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Part 2 of 2

What characterizes the Bridge and extension activities?



Cheryl Urow

Karen Beeman

Cheryl@TeachingForBiliteracy.com

Karen@TeachingForBiliteracy.com



THE CENTER

Extension to the other language...

is..

is not...

- ...is most effective once students have learned the big idea of the unit of study.

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- ...is not an opportunity to review, re-teach, or assess content learned in the other language

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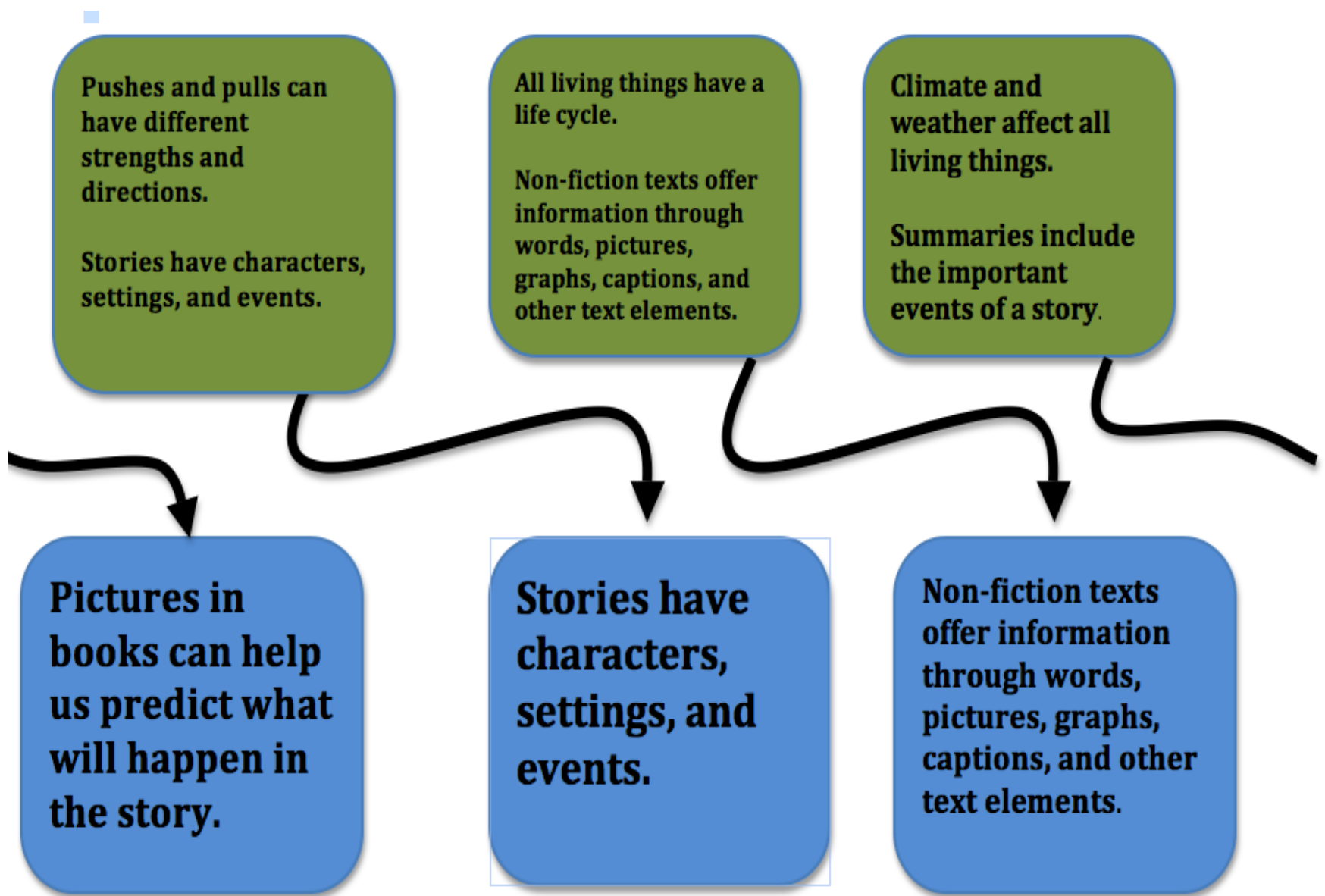
- ...is most effective once students have learned the big idea of the unit of study.
- ...is an opportunity to practice the key vocabulary in all four language domains.

is not...

- ...is not an opportunity to review, re-teach, or assess content learned in the other language
- ...is not re-doing the same activity or re-reading the same book.

Extension to the other language...

- ...is most effective once students have learned the big idea of the unit of study.
- ...provides the time and space to practice vocabulary and language structures in the other language, in all four language domains: *listening, speaking, reading, and writing*.
- ...focuses on practicing the language in a new context, and avoids re-teaching the content or re-doing an activity.
- ...looks different at different grade levels and in different programs.



Grade level and integrated unit of instruction	Content Area Big Idea (science, math, or SS)	Language Arts Big Idea	Possible bridge –	Possible metalinguistic focus of the bridge	Extension unit or activity in English
Fourth grade science and Spanish language arts.	There are forces that influence the movement of objects.				

Grade level and integrated unit of instruction	Content Area Big Idea (science, math, or SS)	Language Arts Big Idea	Possible bridge –	Possible metalinguistic focus of the bridge	Extension unit or activity in English
fourth grade: Science:	There are forces that influence the movement of objects.	Descriptive texts allow the reader to “see” what is being described. Making inferences involves connecting the text with prior knowledge or experience in order to understand the text more deeply.			

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fourth grade: Science:	There are forces that influence the movement of objects.	Descriptive texts allow the reader to “see” what is being described. Making inferences involves connecting the text with prior knowledge or experience in order to understand the text more deeply.	TPR in Spanish, then English	The difference between the infinitive in verbs between English and Spanish (to - , - ir, -er, - ar)	

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Let's try another...

ension unit
activity in
English

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English.

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planatory
text about
experiments.

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deeply.

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Kindergarten: Social Studies: community helpers					.



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Kindergarten: Social Studies: community helpers	There are people in our community that provide goods and services that help us.	A text has a main topic and details. The main topic refers to the most important thing the author is trying to tell the reader.			.



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What does Biliteracy Assessment look like?

It documents formative and summative in both languages and looks at students across languages.



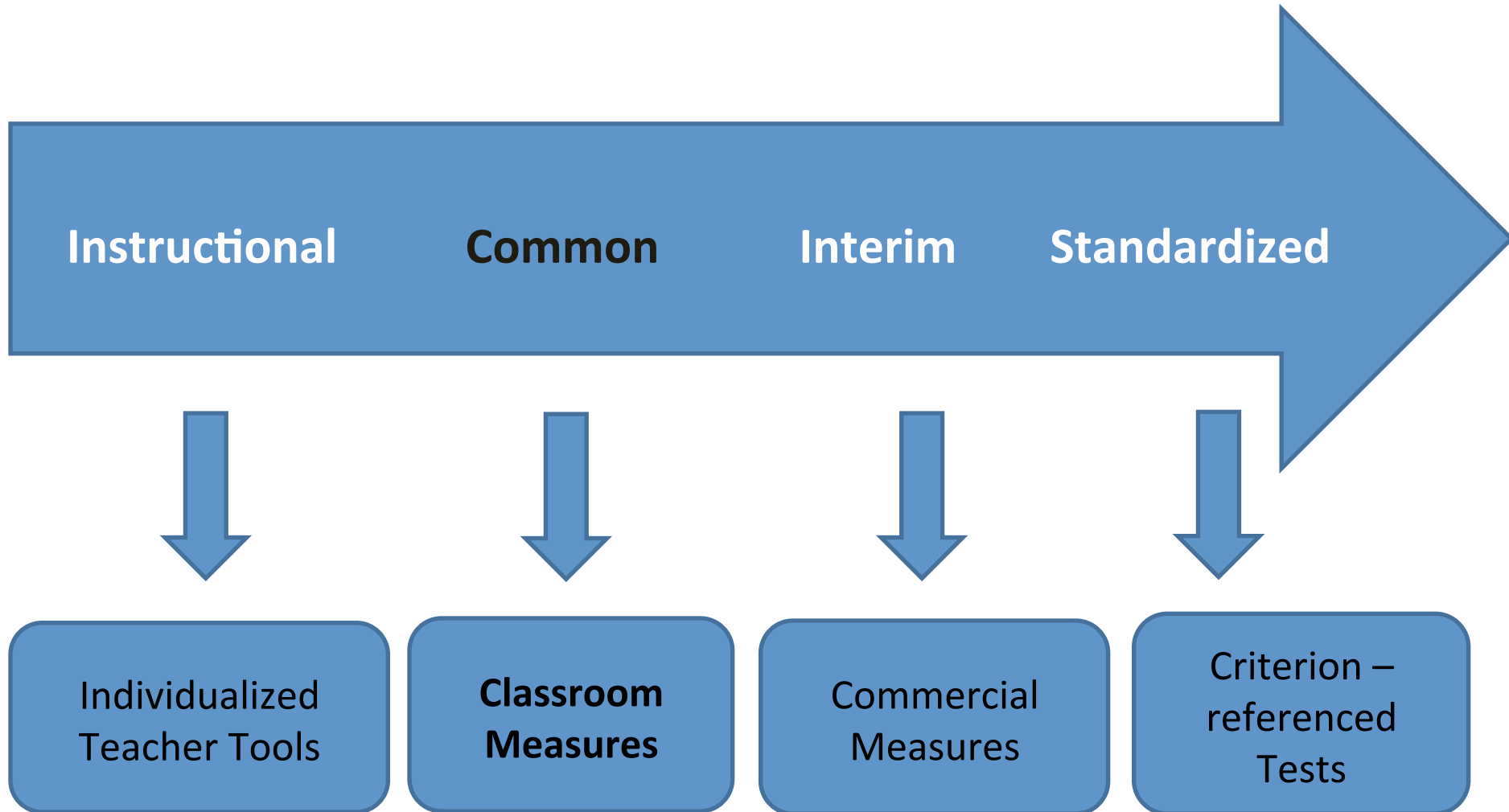
THE CENTER

OPEN SORT

- Sort these assessment terms in any way that makes sense to you.



Defining our Assessment Terms



Defining our Assessment Terms

Sort the terms according to the different types of assessment.

Instructional

Common

Interim

Standardized

Individualized
Teacher Tools

**Classroom
Measures**

Commercial
Measures

Criterion –
referenced
Tests

Assessment in Language Programs

Karen Beeman

Adapted from Gottlieb, M. and Nguyen D. (2007). *Assessment and Accountability in Language Education Programs*. Philadelphia, PA: Caslon Publishing

Principles:

- Assessment should capture student growth in both language and academic achievement in each language.
- Formative assessment should mirror instruction and should be administered and collected over time using rubrics, checklists and benchmark assessments.
- Summative assessments should match district, state and federal guidelines.

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative (occur consistently during the school year): • Language Development Rubrics for Spanish (WIDA's CAN DO descriptors) used formatively) • Spanish as a Second Language Checklists • Speaking Rubrics • Listening Rubrics Summative (occure): SALSA - P (WIDA states)	Formative: • Writing rubric in Spanish • EDL2 • Reading Inventories • <i>Dictado</i> Checklists • Content area project rubrics • Teacher made tests • Performance based tasks Interim: Tejas Lee Summative: LAS APRENDA TERRA NOVA español
English	Formative: • Language Development Rubrics (WIDA's CAN DO descriptors) used formatively • ESL Checklists • Language Development Rubrics • Speaking Rubrics • Listening Rubrics Summative: ACCESS (WIDA states) CELLA (Florida) WELPA (Washington)	Formative: • Writing rubrics in English • DRA • Reading Inventories • Spelling Growth • Fluency Measures • Content area project rubrics • Teacher made tests • Performance based tasks • Interim: MAP (Measure of Academic Progress) Summative: State large scale testing (ISAT, FCAT, WASL))

Instruction		
Spanish	Formative (occur consistently during the school year): - Spanish as a Second Language Checklists - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively) - Speaking and Listening Rubrics - Reading Rubrics - Writing Rubrics	Formative: - Developmental Writing rubric in Spanish - Reading Inventories <i>Dictado</i> Checklists - Anecdotal notes Interim: Math end of unit and Pre/Mid/Post District Writing rubric (translated from English) CSAs ISEL
English	Formative: ESL Checklists CAN DO Language Development Rubrics Speaking and Listening Rubrics Reading and Writing Rubrics Summative: ACCESS (WIDA states)	Formative: Developmental Writing rubrics in English Interim: MAP (Measure of Academic Progress) CSAs District Writing Rubric

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Principles:

Now sort the terms based on whether the measure assesses language or academics

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative (occur consistently during the school year): - Language Development Rubrics for Spanish (WIDA's CAN DO descriptors) used formatively) - Spanish as a Second Language Checklists - Speaking Rubrics - Listening Rubrics Summative (occur once): SALSA - PODER (WIDA states)	Formative: - Writing rubric in Spanish - EDL2 - Reading Inventories <i>Dictado</i> Checklists - Content area project rubrics - Teacher made tests - Performance based tasks Interim: Tejas Lee Summative: LAS APRENDA TERRA NOVA en español
English	Formative: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Summative: ACCESS (WIDA states) CELLA (Florida) WELPA (Washington)	Formative: - Writing rubrics in English - DRA - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks Interim: MAP (Measure of Academic Progress) Summative: State large scale testing (ISAT, FCAT, WASL))

BUF SORT

- What assessment tools could you use for:
 - Oracy and Background Knowledge
 - Reading in Spanish?
 - Writing in Spanish?
 - Word Study and Fluency?
 - The Bridge?
 - English literacy



Using EDL2 and DRA2 we created a trajectory toward biliteracy

Scaffold to Biliteracy Targeted Zones	
EDL Level, Spanish	DRA Level, English
A-6	A-2
8-10	3-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

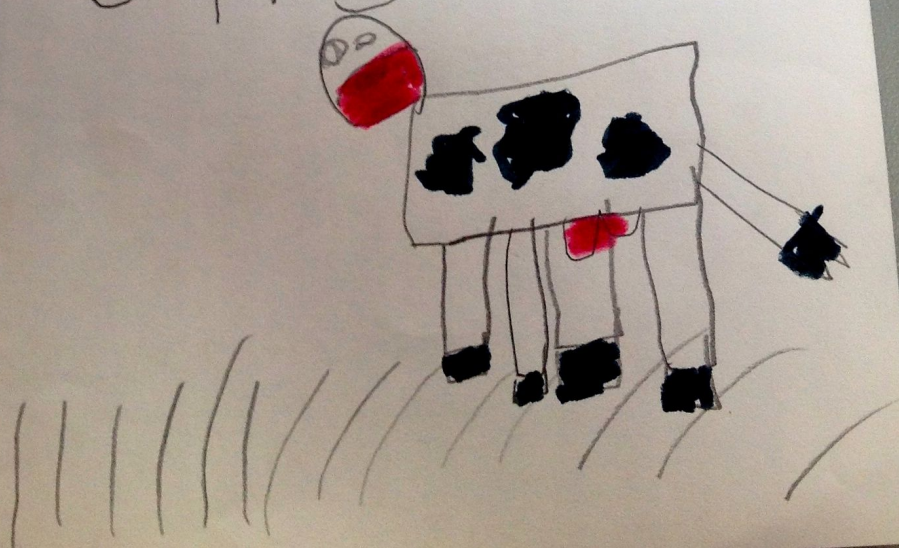
Becoming biliterate better, not faster"



Yo

yeo

UNBVCA

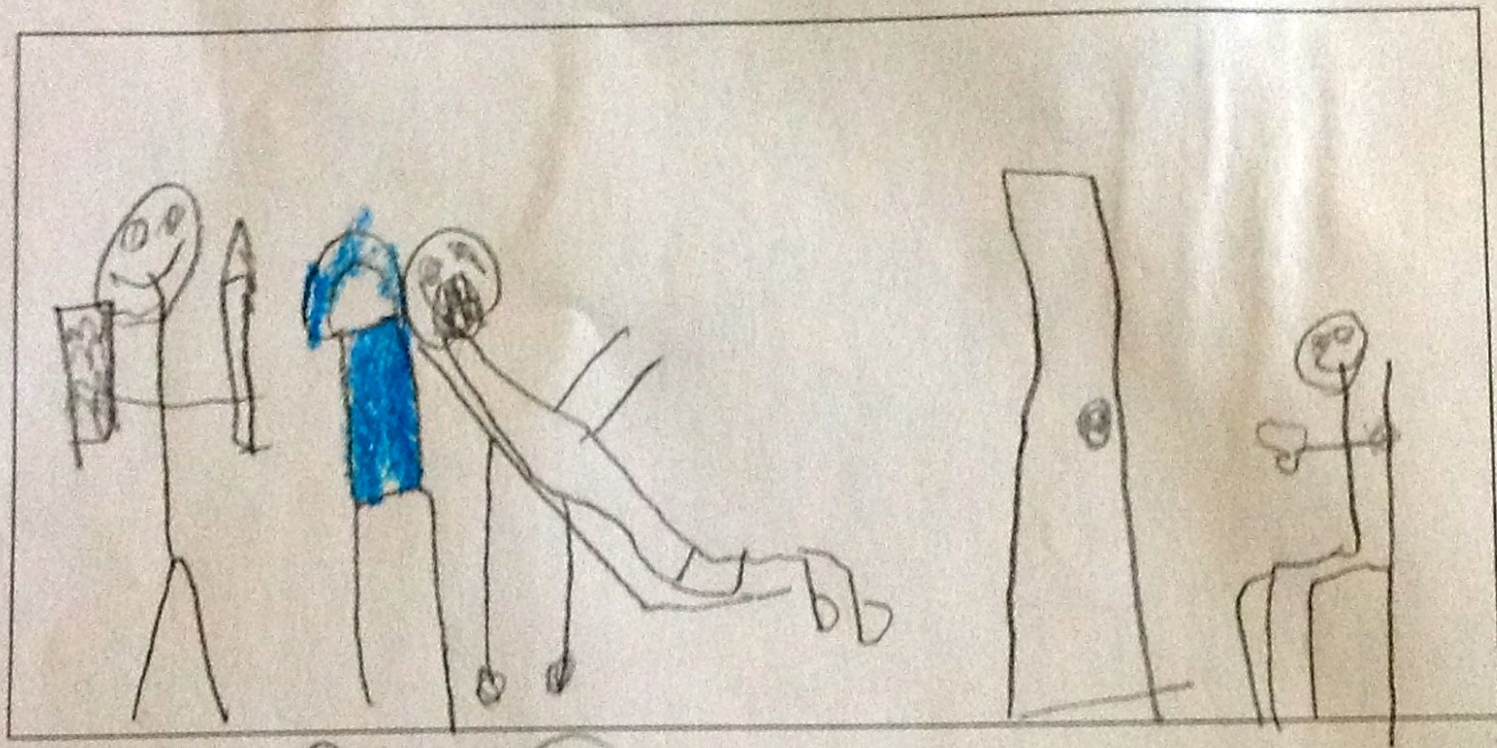


Name

Victor

Date

11.13.13



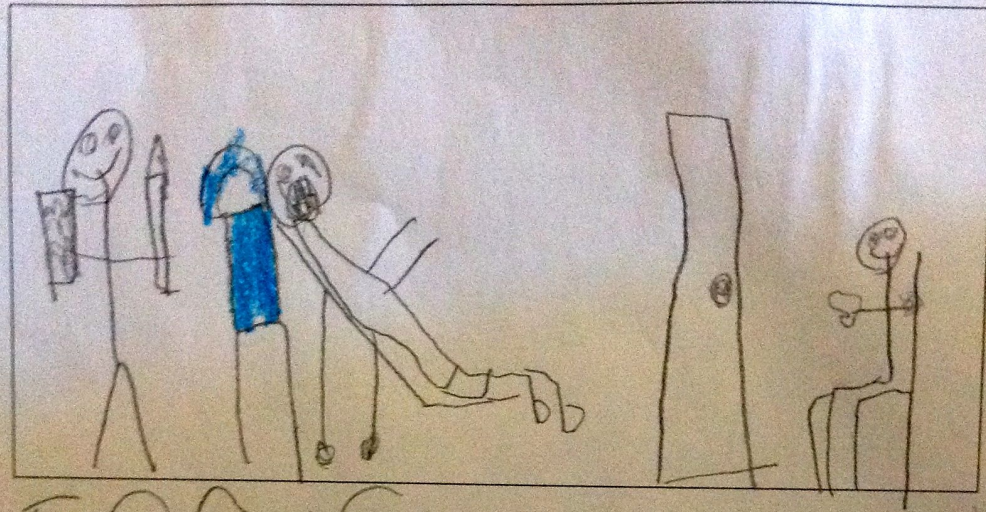
IGDPS

Name

Victor

Date

11.03.13



IGDPS

go down the dentist

ebECJvsmhT

NWIPK

MKSINNOYS

FIMITSONe

QEBNCPGXVE

Yo sé como es una

comunidad urbana. Una comunidad

urbana tiene edificios y rasca cielos.

También en la comunidad urbana hay

muchas personas y mucho tráfico. La comunidad

I know all about rural communities.

I know in a rural communities have

large areas and allat of anamops. Also

in a rural communities they have farms.

Also you nit to work in a rural communities.

In a rural communities they ar gwr citizens.

y lo sé como

una comunidad rural. En

la ~~la~~ comunidad rural tiene

animales. El comunidad rural

tiene granjas. En el comunidada

En la comunidad

rural ay muchos

antigos. En el comuni

dad rural ay Farmero

que plantu y comida

y le saca leche a

las bocas.

ne: G u a l v p e
ate: 10-131-13



_____	☐
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐
_____	☐



In know also a
rural community.

In a rural community
they have animals.
In a rural community

They then grow
frost receptors
tendrils and melt and
form tubes. In a
fungal community

they have eyes
from a chequero

What can this
first grader
do?



Mi animal favorito es la foca.
Porque ella nada en el agua. Por eso
me gustan las focas. También me gustan
gustan las focas porque ellas nadan
mucho. También están bonitas. También
juegan con las pelotas y a plavudenyo
también tienen bigotes y colmillos
blancos y largos.

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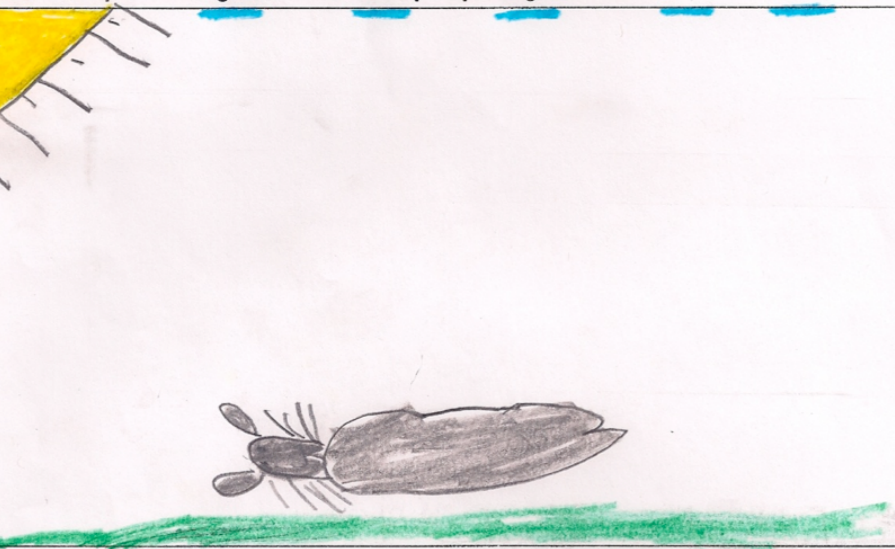
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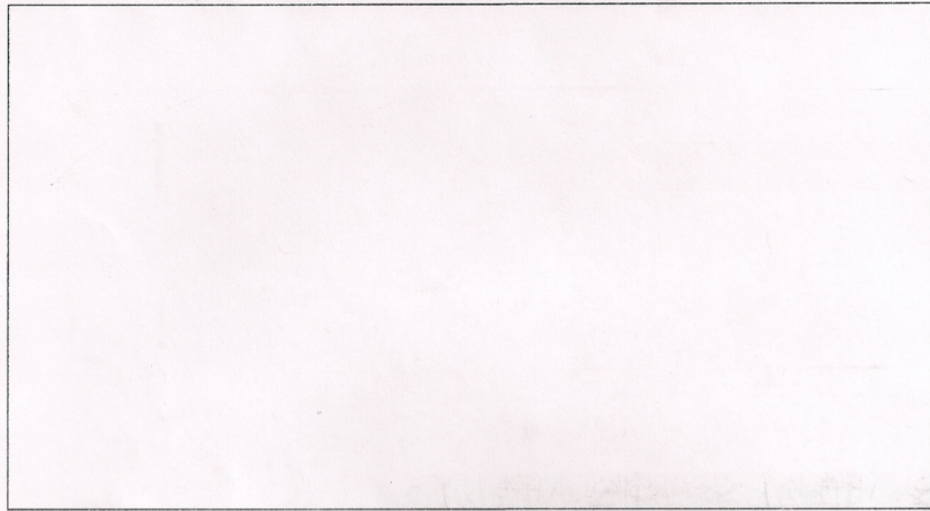
My friend told me that the Nintendo DS.
Because you can't play. End Fit and you
can't. I like my toy because it's red and
black. End a play used for a time
and a lot of games and a game
of more games. My dad also gave
me more games because
I love my toy.

el animal que mas te gusta. Escribenos por que te gusta mas.



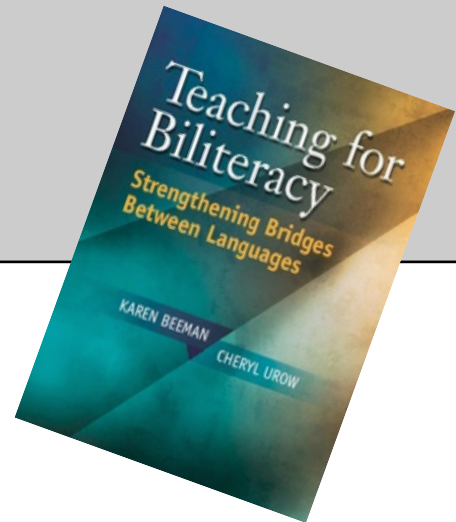
animal favorito es la foca.
que ella nada en la agua. por eso
gustan las focas. Tambien me gustan
tan las focas porque ellas nadan
mucho. Tambien estan bonitas. Tambien
juegan con las pelotas y a plavuden
tambien tienen bigotes y colmillas
lancas y largas.

Draw a picture of your favorite toy. Write about why it is your favorite.



My favorite toy is the Nintendo DS.
Because you can't lose. And it and you
can play. I like my toy because it's red and
black. And a play used for a long time
and a lot of games and a game
of more games. My dad and I have
bought more games but I don't
have them. I love my toy.

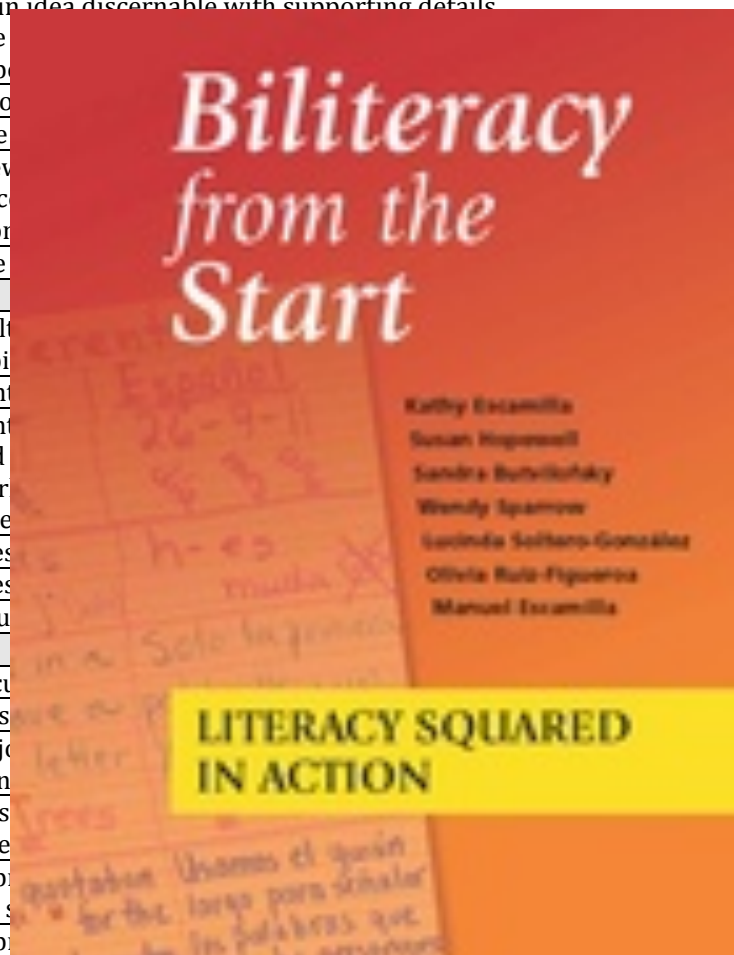
Sample Biliteracy Writing Rubric

Spanish: Evidence and notes	Writing Element	English: Evidence and notes
	• Introduction and conclusion • Writes to the topic • Logical organization	
	Mechanics • Complete sentences • Correct punctuation • Accurate spelling • Paragraphs	
	Bilingual strategies • Phonology • Morphology • Syntax and grammar • Pragmatics (language use)	

Page 112 in
the Writing
Chapter

Spanish Score	CONTENT	English Score
9	Focused composition, conveys emotion and uses figurative language, is easy for the reader to read – includes vivid examples; clearly addresses the prompt; book language	9
8	Organization of composition includes effective transitions	8
7	Writing includes complex sentence structures Discernible, consistent structure	7
6	Sense of completeness – Clear introduction and clear conclusion	6
5	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	5
4	Main idea discernable with supporting details The main idea can be inferred or stated explicitly Repetitive vocabulary; may include unrelated ideas	4
3	Two ideas – I like my bike and / because it is blue	3
2	One idea – I like my bike (list of independent words or labels)	2
1	Prewriting: Picture only. Not readable or incomplete thoughts. No discernable sentence. (Also written in a language other than the prompt).	1
0	The student did not prepare a sample.	0
STRUCTURAL ELEMENTS		
5	Multi-paragraph composition with accurate punctuation and capitalization	5
4	Controls most structural elements and includes paragraphing	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, guiones, apostrophes, ellipses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements correctly	2
1	Uses one or more of the structural elements incorrectly	1
0	Structural elements not evident	0
SPELLING		
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of HKW are correct and child is approximating standardization of errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high frequency words are spelled incorrectly	2
1	Represents sounds in words	1

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4	Main idea discernable with supporting details	4
3	Two	3
2	One	2
1	Prev disc prom	1
0	The	0
5	Mult capi	5
4	Cont	4
3	Cont and mar inde	3
2	Uses	2
1	Uses	1
0	Stru	0
6	Accu	6
5	Mos	5
4	Maje stan	4
3	Mos eme	3
2	Rep are s	2
1	Rep	1



Writing Samples

- Select authentic writing samples in English and Spanish for one student
- Use the Literacy Squared Rubric to assess each writing sample
- Identify student strengths in both languages
- Identify student weaknesses in both languages

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What does advocacy look like?

Leadership Considerations

