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EDG 511

Academic Journal Article #1

Title: Use of English Language Proficiency Data to Better Assess Reading Growth for English Language Learners.

Authors: Marrs, Heath; De Leon, Melissa; Lawless, Timothy

Abstract: Disproportionality in the identification of disabilities among children who are culturally and linguistically diverse is an ongoing challenge for educators. A practice that may help address issues of disproportionality is the use of universal screening and progress monitoring data for academic skills as well as English language proficiency data to better understand student growth patterns. The case study described in this manuscript illustrates how data on oral reading fluency, when examined by English language proficiency levels, may help school teams better recognize diverse students who may need additional intervention or further evaluation for possible disability. Examining data by English language proficiency level acknowledges the diversity of skills among English learners and helps counter the tendency to view English learners as a homogenous student group. Impact Statement This paper describes how school teams can use universal screening and English language proficiency data to better understand the reading progress of English language learners. The ideas described can be implemented by school teams using commonly available data sources, thus effectively using available resources.

Academic journal #2

Title: Assessing Oral Language When Screening Multilingual Children for Learning Disabilities in Reading

Authors: Goodrich, J. Marc; Fitton, Lisa; Chan, Jessica; Davis, C. Jamie

Abstract: Multilingual children represent a rapidly growing population of students in U.S. schools. However, identification of language and learning disabilities for students from different linguistic backgrounds is complex, leading to frequent misidentification of multilingual learners for special education. This article provides guidance on how special education teachers, speech-language pathologists, and other practitioners (e.g., school psychologists) can utilize each

other's expertise to accurately assess language and literacy skills of multilingual learners. Five key lessons learned from research on identification of language disorders are presented, along with discussion of why these are important when screening multilingual children for learning disabilities in reading. Specifically, there is a focus on considering children's language background, regardless of English learner status, the importance of language ability for reading achievement, common pitfalls in using standardized assessments with multilingual learners, and linguistically sensitive assessment and scoring practices to be used with multilingual students.