The Eight-Step Evaluation Planning Process

STEP 1 | Build a Linguistic Profile

PURPOSE

A linguistic profile captures how a student uses each of their languages across contexts, settings, and language domains to understand others and to make themselves understood. When the team has a solid, shared understanding of a student's unique Linguistic Profile, they can select appropriate assessments, choose the right language of administration, and interpret results fairly and accurately.

The profile should describe validity and reliability considerations across all five language domains: reading, writing, speaking, listening, and viewing.

See: CDE Linguistic Profile Resource

Key Discussion Topics and Questions

In addition to reviewing the Home Language Survey and family interview data, teams should discuss:

- What is the language of instruction at the student's current school?
- What other languages is the student exposed to, in which contexts, and with whom?
- Has the student received formal instruction in reading, writing, or math in their native language(s)? When, and for how long?
- What is the student's current English Language Proficiency level?
- What is known about the student's proficiency in their native language(s)?
- When did the student begin acquiring each language?
- What patterns emerge when the student communicates with:
  - Bilingual peers and adults who share the student's language
  - Bicultural peers and adults who share the student's cultural background
  - English-only-speaking peers and adults
  - Peers and adults who use only the student's home language(s)

Sources of Information

Home Language Survey, demographic data, ELP assessment data (WIDA ACCESS and progress monitoring), family input, ELD teacher input, general education teacher input, other school staff, and Like-Peer Comparative Data.

References

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Solano-Flores, G. (2008). Who is given tests in what language? What bilingual testing has to tell us about the workings of language in mathematics assessment. Educational Researcher, 37(4), 189–199.