



Reading Difficulties Screeners

Considerations for Adopting Screeners with
Multilingual Learners

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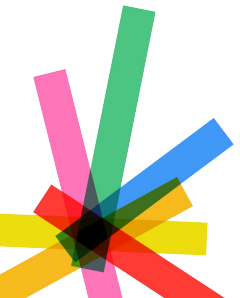
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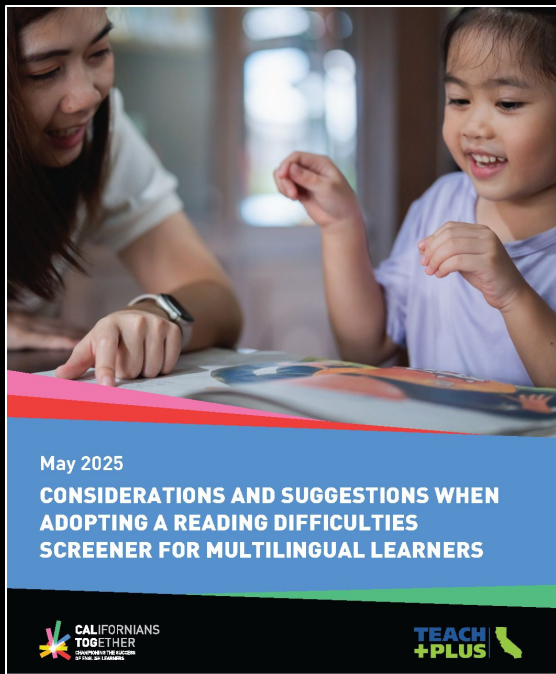
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Considerations and Suggestions When Adopting A Reading Difficulties Screener for Multilingual Learners

Californians Together & Teach Plus

This brief outlines key considerations for selecting and using screeners—especially for multilingual learners—and offers guiding questions to support equitable implementation, interpretation, and communication.



Administration

- **Purpose**

- What students know and can do
- Screening for reading difficulties
- Able to distinguish between reading difficulties or lack of English proficiency

- **When to assess**

- English proficiency – What level of English proficiency is needed to ensure valid and reliable results – 3rd or 4th quarter of the year for Kindergarten and predetermined time of new arrivals
- Instruction first prior to reading difficulties screening
- Should not be used for high-stakes purposes



District Protocols and Implementation

Format

- Screeners should be available of multiple languages
- Are directions translated in multiple languages?
- Culturally and linguistically authentic language versus translations

Delivery

- One on One, small group, paper pencil, computer administered
- Administered by teachers, support staff who are bilingual
- Administered in English and the home language

Program Context

- The screeners should align to the multilingual learner instructional models



Instructional Use of Data

Interpretation of Results

- Ensure educators have the support, tools and guidance they need to understand the screener data to determine next steps for supporting multilingual learners
- Consider how to interpret and compare results for students assessed in both English and their home language
- Explore how the screener differentiates between reading difficulties and typical patterns of second language acquisition
- Develop cut scores or norms specifically for multilingual learners
- Provide guidance on avoiding over- or under-identification of multilingual learners based on factors relating to second language acquisition



Instructional Use of Data

Instructional Planning

- Coordinate screening results with other assessment data to create a complete picture of the student's strengths and needs.
- Explore the need for further assessment to better understand the student's learning needs and progress.
- Ensure the instructional plans for reading align with the language development goals of the school's program



Instructional Use of Data

Family Engagement and Communication

- Ensure the screener provides resources to help educators explain the purpose and results of the screening to families in multiple languages, and in a way that is accessible and respectful of families' languages and cultures
- Provide families opportunities to share information about their child's language background, literacy experiences in their home language, developmental history, and educational background
- Help parents understand the difference between reading difficulties and their child's English language proficiency





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THANK YOU!

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