



TITLE: Primary Language Assessments in Languages Other Than Spanish, K-12

NUMBER: REF-4822.2

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ROUTING

ESC Administration

ESC EL Program Staff

Principals

EL Coordinators

PURPOSE: This Reference Guide provides schools with the process and procedures used in the administration of the Basic Inventory of Natural Languages (BINL) and Informal Assessment of Home Language Literacy (IAHLL) to English Learners (ELs) with home languages other than Spanish.

MAJOR CHANGES: This Reference Guide replaces REF-4822.1 dated July 12, 2010. CHECpoint Systems Inc. scores the following additional six languages: Chinese (Mandarin), Dutch, Indonesian, Inupiaq, Taiwanese and Tagalog.

This Reference Guides provides new procedures for ordering BINL materials. Answer documents can *no* longer be ordered through the Catalog of Standard Supplies and Equipment for Schools and Offices.

INSTRUCTIONS: I. BACKGROUND

In accordance with state and federal guidelines, districts must properly identify, assess, and report all students who have a primary language other than English (20 USC 6312[g]; EC 52164, 62002; 5 CCR 11307, 11511, 11511.5). At the time of enrollment, parents of all new enrollees must complete a Home Language Survey (HLS) to determine the student’s primary language. A home language determination is required only once.

Primary language assessments are no longer required or monitored by the state since the authority for them has sunset. (20 USC 6312[g]). Although (20 USC 6312[g]) has sunset the newly adopted 2012 English Learner Master Plan does require English Learners (ELs) enrolled in one of the Alternative Instructional Program models (Transitional Bilingual or Dual Language), to be assessed in their primary language. On a case by case basis, all other EL student may be given the primary language assessment at any time (i.e. enrollment or thereafter). Also, students identified as Low-Verbal/Non-Verbal are required to participate in primary language assessment.

II. STUDENTS TO BE ASSESSED

- A. Students that are enrolled in an Alternative Program.
- B. For identified ELs in grades K-12 whose primary language is one of the following:



Arabic	Hebrew	Navajo
Armenian	Hindi	Pilipino
Cantonese	Hmong	Polish
Cambodian (Khmer)	Ilocano	Portuguese
Chinese (Mandarin)	Indonesian	Russian
Creole	Inupiaq	Serbo-Croatian
Dutch	Italian	Tagalog
Farsi	Japanese	Taiwanese
French	Korean	Toishanese
German	Lao	Ukrainian
Greek	Mandarin	Vietnamese

- Administer Basic Inventory of Natural Languages to assess oral proficiency.
 - Administer the District’s Informal Assessment of Home Language Literacy (Part I Parent Questionnaire, Part II Student Performance-Reading and Writing) to assess reading and writing proficiency. Skip Part II Student Performance-Oral Proficiency section.
- C. For ELs whose primary language is not Spanish or one of the 33 BINL languages listed above:
- Administer the entire Informal Assessment of Home Language Literacy to assess listening comprehension, speaking, reading and writing skills in the student’s primary language.
 - Enter the assessment date in SIS (Elementary SIS: Screen 5, Field 148; Secondary SIS: ID01, Field 333).
- D. For students identified as Low-Verbal/Non-Verbal

III. STUDENTS NOT TO BE ASSESSED

- A. Students that are enrolled in an Alternative Program (Transitional Bilingual or Dual Language).
- B. Secondary students who have had formal schooling in their native countries and provide official school transcripts do not have to be assessed. For these students, enter in Student Information System (SIS) ID01, Field 333, a ‘T’ (Transcript Evaluation) and the date (month, year) the transcripts were verified. File the official school transcript in the Master Plan Folder and write the word “transcript,” the country and date in the student’s cumulative record, Section 4, “Primary Oral Language Proficiency Test Label” box.
- C. Students new to the district are NOT to be assessed if their records indicate that they were already tested in another district and a primary language classification was assigned.

Schools should record the following in the student’s cumulative record in



Section 4, “Primary Oral Language Proficiency Test Label” box

1. Name of school district where assessment was administered
2. Name of primary language assessment
3. Test date
4. Assessment results

IV. ADMINISTERING BINL

A. General Instructions

1. BINL must be administered in the primary language of the student.
2. To ensure a valid BINL score, use only BINL pictures to collect 10 consecutive samples of the student’s natural language.
3. The assessor must transcribe the tape-recorded language samples onto a BINL Individual Oral Scores (IOS) Sheet. The tape may be erased once the BINL results have been returned to the school.
4. New Ordering Procedures for BINL Materials:
 - a. The IOS sheets must now be ordered directly through CHECpoint Systems, Inc. The IOS sheets are copyrighted and are not to be duplicated.
 - b. BINL kits and replacement components may be purchased from CHECpoint Systems, Inc. Call 800-635-1235 for more information.

B. Completing BINL Individual Oral Scores Sheets

1. Complete the student information grid at the top of the IOS sheet. Write the student’s 10-digit District ID number on the line that indicates “Student Number.” Incomplete or illegible score sheets will be returned to schools for correction.
2. Check the “New Enrollee” box.
3. Transcribe responses from the tape and enter the word count next to each language sample in the column entitled “Fluency.”

C. Submitting BINL Individual Oral Scores Sheets

Individual Oral Scores Sheets should be mailed to Language Proficiency Unit at least once a week to receive results in a timely manner.

1. Make copies of all IOS sheets to be submitted and keep on file until results are returned to schools.
2. Paper clip IOS sheets by grade and by teacher.
3. IOS sheets are placed in separate envelopes for each primary language.



4. Complete a separate packing slip (see Attachment A) and tape it on each envelope. Use a new packing slip each time the BINL scores are submitted for scoring.

D. BINL Computer Printouts and Labels

1. Individual Oral Scores Sheets Meeting Integrity Checks

- a. BINL computer printouts (Report 20) and individual labels will be returned with the original BINL scores sheets.
- b. The label must be placed on the student's cumulative record.

2. Individual Oral Scores Sheets Not Meeting Integrity Checks (No BINL labels issued)

- a. BINL computer printouts (Report 20E) will be sent to the school with original BINL scores sheets. Report 20E will list students by teacher and grade and give the reason(s) for failing the integrity checks.
- b. Individual Oral Scores Sheets with transcription errors or test administration errors must be resubmitted to the School Information Branch. Scores sheets with:
 - Transcription errors (run-on sentences, phrases) must be transcribed correctly on a new IOS sheet.
 - Administration errors (BINL pictures were not used) will require re-administration according to the test author's guidelines.

E. Requesting Duplicate BINL Labels

If the original BINL Label is lost, duplicate labels can be produced. A duplicate BINL label can be requested by completing a copy of Attachment B:

School Information Branch
Language Proficiency Unit
Beaudry Building, 16th Floor

V. ADMINISTERING INFORMAL ASSESSMENT OF HOME LANGUAGE LITERACY (IAHLL)

A. General Information

The IAHLL comprises two parts: Parent Interview and Student Performance. The Parent Interview is designed to collect information from parents about a student's previous instruction. Information from parents will assist schools to judge the level of student achievement in the home language.

The Student Performance part contains four sections: 1) Oral Proficiency, 2) Student Name, 3) Reading, and 4) Writing. Each section is designed to



elicit a range of responses from simple to complex. Results will assist schools in judging the level of the student's social and academic communication abilities in the home language.

B. Procedures for Administering IAHL

The IAHL is to be conducted by the school's designated assessor in the student's home language. It may be facilitated by a bilingual adult or an older student (fifth grade or higher) who is literate in the language being tested.

The designated assessor must follow the directions outlined on the attached **Administration Instructions** (Attachment C) which describes the recommended assessment conditions, needed materials, and specific information for each assessment item.

The attached **Response Form** (Attachment D) is used to record responses gathered during the assessment process, including the parent interview and student performance portions. When the process is completed, the Response Form should be filed in the student's cumulative record along with the student's writing sample.

RESOURCES:

- The 2012 English Learner Master Plan, Language Proficiency Assessment, pages 11-14.

ASSISTANCE:

- For training or assistance with administering BINL or IAHL, please contact ESC EL program staff.
- For assistance with assessment results, reports, or labels, please contact Eva Garcia, Specialist, School Information Branch at (213) 241-2450.
- For information regarding English learner services, please contact Frances Esparza in the Multilingual and Multicultural Education Department at (213) 241-5582.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

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ATTACHMENT A

BINL PACKING SLIP

..... Cut here and tape to face of envelope.

**TO: School Information Branch
Language Proficiency Unit
Beaudry Building, 16th Floor**

Date Mailed: _____

FROM: _____
(School Name)

Location Code: _____

(Name of Coordinator)

() _____
School Telephone Number

Directions: Tape this Packing Slip securely to the face of a large envelope. Write the specific primary language and enter the number of BINL scores sheets submitted. One language per envelope.

PRIMARY LANGUAGE	NO. OF BINLs	OFFICE USE ONLY
Specify primary language: _____	_____	Date Received: Date Returned to School:

USE THIS FORM ONLY ONCE

..... Cut here and tape here to face of envelope.

NOTE: Make copies as needed. Retain this form as your "original" copy.



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ATTACHMENT B

REQUEST FOR DUPLICATE BINL LABELS

Complete this form to request duplicate BINL label(s). Duplicate labels are available for students tested **after June 30, 1989**.

School: _____ Location Code: _____

Contact: _____ Telephone: (____) _____

STUDENT NAME		BIRTHDATE	GENDER	DATE	ENGLISH	PRIMARY
Last,	First	(mm/dd/yy)	(F/M)	TESTED	BINL	LANGUAGE BINL

School Information Branch
Language Proficiency Unit
Beaudry Building, 16th Floor

NOTE: Make copies as needed. Retain this form as your "original" copy.



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ATTACHMENT B-1

LANGUAGES AND CODES LIST

CODE	LANGUAGE	CODE	LANGUAGE
23	Afghan	46	Indonesian
86	Afrikaans	43	Italian
02	Albanian	45	Japanese
	<u>Native American Languages:</u>	47	Javanese
03	Apache	39	Kanjobal
04	Cherokee	78	Khmu
05	Choctaw	49	Korean
06	Cree	50	Kurdish
09	Crow	13	Lahu
07	Hopi	51	Lao
08	Navajo	52	Latvian
10	Other American Indian	53	Lithuanian
92	Amharic	54	Malay
11	Arabic	20	Marshallese
15	Armenian	12	Melanesian
93	Assyrian	96	Mien (Yao)
14	Bengali	91	Mixteco
17	Bulgarian	56	Mongolian
18	Burmese	57	Nepali
19	Cambodian (Khmer)	58	Norwegian
	<u>Chinese Languages:</u>	95	Pashto
22	Cantonese	65	Polish
97	Chiu Chow		<u>Philippine Languages:</u>
25	Mandarin (Putonghua)	89	Ilocano
76	Taiwanese	62	Pilipino (Tagalog)
21	Toishanese	94	Visayan
26	Other Chinese	64	Other Philippine
16	Chaldean	66	Portuguese
27	Creole	59	Punjabi
24	Croatian	67	Romanian
28	Czech	87	Romany
29	Danish	55	Russian
30	Dutch	69	Samoan
00	English	90	Serbian
32	Estonian	70	Serbo-Croatian
61	Farsi (Persian)	71	Sinhalese
88	Fijan	72	Slovak
31	Finnish	60	Spanish
33	Flemish	75	Swahili
35	French	73	Swedish
37	German	77	Thai
38	Greek	74	Tigrinya
48	Guamanian (Chamorro)	79	Tongan
63	Gujarati	80	Turkish
40	Hawaiian	81	Ukranian
41	Hebrew	82	Urdu
42	Hindi	83	Vietnamese
68	Hmong	84	Yiddish
44	Hungarian	85	Yoruba
34	Ibo	99	Other, Not Listed



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ATTACHMENT C

ADMINISTRATION INSTRUCTIONS

Informal Assessment of Home Language Literacy
(For Languages Other Than Spanish)

This assessment is to be administered by the school-designated assessor in the student's home language. The assessment should take place in a comfortable location. The family should feel welcome at the school and at ease with the assessor. First, the assessor interviews the adult who enrolled the student to complete the Parent Questionnaire. The remainder of the assessment (Part II) is conducted with the student.

The following materials should be provided for the assessment:

- Three to five BINL pictures (ESL pictures or sturdy prints that depict social situations may be substituted for BINL pictures).
- A selection of pencils (at least one primary and one upper grade pencil).
- A selection of reading material in the student's home language, representing more than one grade level, if possible (see your local district EL program staff for samples).
- A selection of writing paper, with and without lines (8 ½ x 11).
- Response Form with the name of the student and date completed.

Examiner:

- Write your name on the Response Form as the person administering the assessment.
- Write your position in the school or your grade, if you are a student. Write the name of the language you are using to give this assessment.
- Write the name of the person you will interview for Part I and record that person's relationship to the child (father, mother, aunt, family friend, etc).

PART I: PARENT QUESTIONNAIRE

Examiner: Make sure parents feel at ease. Explain that the following questions need to be asked to help the school assess the child's language abilities in their home language and to help the parents decide upon the best instructional program placement.

- Ask the questions in Part I and record the answers on the Response Form.
- Use the Comments Section to record any additional information offered by the parent that may help the school understand the child's use of the home language.

PART II: STUDENT PERFORMANCE

Oral Proficiency Section (Optional for student assessed with the BINL)

Examiner: Ask the student to choose a picture that interests him/her. Refer to the picture selected and ask the questions on the Response Form using the student's home language.



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ATTACHMENT D

RESPONSE FORM

Informal Assessment of Home Language Literacy
(For Languages Other Than Spanish)

_____ School

Student's Name _____ Date _____

Name of Person Administering the Assessment _____ Position/Grade _____ Language _____

PART I PARENT QUESTIONNAIRE

Name of Person Supplying Information _____ Relation to the Child _____

Has your child ever received instruction or attended school? Yes No

If yes, where? _____

At what age did your child begin instruction? _____

How many years did your child receive instruction? _____

Is your child able to read in his/her home language? _____

Give examples of what he/she can read. _____

Is your child able to write in his/her home language? _____

Give examples of what he/she can write. _____

Is your child able to solve math/number problems? _____

Give some examples. _____

Comments: _____



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ATTACHMENT D-1

Fill in the blanks with the words you use to ask the questions. Check whether or not the student responds correctly. Record the student's response to the last question in the home language. Then write what it means in English. Check the category on the Response Form that best describes the student's overall oral language proficiency.

Student Name Section

Examiner: Make sure the student is seated comfortably and feels at ease. Ask the student to choose a pencil. Using the student's home language, ask the student to write his/her name in the space provided on the Response Form. When the student has finished, record your observations in the spaces provided. If responses to this section and the Parent Questionnaire indicate a lack of school experience, **do not continue with the assessment.**

Reading Section

Examiner: Using reading selections provided by the Local District EL program staff or other available books, newspapers, or printed magazines in the home language, do the following:

- Ask the student to find/locate letters, numbers, words, units of meaning that he/she recognizes.
- Ask the student to find a portion of the page to read silently and then aloud.
- Ask the student to retell what was read.
- Check the categories on the Response Form that best describe the student's responses.
- Use the Comment Section to record any observations you made that may assist a teacher to better understand the child.
- Record the student's overall reading proficiency in the home language.

Writing Section

Examiner: Ask the student to choose a paper and pencil. Then ask the student to choose a picture or topic to write about. Encourage him/her to write an interesting story. Give the student time to complete the task (anywhere from 10 to 30 minutes). Then, ask him/her to read the story to you and clarify any questions you may have. Check the categories on the Response Form that best describe the student's writing. Record the student's overall writing proficiency in the home language.

Staple the sample of student writing to the Response Form and return the assessment paper to the school file in the student's cumulative record.

CONCLUDING THE ASSESSMENT

Examiner: Thank the student and his/her family for their cooperation. Assure them that they have been helpful. Tell them that you will share the assessment results with the school administrator and with the child's teacher. Encourage the parents to visit the school when they have any questions or concerns. Let them know the ways they can communicate their concerns to the school. Find out how best to reach them if they are needed by the school.



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ATTACHMENT D-2

PART II STUDENT PERFORMANCE

Oral Proficiency

1. Point to the _____ . () Correct () Incorrect
2. Where's the _____ ? () Correct () Incorrect
3. Is this a _____ ? () Correct () Incorrect
4. Is this a _____ ? () Correct () Incorrect
5. Tell me about the _____ .

Student's response to question #5: _____

In English this means: _____

Student's overall oral proficiency in the home language is:
 Non-proficient Limited Functional Proficient

Student Name: _____

Student writes: whole name part of name letters none of his/her name

Quality of writing appears to be: good fair poor

Speed of writing is: natural unusually slow

NOTE: If responses in this section and the Parent Questionnaire indicate a lack of instruction or school experience, do not continue with the assessment.



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ATTACHMENT D-3

Reading

Write the name of reading selection used for this assessment.

Material (from local district): _____

Book _____

Newspaper _____

Magazine _____

- | | |
|---|--|
| <input type="checkbox"/> Is unable to identify any symbols. | <input type="checkbox"/> Is unable to retell anything. |
| <input type="checkbox"/> Identifies some numbers correctly | <input type="checkbox"/> Retells with difficulty. |
| <input type="checkbox"/> Identifies some symbols correctly. | <input type="checkbox"/> Retells most of passage. |
| <input type="checkbox"/> Identifies some words correctly. | <input type="checkbox"/> Retells with expression and detail. |
| <input type="checkbox"/> Reads phrases. | |
| <input type="checkbox"/> Reads sentences. | |
| <input type="checkbox"/> Reads paragraphs. | |

Comments: _____

Student's overall reading proficiency in the home language is:

- Non-proficient Limited Functional Proficient

Writing

- | | |
|---|---|
| <input type="checkbox"/> Is unable to write. | <input type="checkbox"/> Includes details. |
| <input type="checkbox"/> Writes numbers. | <input type="checkbox"/> Includes descriptive words. |
| <input type="checkbox"/> Writes letters. | <input type="checkbox"/> Writing sample is clear and organized with a beginning, middle, and end. |
| <input type="checkbox"/> Writes parts of words. | |
| <input type="checkbox"/> Writes words or phrases. | |
| <input type="checkbox"/> Writes sentences. | |

Comments: _____

Student's overall writing proficiency in the home language is:

- Non-proficient Limited Functional Proficient

Note: Staple the student's writing sample to this form and file in the student's cumulative record.