Collaborative vs. Traditional Models for Educational Service Delivery and Evaluation with English Learners

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Academic Attainment and Instructional Practices for English Language Learners

Although many effective instructional practices are similar for both ELLs and non ELLs why does instruction tend to be less effective for ELLs?

*Because ELLs face the double challenge of learning academic content **and** the language of instruction simultaneously.*

To understand the implications of this challenge requires a good understanding of early child development and the interaction between language, cognition, and academic achievement.
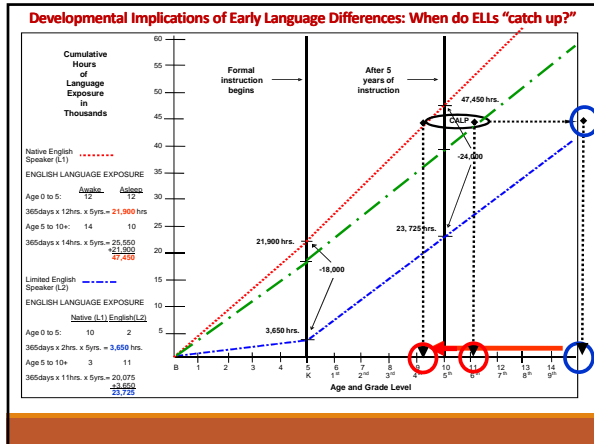
Source: Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.
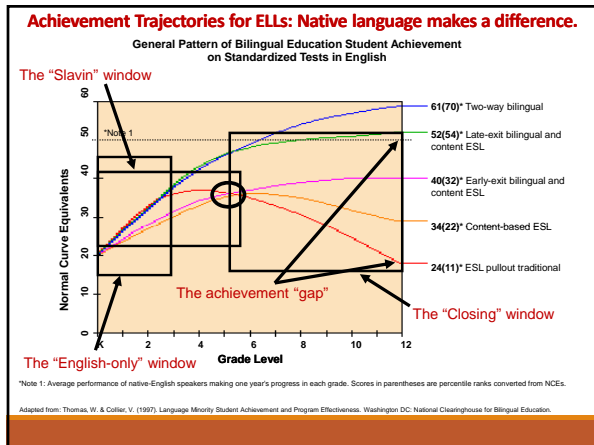

Developmental Implications of Early Language Difference

The 30 Million Word Gap
- *according to research by Betty Hart and Todd Risley (2003), children from privileged (high SES) families have heard 30 million more words than children from underprivileged (low SES) families by the age of 3.*
- *in addition, "follow-up data indicated that the 3-year old measures of accomplishment predicted third grade school achievement."*

Source: Hart, B. & Risley, T. r. (2003). The Early Catastrophe: The 30 million word gap. American Educator 27(1), 4-9.

Developmental Implications of Early Language Differences: When do ELLs "catch up?"

Achievement Trajectories for ELLs: Native language makes a difference.

Implications of Early Language Differences on Academic Achievement

The ELL Achievement Gap

"On the 2007 National Assessment of Educational Progress, fourth-grade ELLs scored 36 points below non-ELLs in reading and 25 points below non-ELLs in math. The gaps among eighth-graders were even larger—42 points in reading and 37 points in math."

Source: Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.

Implications of Early Language Differences on Academic Achievement

Results of NAEP Data on Reading Achievement for ELL vs. Non-ELL
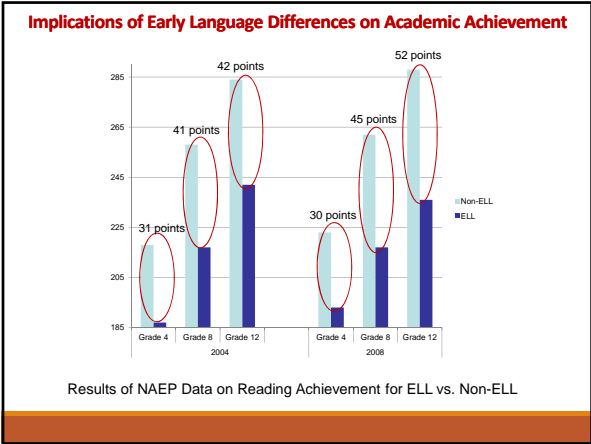
Effective Instruction for ELLs:
What the Research Says

Typical English Learners who begin school 30 NCE's behind their native English speaking peers in achievement, are expected to learn at:

"…an average of about one-and-a-half years' progress in the next six consecutive years (for a total of nine years' progress in six years--a 30-NCE gain, from the 20th to the 50th NCE) to reach the same long-term performance level that a typical native-English speaker…staying at the 50th NCE) (p. 46).

In other words, they must make 15 months of academic progress in each 10 month school year for six straight years—they must learn *1½ times faster* than normal.

Source: Thomas, W. & Collier, V. (1997). Language Minority Student Achievement and Program Effectiveness. Washington DC: NCBE.

Effective Instruction for ELLs:
What the Research Says

Of the five major, meta-analyses conducted on the education of ELLs, ALL five came to the very same conclusion:

"Teaching students to read in their first language [i.e., bilingual education] promotes higher levels of reading achievement in English" (p. 14, 2008).

"Bilingual education [i.e., teaching students to read in their first language] produced superior reading outcomes in English compared with English immersion" (p. 9, 2013).

This is true primarily because teaching in the native language does not interrupt or inhibit the linguistic and cognitive development that students bring to school.

Sources: Goldenberg, C. (2013). Unlocking the Research on English Learners: What we know—and don't know—about effective instruction. American Educator, 37,(2), pp. 4-11, 38-39. and Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.

Linking Assessment to Responsive Intervention

- The value of the heritage language (L1) in being able to facilitate learning is too valuable to be ignored and *the potential of bilingualism for improving academic progress, response-to-intervention, and testing, is necessary now more than ever.*

- Merely teaching English learners to speak and comprehend English may comply with Title I and III of ESEA (aka NCLB) but *is insufficient to foster academic success for the large majority of students.*

- Of the three major variables in learning (language, cognition, curriculum) only the curriculum is within our control. To improve learning *we must not attempt to fit the child to the curriculum but rather, fit the curriculum to the child.*

- Political ideology or knee-jerk psychology about bilingualism and schooling cannot continue to be used as the basis for instruction of ELLs. The research is very clear, *the longer children are taught in their native language, the better they succeed in English.*

The Special Education Process: Pre- to Post-Assessment
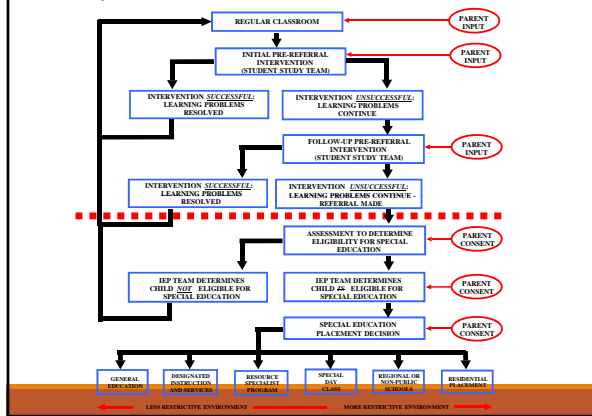
The Top 10 Reasons why ELs are referred for Special Education Evaluation

1. Poor/low achievement

2. Behavioral problems

3. Oral language related problems (acquisition or delay)

4. Reading problems

5. Learning difficulties

6. Socio-emotional difficulties

7. Diagnosis for particular handicapping condition

8. Written language problems

9. Low attention span

10. Unable to understand or follow directions

Source: Ochoa, Robles-Pina, Garcia, & Breunig, 1999)

Is Special Education the Answer?

Table 5. Percent of students served under IDEA, Part B, ages 14-21 who dropped out, graduated with a diploma, or graduated with a certificate by race (2006)

Legend: ■ Dropped out ■ Graduated with a diploma ■ Graduated with a certificate

Category	American Indian/Alaskan Native	Asian/Pacific Islander	Black	Hispanic	White
Graduated with a certificate	8.56	12.28	23.20	16.75	12.39
Graduated with a diploma	50.71	68.89	41.82	48.55	63.78
Dropped out	39.25	14.48	33.17	33.12	21.89

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System, Table 858.

Special education cannot solve problems that are rooted in general education.

Is Special Education the Answer?

OCR Surveys and National Trends in Disproportionality

OCR Surveys Conducted every 2 years -

1978 – 2010:
- African Americans continue to be over-represented as: ID and ED

1980 – 2010:
- Hispanics continue to be overrepresented as: LD, SLI and ID

National Trends -
- African American identification increasing in: ID, ED, and LD
- Hispanic identification increasing in: LD and SLI
- Native American identification increasing in: ID, ED and LD

Comparison of Traditional vs. Collaborative Service Models

TYPICAL SERVICE DELIVERY MODEL

general education → pre-referral intervention → assessment → special education

COLLABORATIVE SERVICE DELIVERY MODEL

general education ↔ pre-referral intervention ↔ assessment ↔ special education
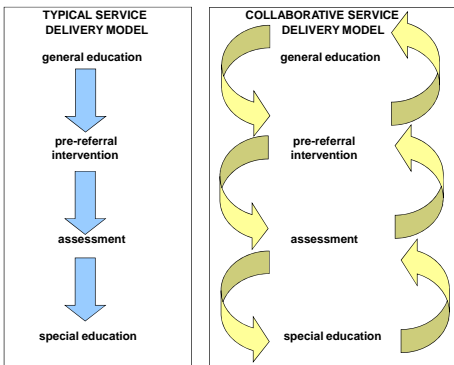
Comparison of Traditional vs. Collaborative Evaluation Models

TRADITIONAL MODEL	ALTERNATIVE MODELS
Based on "medical" model where the learning problem is identified as being an internal flaw _within_ the child	Based on "ecosystems" model where the learning problem is identified as being due to dysfunctional transactions _between_ the child and learning environment
Focus is on measuring performance on tests and comparing results to provide relative standing against performance of other age and grade level peers	Focus is on assessing environmental and systemic factors which may be affecting child's ability to learn
Intent of assessment is to identify disabilities in isolation rather than generate intervention strategies or modifications	Intent of assessment is to identify problem situations in context in order to develop intervention strategies or modifications
Children are given labels corresponding to their measured performance and are classified by disability category	Strengths and weaknesses of the situation and the child are identified regardless of disability
Child's abilities and potential is innate, static, immutable, and unchangeable	Child's abilities are experiential, dynamic, modifiable, and changeable
Assessment is conducted by a "multidisciplinary" team of experts who evaluate learning difficulties relatively independently	Assessment is conducted by a team of people familiar with the child who collaborate in a "transdisciplinary" approach
Parents and general education teachers are not active participants in the assessment process	Parents and general education teachers are key participants in the assessment and intervention planning process
Standardized testing provides little useful information that can assist in the development of instructional approaches for the classroom	Alternative and authentic methods of assessment provide information directly applicable to the development of instruction for the classroom

Comparison of Traditional vs. Collaborative Evaluation Models

	PSYCHOMETRIC	ECOSYSTEMIC
ORIENTATION ROLE OF HOME AND CULTURE	Individual Child Background information	Ecosystem of the Child Foreground of hypothesis generation and central to "interpretations"
ROLE of PARENTS	Source of information	Collaborators
PROBLEM DEFINITION	Internal individual differences	Situations
PROCESS	Identification of child's deficits	Differentiation of functional and dysfunctional transactions and settings and identification of potential resources.
INTERVENTION	Remediation	Mediation Liaison Consultation
GOAL	"Fix" the child	Alter transactions

Adapted From : Cook-Morales, V. J. (1994). The Cultural and Linguistic Diversity Project. A pre-service professional training grant funded by the Office of Bilingual Education and Minority Language Affairs, U. S. Department of Education.

Comparison of Traditional vs. Collaborative Evaluation Models

Differentiation of Terms

	Testing	Evaluation	Assessment
ORIENTATION	Measurement	Judgments	Problem solving
FOCUS	Traits	Person	Problem situations
ROLE of TESTS	Central	Essential	Optional
ROLE OF TEAM MEMBERS	Cleric or Technician	Expert or Diagnostician	Consultant or Collaborator
RESULTS	How much	Comparison	Problem resolution(s)
REPRESENTATION	Scores	Diagnosis/Label	Descriptions
REPORT STYLES	Test focused	Person focused	Problem focused
LINKED to INTERVENTION	Rarely	Optional	Central

Adapted From: Cook-Morales, V. J. (1983). Testing v. Measurement v. Appraisal v. Evaluation v. Assessment: Is it a 'Game of Semantics' or 'Is Naming Knowing?' Unpublished manuscript. San Diego State University.

Comparison of Traditional vs. Collaborative Evaluation Models

POTENTIAL BIAS	APPROACH	TECHNIQUES/PROCEDURES
Failure to consider cultural and linguistic implications of background experiences	Transactional	• Cultural knowledge bases • Culture appropriate processes • Parent and child involvement • Cultural advocates
Failure to view behavior or performance within context of learning environment or ecology	Ecological	• Ecosystems assessment • Culture-based hypotheses • Ecological assessment • Adaptive behavior evaluation
Failure to measure both performance and achievement via informal and direct methods	Alternative	Authentic (skill focused) • CBA/M, portfolio (work samples) • Criterion-referenced tests/procedures • Contextual-participant observation Process (cognition focused) • Dynamic assessment • Clinical observations • Piagetian assessment (Ordinal Scales)
Failure to reduce potential bias and discrimination in the use of standardized tests	Psychometric	• Underlying theory • Cultural and linguistic bias • Test adaptations • Test selection • Test interpretation
Failure to collaborate across disciplines in evaluation and decision making	Interdisciplinary	• Establishing a professional assessment team • Inclusion of parent in the assessment process

Source: Adapted from Flanagan & Ortiz, 2001 and Cook-Morales, 1995.

Collaborative Framework for Intervention

In describing a basic three-tier RTI model, one of the stated potential benefits included:

"Increased fairness in the assessment process, particularly for minority students"

Kovaleski & Prasse, 2004

Although it has long been assumed that RTI will benefit ELLs by avoiding the types of biases associated with standardized testing, this premise does not appear to be wholly supported by research.

Collaborative Framework for Intervention

Tier 1 RTI evaluation implications for ELLs:

Determine whether effective instruction is in place for groups of students

"Teaching ELLs to read in their first language and then in their second language, or in their first and second languages simultaneously (at different times during the day), compared with teaching them to read in their second language only, boosts their reading achievement *in the second language*" (emphasis in original).

"The NLP was the latest of five meta-analyses that reached the same conclusion: learning to read in the home language promotes reading achievement in the second language."

Source: Goldenberg, C. (2008). Teaching English language learners: What the research does—and does not—say. American Educator, 32 (2) pp. 8-23, 42-44.

Collaborative Framework for Intervention

Use evidence-based practices shown to reduce the achievement gap

Sample School District Evidence-Based Practices

Our district believes that by implementing the following practices, we can reduce the achievement gap and increase outcomes for all student groups.

Leadership:
Work with staff through training and coaching to have high expectations for all students
Provide high quality professional development to support teachers in delivering effective instruction

Teaming/Assessment:
Use data-based decision making, universal screening, and progress monitoring

Instructional:
Use explicit instruction to teach the 5 big ideas of reading
Use sheltered instruction in all classes all day long
Use effective, predictable classroom management routines
Embed intensive vocabulary instruction in all subject areas
Provide instruction to develop academic English
Integrate oral and written English language instruction into content area teaching
Provide regular opportunities for students to develop written language skills
Provide Interventions for students who need more

Collaborative Framework for Intervention

RTI Identification Process
Elementary Schools

All Students Receive Quality Behavior and Academic Instruction and Support

All Students are Screened
for additional instructional needs.
(Fall, Winter, & Spring DIBELS
Next, IDEL, OAKS, Office Discipline
Referrals, Math CBMs, etc.)

Small Group
Interventions
are chosen from the
standard protocols
by RTI Teams

Interventions
are fluidly
customized...

Tier 1 goals are very noble and represent a strong commitment to all children. However, when it comes to ELLs, the question regarding what constitutes "quality" academic instruction and support tends to be overlooked in the most general sense.

Fairness in Evaluation of ELLs via RTI/MTSS: Tier 3 Issues

Example 2nd Grade Progress Monitoring Chart

*Note: The name,"Egberto," is a derivative of "Egbert" and used with the blessings of Dan Reschley.

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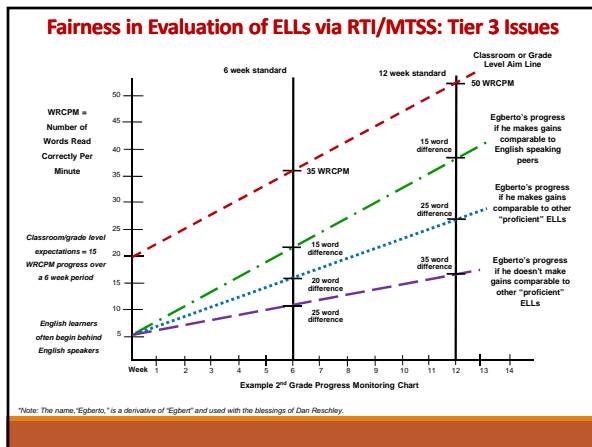
Collaborative Framework for Intervention

- Don't be afraid to provide the cognitively-linguistically appropriate level of instruction regardless of current AGE or GRADE.
- Teach within the zone of proximal development, essentially what comes NEXT because instruction that is beyond what comes "NEXT" will be ineffective and impede development even further.
- Don't try to alter cognitive or linguistic development because you CAN'T. Alter the curriculum, because you CAN.
- Provide access to core curriculum and focus on developing thinking and literacy skills from the CURRENT developmental level.
- Use meta-cognitive strategies that help students think about, plan, monitor, and evaluate learning at their CURRENT level.
- Use cognitive strategies that help engage students in the learning process and which involve interacting with or manipulating the material mentally or physically, and applying a specific technique to learning tasks at their CURRENT developmental level.
- Use social-affective strategies that help students interact with another person, accomplish a task, or that assist in learning.

LEARNING AND DEVELOPMENT

Prior Learning · **Proximal Learning** · **Future Learning**

Independent Performance ("known") — *Assisted Performance ("with help")* — *Beyond Performance ("can't do")*

Appropriate level of instruction

The Language Proficiency-Academic Performance Continuum

Level	Learner Characteristics	How will they gain language?	What do they Understand?	What can they do?
1	Can be silent for an initial period; Recognizes basic vocabulary and high frequency words; May begin to speak with few words or imitate	Multiple repetitions of language; Simple sentences; Practice with partners; Use visual and realia, Model, model, model; Check for understanding; Build on cultural and linguistic history	Instructions such as: Listen, Line up, Point to, List, Say, Repeat, Color, Tell, Touch, Circle, Draw, Match, Label	Use gestures; Use other native speakers ; Use high frequency phrases; Use common nouns; Communicate basic needs; Use survival language (i.e., words and phrases needed for basic daily tasks and routines)
2	Understand phrases and short sentences; Beginning to use general vocabulary and everyday expressions; Grammatical forms may include present, present progress and imperative	Multiple repetitions of language; Visual supports for vocabulary; Pre-teach content vocabulary; Link to prior knowledge	Present and past tense; School related topics; Comparatives & superlatives; Routine questions; Imperative tense; Simple sequence words	Routine expressions; Simple phrases; Subject verb agreement; Ask for help
3	Increased comprehension in context; May sound proficient but has social NOT academic language; Inconsistent use of standard grammatical structures	Multiple repetitions of language; Use synonyms and antonyms; Use word banks; Demonstrate simple sentences; Link to prior knowledge	Past progressive tense; Contractions; Auxiliary verbs/verb phrases; Basic idioms; General meaning; Relationship between words	Formulate questions; Compound sentences; Use precise adjectives; Use synonyms; Expanded responses
4	Very good comprehension; More complex speech and with fewer errors; Engages in conversation on a variety of topics and skills; Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts; Continues to need academic language development	Multiple repetitions of language; Authentic practice opportunities to develop fluency and automaticity in communication; Explicit instruction in the use of language; Specific feedback; Continued vocabulary development in all content areas	Present/perfect continuous; General & implied meaning; Varied sentences; Figurative language; Connecting ideas; Tag questions	Range of purposes; Increased cultural competence (USA); Standard grammar; Solicit information
5	Communicates effectively on a wide range of topics; Participates fully in all content areas at grade level but may still require curricular adjustments; Comprehends concrete and abstract concepts; Produces extended interactions to a variety of audiences	May not be fully English proficient in all domains (i.e., reading, writing, speaking, listening); Has mastered formal and informal language conventions; Multiple opportunities to practice complex grammatical forms; Meaningful opportunities to engage in conversations; Explicit instruction in the smaller details of English usage; Focus on "gaps" or areas still needing instruction in English; Focus on comprehension instruction in all language domains	Analyze, Defend, Debate, Predict, Evaluate, Justify, Hypothesize and Synthesize, Restate, Critique	May not yet be fully proficient across all domains; Comprehends concrete and abstract topics; Communicates effectively on a wide range of topics and purposes; Produces extended interactions to a variety of audiences; Participates fully in all content areas at grade level but may still require curricular modifications; Increasing understanding of meaning, including figurative language; Read grade level text with academic language support; Support their own point of view; Use humor in native-like way

Source: Turner & Brown, (2012) as cited in Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In J. T. Mascolo, V. C. Alfonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (pp. 267-313)., Hoboken, NJ: Wiley & Sons.

PLUSS Framework for Evidence-based Instruction for ELLs

PLUSS Framework	Definition	Evidence
Pre-teach critical vocabulary	Presentation of critical vocabulary prior to lessons to ensure later comprehension using direct instruction, modeling, and connections to native language	Beck, McKeown and Kucan (2002); Heibert and Lubliner (2008); Martinez and Lesaux (2011); Nagy, Garcia, Dyrgunoglu and Hancin (1993)
Language modeling and opportunities for practice	Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts	Dutro and Moran (2003); Echevarria, Vogt and Short (2008); Gibbons (2009); Linan-Thompson and Vaughn (2007); Scarcella (2003)
Use visuals and graphic organizers	Strategically use pictures, graphic organizers, gestures, realia, and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners	Brechtal (2001); Echevarria and Graves (1998); Haager and Klingner (2005); Linan-Thompson and Vaughn (2007); O'Malley and Chamot, (1990)
Systematic and explicit instruction	Explain, model, provide guided practice with feedback, and opportunities for independent practice in content, strategies, and concepts	Calderón (2007); Flagella-Luby and Deshler (2008); Gibbons (2009); Haager and Klingner (2005); Klingner and Vaughn (2000); Watkins and Slocum (2004)
Strategic use of native language & teaching for transfer	Identify concepts and content students already know in their native language and culture to explicitly explain, define, and help them understand new language and concepts in English	Carlisle, Beeman, Davis and Spharim (1999); Durgunoglu, et al. (1993); Genesee, Geva, Dressler, and Kamil (2006); Odlin (1989); Schecter and Bayley (2002)

Source: NCCRESt, (2012) as reprinted in Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In J. T. Mascolo, V. C. Alfonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (pp. 267-313)., Hoboken, NJ: Wiley & Sons.

Examples of PLUSS Framework Applied in the Classroom

PLUSS Framework	Example
Pre-teach critical vocabulary	Select 3-5 high utility vocabulary words crucial to understanding text (not necessarily content specific words) and explicitly teach student friendly definitions, model using the words, and provide students with repeated opportunities to use the words over time (Honig, Diamond, & Gutlohn, 2008; Beck, McKeown, Kucan, 2002)
Language modeling and opportunities for practicing	Provide language frames and sentence starters to structure language interaction. For example, after having defined the word, "preoccupied," for instance, ask students to use the word, "preoccupied," in a sentence, "Think of a time when you were preoccupied." (pause to give time to think). "Turn to your partners and share, starting your sentence with, 'I was preoccupied when...', what will you start your sentence with?" (Have students repeat the sentence starter before turning to their neighbor and sharing).
Use visuals and graphic organizers	Consistently use a Venn diagram to teach concepts, such as compare and contrast, and use realia and pictures to support the teaching of concepts (Echevarría, Vogt, & Short, 2008)
Systematic and explicit instruction	Teach strategies like summarization, monitoring and clarifying, and decoding strategies through direct explanation, modeling, guided practice with feedback, and opportunities for application (Honig, Diamond, & Gutlohn, 2008).
Strategic use of native language & teaching for transfer	Use native language to teach cognates (e.g., teach that preoccupied means the same thing as preocupado in Spanish) or explain/clarify a concept in the native language before or while teaching it in English.

Source: Brown, J. E. & Ortiz, S. O. (2014). Interventions for English Learners with Learning Difficulties. In J. T. Mascolo, V. C. Alfonso, and D. P. Flanagan (Eds.), *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners* (pp. 267-313)., Hoboken, NJ: Wiley & Sons.

Collaborative Framework for Intervention

SECTION 6: CORE INSTRUCTION WITH FIDELITY
Introduction and Purpose

The basis for all RTI work is research-based core curriculum delivered with fidelity. The curriculum must be taught by skilled and trained teachers for the designated amount of time so that at least 80% of students are at benchmark on curriculum based measures and aren't in need of interventions. Core Instruction must contain the following non-negotiable components:

- Time of Instruction: 90 minutes per day, 5 days per week for 1st – 5th grades (or equivalent for non 5-day weeks)
- Research-based published core curriculum delivered with fidelity
- All students receive core
- Active engagement/effective instructional strategies are used throughout instruction

Dual-language/dual immersion and maintenance type bilingual programs probably meet this criterion. But what about students in transitional bilingual, ESL content, ESL pullout, and English immersion programs?

Summary of Instructional and Intervention Strategies for English Language Learners

1. Instruction must always match linguistic/cognitive development regardless of the individual's age or grade.

2. No amount or type of instruction can make up for developmental delays that occur as a function of differences in the primary language and the language of instruction.

3. Individual differences means that some children will succeed despite the way we instruct them and many will fail because of the way we instruct them.

4. There is no single teaching method or intervention that is appropriate for all English language learners.

5. There is no single teaching method or intervention that will help all English learners "catch up."

6. Of the three major variables for learning, language, cognition, and academic development, only the latter is within our control. Thus, to improve learning we must not attempt to fit the child to the curriculum but rather, fit the curriculum to the child. Any other way will not prove successful.

What would you choose?

SCHOOL ENROLLMENT FORM

Please select an instructional program for your child by placing a check in the appropriate box below:

☐ English as a Second Language   ☑ Bilingual Education

SURGEON GENERAL'S WARNING: This program has been scientifically validated to lower achievement in English, increase special education placement, raise the risk of dropping out, and decrease rates of graduation.

Collaborative Framework for Intervention

Once an ELL has been exited from or deemed to no longer need or require bilingual education or ESL services (i.e., they have been FLEP'd, or un-LEP'd), it cannot be assumed that they are comparable in terms of their academic achievement to their monolingual English speaking peers.

ELLs will invariably continue to have increasingly less foundation and life-long experiences in English language development and in then acquisition of the acculturative knowledge that is embedded within and underlies the subject matter of all curricula and for which mastery remains a critical requirement for success in school.

"Once a bilingual, always a bilingual." ELLs do not suddenly cease to be bilingual simply because they have become proficient and dominant in English.

Collaborative Framework for Evaluation

"Instead of attempting to describe each individual's mental endowment by a single index such as a mental age or an intelligence quotient, it is preferable to describe him in terms of a profile of all the primary factors which are known to be significant...If anyone insists on having a single index such as an IQ, it can be obtained by taking an average of all the known abilities. But such an index tends so to blur the description of each man that his mental assets and limitations are buried in the single index" (Thurstone, 1946, p. 110).

Collaborative Framework for Evaluation

Cognitive testing and RTI are not mutually exclusive. Both are measurement paradigms but each answers a different and important question.

RTI seeks to ensure that the learning difficulties are not the result of extrinsic issues in teaching, instruction, curriculum, etc. It addresses the question of learning needs and measures the individual's success when those needs are identified and met. It is not a diagnostic system and is best utilized for understanding academic development as compared to peers on a local basis (e.g., classroom, school, or district).

Cognitive testing, particularly within a PSW model, seeks to provide insight into any possible intrinsic factors that may be responsible for learning difficulties and which inhibit the acquisition and development of academic skills. It is a diagnostic system and is best utilized in understanding cognitive development as compared to peers on a national basis (e.g., all individuals of the same age or grade).

In the same manner that low test scores do not automatically indicate a learning disability, so too does poor progress or a failure to respond to intervention also not invariably suggest a learning disability. In both cases there are an infinite number of reasons that account for and may explain the observed problematic performance; only one of which is a disability.

Collaborative Framework for Evaluation

"The danger with not paying attention to individual differences is that we will repeat the current practice of simple assessments in curricular materials to evaluate a complex learning process and to plan for interventions with children and adolescents with markedly different needs and learning profiles" (p. 567; Semrud-Clikeman, 2005).

Assessment of English Language Learners - Resources

BOOKS:

Rhodes, R., Ochoa, S. H. & Ortiz, S. O. (2005). Comprehensive Assessment of Culturally and Linguistically Diverse Students: A practical approach. New York: Guilford.

Flanagan, D. P., Ortiz, S.O. & Alfonso, V.C. (2013). Essentials of Cross-Battery Assessment, Third Edition. New York: Wiley & Sons, Inc.

Flanagan, D.P. & Ortiz, S.O. (2012). Essentials of Specific Learning Disability Identification. New York: Wiley & Sons, Inc.

Ortiz, S. O., Flanagan, D. P. & Alfonso, V. C. (2015). Cross-Battery Assessment Software System (X-BASS v1.0). New York: Wiley & Sons, Inc.

ONLINE:

CHC Cross-Battery Online
http://www.crossbattery.com/