

Name: N, Ada
Date of Birth: 12/25/2008
Age: 8 years, 3 months
Sex: Female
Date of Testing: 04/03/2017

School/Organization: Lincoln Elementary
Teacher/Department: Ms. Sanchez
Grade: 3.0
ID:
Examiners: Mrs. Alvarado

EXAMINEE INFORMATION

Ada N is an 8-year-old student currently enrolled in Grade 3 at Lincoln Elementary. She has been enrolled in a bilingual program in English and Spanish for 2 years, 9 months. She had 1 year of prior academic instruction in Spanish in Mexico.

LANGUAGE BACKGROUND INFORMATION

Information about Ada's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Ada is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Ada speaks primarily Spanish. With peers, Ada speaks both English and Spanish. At school, Ada speaks both English and Spanish.

TEST(S) ADMINISTERED

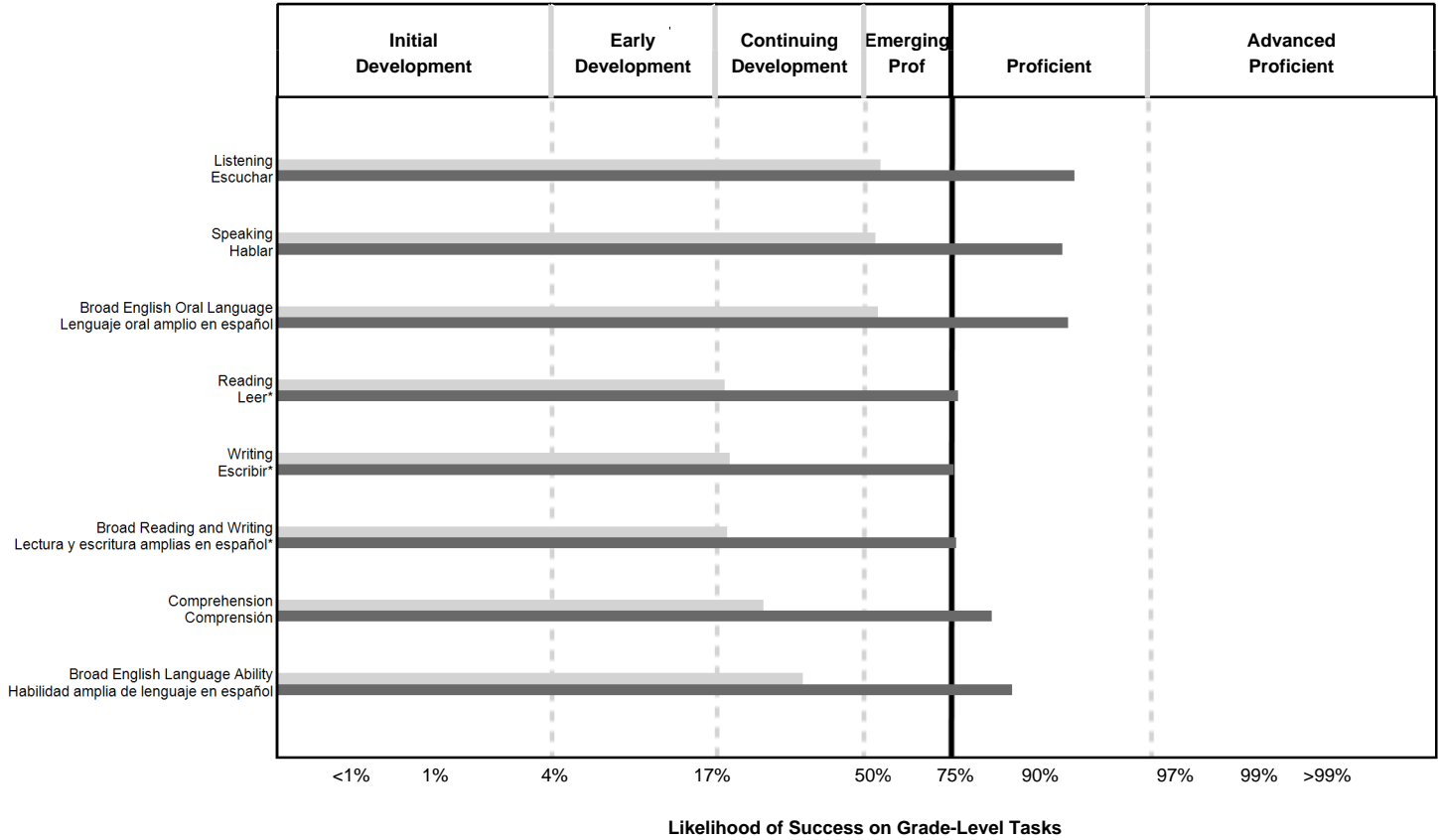
Ada was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 04/03/2017, she took English Form A of the WMLS III. On 04/03/2017, she took the Spanish form of the WMLS III.

Ada's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same grade level. Ada's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals at the same grade level.

PLOT OF SCORES

N Ada, Age 8-3

Woodcock-Muñoz Language Survey III, English Form A
 Woodcock-Muñoz Language Survey III, Spanish



Notes: English: [light gray box] Spanish: [dark gray box]

"Likelihood of Success on Grade-Level Tasks" indicates the examinee's likelihood of success on tasks that typical grade peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-grade peers perform with 90% success.

(*) Indicates the examinee's obtained score was within 1 standard error of measurement (SEM) of the *Proficient* category cutoff.

LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

Initial Development: An individual at the *Initial Development* level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning. An *Initial Development* level indicates that an individual's receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases. In reading and writing, an *Initial Development* level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context.

Early Development: An individual at the *Early Development* level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning. An *Early Development* level indicates that an individual's receptive and expressive skills are very limited but that he or she is beginning to understand and speak high-frequency words and phrases. The individual typically understands simple or predictable context-embedded conversations when there are significant linguistic accommodations. His or her spoken language consists of short phrases and simple sentences, but grammatical errors are frequent. Language learners at this level often superimpose the sound system, expressions, and language structures of their native language onto the second language. In reading and writing, an *Early Development* level suggests literacy skills several years below native-language age or grade peers. The individual can read and write simple, repetitive, context-embedded material that has visual cues.

Continuing Development: An individual at the *Continuing Development* level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language. Moderate instructional scaffolding in the classroom environment is needed for effective learning. In oral language, a *Continuing Development* level indicates that an individual's receptive and expressive skills are at a level sufficient for most context embedded conversations and discussions. The individual typically understands longer, more elaborate conversations and can initiate and sustain social conversation. His or her spoken language consists of complete, sometimes complex, sentences, although grammatical and pronunciation errors may still be evident. Language learners at this level sometimes superimpose the sound system, expressions, and language structures of their native language onto the second language. Although reading and writing skills are still below the level of average native-language age or grade peers, an individual at the *Continuing Development* level can comprehend and produce written language if the material has context-embedded cues and if background knowledge is provided.

Emerging Proficiency: An individual at the *Emerging Proficiency* level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning. In oral language, an *Emerging Proficiency* level indicates that an individual's receptive and expressive proficiency is near the level of average native-language peers. The individual typically understands the majority of elaborate classroom conversations. His or her spoken language consists of complete, and often complex, sentences. Grammatical and pronunciation errors are still evident, but his or her language is easily understandable. In reading and writing, an *Emerging Proficiency* level suggests that the individual can manage context-reduced, cognitively demanding classroom material when provided with instructional scaffolding.

Proficient: An individual at the *Proficient* level has achieved language proficiency comparable to that of average native-language speakers. The individual is able to communicate effectively and handle the demands of the mainstream classroom. In oral language, a *Proficient* level indicates listening and speaking skills are comparable to those of average native-language speakers. In reading and writing, a *Proficient* level suggests on-level literacy skills comparable to those of average native-language speakers. The individual understands standard classroom interactions and instruction. He or she has a substantial vocabulary, rarely struggling finding words.

Advanced Proficient: An individual at the *Advanced Proficient* level has achieved proficiency at a level above that of average

native-language speakers. The individual communicates clearly in all domains of language and manages the demands of the classroom easily. In oral language, an *Advanced Proficient* level indicates an expansive vocabulary and an advanced understanding of language, above the level of average native-language peers. The individual can manage the morphological, syntactic, and semantic complexities of language. In reading and writing, an *Advanced Proficient* level suggests that literacy is above the level of average native language peers and that the individual can perceive complex relationships and ideas in written language. The individual is able to fully participate in all classroom situations.