

- WISC-V
- WAIS-IV
- WPPSI-IV
- WIAT-III
- WJ IV COG
- WJ IV ACH
- WJ IV OL
- KABC-II
- KTEA-3
- CAS2
- DAS-II
- SB5

To **SET** or change user mode for X-BASS, use the buttons to the right. Beginner Mode displays additional guidance and assistance in using the program. Intermediate mode displays typical informational and confirmational messages. Advanced mode suppresses all except critical messages.

User Mode

Beginner Intermediate Advanced

	1. ENTER NAME (if new case)	2. ENTER DATES/GRADE	3. CREATE NEW DATA RECORD
*Name of Examinee:	Maria Ayala - Case Study	*Date of Evaluation: 5/29/2017	<div style="border: 2px solid blue; border-radius: 50%; padding: 10px;"> <p>Use mm/dd/yyyy If an error occurs, try yyyy/mm/dd.</p> <p>PK,K,1-12,12</p> <p>Create New Record</p> <p>Check box if examinee is an English learner (EL) <input checked="" type="checkbox"/></p> </div>
Name of Evaluator:	L. Sikologo	*Date of Birth: 9/6/2007	
Examinee's Age:	9 years 8 month(s)	*Examinee's Grade: 4	

DATA RECORD IS ACTIVE

To **OPEN** and activate a saved record from the database, select it from the dropdown menu on the right. Data records are listed in alphabetical order by first name. Once selected, all data associated with the record will be populated in the appropriate locations. Click the Index button at the upper right corner of this tab to begin reviewing and updating the saved data. The program can store and retrieve data for up to 500 cases.

OPEN SAVED DATA RECORD

Maria Ayala - Case Study

To **SAVE** or update the current data record, click the blue "Save Current Record" button and continue working. Frequent saves are recommended.

Save Current Record

To **RUN** a PSW Quick Analysis click the yellow button and enter the scores and grade level. There is no need to create a case record to conduct PSW-QA.

PSW Quick Analysis

To **EXPORT** the current data record (or all records) to a file, click the "Export Current Database" button. This action will create a file that can be used with the new version.

Export Current Database

You must have already saved the current data record before you can use this button to import it.

Import Saved Database

CAUTION: This action will permanently erase all data.

Clear Data/Reset Program

CAUTION: Make sure this is what you want to do before clicking this button.

Delete Record

Click this button to check for updates. A message will appear if an update is available.

Check for Updates

Begin by opening X-BASS and navigating here, the Start tab. Enter the required information, check the EL box (although even if you forget, simply entering data in the C-LIM will automatically inform X-BASS that the case involves an EL), then click the green button to create a new case record based on the name you entered.

This program is based on *Essentials of Cross-Battery Assessment (3rd Edition)*.

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- WISC-V
- WAIS-IV
- WPPSI-IV
- WIAT-III
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- WJ IV ACH
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- DAS-II
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To **SET** or change user mode for X-BASS, use the buttons to the right. Beginner Mode displays additional guidance and assistance in using the program. Intermediate mode displays typical informational and confirmational messages. Advanced mode suppresses all except critical messages.

User Mode
 Beginner
 Intermediate
 Advanced

1. ENTER NAME (if new case)

**Name of Examin*
Name of Evalua
Examinee's A

To **OPEN** and activate order by first name. On upper right corner of th

To **SAVE** or update the

To **RUN** a PSW Quick A

To **EXPORT** and save th creates a file that can be

To **IMPORT** a saved dat exported the previous d

2. ENTER DATES/GRADE

Continue to C-LIM Index?

i

A new case record has been created or a saved one has been retrieved from the database. The words 'DATA RECORD IS ACTIVE' should now appear in green. If not, click 'Cancel' and press the 'Create New Record' button again (or if retrieving a saved case, click 'Clear Data/Reset Program' and then reselect the saved case). The next step is to begin entering test scores and since it has been indicated that the examinee is an English learner, you should navigate to the C-LIM Index to begin the process of evaluating the potential adverse influence of cultural and linguistic variables on the test data. If you would you like to continue to the C-LIM Index now, click 'Yes' or if this is a saved case and you wish to navigate elsewhere, click 'No' to go to the Index tab. Click 'Cancel' to stop or end help.

Yes

No

Cancel

3. CREATE NEW DATA RECORD

Create New Record

Check box if examinee is an English learner (EL)

DATA RECORD IS ACTIVE

OPEN SAVED DATA RECORD

Maria Ayala - Case Study

Save Current Record

PSW Quick Analysis

Export Current Database

Import Saved Database

Clear Data/Reset Program

Delete Record

Check for Updates

If the EL box was checked, when creating the new case record, X-BASS will then prompt you to go to the C-LIM Index tab first to do initial analyses. This is because you need to first evaluate test score construct validity before attempting to apply Cross-Battery Assessment (XBA) principles that address psychometric and theoretical validity.

CAUTION: This action permanently erased.

Make sure this is what you

An update is available.

Edition).

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SLD Identification with an English Learner: A Case Study

XBA Analyzer **Start** **Culture-Language Interpretive Matrix - Index** **Index** **C-LIM Analyzer**
C-LTC Reference **Tab Help** **Release: 2.4** **Next Step** **C-LIM Summary**
C-LIM Notes **Statements**

Name: Maria Ayala - Case Study **Grade:** 4 **Date:** 5/29/2017
Evaluator: L. Sikologo **Age:** 9 years 8 month(s) **DOB:** 9/6/2007

WISC-V **WAIS-IV** **WPPSI-IV** **WIAT-III** **WI IV CDG** **WI IV ACH** **WI IV OL** **KABC-II** **KTEA-3** **CAS2** **DAS-II** **SBS**

STEP 1. DETERMINE DIFFERENCE: **Difference?**

Proper evaluation of test scores requires a determination regarding the degree of "difference" the examinee exhibits relative to the degree of acculturative learning and developmental language proficiency in English compared to the test's normative sample. The notion of "difference" addresses how comparable the examinee's experiences and background are relative to other individuals of the same age or grade. Less comparability means more difference. A good starting point for making a determination involves assessment of the individual's developmental language proficiency relative to native English speakers. After making the determination, indicate the degree by using the appropriate button below. The difference may be changed as desired on any tab.

INDICATE DEGREE OF DIFFERENCE HERE: Compared to typical native English speaker and considering the amount of English exposure compared to other ELs, this student's background is best described as: Slightly Different Moderately Different Markedly Different

STEP 2. ENTER SCORES IN C-LIM ANALYZER: **C-LIM Analyzer** **C-LIM Summary**

If the present case involves a current or former English Learner, it is important to consider the impact that cultural and linguistic variables may have had on test performance. Accordingly, it is best to begin analysis by entering scores in the C-LIM Analyzer directly, instead of into their respective test tabs. This method accommodates all cases, including those where there are additional cross-battery subtest data for which there is no specific test tab provided. Once on the C-LIM Analyzer tab, click the button corresponding to the name of the core battery for which you have data and the program will automatically populate the matrix with the subtest names in their correct classifications. Now enter all subtest scores for that battery and repeat the process by selecting another button corresponding to the name of another battery for which you have subtest scores. Any scores entered previously into the matrix will be automatically preserved and integrated with the new scores. Once all data are entered, use the results and graphs to determine the impact of cultural and linguistic factors on test performance. If analysis indicates results are likely or possibly valid, subtest data can be transferred automatically by using the "Transfer Scores" button to send them to either their respective core battery test tab or the appropriate broad ability domain in the XBA Analyzer. Transferred scores will also appear automatically in the C-LIM Summary. Subtest scores may be entered into the matrix as Scaled Scores (1-19) or deviation IQ scores (40-160). T-scores (10-90) may also be entered but ONLY for the DAS-II subtests. T-scores from any other battery must first be converted before entry into the matrix using the converter at the bottom of the matrix.

STEP 3. EVALUATION AND INTERPRETATION: **Interpretation** **Statements**

After entering all subtest scores in the C-LIM Analyzer, the results can be evaluated via the matrix and associated graphs that appear below the matrix on the C-LIM Analyzer tab. It is important to read the C-LIM Notes tab for detailed guidance on determining the extent to which cultural and linguistic factors might have affected the validity of the original subtest scores (via C-LIM Analyzer) or whether later supplemental/follow up subtest scores might have changed the original analysis (via C-LIM Summary). If supplemental/follow up evaluation is deemed appropriate, the next step is to enter the supplemental/follow up scores into the C-LIM Analyzer and then subtest scores into the C-LIM Summary. This is particularly helpful for supplemental/follow up evaluation within the matrix using the same primary and secondary batteries.

NOTES ON USE OF NATIVE LANGUAGE BATTERIES

Although some Spanish-language batteries (e.g., WPPSI-IV Spanish) are available, the use of these batteries for the identification of possible gifted or talented ELs is not recommended. The purpose of the C-LIM is to establish classification of performance for subtests used in the matrix for analysis only and not for guidance or assistance in the identification of possible gifted or talented ELs.

Development and a

Advanced users can really just go to the C-LIM Analyzer (top right button on this tab). If you are not familiar with the concept of "degree of difference" yet, then you must make a determination based on the examinee's language development and acculturative acquisition. The default setting is "Moderately Different" which is appropriate in most cases.

SLD Identification with an English Learner: A Case Study

XBA Analyzer Start Culture-Language Interpretive Matrix - Index Idea C-LIM Analyzer

C-LTC Reference Tab Help Release: 2.4 Next Step C-LIM Summary

C-LIM Notes Statements

Name: Maria Ayala - Case Study Grade: 4 Date: 5/29/2017

Evaluator: L. Sikologo Age: 9 years 8 month(s) DOB: 9/6/2007

WISC-V WAIS-IV WPPSI-IV WIAT-III **WI IV CDG** WI IV ACH WI IV OL KABC-II KTEA-3 CAS2 DAS-II SBS

STEP 1. DETERMINE DIFFERENCE: **Difference?**

Proper evaluation of test scores requires a determination regarding the "degree of difference" the examinee exhibits relative to the degree of acculturative learning and developmental language proficiency in English compared to the test's normative sample. The notion of "difference" addresses how comparable the examinee's experiences and background are relative to other individuals of the same age or grade. Less comparability means more difference. A good starting point for making a determination involves assessment of the individual's developmental language proficiency relative to native English speakers. After making the determination, indicate the degree by using the appropriate button below. The difference may be changed as desired on any tab.

INDICATE DEGREE OF DIFFERENCE HERE: Compared to typical native English speaker and considering the amount of English exposure compared to other ELs, this student's background is best described as: Slightly Different Moderately Different Markedly Different

STEP 2. ENTER SCORES IN C-LIM ANALYZER: C-LIM Analyzer C-LIM Summary

If the present case involves a current or former English Learner, it is important to consider the impact that cultural and linguistic variables may have had on test performance. Accordingly, it is best to begin analysis by entering scores in the C-LIM Analyzer directly, instead of into their respective test tabs. This method accommodates all cases, including those where there are additional cross-battery subtest data for which there is no specific test tab provided. Once on the C-LIM Analyzer tab, click the button corresponding to the name of the core battery for which you have data and the program will automatically populate the matrix with the subtest names in their correct classifications. Now enter all subtest scores for that battery and repeat the process by selecting another button corresponding to the name of another battery for which you have subtest scores. Any scores entered previously into the matrix will be automatically preserved and integrated with the new scores. Once all data are entered, use the results and graphs to determine the impact of cultural and linguistic factors on test performance. If analysis indicates results are likely or possibly valid, subtest data can be transferred automatically by using the "Transfer Scores" button to send them to either their respective core battery test tab or the appropriate broad ability domain in the XBA Analyzer. Transferred scores will also appear automatically in the C-LIM Summary. Subtest scores may be entered into the matrix as Scaled Scores (1-19) or deviation IQ scores (40-160). T-scores (10-90) may also be entered but ONLY for the DAS-II subtests. T-scores from any other battery must first be converted before entry into the matrix using the converter at the bottom of the matrix.

STEP 3. EVALUATION AND INTERPRETATION: Interpretation Statements

After entering all subtest scores in the C-LIM Analyzer, the results can be evaluated via the matrix and associated graphs that appear below the matrix on the C-LIM Analyzer tab. It is important to read the C-LIM Notes tab for detailed guidance on determining the extent to which cultural and linguistic factors might have affected the validity of the original subtest scores (via C-LIM Analyzer) or whether later supplemental/follow-up subtest scores might have changed the original analysis. If an evaluation is deemed appropriate, the results of the analysis, including the obtained index, composite, and cluster scores, should be documented in the C-LIM Summary. This is particularly important when a function of supplemental/follow-up scores is used within the matrix using the same primary battery.

***NOTES ON USE OF NA**

Although some Spanish-language batteries are used for the identification of possible gifted or talented students, they are not established classification of performance for subtests from such batteries. Therefore, it is recommended that matrices based on native-language tests or for the purposes of identifying gifted/talented ELs be used for qualitative analysis only and not for guidance or assistance in making diagnostic decisions.

Development and operation of the C-LIM is based on concepts from *Essentials of Cross-Battery Assessment (3rd Ed.)*. Users must read Chapter 5 prior to use.

If you are not sure about how to determine the "degree of difference" or want more details and guidance in selecting the appropriate degree of difference, click the blue "Difference?" button to be taken to the C-LIM Notes tab where you will find additional information and guidelines.

SLD Identification with an English Learner: A Case Study

Instructions for Use and Interpretation

General: The program is comprised of several tabs that correspond to individual test batteries including popular intelligence and cognitive abilities, neuropsychological, and speech-language tests. To use the C-LIM, simply identify the main battery used in your assessment and click on the tab corresponding to that battery. You will be taken to the test-specific matrix for the core battery you select where you will see the subtests from the battery in their proper classifications within the matrix. Each cell within the matrix, space permitting, allows for entry of additional data from other tests that may have been utilized in the evaluation. It will be important to know the exact location of each subtest not listed in the matrix so that it can be found easily via the drop down menus. Any and all subtests belonging to a particular cell classification (e.g., Low Language/Low Culture) will appear in the drop down menus of the corresponding cells in the matrix. The test-specific matrices are available in the book and in Appendix I and can be consulted regarding the specific classification/location of any given subtest. Any demographic information entered on the index page will be carried over to the test tabs automatically.

Step 1. DIFFERENCE: To properly evaluate the influence of cultural and linguistic test variables on test performance, users must indicate the degree of "difference" for the individual being evaluated. In general, the greater the "difference," the greater the adverse effect on performance. Therefore, it is important to make this determination as accurately as possible and to use it as the appropriate basis on which to evaluate the impact on test scores. The determination is based primarily on the degree of "difference" the examinee exhibits in terms of the relative exposure to and opportunity for acculturative learning as well as potential differences in developmental language proficiency in English, as compared to the test's normative sample. To assist in making this determination, the following guidelines are offered as a framework for consideration of the relevant variables. At this time, the decision regarding degree of "difference" remains subject to clinical judgment and the considerations provided below should NOT be construed as a checklist of any kind or as an exhaustive list regarding factors that may merit consideration of the determination of difference.

SLIGHTLY DIFFERENT

Language proficiency in terms of speaking English is at the advanced to proficient (fluent) level, and English may have long been the primary language. However, knowledge of and familiarity with the native/heritage language is still evident, relatively good language models in English are available in the home, individual no longer needs or never received ESL/ESOL services, has been attending school for about five to seven years with all instruction in English only, is likely third generation or later (was born in U.S. and parents also born in the U.S.), family appears highly acculturated but elements of the heritage culture are still present, and family or developmental history contains no unusual circumstances or significant experiences affecting development or education. Overall, most experiences are similar to mainstream population and subtle cultural and linguistic differences remain.

MODERATELY DIFFERENT (This is the default level used in the program and the most likely degree of difference for most evaluations)

Language proficiency in terms of speaking English is at the intermediate to advanced level and knowledge and use of the native/heritage language is clearly evident, language models in English are not readily available in the home, individual is either close to no longer needing or has recently stopped receiving ESL/ESOL services, has been attending school for at least three years with most instruction in English only or primarily in English, is likely second generation (but first to be born in the U.S.), family is not highly acculturated to mainstream and significant elements of the heritage culture are present, family is not acculturated much to the mainstream and nearly all elements of the heritage culture are present. Family or developmental history may contain an unusual circumstance or experience affecting development or education (e.g., recent immigration, significantly impoverished environment, upbringing, and economic status, an interruption in language development, etc.). Overall, few experiences are similar to mainstream population and many significant and obvious cultural and linguistic differences remain.

MARKEDLY DIFFERENT

Language proficiency in terms of speaking English is beginner to intermediate level and use of the native/heritage language is prominent and often primary, no language models in English are available at home, individual is receiving or has recently begun to receive ESL/ESOL services, has been attending school outside the U.S. but it has been intermittent or interrupted or of poor quality and consistency, attendance in school in the U.S. for less than three years with most instruction in English only or primarily in English, is possibly first or second generation (not born in U.S., came to U.S. at a very early age, or is first to be born in the U.S.). Family or developmental history may contain one or more extremely unusual circumstances and experiences (e.g., recent immigration, refugee status, significantly impoverished environment, upbringing, and economic status, limited communicative experiences with adults, repeated or significant interruptions in language development, etc.). Overall, no experiences are similar to mainstream population and all significant and obvious cultural and linguistic differences remain present and prominent.

C-LIM Index

C-LIM Analyzer

C-LIM Summary

In short, the notion of "difference" addresses how comparable the examinee's experiences and background are relative to other individuals of the same age or grade. Less comparability means more difference.

These are the detailed guidelines for determining degree of difference for the examinee. Follow the guidelines and then either navigate directly to the C-LIM Analyzer (middle blue button) or back to the C-LIM Index (first blue button) and indicate the degree of difference using the radio buttons provided.

The Culture-Language Test Classifications

Culture-Language Test Classifications - Reference Table
Release: 2.4

Buttons: XBA Analyzer, Interpretation, Statements, Start, Tab Help, Index, Next Step, C-LIM Index, C-LIM Analyzer, C-LIM Summary.

Test Categories: WISC-V, WAIS-IV, WPPSI-IV, WIAT-4, WIAT-III, WI-IV COG, WI-IV ACH, WI-IV OL, KABC-II, KTEA-3, CAS2, DAS-II, SBS.

Culture-Language Test Classifications - Reference [Print Classifications](#)

TIER 1 1. LOW LANGUAGE - LOW CULTURE	TIER 2 2. MOD LANGUAGE - LOW CULTURE	TIER 3 3. HIGH LANGUAGE - LOW CULTURE
TIER 2 4. LOW LANGUAGE - MOD CULTURE	TIER 3 5. MOD LANGUAGE - MOD CULTURE	TIER 4 6. HIGH LANGUAGE - MOD CULTURE
TIER 3 7. LOW LANGUAGE - HIGH CULTURE	TIER 4 8. MOD LANGUAGE - HIGH CULTURE	TIER 5 9. HIGH LANGUAGE - HIGH CULTURE

DEGREE OF LINGUISTIC DEMAND		
LOW	MODERATE	HIGH
1. LOW LANGUAGE - LOW CULTURE (Tier 1)	2. MOD LANGUAGE - LOW CULTURE (Tier 2)	3. HIGH LANGUAGE - LOW CULTURE (Tier 3)
ASA Tonal Discrimination (Ga:U1,U9) ASA Tonal Patterning (Ga:US,UM;Gsm:MS) Bateria III COG Atencion Auditiva (Ga:UR) Bateria III COG Integracion de Sonidos (Ga:PC) Bateria III COG Palabras Incompletas (Ga:PC) Bateria III COG Reconocimiento de Dibujos (Gv:MW) Bateria IV COG Pareo de Numeros Identicos (Gs:P) Bateria IV COG Procesamiento FoneticO (Ga:PC,Glr:FW) Bateria IV COG Series Numericas (Gf:RQ) Bateria IV COG Visualizacion (Gv:Vz) Beery VP Test of Visual Perception (Gv:Vz) Beery VMI Test of Visual-Motor Integration (Gv:Vz,Gp:P1) CAS2 Figure Memory (Gv:MW,CF) CAS2 Matrices (Gf:I) CAS2 Number Detection (Gs:P) ChAMP Objects (Gv:MW) ChAMP Objects Delayed (Gv:MW) CTMT Trial 1 (Gs:P) CTMT Trial 2 (Gs:P) CTMT Trial 3 (Gs:P) CTONI-2 Geometric Analogies (Gf:I) CTONI-2 Geometric Categories (Gf:I) CTONI-2 Geometric Sequences (Gf:RG) DAS-II Copying (Gv:Vz) DAS-II Matching Letter-Like Forms (Gv:Vz) DAS-II Matrices (Gf:I) DAS-II Pattern Construction (Gv:Vz) DAS-II Recall of Designs (Gv:Vz)	ASA Blending (Ga:PC) ASA Mimicry (Gsm:MS) ASA Rhyming (Ga:US,UR) Bateria III COG Analisis-Sintesis (Gf:RG) Bateria III COG Inversion de Numeros (Gsm:MW) Bateria III COG Rapidez en Decision (Gs:P) Bateria III COG Relaciones Espaciales (Gv:Vz) Bateria IV COG Inversion de Numeros (Gsm:MW) CAS2 Planned Codes (Gs:P) CAS2 Planned Number Matching (Gs:P) CAS2 Visual Digit Span (Gsm:MS) CELF-4 Number Repetition-Backward (Gsm:MW) CTMT Trial 5 (Gs:P;Gsm:MW) CTOPP-2 Memory for Digits (Gsm:MS) CTOPP-2 Sound Matching (Ga:PC) DAS-II Recall of Digits-Backward (Gsm:MW) DAS-II Speed of Information Processing (Gs:P) DTVP-3 Form Constancy (Gv:Vz,CF) FAM Spatial Memory (Gv:MW) KABC-II Block Counting (Gv:Vz) KABC-II Number Recall (Gsm:MS) KABC-II Rebus (Glr:MA) KABC-II Rebus Delayed (Glr:MA) KBNA Auditory Signal Detection (Ga:US) KBNA Spatial Location (Gv:MW) MFVPT-3 Motor Free Visual Perception Test (Gv:Vz;Gsm:MW) MFVPT-4 Motor Free Visual Perception Test (Gv:Vz,CF;Gsm:MW) NAB Design Construction (Gv:Vz)	Bateria III COG Formacion de Conceptos (Gf:I) Bateria III COG Memoria de Trabajo Auditivo (Gsm:MW) Bateria IV COG Formacion de Conceptos (Gf:I) CAS2 Verbal-Spatial Relations (Gsm:MW;Gc:LS) CELF-4 Familiar Sequences (Gsm:MS,MW) CELF-4 Number Repetition-Forward (Gsm:MS) CTOPP-2 Rapid Digit Naming (Glr:NA) DAS-II Recall of Digits-Forward (Gsm:MS) D-KEFS Design Fluency Test: Empty Dots Only (Glr:FF) D-KEFS Design Fluency Test: Filled Dots (Glr:FF) D-KEFS Design Fluency Test: Switching (Glr:FF) DTLA-5 Reversed Letters (Gsm:MW) FAM Numeric Capacity (Gsm:MS) FAM Rapid Number Naming (Glr:NA) KBNA Praxis (Gc:K0;Gp:P1) NAB Digits Forward (Gsm:MS) NEPSY-II Block Construction (Gv:Vz) RAN/RAS Numbers (Glr:NA) SBS Nonverbal Working Memory (Gsm:MS,MW) SCAN-3:A Filtered Words (Ga:PC) SCAN-3:C Filtered Words (Ga:PC) TAPS-3 Number Memory Forward (Gsm:MS) TAPS-4 Number Memory Forward (Gsm:MS) TOMAL-2 Digits Forward (Gsm:MS) TOMAL-2 Letters Forward (Gsm:MS) TOMAL-2 Memory for Stories (Glr:MM) TOMAL-2 Memory for Stories-Delayed (Glr:MM) WAIS-IV Digit Span (Gsm:MS,MW)

The Culture-Language Test Classifications is a table of the nine cells listing every subtest contained in the C-LIM Analyzer. This tab can be accessed from the main X-BASS Index tab or via the C-LIM Index tab. Subtests appear in only of the nine cells. This table can be helpful in quickly finding a particular test or referencing the cell in which its subtests are classified.

Operation and Use of the C-LIM

Culture-Language Interpretive Matrix - Analyzer & Data Entry
Release: 2.4

WISC-V WAIS-IV WPPSI-IV WIAT-III WJ IV COG WJ IV ACH WJ IV OL KABC-II KTEA-3 CAS2 DAS-II SB5

Transfer Scores Clear Unused Tests Populate C-LIM by selecting battery/test name here, then press enter ---> C-LTC Reference Clear ALL Data

Interpretive Guide Subtest Variability? Culture-Language Interpretive Matrix - Analyzer C-LIM Level Graph C-LIM Main Graph

Name: ICC - Modification Example Age: 9 years 8 month(s) Date: 5/29/2017

DEGREE OF LINGUISTIC DEMAND

	LOW	MODERATE	HIGH
LOW	CELL 1: LowC/LowL	CELL 2: LowC/ModL	CELL 3: LowC/HighL
Score			
Cell Average =			
MODERATE	CELL 4: ModC/LowL	CELL 5: ModC/ModL	CELL 6: ModC/HighL
Score			
Cell Average =			
HIGH			
Score			
Cell Average =			

WISC-V Spanish
WISC-V
WISC-V Integrated

Cell Average =

Cell Average =

Cell Average =

When you're ready to enter data, begin by navigating back to this tab, which contains the C-LIM Analyzer. You can get here from the C-LIM Index (or via any other tab in X-BASS). Click here to select the main, comprehensive test/battery used in the evaluation from the drop-down menu list. X-BASS will automatically populate the C-LIM cells with the battery's constituent subtests according to their respective Culture-Language Test Classifications (C-LTC) classifications.

Operation and Use of the C-LIM

Interpretive Guide

Interpretation of pattern of subtest scores

While visual inspection of the Tiered Graph and Main Culture-Language Graph facilitates evaluation regarding an

Continue with interpretation of Tiered Graph?

Would you like to continue your analysis by examining the overall pattern of scores within the Tiered Graph?

Yes No

OK

matrix, simply use the adjacent blue button.

Clicking this button will provide additional guidance to assist in interpreting C-LIM results within the matrix should an additional reminder be necessary. In addition, the light teal "Tab Help" button at the upper left will also provide guidance on how to use the C-LIM in general.

Operation and Use of the C-LIM

Culture-Language Interpretive Matrix - Analyzer & Data Entry
Release: 2.4

Buttons: C-LIM Index, C-LIM Notes, XBA Analyzer, Start, Tab Help, Index, C-LIM Summary, Statements, Interpretation, Next Step

Test Batteries: WISC-V, WAIS-IV, WPPSI-IV, WIAT-III, WJ IV COG, WJ IV ACH, WJ IV OL, KABC-II, KTEA-3, CAS2, DAS-II, SBS

Transfer Scores, Clear Unused Tests, Populate C-LIM by selecting battery/test name here, then press enter ---> [Dropdown], C-LTC Reference, Clear ALL Data

Interpretive Guide, **Subtest Variability?**, Culture-Language Interpretive Matrix - Analyzer and Data Entry, C-LIM Level Graph, C-LIM Main Graph

Name: ICC - Modification Example, Age: 9 years 8 month(s), Grade: 4, Date: 5/29/2017

DEGREE OF LINGUISTIC DEMAND: LOW, MODERATE, HIGH

CELL 1: LowC/LowL, CELL 3: LowC/HighL, CELL 4: ModC/LowL, CELL 6: ModC/HighL, CELL 8: HighC/ModL, CELL 9: HighC/HighL

Cell Average =, Score, Cell Average =, Score, Cell Average =, Score

Message: No subtest variability within cells. Continue with variability analysis of Tiered Graph? Would you like to continue your review by examining Tier variability (cell aggregate score variability) in the Tiered Graph? [Yes] [No] [OK]

This button will provide additional assistance in evaluating test score variability that may exist within a cell in the matrix or between the levels of the matrix which may mask low scores that could indicate true weaknesses.

Operation and Use of the C-LIM

Name: Jose Maria - ELL Case Study Age: 9 years 8 month(s) Grade: 4 Date: 6/22/2016

Interpretive Guide

Cell Variability?

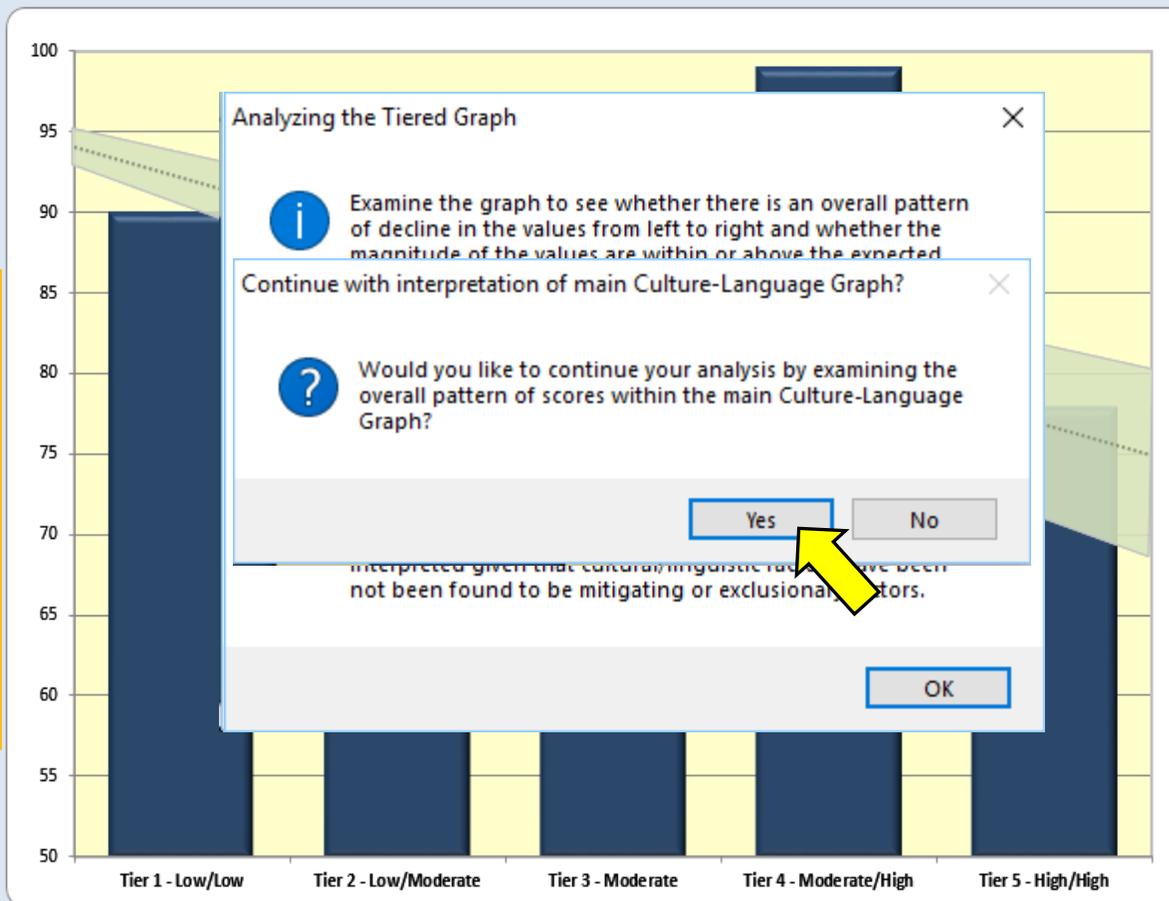
DIFFERENCE LEVEL FOR EVALUATION:

Slightly Different Moderately Different Markedly Different

C-L Main Graph

C-LIM Matrix

C-LIM Summary Graph for all Test Score Data: Tiered Analysis Use Gifted Scale



As with the matrix, additional guidance is available from this button to assist in interpreting the C-LIM results as displayed here in the C-L Level Graph (tiered analysis).

Language-Only Graph

Culture-Only Graph

Save Current Record

Print Tiered Graph

Operation and Use of the C-LIM

Name: Jose Maria - ELL Case Study Age: 9 years 8 month(s) Grade: 4 Date: 6/22/2016

Interpretive Guide **Cell Variability?** **DIFFERENCE LEVEL FOR EVALUATION:** Slightly Different Moderately Different Markedly Different **C-L Main Graph** **C-LIM Matrix**

C-LIM Summary Graph for all Test Score Data: Tiered Analysis Use Gifted Scale

What is Tier variability?

No variability in tiers or cells.

Continue with variability analysis of main Culture-Language Graph?

? Would you would you like to continue your review by examining Cell variability (subtest score variability) in the Culture-Language Graph?

Yes **No**

OK

Graph **Save Current Record** **Print Tiered Graph**

Similarly, additional assistance is available with this button for evaluating score variability that may mask true weaknesses between the levels in the the C-L Level Graph (tiered graph) that is displayed here. Interpretation of the C-LIM results begins with this graph and moves on, as necessary to the additional graphs.

Operation and Use of the C-LIM

Name: Jose Maria - ELL Case Study Age: 9 years 8 month(s) Grade: 4 Date: 6/22/2016

Interpretive Guide **Subtest Variability?** **DIFFERENCE LEVEL FOR EVALUATION:** Slightly Different Moderately Different Markedly Different **C-LIM Matrix** **C-L Tiered Graph**

C-LIM Summary Graph for All Test Data: Primary Evaluation of Cultural/Linguistic Influences Use Gifted Scale

Analyzing the Culture-Language Graph

i Examine the graph to see whether there is an overall pattern of decline in the values from left to right and whether the

? Return to Culture-Language Interpretive Matrix?

Would you like to return to the matrix to continue examination and interpretation of the overall pattern of scores? Click 'Yes' to return to the matrix or 'No' to exit this action and remain on this graph.

Yes **No**

been found to be mitigating or exclusionary

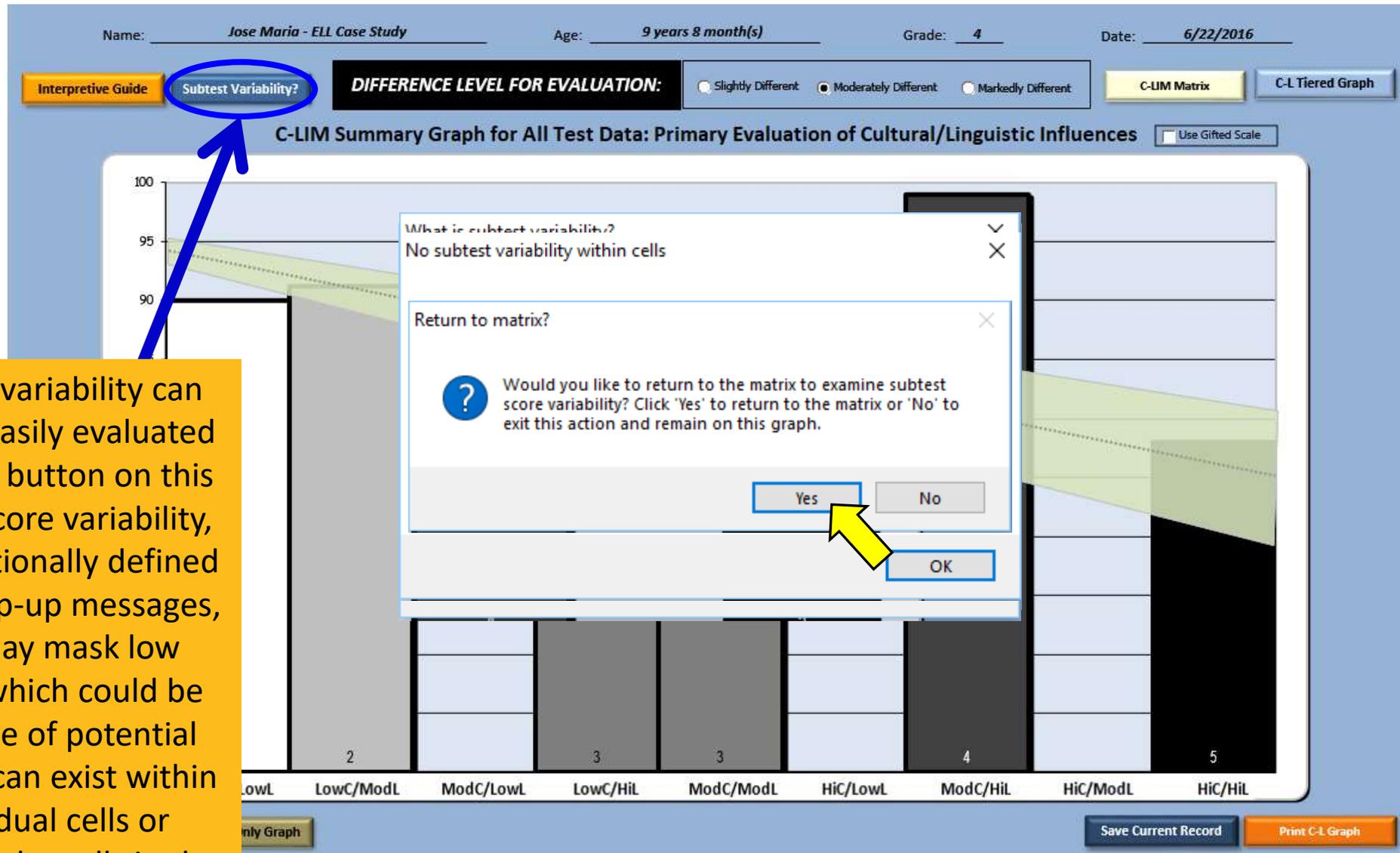
OK

Category	Value
LowC/ModL	2
ModC/LowL	3
LowC/HiL	3
ModC/ModL	4
HiC/LowL	5
ModC/HiL	
HiC/ModL	
HiC/HiL	

Save Current Record **Print C-L Graph**

This is the main Culture-Language Graph and is perhaps the most informative and useful for interpretation of the pattern of results and whether the 3 criteria that would suggest invalidity are present or not. As before, additional guidance is available to assist in interpreting C-LIM results in the C-L Main Graph as displayed here.

Operation and Use of the C-LIM



Subtest variability can also be easily evaluated with this button on this graph. Score variability, as operationally defined in the pop-up messages, that may mask low scores which could be evidence of potential deficits, can exist within individual cells or between the cells in the graph as displayed here.

Operation and Use of the C-LIM

C-LIM Index

C-LIM Notes

XBA Analyzer

Start

Tab Help

Culture-Language Interpretive Matrix - Analyzer & Data Entry

Release: 2.4

C-LIM Summary

Statements

Interpretation

WISC-V

WAIS-IV

WPPSI-IV

WIAT-III

WJ IV COG

WJ IV ACH

WJ IV OL

KABC-II

KTEA-3

CAS2

DAS-II

SB5

Transfer Scores

Clear Unused Tests

Populate C-LIM by selecting battery/test name here, then press enter ---->

WJ IV COG

C-LTC Reference

Clear ALL Data

Interpretive Guide

Subtest Variability?

Culture-Language Interpretive Matrix - Analyzer and Data Entry

C-LIM Level Graph

C-LIM Main Graph

Name: Maria Ayala - Case Study
Age: 9 years 8 month(s)
Grade: 4
Date: 5/29/2017

DEGREE OF LINGUISTIC DEMAND											
LOW				MODERATE				HIGH			
CELL 1: LowC/LowL			Score	CELL 2: LowC/ModL			Score	CELL 3: LowC/HighL			Score
LOW	WISC-V Matrix Reasoning	7	85	WISC-V Block Design	9	95	WISC-V Digit Span	5	75		
	WISC-V Visual Puzzles	9	95	WISC-V Coding	9	95					
				WISC-V Picture Span	7	85					
				WISC-V Symbol Search	8	90					
Cell Average =			90	Cell Average =			91	Cell Average =			75
CELL 4: ModC/LowL			Score	CELL 5: ModC/ModL			Score	CELL 6: ModC/HighL			Score
MODERATE	WISC-V Figure Weights	7	85	WJ IV COG Phonological Processing	99	99					
	WJ IV COG Nonword Repetition	84	84								
	WJ IV COG Visual-Auditory Learning	75	75								

If the results have been deemed to be “likely invalid,” no further action is necessary as such a pattern where all three criteria are met suggests normal, typical, expected, “average” performance for an EL. Therefore, no deficits are present. If the results have been deemed to be “likely valid” then further analysis using XBA methods may be undertaken by clicking this button (aka, the “Golden Ticket”) to automatically transfer all subtest scores to their respective core test tabs (e.g., WISC-V, WJ IV, KABC-II, etc.). Subtests from other batteries that do not have a dedicated tab will go to the appropriate CHC domains in the XBA Analyzer (e.g., CTOPP-2, CASL-2, etc.)

Operation and Use of the C-LIM

Culture-Language Interpretive Matrix - Summary Data in X-BASS

Buttons: C-LIM Index, C-LIM Notes, XBA Analyzer, Start, Tab Help, Index, C-LIM Analyzer, Statements, Interpretation, Next Step

Test Tabs: WISC-V, WAIS-IV, WPPSI-IV, WIAT-III, WJ IV COG, WJ IV ACH, WJ IV OL, KABC-II, KTEA-3, CAS2, DAS-II, SB5

Culture-Language Interpretive Matrix Summary - All Data Combined

Name: *Maria Ayala - Case Study* Age: *9 years 8 month(s)* Grade: *4* Date: *5/29/20*

		DEGREE OF LINGUISTIC DEMAND					
		LOW		MODERATE		HIGH	
	Score	7	85	9	95	9	95
WISC-V Matrix Reasoning				WISC-V Block Design		WISC-V Digit Span	5
WISC-V Visual Puzzles	9	95		WISC-V Coding	9	95	
				WISC-V Picture Span	7	85	

DEGREE OF CULTURAL LOADING: LOW, MODERATE, HIGH

Cell Average = [] Cell Average = []

Buttons: C-LIM Main Graph, Language-Only Graph, C-LIM Level Graph, Culture-Only Graph, Print C-LIM Matrix, C-LIM Inc

C-LIM Summary examines effect of linguistic/cultural variables

i This is the C-LIM Summary. It is very similar to the C-LIM Analyzer but it is not interactive. It will provide an automatic C-LIM type analysis of ALL data that are entered into X-BASS but which may not have come initially through the C-LIM Analyzer. The C-LIM Summary is independent of the C-LIM Analyzer and scores entered into the C-LIM Analyzer will not appear here in the C-LIM Summary until after they have been transferred into the core test tabs or XBA Analyzer tab in X-BASS. The main purpose of this tab is to update the original C-LIM results with new scores whenever such data are entered into X-BASS for other reasons, such as follow up or supplemental testing, or simply the availability of additional data from other tests. Whenever new cognitive scores are entered into X-BASS via the core test tabs or XBA Analyzer tab, they will appear here in the C-LIM Summary automatically.

OK Cancel

Blue arrow points to the 'C-LIM Summary' tab.

The C-LIM Summary is always gray in color to distinguish it from the C-LIM Analyzer which is navy blue in color. Note that there is NO direct data entry into the C-LIM Summary. It is only pulling tests that have been entered elsewhere in X-BASS such as on the core test tabs or selected from one of the various domains of the XBA Analyzer tab.

Operation and Use of the C-LIM

Culture-Language Interpretive Matrix - Summary Data in X-BASS

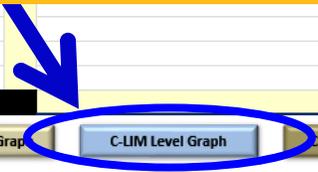
Name: Maria Ayala - Case Study Age: 9 years 8 month(s) Grade: 4 Date: 5/29/2017

DEGREE OF LINGUISTIC DEMAND

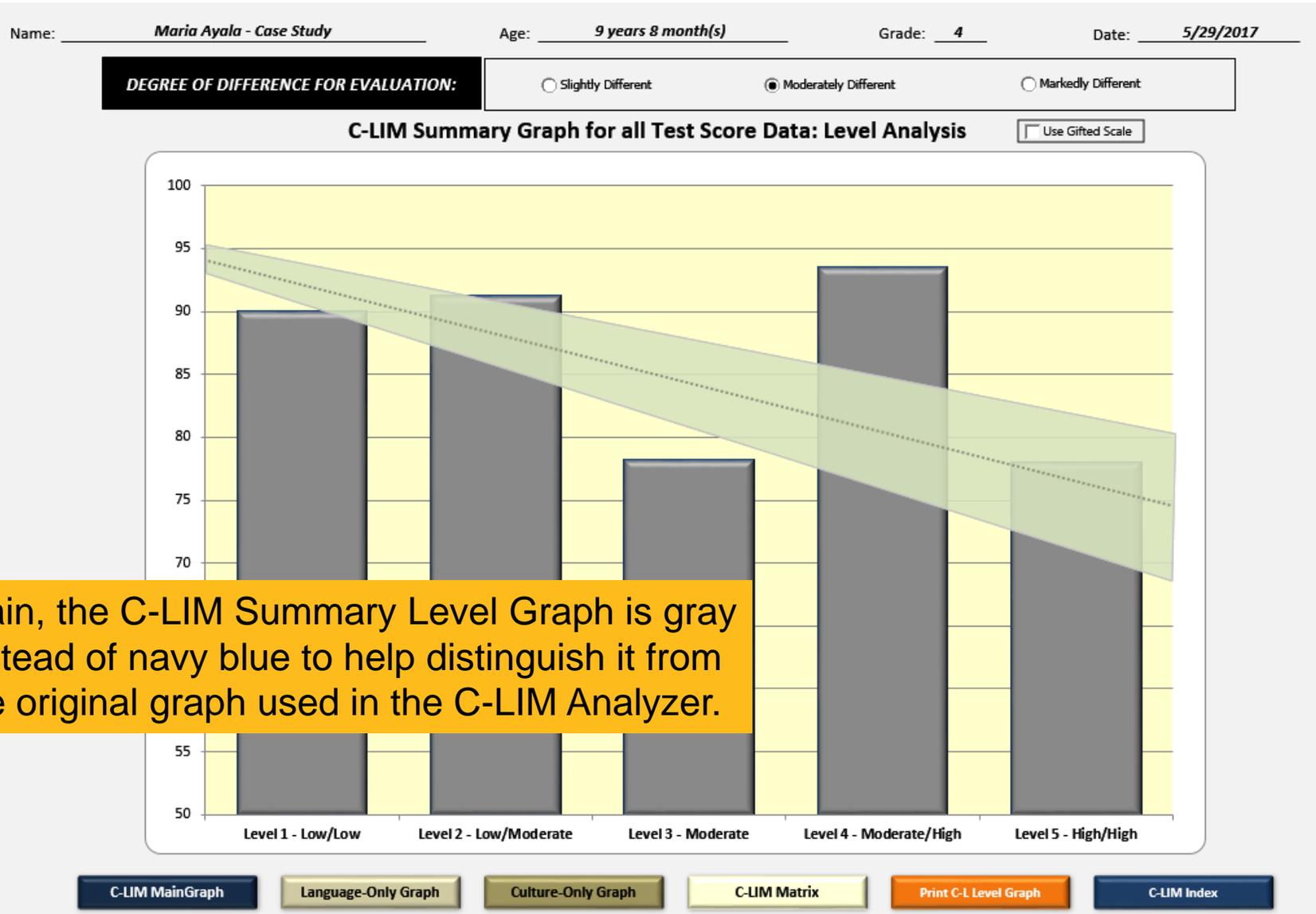
	LOW	MODERATE	HIGH
WISC-V Matrix Reasoning	7 85	WISC-V Block Design 9 95	WISC-V Digit Span 5 75
WISC-V Visual Puzzles	9 95	WISC-V Coding 9 95	
		WISC-V Picture Span 7 85	
		WISC-V Symbol Search 8 90	
Cell Average =	90	91	75
		WJ IV COG Phonological Processing 7 85	WJ IV COG Phonological Processing 99 99
		WJ IV OL Sound Blending 75 75	WJ IV OL Sound Blending 88 88
Cell Average =		81	94
		WISC-V Similarities 5 75	WISC-V Similarities 5 75
		WISC-V Vocabulary 6 80	WISC-V Vocabulary 6 80
		WJ IV COG Story Recall 79 79	WJ IV COG Story Recall 79 79
Cell Average =			78

C-LIM Level Graph

Because entry of additional supplemental data (as is common in applying XBA principles) may change the original pattern of results shown in the C-LIM Analyzer, the C-LIM Summary provides an updated pattern of results using the same matrix and graphs to permit re-examination of the impact of cultural and linguistic variables. Remember, evaluation of more data is always more reliable than evaluation of less data.



Operation and Use of the C-LIM



Operation and Use of the C-LIM

Name: Maria Ayala - Case Study Age: 9 years 8 month(s) Grade: 4 Date: 5/29/2017

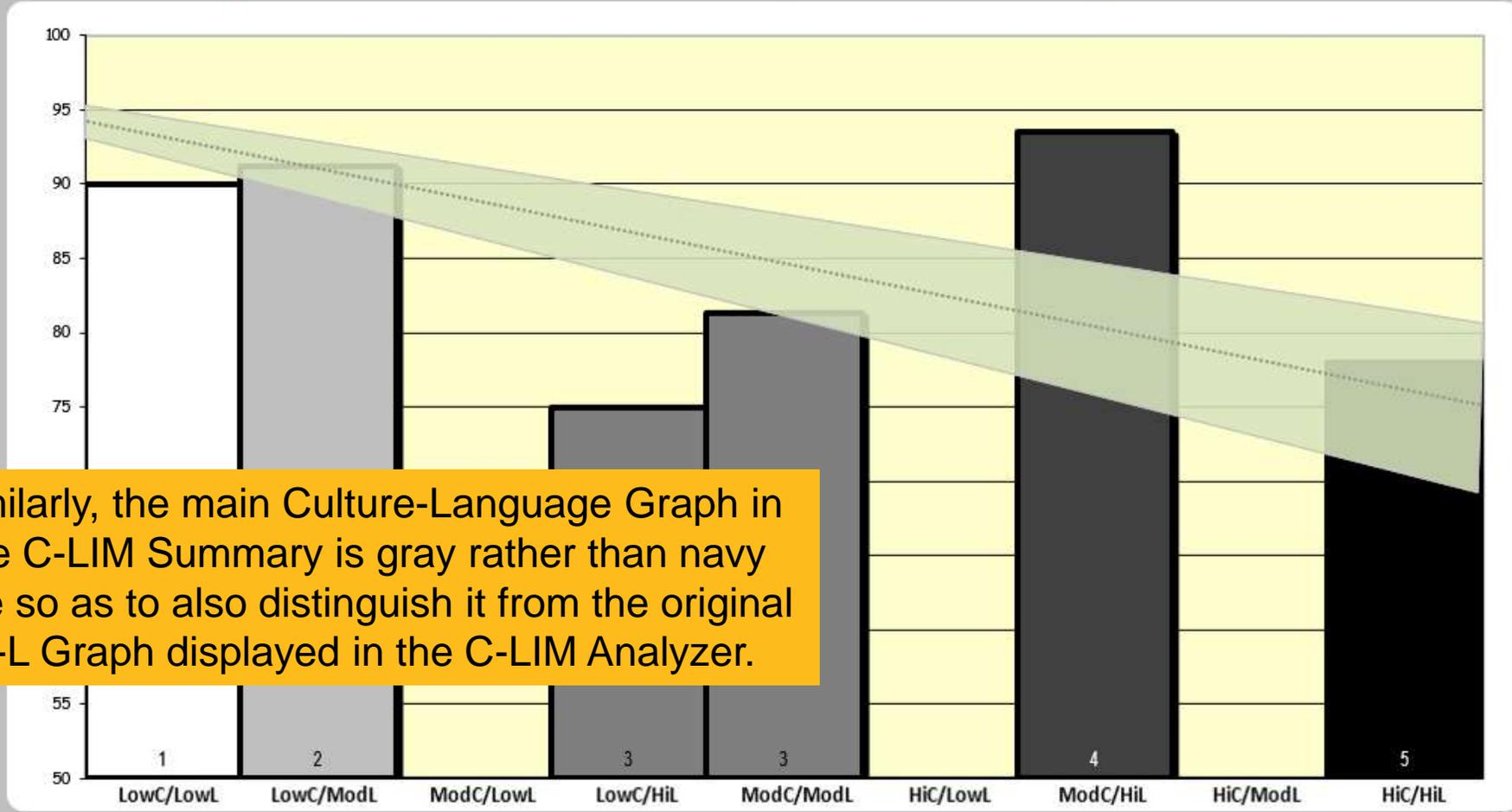
DEGREE OF DIFFERENCE FOR EVALUATION:

Slightly Different

Moderately Different

Markedly Different

C-LIM Summary Graph for All Test Data: Primary Evaluation of Cultural/Linguistic Influences Use Gifted Scale



Similarly, the main Culture-Language Graph in the C-LIM Summary is gray rather than navy blue so as to also distinguish it from the original C-L Graph displayed in the C-LIM Analyzer.

Language-Only Graph

Culture-Only Graph

C-LIM Level Graph

C-LIM Matrix

Print Main Graph

C-LIM Index

Operation and Use of the C-LIM

Simplified Validity Statement for **UNLIKELY** disability and Determination of **INVALID** Results

Statement 1. Evaluations of Suspected Learning Disability - Invalid Results

The following sample validity statement is appropriate for cases where there is an overall declining pattern and the magnitude of the scores are generally within the selected range of difference. In such cases, the effect of culture and language is primary, the results are NOT likely to be valid, and performance suggests average functioning.

Simplified Statement:

Because the student is not a native English speaker, it is necessary to establish the validity of test scores to ensure that they are true estimates of their ability and not the result of limited English proficiency.

The student's test data were entered into the Culture-Language Interpretive Matrix which permitted evaluation of the extent to which the scores were primarily affected by cultural or linguistic factors. A review of the pattern of test scores indicated that performance was consistent with what would be expected of other individuals with similar cultural and linguistic backgrounds. This means that the scores cannot be interpreted as fair estimates of the student's abilities.

However, because the scores were compared to other individuals from research studies who were of average ability and who had not been identified as having a disability, it suggests that the student's performance is also average (possibly higher) and that it is not likely that a learning disability is present in this case. This means that although the student is having difficulties in the classroom, the problems are most likely attributable to, and primarily the result of, the normal process of second language and acculturative knowledge acquisition.

Detailed Statement:

Because the student is not a native English speaker, it is necessary to establish the validity of test scores to ensure that they are true estimates of their ability and not the manifestation of cultural or linguistic factors. A review of the pattern of test scores indicated that performance was consistent with what would be expected of other individuals with similar cultural and linguistic backgrounds. This means that the scores cannot be interpreted as fair estimates of the student's abilities.

However, because the scores were compared to other individuals from research studies who were of average ability and who had not been identified as having a disability, it suggests that the student's performance is also average (possibly higher) and that it is not likely that a learning disability is present in this case. This means that although the student is having difficulties in the classroom, the problems are most likely attributable to, and primarily the result of, the normal process of second language and acculturative knowledge acquisition.

In summary, the observed pattern of the student's test results is consistent with performance that is typical of culturally and linguistically diverse individuals of similar backgrounds who are not disabled and possess average general ability or higher. Therefore, it can be reasonably concluded that the test data evaluated with the C-LIM are likely to be invalid due to the presence of overarching cultural and linguistic influences and suggest that the student's test performance can not be used to support the presence of any type of learning disability.

A well-crafted statement of validity regarding test scores (which should precede any interpretation of scores). These examples may be used verbatim or adapted for reports. Simplified validity statements for use with the C-LIM are also provided alongside the previous detailed statements. These may be more helpful in explaining procedures, results, and interpretation within written reports in comparison to the more detailed and technical versions.

estimates of ability or knowledge and
tion of acculturative knowledge and

ected of other individuals with
nce of cultural and linguistic factors
of the intended abilities that were the
other non-disabled individuals with
s are also at least within the average
l that the academic difficulties
tive knowledge acquisition.

Operation and Use of the C-LIM

Simplified Validity Statement for **LIKELY** disability and Determination of “**VALID**” Results

Statement 2. Evaluations of Suspected Learning Disability - Valid Results

The following sample validity statement may be used in cases where a clear declining pattern is NOT evident, that is, there is no primary effect of culture and language thus the results ARE valid and there may be a disability.

Simplified Statement:

Because the student is not a native English speaker, it is necessary to establish the validity of test scores to ensure that they are true estimates of their ability and not the result of limited English proficiency.

The student's test data were entered into the Culture-Language Interpretive Matrix which permitted evaluation of the extent to which the scores were primarily affected by cultural or linguistic factors. A review of the pattern of test scores indicated that **performance was not consistent** with what would be expected of other individuals with similar cultural and linguistic backgrounds. This means that the **scores may be interpreted** as fair estimates of the student's abilities, with the exception of language which can only be determined to be an area of strength or weakness via comparison to other English learners which was accomplished by further use of the C-LIM.

Detailed Statement:

Because the student is not a native English speaker, it is necessary to establish the validity of the results obtained from testing to ensure that they are accurate estimates of ability or knowledge and not the manifestation of cultural or linguistic differences. To this end, a systematic evaluation of the possible effects of a relative lack of opportunity for the acquisition of acculturative knowledge and English proficiency was carried out via use of the Culture-Language Interpretive Matrix (C-LIM).

A careful review of the student's test data, as entered into the C-LIM, revealed either no overall pattern of decline or a partial pattern of decline combined with performance in one or more area that was below the range that would be expected of other individuals with similar cultural and linguistic factors were considered to be due primarily to the process of normal second language and acculturative knowledge acquisition. Consequently, the academic difficulties observed in classroom performance and which prompted this evaluation are not likely to be attributable primarily to the process of normal second language and acculturative knowledge acquisition. However, equitable interpretation of test results (cultural knowledge and language development), required comparison relative to other English learners with comparable linguistic development and educational experiences which was accomplished via examination of the magnitude of the high culture/high language cell in the C-LIM and whether it was within the selected range of difference or via use of a test with norms specific for English learners and controlled for age and amount of English exposure (e.g., Ortiz PVAT). Consequently, the academic difficulties observed in classroom performance and which prompted this evaluation are not likely to be attributable primarily to the process of normal second language and acculturative knowledge acquisition.

In summary, the observed pattern of the student's test results is not consistent with performance that is typical of culturally and linguistically diverse individuals of similar backgrounds who are not disabled and possess average general ability or higher. Therefore, it can be reasonably concluded that the test data evaluated with the C-LIM are likely to be valid which permits defensible interpretation. Furthermore, when supported by additional converging data, deficits in the student's test performance can be used to support the validity and presence of a learning disability.

These examples are for use when results are deemed to be “likely valid” and a determination of a disability (e.g., SLD) has been made. The previous ones (Statement 1.) are for use when results are deemed to be “likely invalid” and a determination regarding the lack of disability has been made.