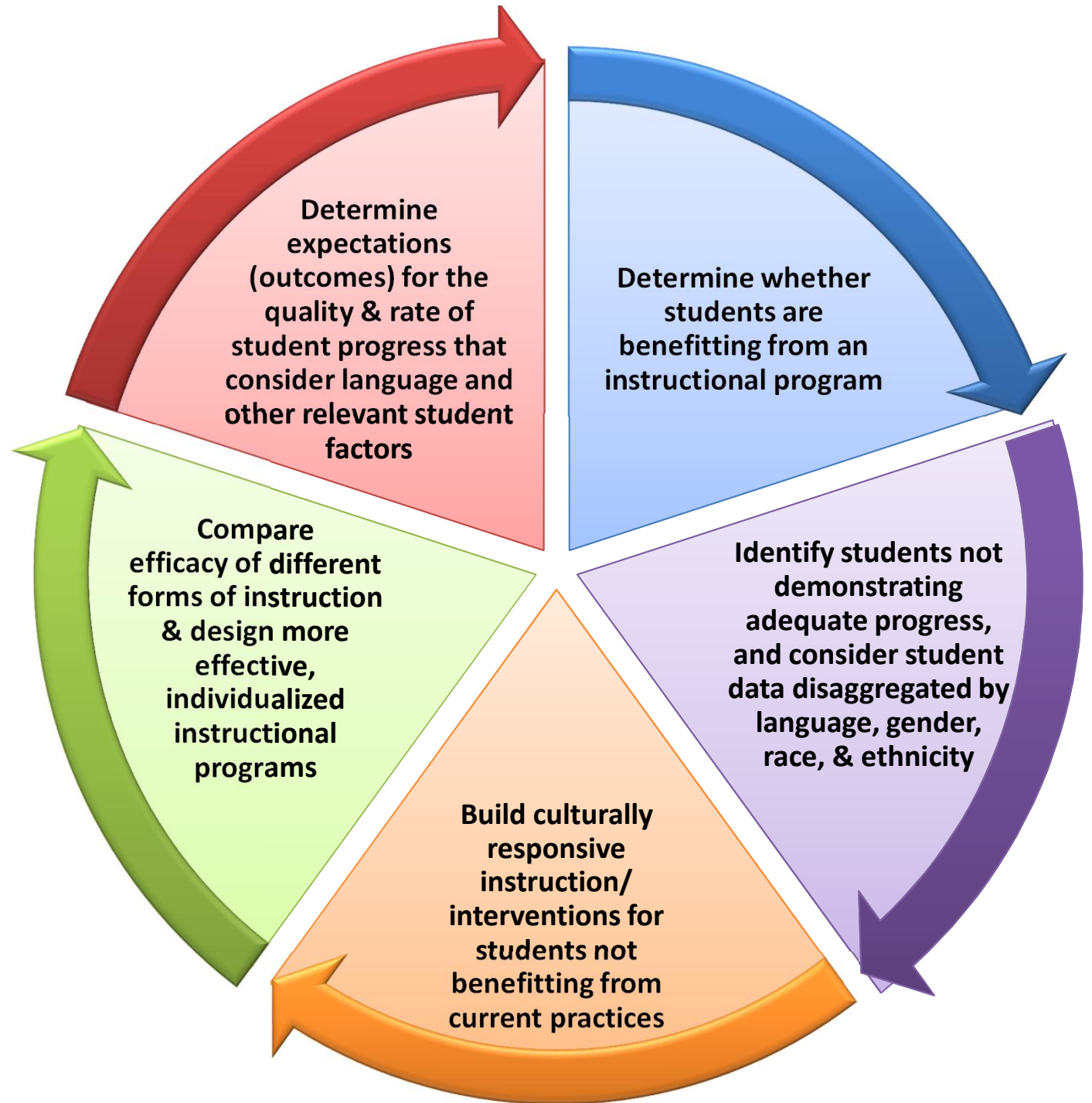


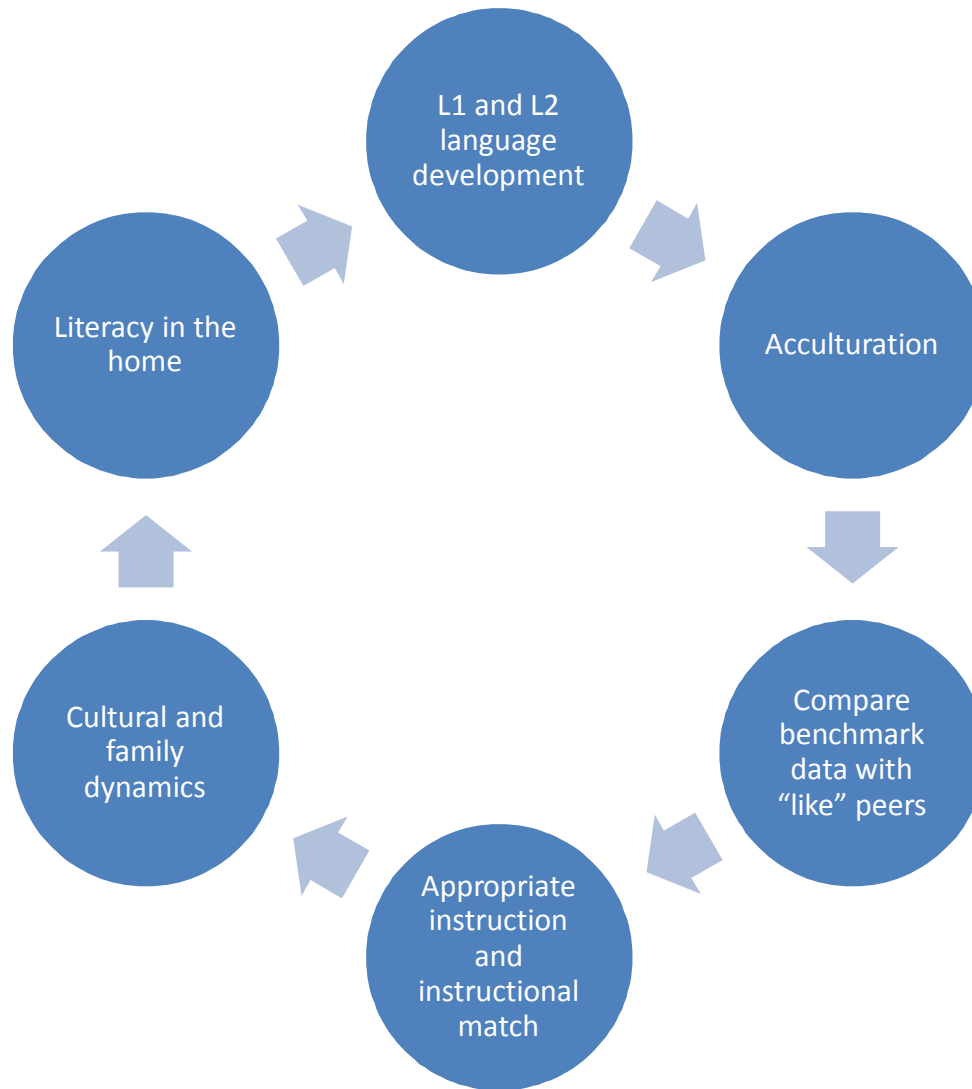
Progress Monitoring in Culturally Responsive Early Intervening Frameworks is essential...

To then appropriately address...

Is it a Learning Disability or...

*Adapted from Equity Alliance Website (NCRESSt)*





## **SLD or Language Acquisition...**

Need information to inform instruction & future assessment variables

## Case Study:

Gracie- 7<sup>th</sup> grade

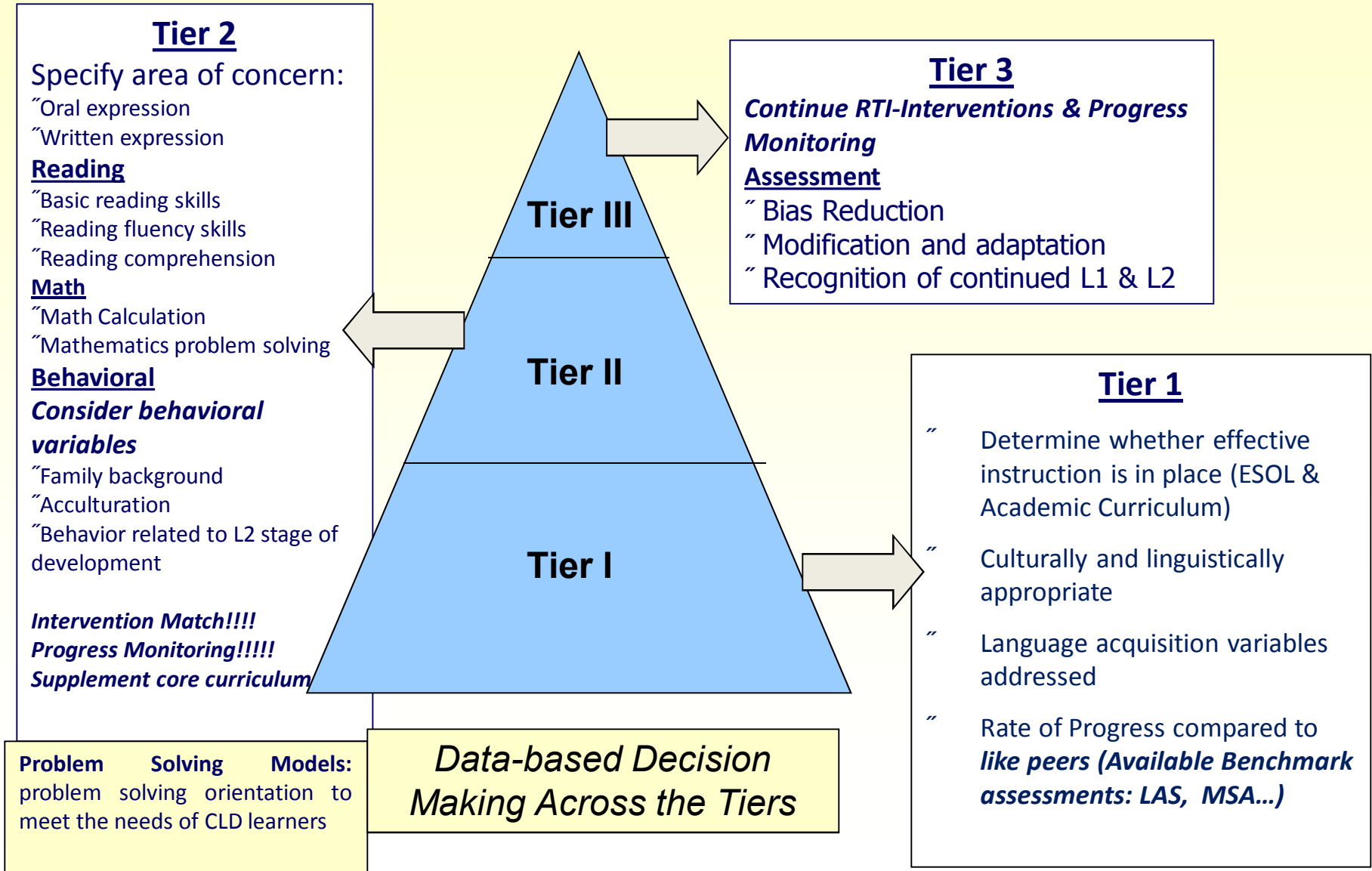
2<sup>nd</sup> year in the USA from Nicaragua

- ” ESOL Level I (2<sup>nd</sup> School Year)
- ” Stage II: Early production for L2
- ” 4<sup>th</sup> grade reading level in L1
  - ” Reads, and writes in Spanish (L1)
  - ” Comprehension results variable
- ” Math gaps
- ” Enrolled 2 periods of ESOL
- ” Good attendance
- ” Grade performance declining

*Case Study conducted 2010 & 2011 school year  
June Lucas Zillich*



# LD or Language Acquisition



# NJCLD: Learning Disabilities: Implication for Policy Regarding Research & Practice

## Points of Agreement

## Applied to CLD/ELL

*adapted by JLZ*

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

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

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)

**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.

# LD or 2<sup>nd</sup> 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



## NASP: Culturally Competent Assessment of ELL for Special Education Services

“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?*”