

QUILS:ESTM

QUICK INTERACTIVE LANGUAGE SCREENERTM: ENGLISH-SPANISH

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A fun and effective web-based tool for screening young
English-Spanish bilingual children's language skills



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Generating Reports



The Reports page of the QUILS: ES (see Figure 5.13) allows you to generate reports for a single student or a group of students. **Student and Parent Reports can only be generated for finished screenings where both language sections have been completed.** There are various types of reports available as described in the subsections that follow.

Reports are automatically displayed in a PDF viewer within the web site. From the “Download PDF” button, the report can then be downloaded, saved locally, and/or printed. To save a report, click “Download PDF” and check the Downloads folder of your device. Similarly, you can click “Print” and choose your designated printer. For additional information, please see the “Printing Reports” section under Sharing Reports.

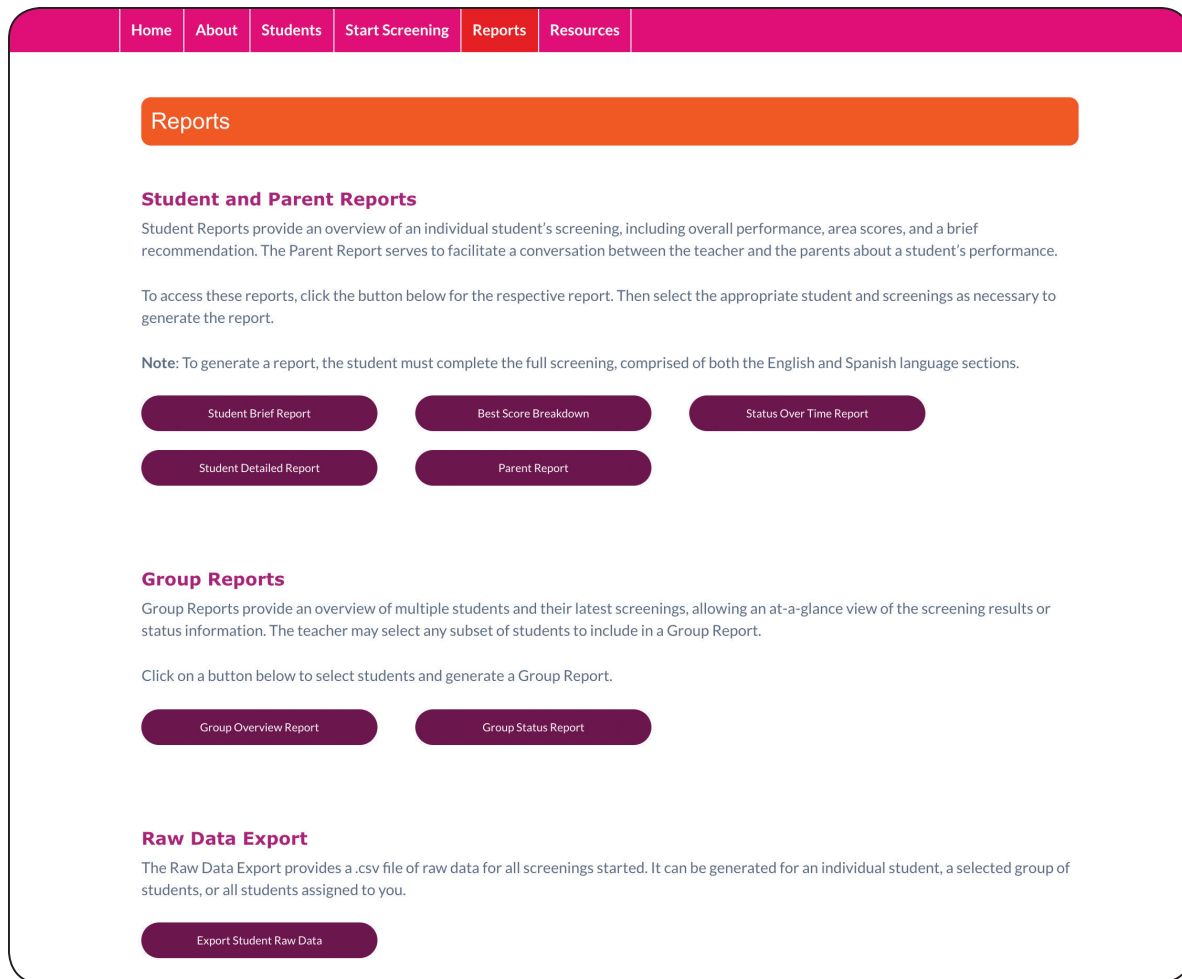


Figure 5.13. The QUILS: ES Reports page.

Student Reports

Once a student has completed both sections of the screening, you can generate a variety of reports to view that student's results. Student Reports provide an overview of the individual student's screening, including overall performance, area scores, and brief recommendations. To generate a Student Report:

1. Visit the Reports page.
2. Click the button for the report that you wish to generate.
3. In the Select column on the right of the table, click the "Select" button next to the student that you wish to create a report for.
4. On the page that follows, you will see all screenings that the student has started. Click the "Report" button next to a completed screening.
5. In the QUILS: ES Document Viewer, use the buttons at the top of the screen to "Hide Name" (to anonymize the report), "Print," or "Download the PDF."

Brief descriptions of each Student Report follow. (For more information on scoring and interpreting the QUILS: ES, refer to Chapter 7.)

Student Brief Report This report provides a brief overview of the student's individual screening (see Figure 5.14). This overview is based on the student's highest score per skill type across both the English and Spanish sections, which is called the Best Overall Score (see Chapter 7 for more explanation). The report shows the student's Best Overall Score as well as his or her Best Area Scores for Vocabulary, Syntax, and Process. A bar graph displays the percentile ranks based on the relevant age norms. A separate section indicates follow-up recommendations for the student.

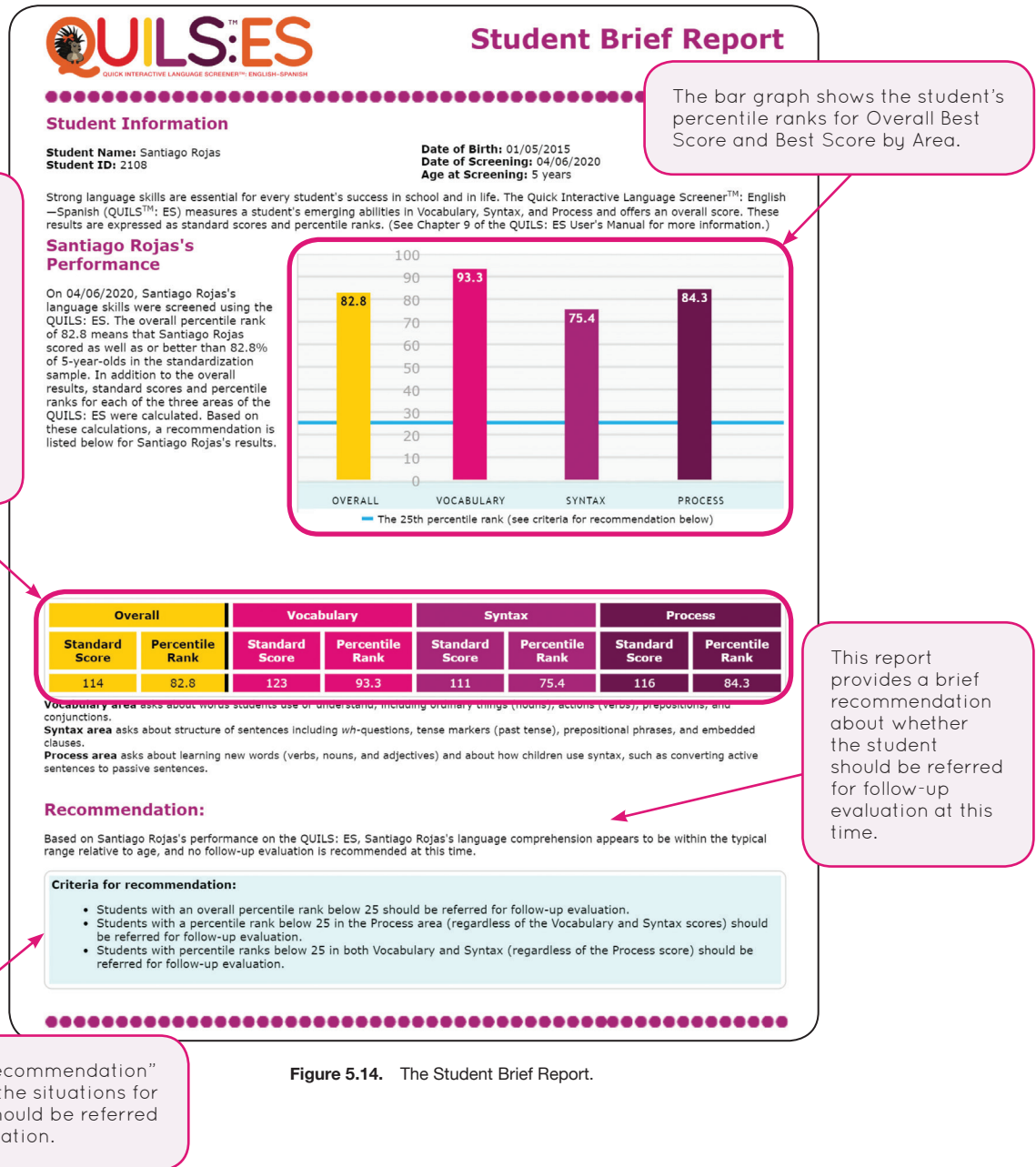


Figure 5.14. The Student Brief Report.

Student Detailed Report The Student Detailed Report provides all the information included in the Student Brief Report, plus a detailed breakdown of the student's answers and raw score to every item in both sections of the screener. This report enables inspection of the child's responses in different areas and for different item types to help identify aspects of language comprehension where the student might benefit from additional support. The raw scores can support the in-depth look at a student's performance in certain areas and types in the screener. The data tables in Chapter 9 can be used to inform your understanding of the student's performance against the standard scores and percentile ranks. Figure 5.15 shows two sections of the Student Detailed Report that are not shown in the Student Brief Report. Figure 5.15a shows the detailed breakdown of the student's answers to each item, whereas Figure 5.15b provides the legend for color coding in the breakdown.

The Student Detailed Report also yields a more detailed recommendation, which provides an overall recommendation about follow-up assessment, covers how the student scored in each area relative to the cut scores for the student's age range, and notes in which areas the student would benefit from follow-up activities.

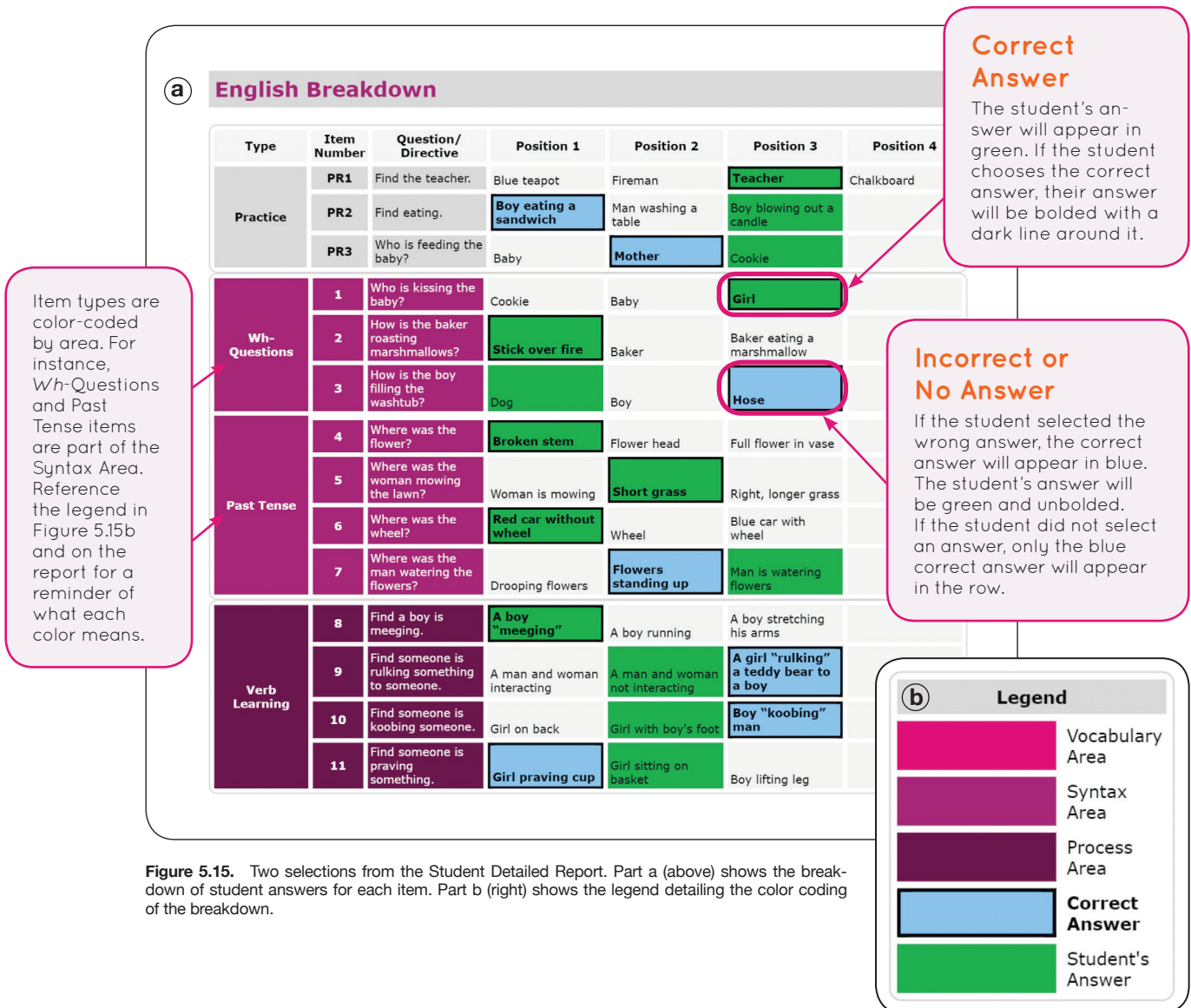


Figure 5.15. Two selections from the Student Detailed Report. Part a (above) shows the breakdown of student answers for each item. Part b (right) shows the legend detailing the color coding of the breakdown.

Best Score Breakdown The Best Score Breakdown Report is designed to show how Best Scores are calculated. It details the student's raw scores by type for each language section and shows how those are converted into Best Percentile Ranks and Best Standard Scores for each area and overall. Best Scores are used throughout the QUILS: ES to make recommendations about whether the student should be referred for follow-up. See Figure 5.16 for a selection from the Best Score Breakdown Report.

Max Scores

The Max Scores columns show the total number of items per Type in the QUILS: ES. This represents the total possible raw score per Type. For instance, in the *Wh*-Questions type, a maximum score of 3 is possible on the English section as well as on the Spanish section.

Raw Scores

The Raw Scores columns show how many items the student got right per Type in each language section. For instance, this student answered 2 of the 3 *Wh*-Questions correctly on the English section. The student answered 3 of 3 *Wh*-Questions correctly on the Spanish section.

Step 1

In Step 1, the student's Raw Score per Type is divided by the Max Score per that type, to determine the proportion correct that the student scored per Type in each language. For example, because this student answered 2 of 3 *Wh*-Questions correctly on the English section, the English *Wh*-Question proportion is rounded to .67. Because the student answered all *Wh*-Questions correctly on the Spanish section, his Spanish *Wh*-Question proportion is 1.

Step 2

In Step 2, the English proportion is compared to the Spanish proportion for each Type. The highest proportion for each Type is selected. Because this student's Spanish proportion was higher than his English proportion for *Wh*-Questions ($1 > .67$), a score of 1 and Spanish as the language is noted in Step 2.

Step 3

In Step 3, the proportions are totaled by area (e.g., Total Syntax, Total Process, Total Vocabulary). The total proportion for each area is converted to Best Percentile Rank and Best Standard Score, using Appendices 9.A9–A11.

Step 4

In Step 4, the Best Standard Scores are totaled to calculate the Scaled Score. Using Appendix 9.A12, the Scaled Score is converted to an Overall Best Standard Score and Overall Best Percentile Rank. The Best Percentile Ranks are used to make recommendations on the Student Brief and Student Detailed Reports.

		Student Answers				Step 1		Step 2	
Type	Area	Max Scores		Raw Scores		Proportions		Highest Proportion	
		Eng.	Span.	Eng.	Span.	Eng.	Span.	Score	Language
<i>Wh</i> -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
Total Syntax items		15	14	10	9			3.25	
Total Process items		14	15	10	13			3.5	
Total Vocabulary items		16	16	6	14			3.5	
Total Items:		45	45	26	36			10.25	
								Step 3	
								Percentile	Standard
								75.4	111
								84.3	116
								93.3	123
								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 5.16. A selection from the Best Score Breakdown Report.

Status Over Time Report This report allows you to compare two screenings for the same student against the respective age norms for the dates of screening (e.g., if the student has a birthday in between the two screening dates, the report automatically uses the correct cut scores for the corresponding age range). Although the QUILS: ES is not designed for progress monitoring, this report provides an indication of the student's language capability as demonstrated by the QUILS: ES at two different points in time (see Figure 5.17).

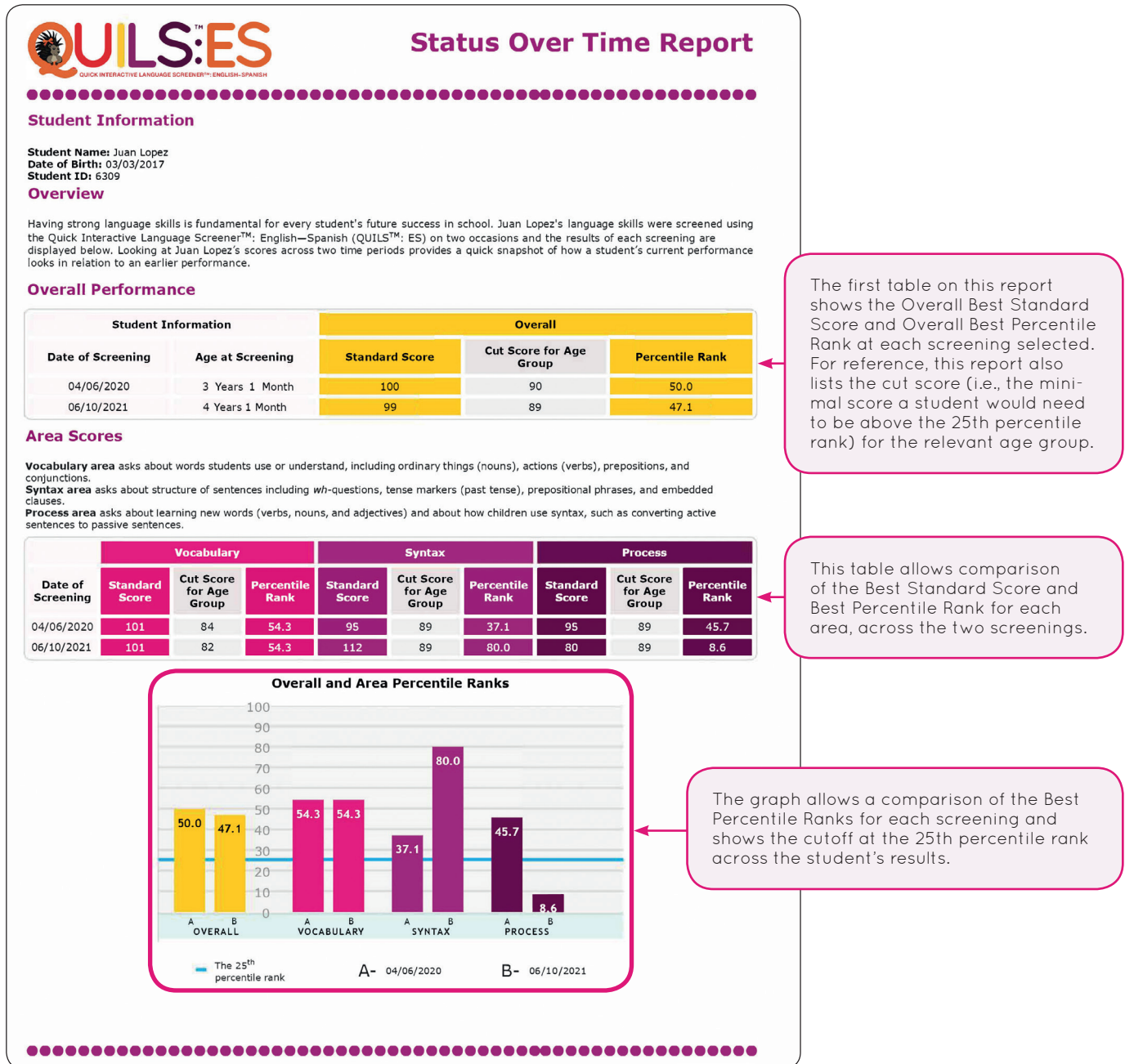


Figure 5.17. Status Over Time Report.

Parent Report

The Parent Report provides an effective way to inform families that their child has completed a screening with the QUILS: ES. This report is available in both English and Spanish to facilitate communication with families. The Parent Report displays the student's percentile ranks for the overall performance as well as performance in each area (see Figure 5.18). It explains the QUILS: ES using easy-to-understand language in order to be more accessible to families. The report also refers to the resources available through the QUILS: ES web site in order to facilitate a conversation between teachers and families. To generate a Parent Report, click the "Parent Report" button on the Reports page, select the relevant Student, and click the "Parent Report" button next to the appropriate screening to generate the report. It will automatically be generated in English, but you can select "Spanish" from the Document Viewer menu to generate the same report in Spanish. Then save or print the report as needed.

On the Resources page, Tips for Discussing Reports with Parents (under the "Downloadable Materials" section) will help guide that conversation. Teachers and administrators can also provide parents with the links for web sites under the parent resources sections, which offer tips, strategies, and activities specifically for parents as they support their child's language skills development.

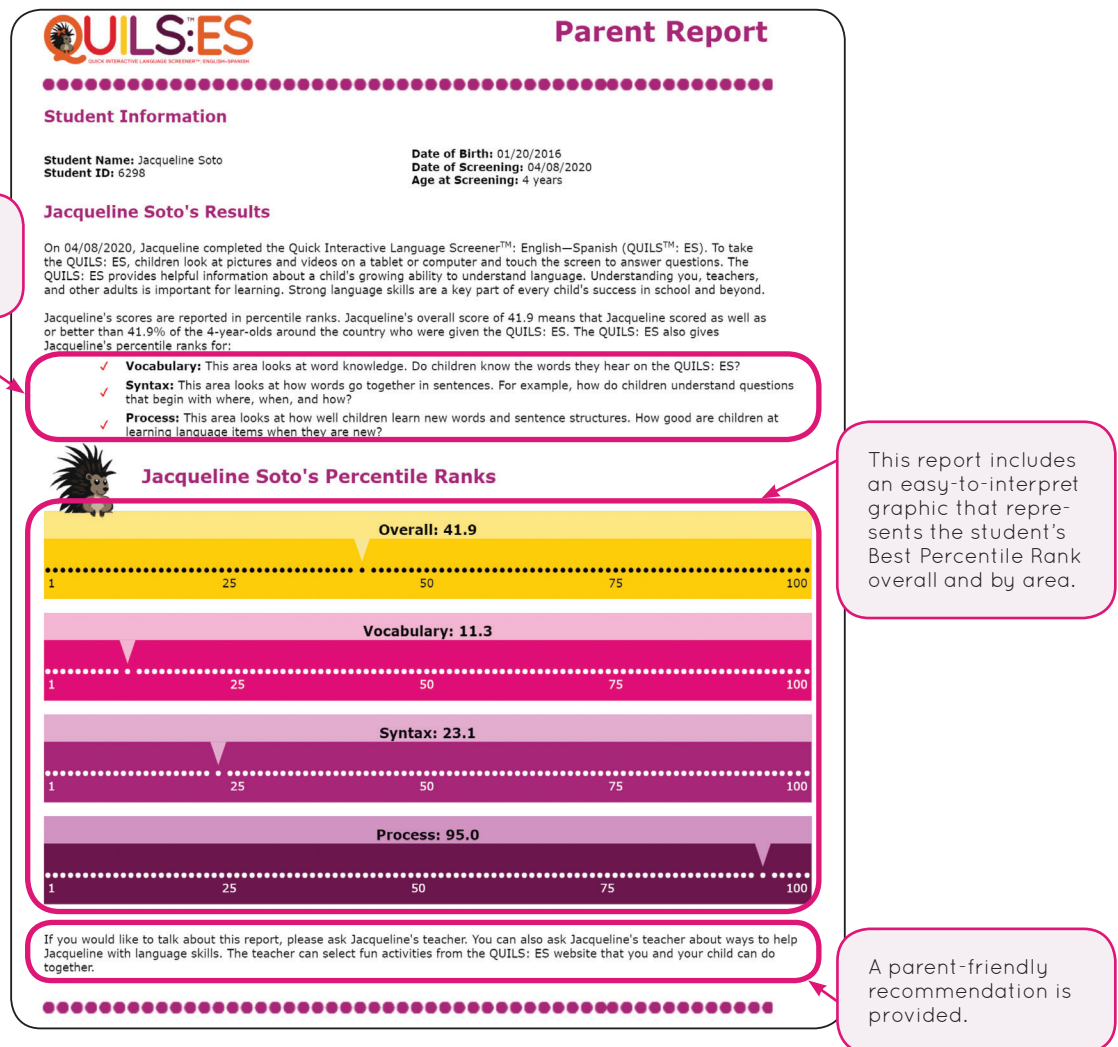


Figure 5.18. The Parent Report. Also available in Spanish.

Group Reports

The Group Reports enable an overview of multiple students based on selected criteria, allowing an at-a-glance view of screening results or status information. You can select any subset of active students or select all active students in the account to include in Group Reports, and the reports will automatically include the last screening for each student selected within the previous 12-month period. To generate a Group Report:

1. Visit the Reports page.
2. Under the Group Reports heading, click the “Group Overview Report” button or the “Group Status Report” button.
3. In the table, select the students that you want to include in the report by checking the box next to their name in the Select column. You can search for students by First Name, Last Name, Teacher, Student ID, or Group. You can also filter students by Teacher or Age. Increase the number of students showing using the dropdown above the table to select students who are not currently listed on the page. To select all students in your account, choose All from the dropdown and check the box at the top of the table.
4. After students are selected, click the “Generate Report” button below the table.
5. In the QUILS: ES Document Viewer, you can print or download the PDF report as needed.

A brief description of each Group Report follows; see Chapter 7 for more details.

Group Overview Report The Group Overview Report provides a group snapshot of students' performance across the two language sections. It provides Best Overall Percentile Ranks and Best Area Percentile Ranks (see Figure 5.19). With this information, teachers can make planning decisions based on students' language comprehension skills.

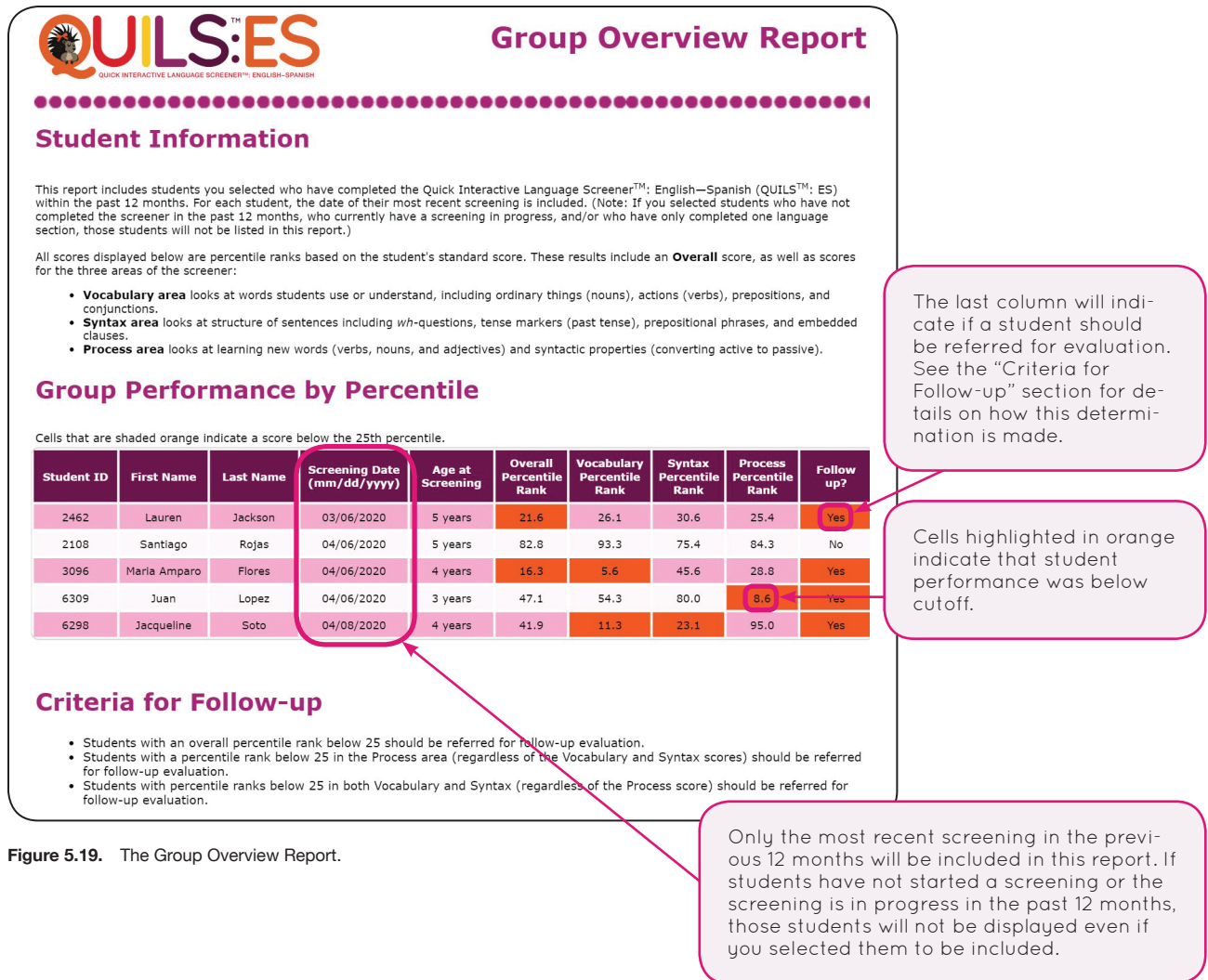


Figure 5.19. The Group Overview Report.

Group Status Report The Group Status Report (see Figure 5.20) helps monitor which students have or have not completed the QUILS: ES. For each student within the selected set, the Group Status Report will display the status of most recent English section and the most recent Spanish section within the past 12 months. The status of each section will be one of the following:

- ❖ *Complete*, which means that the student successfully finished the language section.
- ❖ *In Progress*, which means a student started a section within the past 2 weeks and has not yet finished but time remains to do so. Note that the screening will be considered in progress until both language sections of the screener have been completed.
- ❖ *Expired*, which means a student had started a section but more than 2 weeks have elapsed since the screening was started. If the second section was not started when the first section expires, it will also be marked as Expired.
- ❖ *Complete – Expired*, which means a student completed that section but did not complete the second section within the 2-week window and, thus, the first section is now expired.
- ❖ *Not Started*, which means no screening for that section at any level of completion has been recorded within the previous 12 months.

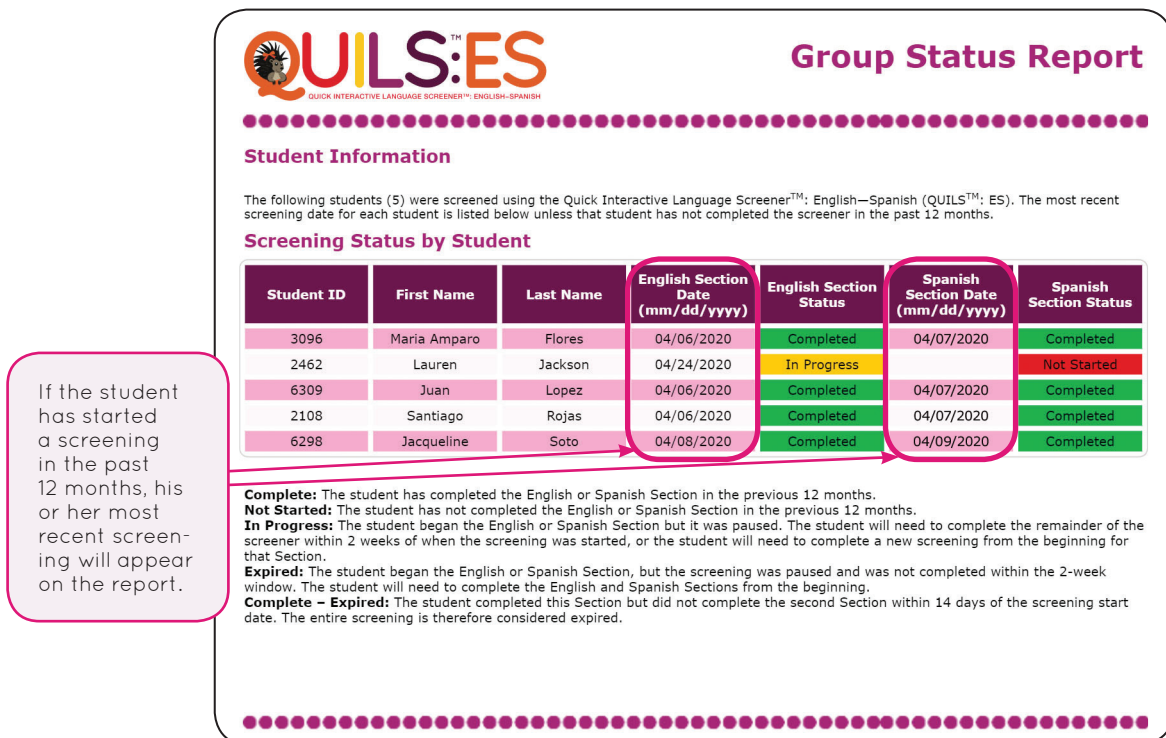


Figure 5.20. The Group Status Report.