

## 8

# The QUILS: ES in Practice

## Interpreting Results Through Seven Case Examples

This chapter presents seven cases of students who completed the QUILS: ES with different results. Their stories illustrate the differences between the scores of a typically developing student versus those of a student who should be recommended for follow-up assessment. These are actual cases drawn from students who are DLLs in the QUILS: ES standardization study, some of whom may have had language issues. (Their identities are masked for privacy protection.) The decision to recommend a student for follow-up evaluation is based on Best Percentile Rank. In this chapter, please note that Percentile Ranks are rounded in the narrative, but full values are shown in the tables.

Performances on the individual English and Spanish sections are not used in the decision and should not be compared to each other. Standard Scores and Percentile Ranks for each language only provide further insight into child's strengths and weaknesses within a particular language. *Note:* All family income levels given in the cases were identified based on the volunteered self-report of the mother's educational level.

## Case 1: Screening Indicates Typical Development

Santiago is a 5-year-old boy (5;4) from a low-socioeconomic status (SES) household in Delaware, where he is the only child in a household of three adults. He attends a dual language preschool and his mother reports that Spanish is the most frequently used language in the household. His Language Questionnaire score of 2.7 indicated that he is eligible for the QUILS: ES. Santiago's QUILS: ES scores are shown in Tables 8.1a and 8.1b as well as on his Student Brief Report in Figure 8.1a and his Best Score Breakdown Report in Figure 8.1b.

As displayed in Table 8.1a, Santiago showed superior skills in all three areas of the QUILS: ES (Vocabulary Best Score, 93rd percentile; Syntax Best Score, 75th percentile; and Process Best Score, 84th percentile). He scored above the 82nd Percentile Rank in his Overall Best Score compared to other 5-year-olds. Given this profile, there is no need for a follow-up assessment.

Table 8.1b shows Santiago's scores in each language. These scores are presented to illustrate his strengths and weaknesses within a particular language. Results should not be compared across languages. His overall performance on the English section of the QUILS: ES is below average (39th percentile). His English Vocabulary percentile (24th), indicates that his vocabulary skills are in the low average range. His performance on the English Syntax and Process areas indicates high average skills. His performance on the Spanish section of the QUILS: ES indicates that Santiago's performance in Spanish (Vocabulary, 93rd; Syntax, 80th; Process, 97th; Overall, 93rd), compared to other DLLs in the norming sample, is superior for his age group.

Figure 8.1b shows how the raw scores from Santiago's performance are converted to Best Scores. It should be noted that the calculations on this report are completed automatically. For each item type (e.g., *Wh*-Questions) Santiago has an English and a Spanish score (0.67 and 1.0, respectively). These scores are based on the proportion of items identified correctly for each item type. The highest score is then noted in the "Highest Proportion" column. This process is continued for all of the item types. Once completed, the highest proportion of the Vocabulary item types (Nouns, 0.75; Verbs, 1; Prepositions 1; and Conjunctions, 0.75) are summed and are reflected under Total Vocabulary Items (3.50). This is repeated for all Syntax and Process items. Best Percentile Ranks and Best Standard Scores per Area are calculated based on the norming sample. The three Best Standard Scores per Area are summed ( $123 + 111 + 116$ ) to obtain the Overall Scaled Score (350). Overall Best Score (114) and Overall Best Percentile Rank (82.8) are determined based on the norming sample.

**Table 8.1a.** Santiago's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	123	93.3
Syntax	111	75.4
Process	116	84.3
Overall	114	82.8

\*Compared to same-age dual language learner (DLL) peers in the norming sample.

**Table 8.1b.** Santiago's profile on the QUILS: ES by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	90	24.6	Vocabulary	129	97.8
Syntax	108	69.4	Syntax	112	79.9
Process	107	66.4	Process	128	97
Overall	96	38.8	Overall	122	93.3

\*Compared to same-age dual language learner (DLL) peers in the norming sample.



## Student Brief Report

### Student Information

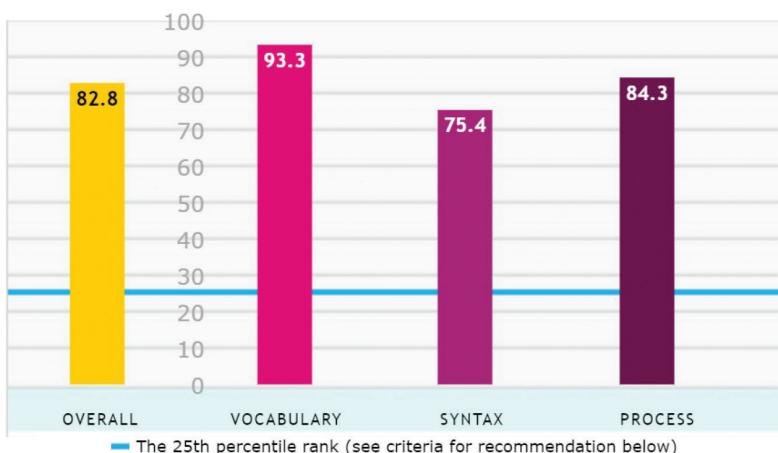
**Student Name:** Santiago G.  
**Student ID:** 2108

**Date of Birth:** 01/05/2015  
**Date of Screening:** 04/06/2020  
**Age at Screening:** 5 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Santiago G.'s Performance

On 04/06/2020, Santiago G.'s language skills were screened using the QUILS: ES. The overall percentile rank of 82.8 means that Santiago G. scored as well as or better than 82.8% of 5-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Santiago G.'s results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
114	82.8	123	93.3	111	75.4	116	84.3

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Santiago G.'s performance on the QUILS: ES, Santiago G.'s language comprehension appears to be within the typical range relative to age, and no follow-up evaluation is recommended at this time.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.1a.** Santiago's QUILS: ES results, shown here on his Student Brief Report, indicate typical development.





## Best Score Breakdown Report

### Santiago G.'s Performance

Student ID: 2108 Date of Screening: 04/06/2020

Type	Area	Student Answers				Step 1		Step 2			
		Max Scores		Raw Scores		Proportions		Highest Proportion			
		Eng.	Span.	Eng.	Span.	Eng.	Span.	Score	Language		
Wh-Questions	Syntax	3	3	2	3	0.67	1	1	Spanish		
Past Tense	Syntax	4	4	3	1	0.75	0.25	0.75	English		
Prepositional Phrases	Syntax	4	3	3	2	0.75	0.67	0.75	English		
Embedded Clauses	Syntax	4	4	2	3	0.5	0.75	0.75	Spanish		
Verb Learning	Process	4	4	1	3	0.25	0.75	0.75	Spanish		
Converting Active to Passive	Process	2	3	2	3	1	1	1	Both		
Noun Learning	Process	4	4	3	3	0.75	0.75	0.75	Both		
Adjective Learning	Process	4	4	4	4	1	1	1	Both		
Nouns	Vocab	4	4	2	3	0.5	0.75	0.75	Spanish		
Verbs	Vocab	4	4	1	4	0.25	1	1	Spanish		
Prepositions	Vocab	4	4	1	4	0.25	1	1	Spanish		
Conjunctions	Vocab	4	4	2	3	0.5	0.75	0.75	Spanish		
									Step 3		
									Percentile	Standard	
Total Syntax items		15	14	10	9			3.25		75.4	111
Total Process items		14	15	10	13			3.5		84.3	116
Total Vocabulary items		16	16	6	14			3.5		93.3	123
Total Items:		45	45	26	36			10.25	Step 4		
									Scaled Score		350
									Overall Best Standard		114
									Overall Best Percentile		82.8

This report shows each type (e.g., Past Tense) grouped by area (not in the order displayed within the screener), provides a breakdown of the student's answers per type, and explains how Best Scores are calculated.

Step 1. Each student's total answers per type per language is calculated as a proportion of the total possible correct answers for that language type.

Step 2. The highest proportion for each type across the two languages is selected.

Step 3. Using Appendix 9.A9–A11, the Total Area proportions are converted to Best Percentile Ranks and Best Scores per Area.

Step 4. The Best Standard Scores for each Area are totaled to calculate the Overall Scaled Score. Using Appendix 9.A12 from the User's Manual, this is converted to an Overall Best Score and Overall Best Percentile Rank.

Figure 8.1b. Santiago's QUILS: ES Best Score Report.

## Case 2: Screening Indicates Possible Language Delay (Low Overall Best Score)

Maria Amparo is a 4-year-old girl (4;7) living with her two parents in Philadelphia. She is an only child. The family is low SES and her mother is the primary caregiver. She is exposed more to English at home than Spanish. English is the predominant language used with peers, and her Language Questionnaire score of 2.8 indicated that she is eligible for the QUILS: ES. Maria Amparo's QUILS: ES scores are shown in Tables 8.2a and 8.2b as well as on her Student Brief Report in Figure 8.2.

As displayed in Table 8.2a, Maria Amparo scored near the 16th Percentile Rank in her Overall Best Score compared to other 4-year-olds. She showed low language skills in Vocabulary Best Score, Syntax Best Score, and Process Best Score (6th, 46th, and 29th percentiles, respectively). Her Overall Best Score percentile falls below the 25th percentile, indicating that follow-up evaluation is recommended.

Table 8.2b shows her scores in each language. These scores are presented to illustrate her strengths and weaknesses within a particular language. Results should not be compared across languages. Her performance on the English section of the QUILS: ES indicates that Maria Amparo's overall performance in English (34th percentile), compared to other DLLs in the norming sample, is low average for her age group. Her strength in English is in the Syntax area (44th percentile). Her lower performance in the English Process area (27.5th percentile) indicates that she might have difficulties learning new vocabulary and syntax when English is used. Her performance on the Spanish section of the QUILS: ES indicates that Maria Amparo's overall performance in Spanish (23.9th percentile), compared to other DLLs in the norming sample, is low for her age group. Her Spanish Vocabulary and Syntax scores are below average (28.1th and 33.8th percentiles, respectively). Her average score in the Spanish Process area (50th percentile) indicates that she might have some difficulty learning new vocabulary and syntax when Spanish is used.

Given this profile, Maria Amparo should be referred for follow-up assessment.

**Table 8.2a.** Maria Amparo's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	77	5.6
Syntax	98	45.6
Process	92	28.8
Overall	85	16.3

\*Compared to same-age dual language learners in the norming sample.

**Table 8.2b.** Maria Amparo's QUILS: ES profile by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	94	36.9	Vocabulary	91	28.1
Syntax	98	44	Syntax	92	33.8
Process	91	27.5	Process	100	50
Overall	94	34.4	Overall	89	23.9

\*Compared to same-age dual language learner (DLL) peers in the norming sample.



## Student Brief Report

### Student Information

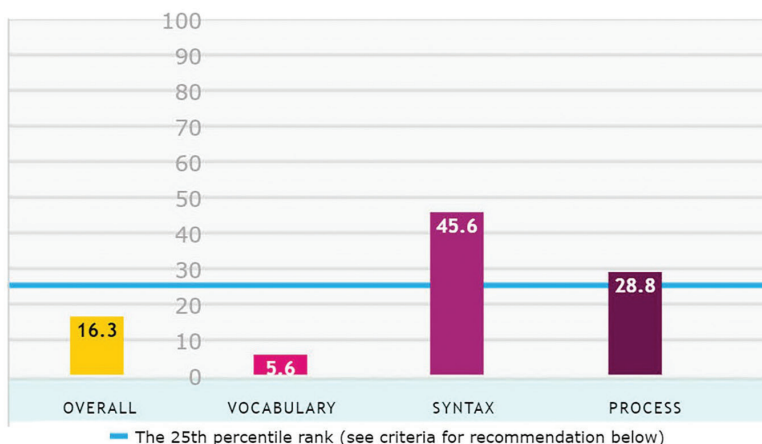
**Student Name:** Maria Amparo H.  
**Student ID:** 3096

**Date of Birth:** 02/13/2016  
**Date of Screening:** 04/06/2020  
**Age at Screening:** 4 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Maria Amparo H.'s Performance

On 04/06/2020, Maria Amparo H.'s language skills were screened using the QUILS: ES. The overall percentile rank of 16.3 means that Maria Amparo H. scored as well as or better than 16.3% of 4-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Maria Amparo H.'s results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
85	16.3	77	5.6	98	45.6	92	28.8

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Maria Amparo H.'s performance on the QUILS: ES, Maria Amparo H.'s language comprehension appears to be outside the typical range relative to age, and follow-up evaluation is recommended at this time. Maria Amparo H. may benefit from specific activities in Vocabulary.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.2.** Maria Amparo's QUILS: ES results, shown here on her Student Brief Report, indicate possible language delay.

## Case 3: Screening Indicates Atypical Development (Low Process Best Score)

Juan is a 3-year-old boy (3;8) from a middle-class household in Florida. No information is available about his family, but his school district has classified him as a DLL. He attends a bilingual program designed for children whose English is not sufficient to function in an English-only classroom. Based on his school placement, he was administered the QUILS: ES. Juan's QUILS: ES scores are shown in Tables 8.3a and 8.3b as well as on his Student Brief Report in Figure 8.3.

As displayed in Table 8.3, Juan's Best Scores showed average skills in two areas of the QUILS: ES (Vocabulary Best Score, 54th percentile; Syntax Best Score, 80th percentile). He scored very low in both Process areas, resulting in a Process Best Score in the 9th percentile. His Overall Best Score (47th percentile), compared to other 3-year-olds, is low average. Based on his low performance in the Process area, Juan should be referred for follow-up evaluation.

Table 8.3b shows his scores in each language. These scores are presented to illustrate his strengths and weaknesses within a particular language. Results should not be compared across languages. His performance on the English section of the QUILS: ES indicates that Juan's English Vocabulary and Syntax (86th and 71st percentile), compared to other DLLs in the norming sample, is high average for his age group. His performance in the English Process area (34th percentile) is low average, and his overall English score is average (64.3th percentile). Juan's performance in Spanish Vocabulary (43rd percentile), compared to other DLLs in the norming sample, is average for his age group. His performance in Spanish Syntax (94th percentile) is above average. His Spanish Process (6th percentile) is below average. Spanish overall percentile is low average (36.2th). The low Process percentiles are worrisome because Juan seems to have difficulty with new language learning.

**Table 8.3a.** Juan's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	101	54.3
Syntax	112	80
Process	80	8.6
Overall	99	47.1

\*Compared to same-age dual language learners (DLL) peers in the norming sample.

**Table 8.3b.** Juan's QUILS: ES profile by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	114	85.7	Vocabulary	96	43.1
Syntax	108	71.4	Syntax	122	94.4
Process	93	34.3	Process	73	5.6
Overall	105	64.3	Overall	95	36.2

\*Compared to same-age dual language learner (DLL) peers in the norming sample.





## Student Brief Report

### Student Information

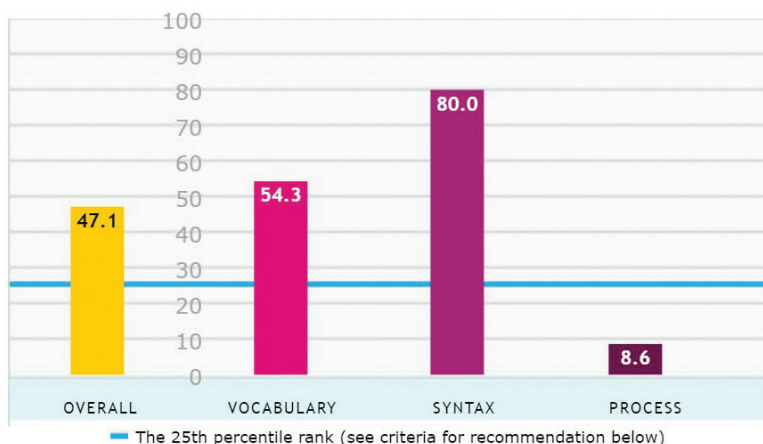
**Student Name:** Juan V.  
**Student ID:** 6309

**Date of Birth:** 03/03/2017  
**Date of Screening:** 04/06/2020  
**Age at Screening:** 3 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Juan V.'s Performance

On 04/06/2020, Juan V.'s language skills were screened using the QUILS: ES. The overall percentile rank of 47.1 means that Juan V. scored as well as or better than 47.1% of 3-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Juan V.'s results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
99	47.1	101	54.3	112	80.0	80	8.6

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Juan V.'s performance on the QUILS: ES, Juan V.'s language comprehension appears to be outside the typical range relative to age, and follow-up evaluation is recommended at this time. Juan V. may benefit from specific activities in Process.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.3.** Juan's QUILS: ES results, shown here on his Student Brief Report, indicate atypical development.

## Case 4: Screening Indicates Possible Language Delay (Low Best Scores in All Areas)

Arturo is a 3-year-old boy (3;7) living in Massachusetts in a household where his father is the primary caregiver, and there is one other child and another adult. Both Spanish and English are spoken at home, whereas English is the dominant language at preschool. His Language Questionnaire score of 3.29 indicated that he is eligible for the QUILS: ES. Arturo's QUILS: ES scores are shown in Tables 8.4a and 8.4b as well as on his Student Brief Report in Figure 8.4.

As displayed in Table 8.4a, Arturo showed language skills below those expected for 3-year-olds in all three areas of the QUILS: ES Best Scores (Vocabulary Best Score, 6th percentile; Syntax Best Score, 23rd percentile; and Process Best Score, 1st percentile). He scored in the 1st Percentile Rank in his Overall Best Score compared to his same-age peers. His Overall Best Score below the established cutoff of the 25th percentile indicates that Arturo should be referred for follow-up evaluation.

Table 8.4b shows Arturo's scores in each language. These scores are presented to illustrate his strengths and challenges within a particular language. Results should not be compared across languages. Arturo's performance on the English section of the QUILS: ES indicates that his overall performance in English (1st percentile), compared to other DLLs in the norming sample, is well below average for his age group. He demonstrated below-average skills in English Vocabulary (7th percentile), Syntax (17th percentile), and Process (10th percentile). Arturo's performance on the Spanish section of the QUILS: ES indicates that his overall performance in Spanish (6th percentile), compared to other DLLs in the norming sample, is well below average for his age group. His strength is in the area of Spanish Syntax (43rd percentile). His Spanish Vocabulary and Process scores (22nd percentile and 6th percentiles, respectively) are also below average.

**Table 8.4a.** Arturo's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	74	5.7
Syntax	88	22.9
Process	64	1.4
Overall	62	1.4

\*Compared to same-age dual language learner (DLL) peers in the norming sample.

**Table 8.4b.** Arturo's QUILS: ES profile by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	77	7.1	Vocabulary	87	22.2
Syntax	85	17.1	Syntax	97	43.1
Process	80	10	Process	73	5.6
Overall	62	1.4	Overall	77	5.8

\*Compared to same-age dual language learner (DLL) peers in the norming sample.





## Student Brief Report

### Student Information

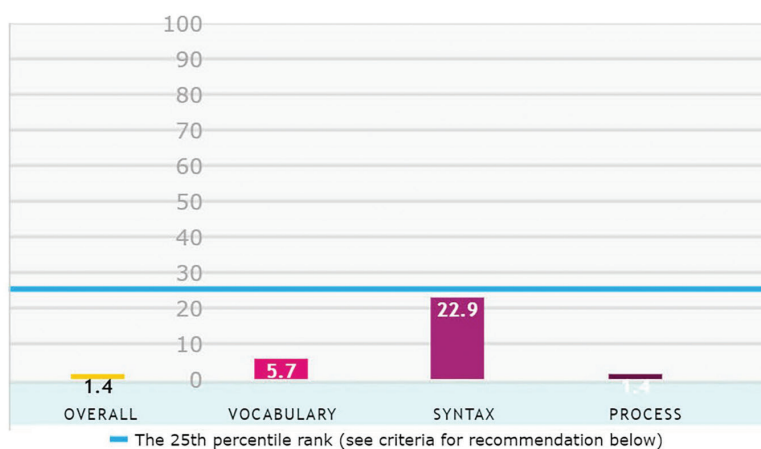
**Student Name:** Arturo D  
**Student ID:** Case4

**Date of Birth:** 09/06/2016  
**Date of Screening:** 04/06/2020  
**Age at Screening:** 3 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Arturo D's Performance

On 04/06/2020, Arturo D's language skills were screened using the QUILS: ES. The overall percentile rank of 1.4 means that Arturo D scored as well as or better than 1.4% of 3-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Arturo D's results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
62	1.4	74	5.7	88	22.9	64	1.4

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Arturo D's performance on the QUILS: ES, Arturo D's language comprehension appears to be outside the typical range relative to age, and follow-up evaluation is recommended at this time. Arturo D may benefit from specific activities in Vocabulary, Syntax, and Process.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.4.** Arturo's QUILS: ES results, shown here on his Student Brief Report, indicate possible language delay.

## Case 5: Screening Indicates Typical Development (Stronger English Skills)

Teresita is a 4-year-old girl (4;3) living in Massachusetts with her single mother. Both Spanish and English are spoken at home, and English is the dominant language spoken by her caregiver. Her Language Questionnaire score of 2.33 indicates that she is eligible for the QUILS: ES. Teresita's QUILS: ES scores are shown in Tables 8.5a and 8.5b as well as on her Student Brief Report in Figure 8.5.

As shown in Table 8.5a, Teresita displayed higher than average language skills expected for 4-year-olds in all three areas of the QUILS: ES (Vocabulary Best Score, 74th percentile; Syntax Best Score, 87th percentile; and Process Best Score, 73rd percentile). She scored at the 79th Percentile Rank in her Overall Best Score compared to her same-age peers. Based on her profile, Teresita needs no recommendation for any follow-up language testing.

Table 8.5b shows Teresita's scores in each language. These scores are presented to illustrate her strengths and weaknesses within a particular language. Inappropriately screening Teresita's language skills only in Spanish would have resulted in a referral for follow-up evaluation. However, the fact that the QUILS: ES captures unequal distributed language knowledge allows us to see that she does not have a language problem per se; rather, her skills are different in English than in Spanish. Results should not be compared across languages.

Teresita's performance on the English section of the QUILS: ES indicates that her overall performance in English (77th percentile), compared to other DLLs in the norming sample, is above average for her age group. She demonstrated above-average skills in English Vocabulary (77th percentile), Process (78th percentile), and Syntax (76th percentile). Teresita's performance on the Spanish section of the QUILS: ES indicates that her overall performance in Spanish (24th percentile), compared to other DLLs in the norming sample, is below average for her age group. Her Spanish Vocabulary and Syntax scores (34th percentile and 48th percentiles, respectively) are low average, but her Spanish Process score is the lowest (17th percentile).

**Table 8.5a.** Teresita's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	110	74.4
Syntax	116	86.9
Process	109	72.5
Overall	111	78.8

\*Compared to same-age dual language learner (DLL) peers in the norming sample.

**Table 8.5b.** Teresita's QUILS: ES profile by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	110	76.9	Vocabulary	94	34.4
Syntax	112	78.4	Syntax	98	48.1
Process	110	95.6	Process	85	16.9
Overall	110	76.9	Overall	89	24.4

\*Compared to same-age dual language learner (DLL) peers in the norming sample.



## Student Brief Report

### Student Information

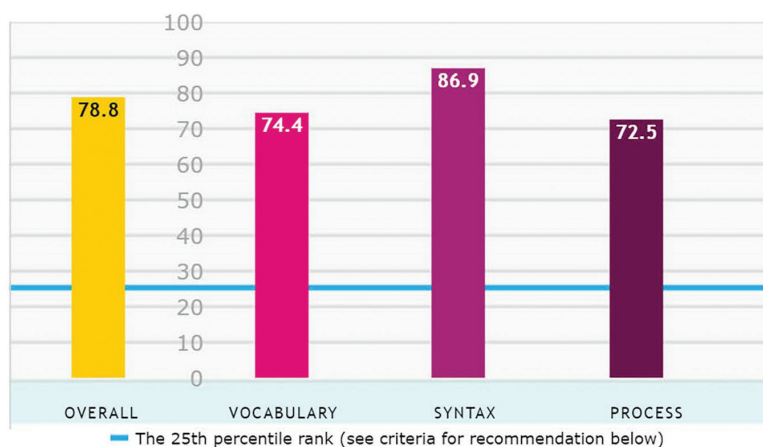
**Student Name:** Teresita E  
**Student ID:** Case5

**Date of Birth:** 01/06/2016  
**Date of Screening:** 04/06/2020  
**Age at Screening:** 4 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Teresita E's Performance

On 04/06/2020, Teresita E's language skills were screened using the QUILS: ES. The overall percentile rank of 78.8 means that Teresita E scored as well as or better than 78.8% of 4-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Teresita E's results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
111	78.8	110	74.4	116	86.9	109	72.5

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Teresita E's performance on the QUILS: ES, Teresita E's language comprehension appears to be within the typical range relative to age, and no follow-up evaluation is recommended at this time.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.5.** Teresita's QUILS: ES results, shown here on her Student Brief Report, indicate typical development.

## Case 6: Screening Indicates Typical Development (Stronger Spanish Skills)

Debra is a 4-year-old girl (4;9) living in Florida with both of her parents. She attends a predominantly Spanish-speaking child care, and teachers report that she speaks English and Spanish. No information is available about home language use. The decision to use the QUILS: ES was based on teacher's perception of Debra's language skills in English and Spanish. Debra's QUILS: ES scores are shown in Tables 8.6a and 8.6b as well as on her Student Brief Report in Figure 8.6.

As displayed in Table 8.6a, Debra showed average language skills expected for 4-year-olds in all three areas of the QUILS: ES (Vocabulary Best Score, 74th percentile; Syntax Best Score, 97th percentile; and Process Best Score, 44th percentile). Her Overall Best Score (78th percentile) places her in the high average range. Based on her profile, Debra should not be recommended for follow-up language testing.

Table 8.6b displays Debra's scores in each language. These scores are presented to illustrate her strengths and weaknesses within a particular language. Screening Debra's language skills only in English, which is not recommended because she is a DLL, would have resulted in a referral for follow-up evaluation. Similar to Teresita (Case 5), the QUILS: ES has captured Debra's unequal distributed language knowledge and the conclusion is that no follow-up language testing is necessary. Results should not be compared across languages.

Debra's performance on the English section of the QUILS: ES indicates that her overall performance in English (19th percentile), compared to other DLLs in the norming sample, is well below average for her age group. She demonstrated low scores in English Vocabulary (20th percentile), Syntax (32.8th percentile), and Process (27.5th percentile). Debra's performance on the Spanish section of the QUILS: ES indicates that her overall performance in Spanish (97th percentile), compared to other DLLs in the norming sample, is well above average for her age group. Her Spanish Vocabulary, Syntax, and Process scores (87.5th percentile, 99.9th percentile, and 85th percentiles, respectively) are well above average in Spanish.

**Table 8.6a.** Debra's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	110	74.4
Syntax	125	96.9
Process	98	44.4
Overall	110	76.9

\*Compared to same-age dual language learner (DLL) peers in the norming sample.

**Table 8.6b.** Debra's QUILS: ES profile by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	87	20	Vocabulary	117	87.5
Syntax	94	32.8	Syntax	131	99.9
Process	91	27.5	Process	115	85
Overall	87	18.8	Overall	126	96.9

\*Compared to same-age dual language learner (DLL) peers in the norming sample.





## Student Brief Report

### Student Information

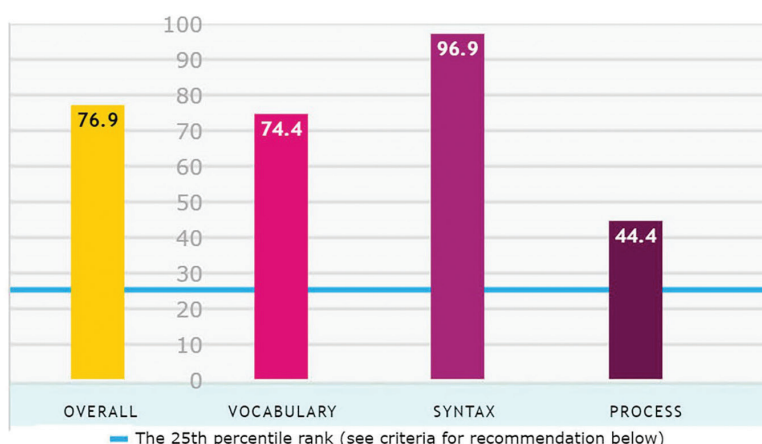
**Student Name:** Debra F  
**Student ID:** 07272015

**Date of Birth:** 07/27/2015  
**Date of Screening:** 04/03/2020  
**Age at Screening:** 4 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Debra F's Performance

On 04/03/2020, Debra F's language skills were screened using the QUILS: ES. The overall percentile rank of 76.9 means that Debra F scored as well as or better than 76.9% of 4-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Debra F's results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
110	76.9	110	74.4	125	96.9	98	44.4

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Debra F's performance on the QUILS: ES, Debra F's language comprehension appears to be within the typical range relative to age, and no follow-up evaluation is recommended at this time.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.6.** Debra's QUILS: ES results, shown here on her Student Brief Report, indicate typical development.

## Case 7: Screening Indicates Atypical Development (Low Best Scores in Vocabulary and Syntax)

Jacqueline is a 4-year-old girl (4;4) living in Florida with her mother. Her school district has classified her as a DLL and she attends a bilingual program for children whose English is not sufficient to function in an English-only classroom. Jacqueline's QUILS: ES scores are shown in Tables 8.7a and 8.7b as well as on her Student Brief Report in Figure 8.7.

As displayed in Table 8.7a, Jacqueline provides a mixed profile. Her Best Score in Vocabulary and Syntax are below average (11th and 23rd percentiles, respectively). However, her Process Best Score (95th percentile) is in the well-above-average range. Her Overall Best Score (42nd percentile) places her in the average range. Based on her Overall Best Score, Jacqueline would not be recommended for any follow-up language testing. However, her below-average performance in the Vocabulary and Syntax areas, resulting in low Vocabulary and Syntax Best Score, makes her a candidate for follow-up assessment.

Table 8.7b displays Jacqueline's scores in each language. These scores are presented to illustrate her strengths and weaknesses within a particular language. Results should not be compared across languages. Jacqueline's overall performance on the English section (48th percentile), compared to other DLLs in the norming sample, was average for her age group. She demonstrated low average skills in English Vocabulary (37th percentile) but low skills in English Syntax (19th percentile). Her English Process score (92nd percentile) is well above average. Jacqueline's overall performance on the Spanish section (35th percentile), compared to other DLLs in the norming sample, was low average for her age group. Her Spanish Vocabulary and Syntax scores (19th and 33rd percentiles, respectively) are also below average. Consistent with her Process Best Score, her Spanish Process score (73rd percentile) is above average.

**Table 8.7a.** Jacqueline's QUILS: ES profile (Best Score)

Area	Standard Score	Percentile Rank*
Vocabulary	82	11.3
Syntax	89	23.1
Process	124	95
Overall	97	41.9

\*Compared to same-age dual language learner (DLL) peers in the norming sample.

**Table 8.7b.** Jacqueline's QUILS: ES profile by language

English			Spanish		
Area	Standard Score	Percentile Rank*	Area	Standard Score	Percentile Rank*
Vocabulary	94	36.9	Vocabulary	87	19.4
Syntax	87	18.7	Syntax	92	33.8
Process	120	91.9	Process	109	73.1
Overall	99	48.1	Overall	94	35

\*Compared to same-age dual language learner (DLL) peers in the norming sample.





## Student Brief Report

### Student Information

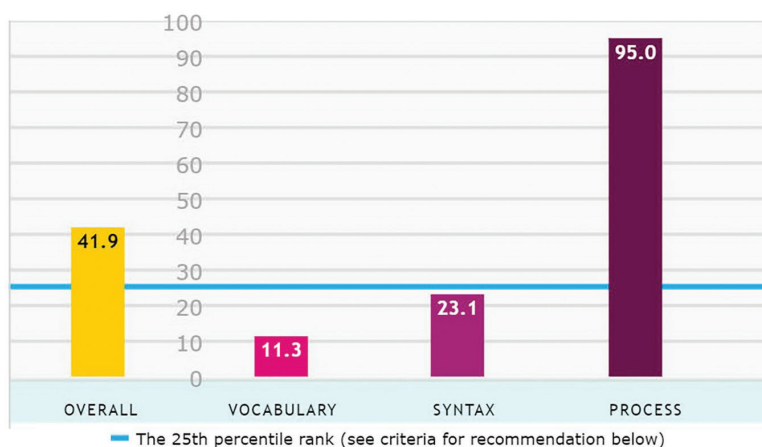
**Student Name:** Jacqueline B.  
**Student ID:** 6298

**Date of Birth:** 01/20/2016  
**Date of Screening:** 04/08/2020  
**Age at Screening:** 4 years

Strong language skills are essential for every student's success in school and in life. The Quick Interactive Language Screener™: English—Spanish (QUILS™: ES) measures a student's emerging abilities in Vocabulary, Syntax, and Process and offers an overall score. These results are expressed as standard scores and percentile ranks. (See Chapter 9 of the QUILS: ES User's Manual for more information.)

### Jacqueline B.'s Performance

On 04/08/2020, Jacqueline B.'s language skills were screened using the QUILS: ES. The overall percentile rank of 41.9 means that Jacqueline B. scored as well as or better than 41.9% of 4-year-olds in the standardization sample. In addition to the overall results, standard scores and percentile ranks for each of the three areas of the QUILS: ES were calculated. Based on these calculations, a recommendation is listed below for Jacqueline B.'s results.



Overall		Vocabulary		Syntax		Process	
Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank	Standard Score	Percentile Rank
97	41.9	82	11.3	89	23.1	124	95.0

**Vocabulary area** asks about words students use or understand, including ordinary things (nouns), actions (verbs), prepositions, and conjunctions.

**Syntax area** asks about structure of sentences including *wh*-questions, tense markers (past tense), prepositional phrases, and embedded clauses.

**Process area** asks about learning new words (verbs, nouns, and adjectives) and about how children use syntax, such as converting active sentences to passive sentences.

### Recommendation:

Based on Jacqueline B.'s performance on the QUILS: ES, Jacqueline B.'s language comprehension appears to be outside the typical range relative to age, and follow-up evaluation is recommended at this time. Jacqueline B. may benefit from specific activities in Vocabulary and Syntax.

#### Criteria for recommendation:

- Students with an overall percentile rank below 25 should be referred for follow-up evaluation.
- Students with a percentile rank below 25 in the Process area (regardless of the Vocabulary and Syntax scores) should be referred for follow-up evaluation.
- Students with percentile ranks below 25 in both Vocabulary and Syntax (regardless of the Process score) should be referred for follow-up evaluation.

**Figure 8.7.** Jacqueline's QUILS: ES results, shown here on her Student Brief Report, indicate atypical development.

## Conclusion



Children's internal capacity to learn, family structures, cultural differences, quality of care, and SES are all important influences on the language skills they demonstrate. For DLLs, the same factors influence their language skills. However, unique to DLLs is their exposure to two different languages, and in some cases different dialects of the same language, by individuals in their environment. As a result of this type of exposure, they are learning multiple ways of mapping the world around them. The uneven exposure to two languages creates an uneven and unique distribution of language knowledge. The QUILS: ES takes into consideration this uneven distributed knowledge by giving the children credit for language structures necessary for school success, regardless of the language in which that particular structure has developed. This approach best reflects the child's true language skills.

The case studies presented in this chapter demonstrate that children from a range of social and linguistic backgrounds can do well or poorly on the screener and that screening the children in only one language does not reflect their true language knowledge. As noted by Grosjean, "The bilingual is not two monolinguals in one person" (1989, p. 36). The QUILS: ES compares these children's language performance to children who are also in the process of learning two languages; this supports the notion that bilingual children's language systems differ from those of monolingual children.

# New web-based language screener for young English–Spanish bilingual children



## AT A GLANCE:

### What is the age range?

Ages 3 through 5 years

### In what settings is it used?

Early childhood settings: public and private preschools, Head Start, child care programs

### Who completes it?

The child, with minimal supervision from a teacher, paraprofessional, classroom aide, parent, or other classroom volunteer

### How is it administered?

On any tablet, laptop, or desktop with touch-screen technology and Internet access

### Who uses the results?

Early childhood educators and administrators, reading specialists, literacy coaches, speech-language pathologists, psychologists

### How long does the screener take?

Approximately 15–20 minutes per section (English and Spanish)

### What is the number of items on the screener?

48 items per section (English and Spanish)

## Quick Interactive Language Screener™: English–Spanish (QUILS™: ES)

### A Measure of Vocabulary, Syntax, and Language Acquisition Skills in Young Bilingual Children

By Aquiles Iglesias, Ph.D., Roberta Michnick Golinkoff, Ph.D., Jill de Villiers, Ph.D., Kathy Hirsh-Pasek, Ph.D., & Mary Sweig Wilson, Ph.D.

How can you tell if young bilingual children are making age-appropriate language progress? Use the **Quick Interactive Language Screener™: English–Spanish (QUILS™: ES)**, a web-based, game-like screener for probing the language skills of English–Spanish bilingual children. Developed for use with children from ages 3 to 5:11, QUILS: ES measures not only language products (*what* the child already knows in both languages) but also language processes (*how* the child learns new words and grammar structures).

To give an accurate, comprehensive picture of the skills of bilingual children, QUILS: ES consists of separate English and Spanish sections. The screener uses the child's highest score per skill type across both the English and Spanish sections to derive their Best Overall Score and their Best Scores for each of the three areas. The English and Spanish section of QUILS: ES were carefully developed to reflect the variability in grammar rules and word meanings across both languages. The English section is different from the monolingual QUILS and includes all new items, specifically chosen to complement the Spanish section.

### SCREEN 3 KEY AREAS:

#### Vocabulary

This area looks at word knowledge. Do children know the words they hear on the QUILS: ES?

#### Syntax

This area looks at how words go together in sentences. For example, how do children understand questions that begin with where, when, and how?

#### Process

This area looks at skill in learning new words and grammar structures. How good are children at learning language items when they are new?



### \$139.95 Annual Subscription

Your annual QUILS subscription gives you access to a website that includes the screener; an online User's Manual and Quick Start Guide; student, parent, and group reports; and activities and tips that support language development.