

### **Administration and Interpretation: Guiding Questions**

1. Is the assessment translated into the student's primary language, and will parts of it need to be interpreted? If so, how might this impact the student's processing and performance?
2. If the assessment needs to be conducted in the student's primary language, and it is not validated in that language, how will the team interpret those results and analyze that data? (Note that, sometimes, assessment teams may need to translate or interpret assessments even when they are not validated as translations; however, caution is always indicated in interpreting those results, as they may be culturally inappropriate and statistically unreliable.)
3. Is an interpreter needed? If so, has the interpreter been trained in educational contexts and settings? Is the interpreter related or closely connected to the student (not recommended), and, if so, how may that affect results?
4. Are the administration instructions and protocols appropriate for this student? Does the student have the social and cultural experience needed to understand and follow the directions? If individualized directions or supports are needed during administration for language-related reasons, how will that impact the validity of results?
5. In the team process of analyzing the data, do any unconventional results or patterns appear? Might these be related to language proficiency or cultural diversity?
6. What additional data should the team collect to better understand the student's strengths and needs?

Student:

Subject/class:

Date of work completion:

Date of review:

Brief description of work/task/sample:

Does the student have previous educational experience related to similar tasks? \_\_\_ Yes \_\_\_ No

Comments:

Language and literacy demands of the sample

- Reading:
- Writing:
- Listening:
- Speaking:

Were supports or scaffolds provided? If so, describe:

Student performance in language and literacy areas:

- Reading:
- Writing:
- Listening:
- Speaking:

Was task completed? \_\_\_ Yes; \_\_\_ No

Was extended time required/given?

Graphomotor and physical considerations:

Please indicate if any of the following were present:

- Unusual letter formation:
- Irregular spacing:\*
- Directionality issues (left to right vs. right to left):
- Letter transpositions:
- Significant spelling errors:\*
- Significant nonspelling convention or grammatical errors:\*
- Margin shift:

\*For these items, teams should consult with ESOL and reading teachers to help determine potential influence of native or primary language.

Other factors: