

BILINGUAL ENGLISH SPANISH ASSESSMENT

BILINGUAL ENGLISH SPANISH ASSESSMENT IS AN ESSENTIAL TOOL FOR EVALUATING LANGUAGE PROFICIENCY IN INDIVIDUALS WHO USE BOTH ENGLISH AND SPANISH. THIS TYPE OF ASSESSMENT PLAYS A CRITICAL ROLE IN EDUCATIONAL SETTINGS, WORKFORCE DEVELOPMENT, AND CLINICAL EVALUATIONS, PROVIDING INSIGHTS INTO BILINGUAL ABILITIES ACROSS SPEAKING, LISTENING, READING, AND WRITING SKILLS. UNDERSTANDING THE COMPONENTS AND BENEFITS OF BILINGUAL ENGLISH SPANISH ASSESSMENTS HELPS EDUCATORS, EMPLOYERS, AND CLINICIANS SUPPORT BILINGUAL INDIVIDUALS EFFECTIVELY. THIS ARTICLE EXPLORES THE DEFINITION, TYPES, METHODS, AND APPLICATIONS OF BILINGUAL ENGLISH SPANISH ASSESSMENTS. ADDITIONALLY, IT DISCUSSES CHALLENGES AND BEST PRACTICES TO ENSURE ACCURATE AND MEANINGFUL EVALUATION OUTCOMES.

- UNDERSTANDING BILINGUAL ENGLISH SPANISH ASSESSMENT
- TYPES OF BILINGUAL ENGLISH SPANISH ASSESSMENTS
- METHODS AND TOOLS USED IN BILINGUAL ASSESSMENTS
- APPLICATIONS AND IMPORTANCE OF BILINGUAL ASSESSMENTS
- CHALLENGES IN CONDUCTING BILINGUAL ENGLISH SPANISH ASSESSMENTS
- BEST PRACTICES FOR EFFECTIVE BILINGUAL ASSESSMENT

UNDERSTANDING BILINGUAL ENGLISH SPANISH ASSESSMENT

A BILINGUAL ENGLISH SPANISH ASSESSMENT IS A SYSTEMATIC PROCESS TO MEASURE PROFICIENCY AND COMPETENCY IN BOTH ENGLISH AND SPANISH LANGUAGES. IT EVALUATES AN INDIVIDUAL'S ABILITY TO COMPREHEND, SPEAK, READ, AND WRITE IN BOTH LANGUAGES, WHICH IS CRUCIAL FOR BILINGUAL EDUCATION PROGRAMS, EMPLOYMENT SCREENING, AND CLINICAL DIAGNOSTICS. THESE ASSESSMENTS HELP DETERMINE LANGUAGE DOMINANCE, FLUENCY LEVELS, AND AREAS FOR IMPROVEMENT.

DEFINITION AND PURPOSE

THE PRIMARY PURPOSE OF BILINGUAL ENGLISH SPANISH ASSESSMENT IS TO IDENTIFY THE LANGUAGE SKILLS OF INDIVIDUALS WHO COMMUNICATE IN BOTH LANGUAGES. THIS ASSESSMENT ENABLES EDUCATORS TO DESIGN APPROPRIATE INSTRUCTIONAL STRATEGIES, HELPS EMPLOYERS MATCH CANDIDATES TO LANGUAGE-RELEVANT ROLES, AND ASSISTS CLINICIANS IN DIAGNOSING LANGUAGE-RELATED DISORDERS. IT ALSO SUPPORTS THE DEVELOPMENT OF TAILORED LANGUAGE INTERVENTIONS AND PROMOTES EQUITABLE ACCESS TO EDUCATIONAL RESOURCES.

KEY LANGUAGE DOMAINS ASSESSED

BILINGUAL ASSESSMENTS TYPICALLY COVER FOUR CORE LANGUAGE DOMAINS TO PROVIDE A COMPREHENSIVE EVALUATION. THESE INCLUDE:

- **LISTENING:** UNDERSTANDING SPOKEN LANGUAGE IN BOTH ENGLISH AND SPANISH.
- **SPEAKING:** VERBAL COMMUNICATION SKILLS, INCLUDING PRONUNCIATION AND FLUENCY.

- **READING:** COMPREHENSION AND INTERPRETATION OF WRITTEN TEXTS.
- **WRITING:** ABILITY TO CONSTRUCT MEANINGFUL AND GRAMMATICALLY CORRECT WRITTEN CONTENT.

TYPES OF BILINGUAL ENGLISH SPANISH ASSESSMENTS

THERE ARE VARIOUS TYPES OF BILINGUAL ASSESSMENTS DESIGNED TO MEET DIFFERENT EVALUATION NEEDS. THESE ASSESSMENTS VARY BASED ON FORMAT, FOCUS, AND CONTEXT IN WHICH THEY ARE ADMINISTERED.

STANDARDIZED LANGUAGE PROFICIENCY TESTS

STANDARDIZED TESTS ARE STRUCTURED EVALUATIONS WITH ESTABLISHED NORMS AND SCORING CRITERIA. EXAMPLES INCLUDE THE BILINGUAL VERBAL ABILITY TESTS (BVAT) AND THE WOODCOCK-MUNDT BILINGUAL LANGUAGE SURVEY. THESE TESTS PROVIDE RELIABLE DATA ON LANGUAGE PROFICIENCY LEVELS AND ARE WIDELY USED IN EDUCATIONAL AND OCCUPATIONAL SETTINGS.

INFORMAL AND DYNAMIC ASSESSMENTS

INFORMAL ASSESSMENTS INVOLVE OBSERVATIONS, INTERVIEWS, AND LANGUAGE SAMPLES COLLECTED IN NATURALISTIC SETTINGS. DYNAMIC ASSESSMENTS FOCUS ON AN INDIVIDUAL'S LEARNING POTENTIAL AND RESPONSIVENESS TO LANGUAGE INTERVENTION RATHER THAN STATIC KNOWLEDGE. THESE APPROACHES ARE PARTICULARLY USEFUL FOR YOUNG LEARNERS AND INDIVIDUALS WITH DIVERSE LANGUAGE BACKGROUNDS.

SCREENING VS. DIAGNOSTIC ASSESSMENTS

SCREENING ASSESSMENTS QUICKLY IDENTIFY INDIVIDUALS WHO MAY NEED FURTHER EVALUATION OR LANGUAGE SUPPORT. DIAGNOSTIC ASSESSMENTS PROVIDE IN-DEPTH ANALYSIS OF LANGUAGE ABILITIES AND IDENTIFY SPECIFIC AREAS OF STRENGTH AND WEAKNESS. BOTH TYPES ARE VALUABLE WITHIN BILINGUAL ENGLISH SPANISH ASSESSMENT FRAMEWORKS DEPENDING ON THE CONTEXT.

METHODS AND TOOLS USED IN BILINGUAL ASSESSMENTS

EFFECTIVE BILINGUAL ENGLISH SPANISH ASSESSMENT RELIES ON A VARIETY OF METHODS AND TOOLS TO CAPTURE ACCURATE LANGUAGE PROFICIENCY DATA.

DIRECT TESTING METHODS

DIRECT TESTING INVOLVES ADMINISTERING SPECIFIC LANGUAGE TASKS UNDER CONTROLLED CONDITIONS. THESE TASKS MAY INCLUDE VOCABULARY TESTS, SENTENCE REPETITION, READING COMPREHENSION EXERCISES, AND WRITING PROMPTS. DIRECT TESTS OFFER QUANTIFIABLE RESULTS THAT SUPPORT DECISION-MAKING PROCESSES.

OBSERVATIONAL AND INTERVIEW TECHNIQUES

OBSERVATIONS AND INTERVIEWS ALLOW ASSESSORS TO GATHER QUALITATIVE INFORMATION ABOUT LANGUAGE USE IN REAL-LIFE CONTEXTS. THESE METHODS HELP REVEAL PRAGMATIC LANGUAGE SKILLS, CULTURAL NUANCES, AND CONVERSATIONAL ABILITIES THAT STANDARDIZED TESTS MAY NOT FULLY CAPTURE.

TECHNOLOGY-ENHANCED TOOLS

ADVANCEMENTS IN TECHNOLOGY HAVE INTRODUCED COMPUTER-BASED AND MOBILE APPLICATION TOOLS THAT FACILITATE BILINGUAL ASSESSMENTS. THESE TOOLS ENABLE ADAPTIVE TESTING, IMMEDIATE SCORING, AND MULTIMEDIA LANGUAGE TASKS, ENHANCING THE ACCURACY AND EFFICIENCY OF EVALUATIONS.

APPLICATIONS AND IMPORTANCE OF BILINGUAL ASSESSMENTS

BILINGUAL ENGLISH SPANISH ASSESSMENTS SERVE CRITICAL FUNCTIONS ACROSS MULTIPLE DOMAINS, INFLUENCING EDUCATIONAL OUTCOMES, WORKFORCE READINESS, AND CLINICAL INTERVENTIONS.

EDUCATIONAL PLACEMENT AND SUPPORT

IN SCHOOLS, BILINGUAL ASSESSMENTS GUIDE PLACEMENT DECISIONS FOR ENGLISH LANGUAGE LEARNERS (ELLs) AND BILINGUAL EDUCATION PROGRAMS. THEY HELP IDENTIFY STUDENTS' PROFICIENCY LEVELS TO TAILOR INSTRUCTION APPROPRIATELY AND MONITOR LANGUAGE DEVELOPMENT PROGRESS OVER TIME.

WORKFORCE AND CAREER DEVELOPMENT

EMPLOYERS USE BILINGUAL ASSESSMENTS TO EVALUATE CANDIDATES' LANGUAGE SKILLS NEEDED FOR BILINGUAL JOB ROLES, SUCH AS CUSTOMER SERVICE, HEALTHCARE, AND EDUCATION. ACCURATE ASSESSMENT ENSURES THAT INDIVIDUALS MEET LANGUAGE REQUIREMENTS, IMPROVING COMMUNICATION AND PRODUCTIVITY.

CLINICAL LANGUAGE EVALUATION

CLINICIANS UTILIZE BILINGUAL ASSESSMENTS TO DIAGNOSE SPEECH AND LANGUAGE DISORDERS IN BILINGUAL INDIVIDUALS. THESE ASSESSMENTS HELP DIFFERENTIATE BETWEEN LANGUAGE DIFFERENCES DUE TO BILINGUALISM AND LANGUAGE IMPAIRMENTS, ENABLING EFFECTIVE TREATMENT PLANNING.

CHALLENGES IN CONDUCTING BILINGUAL ENGLISH SPANISH ASSESSMENTS

CONDUCTING BILINGUAL ASSESSMENTS PRESENTS UNIQUE CHALLENGES THAT REQUIRE CAREFUL CONSIDERATION TO MAINTAIN VALIDITY AND FAIRNESS.

LINGUISTIC AND CULTURAL DIVERSITY

THE DIVERSITY OF DIALECTS, REGIONAL VARIATIONS, AND CULTURAL CONTEXTS WITHIN ENGLISH AND SPANISH-SPEAKING POPULATIONS CAN AFFECT ASSESSMENT OUTCOMES. ASSESSORS MUST BE AWARE OF THESE VARIATIONS TO AVOID MISINTERPRETATION OF LANGUAGE SKILLS.

BIAS AND FAIRNESS ISSUES

STANDARDIZED TESTS MAY CONTAIN CULTURAL BIASES OR LANGUAGE CONSTRUCTS UNFAMILIAR TO CERTAIN BILINGUAL INDIVIDUALS. ENSURING TEST CONTENT IS CULTURALLY AND LINGUISTICALLY APPROPRIATE IS ESSENTIAL TO PROVIDE EQUITABLE ASSESSMENT RESULTS.

LIMITED AVAILABILITY OF VALIDATED TOOLS

THERE IS A SCARCITY OF HIGH-QUALITY, VALIDATED BILINGUAL ENGLISH SPANISH ASSESSMENT TOOLS THAT COMPREHENSIVELY COVER ALL LANGUAGE DOMAINS. THIS LIMITATION CAN HINDER ACCURATE PROFICIENCY MEASUREMENT AND AFFECT DECISION-MAKING.

BEST PRACTICES FOR EFFECTIVE BILINGUAL ASSESSMENT

TO MAXIMIZE THE EFFECTIVENESS OF BILINGUAL ENGLISH SPANISH ASSESSMENTS, SEVERAL BEST PRACTICES SHOULD BE IMPLEMENTED.

USE OF QUALIFIED BILINGUAL ASSESSORS

ASSESSMENTS SHOULD BE ADMINISTERED BY PROFESSIONALS PROFICIENT IN BOTH ENGLISH AND SPANISH, WITH TRAINING IN BILINGUAL LANGUAGE DEVELOPMENT AND ASSESSMENT PRINCIPLES. THIS EXPERTISE ENSURES ACCURATE INTERPRETATION OF RESULTS.

INCORPORATION OF MULTIPLE ASSESSMENT MEASURES

COMBINING STANDARDIZED TESTS, INFORMAL OBSERVATIONS, AND DYNAMIC ASSESSMENTS PROVIDES A HOLISTIC VIEW OF AN INDIVIDUAL'S BILINGUAL ABILITIES. THIS MULTI-METHOD APPROACH REDUCES THE RISK OF MISCLASSIFICATION.

CULTURALLY RESPONSIVE ASSESSMENT DESIGN

ASSESSMENT TOOLS AND PROCEDURES SHOULD BE CULTURALLY SENSITIVE AND ADAPTED TO THE INDIVIDUAL'S BACKGROUND. THIS INCLUDES SELECTING APPROPRIATE TEST MATERIALS AND CONSIDERING CULTURAL COMMUNICATION STYLES.

ONGOING PROFESSIONAL DEVELOPMENT

ASSESSORS SHOULD ENGAGE IN CONTINUOUS LEARNING ABOUT BILINGUAL ASSESSMENT RESEARCH, EMERGING TOOLS, AND BEST PRACTICES TO MAINTAIN HIGH STANDARDS OF EVALUATION.

1. QUALIFIED BILINGUAL ASSESSORS ENSURE ACCURATE AND FAIR EVALUATIONS.
2. MULTI-METHOD ASSESSMENT CAPTURES COMPREHENSIVE LANGUAGE ABILITIES.
3. CULTURALLY RESPONSIVE TOOLS REDUCE BIAS AND INCREASE VALIDITY.
4. CONTINUOUS TRAINING KEEPS ASSESSMENT PRACTICES CURRENT AND EFFECTIVE.

FREQUENTLY ASKED QUESTIONS

WHAT IS A BILINGUAL ENGLISH-SPANISH ASSESSMENT?

A BILINGUAL ENGLISH-SPANISH ASSESSMENT IS A TEST OR EVALUATION DESIGNED TO MEASURE LANGUAGE PROFICIENCY, LITERACY, OR ACADEMIC SKILLS IN BOTH ENGLISH AND SPANISH, OFTEN USED IN EDUCATIONAL SETTINGS.

WHY ARE BILINGUAL ENGLISH-SPANISH ASSESSMENTS IMPORTANT?

THESE ASSESSMENTS HELP EDUCATORS UNDERSTAND A STUDENT'S ABILITIES IN BOTH LANGUAGES, SUPPORT APPROPRIATE INSTRUCTION, AND ENSURE FAIR EVALUATION FOR BILINGUAL OR ENGLISH LANGUAGE LEARNER (ELL) STUDENTS.

WHAT TYPES OF SKILLS ARE EVALUATED IN BILINGUAL ENGLISH-SPANISH ASSESSMENTS?

THEY TYPICALLY ASSESS LISTENING, SPEAKING, READING, AND WRITING SKILLS IN BOTH ENGLISH AND SPANISH TO GET A COMPREHENSIVE VIEW OF A STUDENT'S BILINGUAL PROFICIENCY.

HOW DO BILINGUAL ENGLISH-SPANISH ASSESSMENTS SUPPORT SPANISH-SPEAKING STUDENTS?

THEY PROVIDE AN ACCURATE MEASURE OF STUDENTS' KNOWLEDGE AND SKILLS IN BOTH LANGUAGES, HELPING TO TAILOR INSTRUCTION TO THEIR NEEDS AND PREVENT MISPLACEMENT IN SPECIAL EDUCATION OR REMEDIAL PROGRAMS.

ARE BILINGUAL ENGLISH-SPANISH ASSESSMENTS USED FOR PLACEMENT DECISIONS?

YES, THESE ASSESSMENTS ARE OFTEN USED TO DETERMINE APPROPRIATE INSTRUCTIONAL PLACEMENT, SUCH AS BILINGUAL EDUCATION PROGRAMS, ENGLISH AS A SECOND LANGUAGE (ESL) SUPPORT, OR MAINSTREAM CLASSROOMS.

WHAT ARE SOME COMMON BILINGUAL ENGLISH-SPANISH ASSESSMENT TOOLS?

COMMON TOOLS INCLUDE THE WOODCOCK-MUNIZ LANGUAGE SURVEY, THE BILINGUAL VERBAL ABILITY TESTS (BVAT), AND STATE-SPECIFIC ASSESSMENTS THAT EVALUATE DUAL-LANGUAGE PROFICIENCY.

HOW CAN EDUCATORS EFFECTIVELY INTERPRET BILINGUAL ENGLISH-SPANISH ASSESSMENT RESULTS?

EDUCATORS SHOULD CONSIDER CULTURAL AND LINGUISTIC BACKGROUNDS, EXAMINE PERFORMANCE IN BOTH LANGUAGES, AND USE THE RESULTS ALONGSIDE OTHER DATA TO INFORM INSTRUCTION AND SUPPORT SERVICES.

WHAT CHALLENGES EXIST IN BILINGUAL ENGLISH-SPANISH ASSESSMENTS?

CHALLENGES INCLUDE ENSURING CULTURAL RELEVANCE, AVOIDING BIAS, ACCURATELY MEASURING PROFICIENCY IN BOTH LANGUAGES, AND ADDRESSING DIVERSE DIALECTS AND LANGUAGE VARIATIONS AMONG SPANISH SPEAKERS.

ADDITIONAL RESOURCES

1. *ASSESSING BILINGUAL LEARNERS: A PRACTICAL GUIDE FOR TEACHERS AND SPECIALISTS*

THIS BOOK OFFERS EDUCATORS PRACTICAL STRATEGIES AND TOOLS FOR EVALUATING BILINGUAL STUDENTS IN BOTH ENGLISH AND SPANISH. IT EMPHASIZES CULTURALLY RESPONSIVE ASSESSMENT PRACTICES AND PROVIDES CASE STUDIES TO ILLUSTRATE EFFECTIVE METHODS. READERS WILL FIND GUIDANCE ON INTERPRETING ASSESSMENT RESULTS TO SUPPORT BILINGUAL LEARNERS' ACADEMIC GROWTH.

2. *BILINGUAL ASSESSMENT AND INTERVENTION: A CLASSROOM GUIDE*

DESIGNED FOR CLASSROOM TEACHERS AND SPEECH-LANGUAGE PATHOLOGISTS, THIS BOOK FOCUSES ON ASSESSMENT TECHNIQUES TAILORED TO ENGLISH-SPANISH BILINGUAL CHILDREN. IT COVERS LANGUAGE DEVELOPMENT MILESTONES, COMMON CHALLENGES, AND INTERVENTION STRATEGIES. THE TEXT ENCOURAGES COLLABORATION BETWEEN EDUCATORS AND FAMILIES TO PROMOTE LANGUAGE PROFICIENCY.

3. *LANGUAGE ASSESSMENT FOR BILINGUAL STUDENTS: THEORY AND PRACTICE*

THIS COMPREHENSIVE VOLUME DELVES INTO THE THEORETICAL FOUNDATIONS OF BILINGUAL LANGUAGE ASSESSMENT, WITH A FOCUS ON ENGLISH AND SPANISH. IT DISCUSSES STANDARDIZED TESTS, DYNAMIC ASSESSMENT, AND INFORMAL MEASURES. THE BOOK ALSO ADDRESSES ETHICAL CONSIDERATIONS AND THE IMPACT OF CULTURAL FACTORS ON ASSESSMENT OUTCOMES.

4. *SPANISH-ENGLISH BILINGUAL ASSESSMENT: TOOLS AND TECHNIQUES*

OFFERING AN ARRAY OF ASSESSMENT INSTRUMENTS, THIS BOOK IS A RESOURCE FOR PROFESSIONALS WORKING WITH SPANISH-ENGLISH BILINGUAL POPULATIONS. IT INCLUDES DETAILED DESCRIPTIONS OF TESTS, ADMINISTRATION GUIDELINES, AND SCORING PROCEDURES. THE AUTHOR ALSO HIGHLIGHTS BEST PRACTICES FOR INTERPRETING BILINGUAL STUDENTS' LANGUAGE ABILITIES.

5. *EVALUATING BILINGUAL STUDENTS IN ENGLISH AND SPANISH: CHALLENGES AND SOLUTIONS*

THIS TEXT EXPLORES THE COMPLEXITIES INVOLVED IN ASSESSING BILINGUAL LEARNERS AND PRESENTS SOLUTIONS TO COMMON DIFFICULTIES. IT COVERS TOPICS SUCH AS LANGUAGE DOMINANCE, CODE-SWITCHING, AND LINGUISTIC INTERFERENCE. EDUCATORS WILL FIND STRATEGIES TO CREATE FAIR AND VALID ASSESSMENTS THAT REFLECT STUDENTS' TRUE CAPABILITIES.

6. *DUAL LANGUAGE ASSESSMENT: ENGLISH-SPANISH PERSPECTIVES*

FOCUSING ON DUAL LANGUAGE PROGRAMS, THIS BOOK PROVIDES INSIGHTS INTO ASSESSING STUDENTS PROFICIENT IN BOTH ENGLISH AND SPANISH. IT EXAMINES LANGUAGE PROFICIENCY FRAMEWORKS AND ASSESSMENT MODELS SUITED FOR DUAL LANGUAGE CONTEXTS. THE BOOK ALSO DISCUSSES HOW TO USE ASSESSMENT DATA TO INFORM INSTRUCTION AND PROGRAM DEVELOPMENT.

7. *PRACTICAL ASSESSMENT STRATEGIES FOR BILINGUAL EDUCATION*

THIS RESOURCE OFFERS EDUCATORS CONCRETE METHODS FOR ASSESSING BILINGUAL STUDENTS' ACADEMIC AND LANGUAGE SKILLS. IT INCLUDES CHECKLISTS, RUBRICS, AND SAMPLE ASSESSMENTS DESIGNED SPECIFICALLY FOR ENGLISH-SPANISH BILINGUAL CONTEXTS. THE AUTHOR EMPHASIZES ONGOING ASSESSMENT TO SUPPORT CONTINUOUS LEARNING.

8. *DYNAMIC ASSESSMENT IN BILINGUAL CONTEXTS: ENGLISH AND SPANISH*

THIS BOOK INTRODUCES DYNAMIC ASSESSMENT APPROACHES THAT FOCUS ON STUDENTS' LEARNING POTENTIAL RATHER THAN STATIC KNOWLEDGE. IT EXPLAINS HOW TO APPLY THESE TECHNIQUES WITH ENGLISH-SPANISH BILINGUAL LEARNERS TO IDENTIFY STRENGTHS AND AREAS NEEDING SUPPORT. THE TEXT ALSO HIGHLIGHTS THE ROLE OF MEDIATION AND FEEDBACK IN THE ASSESSMENT PROCESS.

9. CULTURALLY RESPONSIVE BILINGUAL ASSESSMENT: ENGLISH AND SPANISH PRACTICES

HIGHLIGHTING THE IMPORTANCE OF CULTURAL COMPETENCE, THIS BOOK GUIDES EDUCATORS IN CONDUCTING ASSESSMENTS THAT RESPECT BILINGUAL STUDENTS' CULTURAL BACKGROUNDS. IT DISCUSSES ADAPTING ASSESSMENT TOOLS TO BE CULTURALLY RELEVANT AND AVOIDING BIASES. THE BOOK ALSO INCLUDES CASE STUDIES DEMONSTRATING SUCCESSFUL CULTURALLY RESPONSIVE ASSESSMENT IN BILINGUAL SETTINGS.

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bilingual english spanish assessment: Bilingual English-Spanish Assessment (BESA)

Manual Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018 When a young bilingual child experiences language difficulties, it can be hard to tell if those challenges are due to a disorder or just limited exposure to the English language. That's a critical distinction--because while limited language exposure will fix itself over time, a language impairment is a clinical issue that will cause the child difficulties in school without timely and effective intervention. Now there's a valid, reliable assessment that specifically responds to the needs of young Spanish-English bilingual children. For use with children ages 4 through 6 years who have varying degrees of bilingualism, the Bilingual English-Spanish Assessment (BESA) was developed to: - identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol - differentiate between a delay in English language acquisition and a true language disorder - document children's speech and language strengths and needs - monitor children's progress in both languages and use the information to make decisions about intervention What's in the kit? - 1 BESA Test Manual - 1 BESA Stimulus Book - 20 BESA Protocol English Forms - 20 BESA Protocol Spanish Forms - 20 BIOS Forms - 20 ITALK forms--

bilingual english spanish assessment: Bilingual English-Spanish Assessment (BESA)

Elizabeth D. Peña, 2018-05 When a young bilingual child experiences language difficulties, it can be hard to tell if those challenges are due to a disorder or just limited exposure to the English language. That's a critical distinction--because while limited language exposure will fix itself over time, a language impairment is a clinical issue that will cause the child difficulties in school without timely and effective intervention. Now there's a valid, reliable assessment that specifically responds to the needs of young Spanish-English bilingual children. For use with children ages 4 through 6 years who have varying degrees of bilingualism, the Bilingual English-Spanish Assessment (BESA) was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention How BESA Works Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Comprehensive assessment with BESA includes: 3 subtests (in both English and Spanish). These three standardized- norm-referenced subtests address the key domains of morphosyntax, semantics, and phonology. The subtests are administered with children one-on-one in a quiet, well-lit, well-ventilated room free of distractions. 2 questionnaires. The SLP gathers more information by interviewing both parents and teachers. Bilingual Input-Output Survey (BIOS): determines Spanish and English use at home and school and pinpoints which language(s) need

testing Inventory to Assess Language Knowledge (ITALK): identifies the parent's and teacher's perception of the child's performance in each language and highlights areas of possible concern. Pragmatic activity. This 5- to 10-minute warmup activity, in which children are asked to help wrap a present with the examiner, is used to establish rapport with the child and give clinicians an idea of how collaborative and interactive the child will be during the rest of the assessment. BESA Benefits Valid and reliable. There are very few assessment tools for bilingual children, and even fewer that are valid and reliable. BESA answers the call for a bilingual assessment backed up with solid evidence of validity and reliability. Culturally and linguistically appropriate. BESA subtests are different for each language; the Spanish subtest isn't just a translation of the English one. Dialects were taken into consideration--the norming sample included 17 Spanish dialects and 7 regional dialects for English--and items were developed for each language based on the markers, structure, and culture of that language. Uncovers the full picture of a child's language development. Not only does BESA identify language impairments, it also helps you gauge progress in both languages and document a child's dominant language across different domains of speech and language. This critical information will help you plan interventions and educational programming for bilingual children. Flexible and convenient. You can use each BESA component independently or combine them as part of an assessment battery. Choose which component you want to give--you're not required to administer both the English and Spanish subtests. BESA can also be given over multiple sessions, so you can easily fit it into your schedule. What's in the kit? 1 BESA Test Manual 1 BESA Stimulus Book 20 BESA Protocol English Forms 20 BESA Protocol Spanish

bilingual english spanish assessment: BESA Elizabeth D. Peña, Vera Gutierrez-Clellen, Aquiles Iglesias, Brian Goldstein, Lisa M. Bedore, 2014

bilingual english spanish assessment: BESA English Protocol Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Sold in a package of 20 forms, these three English subtests are a part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Standardized and norm-referenced, the subtests take about 15 minutes each and address the key domains of morphosyntax, semantics, and phonology. BESA Phonology Subtest. A single-word phonological assessment, the English measure of this subtest assesses phonological production of 31 English words. When conducted with the Spanish measure (learn more here), this subtest is designed to differentially diagnose typical from atypical phonological skills in Spanish-English bilingual children. BESA Morphosyntax Subtest. This subtest employs cloze and sentence repetition tasks to target grammatical morphemes and sentence structures that were predicted to be difficult for children with language impairment in English. A grammatical cloze subscore, a sentence repetition subscore, and a total score that is a composite of those two subscores are derived. BESA Semantics Subtest. This subtest targets six tasks: analogies, characteristic properties, categorization, functions, linguistic concepts, and similarities and differences. The English semantics subtest has a total of 25 items: 10 receptive and 15 expressive. Subscores are provided for semantics receptive and semantics expressive, as well as a total semantics score for each language. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: BESA (Bilingual English-Spanish Assessment) E. D. Peña, Gutierrez-Clellen, A. Iglesias, B. A. Goldstein, Bedore, 2018

bilingual english spanish assessment: Bilingual Input-Output Surveys (BIOS) Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Sold

in a package of 20, these BIOS forms are part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Completed by the examiner as a parent and teacher survey, the BIOS helps uncover when and in what context each of the child's two languages were used on a year-to-year basis. There are two parts: BIOS-Home. In this 10- to 15-minute survey, parents are asked to report on the language exposure history of the child and what language the child hears and uses during a typical weekend day on an hour-by-hour basis. BIOS-School. In this 5- to 10-minute survey, teachers are asked to report on what language the child hears and uses during a typical school day on an hour-by-hour basis. The BIOS provides clinicians with valuable information about relative use and exposure to each language. It should be used prior to BESA assessment to help determine whether to test children in Spanish, English, or both. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: Besa Spanish Protocol Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Sold in a package of 20 forms, these three Spanish subtests are a part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Standardized and norm-referenced, the subtests take about 15 minutes each and address the key domains of morphosyntax, semantics, and phonology. BESA Phonology Subtest. A single-word phonological assessment, the Spanish measure of this subtest assesses phonological production of 28 Spanish words. When conducted with the English measure (learn more here), this subtest is designed to differentially diagnose typical from atypical phonological skills in Spanish-English bilingual children. BESA Morphosyntax Subtest. This subtest employs cloze and sentence repetition tasks to target grammatical morphemes and sentence structures that were predicted to be difficult for children with language impairment in Spanish. A grammatical cloze subscore, a sentence repetition subscore, and a total score that is a composite of those two subscores are derived. BESA Semantics Subtest. This subtest targets six tasks: analogies, characteristic properties, categorization, functions, linguistic concepts, and similarities and differences. The Spanish semantics subtest has a total of 25 items: 12 receptive and 13 expressive. Subscores are provided for semantics receptive and semantics expressive, as well as a total semantics score for each language. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: Inventory to Assess Language Knowledge (Itlak) Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Sold in a package of 20, these ITALK forms are part of the Bilingual English-Spanish Assessment (BESA), a language assessment for use with children ages 4 through 6 years who have varying degrees of bilingualism. Completed by the examiner as a parent and teacher interview, the 10-minute ITALK addresses relative use of a child's two languages and five areas of speech and language development (vocabulary, grammar, sentence production, comprehension, and phonology) in both Spanish and English. Parents and teachers identify the child's perceived level of performance

in each language, and the ITALK provides a helpful summary of parent and teacher concerns that can be used to guide target areas of assessment. Results of the ITALK can be used to interpret diagnostic results from BESA or other speech and language tests. ABOUT BESA A valid and reliable assessment that specifically responds to the needs of young Spanish-English bilingual children, BESA was developed to: identify phonological and/or language impairment in bilingual children and English language learners using a standardized protocol differentiate between a delay in English language acquisition and a true language disorder document children's speech and language strengths and needs monitor children's progress in both languages and use the information to make decisions about intervention Through a combination of subtests for students and surveys for teachers and parents, BESA reveals the big picture of a young bilingual child's language development. Learn more about BESA here.

bilingual english spanish assessment: Besa Stimulus Book Elizabeth D. Pena, Vera F. Gutierrez-Clellen, Aquiles Iglesias, Brian A. Goldstein, Lisa Bedore, 2018-05-30 Purpose: The Bilingual English-Spanish Assessment (BESA) was developed in response to the need for valid, reliable instruments for assessment of speech and language ability, along a continuum, in English-Spanish bilingual children ages 4 through 6 years. DESCRIPTION OF BESA COMPONENTS AND SUBTESTS The BESA is a comprehensive assessment of a child's speech and language abilities in English and Spanish. Two ancillary questionnaires (BIOS and ITALK) can be used to document language exposure and use, allowing the examiner to develop a profile of any parent and teacher concerns. BESA subtests address the domains of phonology, morphosyntax, and semantics separately for both Spanish and English. There are three standardized and norm-referenced subtests addressing language ability, and one criterion-referenced activity allowing observation of pragmatic language. Administration time varies depending on whether or not both languages are tested and which subtests are included. Administration takes between one hour (for one language) and two hours (for both languages). Bilingual Input-Output Survey (BIOS) The BIOS is typically completed as part of an interview by the examiner. In this survey, parents are asked about the language exposure history of the child. This information helps the examiner know when and in what context each of the child's two languages were used on a year-to-year basis. In addition, parents and teachers are asked what language the child hears and uses during a typical school day, and during a typical weekend day on an hour-by-hour basis. This information provides clinicians with information about relative use and exposure to each language and can help guide whether to test children in Spanish, English, or both. The parent survey (BIOS-Home) takes 10 to 15 minutes to complete; the teacher survey (BIOS-School) can be completed in 5 to 10 minutes. Inventory to Assess Language Knowledge (ITALK) The ITALK is completed by the examiner as a parent and teacher interview. The ITALK items address relative use of a child's two languages and five areas of speech and language development in Spanish and English (vocabulary, grammar, sentence production, comprehension, and phonology). Parents and teachers are asked to identify the perceived level of the child's performance in each language. This inventory provides a brief indicator of relative language use. It also provides a description of parent and teacher concern and can be used to guide development of the assessment strategy. Results of the inventory can be used to interpret diagnostic results from BESA or other language tests. The ITALK can be completed in 10 minutes or less. BESA Pragmatics Activity The Pragmatics activity is based on Fey's (1986) model of assertiveness and responsiveness. In an interactive format, children are asked to help wrap a present with the examiner. Through this realistic situation, obligatory contexts are set up to elicit different assertive and responsive acts. The Pragmatics activity utilizes English, Spanish, or both languages together (via code-switching) depending on the child's preferred language of interaction. The activity should be used to identify children who may encounter difficulties in situations that require the children to be active participants (e.g., classroom). If administered at the beginning of a battery of tests, the Pragmatics activity provides an excellent opportunity to establish rapport with the child and will also provide clinicians with an indication of how collaborative and interactive the child will be during the rest of the assessment. This activity takes 5-10 minutes to complete. BESA Phonology Subtest The

Phonology subtest is a single-word phonological assessment designed primarily to differentially diagnose typical from atypical phonological skills in Spanish-English bilingual children. Analyses are also included that allow the examiner to profile the phonological skills in these children. The assessment includes two measures. The Spanish measure assesses phonological production using 28 Spanish words. The English measure assesses phonological production using 31 English words. The Phonology subtest takes 10 to 15 minutes to administer in each language, depending on the individual child (20 to 30 minutes total).

BESA Morphosyntax Subtest The Morphosyntax subtest employs cloze and sentence repetition tasks to target grammatical morphemes and sentence structures that were predicted to be difficult for children with language impairment in English or Spanish. Forms tested in English include plural -s, possessive -s, past and present tense, third-person singular, progressives, copulas, auxiliary do + negatives, and passives, as well as complex verb forms, conjunctions, and embedded prepositions and noun phrases. The English Morphosyntax Subtest has 24 cloze items and 9 sentence repetitions items. Forms tested in Spanish include articles, progressives, clitics, subjunctives, preterite, complex verb forms, and conjunctions. The Spanish Morphosyntax Subtest has 15 cloze items and 10 sentence repetitions items. For each language, a grammatical cloze subscore, a sentence repetition subscore, and a total score that is a composite of those two are derived. The morphosyntax test takes approximately 15 minutes to administer in each language (30 minutes total).

BESA Semantics Subtest The Semantics subtest targets six tasks: analogies, characteristic properties, categorization, functions, linguistic concepts, and similarities and differences. These six item types were based on the literature describing acquisition of semantic breadth and depth in order to tap into how children organize and access their lexical system (Peña, Bedore, & Rappazzo, 2003). The English Semantics subtest has a total of 25 items: 10 receptive and 15 expressive. The Spanish Semantics subtest also has 25 items, 12 receptive and 13 expressive. Scoring allows for code-mixing--giving children credit for a correct response in either language. Subscores are provided for semantics receptive and semantics expressive, as well as a total semantics score for each language. The Semantics subtest takes about 15 minutes to administer in each language (30 minutes total).

USES OF THE BESA The BESA is designed to be used with children who speak English, Spanish, or both languages. The BESA subtests are psychometrically sound and yield scaled and standard scores for each of the domain tests (phonology, morphosyntax, and semantics). The questionnaires provide criterion-based guidelines to determine language(s) of testing and to develop an assessment strategy. The tests can be used together for a complete speech and language battery or the examiner may select tests specific to the diagnostic question. Presently, the test is appropriate for children between the ages of 4;0 and 6;11. The BESA can be used (a) to identify language impairment in bilingual and monolingual Latino children, (b) to document progress in speech and language related to intervention, (c) to document the dominant language in each domain including morphosyntax, semantics, and phonology, and (d) in research studies of bilingual children with and without language impairment.

Identification of Language Impairment The BESA is specifically designed to assess the speech and language of English-Spanish bilingual children's two languages. The primary use of the BESA is to identify phonological and/or language impairment in bilingual and EL children via a standardized protocol. The objective scores obtained on the BESA across three domains can be used in combination with clinical observations, language samples, as well as with other standardized measures to identify children with speech and/or language impairment. Through use of a combination of BESA subtests, clinicians can document children's speech and language strengths and needs.

Documentation of Progress A second use of the BESA is to monitor children's progress in speech and language. After initiation of a speech and language intervention program, children's progress should be regularly documented. It is recommended that daily probes be used to monitor children's session-to-session progress. This information should be used to make decisions about the direction of the intervention. The BESA is sensitive to year-to-year changes in children's speech and language growth and the particular language in which progress is being made. Thus, in addition to the more sensitive measures of daily progress, the BESA can be administered at broader intervals

(e.g., annually or semi-annually) to gauge progress in a specific program of intervention, to document continued need for intervention, and to document achievement of treatment goals for exiting services. Documentation of Language Input and Output Documentation of a bilingual's dominant language is a challenge in school settings. Many children who have exposure to more than one language demonstrate mixed dominance, whereby they perform higher in one language in one domain, but higher in the other language in a different domain. It is therefore important to know what a child's relative dominance is across different domains of speech and language. This information can be useful for planning intervention, as well as for planning educational programming for bilingual children. Together, the BIOS-Home and BIOS-School provide an objective measure of children's input and output of Spanish and English. This information helps speech-language pathologists, parents, teachers, and administrators know how much the child hears and uses each language and in what contexts. This information is independent of performance, which can be affected by child characteristics such as language ability. In addition to the BIOS, the Spanish and English standardized test scores can be compared directly for phonology, morphosyntax, and semantics to determine a child's best language for a particular domain. If children's standard scores across domains are within 5 points of each other, we consider them to be balanced. Research Uses There are a number of ways that the BESA subtests can be used in research. ITALK can be used to gain parent and teacher observations about the child's performance across five domains of speech and language in Spanish and English as part of qualifying data for a study. BIOS can be used to document weekly input and output in Spanish and English as a way of grouping children by language experience and/or by year of first exposure. For bilingual children with language impairment, BIOS provides a measure that is independent of their test performance on speech and language tasks. The three domain subtests can be used together or independently to assess children's speech and language. These can be used to qualify children for a study or to group children by ability. As of this writing, the authors have conducted and published several studies with the longer, experimental versions of BESA subtests. In addition, researchers across the country have used the experimental versions of BESA in studies of bilingual Spanish-English speakers. Researchers in Spanish-speaking countries are in the process of using the Spanish version of these measures in research studies.

bilingual english spanish assessment: The Handbook of Language Assessment Across Modalities Tobias Haug, Wolfgang Mann, Ute Knoch, 2021-12-21 The identification of language problems and subsequent evaluation of interventions depend in part on the availability of useful and psychometrically robust assessments to determine the nature and severity of their problems and monitor progress. The purpose of these assessments may be to measure a child's language proficiency, that is, how they perform relative to other children and whether they have the language level expected and needed for schooling, or they may have a specifically clinical purpose, to identify the occurrence and nature of a disorder. The purpose of assessment is key to the aspects of language targeted in an assessment and the methods used to target these. In the case of spoken English, there are many language assessments ranging from broad language tests to more narrowly focused measures, reflecting the complexity of the language system and its use--

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