

ACTION, REQUIRES RESPONSE

LOS ANGELES UNIFIED SCHOOL DISTRICT Planning, Assessment and Research

DISTRIBUTION: All Schools with Grades K-12; Local District Offices

SUBJECT: REFERENCE GUIDE NO.129
PRIMARY LANGUAGE ASSESSMENT IN
LANGUAGES OTHER THAN SPANISH, K-12

DATE: July 1, 2003

DIVISION: Planning, Assessment and Research

APPROVED: ESTHER WONG, Assistant Superintendent

ROUTING

Local District Supts.
Local District Directors
of Instruction
Local District School
Support Directors
Local District EL
Program Staff
Principals
EL Coordinators

For assistance, please call Eva Garcia, Specialist, School Information Branch at (213) 241-2450.

I. BACKGROUND

According to state guidelines, districts are required to assess each English learner (EL) in their primary language in comprehension, speaking, reading and writing within 90 calendar days of enrollment. The District's Master Plan for English Learners recommends assessment in the primary language be administered by trained personnel within 45 calendar days of enrollment to provide a basis for making the best instructional decision for the student.

Identified ELs (K-12) who speak a primary language other than Spanish will be assessed in the primary language as follows:

A. For ELs whose primary language is one of the following 26 languages:

Arabic	Farsi	Hmong	Lao	Portuguese
Armenian	French	Ilocano	Mandarin	Russian
Cantonese	German	Italian	Navajo	Serbo-Croatian
Cambodian (Khmer)	Greek	Japanese	Pilipino	Toishanese
Creole	Hindi	Korean	Polish	Ukrainian
				Vietnamese

- Administer Basic Inventory of Natural Languages (BINL) to assess oral proficiency.
- Administer the District's Informal Assessment of Home Language Literacy, Part I (Parent Questionnaire) and Part II (Student Name, Reading and Writing) to assess reading and writing proficiency.

B. For ELs whose primary language is not one of the 26 BINL languages listed above:

- Administer the entire Informal Assessment of Home Language Literacy to assess listening comprehension, speaking, reading and writing skills in the student's primary language.

Follow the procedures provided in this reference guide to administer both BINL and Informal Assessment of Home Language Literacy.

II. ADMINISTERING BASIC INVENTORY OF NATURAL LANGUAGES (BINL)

A. General Instructions

1. BINL is administered to identified ELs in grades K-12 who have a home language other than Spanish and who are new enrollees to the district.
2. To ensure a valid BINL score, BINL pictures must be used and 10 samples of the student's natural language must be collected.
3. The teacher must transcribe each student's tape-recorded language samples onto a BINL Individual Oral Scores Sheet (IOS). The tape may be erased once the BINL results have been returned to the school.
4. A series of integrity checks will be applied to all scores sheets. The integrity checks will identify transcription and test administration errors which are discussed in Section 6C.
5. Students new to the district are NOT to be assessed with BINL if their records indicate that they were tested in another district and a language classification was assigned.

Schools should record the student's primary language result on the cumulative record, Section 4, in the space labeled "Primary Language Proficiency Test Label." Print the test given, where administered, date administered, and the student's score/classification.

6. Additional BINL materials may be purchased as follows:
 - a. BINL Individual Oral Scores Sheets are listed in the Catalog of Standard Supplies and Equipment for Schools and Offices, Testing Materials Section, Commodity Code: 7859090045. The scores sheets are copyrighted and are not to be duplicated.
 - b. BINL Kits and replacement components may be purchased from CHECpoint Systems, Inc. For more information, please call (800) 635-1235.

B. Procedures to Complete BINL Individual Oral Scores Sheets

Administer the BINL in the primary language of the student.

1. Transcribe responses from tape to the student's scores sheet.
2. Complete all student information requested at the top of the scores sheet.

C. BINL Computer Printouts and Labels

1. Individual Oral Scores Sheets Meeting Integrity Checks
 - a. BINL computer printouts (Report 20) and individual labels will be returned with the original BINL scores sheets.
 - b. The label must be placed on the student's cumulative record.

2. Individual Oral Scores Sheets Not Meeting Integrity Checks (No BINL labels issued)

- a. BINL computer printouts (Report 20E) will be sent to the school with original BINL scores sheets. Report 20E will list students by teacher and grade and give the reason(s) why the test did not meet the integrity checks.
- b. Individual Oral Scores Sheets with transcription errors or test administration errors must be resubmitted to the School Information Branch. Scores sheets with:
 - Transcription errors (run-on sentences, phrases) must be transcribed correctly on a new individual oral scores sheet.
 - Administration errors (BINL pictures were not used) will require re-administration according to the test author's guidelines.

D. Submitting BINL Individual Oral Scores Sheets

Individual Oral Scores Sheets should be mailed to the BINL/LAS Processing Center at least once a week to receive results in a timely manner.

1. Check each Individual Oral Scores sheet to be sure that:
 - a. Student information grid is complete and PRINTED.
 - b. Word count is given for each language sample in the column titled "Fluency."
 - c. Pretest date is entered.
 - d. IOS sheets are paper clipped by grade and by teacher.
 - e. IOS sheets are placed in separate envelopes for each primary language.
2. Incomplete or illegible scores sheets will be returned to the school for correction.
3. Packing Slip (see Attachment A)
 - a. Use attachment A as a "master copy" to be reproduced and used during the 2003-2004 school year.
 - b. Use a new Packing Slip each time the BINL scores sheets are submitted for scoring.
 - c. Complete a separate Packing Slip for each primary language.

E. Requesting Duplicate BINL Labels

If the original BINL label is lost, duplicate labels can be produced only for students tested after June 30, 1989. A duplicate BINL label may be requested by completing a copy of Attachment B and sending it to:

School Information Branch
Beaudry Building, 23rd Floor.

III. ADMINISTERING INFORMAL ASSESSMENT OF HOME LANGUAGE LITERACY (IAHLL)

IAHLL informally evaluates a student's oral language, reading, and writing abilities in his/her primary language.

A. The IAHLL includes two parts:

1. Part I: Parent Questionnaire

The Parent Questionnaire is designed to collect information from parents about a student's previous instruction. Information from parents will assist schools to judge the level of student achievement in the home language.

2. Part II: Student Performance

Student Performance contains four sections: 1) Oral Proficiency, 2) Student Name, 3) Reading, and 4) Writing. Each section is designed to elicit a range of responses from simple to complex. Results will assist schools in judging the level of the student's social and academic communication abilities in the home language.

B. Procedures for Administering IAHLL

The IAHLL is to be conducted by the school's designated assessor in the student's home language. It may be facilitated by a bilingual adult or an older student (fifth grade or higher) who is literate in the language being tested.

The designated assessor must follow the directions outlined on the attached **Administration Instructions** (Attachment C) which describes the recommended assessment conditions, needed materials, and specific information for each assessment item.

The attached **Response Form** (Attachment D) is used to record responses gathered during the assessment process, including the parent interview and student performance portions. When the process is completed, the Response Form should be filed in the student's cumulative record along with the student's writing sample.

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ATTACHMENT A

BINL PACKING SLIP

..... Cut here and tape to face of envelope.

TO: School Information Branch
BINL/LAS Processing Center
Beaudry Building, 23rd Floor

Date Mailed: _____

FROM: _____
(School Name)

Location Code: _____

(Name of Coordinator)

() _____
School Telephone Number

Directions: Tape this Packing Slip securely to the face of a large envelope. Write the specific primary language and enter the number of BINL scores sheets submitted.

PRIMARY LANGUAGE	NO. OF BINLs	OFFICE USE ONLY
Specify primary language: _____	 _____	Date Received: Date Returned to School:

USE THIS FORM ONLY ONCE

..... Cut here and tape here to face of envelope.

NOTE: Make copies as needed. Retain this form as your "original" copy.

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ATTACHMENT B

REQUEST FOR DUPLICATE BINL LABELS

Complete this form to request duplicate BINL label(s). Duplicate labels are available for students tested **after June 30, 1989**.

School: _____ Location Code: _____

Contact: _____ Telephone: (_____) _____

STUDENT NAME Last, First	BIRTHDATE (mm/dd/yy)	GENDER (F/M)	DATE TESTED	ENGLISH BINL	PRIMARY LANGUAGE BINL

Please fold, staple, and return via school mail to: School Information Branch
BINL/LAS Processing Center
Beaudry Building, 23rd Floor

NOTE: Make copies as needed. Retain this form as your "original" copy.

(Return address)

SCHOOL INFORMATION BRANCH
BINL/LAS Processing Center
Beaudry Building, 23rd Floor

DUPLICATE BINL LABEL REQUEST

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ATTACHMENT C

ADMINISTRATION INSTRUCTIONS

Informal Assessment of Home Language Literacy
(For Languages Other Than Spanish)

This assessment is to be administered by the school-designated assessor in the student's home language. The assessment should take place in a comfortable location. The family should feel welcome at the school and at ease with the assessor. First, the assessor interviews the adult who enrolled the student to complete the Parent Questionnaire. The remainder of assessment (Part II) is conducted with the student.

The following materials should be provided for the assessment:

- Three to five BINL pictures (ESL pictures or sturdy prints that depict social situations may be substituted for BINL pictures).
- A selection of pencils (at least one primary and one upper grade pencil).
- A selection of reading material in the student's home language, representing more than one grade level, if possible (see your local district EL program staff for samples).
- A selection of writing paper, with and without lines (8 ½ x 11).
- Response Form with the name of the student and date completed.

Examiner:

- Write your name on the Response Form as the person administering the assessment.
- Write your position in the school or your grade, if you are a student. Write the name of the language you are using to give this assessment.
- Write the name of the person you will interview for Part I and record that person's relationship to the child (father, mother, aunt, family friend, etc).

PART I: PARENT QUESTIONNAIRE

Examiner: Make sure parents feel at ease. Explain that the following questions need to be asked to help the school assess the child's language abilities in their home language and to help the parents decide upon the best instructional program placement.

- Ask the questions in Part I and record the answers on the Response Form.
- Use the Comments Section to record any additional information offered by the parent that may help the school understand the child's use of the home language.

PART II: STUDENT PERFORMANCE

Oral Proficiency Section (Optional for student assessed with the BINL)

Examiner: Ask the student to choose a picture that interests him/her. Refer to the picture selected and ask the questions on the Response Form using the student's home language.

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ATTACHMENT C

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Fill in the blanks with the words you use to ask the questions. Check whether or not the student responds correctly. Record the student's response to the last question in the home language. Then write what it means in English. Check the category on the Response Form that best describes the student's overall oral language proficiency.

Student Name Section

Examiner: Make sure the student is seated comfortably and feels at ease. Ask the student to choose a pencil. Using the student's home language, ask the student to write his/her name in the space provided on the Response Form. When the student has finished, record your observations in the spaces provided. If responses to this section and the Parent Questionnaire indicate a lack of school experience, **do not continue with the assessment.**

Reading Section

Examiner: Using reading selections provided by the Local District EL program staff or other available books, newspapers, or printed magazines in the home language, do the following:

- Ask the student to find/locate letters, numbers, words, units of meaning that he/she recognizes.
- Ask the student to find a portion of the page to read silently and then aloud.
- Ask the student to retell what was read.
- Check the categories on the Response Form that best describe the student's responses.
- Use the Comment Section to record any observations you made that may assist a teacher to better understand the child.
- Record the student's overall reading proficiency in the home language.

Writing Section

Examiner: Ask the student to choose a paper and pencil. Then ask the student to choose a picture or topic to write about. Encourage him/her to write an interesting story. Give the student time to complete the task (anywhere from 10 to 30 minutes). Then, ask him/her to read the story to you and clarify any questions you may have. Check the categories on the Response Form that best describe the student's writing. Record the student's overall writing proficiency in the home language.

Staple the sample of student writing to the Response Form and return the assessment paper to the school file in the student's cumulative record.

CONCLUDING THE ASSESSMENT

Examiner: Thank the student and his/her family for their cooperation. Assure them that they have been helpful. Tell them that you will share the assessment results with the school administrator and with the child's teacher. Encourage the parents to visit the school when they have any questions or concerns. Let them know the ways they can communicate their concerns to the school. Find out how best to reach them if they are needed by the school.

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ATTACHMENT D

RESPONSE FORM

Informal Assessment of Home Language Literacy
(For Languages Other Than Spanish)

School

Student's Name

Date

Name of Person Administering the Assessment

Position/Grade

Language

PART I PARENT QUESTIONNAIRE

Name of Person Supplying Information

Relation to the Child

Has your child ever received instruction or attended school? ☐ Yes ☐ No

If yes, where? _____

At what age did your child begin instruction? _____

How many years did your child receive instruction? _____

Is your child able to read in his/her home language? _____

Give examples of what he/she can read. _____

Is your child able to write in his/her home language? _____

Give examples of what he/she can write. _____

Is your child able to solve math/number problems? _____

Give some examples. _____

Comments: _____

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PART II STUDENT PERFORMANCE

Oral Proficiency

1. Point to the _____ . () Correct () Incorrect
2. Where's the _____ ? () Correct () Incorrect
3. Is this a _____ ? () Correct () Incorrect
4. Is this a _____ ? () Correct () Incorrect
5. Tell me about the _____ .

Student's response to question #5: _____

In English this means: _____

Student's overall oral proficiency in the home language is:

☐ Non-proficient ☐ Limited ☐ Functional ☐ Proficient

Student Name: _____

Student writes: ☐ whole name ☐ part of name ☐ letters ☐ none of his/her name

Quality of writing appears to be: ☐ good ☐ fair ☐ poor

Speed of writing is: ☐ natural ☐ unusually slow

NOTE: If responses in this section and the Parent Questionnaire indicate a lack of instruction or school experience, do not continue with the assessment.

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ATTACHMENT D

Reading

Write the name of reading selection used for this assessment.

Material (from local district): _____

Book _____

Newspaper _____

Magazine _____

- | | |
|---|--|
| ☐ Is unable to identify any symbols. | ☐ Is unable to retell anything. |
| ☐ Identifies some numbers correctly | ☐ Retells with difficulty. |
| ☐ Identifies some symbols correctly. | ☐ Retells most of passage. |
| ☐ Identifies some words correctly. | ☐ Retells with expression and detail. |
| ☐ Reads phrases. | |
| ☐ Reads sentences. | |
| ☐ Reads paragraphs. | |

Comments: _____

Student's overall reading proficiency in the home language is:

- ☐ Non-proficient ☐ Limited ☐ Functional ☐ Proficient

Writing

- | | |
|---|---|
| ☐ Is unable to write. | ☐ Includes details. |
| ☐ Writes numbers. | ☐ Includes descriptive words. |
| ☐ Writes letters. | ☐ Writing sample is clear and organized with a beginning, middle, and end. |
| ☐ Writes parts of words. | |
| ☐ Writes words or phrases. | |
| ☐ Writes sentences. | |

Comments: _____

Student's overall writing proficiency in the home language is:

- ☐ Non-proficient ☐ Limited ☐ Functional ☐ Proficient

Note: Staple the student's writing sample to this form and file in the student's cumulative record.