

Parent Intervention Report

Name: John, Malcolm
Date of Birth: 10/11/2007
Age: 14 years, 5 months
Sex: Male
Date of Testing: 03/08/2022

School/Organization:
Teacher/Department:
Grade:
ID:
Examiners:

EXAMINEE INFORMATION

Malcolm John is a 14-year-old individual. He has been enrolled in an English-only program for 2 years, 0 months. He has been enrolled in a bilingual program in English and Spanish for 1 year, 0 months. He had 2 years of prior academic instruction in English in United States. Previously, Malcolm was enrolled in an English-only program in the United States for 2 years, 0 months. He will be attending an English-only program. He will be attending a sheltered English program. He will be attending a newcomer program.

LANGUAGE BACKGROUND INFORMATION

Information about Malcolm's language use was gathered from his Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Malcolm is a simultaneous bilingual individual (speaking multiple languages from a very young age). His native languages are English and Spanish. Others in his home speak only Spanish. At home, Malcolm speaks only Spanish. With peers, Malcolm speaks only English. At school, Malcolm speaks only English.

TEST(S) ADMINISTERED

Malcolm was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 03/08/2022, he took the Spanish form of the WMLS III.

Malcolm's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals of the same age.

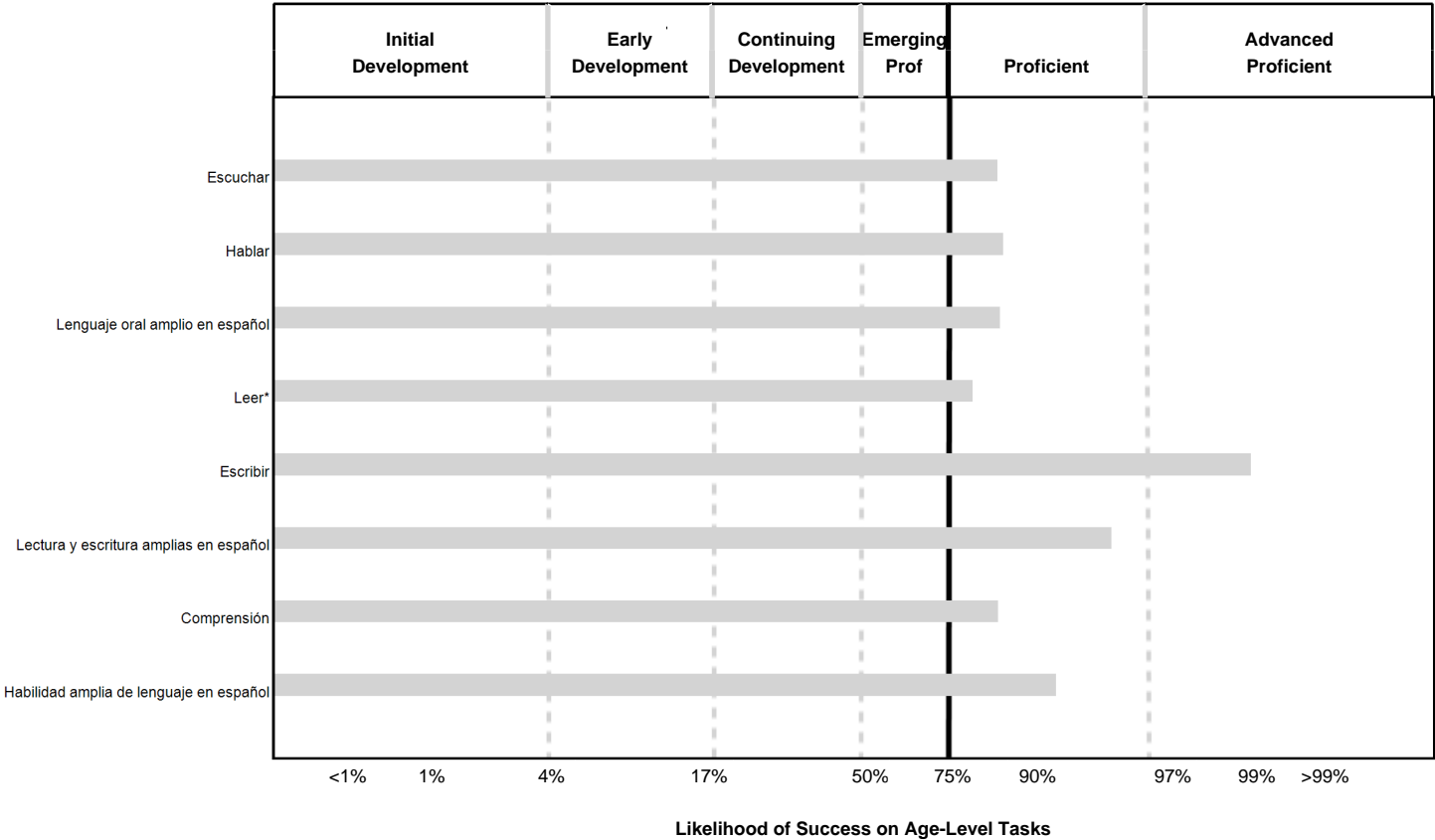
TEST SESSION OBSERVATIONS

Observations of Malcolm's behavior were made during the administration of the Spanish WMLS III. He was cooperative throughout the examination. During the examination, he seemed attentive to the tasks. He appeared at ease and comfortable.

PLOT OF SCORES

John Malcolm, Age 14-5

Woodcock-Muñoz Language Survey III, Spanish



Notes:

"Likelihood of Success on Age-Level Tasks" indicates the examinee's likelihood of success on tasks that typical age peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-age peers perform with 90% success.

(*) Indicates the examinee's obtained score was within 1 standard error of measurement (SEM) of the *Proficient* category cutoff.

LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

Initial Development: An individual at the *Initial Development* level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning. An *Initial Development* level indicates that an individual's receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases. In reading and writing, an *Initial Development* level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context.

Early Development: An individual at the *Early Development* level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning. An *Early Development* level indicates that an individual's receptive and expressive skills are very limited but that he or she is beginning to understand and speak high-frequency words and phrases. The individual typically understands simple or predictable context-embedded conversations when there are significant linguistic accommodations. His or her spoken language consists of short phrases and simple sentences, but grammatical errors are frequent. Language learners at this level often superimpose the sound system, expressions, and language structures of their native language onto the second language. In reading and writing, an *Early Development* level suggests literacy skills several years below native-language age or grade peers. The individual can read and write simple, repetitive, context-embedded material that has visual cues.

Continuing Development: An individual at the *Continuing Development* level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language. Moderate instructional scaffolding in the classroom environment is needed for effective learning. In oral language, a *Continuing Development* level indicates that an individual's receptive and expressive skills are at a level sufficient for most context embedded conversations and discussions. The individual typically understands longer, more elaborate conversations and can initiate and sustain social conversation. His or her spoken language consists of complete, sometimes complex, sentences, although grammatical and pronunciation errors may still be evident. Language learners at this level sometimes superimpose the sound system, expressions, and language structures of their native language onto the second language. Although reading and writing skills are still below the level of average native-language age or grade peers, an individual at the *Continuing Development* level can comprehend and produce written language if the material has context-embedded cues and if background knowledge is provided.

Emerging Proficiency: An individual at the *Emerging Proficiency* level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning. In oral language, an *Emerging Proficiency* level indicates that an individual's receptive and expressive proficiency is near the level of average native-language peers. The individual typically understands the majority of elaborate classroom conversations. His or her spoken language consists of complete, and often complex, sentences. Grammatical and pronunciation errors are still evident, but his or her language is easily understandable. In reading and writing, an *Emerging Proficiency* level suggests that the individual can manage context-reduced, cognitively demanding classroom material when provided with instructional scaffolding.

Proficient: An individual at the *Proficient* level has achieved language proficiency comparable to that of average native-language speakers. The individual is able to communicate effectively and handle the demands of the mainstream classroom. In oral language, a *Proficient* level indicates listening and speaking skills are comparable to those of average native-language speakers. In reading and writing, a *Proficient* level suggests on-level literacy skills comparable to those of average native-language speakers. The individual understands standard classroom interactions and instruction. He or she has a substantial vocabulary, rarely struggling finding words.

Advanced Proficient: An individual at the *Advanced Proficient* level has achieved proficiency at a level above that of average

native-language speakers. The individual communicates clearly in all domains of language and manages the demands of the classroom easily. In oral language, an *Advanced Proficient* level indicates an expansive vocabulary and an advanced understanding of language, above the level of average native-language peers. The individual can manage the morphological, syntactic, and semantic complexities of language. In reading and writing, an *Advanced Proficient* level suggests that literacy is above the level of average native language peers and that the individual can perceive complex relationships and ideas in written language. The individual is able to fully participate in all classroom situations.

HOME-BASED RECOMMENDATIONS FOR ORAL LANGUAGE DEVELOPMENT

Create a home environment that is rich with language and provides activities for oral language interaction. Language activities that are deliberately planned, are repetitive (preferably in different contexts), and allow active participation are the most beneficial. Keep in mind that oral language is the foundation for all learning. The list below provides examples of home-based oral language activities.

These activities can be conducted in English or in the native language. Research strongly indicates that oral language development in the native language helps develop oral language in the second language. Do not hesitate to read books and to engage in language activities in the native language because any development of oral language—regardless of the language used—is beneficial.

- Together watch Malcolm's favorite TV show or movie. Encourage him to talk to you about the sequence of events in the storyline. Guide Malcolm's retelling of the story by asking questions and helping him outline the sequence. Use questions such as "What happened first?" "What happened next?" and "How did the story end?" Encourage him to include *first*, *then*, *next*, and *finally* or *at the end*. Do the same with stories that you read together.
- Allow Malcolm to switch roles with you for a pretend day. Ask Malcolm the following questions: While he is the "parent," does he have any other rules to enforce? What are the responsibilities of a parent? Does he think that your job as a parent is harder than he thought it would be? Use words such as *parent*, *responsibilities*, *rules*, *harder*, and *easier*.
- Check out some audiobooks from your library and listen to them together. At the end of each chapter, discuss what happened. ("What were your favorite parts?" "Did anything surprising happen?" "What do you think will happen next?") Review the book together as a family once the story is completed.
- Conduct a debate at home. Choose a topic that you are not all in agreement about (such as what to have for dinner or what movie to watch). Conduct a debate and let all family members have a chance to present and defend their choice.
- Have Malcolm "interview" an older family member or friend, and then have him recount what he has learned about that person. Let him introduce the other person to you, telling you about the person's favorite things and what the person has experienced in his or her life.
- Most communities have many free local activities for families to attend. Check your community newspaper, library, school, and bulletin boards as well as the internet. Have your family discuss these activities and have each family member explain why he or she thinks you should choose a certain activity. Take a vote to decide which activity interests the family most and then go as a family.
- Talk about Malcolm's favorite things and outings. Look through photographs, find favorite foods in the pantry, and ask whether he has kept any mementos from family outings (such as movie ticket stubs or sand from the beach). Follow Malcolm's lead and see whether you can predict what his favorite items will be. Let Malcolm try to predict what you would pick.
- Have Malcolm state a preference or dislike and give a reason, followed by a second sentence expounding on that reason. An example is, "I like hot weather because I can swim and water ski. Hot weather allows you to do just about any activity that does not involve snow." Another example is, "I don't like flying because I feel unsafe. Flying makes me feel out of control."
- Have Malcolm look at a local area map. Give directions that tell how to get from the house to his school, grocery store, or park. Be sure to use words such as straight, left, right, east, west, north, south, and intersection or use local landmarks as a guide.
- Have Malcolm cut out magazine photos of a couple of people at work (housekeeper, nurse, farmer, teacher, waitress). Ask him to describe what each "photo friend" would do in his or her daily routine at 6:30 a.m., 8:00 a.m., noon, 4:00 p.m., and 7:00 p.m.
- Have Malcolm play a guessing game, such as 20 Questions, with his friends. All players think of their favorite sport, activity, food, or place. The players ask questions to the person whose turn it is in order to get details of what this person is thinking of. The person responds to the questions giving details but not the answer.

HOME-BASED RECOMMENDATIONS FOR READING AND WRITING

A solid foundation in reading and writing is critical. For a successful instructional environment at home, the setting must be calm, quiet, and comfortable. The material should be of interest. A supportive adult should be nearby. Confidence in

reading and writing will increase with practice.

These activities can be conducted in English or in the native language. Reading and writing in the native language is strongly linked to reading and writing in the second language. Many skills transfer from one language to another; practice in one language impacts the second language.

- Have Malcolm look up his favorite movie star, athlete, or TV celebrity on the internet and write some facts about that person that he will later read to you.
- Take turns going through the alphabet and naming things within a category, such as restaurants, stores, and occupations, that begin with each letter (A is for *astronaut*, B is for *barber*, C is for *carpenter*, etc.).
- Before going on a family trip, have Malcolm look for information online and/or in a book about the location. Have him keep notes and then write a letter to a friend or family member describing where the family will be going. Have him put together an itinerary for what your family will do while you are there.
- Have Malcolm write down the instructions for how to make an origami item. Have a friend or family member read and follow the instructions to determine how accurate they are.
- After Malcolm attends a sporting event or movie, ask him to write a few sentences that tell you about what he saw.
- Have Malcolm choose a topic to research using books or the internet. Encourage him to take notes on the topic and include explanations and details. Ask him to write his own book about that topic. Help as needed. Have him read the book to a family member, pointing out any particularly interesting facts.
- Have Malcolm write down names of organs or parts of the muscular system or skeletal system (for example, femur, tibia, clavicle) on sticky notes. Have him read them to you and stick the notes on his own body to label the body parts. Have him check for accuracy in books or on the internet.
- Have Malcolm play a game with family members or friends, using notecards that each have the name of a common object on one side. The notecards should be turned upside down so that the writing cannot be seen. Have Malcolm pick a notecard and describe the object to the family or friends without telling what the object is. Whoever guesses correctly first picks the next card.
- Have Malcolm look for and read food item coupons before going grocery shopping together. Have him compare the coupon to the food item in the store to ensure that it is the correct product and read the small print regarding the effective date and product size. Have him find out when and in what stores coupons are doubled or tripled.
- Encourage Malcolm to keep a daily journal about what he did each day. Did he learn anything new? Did anything exciting happen? Are there any upcoming events that he needs to prepare for? How is he feeling (stressed, concerned, excited, nervous, etc.)? Read Malcolm's journal each night and respond by asking at least one question about his day.
- While driving Malcolm around the community, have him take pictures of signs, especially signs that seem confusing or that are clustered together with other signs. Once in a safe place, have him study the signs to learn what they mean, looking at a map of the area to better understand their meaning.