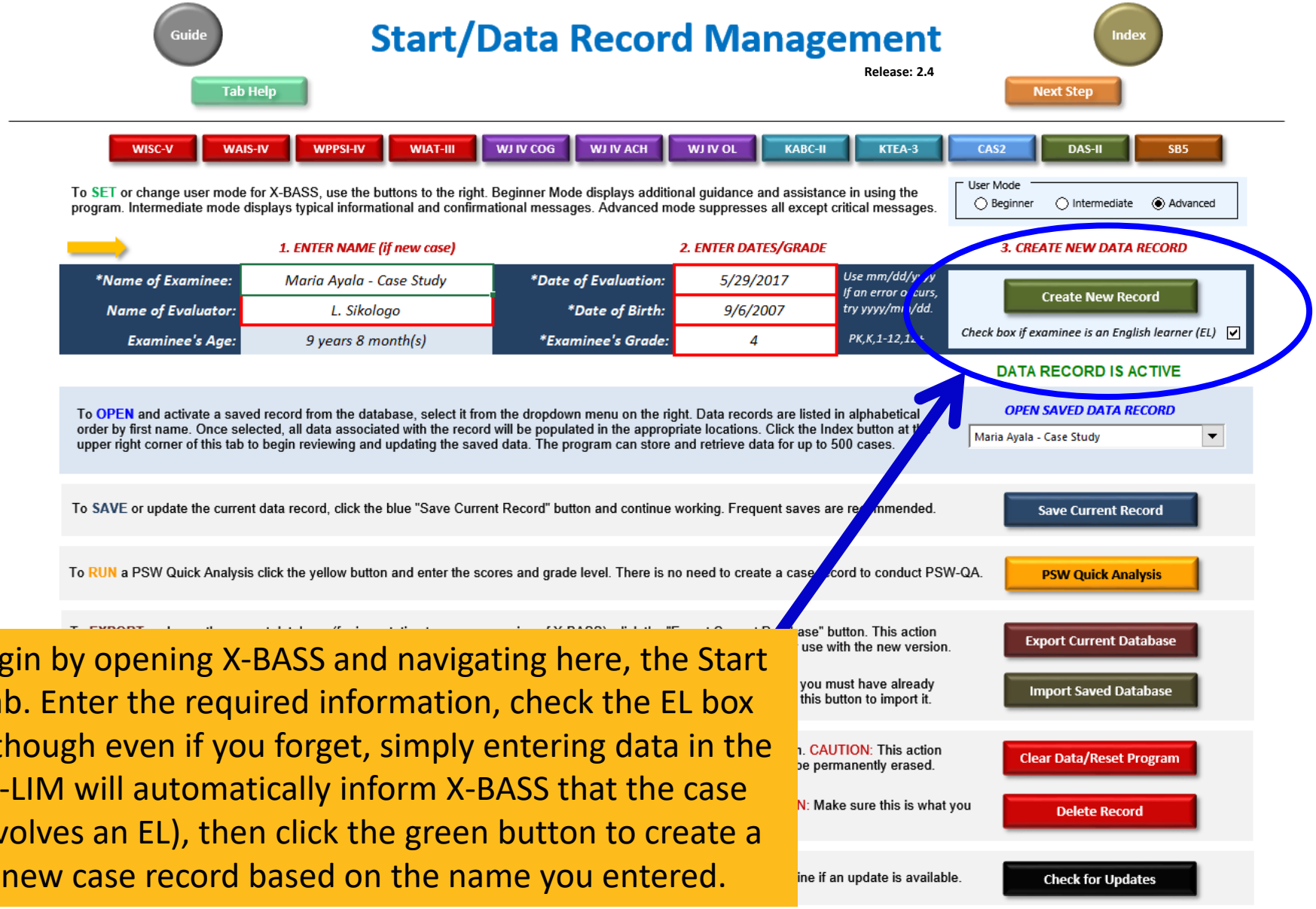
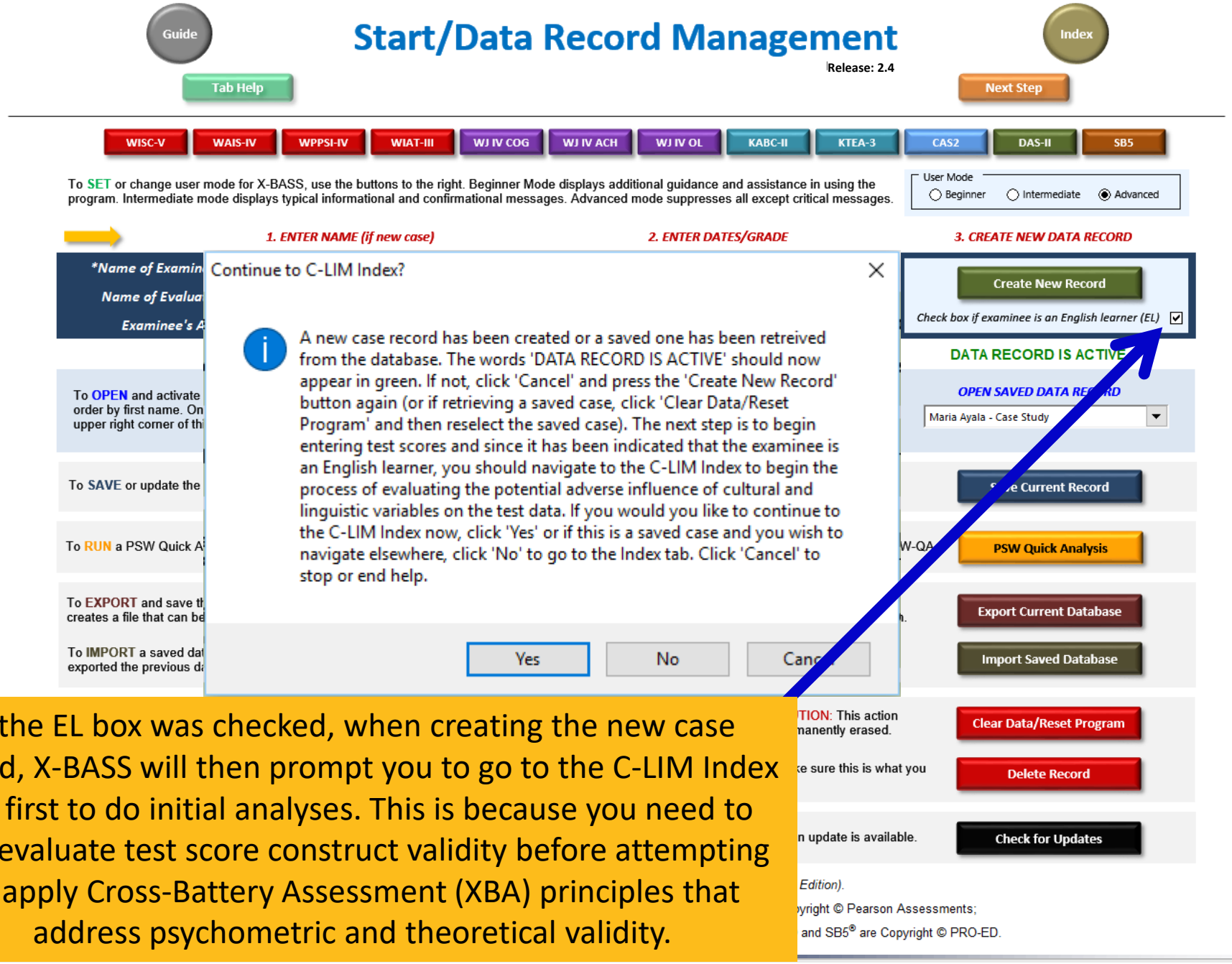
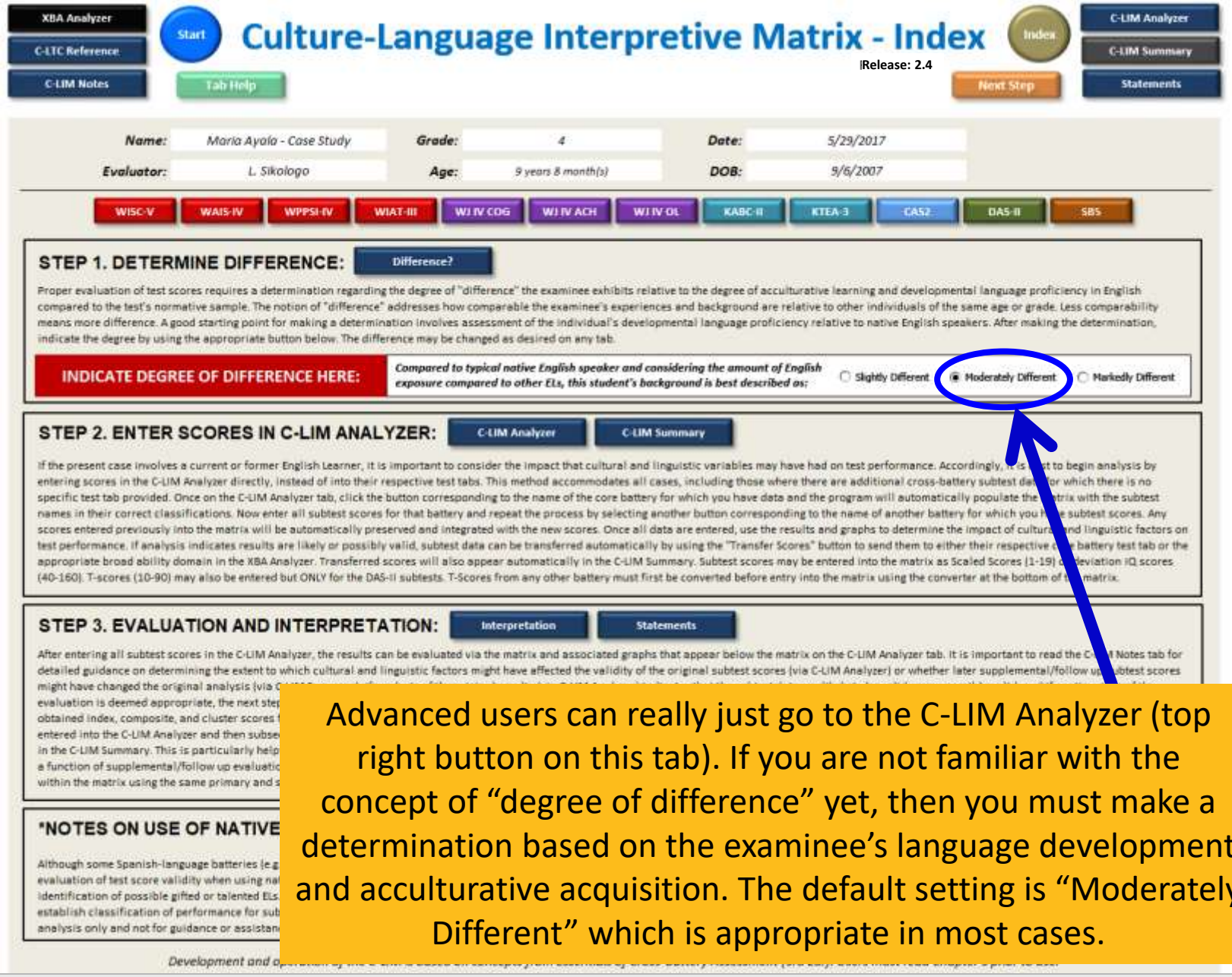


Begin by opening X-BASS and navigating here, the Start tab. Enter the required information, check the EL box (although even if you forget, simply entering data in the C-LIM will automatically inform X-BASS that the case involves an EL), then click the green button to create a new case record based on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



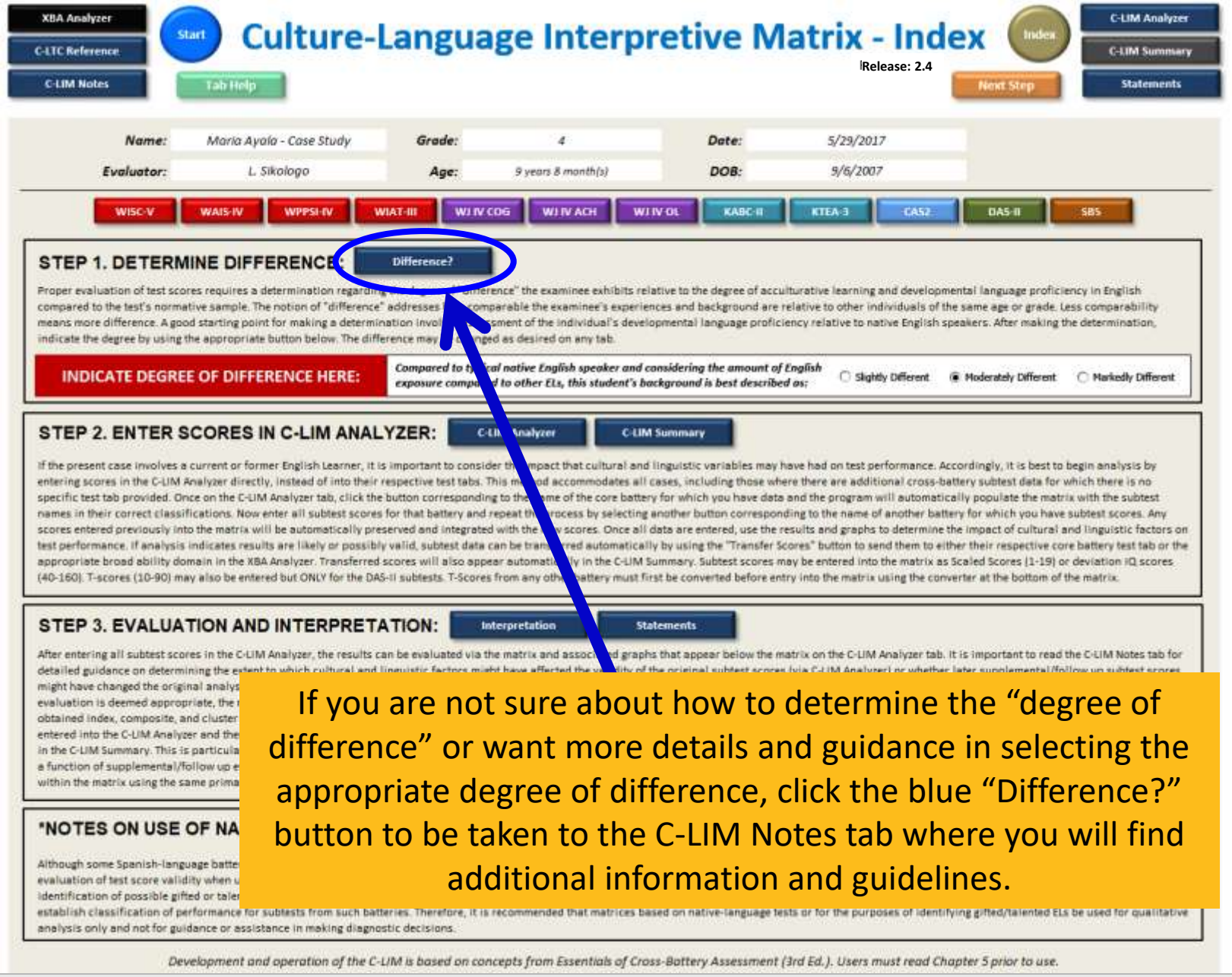
If the EL box was checked, when creating the new case record, X-BASS will then prompt you to go to the C-LIM Index tab first to do initial analyses. This is because you need to first evaluate test score construct validity before attempting to apply Cross-Battery Assessment (XBA) principles that address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

SLD Identification with an English Learner: A Case Study



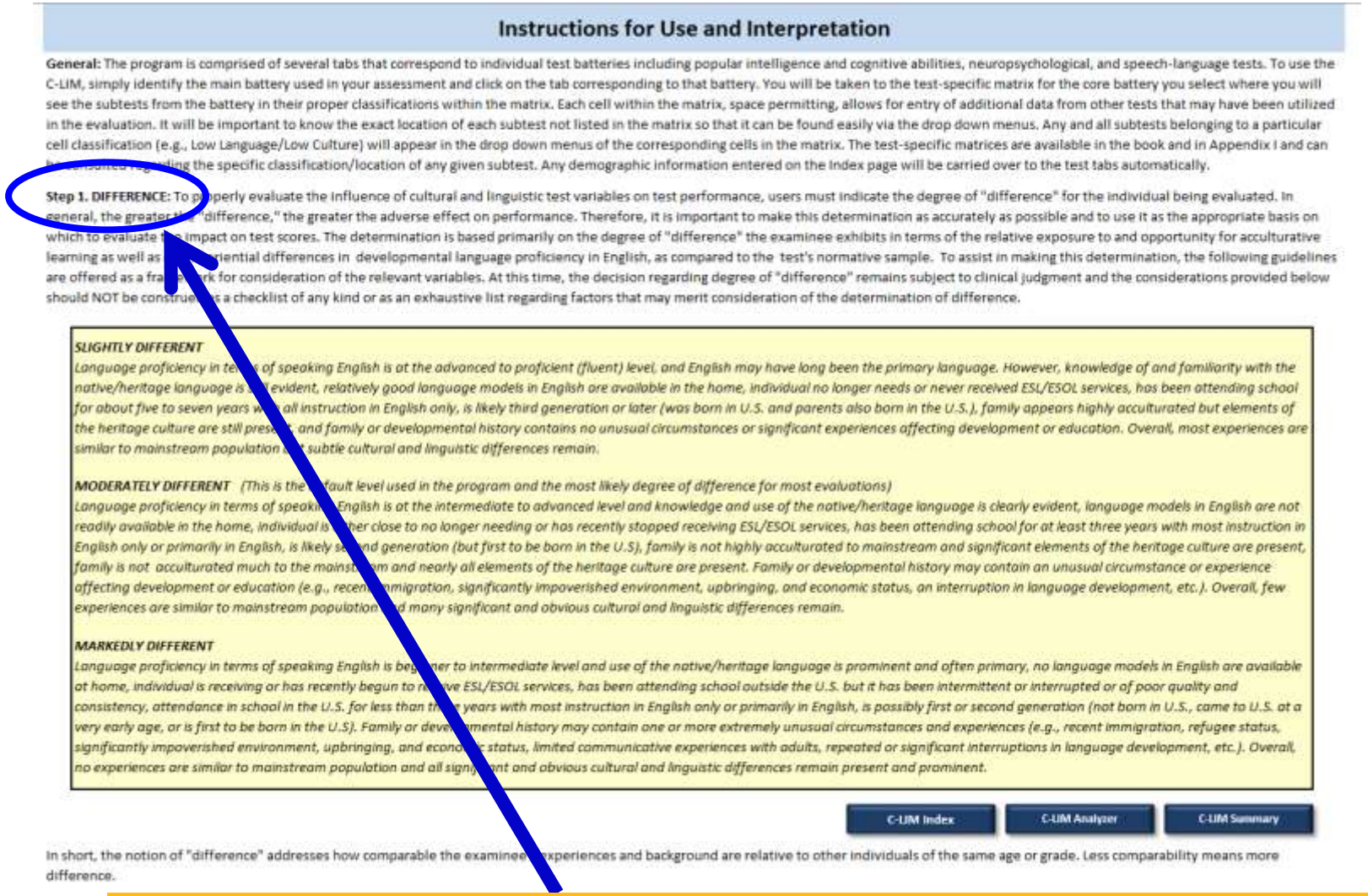
Advanced users can really just go to the C-LIM Analyzer (top right button on this tab). If you are not familiar with the concept of “degree of difference” yet, then you must make a determination based on the examinee’s language development and acculturative acquisition. The default setting is “Moderately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

SLD Identification with an English Learner: A Case Study



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 experiential 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 also 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 but 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.

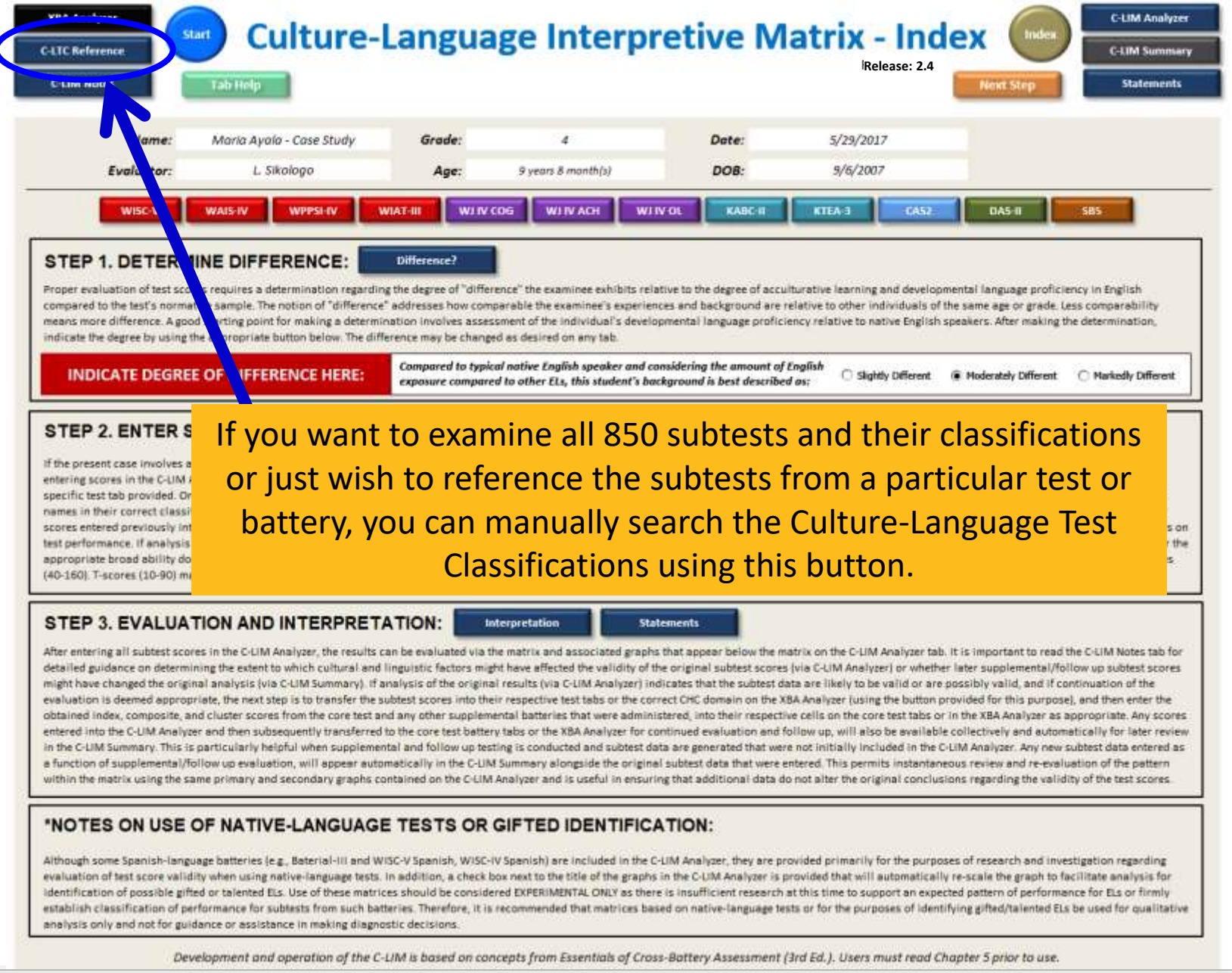
MARKEDLY DIFFERENT
Language proficiency in terms of speaking English is beginner to intermediate level and use of the native/heritage language is prominent and often primary, no language models in English are available at home, individual is receiving or has recently begun to receive ESL/ESOL services, 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.

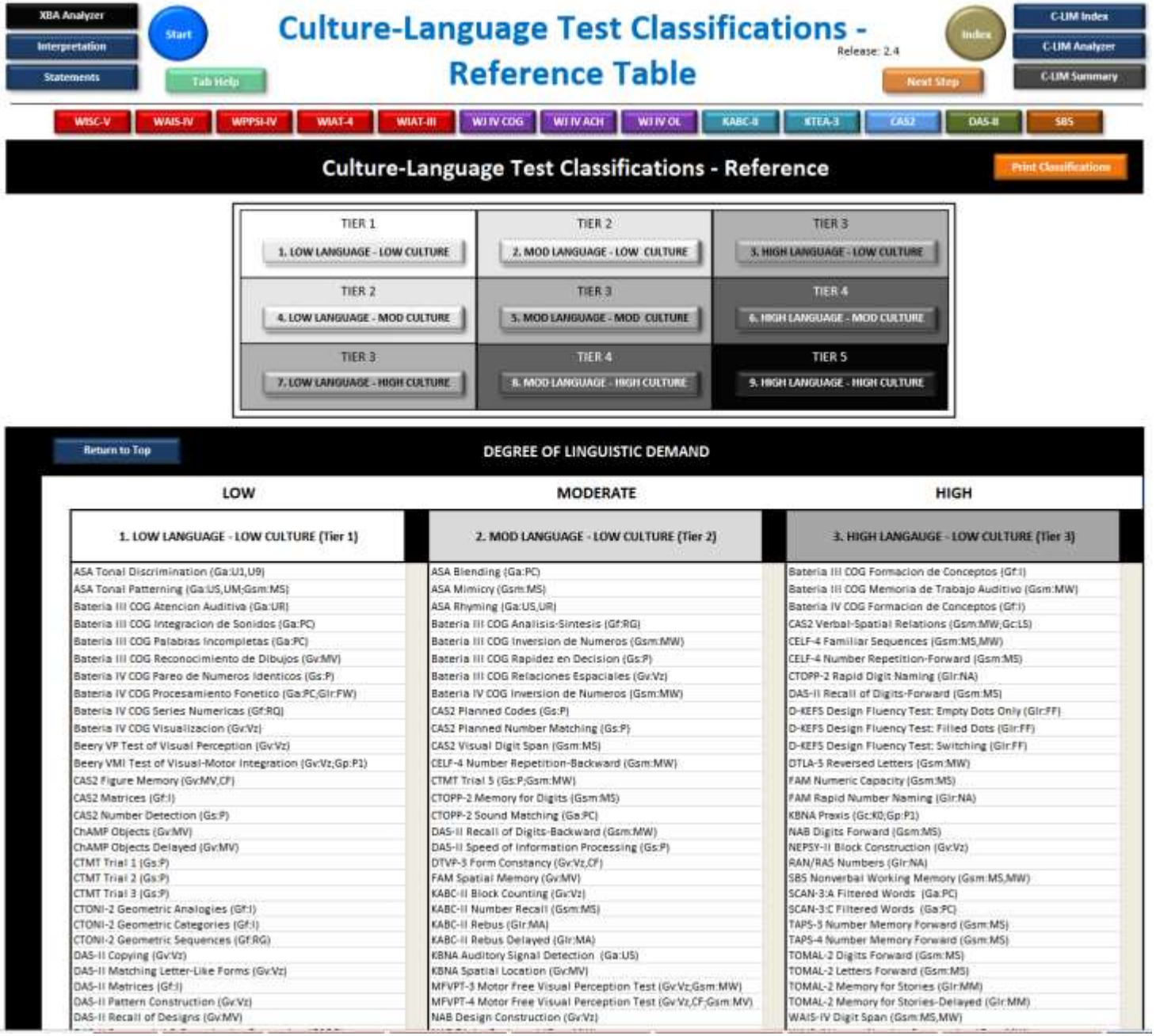
These are the detailed guidelines for determining degree of difference for the examinee. Follow the guidelines and then either navigate directly to the C-LIM Analyzer (middle blue button) or back to the C-LIM Index (first blue button) and indicate the degree of difference using the radio buttons provided.

SLD Identification with an English Learner: A Case Study



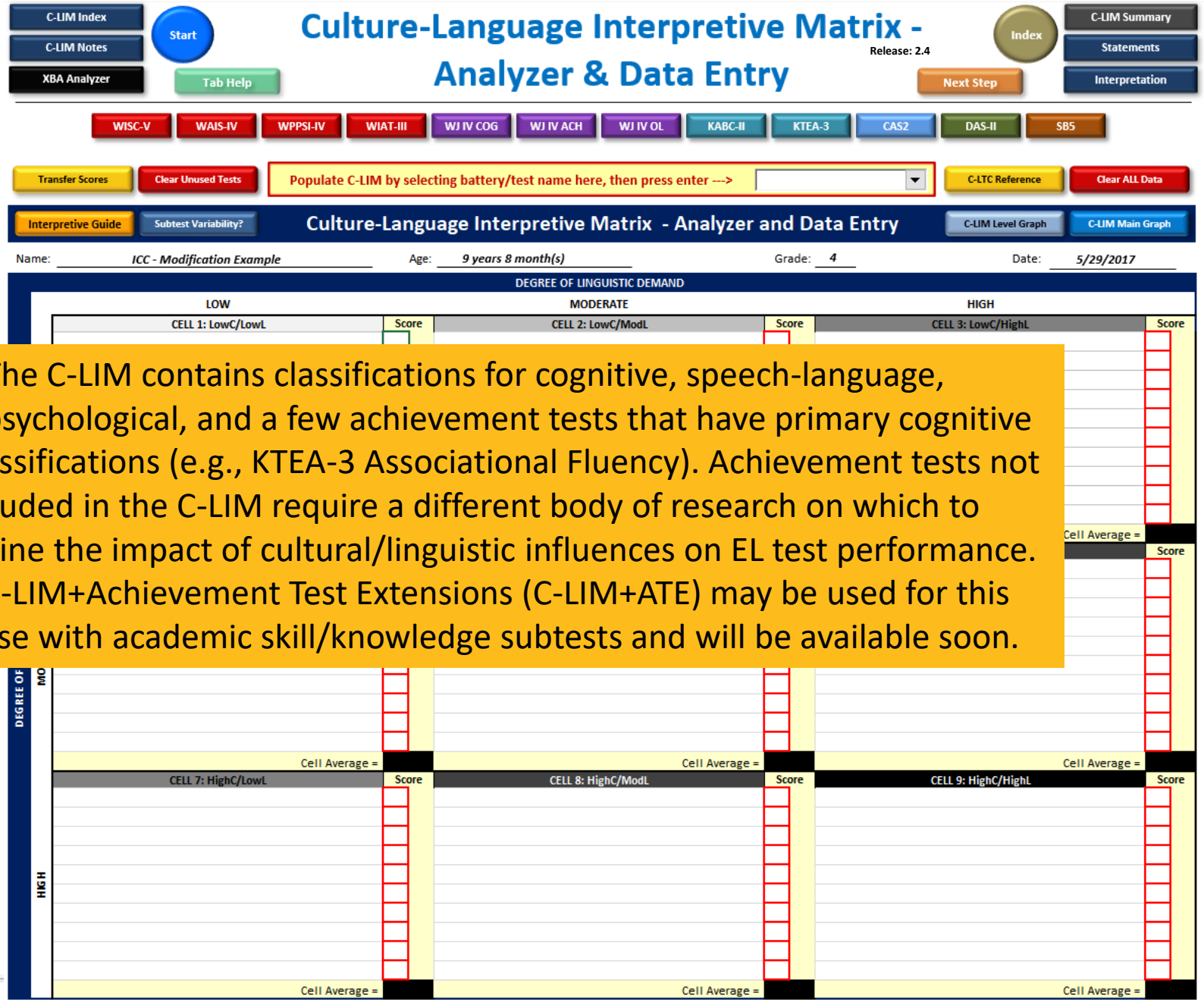
If you want to examine all 850 subtests and their classifications or just wish to reference the subtests from a particular test or battery, you can manually search the Culture-Language Test Classifications using this button.

The Culture-Language Test Classifications



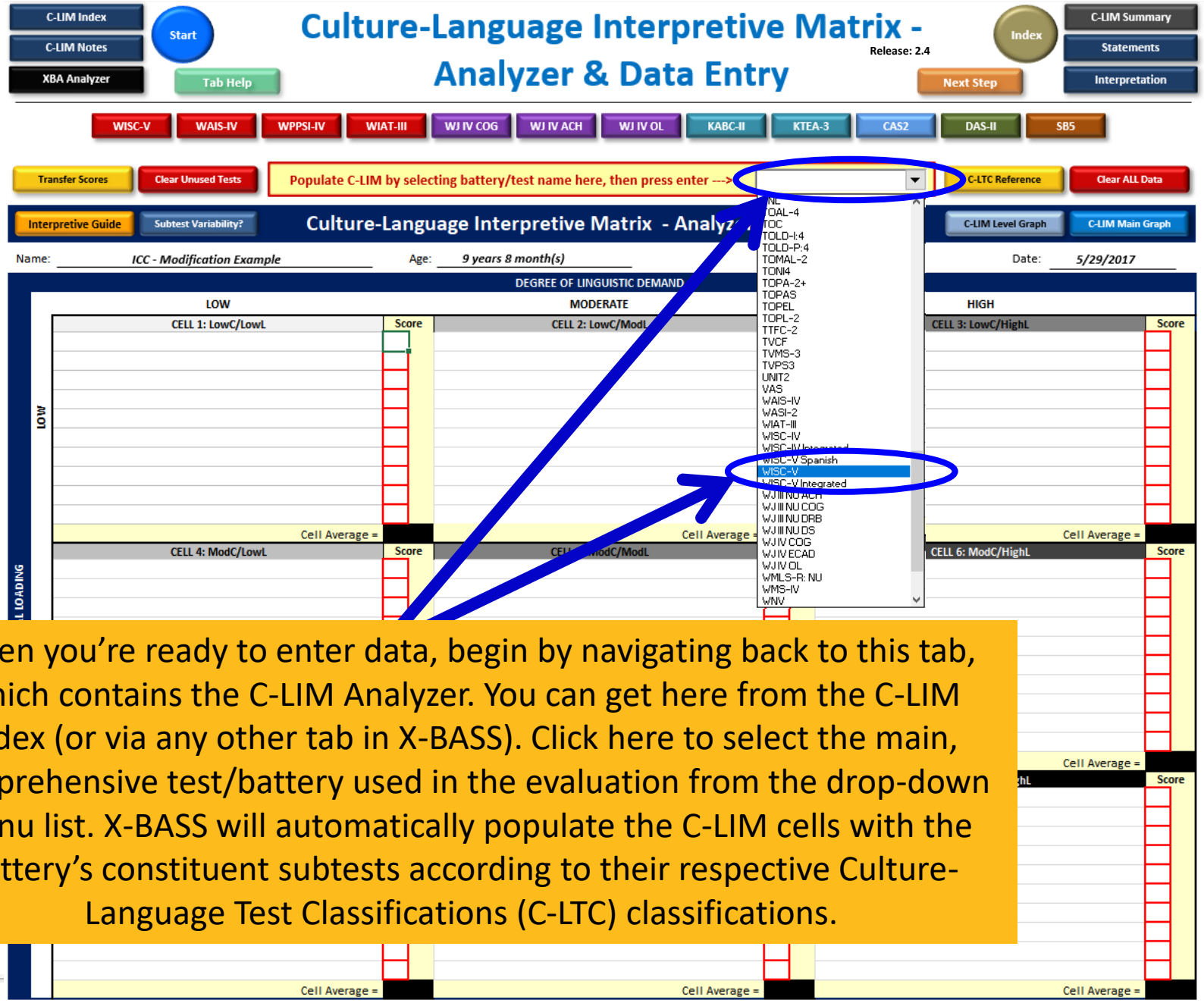
The Culture-Language Test Classifications is a table of the nine cells listing every subtest contained in the C-LIM Analyzer. This tab can be accessed from the main X-BASS Index tab or via the C-LIM Index tab. Subtests appear in only of the nine cells. This table can be helpful in quickly finding a particular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

Operation and Use of the C-LIM



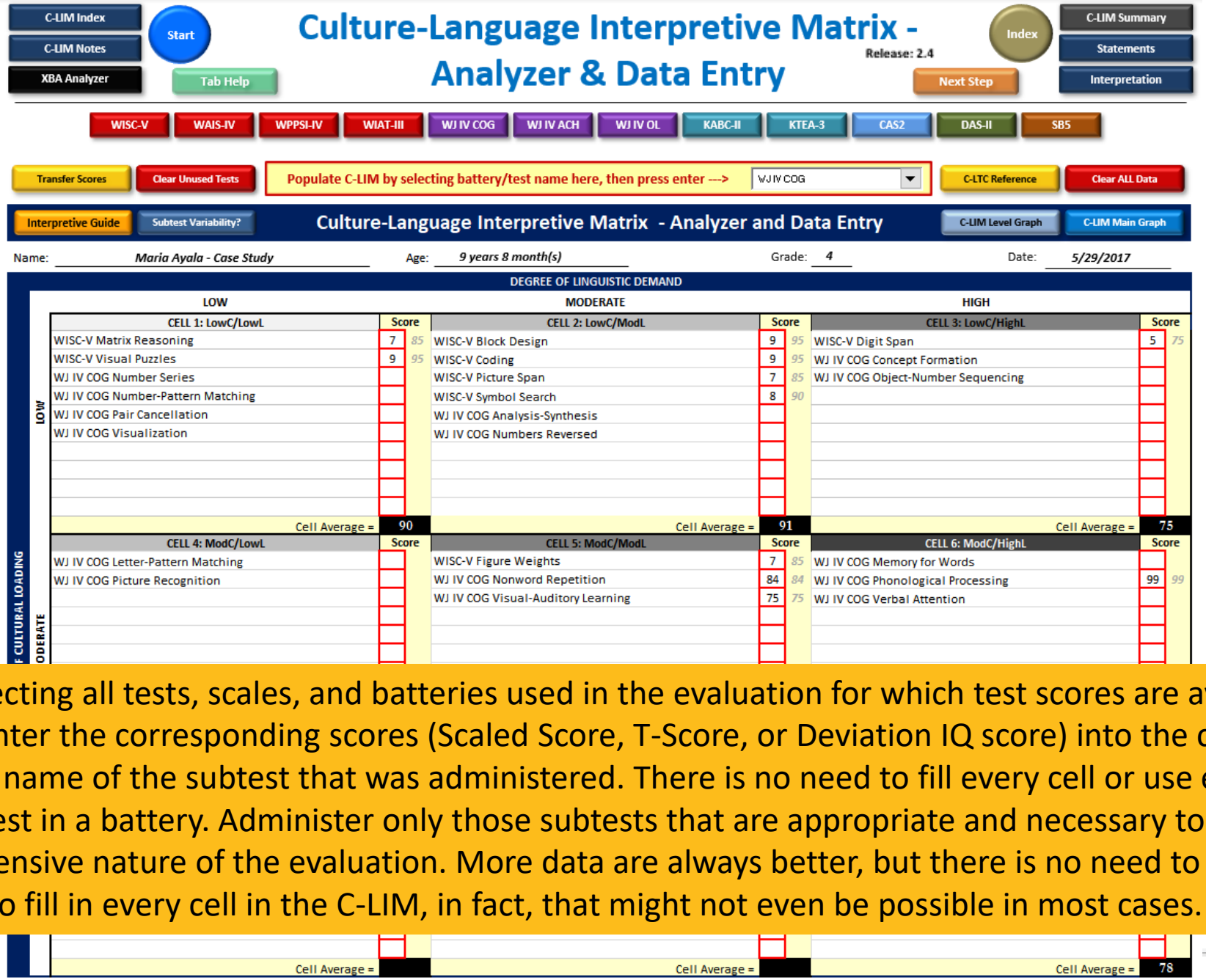
The C-LIM contains classifications for cognitive, speech-language, neuropsychological, and a few achievement tests that have primary cognitive CHC classifications (e.g., KTEA-3 Associational Fluency). Achievement tests not included in the C-LIM require a different body of research on which to determine the impact of cultural/linguistic influences on EL test performance. The C-LIM+Achievement Test Extensions (C-LIM+ATE) may be used for this purpose with academic skill/knowledge subtests and will be available soon.

Operation and Use of the C-LIM



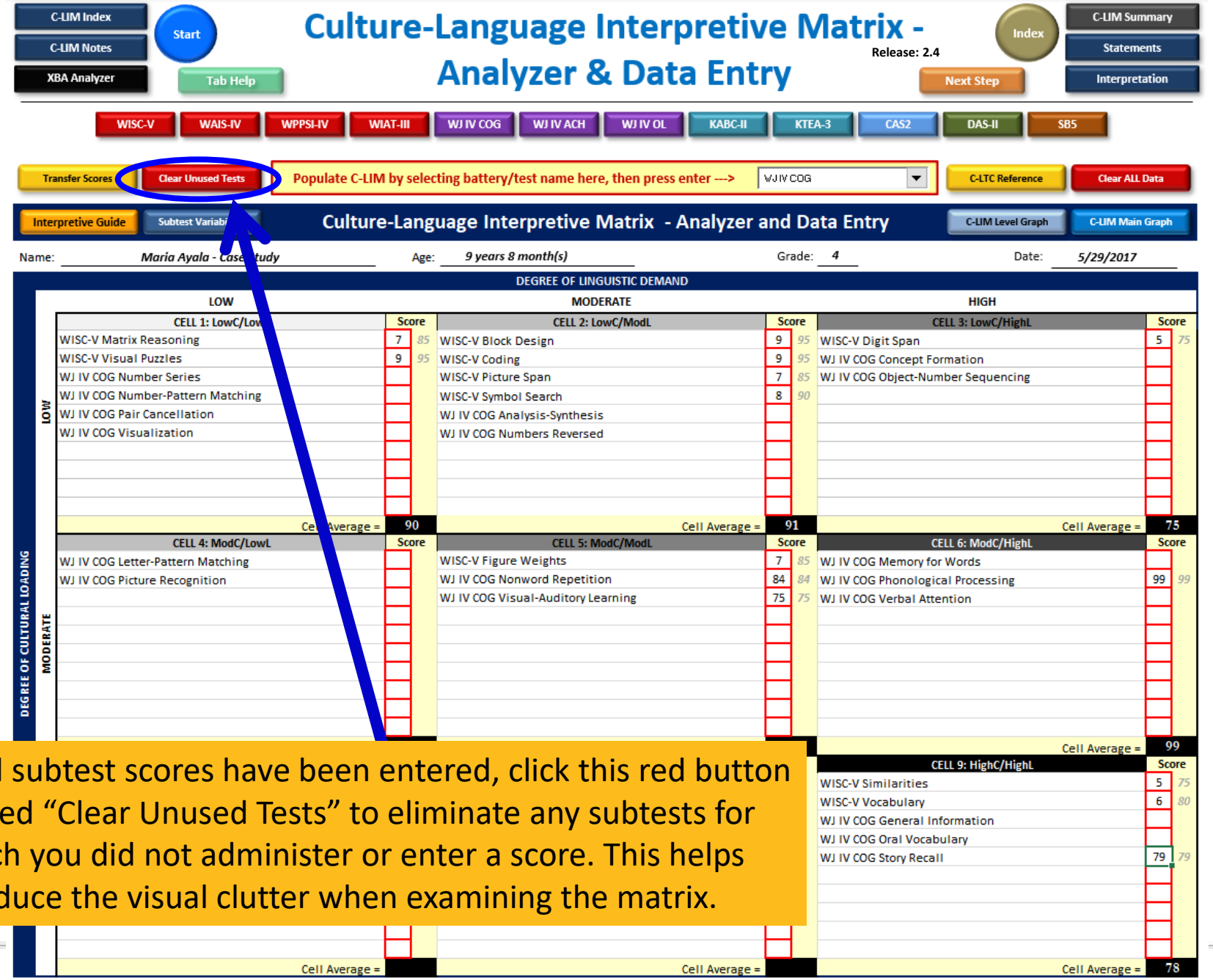
When you're ready to enter data, begin by navigating back to this tab, which contains the C-LIM Analyzer. You can get here from the C-LIM Index (or via any other tab in X-BASS). Click here to select the main, comprehensive test/battery used in the evaluation from the drop-down menu list. X-BASS will 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



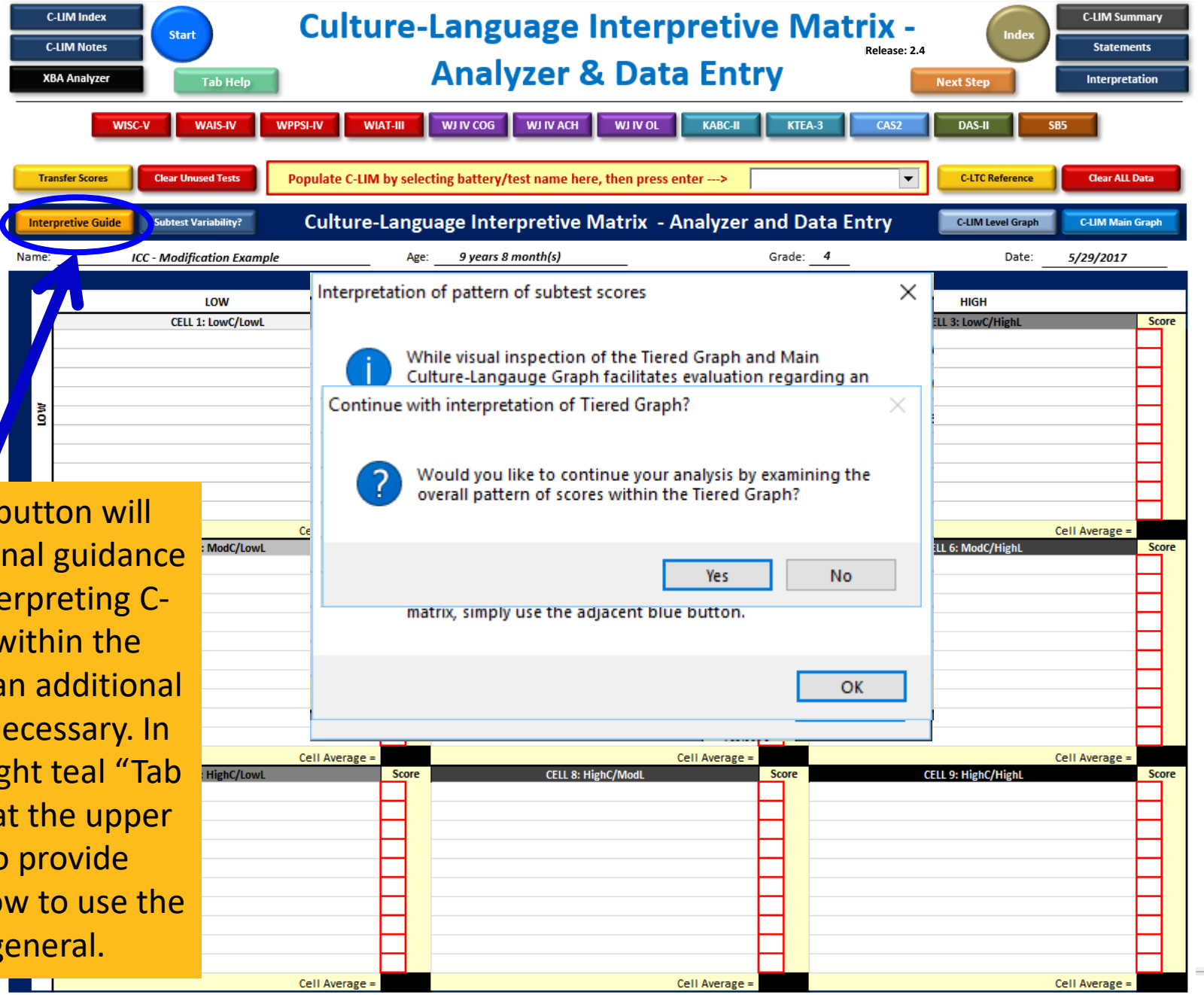
After selecting all tests, scales, and batteries used in the evaluation for which test scores are available, simply enter the corresponding scores (Scaled Score, T-Score, or Deviation IQ score) into the cell next to the name of the subtest that was administered. There is no need to fill every cell or use every subtest in a battery. Administer only those subtests that are appropriate and necessary to the comprehensive nature of the evaluation. More data are always better, but there is no need to attempt to fill in every cell in the C-LIM, in fact, that might not even be possible in most cases.

Operation and Use of the C-LIM



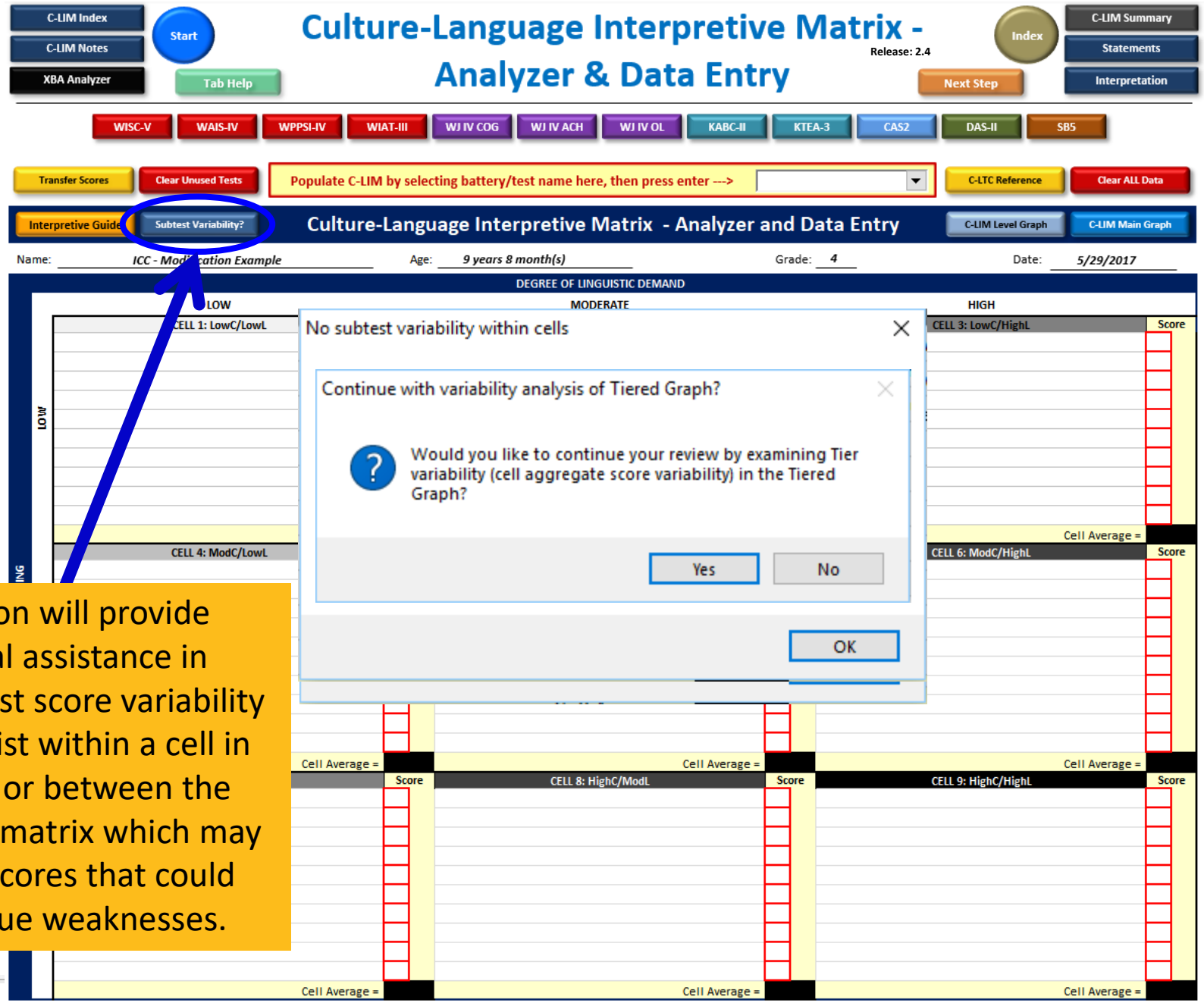
After all subtest scores have been entered, click this red button marked “Clear Unused Tests” to eliminate any subtests for which you did not administer or enter a score. This helps reduce the visual clutter when examining the matrix.

Operation and Use of the C-LIM



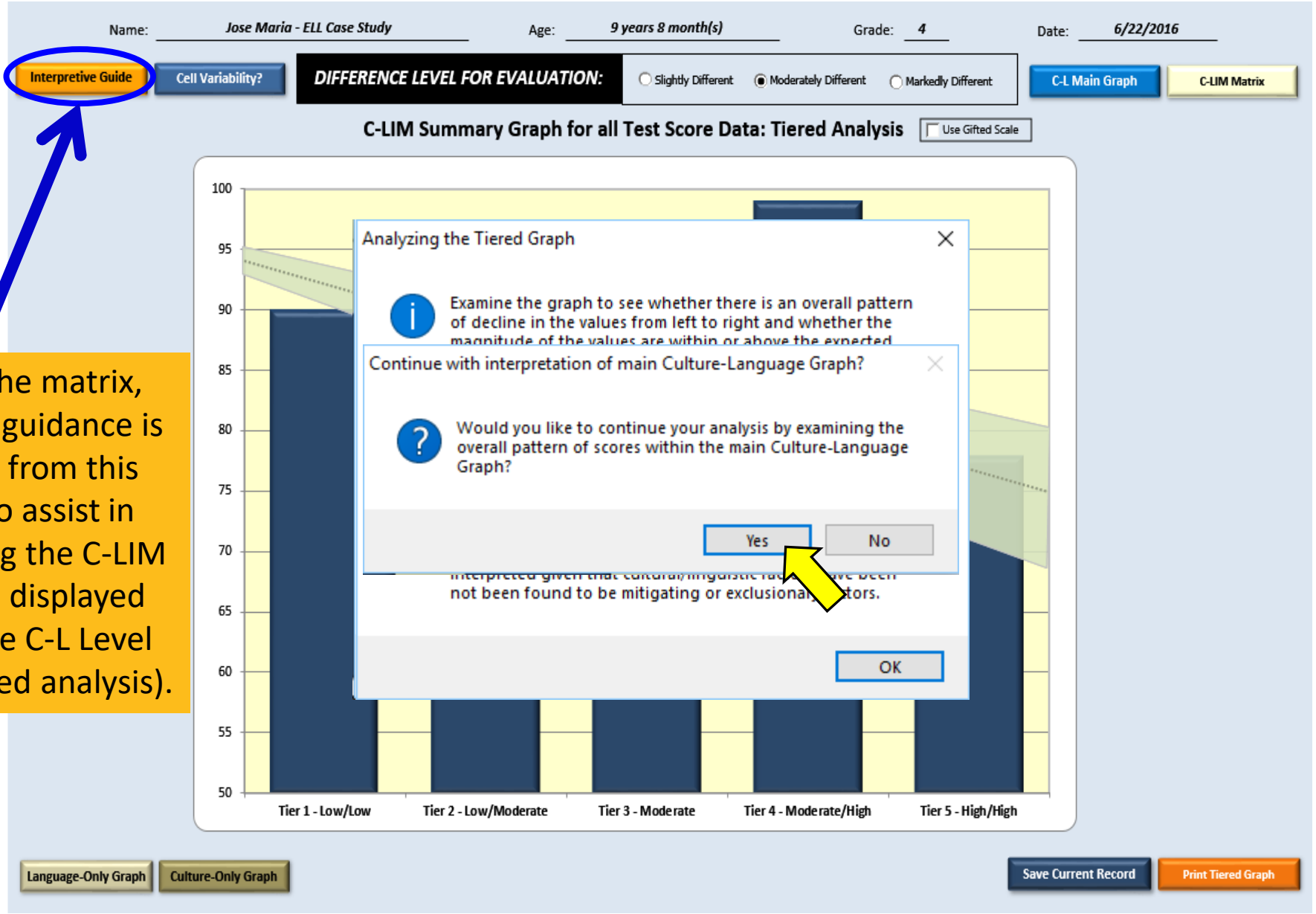
Clicking this button will provide additional guidance to assist in interpreting C-LIM results within the matrix should an additional reminder be necessary. In addition, the light teal “Tab Help” button at the upper left will also provide guidance on how to use the C-LIM in general.

Operation and Use of the C-LIM



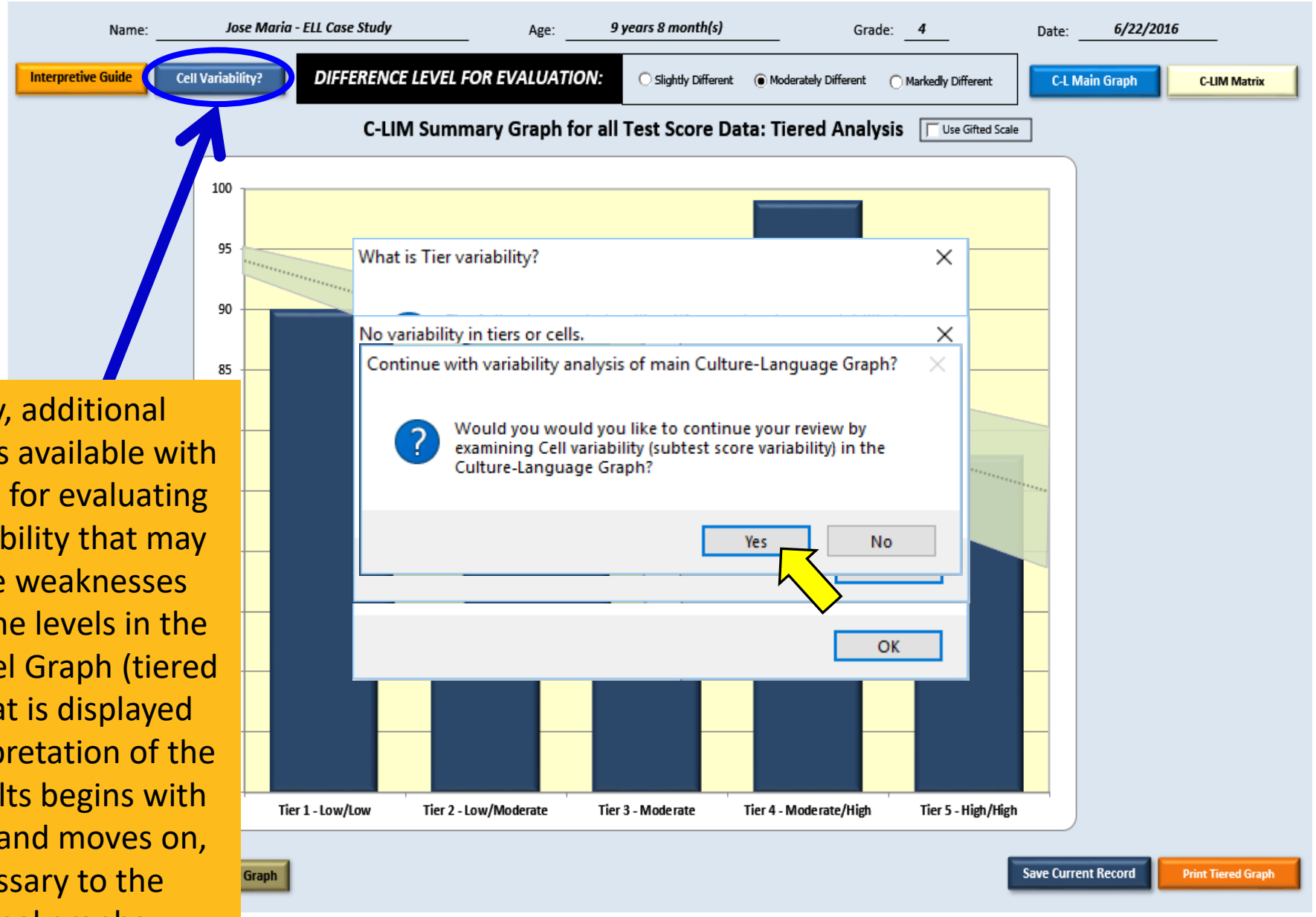
This button will provide additional assistance in evaluating test score variability that may exist within a cell in the matrix or between the levels of the matrix which may mask low scores that could indicate true weaknesses.

Operation and Use of the C-LIM



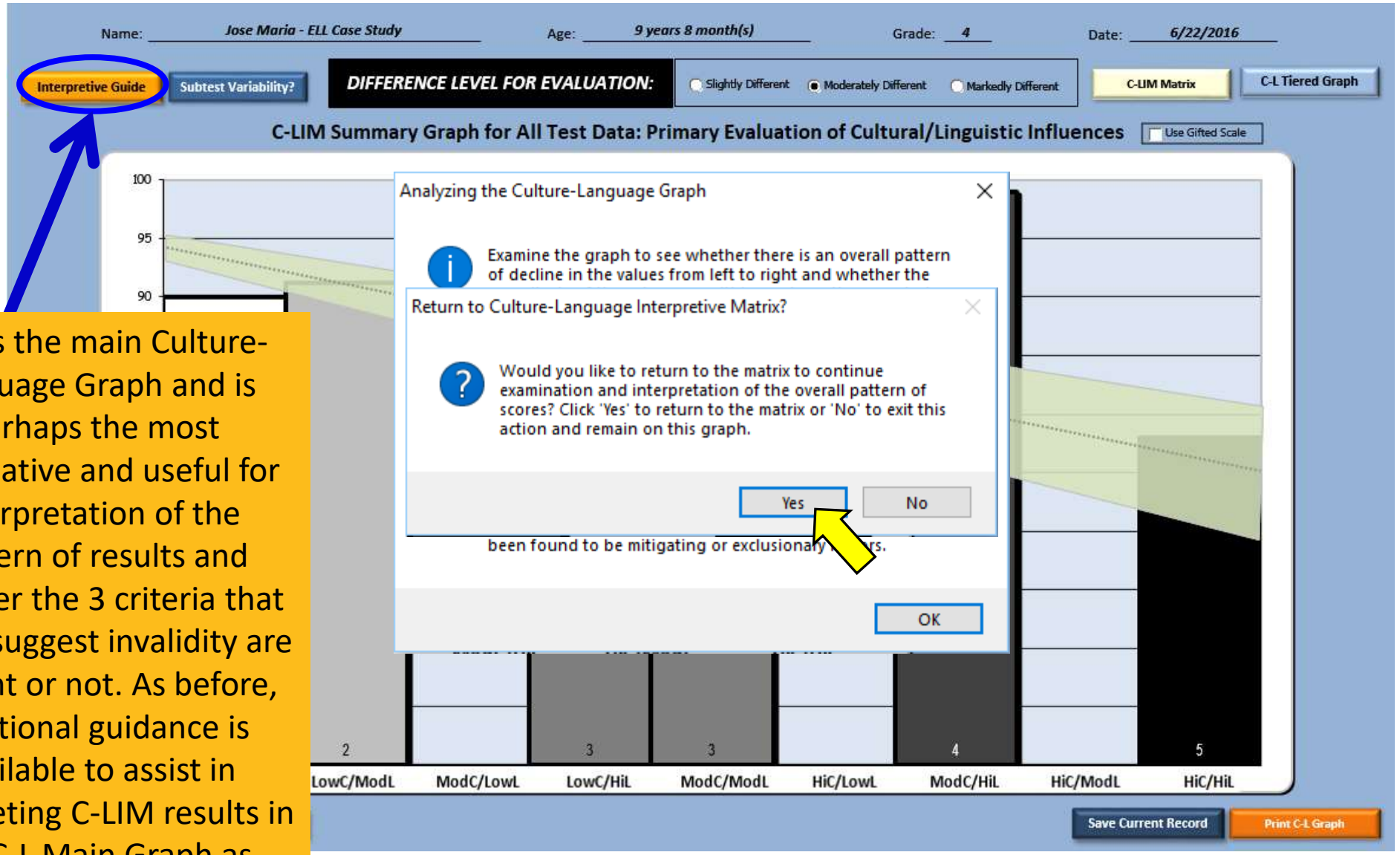
As with the matrix, additional guidance is available from this button to assist in interpreting the C-LIM results as displayed here in the C-L Level Graph (tiered analysis).

Operation and Use of the C-LIM



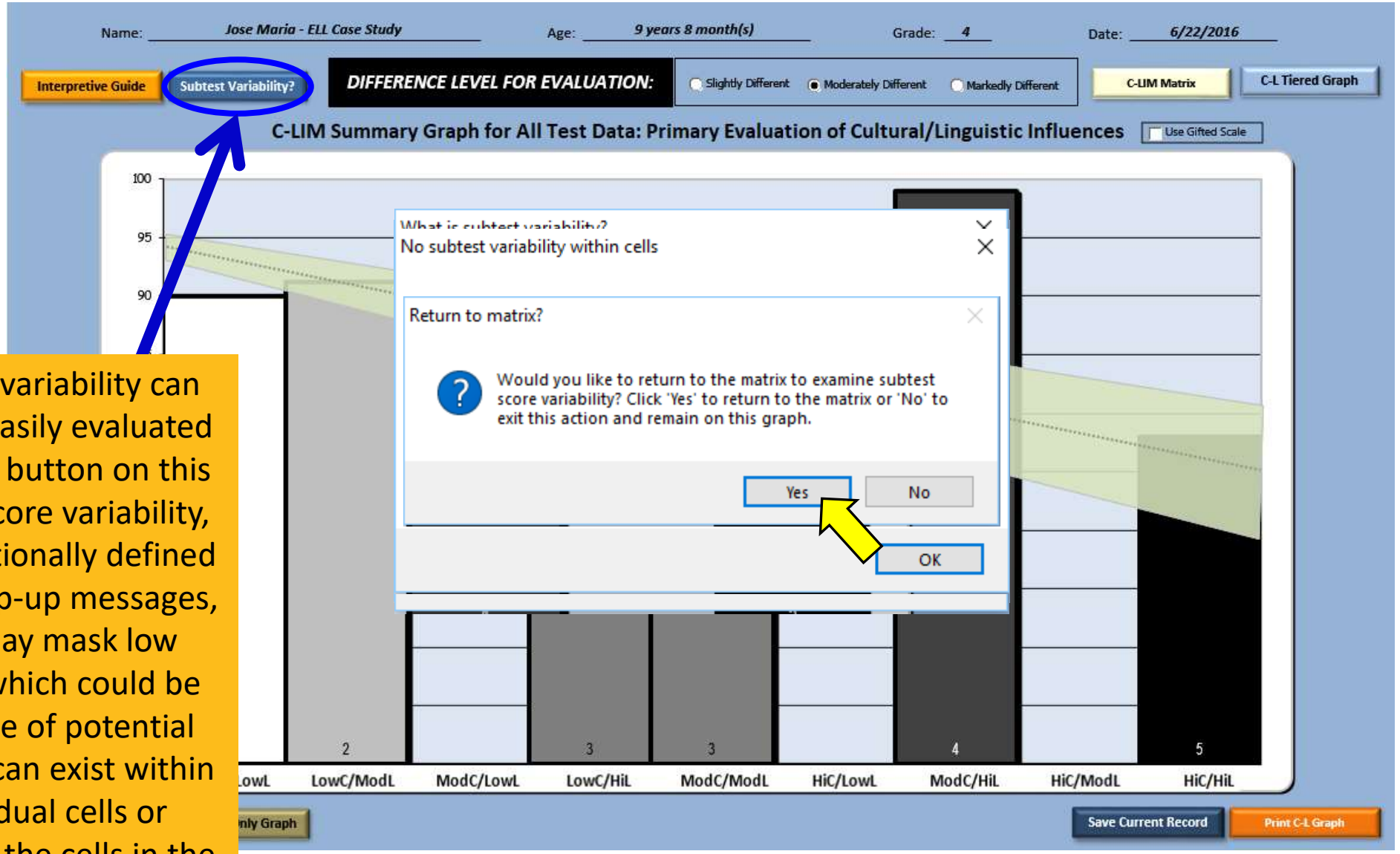
Similarly, additional assistance is available with this button for evaluating score variability that may mask true weaknesses between the levels in the the C-L Level Graph (tiered graph) that is displayed here. Interpretation of the C-LIM results begins with this graph and moves on, as necessary to the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

Operation and Use of the C-LIM



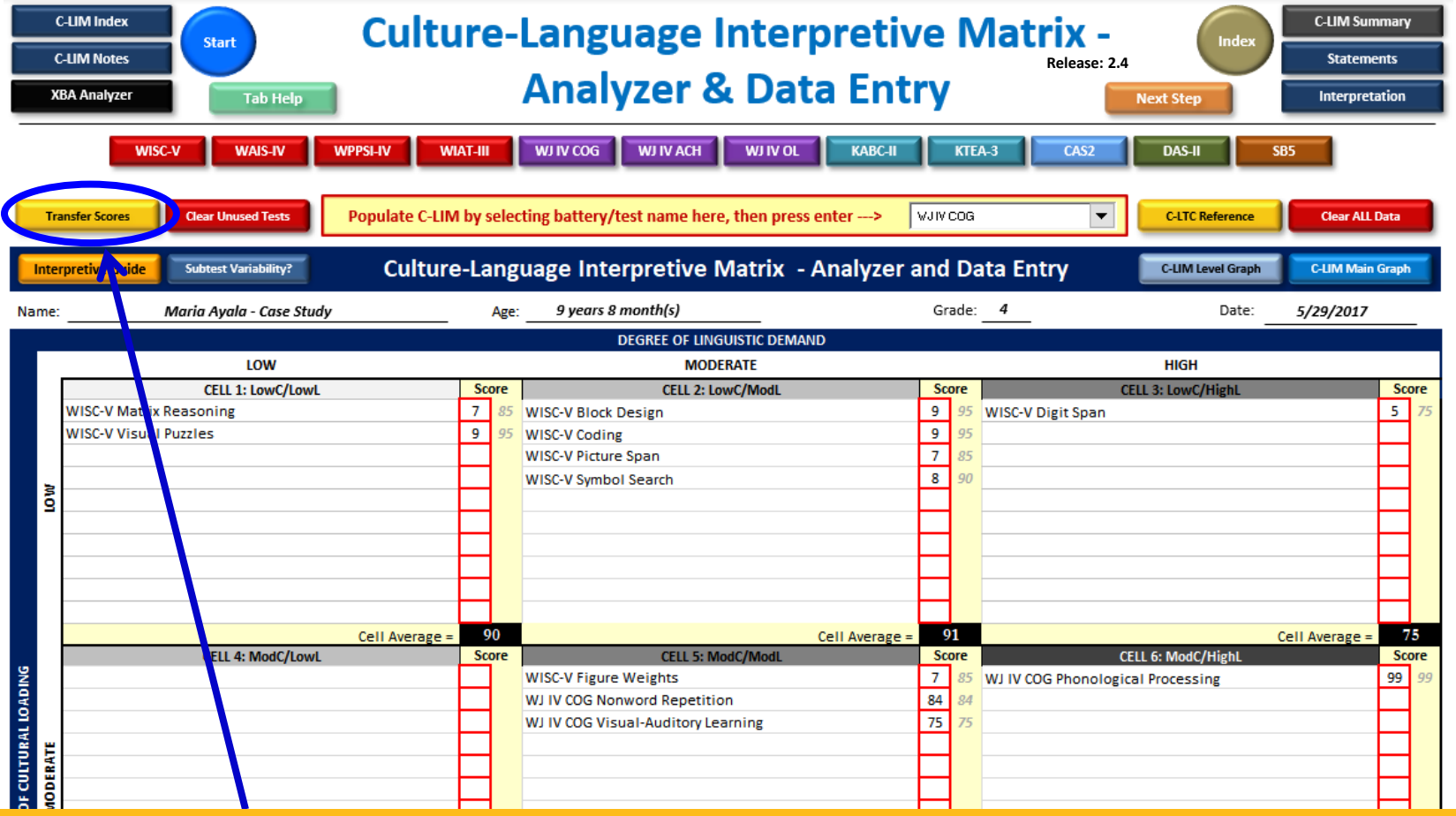
This is the main Culture-Language Graph and is perhaps the most informative and useful for interpretation of the pattern of results and whether the 3 criteria that would suggest invalidity are present or not. As before, additional guidance is available to assist in interpreting C-LIM results in the C-L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

Operation and Use of the C-LIM



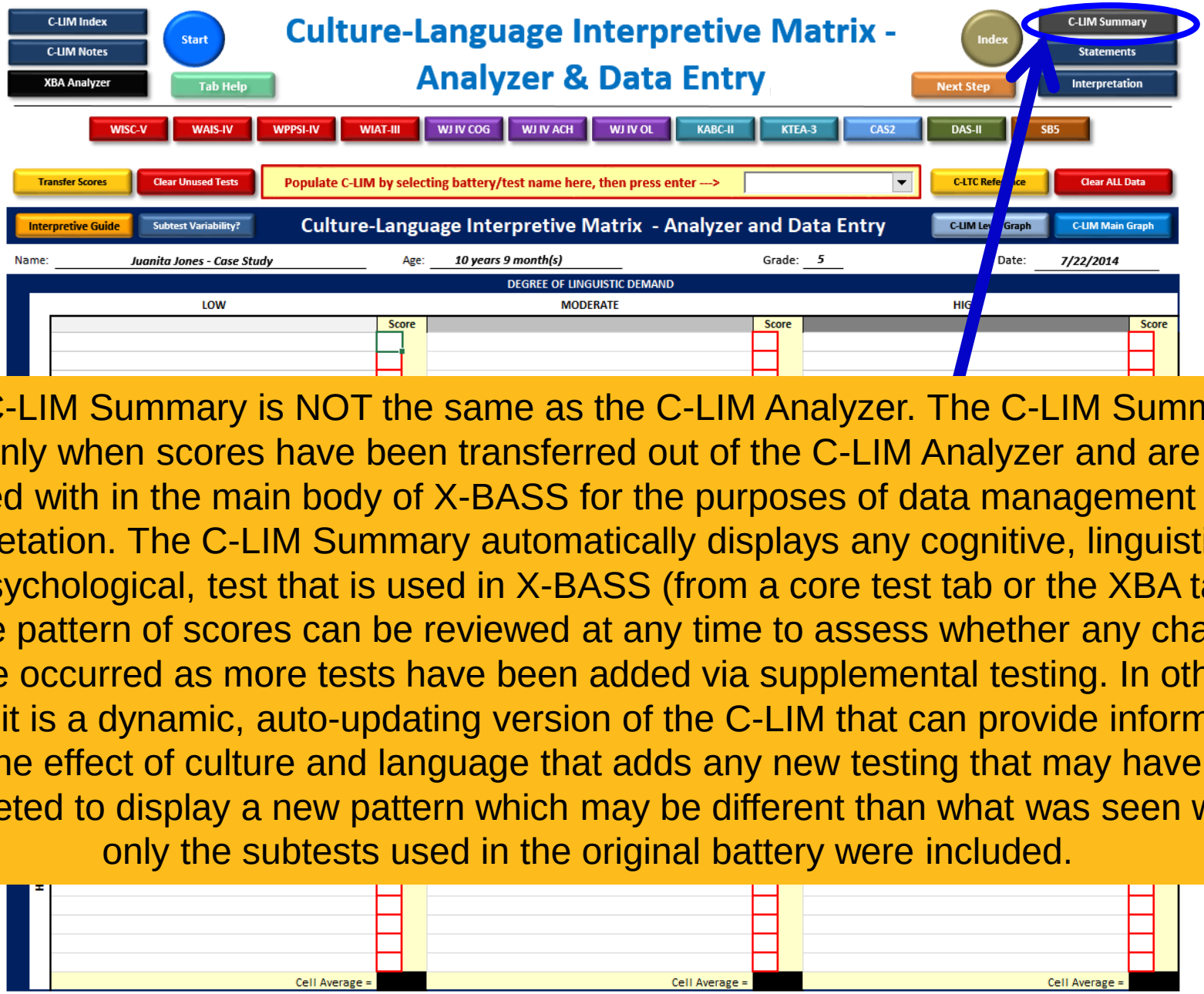
Subtest variability can also be easily evaluated with this button on this graph. Score variability, as operationally defined in the pop-up messages, that may mask low scores which could be evidence of potential deficits, can exist within individual cells or between the cells in the graph ad displayed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

Operation and Use of the C-LIM



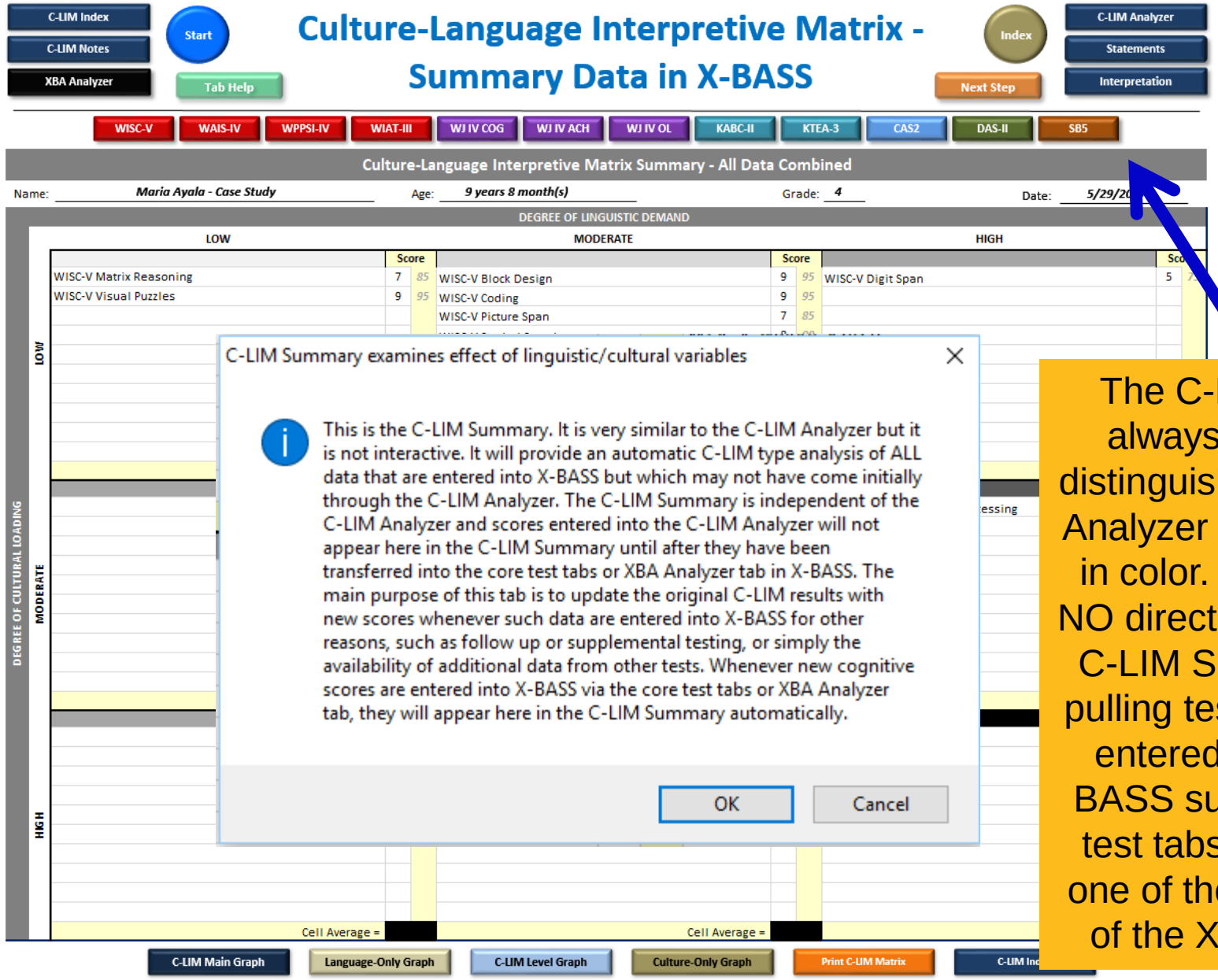
If the results have been deemed to be “likely invalid,” no further action is necessary as such a pattern where all three criteria are met suggests normal, typical, expected, “average” performance for an EL. Therefore, no deficits are present. If the results have been deemed to be “likely valid” then 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



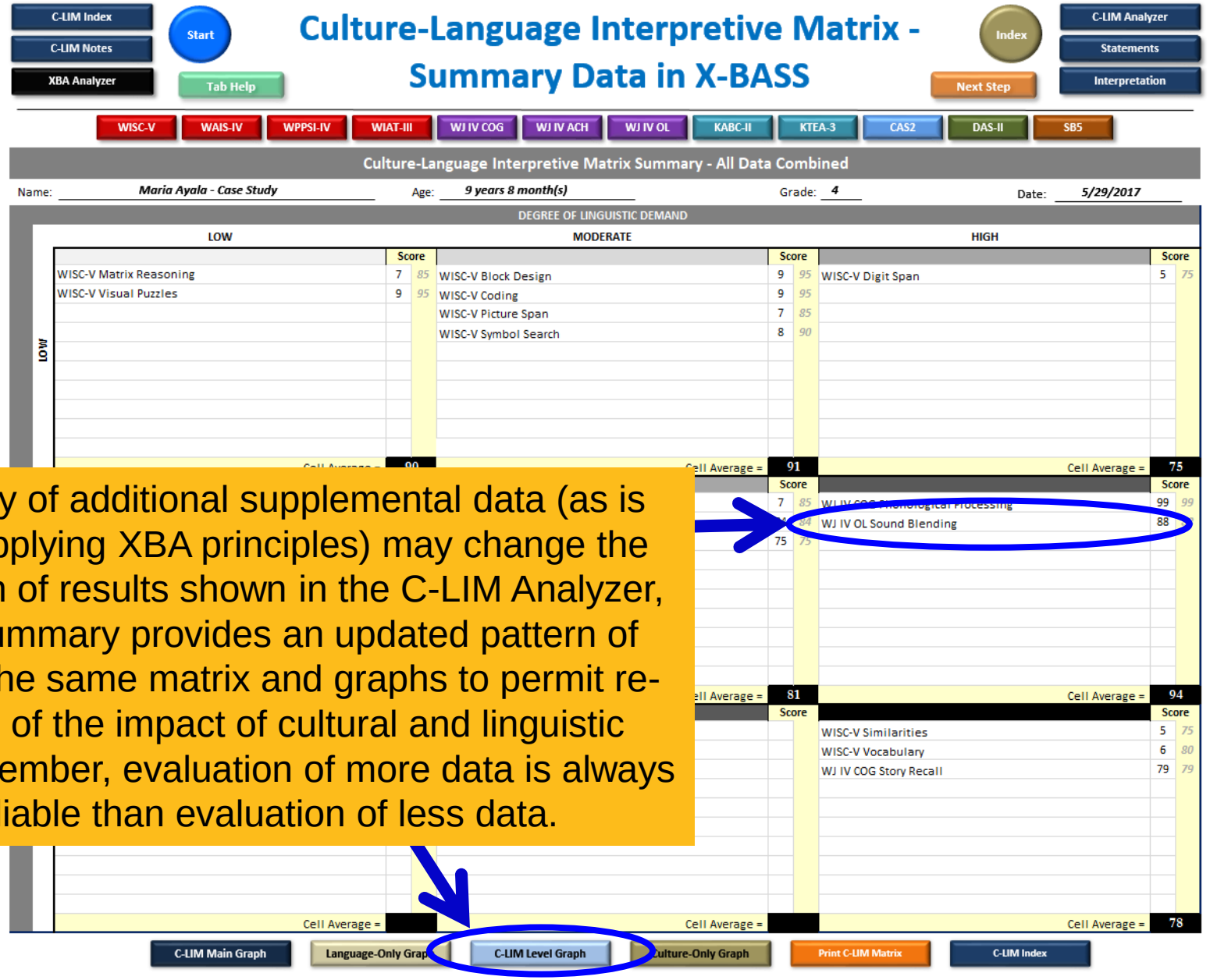
The C-LIM Summary is NOT the same as the C-LIM Analyzer. The C-LIM Summary works only when scores have been transferred out of the C-LIM Analyzer and are being worked with in the main body of X-BASS for the purposes of data management and interpretation. The C-LIM Summary automatically displays any cognitive, linguistic, or neuropsychological, test that is used in X-BASS (from a core test tab or the XBA tab) so that the pattern of scores can be reviewed at any time to assess whether any changes have occurred as more tests have been added via supplemental testing. In other words, it is a dynamic, auto-updating version of the C-LIM that can provide information about the effect of culture and language that adds any new testing that may have been completed to display a new pattern which may be different than what was seen when only the subtests used in the original battery were included.

Operation and Use of the C-LIM



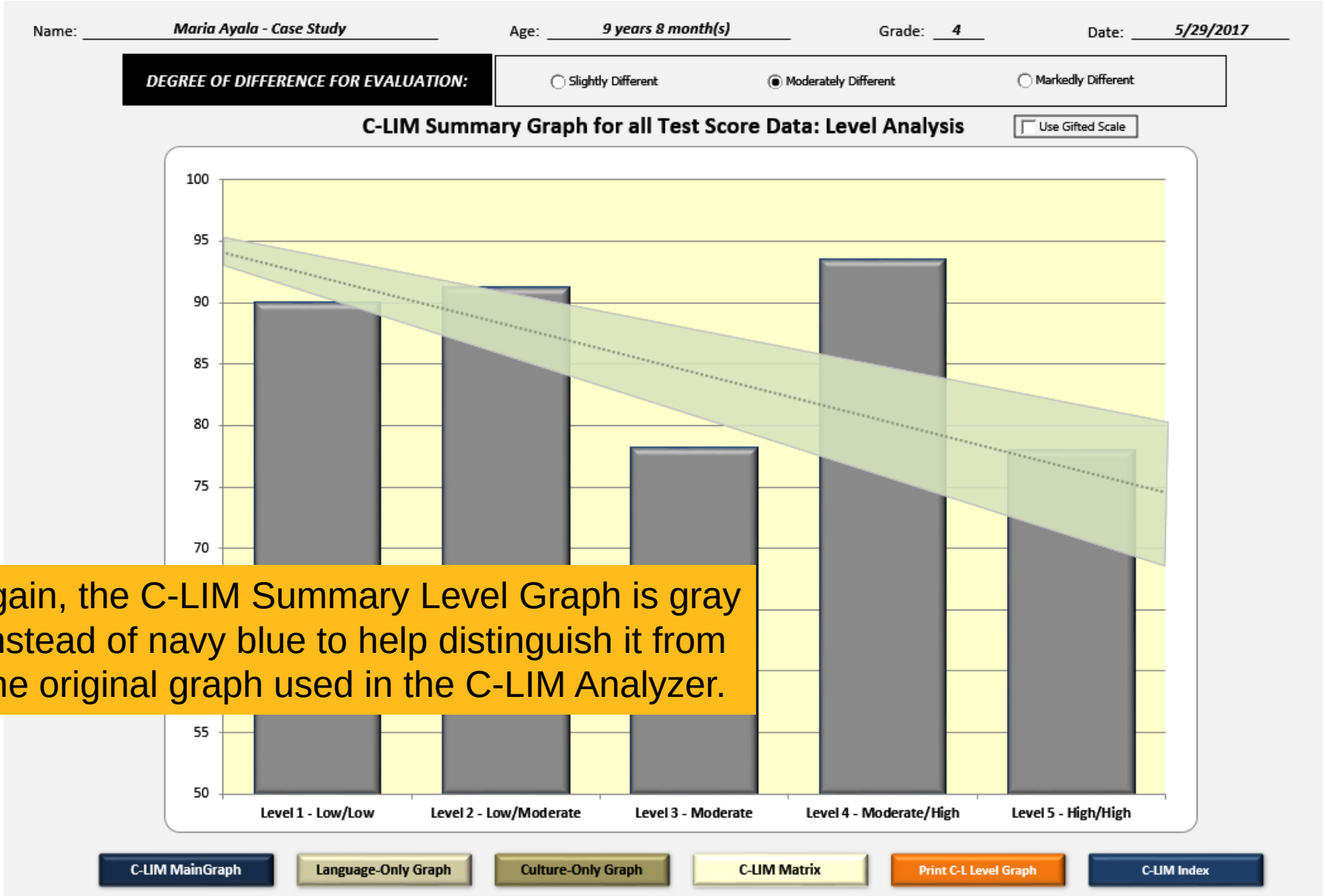
The C-LIM Summary is always gray in color to distinguish it from the C-LIM Analyzer which is navy blue in color. Note that there is NO direct data entry into the C-LIM Summary. It is only pulling tests that have been entered elsewhere in X-BASS such as on the core test tabs or selected from one of the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

Operation and Use of the C-LIM



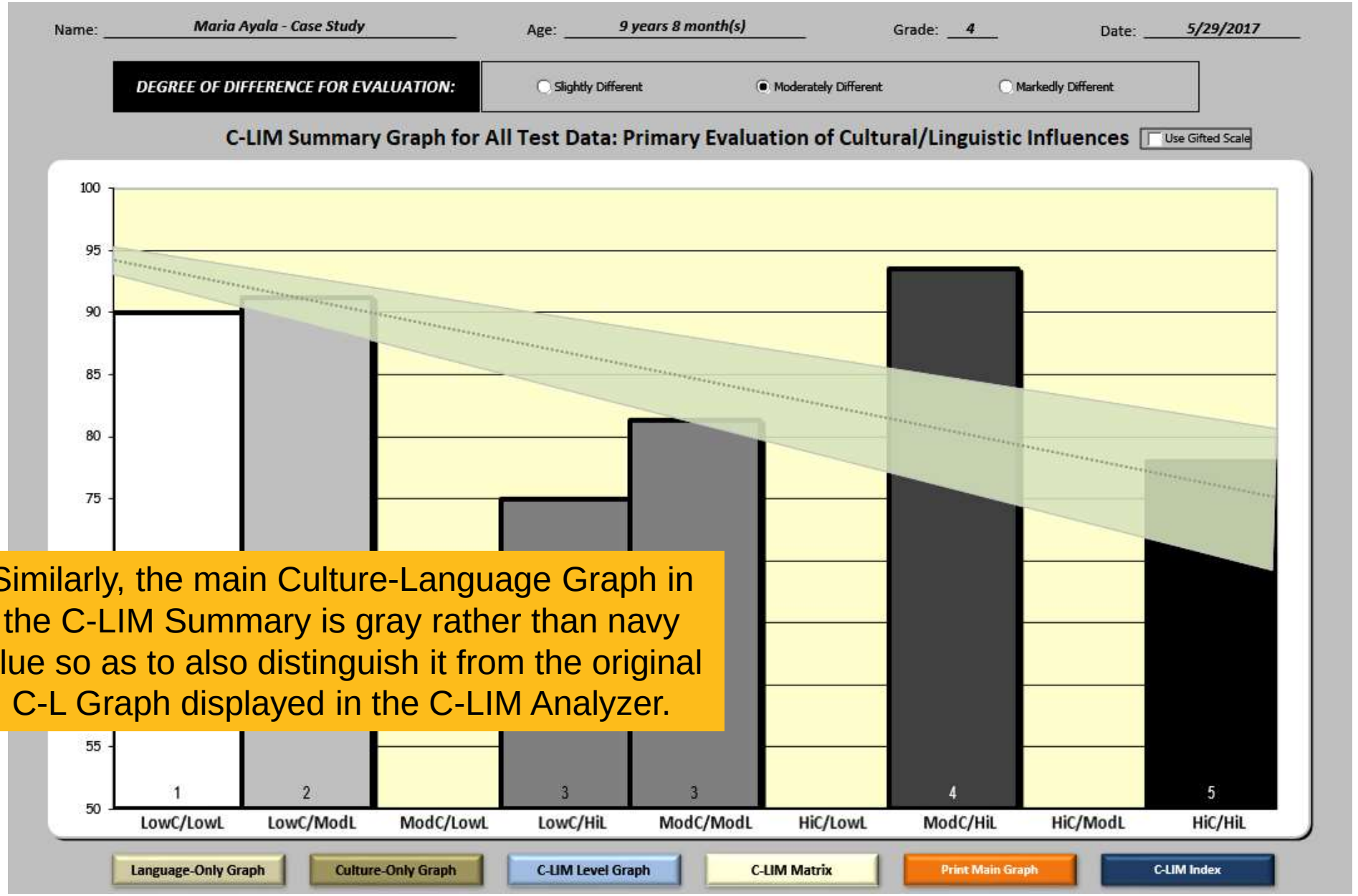
Because entry of additional supplemental data (as is common in applying XBA principles) may change the original pattern of results shown in the C-LIM Analyzer, the C-LIM Summary provides an updated pattern of results using the same matrix and graphs to permit re-examination of the impact of cultural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

Operation and Use of the C-LIM



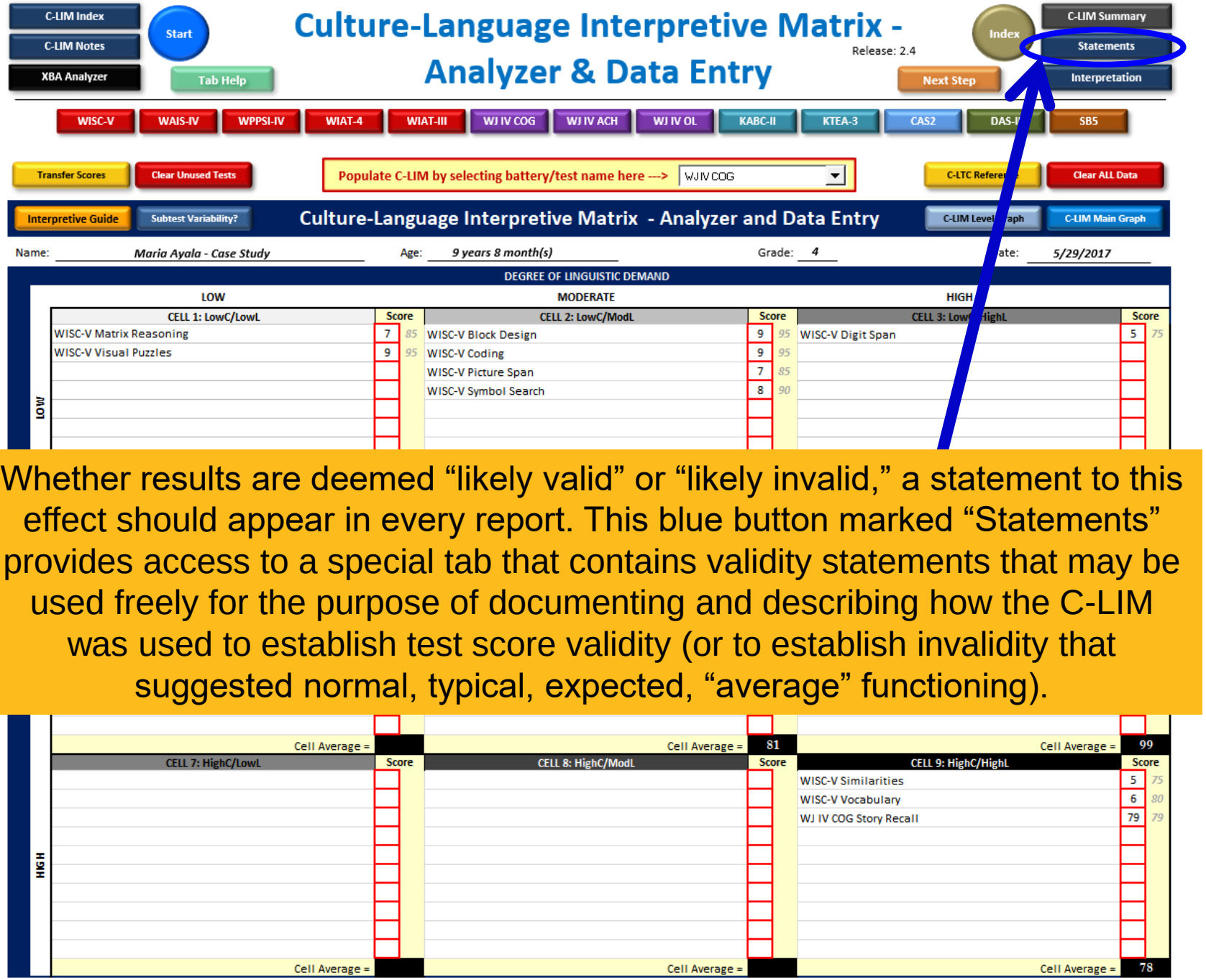
Again, the C-LIM Summary Level Graph is gray instead of navy blue to help distinguish it from the original graph used in the C-LIM Analyzer.

Operation and Use of the C-LIM



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.

Operation and Use of the C-LIM



Whether results are deemed “likely valid” or “likely invalid,” a statement to this effect should appear in every report. This blue button marked “Statements” provides access to a special tab that contains validity statements that may be used freely for the purpose of documenting and describing how the C-LIM was used to establish test score validity (or to establish invalidity that suggested normal, typical, expected, “average” functioning).

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 to 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 ...stimates of ability or knowledge and not the manifestation of cultural or li... ...ition of acculturative knowledge and English language proficiency was carr...

A careful review of the student's tes... ...ected of other individuals with similar cultural and linguistic backgr... ...nce of cultural and linguistic factors rather than lack of actual ability. Acc... ...of the intended abilities that were the focus of the evaluation. However, give... ...other non-disabled individuals with comparable linguistic development ar... ...s are also at least within the average range of performance (or possibly hig... ...l that the academic difficulties observed in classroom performance th... ...tive 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.

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 and linguistic factors were either minimal (no evident decli ngly, the test results were not considered to be due primarily t er support the validity of the obtained results was provided b nd authentic assessment methods. In addition, other extra otional/behavioral problems) were also evaluated and exclude al ability or knowledge. However, equitable interpretation of GC (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 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.