In this project, we tested Spanish-English bilingual toddlers’ processing of single- and mixed- language sentences in both English and Spanish. Participants were 18-30-month-old Spanish-English bilinguals (N=20). Using the Looking-While-Listening procedure, we monitored toddlers’ eye movements as they viewed pairs of familiar objects (e.g., dog, balloon) and heard a sentence labeling one object. All participants took part in two consecutive sessions. During each session, they heard sentence frames in only English or only Spanish. Within each session, participants were tested on two different types of trials. On Same-Language trials, toddlers heard sentences in a single language (*Do you like the doggy!*). On Switched-Language trials, they heard a sentence with a switch at the noun (*Do you like the PERRO!*). We assessed bilingual toddlers’ comprehension in each language by examining the accuracy with which they looked to the labeled target object on both Single-Language and Switched-Language trials. Accuracy was computed as the proportion of time children spent looking to the target image divided by the total time they spent looking at either picture over a window of 367-2000ms following the onset of the target noun (consistent with Byers-Heinlein et al., 2017). We also collected (1) the Spanish and English versions of the MacArthur-Bates Communicative Development Inventory: Words and Sentences (MCDI; Fenson et al., 2007; Jackson-Maldonado et al., 2003), (2) the Language Exposure Questionnaire (Bosch & Sebastián-Gallés, 2001), (3) the Language Mixing Scale (Byers-Heinlein, 2013), and (4) basic demographic questions. Based on parents’ responses, children were classified as either English- or Spanish-dominant, based on the language they heard more often.