

Name: LaFuente, Lucy
Date of Birth: 07/01/2008
Age: 9 years, 2 months
Sex: Female
Date of Testing: 08/25/2017

School/Organization: Churchill School
Teacher/Department: Ms. Alvarado
Grade: 5.0
ID: 87336
Examiners: Alfonso Ortiz

EXAMINEE INFORMATION

Lucy LaFuente is a 9-year-old student currently enrolled in Grade 5 at Churchill School. She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. She had 4 years of prior academic instruction in Spanish in Mexico. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

LANGUAGE BACKGROUND INFORMATION

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

TEST(S) ADMINISTERED

Lucy was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 08/25/2017, she took English Form A of the WMLS III. On 08/25/2017, she took the Spanish form of the WMLS III.

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

TEST SESSION OBSERVATIONS

Observations of Lucy's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

Observations of Lucy's behavior were made during the administration of the Spanish WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

TABLE OF SCORES

Woodcock-Muñoz Language Survey III, English Form A (Norms based on grade 5.0)

<u>CLUSTER/Test</u>	<u>Language</u>				
	<u>GE</u>	<u>RPI</u>	<u>Proficiency Level</u>	<u>PR (68% Band)</u>	<u>SS (68% Band)</u>
LISTENING (1,2)	2.0	54/90	Emerging Prof	3 (1-7)	72 (66-78)
SPEAKING (3,4)	2.3	52/90	Emerging Prof	6 (3-10)	76 (71-81)
BROAD ORAL LANG (1-4)	2.1	53/90	Emerging Prof	4 (2-6)	73 (70-77)
BASIC ORAL LANG (1,3)	2.2	63/90	Emerging Prof	7 (3-13)	78 (72-83)
APPD ORAL LANG (2,4)	2.0	43/90	Continuing Devt	3 (1-6)	72 (67-76)
1. Analogies	2.2	61/90	Emerging Prof	9 (4-19)	80 (73-87)
2. Oral Comprehension	1.8	47/90	Continuing Devt	5 (2-12)	76 (69-82)
3. Picture Vocabulary	2.3	66/90	Emerging Prof*	14 (7-26)	84 (78-90)
4. Oral Lang Expression	2.3	39/90	Continuing Devt	3 (1-6)	71 (65-77)
READING (5,6)	3.0	53/90	Emerging Prof	16 (11-21)	85 (82-88)
WRITING (7,8)	2.4	37/90	Continuing Devt	8 (5-12)	79 (76-82)
BROAD READNG/WRTNG (5-8)	2.7	45/90	Continuing Devt	9 (7-12)	80 (77-82)
BASIC READNG/WRTNG (5,7)	3.1	47/90	Continuing Devt	15 (11-20)	85 (82-88)
APPD READNG/WRTNG (6,8)	2.3	43/90	Continuing Devt	6 (3-10)	76 (72-80)
5. Letter-Word ID	3.1	46/90	Continuing Devt	18 (12-25)	86 (83-90)
6. Passage Comprehension	2.8	60/90	Emerging Prof	15 (8-25)	85 (79-90)
7. Dictation	3.2	47/90	Continuing Devt	17 (11-24)	86 (82-89)
8. Written Lang Expression	1.8	28/90	Continuing Devt	5 (3-10)	76 (71-81)
COMPREHENSION (2,6)	2.4	54/90	Emerging Prof	6 (3-10)	76 (71-81)
BROAD ABILITY (1-8)	2.5	49/90	Continuing Devt	5 (3-6)	75 (72-77)
BASIC ABILITY (1,3,5,7)	2.9	55/90	Emerging Prof	10 (7-14)	81 (78-84)
APPD ABILITY (2,4,6,8)	2.2	43/90	Continuing Devt	3 (2-5)	72 (68-75)

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

TABLE OF SCORES

Woodcock-Muñoz Language Survey III, Spanish (Norms based on grade 5.0)

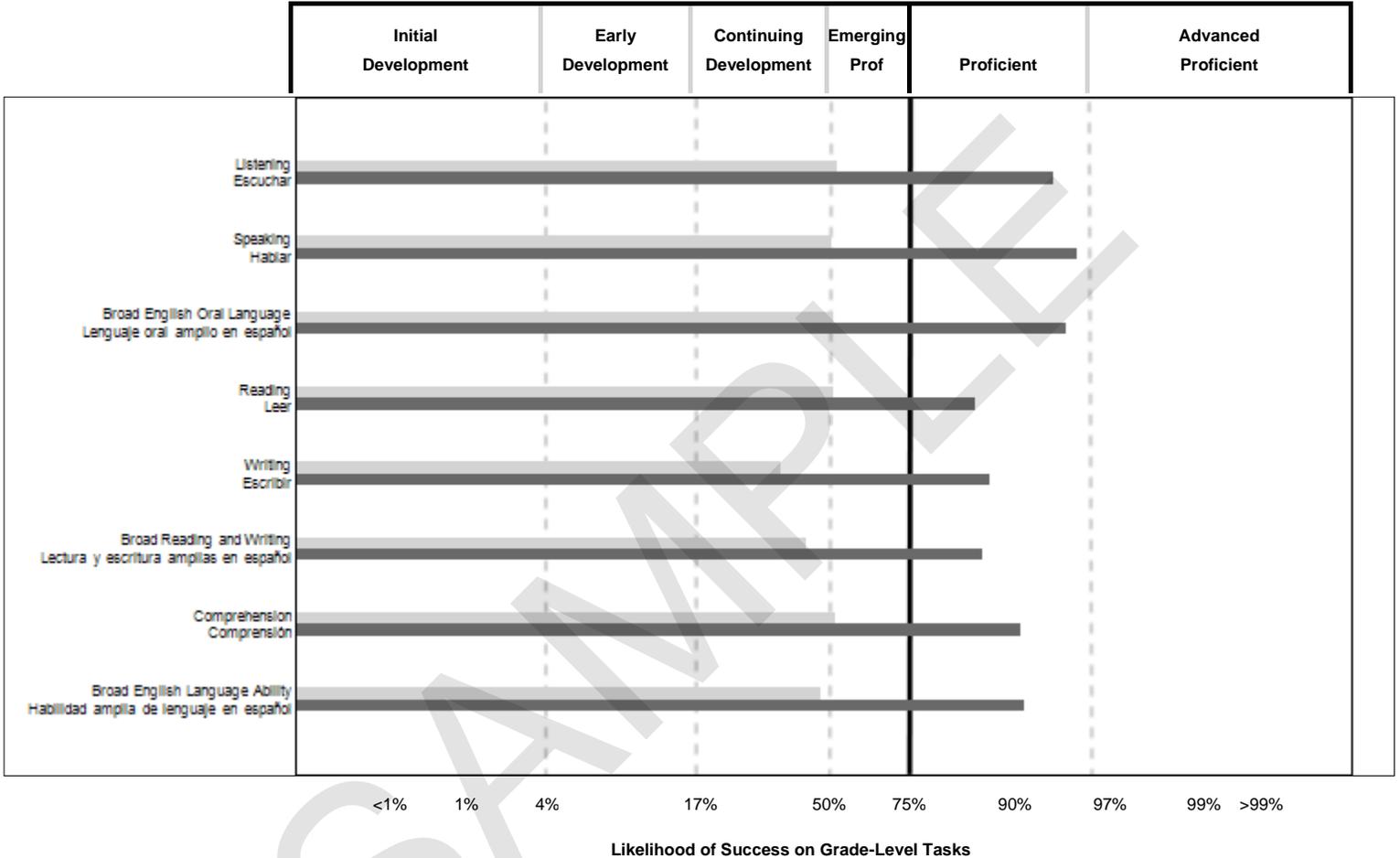
CLUSTER/Test	Language				
	GE	RPI	Proficiency Level	PR (68% Band)	SS (68% Band)
ESCUCHAR (1,2)	7.2	95/90	Proficient	75 (60-86)	110 (104-116)
HABLAR (3,4)	6.8	96/90	Proficient	78 (67-87)	112 (107-117)
LENG ORAL AMPLIO (1-4)	6.9	95/90	Proficient	78 (69-85)	112 (107-116)
LENG ORAL BÁSICO (1,3)	7.6	96/90	Proficient	80 (67-89)	113 (106-119)
LENG ORAL APLIC (2,4)	6.5	95/90	Proficient	74 (61-84)	110 (104-115)
1. Analogías	6.7	94/90	Proficient	72 (51-87)	109 (100-117)
2. Comprensión oral	7.7	95/90	Proficient	72 (54-86)	109 (101-116)
3. Voc. sobre dibujos	8.3	97/90	Proficient	78 (64-89)	112 (106-118)
4. Expr. de leng/oral	6.1	95/90	Proficient	74 (57-86)	110 (103-117)
LEER (5,6)	4.6	87/90	Proficient	44 (36-52)	98 (95-101)
ESCRIBIR (7,8)	4.9	89/90	Proficient	48 (39-57)	99 (96-103)
LECT/ESCR AMPLIAS (5-8)	4.7	88/90	Proficient	45 (38-52)	98 (96-101)
LECT/ESCR BÁSICASP (5,7)	4.6	86/90	Proficient	43 (36-50)	97 (95-100)
LECT/ESCR APLIC (6,8)	5.0	90/90	Proficient	50 (38-61)	100 (95-104)
5. Ident. letras/plabras	4.6	86/90	Proficient	44 (35-53)	98 (94-101)
6. Comprensión de textos	4.6	88/90	Proficient	45 (31-60)	98 (93-104)
7. Dictado	4.6	86/90	Proficient	43 (33-53)	97 (94-101)
8. Expr. de leng/escr	5.4	92/90	Proficient	54 (40-69)	102 (96-107)
COMPRENSIÓN (2,6)	5.6	92/90	Proficient	59 (44-72)	103 (98-109)
HAB AMPLIA LENG (1-8)	5.5	92/90	Proficient	61 (53-68)	104 (101-107)
HAB BÁSICA LENG (1,3,5,7)	5.3	92/90	Proficient	57 (48-66)	103 (99-106)
HAB APLIC LENG (2,4,6,8)	5.7	93/90	Proficient	63 (52-73)	105 (101-109)

PLOT OF SCORES

LaFuente Lucy, Age 9-2

Woodcock-Muñoz Language Survey III, English Form A

Woodcock-Muñoz Language Survey III, Spanish



Notes:

English:



Spanish:



"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.

WMLS III ENGLISH TEST RESULTS

Listening

In the **Analogies** test, Lucy demonstrated comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ___*. She scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.2 in the norming sample. The RPI suggests that Lucy is predicted to be 61% successful on Analogies tasks that average native English-speaking grade peers perform with 90% success.

The **Oral Comprehension** test requires Lucy to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at grade 1.8 in the norming sample. The RPI suggests that Lucy is predicted to be 47% successful on Oral Comprehension tasks that average native English-speaking grade peers perform with 90% success.

Lucy's performance on the **Listening** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.0 in the norming sample and is predicted to be 54% successful on listening tasks that average native English-speaking grade peers perform with 90% success.

Speaking

Picture Vocabulary measures the ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Emerging Proficiency* level. Her performance was comparable to the performance of average native English speakers at grade 2.3 in the norming sample. The RPI suggests that Lucy is predicted to be 66% successful on Picture Vocabulary tasks that average native English-speaking grade peers perform with 90% success.

Various item tasks elicit oral language communication on the **Oral Language Expression** test. Lucy scored in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.3 in the norming sample. The RPI suggests that Lucy is predicted to be 39% successful on Oral Language Expression tasks that average native English-speaking grade peers perform with 90% success.

On the **Speaking** cluster, Lucy's score was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.3 in the norming sample and is predicted to be 52% successful on speaking tasks that average native English-speaking grade peers perform with 90% success.

Oral Language: Listening and Speaking

A comparison of the oral language tests administered indicates that Lucy's English listening and speaking skills are generally similar.

The **Broad English Oral Language** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Lucy demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.1 in the norming sample and is predicted to be 53% successful on oral language tasks that average native English-speaking grade peers perform with 90% success.

The **Basic English Oral Language** cluster measures the foundational skills of listening and speaking. Lucy demonstrated performance at the *Emerging Proficiency* level on this cluster. The **Applied English Oral Language** cluster measures the ability to use listening and speaking skills in functional oral language. Her score on this cluster was in the *Continuing Development* level.

Reading

WMLS III SPANISH TEST RESULTS

Listening in Spanish

In the **Analogías** test, Lucy demonstrates comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ___*. She scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers at grade 6.7 in the norming sample. The RPI suggests that Lucy is predicted to be 94% successful on Analogías tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Comprensión oral** test requires Lucy to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at grade 7.7 in the norming sample. The RPI suggests that Lucy is predicted to be 95% successful on Comprensión oral tasks that average native Spanish-speaking grade peers perform with 90% success.

Lucy's performance on the **Escuchar** cluster was at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 7.2 in the norming sample and is predicted to be 95% successful on listening tasks that average native Spanish-speaking grade peers perform with 90% success.

Speaking in Spanish

Vocabulario sobre dibujos tests Lucy's ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at grade 8.3 in the norming sample. The RPI suggests that Lucy is predicted to be 97% successful on Vocabulario sobre dibujos tasks that average native Spanish-speaking grade peers perform with 90% success.

Various item tasks elicit oral language communication on the **Expresión de lenguaje oral** test. Lucy scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers grade 6.1 in the norming sample. The RPI suggests that Lucy is predicted to be 95% successful on Expresión de lenguaje oral tasks that average native Spanish-speaking grade peers perform with 90% success.

On the **Hablar** cluster, Lucy performed at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 6.8 in the norming sample and is predicted to be 96% successful on speaking tasks that average native Spanish-speaking grade peers perform with 90% success.

Oral Language in Spanish: Listening and Speaking

A comparison of the oral language tests administered indicates that Lucy's Spanish listening and speaking skills are generally similar.

The **Lenguaje oral amplio en español** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Lucy demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at grade 6.9 in the norming sample and is predicted to be 95% successful on oral language tasks that average native Spanish-speaking grade peers perform with 90% success.

The **Lenguaje oral básico en español** cluster measures the foundational skills of listening and speaking. Lucy demonstrated performance at the *Proficient* level on this cluster. The **Lenguaje oral aplicado en español** cluster measures the ability to use listening and speaking skills in functional oral language. Her score on this cluster was in the *Proficient* level.

Reading in Spanish

The **Identificación de letras y palabras** test requires beginning readers to identify letters of the alphabet and requires more experienced readers to read words in isolation automatically and fluently. Lucy demonstrated ability in the *Proficient*

COMPARISON OF ENGLISH AND SPANISH TEST RESULTS

A comparison of the WMLS III tests administered indicates that Lucy's Spanish language abilities are generally better developed than her English language abilities.

Comparison of her English and Spanish test results suggests that she will be 49% successful overall on grade-level English language tasks and 92% successful overall on grade-level Spanish language tasks.

A comparison of the WMLS III tests administered indicates that Lucy's Spanish oral language abilities are generally better developed than her English oral language abilities.

Comparison of her English and Spanish test results suggests that she will be 53% successful overall on grade-level English oral language tasks and 95% successful overall on grade-level Spanish oral language tasks.

A comparison of the WMLS III tests administered indicates that Lucy's Spanish reading and writing abilities are generally better developed than her English reading and writing abilities.

Comparison of her English and Spanish test results suggests that she will be 45% successful overall on grade-level English reading and writing tasks and 88% successful overall on grade-level Spanish reading and writing tasks.

SAMPLE

EXAMINEE LANGUAGE PROFICIENCY INFORMATION

Lucy is a second-language learner of English. Lucy has had English academic exposure for 1 year, 8 months. Interpret the English test results in light of this information.

She has been enrolled in a bilingual program in English and Spanish for 1 year, 3 months. Previously, Lucy was enrolled in a newcomer program in the United States for 5 months.

Her performance on the WMLS III English oral language tests suggests that she is at the *Emerging Proficiency* level. Lucy's English oral language development appears to be progressing within normal limits.

Lucy's performance on the WMLS III Spanish oral language tests suggests that she is at the *Proficient* level.

SAMPLE

CLASSROOM INTERVENTIONS

The following list of classroom-based activities and interventions might be appropriate for Lucy, given her performance on the WMLS III tests:

- Maintain high standards and demonstrate high expectations for all students, regardless of linguistic and/or cultural diversity. Lucy will learn more when she is challenged.
- Employ a variety of heterogeneous grouping strategies. Lucy will learn more by being actively engaged in cooperative, interactive learning than by passive listening. Ensure that the groupings are fluid and are built around meaningful tasks that encourage work-related communication.
- Instruction should be closely linked to real-life experiences. Building and accessing background knowledge will provide relevance to instructional material. Help build background knowledge by introducing new topics with short video clips, demonstrations, or field experiences. To access background knowledge, discuss Lucy's prior experiences with the topic or content prior to the lesson.
- Reading, writing, and oral language skill development is mutually reinforcing. Lucy likely will benefit from integrated instruction in reading, writing, listening, and speaking across all curriculum domains. Do not sacrifice oral language development activities for greater emphasis on reading and writing.
- Students who have a strong knowledge base of words in Spanish will learn vocabulary words in English more easily. Intentional, explicit teaching of specific Spanish words and related word-learning strategies may increase the breadth and depth of Lucy's Spanish vocabulary. Use of Spanish word walls may be particularly helpful for her.
- Reading stories aloud to Lucy, either individually or as part of a small group, is a way to identify words she does not understand. Lucy should listen to the oral reading while reading along and ask a question if she does not understand a word or concept. If asking a question presents too great a language load, she can signal her lack of understanding by using an agreed-upon gesture or by marking the word with a sticky note. The reader should then pause and explain the meaning of the word or concept using pictures, mime, examples, or definitions.
- Lucy may benefit from listening to audio books in English, particularly if she is able to follow along with a written text. Strategic use of audio books may provide models for pronunciation of printed words. In addition, introducing new words in the context of sentences and stories may also increase her comprehension of words.
- Modeling the thinking, reading, and writing process in front of Lucy may help her later with reading and writing. For example, the teacher might say aloud to the group, "I need to remember that your music class today is at 2:30 p.m. and not at the usual time." The teacher might then write on the board as she reads, "Music class is at 2:30 p.m. today." The benefits of modeling the thinking, reading, and writing process may not become evident until much later, but Lucy may begin to internalize these processes.
- Instruction using specific strategies may help Lucy organize her thinking before speaking. For example, the STORE strategy provides a framework for organizing the key elements of a story in sequential order. STORE is an acronym for setting, trouble, order of events, resolution, and end. Introduce and explain the acronym cue, model how to explain each story element, and provide guided and then independent practice. A graphic organizer can be used to illustrate the story components.
- Speak slowly and clearly. Model good pronunciation, grammar, and word usage for Lucy. When she makes a pronunciation, grammar, or usage error, reaffirm her idea(s) and then say the mispronounced or misused word correctly and in context.
- Using content-text reading material, ask Lucy and her classmates to select key words that they believe are essential to understanding the central concepts of the lesson. Compile a list of mutually agreed-upon words and discussed them with the entire class. Use these words for instructional activities such as entering the words into word lists or asking Lucy and others to use the words in oral and written activities.
- Preview and contextualize key vocabulary words with Lucy prior to formally introducing them in a lesson. This requires introducing key terms before a lesson is taught so that she will have an understanding of the terms before they are used in the context of the lesson. Define each word in terms that she can understand. Include a limited number of words in each activity and select words that are the key words needed for an upcoming lesson. Review the vocabulary words after an instructional activity to help increase vocabulary development.
- A Word Sort is a teacher-made activity that may be used in multiple ways to increase language proficiency. In this activity, have Lucy sort previously learned words into categories based on meaning, similarities, structure, or word derivations. Type a list of selected words on a sheet of paper using a large font and ask her to cut each word into a separate small

EXAMPLES OF BOOKS FOR READING

Below is a list of books that are appropriate for Lucy to read, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR READING

Based on Lucy's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during reading instruction.

- Select books or have Lucy select books that relate to her experiences. Using books that she wants to read and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Introduce and write down reading vocabulary words that may be challenging for Lucy. Creating language proficiency word cards or developing a glossary of reading vocabulary words may be helpful.
- If possible, have Lucy listen to the story first. Allow her to enjoy the story without any interruptions. Listening to someone read will provide a model for speed, accuracy, and expression.
- Have Lucy read the story or book orally to you, a peer, or someone else she feels comfortable with. Encourage Lucy to read the same story or book aloud several times. Allow her to become an "expert" on it.
- As long as Lucy reads with enjoyment, keep the book available to her. Repeated reading will allow Lucy to internalize the reading vocabulary and sentence structures used in the story. A mastered story can be used to extend Lucy's learning into other new reading vocabulary words and other sentence structures. Using sentences that Lucy is familiar with, change one noun, verb, or prepositional phrase to make new sentences. For example, you might take a sentence such as "He quietly walked up to look in the closet" and change the phrase in the closet to behind the tree. You can then use visuals to represent the change. Similarly, you might change the adverb quietly in the sentence to noisily, calmly, or suspiciously and then act out the different words.
- Consider using audio books in the classroom and at home. Have Lucy first track the print while listening to the story. Next, ask her to read along with the audio. Finally, have her read the story independently.
- Do not be reluctant to have Lucy read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

ESL PROGRAM: *ESCALATE ENGLISH*[®]

The English language development program *Escalate English*[®] 5 may be beneficial at this time for Lucy based on her tested reading and language ability. The program provides varying levels of scaffolding or instructional support. Lucy would receive the most instructional benefit from the moderate level of scaffolding.

Escalate English 5 contains the following graphic novels:

Around the World in 80 Days
Jane Goodall
The Legend of Robin Hood
Tales from the Arabian Nights
The Quillworker Girl
Neil Armstrong

Escalate English 5 contains the following podcasts:

East of the Sun and West of the Moon
Website Warrior: Blogging for the Animals' Benefit
Our Declaration of Independence
Art of Storytelling Alive and Well in Audio Books
No Boss but the Land and Cattle: A Rancher's Coming of Age
Living 63 Feet Underwater Helps Cousteau Team Conduct Experiments

Some additional instructional scaffolding to consider for Lucy includes:

- Ask Lucy to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Lucy needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Lucy can visibly access the information. The sentence frames can provide Lucy the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Lucy, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Lucy to orally interact with peers and adults.
- Accept language errors and avoid correcting Lucy in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.

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