## Assessment Resources

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Functional Assessment Checklist

Is the student experiencing difficulties in any of the following?

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</table>

What concerns you the most?
_______________________________________________________________________________
_______________________________________________________________________________

What information would you like from this assessment? Please list in order of importance.
_______________________________________________________________________________
_______________________________________________________________________________

Person completing this form ___________________________________________________________________________ Date ______________

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Guidelines and Resources for the Oregon Department of Education - 2007 Revisions
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Clinical Judgment Checklist

Whenever you, the assessor, are in the process of considering the educational needs and diagnosis of the Culturally and Linguistically Different Exceptional Student (CLDE), please be sure to include the following issues in your summary:

Name:___________________________________________ Date of Birth:__________________
School:__________________________________________ Date of Report:________________
Language Dominance:          Test:_______________________ Test:_______________________
                              Date:_______________________ Date:_______________________
Score for L1:___________________ Score for L2:_____________________
Country or Origin:_____________________________________ Years in U.S.:______________
Total Years of Formal Instruction:_________ Number of Schools Attended:______________
Attendance:____________________________________ Transience Patterns:______________

1. What information do you have about this student’s culture?

   Is the information significant?

2. What impact does the student’s culture have upon the classroom teacher?

   Is the information significant?

3. What information do you have about the student’s command of social English (BICS) and academic English (CALPs)?

   What impact does this have on his/her academic achievement?

   Is the information significant?

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.
4. What information do you have from the CST/SST about this student?

Is the information significant?

5. If you used standardized measures, did you check to ensure that they are technically adequate?

6. What standardized assessment information do you have?

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
<th>Significance</th>
</tr>
</thead>
</table>

What do these scores tell you about instructional needs?

7. Did you modify any of the standardized measures that you used?

What effect does this have on the information that you gained?

Is the information significant?

How will you report this information?

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.
8. What informal assessment information do you have?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Significance</th>
</tr>
</thead>
</table>

What do these scores tell you about instructional needs?

9. Are there any discrepancies in your assessment data?

Is the information significant?

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.
10. How does your informal assessment information cross-validate with your informal assessment information?

<table>
<thead>
<tr>
<th>Informal Data</th>
<th>Formal Data</th>
</tr>
</thead>
</table>

11. Did you use an interpreter/translator for any of your assessment?

<table>
<thead>
<tr>
<th>Measure</th>
<th>Information Gained</th>
<th>Significance</th>
</tr>
</thead>
</table>

12. What information did you gain from your interpreter/translator about the student?

Is the information significant?

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.
13. What information did you gain from your interpreter/translator about the student?

   Instructional Presentation:

   Classroom Environment:

   Teacher Expectations:

   Cognitive Emphasis:

   Motivational Strategies:

   Relevant Practice:

   Academic Engaged Time:

   Informal Feedback:

   Adaptive Instruction:

   Progress Evaluation:

14. What is the learning (or teaching) style of the

   Student? Teacher?

   Field

   Tolerance:

   Tempo:

   Categorization:

   Persistence:

   Anxiety:

   Locus of control:

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.
15. Summarize the overall educational needs of this student:

Source: Clark C. (1990). *The EXITO Assessment Model*. (Presented to the Bilingual Special Education Faculty and Students at The University of Texas at Austin, Austin TX., April, 1995) © 1990, Candace Clark. Material used with permission.
Assessment Tools in Spanish

Be aware that some English/Spanish versions of a test are Spanish translations of an English test and may use English norms. As much as possible be sure the norms fit the student you are assessing. Otherwise caution is recommended when interpreting results. Included in this listing are informal assessment tools (such as criterion referenced tests), rating scales and interview/observation forms as well as tests available in other languages. Nonverbal Cognitive Tests are listed separately at the end of this section.

Language Proficiency/Dominance

Bilingual Language Proficiency Questionnaire (1985)
Parent Interview
Academic Communication Associates, Inc.
Educational Book division, Bldg. 102
4001 Avenida de la Plata
P.O. Box 4279
Oceanside, CA  92052-4279
1-888-758-9558
www.acadcom.com

Language Assessments Scales (1990)
Speaking, listening, reading, writing
Grades Pre-K through 12
CTB/McGraw Hill Book Co.
20 Ryan Ranch Rd
Monterey, CA  93940
1-800-538-9547
www.ctb.com

Bilingual Verbal Ability Test (BVAT) Normative Update (2005)
Ages 5a to adult
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL  60008
1-800-323-9540
www.riverpub.com

Ages 2 to 90+
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL  60008
1-800-323-9540
www.riverpub.com
Speech

Academic Communication Associates, Inc.
Educational Book division, bldg. 102
4001 Avenida de la Plata
P.O. Box 4279
Oceanside, CA 92052-4279
1-888-758-9558
www.acadcom.com

Test of Phonological Awareness in Spanish (TPAS) (2004)
Ages 4-10 through 10-11
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN 55437-1187
1-800-627-7271
http://ags.pearsonassessments.com

Language

Test De Vocabulario en Imagenes Peabody (TVIP) (1986)
Ages 2-6 to 17-11
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN 55437-1187
1-800-627-7271
http://ags.pearsonassessments.com

Ages 6 to 21
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtassessment.com

Medida de Sintaxis Bilingue (Bilingual Syntax Measure I and II) (1978)
Grades preschool to grade 12
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtassessment.com
Ages 5-0 through 7-11  
Harcourt Assessment  
19500 Bulverde Rd  
San Antonio, TX  78259  
1-800-211-8378  
[www.harcourtassessment.com](http://www.harcourtassessment.com)

**Cognitive**

**Bateria III Woodcock-Munoz (Bateria III) (2001)**  
Ages 2 to 90+  
Riverside Publishing  
3800 Golf Rd., Suite 100  
Rolling Meadows, IL  60008  
1-800-323-9540  
[www.riverpub.com](http://www.riverpub.com)

**Behavior/Adaptive Behavior**

**Behavior Assessment System for Children (BASC-2) (2004)**  
Ages 2 through college age  
American Guidance Service (Pearson Assessments)  
5601 Green Valley Dr.  
Bloomington, MN  55437-1187  
1-800-627-7271  
[http://ags.pearsonassessments.com](http://ags.pearsonassessments.com)

Ages 0 to 90  
Survey Interview Form  
American Guidance Service (Pearson Assessments)  
5601 Green Valley Dr.  
Bloomington, MN  55437-1187  
1-800-627-7271  
[http://ags.pearsonassessments.com](http://ags.pearsonassessments.com)

Ages 0 – 89  
Harcourt Assessment  
19500 Bulverde Rd  
San Antonio, TX  78259  
1-800-211-8378  
[www.harcourtassessment.com](http://www.harcourtassessment.com)
Beck Depression Inventory II (BDI-II) (1996)
Ages 13 to 80
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX 78259
1-800-211-8378
www.harcourtaevaluation.com

Academic

Bateria III Woodcock-Munoz (Bateria III) (2001)
Ages 2 to 90+
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL 60008
1-800-323-9540
www.riverpub.com

Grades Pre K to 9
Curriculum Associates, Inc.
P.O. Box 2001
North Billerica, MA 01862-9914
1-800-225-0248
www.curriculumassociates.com

Vocational

Grades middle school to adult
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomingto, MN 55437-1187
1-800-627-7271
http://ags.pearsonassessments.com

Preschool

Birth to age 7-11
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL 60008
1-800-323-9540
www.riverpub.com
Birth to age 6-11
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX  78259
1-800-211-8378
www.harcourtassessment.com

Assessment Tools in Other Languages

Bilingual Language Proficiency Questionnaire English/Vietnamese (1985)
Parent Interview
Academic Communication Associates
Educational Book division, Bldg. 102
4001 Avenida de la Plata
P.O. Box 4279
Oceanside, CA  92052-4279
1-888-758-9558
www.acadcom.com

Bilingual Vocabulary Assessment Measure (1995)
Record forms in English, Spanish, French, Italian, and Vietnamese
Ages 3 and up
Academic Communication Associates, Inc.
Educational Book division, Bldg. 102
4001 Avenida de la Plata
P.O. Box 4279
Oceanside, CA  92052-4279
1-888-758-9558
www.acadcom.com

Bilingual Verbal Ability Test (BVAT) Normative Update (2005)
in 17 languages plus English
Ages 5 to adult
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL  60008
1-800-323-9540
www.riverpub.com
Nonverbal Cognitive Tests

Nonverbal scale
Ages 3 to 18
American Guidance Service (Pearson Assessments)
5601 Green Valley Dr.
Bloomington, MN  55437-1187
1-800-627-7271
http://ags.pearsonassessments.com

Universal Nonverbal Intelligence Test (UNIT) (1998)
Ages 5-0 to 17-11
Riverside Publishing
3800 Golf Rd., Suite 100
Rolling Meadows, IL  60008
1-800-323-9540
www.riverpub.com

Wechsler Nonverbal Scale of Ability (WNV) (2006)
Prek – college
Harcourt Assessment
19500 Bulverde Rd
San Antonio, TX  78259
1-800-211-8378
www.harcourtassessment.com
Think-Alouds to Assess Comprehension
(Wade, 1990)

1. Think-alouds are an excellent way to obtain information about both the individual’s product and the performance process.

2. Think-alouds are individuals’ verbal self-reports about thinking processes.

3. Think-alouds allow us to obtain information re: how they attempt to construct meaning from text.

4. The general process of “think-alouds”:
   • Examiner provides a task and asks the individual to say aloud everything that comes to mind as they are performing it.
   • Only indirect cues are used to elicit information when necessary: “Can you tell me more”?
   • The remarks are recorded on a recorder and the nonverbals are also jotted down.
   • When used to assess comprehension, the examiner usually has students think aloud after reading short segments of passage.

5. For Wade’s application, it is important that the reading passages are selected/written so the readers cannot know for sure what the topic is until they have read the last segment.

6. Readers must generate hypotheses during the think-alouds about the text’s meaning from the clues in each text segment.

7. Wade has found that there are descriptive categories of comprehenders:

   **A. THE GOOD COMPREHENDER**
   - Is the interactive reader who constructs meaning and monitors comprehension
   - Tends to draw on background knowledge
   - Makes reasonable inferences about the passages
   - Recognizes when information is needed to confirm hypotheses
   - Abandons ideas inconsistent with further passages but constructs another that is consistent

   **B. THE NON-RISK TAKER**
   - Is a bottom-up processor
   - Takes passive role by failing to go beyond the text to develop hypotheses
   - May look for clues from the examiner, not the text
   - May frequently respond “I don’t know” or may repeat words or phrases verbatim
   - When they develop a hypothesis, it is often given in a questioning manner

   **C. THE NON-INTEGRATOR**
   - Draws on text clues and prior knowledge, developing new hypotheses for every segment of the text
   - Typically never relates to the previous hypotheses or to information presented earlier in the text
   - Appears a curious mixture of top-down/bottom-up processing
D. THE SCHEMA IMPOSER
- Is a top-down processor who holds an initial hypotheses despite incoming information that conflicts with that schema
- Appears unaware of alternative hypotheses

E. THE STORY TELLER
- Is an extreme example of a top-down processor
- Draws far more on prior knowledge or experience than on information stated in the text
- Seems to identify strongly with a character and makes causal inferences based on what they would do
Wade’s Procedure for a Comprehension Think-Aloud  
(Wade, 1990)

PREPARING THE TEXT
Choose a short passage (expository or narrative) written to meet the following criteria:
1. Text should be from 80 to 200 words in length, depending on the reader’s age and reading ability.
2. The text should be new to the reader but on a topic that is familiar to him or her. (Determine by means of interview or questionnaire prior to this assessment).
3. The text should be at the reader’s instructional level, which can be determined by use of an informal reading inventory.
4. Topic sentence should appear last, the passage should be untitled.
5. The text should be divided into segments of one to four sentences each.

ADMINISTERING THE THINK ALOUD PROCEDURE
1. Tell the reader that he or she will be reading a story in short segments of one or more sentences.
2. Tell the reader that after reading each section, he or she will be asked to tell what the story is about.
3. Have the student read a segment aloud. After each segment is read, ask the reader to tell what is happening, followed by nondirective probe questions as necessary. The questions should encourage the reader to generate hypotheses (what do you think this is about?) and to describe what he or she based the hypotheses on (what clues in the story helped you?).
4. Continue procedure until the entire passage is read. Then ask the reader to retell the entire passage in his or her own words. (The reader may reread the story first).
5. The examiner might also ask the reader to find the most important sentences(s).
6. The sessions should be tape recorded and transcribed. Observations should also be recorded.

ANALYZING THE RESULTS
Ask the following questions when analyzing the transcript:
1. Does the reader generate hypotheses? How confident of them is he/she?
2. Does he/she support hypotheses with information from the passage?
3. What information from the text does the reader use?
4. Does he/she relate material in the text to background knowledge and experience?
5. Does reader integrate new information with the schema already activated?
6. What does the reader do if there is information that conflicts with this schema?
7. At what point does the reader recognize what the story is about?
8. How does the reader deal with unfamiliar words?
Testing Language Ability
Sample Cloze

Instructions
In the following passage, 100 words have been omitted. Read the passage and insert whatever word makes sense according to the meaning of the passage. The word should be grammatically correct. Remember: insert only ONE word in each space. Read the whole passage at least once before you start to write.

Example:
The boy ______ across the street and bumped ______ a lamppost.
He ______ shaken up a little, but he managed to ______ walking.

The Jet Age Malady
A U.S. male brought up on the east coast of America stands eighteen to twenty inches from another male when in conversation. In talking to a woman he will increase the distance by about four inches. To stand at a distance of about thirteen inches usually has a sexual or aggressive connotation. However, in most parts of Latin America, thirteen ______ is just the right distance when talking ______ a person. When a man is brought up in a ______ American environment tries to talk to a ______ brought up on the East Coast of ______ United States an interesting thing happens. The Latin will ______ to maintain what he considers the ______ talking distance. The American

will, of course, step ______. Both will feel uncomfortable without quite ______ why. All they will know is that ______ is something wrong with the other ______. Most culture-blind Latins feel that the Americans ______ withdrawn and uncommunicative. Most culture-blind Americans ______ that Latins are pushy.

In most American urban areas, ______ be two minutes ______ for an appointment is all right. Three ______ is significant, but an apology is not expected. ______ five minutes the latecomer mutters an apology. In ______ Latin countries a five-minute unit is not ______: an apology is expected only for a time ______ longer than twenty minutes. Latins, influenced by ______ own cultural conditioning, feel that Americans are ______ polite and are obsessed with time because they ______ persons with whom they have appointments to ______ at a certain place at precisely a ______ time. A person unfamiliar with North American cultural conditioning ______ difficulty realizing that Americans handle time much ______ some tangible material--spending it, taking ______, using it up, or wasting it ______ a

Spanish-American or a Spaniard comes to work ______, he says, “El bus me dejó” (“the bus ______ me”), as opposed to the American, “______ missed the bus.” In English, the clock “runs.” ______ Spanish, “El reloj anda” (“the clock walks”).

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The Ochoa and Ortiz Multidimensional Assessment Model for Bilingual Individuals (NAMBI). Notes: CALP level 1-2 = minimal proficiency; CALP level 3 = emergent proficiency; CALO level 4-5 = fluent proficiency. See Chapter 9 for more information. NV, assessment conducted primarily in a nonverbal manner with English-language-reduced/acculturation-reduced measures; L1, assessment conducted in the first language learned by the individual (i.e., native or primary language); L2, assessment conducted in the second language learned by the individual, which in most cases refers to English; BL, assessment conducted relatively equally in both languages learned by the individual (i.e., the native language an English); , combinations of language development and instruction that are improbable or due to other factors (e.g., Saturday school, foreign-born adoptees, delayed school entry); , recommended mode of assessment that should take priority over other modes and which is more likely to be the most accurate estimate of the student’s true abilities; , secondary or optional mode of assessment may provide additional valuable information but which will likely result in an underestimate of the student’s abilities; , mode of assessment not recommended for students in K-2, but may be informative in 3-4, although results will likely be an underestimate of true ability; #, mode of assessment not recommended for students in K-1, but may be informative in 2-4, although results will likely be an underestimate of true ability.

## Assessing Culturally and Linguistically Diverse Students

### Table 11.1 Test Classifications by Degree of Cultural Loading and Linguistic Demand for the WJ III

<table>
<thead>
<tr>
<th>Degree of linguistic demand</th>
<th>Age</th>
<th>Subtests</th>
<th>CHC ability</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Degree of cultural loading: Low</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>4-85+</td>
<td>SPATIAL RELATIONS</td>
<td>$G_v$ (Vz, SR)</td>
</tr>
<tr>
<td>Moderate</td>
<td>4-85+</td>
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Links

Teaching Diverse Learners
http://www.alliance.brown.edu/tdl

National Association for Bilingual Education
http://www.nabe.org

National Center for Culturally Responsive Educational Practices
http://www.nccrest.org

Northwest Regional Educational Laboratory
http://www.nwrel.org

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs
http://www.ncela.gwu.edu

The Council for Exceptional Children
http://www.cec.sped.org

The International Reading Association
http://www.reading.org

Office of English Language Acquisition
http://ed.gov/about/offices/list/oela

CrossCultural Developmental Education Services (Catherine Collier)
http://www.crosscultured.com

Center for Research on Education, Diversity, and Excellence
http://crede.berkeley.edu