Outreach and Communication with Practitioners about Measures and Research: Development and use of a Compendium and Consumer's Guide

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**BACKGROUND**
- Need for resource materials related to the assessment of Young English Language Learners (ELLs) to inform UPCOS study and the child development field at large.
- Collaborative effort involving:
  - First 5 LA
  - National Center for Latino Child & Family Research
  - Pew Charitable Trust Task Force on Early Childhood Accountability
- Three “products” developed:
  - ELL Assessment Considerations Technical report
  - Compendium of Measures
  - Consumer Guide
- Materials designed for different levels of expertise & knowledge of assessment.

**COMPENDIUM OF MEASURES**
- **Purpose:** Provide an independent, detailed review of 18 direct child assessment measures (with focus on language & literacy domains).
- **Methods:**
  - Identified list of >1000 published measures using via multiple sources (e.g., MMY, publisher websites)
  - Narrowed list of measures using following criteria:
    - Target age range including 3-5 year olds
    - Ample coverage of language and/or literacy domains
    - Publication of English & Spanish forms
    - Direct child assessment (no parent or teacher report measures included)
  - Adapted template used for Child Trend’s Early Childhood Measures Profiles to include cultural & linguistic considerations.
  - Each review examined/edited by up to three researchers.
- **Findings:**
  - Majority of measures for use with young Spanish speaking ELLs have less than optimal basic reliability, validity characteristics.
  - Few have thoroughly considered/engaged in necessary cultural and linguistic equivalence development.
  - Some of the more recently developed measures appear to be addressing a greater number of important cultural & linguistic considerations.

**CONSUMER GUIDE**
- **Purpose:** Provide basic information about assessment to practitioners with an emphasis on assessing ELLs.
- **Methods:**
  - Conducted informal interviews with ECE teachers to better understand:
    - Most pressing questions related to the assessment of ELLs
    - Types of resources currently available
    - Most appealing format for practitioners
  - Conducted series of feedback sessions involving center-based providers, teachers-in-training, evaluators, program staff to gather feedback for improving guide.
- **Feedback/Next Steps:**
  - Great interest among ECE providers and college-level instructors working with students in early childhood programs in any information related to assessing ELLs.
  - Practitioners have diverse needs, attitudes and experiences using assessment (one Guide doesn’t fit all).
  - Currently revising based on following suggestions:
    - Disseminating guide through ECE instructors at 2, 4 yr. colleges
    - Developing additional sections/series of guides investigating basic assessment concepts as well as ELL assessment considerations.

**ELL ASSESSMENT CONSIDERATIONS**
- Children’s development in L1, L2 unique; ELLs not a homogenous group (e.g., Espinosa & Lopez, 2007).
- Researchers & practitioners not necessarily trained to conduct assessments with children from culturally & linguistically diverse backgrounds (e.g., Sanchez & Brisk, 2004).
- Important to weigh cultural and linguistic considerations when selecting measures (e.g., content, semantic & criterion equivalence; see Bravo, 2003).