



Assessment of English Language Learners and the Language Acculturation Meter **Questions & Answers**

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Q: Where is the appendix for scoring located? Is there a template for presenting results from the LAM?

A: The free download of the LAM form is available at parinc.com/LAM. On the resources tab, you can also access the [LAM White Paper](#), which includes an appendix for converting raw score means to percentiles. To download the LAM form in English directly, click [here](#). For Spanish, click [here](#).

The LAM is also available on CheckIT (parinc.com/CheckIT), which allows you to administer and score the LAM online and provides a summary of results appropriate for use in a psychoeducational report. At this time, the Spanish version of the LAM is not available on CheckIT

Q: Do you anticipate that non-Spanish speaking school psychologists will use LAM, or is it for bilingual school psychologists?

A: The LAM is appropriate for both non-Spanish speaking psychologists and Spanish bilingual psychologists. The LAM may also be used with students and adults whose native language is something other than Spanish. In this case, substitute the word "Spanish" for the name of the other language. Of course, in this case, you would not be able to use the Appendix tables to compare raw score means against Spanish speakers.

Q: The norms are only for Spanish, correct? If so, I don't understand how this can be used with other languages.

A: While we collected data on people living in the U.S. who speak Spanish to create percentile references (not norms), the utility of this tool is in gathering information to perform an ecologically meaningful and culturally valid evaluation. It is not a normed assessment.



Q: What is the age range for the LAM?

A: The LAM may be used with children as young as age 5 years if the statements are read aloud and they are able to point to a place on the sliding scale to indicate their response for Parts 2 and 3. Background and Education History should be obtained from a parent or guardian.

This is not a normed assessment, so there are no norms tables based on age. The reference percentiles are based on the entire sample of Spanish-speaking individuals living in the U.S.; Spanish speaking U.S. natives; and individuals who have lived in the U.S. 0 to 5 years; 6 to 19 years; and 20+ years.

Q: Several questions asked about recommendations for specific test instruments or whether retention should be recommended for a child under certain circumstances.

A: These questions require in-depth knowledge of the case in question, so it is not appropriate for us to make specific recommendations.

Q: Does the LAM include screening questions related to trauma that may have occurred when the client moved to the U.S.?

A: The LAM does not include specific questions about traumatic experiences; however, the questions regarding immigration might prompt a discussion about those experiences.

During any evaluation where trauma is suspected, use a measurement of trauma like the Trauma Symptom Checklist for Children (parinc.com/TSCC) or Trauma Symptom Checklist for Young Children (parinc.com/TSCYC). These parent rating assessments are available in Spanish for the U.S.



Q: Would you recommend using the LAM in the pre-referral or MTSS process? Would it be appropriate for an ELL teacher to administer for programming purposes?

A: Yes, the LAM is appropriate for use in the pre-referral or MTSS process and may be administered by an ELL teacher or specialist.

Q: Would it be possible to use the LAM to decide whether to use English or Spanish versions of something like PAI or to provide a kind of confidence qualifier for the use of other tests?

A: The LAM should be one tool used in making the decision about whether to use an English or Spanish version of any rating scale. A formal English fluency test might also be appropriate.

Q: Is there a table that helps us to know if the scores fall into categories of language development (e.g., minimal, emerging, fluent)?

A: The LAM does not differentiate scores based on minimal, emerging, or fluent language development.

Q: Do you think those norms could be used as a benchmark for interpretive use in Canada?

A: The LAM is a reference to English-language culture and therefore is appropriate for use in Canada.



Q: Could we have an example of how acculturation information is applied and interpreted? What does low acculturation vs. high acculturation imply?

A: While the LAM does not provide a definitive score, the level of acculturation is indicative of how well the client is integrating into a new environment. Particularly for school-age clients, this information could help inform the social emotional portion of your assessment and give a greater understanding of their connectedness.

Q: Would you want to do a self-report for an older student and also give it to the parent/guardian to compare the scores?

A: No. The LAM was not intended to be used as an observer report tool.

Q: If the student has a language difference, would parents be good or appropriate respondents for an adaptive measure?

A: It is most appropriate, if the parents' dominant language is something other than English, to provide translated rating scales or questionnaires to these parents.

Q: Would you comment on the difference between language dominance and language proficiency?

A: Language dominance is the language in which the client is most comfortable using and the one they use most on a daily basis. Language proficiency is how close to mastery the client is in any given language.



Q: Do you think this tool would be appropriate in forensic work? I evaluate adults for the courts.

A: The LAM is not appropriate for forensic cases.

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