

UNDERSTANDING LANGUAGE PROFICIENCY AND DOMINANCE: IMPORTANCE AND ASSESSMENT TOOLS

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August 08, 2023

Riverside Insights

Evalu8





- Bilingual School Psychologist for -21 years (Southern California).
- Associate Professor/Program Director-14 years (Cal Baptist University, Riverside, CA).
- Private Practice—14 years.
- Provide clinical support for special education teams through Blazer Works.
- My philosophy of practice is informed by clinical practice and personal experience as a former EL and child of immigrants growing up along the southwest border (San Diego, CA)

TODAY'S AGENDA

By the end of this webinar, the participants will:

01

Differentiate between language proficiency and dominance.

02

Understand why language proficiency assessment should always be the first step in assessing English learners.

03

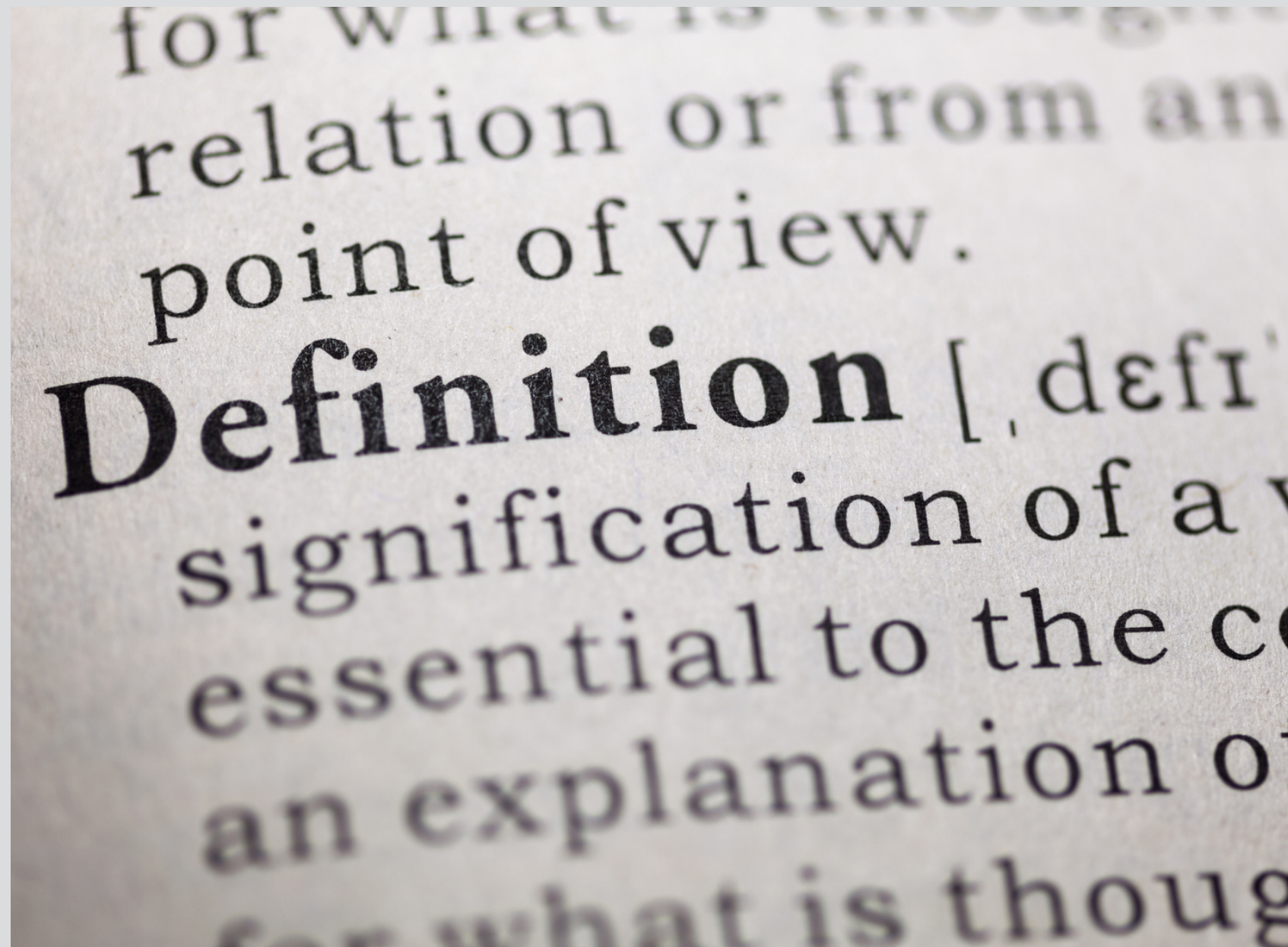
Gain knowledge of the formal and informal tools used to assess language proficiency.

The background is a dark teal color with several abstract white line patterns. These patterns consist of overlapping circles and arcs, some of which form a grid-like structure. The lines are thin and vary in density, creating a complex, organic feel.

PART I

Differentiate between language proficiency and dominance.

Proficiency and Dominance



Language dominance is the degree to which one language is more frequently used, more proficient, and more important to an individual than other languages.

Types of language dominance:

- **Monolingual Dominance:** The state of being able to speak only one language, and it can be caused by cultural background, geographical location, or lack of exposure to other languages.
- **Balanced Bilingual Dominance:** Equally proficient in two or more languages and can easily switch between them.
- **Asymmetrical Bilingual Dominance:** When a person is more proficient or comfortable in one language than the other(s). This can occur due to factors such as the age at which the second language was learned or the frequency with which each language is used.

Proficiency and Dominance



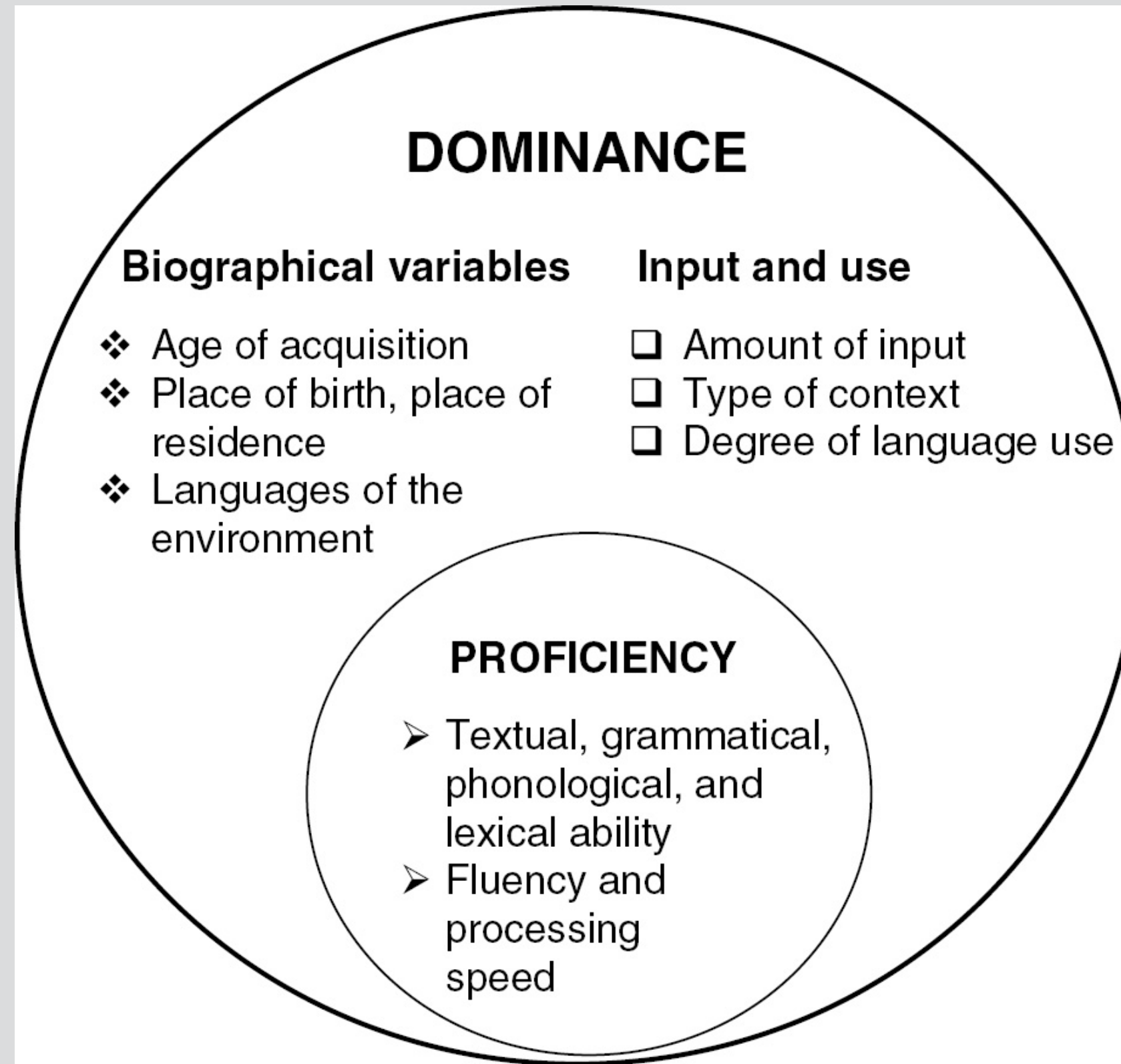
Language proficiency refers to a person's skill level or competence in a particular language.

It reflects the individual's ability to apply the following skills effectively and accurately :

- Understand
- Speak
- Read
- Write
-

Proficiency is typically measured along a continuum from elementary to advanced or near-native proficiency.

Proficiency and Dominance



Proficiency and Dominance

Profile 1: Proficiency and dominance
in one language (monolingual students):



Proficiency and Dominance

Profile 2: Proficiency and dominance in two languages:



L1

L2

Proficiency and Dominance

Profile 3: Uneven proficiency (asymmetrical) in two languages (asymmetrical dominance).



L1

L2

Proficiency and Dominance

Profile #3: Minimal proficiency in both languages
(developing both languages).



L1

L2

Proficiency and Dominance

Key Takeaways:

- Language proficiency refers to a person's level of skill or competence in a particular language. It assesses the individual's ability to understand, speak, read, and write in that language.
- Proficiency is often measured on a scale that ranges from basic to advanced levels. Common proficiency levels include beginner, intermediate, advanced, and native or near-native proficiency.
- Language proficiency and dominance are fluid and dynamic.

PART 2

Understand why language proficiency assessment should always be the first step in assessing English learners.

Language Proficiency Assessment

Both in Kindergarten:

- Student A: Grew up in a home where he only heard English (100%). He is enrolled in Kindergarten in an English program.
- Student B: Grew up in a home hearing L1 (75%) of the time and L2 (25%). He is enrolled in Student A's class.

What are the implications?



Student A

Student B

Language Proficiency Assessment

Dimensions of Language

BICS

Basic Interpersonal Communication Skills

Everyday/"playground" language
Not related to academic achievement
Attained after 1-2 years in host country

CALP

Cognitive/Academic Language Proficiency

Classroom/"textbook" language
Needed to function in decontextualized settings
Requires high level of reading and writing
Attained between 5-7 years in host country

Language Proficiency Assessment

A Bilingual (English & Spanish) Psychoeducational Assessment MODEL Grounded in Cattell-Horn Carroll (CHC) Theory: A Cross Battery Approach

Pedro Olvera and Lino Gomez-Cerrillo,
Azusa Pacific University

CALP Level 1: Preproduction

May engage in educational activities using their first language. Many join in group activities but are not yet able to work independently. May experience the silent period.

CALP Level 2: Early Production

Increasing control of the English tense system and increase in vocabulary. Growth in listening and speaking skills in English, but still need substantial support in most reading and writing activities in the classroom.

CALP Level 3: Speech Emergence

Understand most classroom and social language, and can engage in a variety of oral and written activities. Able to express ideas and feelings in English. Developing reading fluency and understanding, although still in need of support. Learning to write independently.

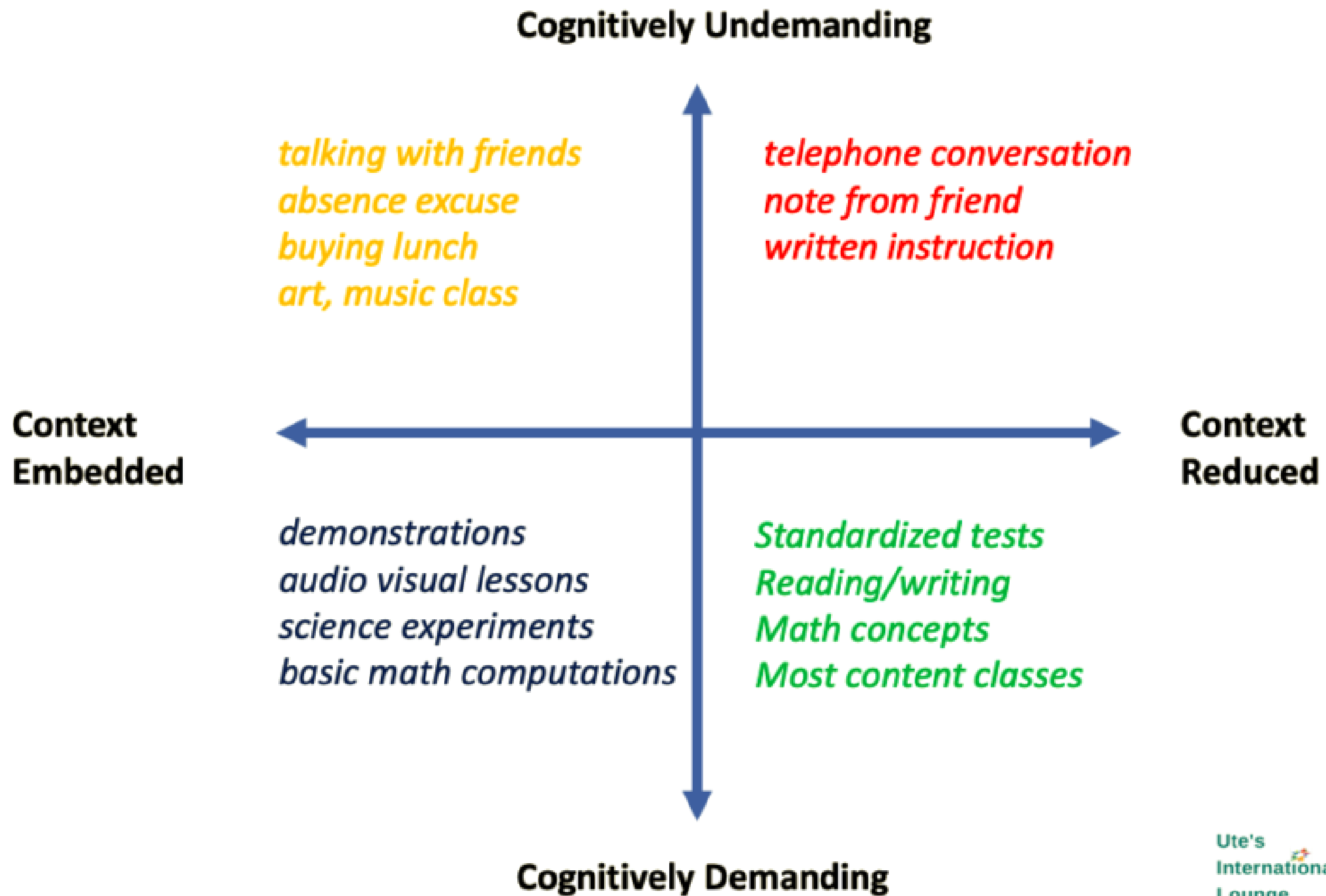
CALP Level 4: Intermediate Fluency

Able to understand English in many contexts, and have developed into independent readers and writers. May need minor support.

CALP Level 5: Advanced Fluency

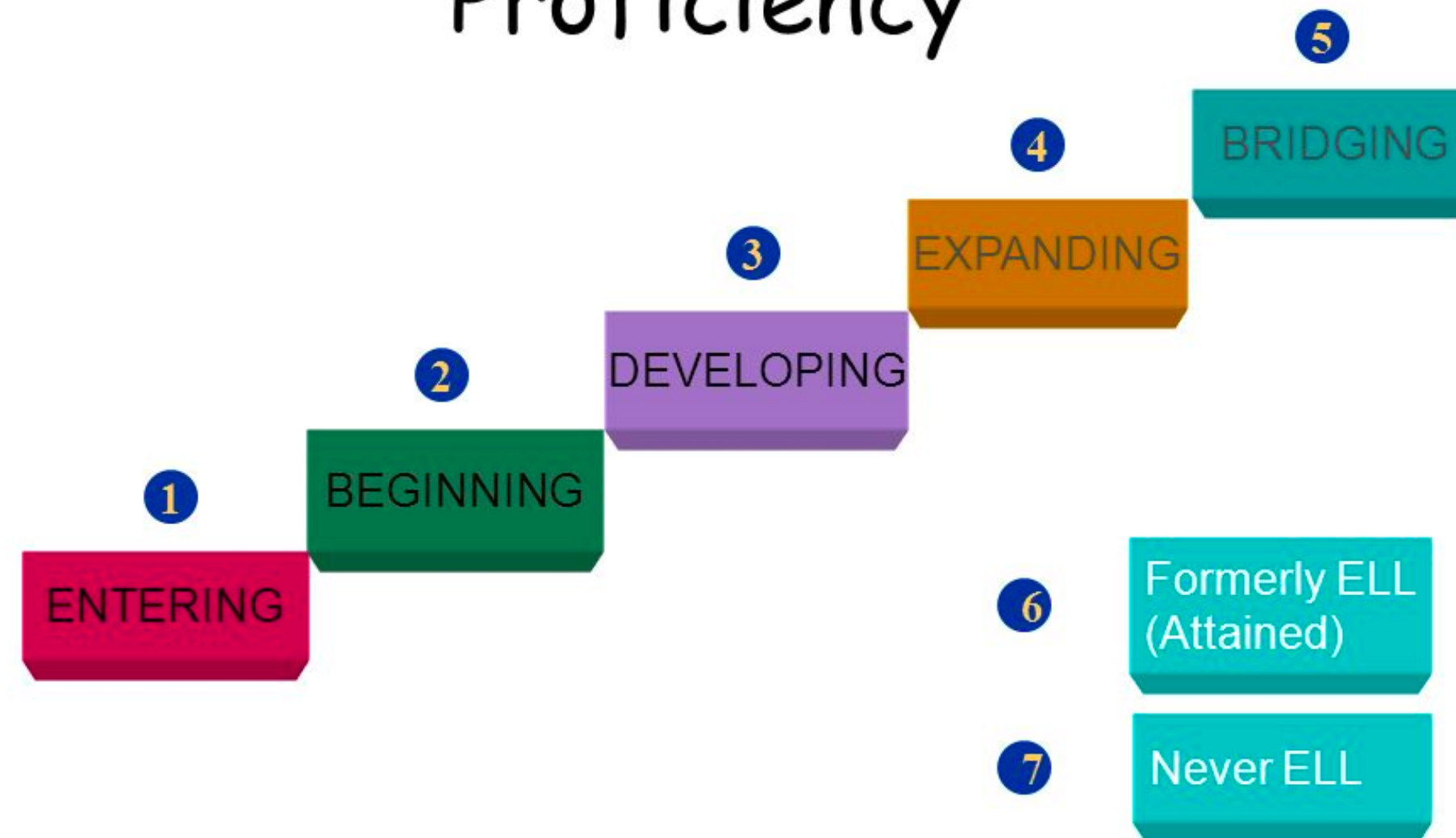
Observations and performance would be at level expected from a monolingual English student.

Language Proficiency Assessment



Language Proficiency Assessment

The Levels of English Language Proficiency



Language Proficiency Assessment



W Difference Range	RPI Range	Proficiency	CALP Level	Examinee will find age-level tasks...
+31 and Above	100/90	Very Advanced	6 – Very Advanced	Extremely Easy
+14 to +30	98/90 to 100/90	Advanced	5 – Advanced	Very Easy
+7 to +13	95/90 to 98/90	Average to Advanced	4.5 – Fluent to Advanced	Easy
-6 to +6	82/90 to 95/90	Average	4 – Fluent	Manageable
-13 to -7	67/90 to 82/90	Limited to Average	3.5 – Limited to Fluent	Difficult
-30 to -14	24/90 to 67/90	Limited	3 – Limited	Very Difficult
-50 to -31	3/90 to 24/90	Very Limited	2 – Very Limited	Extremely Difficult
-51 and below	0/90 to 3/90	Extremely Limited	1 – Extremely Limited	Nearly Impossible

Language Proficiency Assessment



Woodcock-Muñoz
Language Survey III



Table 4.
WMLS III Language Proficiency Levels: Descriptions and Implications

Proficiency Level	W Difference Score Range	Likelihood of Examinee Success on Age- or Grade-Level Tasks	Description	Implications
Initial Development	-51 and below	0% to 3%	The individual is at the very beginning stages of learning academic language and displays minimal receptive and expressive language skills.	Significant supports are required at this point for learning to occur.
Early Development	-50 to -35	3% to 17%	The individual has progressed to the beginning phase of academic language learning. Although receptive and expressive language skills are still very limited, the individual is starting to use and understand words that are repeated regularly in a similar context. This stage is commonly associated with a skill level several years below that of native-language peers.	Substantial supports continue to be required for further learning to occur.
Continuing Development	-34 to -20	17% to 51%	The individual's skill level now reflects necessary conversational proficiency and basic understanding of academic language.	A moderate amount of support in the classroom remains needed to facilitate learning.
Emerging Proficiency	-19 to -11	51% to 74%	The individual has an understanding of the academic language utilized in an educational environment. Individuals at this stage often have a skill level near that of average native-language peers.	Instructional support continues to be beneficial to maximize learning.
Proficient	-10 to +10	74% to 97%	The individual is achieving at a level comparable to that of average native-language peers and can effectively communicate and handle classroom tasks.	Typical educational interactions and instructions are understood without additional supports.
Advanced Proficient	+11 and above	97% to 100%	The individual has surpassed the proficiency of average native-language peers. All domains of language have been mastered, and complex analytical skills in reading, writing, listening, and speaking are dominant.	The individual is capable of full engagement in all educational contexts.

Language Proficiency Assessment

SPECIAL SERIES



Use of English Language Proficiency Data to Better Assess Reading Growth for English Language Learners

Heath Marrs^a, Melissa De Leon^b, and Timothy Lawless^a

^aCentral Washington University; ^bWest Valley School District, Yakima, WA

ABSTRACT

Disproportionality in the identification of disabilities among children who are culturally and linguistically diverse is an ongoing challenge for educators. A practice that may help address issues of disproportionality is the use of universal screening and progress monitoring data for academic skills as well as English language proficiency data to better understand student growth patterns. The case study described in this manuscript illustrates how data on oral reading fluency, when examined by English language proficiency levels, may help school teams better recognize diverse students who may need additional intervention or further evaluation for possible disability. Examining data by English language proficiency level acknowledges the diversity of skills among English learners and helps counter the tendency to view English learners as a homogenous student group.

IMPACT STATEMENT

This paper describes how school teams can use universal screening and English language proficiency data to better understand the reading progress of English language learners. The ideas described can be implemented by school teams using commonly available data sources, thus effectively using available resources.

ARTICLE HISTORY

Received September 9, 2020
Accepted April 12, 2021

KEYWORDS

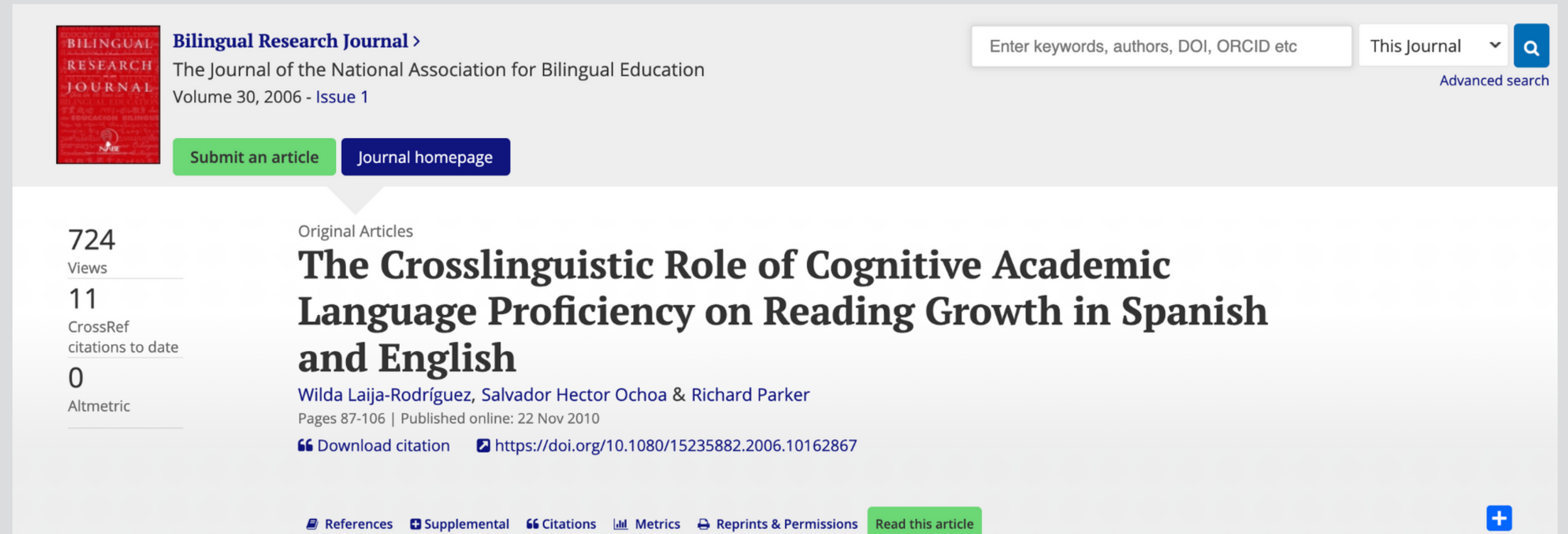
English language proficiency, oral reading fluency, English learners, response to intervention

ASSOCIATE EDITOR

Jorge E. Gonzalez


Heath Marrs, M., De Leon, M., & Lawless, T. (2022). Use of English Language Proficiency Data to Better Assess Reading Growth for English Language Learners. *School Psychology Review*, 51(4), 427-440. doi:10.1080/2372966X.2021.1917971

Language Proficiency Assessment



The screenshot shows the article page for "The Crosslinguistic Role of Cognitive Academic Language Proficiency on Reading Growth in Spanish and English" in the Bilingual Research Journal. The journal cover is visible on the left. The article title is prominently displayed in the center. Below the title, the authors' names (Wilda Laija-Rodríguez, Salvador Hector Ochoa & Richard Parker) and the publication date (22 Nov 2010) are listed. On the left side, there are statistics for views (724), citations (11), and altmetric (0). At the bottom, there are links for references, supplemental materials, citations, metrics, reprints, and a "Read this article" button.


Bilingual Research Journal >
The Journal of the National Association for Bilingual Education
Volume 30, 2006 - Issue 1

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724 Views
11 CrossRef citations to date
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Original Articles
The Crosslinguistic Role of Cognitive Academic Language Proficiency on Reading Growth in Spanish and English
Wilda Laija-Rodríguez, Salvador Hector Ochoa & Richard Parker
Pages 87-106 | Published online: 22 Nov 2010
[Download citation](#) <https://doi.org/10.1080/15235882.2006.10162867>

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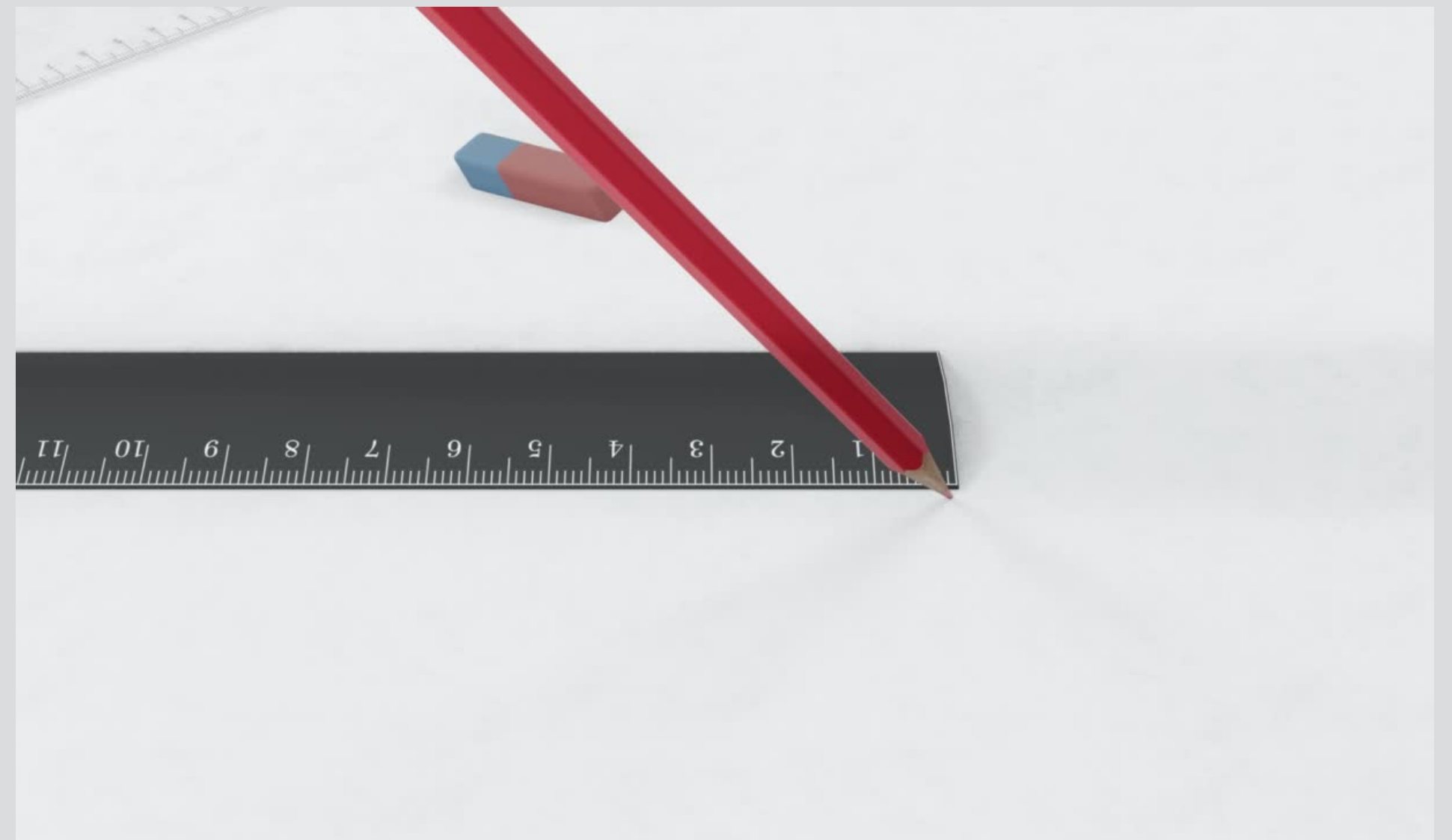
Laija-Rodríguez, W., Ochoa, S. H., & Parker, R. (2006). The Crosslinguistic Role of Cognitive Academic Language Proficiency on Reading Growth in Spanish and English. *Bilingual Research Journal*, 30(1), 87-106.
doi:10.1080/15235882.2006.10162867

“This study investigated the crosslinguistic relationship between the CALP in L1 and L2, as measured by the Woodcock-Muñoz Language Survey (WMLS) and reading growth, as measured by Curriculum Based Measurement Oral Reading Probes, with 77 second- and third grade students in transitional bilingual classes. **A significant, but weak relationship was found between Spanish CALP Broad Standard Score and English CALP Broad Standard Score with reading growth in Spanish and in English, respectively.** The crosslinguistic relationship, as measured by the WMLS, and its relationship to reading growth is further discussed.”

Language Proficiency Assessment

Language Proficiency

Expected Academic
Performance



Language Proficiency Assessment

Language Proficiency

Below Performance



Proficiency and Dominance

Key Takeaways:

- Language proficiency is just that.
- Used as a predictor of academic performance.
- Language is fluid and dynamic throughout our lifetime (the more you use it, the stronger it is).
- Language proficiency measures measure CALP.

PART 3

Gain knowledge of the formal and informal tools used to assess language proficiency.

Language Proficiency Assessments

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[Law and Policy](#) ▾

[Reports](#) ▾

[Grants and Funding](#) ▾

Sec. 300.304 Evaluation procedures

- (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;
- (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
- (iii) Are used for the purposes for which the assessments or measures are valid and reliable;
- (iv) Are administered by trained and knowledgeable personnel; and
- (v) Are administered in accordance with any instructions provided by the producer of the assessments.

Language Proficiency Assessments

The image shows the cover of the book 'Standards for Educational and Psychological Testing'. The cover is teal with a circular grid pattern. The title 'STANDARDS' is in large, bold, yellow letters, and 'for Educational and Psychological Testing' is in smaller, white, italicized letters below it.

STANDARDS *for Educational and Psychological Testing*

1. Chapter 3: Fairness in Testing

a. Threats to Fair and Valid Interpretations of Scores: Construct Irreverent Bias*:

i. Standards

1. 3.13- A test should be administered in the language that is most relevant and appropriate to the test purpose.
2. 3.14 - When testing requires the use of an interpreter, the interpreter should follow standardized procedures and, to the extent feasible, be sufficiently fluent in the language and content of the test and the examinee's native language and culture to translate the test and related testing materials and to explain the examinee's test responses, as necessary

*** = introduction of extraneous, uncontrolled variables that affect assessment outcomes.**

Language Proficiency Assessments



Woodcock-Muñoz
Language Survey III

WMLS™ III Assessment Service Bulletin Number I

WMLS III: Comprehensive Assessment, Intervention, and Application

K R Duffy, MA, NCC

Tammy L. Stephens-Pisecco, PhD

Edward K. Schultz, PhD

Language Proficiency Assessments

Table 4.
WMLS III Language
Proficiency Levels:
Descriptions and
Implications

Proficiency Level	W Difference Score Range	Likelihood of Examinee Success on Age- or Grade-Level Tasks	Description	Implications
Initial Development	-51 and below	0% to 3%	The individual is at the very beginning stages of learning academic language and displays minimal receptive and expressive language skills.	Significant supports are required at this point for learning to occur.
Early Development	-50 to -35	3% to 17%	The individual has progressed to the beginning phase of academic language learning. Although receptive and expressive language skills are still very limited, the individual is starting to use and understand words that are repeated regularly in a similar context. This stage is commonly associated with a skill level several years below that of native-language peers.	Substantial supports continue to be required for further learning to occur.
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Advanced Proficient	+11 and above	97% to 100%	The individual has surpassed the proficiency of average native-language peers. All domains of language have been mastered, and complex analytical skills in reading, writing, listening, and speaking are dominant.	The individual is capable of full engagement in all educational contexts.

Language Proficiency Assessments



Teacher Intervention Report

WMLS III Teacher Intervention Report, 10/11
S, Katarina, Age 12-3

TABLE OF SCORES

Woodcock-Muñoz Language Survey III, English Form A (Norms based on age 12-3)

<u>CLUSTER/Test</u>	<u>AE</u>	<u>RPI</u>	<u>Language</u>		
			<u>Proficiency Level</u>	<u>PR (68% Band)</u>	<u>SS (68% Band)</u>
LISTENING (1,2)	7-9	49/90	Continuing Devt	3 (1-6)	72 (67-77)
SPEAKING (3,4)	7-6	25/90	Continuing Devt	<1 (<1-1)	63 (58-67)
BROAD ORAL LANG (1-4)	7-8	36/90	Continuing Devt	1 (<1-2)	65 (62-69)
BASIC ORAL LANG (1,3)	7-3	38/90	Continuing Devt	1 (<1-2)	65 (60-70)
APPD ORAL LANG (2,4)	7-11	34/90	Continuing Devt	2 (<1-3)	68 (64-73)
1. Analogies	8-0	53/90	Emerging Prof	6 (2-13)	77 (70-83)
2. Oral Comprehension	7-7	44/90	Continuing Devt	3 (1-9)	73 (66-79)
3. Picture Vocabulary	6-5	25/90	Continuing Devt	<1 (<1-2)	64 (58-71)
4. Oral Lang Expression	8-3	25/90	Continuing Devt	2 (<1-4)	67 (62-73)
READING (5,6)	8-5	26/90	Continuing Devt	5 (3-8)	75 (72-78)
WRITING (7,8)	8-5	29/90	Continuing Devt	5 (3-7)	75 (72-78)
BROAD READNG/WRTNG (5-8)	8-5	28/90	Continuing Devt	6 (5-8)	77 (75-79)
BASIC READNG/WRTNG (5,7)	8-8	20/90	Continuing Devt	6 (4-8)	76 (74-79)
APPD READNG/WRTNG (6,8)	8-1	37/90	Continuing Devt	11 (8-15)	81 (79-84)
5. Letter-Word ID	8-6	18/90	Continuing Devt	6 (3-9)	76 (72-80)
6. Passage Comprehension	8-2	37/90	Continuing Devt	4 (2-9)	75 (69-80)
7. Dictation	8-10	22/90	Continuing Devt	6 (4-10)	77 (73-81)
8. Written Lang Expression	7-11	38/90	Continuing Devt	7 (4-12)	78 (73-82)
COMPREHENSION (2,6)	8-0	40/90	Continuing Devt	5 (3-9)	76 (72-80)
BROAD ABILITY (1-8)	8-1	32/90	Continuing Devt	2 (2-3)	70 (68-72)
BASIC ABILITY (1,3,5,7)	8-3	28/90	Continuing Devt	3 (2-4)	71 (69-74)
APPD ABILITY (2,4,6,8)	8-0	36/90	Continuing Devt	4 (3-6)	74 (71-77)

Language Proficiency Assessments

WMLS 3	Standard Score Score/RPI	Academic Test	Standard Score
<u>Broad Oral Language</u> English (E) Spanish (S) (4 subtests)	E: SS= 101 S: SS= 92	Reading Comprehension English (E) Spanish (S) Written Expression English Spanish	E: SS= 77 S: SS= 84 E: SS= 97 S: SS= 96
<u>Listening</u> English Spanish	E: SS= 95 S: SS= 84	Reading Comprehension (English)	E: SS= 77 S: SS= 84
<u>Speaking</u> English Spanish	E: SS= 90 S: SS= 97	Written Expression (English)	E: SS= 97 S: SS= 96

Language Proficiency Assessments



Woodcock-Johnson® IV

Tests of Oral Language

Nancy Mather • Barbara J. Wendling

Examiner's Manual

Language Proficiency Assessments

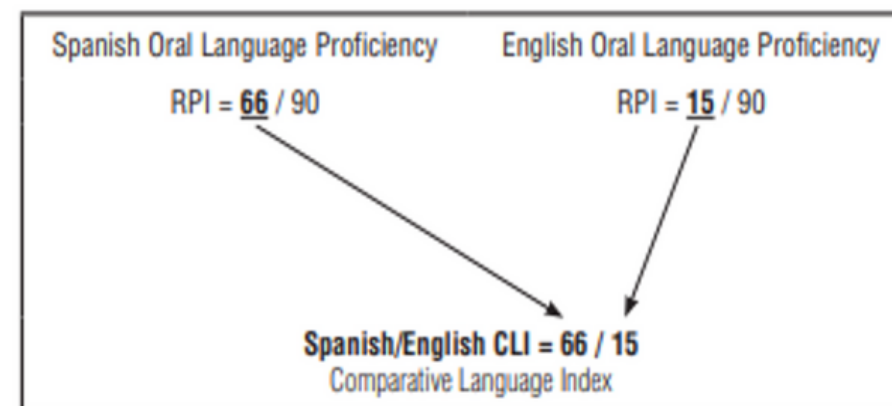


Table 5-2.
*CALP Levels and
Corresponding Implications*

	CALP Level	W Difference	RPI	Instructional Implications
6	Very Advanced	+31 and above	100/90	Extremely easy
5	Advanced	+14 to +30	98/90 to 100/90	Very easy
4-5 (4.5)	Fluent to Advanced	+7 to +13	95/90 to 98/90	Easy
4	Fluent	-6 to +6	82/90 to 95/90	Manageable
3-4 (3.5)	Limited to Fluent	-13 to -7	67/90 to 82/90	Difficult
3	Limited	-30 to -14	24/90 to 67/90	Very difficult
2	Very Limited	-50 to -31	3/90 to 24/90	Extremely difficult
1	Extremely Limited	-51 and below	0/90 to 3/90	Nearly impossible

46

Figure 5-5.
*Determining the Spanish/
English Comparative
Language Index for Jorge,
a third-grade boy.*



Language Proficiency Assessments

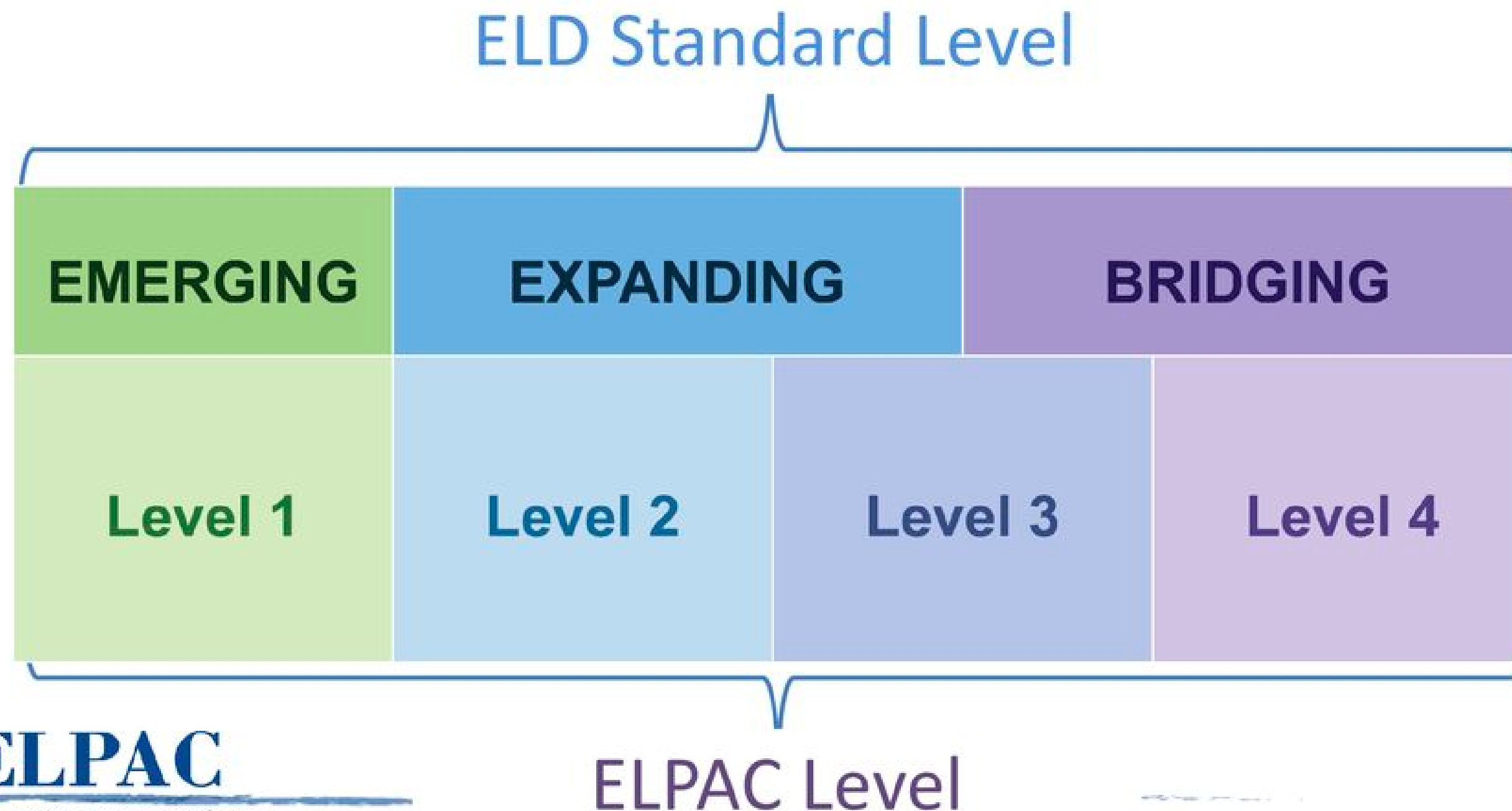
WJ IV OL	Standard Score Score	Academic Test	Standard Score
Oral Language (English)	88 (CALP = 3.5) Limited to Fluent	Reading Comprehension (English) Written Expression English	87 72
Lenguage Oral (Spanish)	54 (CALP = 2) Very Limited	NA	NA
Listening Comprehension (English)	89	Reading Comprehension (English)	87
Oral Expression (English)	88	Written Expression (English)	72

Language Proficiency Assessments

WJ IV OL	Standard Score Score	Academic Test	Standard Score
Oral Language (English)	88 (CALP = 3.5) Limited to Fluent	Reading Comprehension (English) Written Expression English	73 71
Lenguage Oral (Spanish)	54 (CALP = 2) Very Limited	NA	NA
Listening Comprehension (English)	89	Reading Comprehension (English)	73
Oral Expression (English)	88	Written Expression (English)	71

Language Proficiency Assessments

Connecting the ELPAC Levels to the 2012 ELD Standards



Language Proficiency Assessments

ELPAC	Level (Standards)	Academic Test	Grade (Standards)
Listening Comprehension (English-only)	3	Reading Comprehension (English)	1
Oral Expression (English-only)	3	Written Expression (English)	1

Language Proficiency Assessments



SOLOM Teacher Observation Student Oral language Observation Matrix

2017-2018

***SOLOM (alternate assessment) can only be used if specified in a student's IEP, if none stated, use the ELPAC.**

Student Name:		School Name:	
Date of Birth:	Student Local ID:	SSID (State ID):	District: Stockton Unified School District
Test Date:	Grade:	Assessment (Circle One): Initial Annual	Language Observed:

	1	2	3	4	5	SCORE
Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.	
Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and discussions fluent and effortless, approximating that of a native speaker.	
Vocabulary	Vocabulary imitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.	
Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Most frequently repeat in order to make himself/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Pronunciation and intonation approximates that of a native speaker.	
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself/herself to basic patterns.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammatical usage and word order approximates that of a native speaker.	

****This form should be submitted with the ELPAC beginning February 1, 2018****

Scoring

Level I: Beginning, score 5–11

Level II: Intermediate, score 12–18

Level III: Advanced, score 19–24

Level IV: Proficient, score 25

Administered by (Print Name): _____

Administered by (Signature): _____

Language Proficiency Assessments

SOLOM Teacher Observation Student Oral Language Observation Matrix					
Student's Name:	[Redacted]			Grade: 1	Date: 1/28/21
Language Observed:	English			Administered By (signature): [Signature]	
	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

total: 11

Scoring

Level I: Beginning, score 5–11

Level II: Intermediate, score 12–18

Level III: Advanced, score 19–24

Level IV: Proficient, score 25

Language Proficiency Assessments

SOLOM (Student Oral Language Observation Matrix)
Teacher Observation Scale

Student's Name: <u>Ken (pseudonym)</u>					
Language Rated: <u>Tier 2</u>		Grade: <u>4th</u>		Date(s): <u>Due July 9th, 2014</u>	
School: <u>P. Elementary</u>		Teacher: <u>VanV</u>		Total Score(s): <u>14 total</u>	
	A. Comprehension	B. Fluency	C. Vocabulary	D. Pronunciation	E. Grammar
1	Cannot be said to understand even simple conversation.	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Grammar and word order errors make comprehending difficult. Must often rephrase and/or restrict himself/herself to basic patterns.
3	Understands most of what is said at slower-than normal speed with repetitions.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Speech in conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.
Score	<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>	<u>2</u>

14/25

Scoring

Level I: Beginning, score 5–11

Level II: Intermediate, score 12–18

Level III: Advanced, score 19–24

Level IV: Proficient, score 25

Proficiency and Dominance

Key Takeaways:

- IDEA mandates that we assess language proficiency.
- WJ IV OL and WMLS III measure CALP/language proficiency.
- Language proficiency is a predictor of academic performance in the designated language.
- The SOLOM is a non-standardized assessment of language proficiency.

REVIEW

Today we discussed:

01

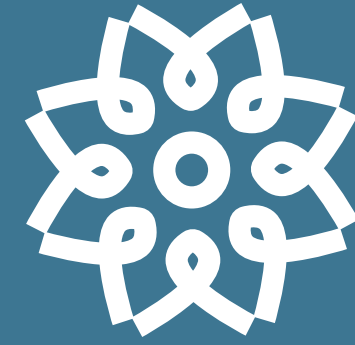
How to differentiate between language proficiency and dominance.

02

Why language proficiency assessment should always be the first step in assessing English learners.

03

Prominent formal and informal tools used to assess language proficiency.



UNDERSTANDING LANGUAGE PROFICIENCY AND DOMINANCE: IMPORTANCE AND ASSESSMENT TOOLS

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August 08, 2023

Riverside Insights

Evalu8

