

STEP 3 | Interrogate Existing Data

► PURPOSE

Academic data should be interpreted using Like-Peer Comparative data whenever possible, and within a system where such comparisons inform programming. When interpreting Behavioral data, teams must carefully consider the child's language proficiency, cultural background, and lived experience, including the potential impact of competing cultural norms and expectations.

For language tasks such as reading and writing, teams should note the child's language proficiency and consider whether they could understand what was being asked. Teams should also consider cultural bias in test items and a child's potential lack of exposure to certain background knowledge that may affect construct validity.

See CDE's resource on [CDE Like-Peer Comparative Data resource](#).

Key Discussion Topics and Questions

- How is assessment data interpreted specifically for MLs in relation to their stage of language acquisition?
- How does classroom performance relate to the linguistic scaffolds and supports?
- How does the student perform on district and state assessments compared to their Like-Peers?
- In what language(s) were prior assessments administered?
- What linguistic demands were embedded in the assessments?
- What cultural differences impact the child's ability to correctly interpret assessment tasks and respond to questions?
- Does each test measure the intended construct, or does it measure English proficiency?
- How were assessments appropriately adapted to ensure access for students with sensory differences?
- Which constructs are confounded by language (e.g., reading comprehension, word reading fluency)?
- Would a monolingual English speaker with similar underlying skills perform differently?
- What data can the team trust? What data should be treated with caution, and why?
- Have we explored all possible factors and variables that may be impacting the child's ability to perform in educational settings?

Sources of Information

Like-Peer Comparative Data, Assessment Technical Reports, Family interview, Linguistic Profile, etc.

References

- Abedi, J. (2006). Psychometric issues in the assessment of English language learners. *Teachers College Record*, 108(11), 2282–2303.
- Kieffer, M. J. (2008). Catching up or falling behind? Initial English proficiency, concentrated poverty, and the reading growth of language minority learners in the United States. *Journal of Educational Psychology*, 100(4), 851–868.
- Solano-Flores, G., & Trumbull, E. (2003). Examining language in context: The need for new research and practice paradigms in the testing of English-language learners. *Educational Researcher*, 32(2), 3–13.