



Teaching for Biliteracy Summer Institute 2015
Wednesday June 24, 2015

What practices support biliteracy instruction and assessment?
Routines, Daily Practices, Strategies and Structures

Standards

Content Area Standards	Language Development Standards

Notes:

Assessment in Language Programs

Prepared by 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 (occur once): SALSA - PODER (WIDA states)	Formative: • Writing rubrics in Spanish • EDL2 • Reading Inventories • <i>Dictado</i> Checklists • Content area project rubrics • Teacher made tests • Performance based tasks Interim: Tejas Lee Summative: LAS APRENDIA 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) 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 (Badger, WASL- PARCC and Smarter Balance)

Big Ideas

- Big ideas are anchored in the work of Wiggins and McTighe in Understanding by Design, or Backwards Planning
- All big ideas can complete the prompt: I want my students to understand that_____
- Big ideas must have at least two examples
- Big ideas are enduring understandings; they are NOT details.
 - Example: Plants are classified based on common characteristics. DETAIL: Evergreen trees have needle-like leaves and are always green
 - Example: Authors use details and illustrations in a story to describe its characters, setting or events. DETAIL: The word *personaje* contains the syllable –je. There are rules that govern the use of the ja, je, ji, jo, ju as opposed to ge, gi.
- Biliteracy units include big ideas that come from language arts (see below) and, if they are integrated with content, they also include content big ideas (science or social studies).

Big Ideas/Essential Understandings

Language Arts (from the CCSS ELA)

The strands in the CCSS ELA that most lend themselves to unit essential understandings are: Informational text, Literature, and Writing. The skills found in Foundational Skills, Speaking and Listening, and Language can be included as essential skills that will be covered during the unit.

Consult the website: www.teachingforbiliteracy.com/BUFS for more information on using big ideas in biliteracy unit design.

Resources for Big Ideas:

Language Arts

<http://thebigideas.wikispaces.com/Language+Arts>

http://www.nrsd.net/resources/editor/plugins/filemanager/grade_2_ela_standards127_final.pdf

http://www.michigan.gov/documents/mde/UnderstandingbyDesign_219619_7.pdf

All Content Areas:

<http://www.d21.k12.il.us/curriclearning/curriculum/index.html>

Math:

http://www.isbe.net/common_core/htmls/math-model-units.htm?col1=open#CollapsiblePanel1

Social Studies:

<http://www.p12.nysed.gov/ciai/socst/socstand/home.html>

http://vastudies.pwnet.org/sol/c_framework.htm#

Science:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320890>