



Writing the Bilingual FIE Report

Pulling the pieces together

Components of the FIE Report

Typical

- Reason for Referral
- Sources of Information
- Physical Abilities
- Emotional/Behavioral
- Cognitive/Adaptive Behavior
- Behavior During Evaluation

Affected by Language&Culture

- Background Information
- Sociological
- Language History
- Assessment Procedures/Personnel
- Test Results
- Speech
- Language
- Academic

Background Information



- Age
- Gender
- Grade
- **Language(s)**
- **Educational Placement (ESL- bilingual)**
- School
- Medical History
- Parent Concern
- Teacher Concern
- Observation Information

BILINGUISTICS

Sociological

- Who does the child live with?
- **What are the ages of siblings?**
- **What languages are spoken in the home?**
- Have there been any significant life changes in the past three years
 - Divorce
 - Moves
 - Death of friends/family members
 - Birth of siblings
 - Recent immigrant
 - High family mobility
 - School attendance



Academic

- Language of instruction is a critical component of this section for ELLs.
- Specify language of reading and writing concerns.

Language History



- Details from your thorough language history form/interview
- Details of educational language environment
 - ESL Assessment Results
 - Educational Program
 - ESL
 - Transitional Bilingual
 - Early Exit Transitional Bilingual
 - Dual Language
 - English

BILINGUISTICS



Assessment Procedures/Personnel

- Who completed the evaluation
- In what languages was evaluation completed
- Standard procedures or not
- Modifications that were used
 - Additional Repetitions
 - Additional Response Time
 - Visual support



Assessment Procedures/Personnel

- The Speech and Language assessment was completed in both English and Spanish by a bilingual speech-language pathologist. Standard evaluation procedures were used during formal testing.
- OR Parent/Other served as interpreter for the evaluation and standard evaluation procedures were not used.

BILINGUISTICS



Assessment Procedures/Personnel

- A note regarding the bilingual assessment framework: The primary reason for referral was to rule-out an underlying disorder in communication abilities. When a child is exposed to two languages, this is investigated using a “difference vs. disorder” approach. Specifically, assessment data is obtained in both languages of exposure. Any noted errors or differences in communication skills are then analyzed and assigned to three main categories: 1) errors appropriate for the child’s age (developmental errors); 2) errors attributed to the interaction between the two languages spoken (cross-linguistic influence); and 3) atypical errors.

BILINGUISTICS



Assessment Procedures/Personnel

- Formal testing was conducted in ?? based on a history of exposure to ?? and ?? skills were probed informally.
- OR Based on the findings of informal probes in English and parental report that ?? is only exposed to and only uses Spanish, formal English testing was not indicated for the purposes of assessing ?? underlying language skills.
- OR Formal testing was conducted in English, however, as the student is not represented in the normative sample, standardized scores are not valid and not reported here. Qualitative information from the administration of the English test is included below in a discussion of <Student>'s strengths and weaknesses.

BILINGUISTICS

Receptive and
Expressive

Strengths and
Weaknesses

Content, Form, and
Use

Formal and
Informal Results

Spanish and
English

BILINGUISTICS



Test Results



- Chart
- We always attempt formal testing in both languages if it seems feasible.
- Do we include English scores????

Receptive Language Skills



- Assessment statement.
- Scores on Formal Measures
- Statements of consistency between test results and parent concern, teacher concern, informal measures, and dynamic assessment.
- Areas of Strength
- Areas of Need

Receptive Language Skills



- <<Student>> demonstrated receptive language skills that were within normal limits/impaired. He/She obtained a standard score of XX on the receptive language portion of the English/Spanish tests, placing him/her in the Xth percentile relative to children of his age and language background. Performance on Spanish testing was significantly higher than performance on English testing. This suggests lower proficiency in English and indicates that Spanish scores are a better reflection of current receptive language abilities. Informal measures were/were not consistent with results from formal assessments and were indicative of normal language learning/an impairment. Dynamic assessment results did/did not support these findings. Overall, the conclusions of this evaluation were consistent/inconsistent with parent and teacher concerns.

BILINGUISTICS

Areas of Strength - Receptive



- Content
 - Formal testing
 - Spanish
 - English
 - Informal measures
 - Spanish
 - English
- Formal testing
 - Spanish
 - English
- Informal measures
 - Spanish
 - English

- Form

- Relative strengths in Student's receptive language skills were noted in his ability to follow directions that included the concepts of inclusion and exclusion (e.g. *todos...menos/all...except*) and location (e.g. *dentro/in*). Student also demonstrated an understanding of a variety of sentence types, including negation, modifiers, prepositional phrases, interrogatives, and direct and indirect requests. He understood a variety of verb tenses, including the past perfect, infinitive, and the present progressive. In the area of semantics, or word meanings, Student demonstrated an understanding of a variety of word relationships, including items that belong in the same category, part-whole relationships, an item and the material it is made of, and items with the same functions. Student listened to a story and was asked questions about it. He demonstrated good understanding of the story and was able to correctly answer "Who," "What," "When," and "Where" questions following the story.

BILINGUISTICS

Areas of Need - Receptive



- Content
 - Formal testing
 - Spanish
 - English
 - Informal measures
 - Spanish
 - English
- Form
 - Formal testing
 - Spanish
 - English
 - Informal measures
 - Spanish
 - English

- Student demonstrated difficulty following directions that included sequences (e.g. primero/*first*, ultimo/*last*), conditionals (e.g. al menos que/*unless*), and temporal information (e.g. mientras/*while*). He demonstrated difficulty understanding sentences that included future tense verbs. A dynamic assessment was completed that indicated that with minimal cues (repetition or rewording), Student was able to follow directions with sequential, conditional, and temporal information.

Expressive Language Skills



- Assessment statement.
- Scores on Formal Measures
- Statements of consistency between test results and parent concern, teacher concern, informal measures, and dynamic assessment.
- Areas of Strength
- Areas of Need

Expressive Language Skills



- <<Student>> demonstrated expressive language skills that were within normal limits/impaired. He/She obtained a standard score of XX on the expressive language portion of the English/Spanish tests, placing him/her in the Xth percentile relative to children of his age and language background. Performance on Spanish testing was significantly higher than performance on English testing. This suggests lower proficiency in English and indicates that Spanish scores are a better reflection of current expressive language abilities. Informal measures were/were not consistent with results from formal assessments and were indicative of normal language learning/an impairment. Dynamic assessment results did/did not support these findings. Overall, the conclusions of this evaluation were consistent/inconsistent with parent and teacher concerns.

BILINGUISTICS

Areas of Strength - Expressive



- Content
 - Formal testing
 - Spanish
 - English
 - Informal measures
 - Spanish
 - English
- Form
 - Formal testing
 - Spanish
 - English
 - Informal measures
 - Spanish
 - English

- Relative strengths in Student's expressive language skills were noted in his use of social greetings and niceties (e.g. Thank-you, I'm sorry...), labeling of objects, and use of object descriptors. In the area of morphology, Student successfully used plurals in both languages. In Spanish he was able to use the present subjunctive form appropriately. Another relative strength was seen in Student's ability to describe the relationship between two objects. For example, he was able to tell the examiner that 4 and 7 "son números" / *are numbers* and that a circle and a triangle are shapes. He also scored within normal limits on an expressive vocabulary subtest, in which he named pictures of objects, such as "un castillo" / *a castle* and "un esqueleto" / *a skeleton*.

BILINGUISTICS

Areas of Need - Expressive



- Content
 - Formal testing
 - Spanish
 - English
 - Informal measures
 - Spanish
 - English
- Formal testing
 - Spanish
 - English
- Informal measures
 - Spanish
 - English

- Form

BILINGUISTICS

- Student's greatest area of difficulty in expressive language was noted in the form of his language, both morphology and syntax. Morphology refers to word inflections, such as plural endings and verb endings. Syntax refers to the way words are put together in sentences. Difficulty in language form was noted in his standard score of 49 (<1st percentile) on the Language Structure Index of the Spanish test. He was also noted to have difficulty with language form in informal testing in both Spanish and English. Specifically, he demonstrated difficulty with pronouns, possessives, noun and adjective derivations, and verb tenses, including present, past, future, and conditional. Student was not able to repeat sentences verbatim. He typically repeated a noun from the sentence but did not repeat the entire sentence. When asked to formulate sentences using a given word, he was not able to do so. He attempted the task but gave sentences that were not grammatical, such as "Los niños jugar (instead of juegan)."

BILINGUISTICS

Narrative Language

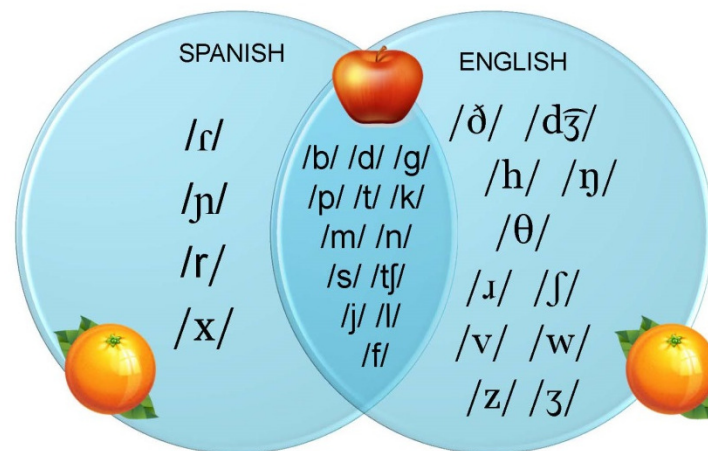
- Macrostructure of the Story
- Story grammar components
 - Characters
 - Setting
 - Events
 - Attempts
 - Resolution

Narrative Language

- <<Student>>'s language sample was also analyzed for story grammar elements, including information about characters, setting, events, attempts, and resolution. In his/her sample, <<Student>> gave the names of the characters, provided descriptions of the characters, described internal responses and motivations of the characters, described the initiating event, discussed attempts to solve the problem in the story, described the outcome of the attempts to solve problems, and provided an ending. <<Student>> did not give the names of the characters, provide descriptions of the characters, describe internal responses or motivations of the characters, describe the initiating event, discuss attempts to solve the problem in the story, describe the outcome of the attempts to solve problems, or provide an ending. <<Student>>'s use of story grammar components is age appropriate/below that of same-age peers. Performance on the narrative tasks was consistent with performance on formal and informal testing, parent report, and teacher report.

Speech

- Speech patterns need to be examined in each language and how they interact.
- Phonology
- Articulation
- Intelligibility
- Fluency



Dynamic Assessment



- Examiner Effort
- Response level
- Indicative of Impairment
- Prognostic Indicator

Dynamic Assessment



- **Could be included under Receptive, Expressive, or Narrative Section)**
- <<Student>>'s difficulties with ??? in formal/informal assessment were specifically targeted as part of a Dynamic Assessment during the evaluation/in one/two separate session/sessions. After a mediated learning experience that provided targeted instruction on the importance of ???, <<Student>> was given the opportunity to practice this skill and then was given a similar task to perform.

Dynamic Assessment



- <<Student>>'s ability to ??? improved from successfully demonstrating the skill in X/X opportunities to X/X opportunities. He/She improved in this area to the extent that he/she (INSERT EXAMPLE), OR he/she demonstrated her improvement by ???, OR his/her performance on the same type of task improved, however, he/she needed prompts to continue to ???. <<Student>> had continued difficulty with ???, and he/she was only able to ??? in X/X opportunities during one/two Dynamic Assessment trials. It has been observed that he/she has had limited exposure to ??? and is currently learning ??? in his/her classroom. <<Student>> was observed to ??? by his/her teacher/parent/the examiner, which indicates that he/she is/is not making improvements in this area as a result of exposure and classroom instruction, and that he/she requires/does not require additional support to be a successful language learner in this area.

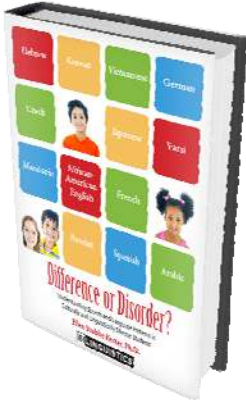
BILINGUISTICS

Great Resources for Evaluations!

Click below to find out more.



Bilingual Articulation and Phonology Assessment (BAPA)



Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students



Developmental Speech and Language Norms for Spanish and English E-book



Test of Articulation and Phonology (iTap)



Assessment with English Language Learners: A Bilingual Approach



Effectively Evaluating Young Children