

# Bilingual Assessment Report Checklist

## BARC

Language/Literacy History	
	Document the student’s language and dialect acquisition history, the current primary language at home, the primary language of the student in various settings, and the student’s language preference. <p style="text-align: right;"><b>Crowley &amp; Valenti, 2011</b></p>
	Note the parent’s or primary caregiver’s educational level and the home literacy/enrichment environment (i.e. access to books, participation in religious activities, Saturday school) <p style="text-align: right;"><b>Crowley &amp; Valenti, 2011; Olvera &amp; Villapudua, 2013</b></p>
	Document if delays in speech and language developmental milestones were present. <p style="text-align: right;"><b>Crowley &amp; Valenti, 2011</b></p>
	Note if there is a family history of speech/language or learning problems. <p style="text-align: right;"><b>Restrepo, 1998</b></p>
Educational History	
	Summarize the student’s school program and educational history. If the student received formal schooling in their native country, note any major differences in the way school was structured or in the language systems used. Note attendance patterns and any evidence of academic or social-emotional difficulties. <p style="text-align: right;"><b>Ochoa, Ortiz and Rhodes, 2005</b></p>
	Document the student’s progress in the curriculum and response to intervention(s). <p style="text-align: right;"><b>EC 56303</b></p>
Language Proficiency	
	Evaluate and document the student’s conversational and academic language proficiency in both English and in their native language using both <u>formal</u> and <u>informal</u> measures. <p style="text-align: right;"><b>Ochoa, Ortiz and Rhodes, 2005; Olvera &amp; Cerillo-Gomez, 2014</b></p>
	Include a statement of how the student compared to his or her <u>siblings at the same age</u> in regards to language, academic, and social/emotional development through a parent interview. <p style="text-align: right;"><b>Restrepo, 1998; Crowley &amp; Valenti, 2011</b></p>
	Include a statement of how the student compares to his or her <u>peers within their speech community</u> in regards to speech/language, reading, writing and listening skills obtained via teacher interviews and observations. <p style="text-align: right;"><b>Restrepo, 1998; Crowley &amp; Valenti, 2011</b></p>
Tool Selection, Administration Procedures, Qualified Personnel and Additional Considerations	
	Select tools that are valid and reliable, are not racially culturally and linguistically discriminatory and are administered in the language and form most likely to yield accurate information on the pupil’s skill level and abilities. <p style="text-align: right;"><b>EC 56001.(j); EC 56320.(a)(2); EC 56320.(a)(b)(1); NASP Principle II.3</b></p>



	<p>Procedures and materials for students who possess limited English proficiency shall be in the student's native language.</p> <p style="text-align: right;"><b>EC 56001.(j); EC 56320.(a)</b></p>
	<p>Include a statement that explains the modality that the assessment will be conducted in (English, non-verbal, native language or a combination) and the rationale.</p> <p style="text-align: right;"><b>Olvera &amp; Villapudua, 2013</b></p>
	<p>Document the examiner's language proficiency in both the oral and written skills of the student's primary language. Primary language refers to the language the person first learned or the language which is spoken in the person's home.</p> <p style="text-align: right;"><b>CCR3023.(a) CA Regs. 3001(x)</b></p>
	<p>When using an interpreter, document the interpreter's language proficiency in both the oral and written skills of the student's primary language, how validity may have been affected and specify the areas that they were involved in (i.e. administration of a test, interview with parents).</p> <p style="text-align: right;"><b>CCR 3023.(a); Olvera &amp; Villapudua, 2013</b></p>
	<p>If testing modifications were made, describe the modifications, and describe the validity of the inferences resulting from the modified test scores.</p> <p style="text-align: right;"><b>AERA, APA, NCME (2014); NASP Standard 11.3.2</b></p>
	<p>Utilize tests and subtests that are low to moderate in linguistic and cultural loading.</p> <p style="text-align: right;"><b>Alfonso, Flanagan, Ortiz, 2013</b></p>
<p style="text-align: center;"><b>Exclusionary Factors, Eligibility, and Conclusion</b></p>	
	<p>Document if ecological validity exists. A severe discrepancy must be corroborated with other assessment data as <u>no single</u> assessment instrument shall be the sole criterion for making eligibility or placement determinations.</p> <p style="text-align: right;"><b>EC 56001.(j); EC 56320.(e); CCR 3030 (j)(4)(a); CCR 3030(b)</b></p>
	<p>Include a determination of the effects of environmental, cultural, or economic disadvantage. Are these factors contributory but not primary, or primary factors impacting educational performance?</p> <p style="text-align: right;"><b>EC 56327.(g); EC 56337.(a)</b></p>
	<p>Include a determination of the following exclusionary factors: a lack of appropriate instruction in reading including the essential components or reading instruction, a lack of appropriate instruction in mathematics or limited-English proficiency. Are these factors contributory but not primary, or primary factors impacting educational performance?</p> <p style="text-align: right;"><b>EC56329(2)(A)(B)(C)</b></p>
	<p>Document if the student's speech patterns are related to the normal process of second-language acquisition or are a manifestation of dialect and sociolinguistic variance. Differentiate whether they are related to language difference or a disability.</p> <p style="text-align: right;"><b>CCR 3023 (b); Crowley &amp; Valenti, 2011</b></p>
	<p>Adequately interpret findings and present results in clear, understandable terms so that the parties involved can make informed decisions.</p> <p style="text-align: right;"><b>NASP Standard II.3.8</b></p>