

Bilingual English Spanish Assessment

bilingual english spanish assessment: BESA (Bilingual English-Spanish Assessment) E. D. Peña, Guitierrez-Clellen, A. Iglesias, B. A. Goldstein, Bedore, 2018

bilingual english spanish assessment: *Bilingual English-Spanish Assessment (BESA) Manual* Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018
When a young bilingual child experiences language difficulties, it can be hard to tell if those challenges are due to a disorder or just limited exposure to the English language. That's a critical distinction--because while limited language exposure will fix itself over time, a language impairment is a clinical issue that will cause the child difficulties in school without timely and effective intervention. Now there's a valid, reliable assessment that specifically responds to the needs of young Spanish-English bilingual children. For use with children ages 4 through 6 years who have varying degrees of bilingualism, the Bilingual English-Spanish Assessment (BESA) was developed to:
- identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol - differentiate between a delay in English language acquisition and a true language disorder - document children's speech and language strengths and needs - monitor children's progress in both languages and use the information to make decisions about intervention
What's in the kit? - 1 BESA Test Manual - 1 BESA Stimulus Book - 20 BESA Protocol English Forms - 20 BESA Protocol Spanish Forms - 20 BIOS Forms - 20 ITALK forms--

bilingual english spanish assessment: BESA Elizabeth D. Peña, Vera Gutierrez-Clellen, Aquiles Iglesias, Brian Goldstein, Lisa M. Bedore, 2014

bilingual english spanish assessment: *Bilingual Input-Output Surveys (BIOS)* Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30
Sold in a package of 20, these BIOS forms are part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Completed by the examiner as a parent and teacher survey, the BIOS helps uncover when and in what context each of the child's two languages were used on a year-to-year basis. There are two parts: BIOS-Home. In this 10- to 15-minute survey, parents are asked to report on the language exposure history of the child and what language the child hears and uses during a typical weekend day on an hour-by-hour basis. BIOS-School. In this 5- to 10-minute survey, teachers are asked to report on what language the child hears and uses during a typical school day on an hour-by-hour basis. The BIOS provides clinicians with valuable information about relative use and exposure to each language. It should be used prior to BESA assessment to help determine whether to test children in Spanish, English, or both.
ABOUT BESA
A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention
Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: *Inventory to Assess Language Knowledge (Itlak)* Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30
Sold in a package of 20, these ITALK forms are part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Completed by the examiner as a parent and teacher interview, the 10-minute ITALK addresses relative use of a child's two languages and five areas of speech and language development (vocabulary, grammar, sentence production, comprehension, and phonology)

in both Spanish and English. Parents and teachers identify the child's perceived level of performance in each language, and the ITALK provides a helpful summary of parent and teacher concerns that can be used to guide target areas of assessment. Results of the ITALK can be used to interpret diagnostic results from BESA or other speech and language tests. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: Besa English Protocol Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Sold in a package of 20 forms, these three English subtests are a part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Standardized and norm-referenced, the subtests take about 15 minutes each and address the key domains of morphosyntax, semantics, and phonology. BESA Phonology Subtest. A single-word phonological assessment, the English measure of this subtest assesses phonological production of 31 English words. When conducted with the Spanish measure (learn more here), this subtest is designed to differentially diagnose typical from atypical phonological skills in Spanish-English bilingual children. BESA Morphosyntax Subtest. This subtest employs cloze and sentence repetition tasks to target grammatical morphemes and sentence structures that were predicted to be difficult for children with language impairment in English. A grammatical cloze subscore, a sentence repetition subscore, and a total score that is a composite of those two subscores are derived. BESA Semantics Subtest. This subtest targets six tasks: analogies, characteristic properties, categorization, functions, linguistic concepts, and similarities and differences. The English semantics subtest has a total of 25 items: 10 receptive and 15 expressive. Subscores are provided for semantics receptive and semantics expressive, as well as a total semantics score for each language. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: Bilingual Language Development & Disorders in Spanish-English Speakers Brian Goldstein, Brian A. Goldstein, 2012 The revised edition of this comprehensive graduate-level text gives SLPs the most current information on language development and disorders of Spanish-English bilingual children. Includes 5 new chapters on literacy and other hot topics.;

bilingual english spanish assessment: Assessing Spanish-English Bilingual Preschoolers Sandra Barrueco, Michael Lopez, Christine Ong, Patricia Lozano, 2012 Get detailed reviews and analyses of 37 developmental assessments for Spanish-English bilingual preschoolers. Readers will compare English and Spanish versions of each tool, evaluate strengths and weaknesses, and get snapshots of key characteristics

bilingual english spanish assessment: Besa Spanish Protocol Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Sold in a package of 20 forms, these three Spanish subtests are a part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying

degrees of bilingualism. Standardized and norm-referenced, the subtests take about 15 minutes each and address the key domains of morphosyntax, semantics, and phonology. BESA Phonology Subtest. A single-word phonological assessment, the Spanish measure of this subtest assesses phonological production of 28 Spanish words. When conducted with the English measure ([learn more here](#)), this subtest is designed to differentially diagnose typical from atypical phonological skills in Spanish-English bilingual children. BESA Morphosyntax Subtest. This subtest employs cloze and sentence repetition tasks to target grammatical morphemes and sentence structures that were predicted to be difficult for children with language impairment in Spanish. A grammatical cloze subscore, a sentence repetition subscore, and a total score that is a composite of those two subscores are derived. BESA Semantics Subtest. This subtest targets six tasks: analogies, characteristic properties, categorization, functions, linguistic concepts, and similarities and differences. The Spanish semantics subtest has a total of 25 items: 12 receptive and 13 expressive. Subscores are provided for semantics receptive and semantics expressive, as well as a total semantics score for each language. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. [Learn more about BESA here.](#)

bilingual english spanish assessment: Besa Stimulus Book Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Purpose: The Bilingual English-Spanish Assessment (BESA) was developed in response to the need for valid, reliable instruments for assessment of speech and language ability, along a continuum, in English-Spanish bilingual children ages 4 through 6 years. DESCRIPTION OF BESA COMPONENTS AND SUBTESTS The BESA is a comprehensive assessment of a child's speech and language abilities in English and Spanish. Two ancillary questionnaires (BIOS and ITALK) can be used to document language exposure and use, allowing the examiner to develop a profile of any parent and teacher concerns. BESA subtests address the domains of phonology, morphosyntax, and semantics separately for both Spanish and English. There are three standardized and norm-referenced subtests addressing language ability, and one criterion-referenced activity allowing observation of pragmatic language. Administration time varies depending on whether or not both languages are tested and which subtests are included. Administration takes between one hour (for one language) and two hours (for both languages). Bilingual Input-Output Survey (BIOS) The BIOS is typically completed as part of an interview by the examiner. In this survey, parents are asked about the language exposure history of the child. This information helps the examiner know when and in what context each of the child's two languages were used on a year-to-year basis. In addition, parents and teachers are asked what language the child hears and uses during a typical school day, and during a typical weekend day on an hour-by-hour basis. This information provides clinicians with information about relative use and exposure to each language and can help guide whether to test children in Spanish, English, or both. The parent survey (BIOS-Home) takes 10 to 15 minutes to complete; the teacher survey (BIOS-School) can be completed in 5 to 10 minutes. Inventory to Assess Language Knowledge (ITALK) The ITALK is completed by the examiner as a parent and teacher interview. The ITALK items address relative use of a child's two languages and five areas of speech and language development in Spanish and English (vocabulary, grammar, sentence production, comprehension, and phonology). Parents and teachers are asked to identify the perceived level of the child's performance in each language. This inventory provides a brief indicator of relative language use. It also provides a description of parent and teacher concern and can be used to guide development of the assessment strategy. Results of the inventory can be used to interpret diagnostic results from BESA or other language tests. The ITALK can be completed in 10 minutes or less. BESA Pragmatics

Activity The Pragmatics activity is based on Fey's (1986) model of assertiveness and responsiveness. In an interactive format, children are asked to help wrap a present with the examiner. Through this realistic situation, obligatory contexts are set up to elicit different assertive and responsive acts. The Pragmatics activity utilizes English, Spanish, or both languages together (via code-switching) depending on the child's preferred language of interaction. The activity should be used to identify children who may encounter difficulties in situations that require the children to be active participants (e.g., classroom). If administered at the beginning of a battery of tests, the Pragmatics activity provides an excellent opportunity to establish rapport with the child and will also provide clinicians with an indication of how collaborative and interactive the child will be during the rest of the assessment. This activity takes 5-10 minutes to complete.

BESA Phonology Subtest The Phonology subtest is a single-word phonological assessment designed primarily to differentially diagnose typical from atypical phonological skills in Spanish-English bilingual children. Analyses are also included that allow the examiner to profile the phonological skills in these children. The assessment includes two measures. The Spanish measure assesses phonological production using 28 Spanish words. The English measure assesses phonological production using 31 English words. The Phonology subtest takes 10 to 15 minutes to administer in each language, depending on the individual child (20 to 30 minutes total).

BESA Morphosyntax Subtest The Morphosyntax subtest employs cloze and sentence repetition tasks to target grammatical morphemes and sentence structures that were predicted to be difficult for children with language impairment in English or Spanish. Forms tested in English include plural -s, possessive -s, past and present tense, third-person singular, progressives, copulas, auxiliary do + negatives, and passives, as well as complex verb forms, conjunctions, and embedded prepositions and noun phrases. The English Morphosyntax Subtest has 24 cloze items and 9 sentence repetitions items. Forms tested in Spanish include articles, progressives, clitics, subjunctives, preterite, complex verb forms, and conjunctions. The Spanish Morphosyntax Subtest has 15 cloze items and 10 sentence repetitions items. For each language, a grammatical cloze subscore, a sentence repetition subscore, and a total score that is a composite of those two are derived. The morphosyntax test takes approximately 15 minutes to administer in each language (30 minutes total).

BESA Semantics Subtest The Semantics subtest targets six tasks: analogies, characteristic properties, categorization, functions, linguistic concepts, and similarities and differences. These six item types were based on the literature describing acquisition of semantic breadth and depth in order to tap into how children organize and access their lexical system (Peña, Bedore, & Rappazzo, 2003). The English Semantics subtest has a total of 25 items: 10 receptive and 15 expressive. The Spanish Semantics subtest also has 25 items, 12 receptive and 13 expressive. Scoring allows for code-mixing--giving children credit for a correct response in either language. Subscores are provided for semantics receptive and semantics expressive, as well as a total semantics score for each language. The Semantics subtest takes about 15 minutes to administer in each language (30 minutes total).

USES OF THE BESA The BESA is designed to be used with children who speak English, Spanish, or both languages. The BESA subtests are psychometrically sound and yield scaled and standard scores for each of the domain tests (phonology, morphosyntax, and semantics). The questionnaires provide criterion-based guidelines to determine language(s) of testing and to develop an assessment strategy. The tests can be used together for a complete speech and language battery or the examiner may select tests specific to the diagnostic question. Presently, the test is appropriate for children between the ages of 4;0 and 6;11. The BESA can be used (a) to identify language impairment in bilingual and monolingual Latino children, (b) to document progress in speech and language related to intervention, (c) to document the dominant language in each domain including morphosyntax, semantics, and phonology, and (d) in research studies of bilingual children with and without language impairment.

Identification of Language Impairment The BESA is specifically designed to assess the speech and language of English-Spanish bilingual children's two languages. The primary use of the BESA is to identify phonological and/or language impairment in bilingual and EL children via a standardized protocol. The objective scores obtained on the BESA across three domains can be

used in combination with clinical observations, language samples, as well as with other standardized measures to identify children with speech and/or language impairment. Through use of a combination of BESA subtests, clinicians can document children's speech and language strengths and needs. Documentation of Progress A second use of the BESA is to monitor children's progress in speech and language. After initiation of a speech and language intervention program, children's progress should be regularly documented. It is recommended that daily probes be used to monitor children's session-to-session progress. This information should be used to make decisions about the direction of the intervention. The BESA is sensitive to year-to-year changes in children's speech and language growth and the particular language in which progress is being made. Thus, in addition to the more sensitive measures of daily progress, the BESA can be administered at broader intervals (e.g., annually or semi-annually) to gauge progress in a specific program of intervention, to document continued need for intervention, and to document achievement of treatment goals for exiting services. Documentation of Language Input and Output Documentation of a bilingual's dominant language is a challenge in school settings. Many children who have exposure to more than one language demonstrate mixed dominance, whereby they perform higher in one language in one domain, but higher in the other language in a different domain. It is therefore important to know what a child's relative dominance is across different domains of speech and language. This information can be useful for planning intervention, as well as for planning educational programming for bilingual children. Together, the BIOS-Home and BIOS-School provide an objective measure of children's input and output of Spanish and English. This information helps speech-language pathologists, parents, teachers, and administrators know how much the child hears and uses each language and in what contexts. This information is independent of performance, which can be affected by child characteristics such as language ability. In addition to the BIOS, the Spanish and English standardized test scores can be compared directly for phonology, morphosyntax, and semantics to determine a child's best language for a particular domain. If children's standard scores across domains are within 5 points of each other, we consider them to be balanced. Research Uses There are a number of ways that the BESA subtests can be used in research. ITALK can be used to gain parent and teacher observations about the child's performance across five domains of speech and language in Spanish and English as part of qualifying data for a study. BIOS can be used to document weekly input and output in Spanish and English as a way of grouping children by language experience and/or by year of first exposure. For bilingual children with language impairment, BIOS provides a measure that is independent of their test performance on speech and language tasks. The three domain subtests can be used together or independently to assess children's speech and language. These can be used to qualify children for a study or to group children by ability. As of this writing, the authors have conducted and published several studies with the longer, experimental versions of BESA subtests. In addition, researchers across the country have used the experimental versions of BESA in studies of bilingual Spanish-English speakers. Researchers in Spanish-speaking countries are in the process of using the Spanish version of these measures in research studies.

bilingual english spanish assessment: Introducing Preschool Language Scale Irla Lee Zimmerman, Roberta Evatt Pond, Violette G. Steiner, 2002-04-01

bilingual english spanish assessment: Assessing Language and Literacy with Bilingual Students Lori Helman, Anne C. Ittner, Kristen L. McMaster, 2019-10-22 From expert authors, this book guides educators to conduct assessments that inform daily instruction and identify the assets that emergent bilinguals bring to the classroom. Effective practices are reviewed for screening, assessment, and progress monitoring in the areas of oral language, beginning reading skills, vocabulary and comprehension in the content areas, and writing. The book also addresses how to establish schoolwide systems of support that incorporate family and community engagement. Packed with practical ideas and vignettes, the book focuses on grades K-6, but also will be useful to middle and high school teachers. Appendices include reproducible forms that can be downloaded and printed in a convenient 8 1/2 x 11 size.

bilingual english spanish assessment: *Common Language Assessment for English Learners* Margo Gottlieb, 2011-07-01 Learn how to plan, implement, and evaluate common language assessments for your English learners. With this step-by-step guide, teachers, school leaders, and administrators will find organizing principles, lead questions, and action steps all directing you toward collaborative assessment. Yield meaningful information for and about EL learning preferences, build student self-assessment, and inform your instructional decision making based on reliable results.

bilingual english spanish assessment: *Issues in the Assessment of Bilinguals* Virginia C. Mueller Gathercole, 2013-10-07 With growing mass migration across the globe, researchers, practitioners, educators and policy makers are increasingly faced with rising numbers of multilingual children and adults. This volume raises key issues surrounding the evaluation of language abilities and proficiency in multilingual speakers, taking into account the facts concerning the processes of learning, speaking and understanding two languages. *Issues in the Assessment of Bilinguals* brings together researchers working on bilingual and multilingual children and adults in a variety of multilingual settings: typically developing bilingual children, bilingual and multilingual children and adults found in classrooms, and bilingual children growing up in sociolinguistically fluid bilingual communities - making this an essential volume which raises key issues for anyone assessing performance.

bilingual english spanish assessment: *Difference Or Disorder* Ellen Kester, 2014-07-09 Accurately differentiate between errors that are related to second-language influence or are due to a communication disorder. Is your student having difficulty because they have an impairment or because they are learning a second language? Improve instructional targets for culturally and linguistically diverse students in the general education classroom as well as make gains and improve referrals for special education. The framework used in this book makes it easy for any education professional to distinguish between language differences and language disorders regardless of your own language background.

bilingual english spanish assessment: *Cambridge Advanced Learner's Dictionary* Kate Woodford, Guy Jackson, 2003 The Cambridge Advanced Learner's Dictionary is the ideal dictionary for advanced EFL/ESL learners. Easy to use and with a great CD-ROM - the perfect learner's dictionary for exam success. First published as the Cambridge International Dictionary of English, this new edition has been completely updated and redesigned. - References to over 170,000 words, phrases and examples explained in clear and natural English - All the important new words that have come into the language (e.g. dirty bomb, lairy, 9/11, clickable) - Over 200 'Common Learner Error' notes, based on the Cambridge Learner Corpus from Cambridge ESOL exams Plus, on the CD-ROM: - SMART thesaurus - lets you find all the words with the same meaning - QUICKfind - automatically looks up words while you are working on-screen - SUPERwrite - tools for advanced writing, giving help with grammar and collocation - Hear and practise all the words.

bilingual english spanish assessment: *The Assessment of Bilingual Aphasia* Michel Paradis, Gary Libben, 2014-03-05 The Bilingual Aphasia Test is a comprehensive language test designed to assess the differential loss or sparing of various language functions in previously bilingual individuals. The individual is tested, separately, in each language he or she previously used, and then in the two languages simultaneously. The testing is multimodal -- sampling hearing, speaking, reading, and writing; and multidimensional -- testing various linguistic levels (phonological, morphological, syntactic, lexical, and semantic), tasks (comprehension, repetition, judgment, lexical access and propositionizing), and units (words, sentences, and paragraphs). The BAT is structured as follows: * To test a bilingual aphasic, you will need the following testing elements: the stimulus books for each of the languages in which the individual was formerly fluent, the single-language tests for each of these languages, as well as the bilingual test that links them. For example, if you are testing an English-French bilingual aphasic, you will need an English stimulus book, a French stimulus book, an English single-language test, a French single-language test, and an English-French bilingual test. * The BAT can also be used to test monolingual aphasics. To test for

monolingual aphasia, you will need the stimulus book and the single-language test in the language in which the individual was formerly fluent. * Professor Paradis' book, *The Assessment of Bilingual Aphasia*, provides the background material and serves as the manual for the test. The BAT is available in dozens of languages and language pairs. There are now 106 bilingual pairs available. Additional single-language and bilingual tests are being prepared continuously. If the language (or language pair) you need is not listed, please call LEA to find out if and when it will be available. Single-language materials are now available in: Amharic Arabic (Jordanian) Arabic (Maghrebian) Armenian (Eastern) Armenian (Western) Azari Basque Berber Bulgarian Catalán Chinese (Cantonese) Chinese (Mandarin) Croatian Czech Danish Dutch English Farsi Finnish French Friulian Galician German Greek Hebrew Hindi Hungarian Icelandic Inuktitut Italian Japanese Kannada Korean Kurdish Latvian Lithuanian Luganda Malagasy Norwegian Oryia Polish Portuguese (Brazilian) Portuguese (European) Rumanian Russian Somali Spanish (American) Spanish (European) Swahili Swedish Tagalog Tamil Turkish Ukrainian Urdu Vietnamese Yiddish Bilingual pairs are now available in: Amharic/English Amharic/French Arabic/Armenian Arabic/English Arabic/French Arabic/Somali Arabic/Swahili Armenian/English Armenian/Farsi Armenian/French Armenian/Russian Basque/English Basque/French Basque/Spanish Berber/English Berber/French Bulgarian/English Bulgarian/French Bulgarian/German Bulgarian/Russian Catalán/Spanish Chinese (Cantonese)/English Chinese (Mandarin)/English Chinese/French Croatian/English Croatian/French Croatian/Italian Czech/English Czech/German Czech/Russian Czech/Swedish Danish/English Danish/German Dutch/English Dutch/French Dutch/German Dutch/Hebrew English/Farsi English/Finnish English/French English/Friulian English/German English/Greek English/Hebrew English/Hindi English/Hungarian English/Icelandic English/Italian English/Japanese English/Korean English/Latvian English/Lithuanian English/Luganda English/Norwegian English/Polish English/Portuguese English/Rumanian English/Russian English/Serbian English/Somali English/Spanish English/Swahili English/Swedish English/Tagalog English/Turkish English/Urdu English/Vietnamese Farsi/French Farsi/Hebrew Finnish/French Finnish/Swedish French/Friulian French/German French/Greek French/Hebrew French/Hungarian French/Italian French/Japanese French/Malagasy French/Polish French/Rumanian French/Russian French/Serbian French/Somali French/Spanish French/Swahili French/Urdu French/Vietnamese Friulian/German Friulian/Italian Galician/Spanish German/Greek German/Hebrew German/Hungarian German/Italian German/Polish German/Russian German/Spanish German/Swedish Greek/Spanish Greek/Turkish Italian/Rumanian Italian/Spanish Portuguese/Spanish Russian/Swedish Somali/Swahili

bilingual english spanish assessment: Solutions for the Assessment of Bilinguals

Virginia C. Mueller Gathercole, 2013-09-27 *Solutions for the Assessment of Bilinguals* presents innovative solutions for the evaluation of language abilities and proficiency in multilingual speakers – and by extension, the evaluation of their cognitive and academic abilities. This volume brings together researchers working in a variety of bilingual settings to discuss critical matters central to the assessment of bilingual children and adults. The studies include typically developing bilingual children, bilingual children who may be at risk for language impairments, bilingual and multilingual children and adults found in classrooms, and second-language learners in childhood and adulthood. The contributions propose a variety of ways of assessing performance and abilities in the face of the multiple issues that complicate the best interpretation of test performance.

bilingual english spanish assessment: Goldman Fristoe 2 Ronald Goldman, Macalynne Fristoe, Kathleen T. Williams, 2000 Issued for use as a kit, consisting of 4 components, tracks articulation skills from preschool through primary and secondary school years and into young adulthood.

bilingual english spanish assessment: Current Issues in Language Evaluation, Assessment and Testing Christine Coombe, Christina Gitsaki, 2016-03-08 *Current Issues in Language Evaluation, Assessment and Testing: Research and Practice* is a collection of research papers, most of which were presented at the 17th World Congress of the International Association of Applied Linguistics (AILA), which was held in 2014 in Brisbane, Australia. The volume comprises 15 chapters presenting current research projects and discussing issues related to language testing and the development of

language assessment instruments in a variety of contexts around the world. This anthology will be of use to both new and seasoned researchers within the field of Applied Linguistics and TESOL. Teacher educators, language teachers, and language assessment professionals will find this volume equally useful as the papers present current trends in testing and evaluation.

bilingual english spanish assessment: Bilingual Speech-language Pathology Hortense García Ramirez Kayser, 1995 CONTENTS Foreword by Orlando L. Taylor, Ph.D. The Bilingual Speech-Language Pathologist. Speech and Language Development, Disorders, Assessment, and Intervention. Spanish Phonological Development. Spanish Morphological and Syntactic Development. Early Intervention? Que Quiere Decir Eso? What Does That Mean? Narrative Development and Disorders in Spanish-Speaking Children. Language and Assessment/Instructional Programming for Linguistically Different Learners. Considerations in the Assessment and Treatment of Neurogenic Communication Disorders in Bilingual Adults. Assessment Issues and Considerations. Bilingualism, Myths, and Language Impairments. Interpreters. Intelligence Testing of Hispanic Students. Assessment of Speech and Language Impairments in Bilingual Children. Language Samples. Conclusions. Research Needs and Conclusions.

bilingual english spanish assessment: The Assessment of Emergent Bilinguals Kate Mahoney, 2017-02-20 This textbook is a comprehensive introduction to the assessment of students in K-12 schools who use two or more languages in their daily life: English Language Learners (ELLs), or Emergent Bilinguals. The book includes a thorough examination of the policy, history and assessment/measurement issues that educators should understand in order to best advocate for their students. The author presents a decision-making framework called PUMI (Purpose, Use, Method, Instrument) that practitioners can use to better inform assessment decisions for bilingual children. The book will be an invaluable resource in teacher preparation programs, but will also help policy-makers and educators make better decisions to support their students.

bilingual english spanish assessment: Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning JOHANNE. GENESEE PARADIS (FRED. CRAGO, MARTHA.), Fred Genesee, Martha Crago, 2021-03 Updated with the latest research, this third edition of the bestselling textbook prepares SLPs and educators to support young children who are dual language learners and make informed decisions about assessment and intervention when a disorder is present.

bilingual english spanish assessment: Young English Language Learners Eugene E. Garcia, Ellen C. Frede, 2019-07-05 It is well known that the number of non-English speakers is on the rise in the United States. What is less well known is that the largest proportion of this population is children under the age of 5. These young English language learners (ELLs) often demonstrate achievement gaps in basic math and reading skills when they start school. How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners. The chapters in this important book provide up-to-date syntheses of the research base for young ELLs on critical topics such as demographics, development of bilingualism, cognitive and neurological benefits of bilingualism, and family relationships, as well as classroom, assessment, and teacher-preparation practices. Contributors: Linda M. Espinosa, Margaret Freedson, Claudia Galindo, Fred Genesee, Donald J. Hernandez, José E. Náñez Sr., and Flora V. Rodríguez-Brown "This is a must-have for those who are working directly or indirectly with young English language learners." —Olivia Saracho, University of Maryland, College Park, Maryland

bilingual english spanish assessment: Language Disorders in Bilingual Children and Adults, Third Edition Kathryn Kohnert, Kerry Danahy Ebert, Giang Thuy Pham, 2020-08-26 Language Disorders in Bilingual Children and Adults, Third Edition, provides speech-language pathologists, advanced students in communication disorders programs, and clinical language researchers with information needed to formulate and respond to questions related to effective service delivery to bilingual children and adults with suspected or confirmed language disorders. The bilinguals of interest represent varying levels of first and second language proficiency across the lifespan. That is, bilingualism is not determined here by proficiency in each language, but rather

by the individual's experience or need for two languages. In separate chapters, the book synthesizes the literature on bilingual children and adults with typical and atypical language skills. These chapters give the reader a deep understanding of the multiple factors that affect language development and disorders in those who rely on two languages for meaningful interactions. Chapters on assessment and intervention issues and methods are then presented for each population. For children, the text focuses on developmental language disorder but also discusses secondary language disorders (such as autism spectrum disorder) in bilingual populations. For adults, the focus is on aphasia, with additional discussion of dementia, traumatic brain injury, and right hemisphere disorder. Although child and adult, typical and atypical populations are presented separately, all are considered within a unifying Dynamic Interactive Processing perspective and within a new Means-Opportunities-Motives framework for understanding language disorders in bilinguals. This broad theoretical framework emphasizes interactions between social, cognitive, and communicative systems to form the basis for very practical implications related to assessment and intervention. This third edition has been completely updated to reflect the current research on bilingual populations and the best practices for working with them. Studies at the intersection of bilingualism and language disorders have expanded to include additional disorders and new language combinations. The authors synthesize the current literature and translate it for clinical use. New to the Third Edition • Coauthors Kerry Danahy Ebert, PhD, CCC-SLP and Giang Thuy Pham, PhD, CCC-SLP • Updated literature review and references to reflect new research on bilingualism, cultural competence, cognitive advantages and clinical practice with linguistically diverse populations • Case studies on assessment with bilingual children and adults • Additional tables and figures summarizing key information • Available evidence on additional child and adult language disorders in bilinguals • Updated extension activities and resource supplement

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