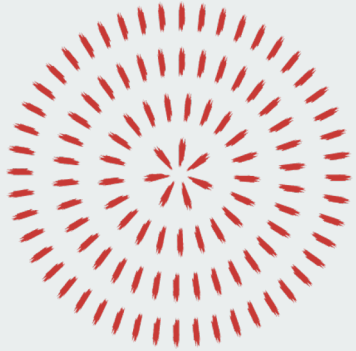# Culturally & Linguistically Responsive Assessment Practices

- Yvette D. Hyter, Ph.D., CCC-SLP
- ASHA Fellow, Professor Emerita
- Western Michigan University
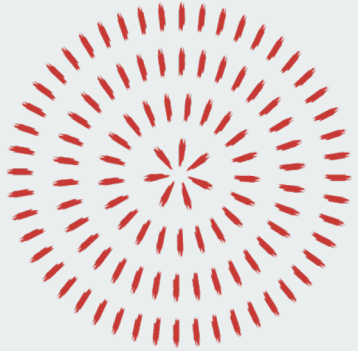- 20 March 2021

Disclosures

- ***Financial***
  - I am receiving a small stipend from MSHA for this presentation
- ***Non-Financial***
  - I have no non-financial disclosures to make

Positionality

- ***About Me***
 - My experiences, identities, cultural, educational, and political backgrounds inform my work

Bourke et al. (2016); Manohar et al., 2017

Learning Outcomes

- Explain least biased and culturally and linguistically responsive assessment practices

- Identify various ways to implement culturally and linguistically responsive assessments

- Apply culturally and linguistically responsive assessment practices to a case study
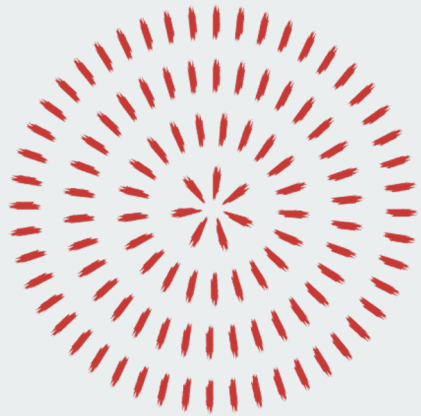
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Pre-Presentation Questions

Please respond to the questions on the poll.

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Topics

- The Context

- Critical Self-Reflection

- Human Rights Approach

- Social Justice Lens

- Guiding Documents

- Useful Tools

- Some Culturally & Linguistically Responsive Practices

- Case Example

- Summary

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The Context

- Continuing changing demographics
  - Census Projections → 2030 will be a pivotal year (Vespa et al., 2020)

- In the U. S., 23% school-age children speak a language other than English at home *(U. S. Census American Community Survey, 2015 – 2019).*
  - In Michigan it is 9.7%
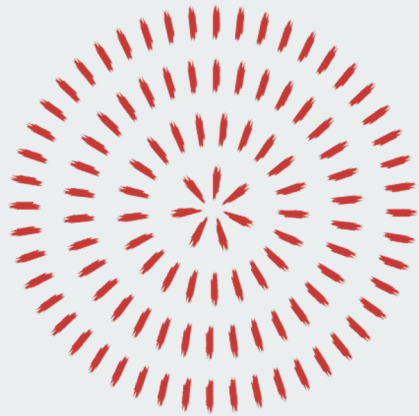
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Most Spoken Languages in the U.S. Other than English

- Spanish
- Chinese
- French
- Tagalog
- Vietnamese
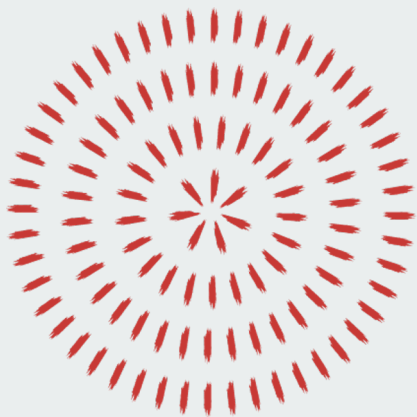
U. S. Census (2010). *Top languages other than English Spoken in 1980 and changes in*
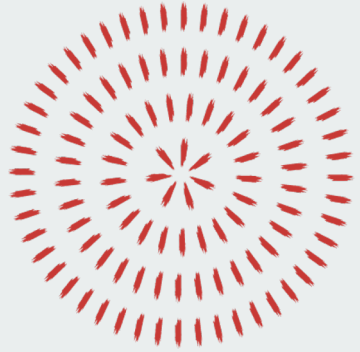
Relative rank 1990 – 2010. Retrieved from
https://www.census.gov/dataviz/visualizations/045/

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Most Commonly Spoken Language Other than English or Spanish

Blatt (2014). *What language does your state speak*. Retreived from https://slate.com/culture/2014/05/language-map-whats-the-most-popular-language-in-your-state.html
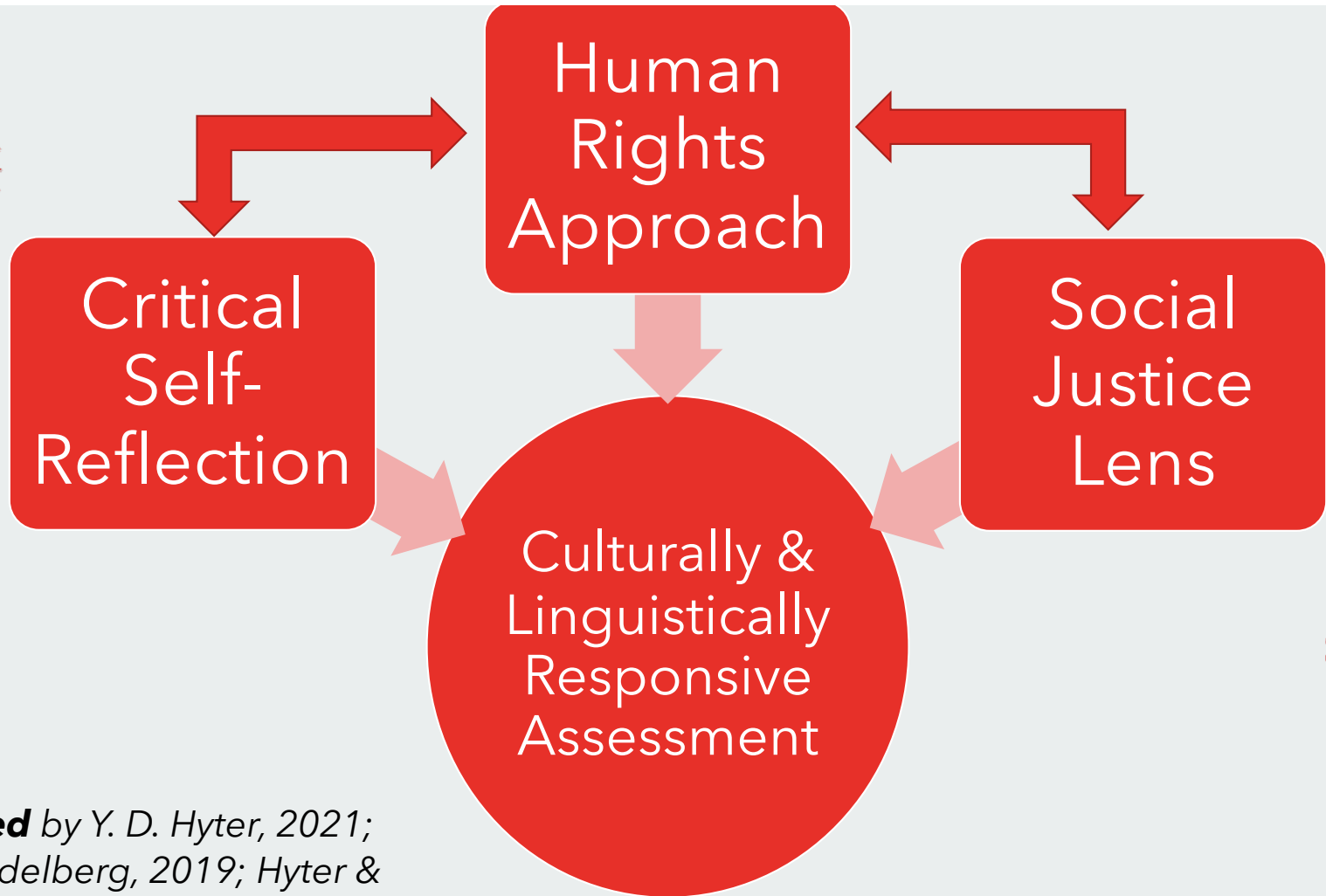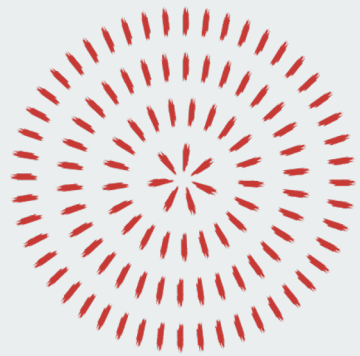
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Focus

- Critical Self-reflection *(Hyter, 2014, 2021)*

- Human Rights Approach (McEwin & Santow, 2018; *Hyter & Salas-Provance, in press)*

- Social Justice Lens *(Heidelberg, 2019; Hyter & Salas-Provance, in press)*

- Some Culturally and Linguistically Responsive Assessment Practices

Human Rights Approach

Critical Self-Reflection

Social Justice Lens

Culturally & Linguistically Responsive Assessment
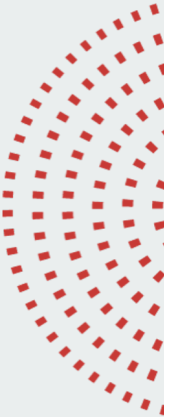
Graphic designed by Y. D. Hyter, 2021; **Informed** by Heidelberg, 2019; Hyter & Salas-Provance, in press); Hyter, 2021; McEwin & Santow, 2018

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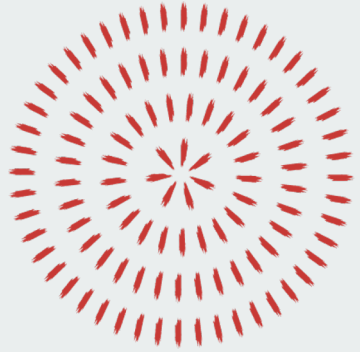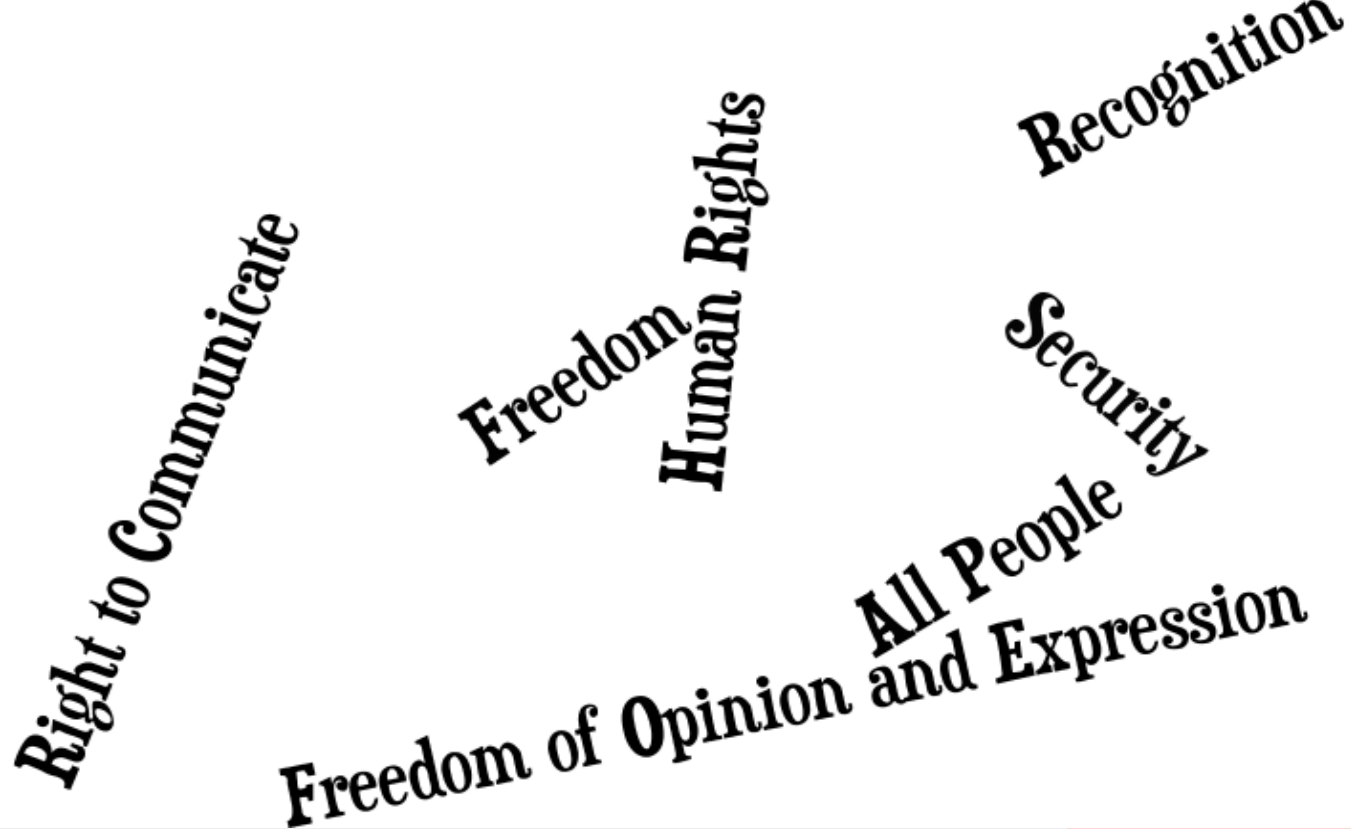
Critical Self-Reflection

- What is your understanding of cultures that are not your own?

- What epistemological frame/way of thinking informs your assessment practice?
  - Interpretivism?
  - Critical Race Theory?
  - Positivism?

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Human Rights Approach *(Hyter & Salas-Provance, forthcoming)*

Recognition

Human Rights

Freedom

Right to Communicate

Security

All People

Freedom of Opinion and Expression

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Human Rights Approach *(Hyter & Salas-Provance, forthcoming)*

Apply FREDA *(Curtice &. Exworthy, 2010)*
- Fairness
- Respect
- Equality
- Dignity
- Autonomy
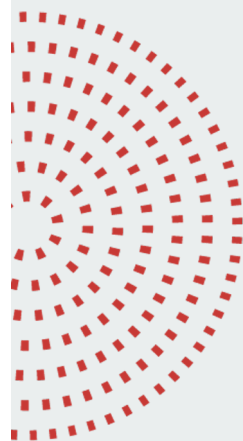
Social Justice Lens *(Hyter & Salas-Provance, forthcoming)*

- Eliminating all forms of exploitation, oppression, exclusion *(Hyter & Salas-Provance, forthcoming)*

- Affirmative AND transformative Actions *(Fraser, 2009; Heidelberg, 2019)*

- Recognition AND Redistribution Outcomes *(Fraser, 2009; Heidelberg, 2019)*

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Social Justice Lens *(Fraser, 1990)*

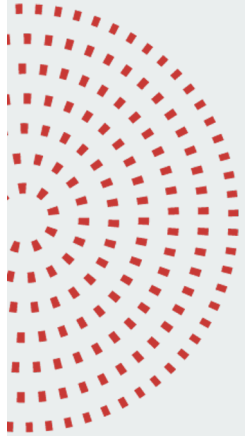|	**Affirmative**	**Transformative**
Recognition	Increase Presence Does not change structure	Dismantle hierarchies Changes struture
Redistribution	Increase access Does not change structure	Dismantle barriers Changes Structure

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HRA

CSR

SJL

CLRA

Guiding Documents

Tools & Methods

Practices
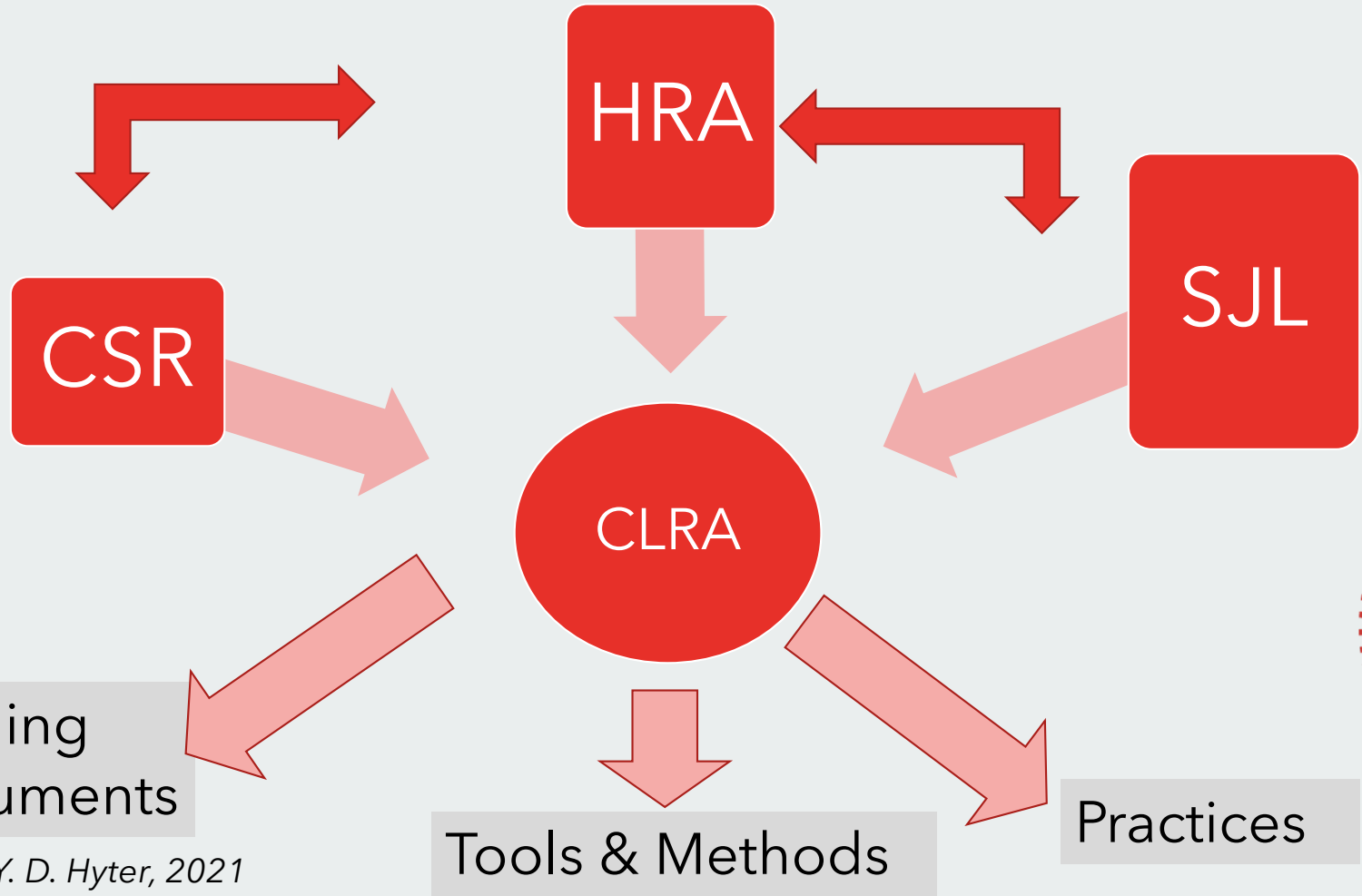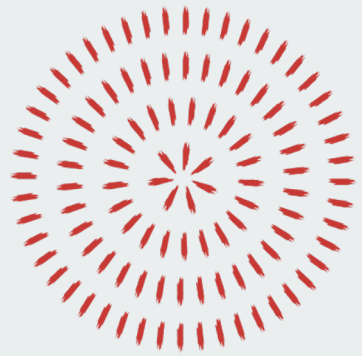
Graphic Created by Y. D. Hyter, 2021
Graphic Informed by Heidelberg, 2019; Hyter & Salas-Provance, in press);
Hyter, 2021; McEwin & Santow, 2018;

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Culturally & Linguistically Responsive Assessment – Guiding Documents

- Federal Law – IDEA (2004)

- State Laws – Michigan

- ASHA Guiding Principles for Practice (https://www.asha.org/policy/pp2004-00191/#sec1.3.13)

Culturally & Linguistically Responsive Assessment – Methods & Tools

- Administration Modifications (Wyatt, 2015)

- Scoring Modifications (Hendricks & Adlof, 2017; Wyatt, 2015)

- Contextualized measures (Stockman et al., 2016)

- Language Universals (Wyatt, 2015)

Each of these methods will be discussed next

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Culturally & Linguistically Responsive Assessment - Practices

- Start with critical self-reflection

- Include human rights & apply a social justice lens

- Use appropriate assessments that are consistent with the child's heritage and/or dominant language

- Use informal measures

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Culturally & Linguistically Responsive Assessment - Practices

- Be familiar with norm-referenced assessments as applicable

- Apply modifications if necessary

- Use several assessments & look for convergence of data collected during assessment

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Case Example

- Elaine

Summary

- We do not want to misdiagnose children by using ineffective/inappropriate assessment methods/tools

- Reduce bias as much as possible

- Use various assessments, not just one *(Khonert, 2014)*

- Advocate for evidence-based informal assessment measures *(Fabiano-Smith et al., 2020)*

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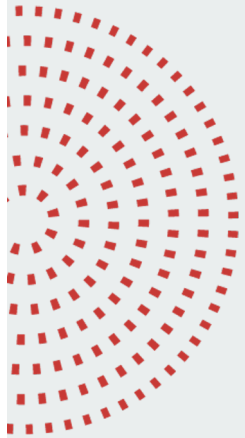
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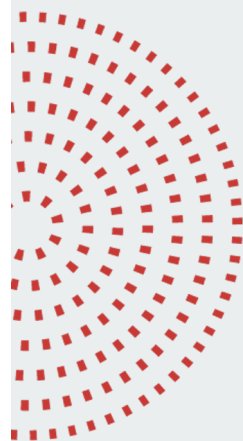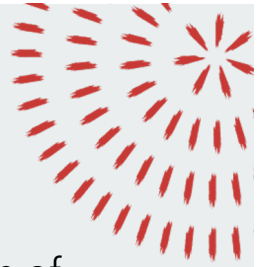
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