

Moving Assessment Towards Biliteracy



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Today's Agenda:

- Help Wanted (Activate Schema)
- Multilingual Perspective and Assessment
- Tools
- Case Studies
- To Intervene or not Intervene?
- Tweet This (Closure)



Help Wanted

Wanted- Biliteracy Assessments

- Each group will create a help wanted ad based on the topic.
- Time frame- 6 minutes, with 2 minutes to share
- Use the word bank for support
- At the end of the session, revisions will be made for new learning



Word Bank:

Must include...

Highly values...

Willing to...

Demonstrates...

Skills presented...

Great with...

Is there a golden egg? Is there a “product”
out there that assesses bilingually?



Multilingual Perspective and Assessment



Session's Essential Question:

How can we use a multilingual perspective to shift our thinking about assessment and biliteracy?



Talmudic Style Reading



How can we use a multilingual perspective to shift our thinking about assessment and biliteracy?



Valdés & Figueroa (1994)

“When a bilingual individual confronts a monolingual test....both the test taker and the test are asked to do something they cannot. The bilingual test taker cannot perform like a monolingual. The monolingual test cannot “measure” in the other language.”

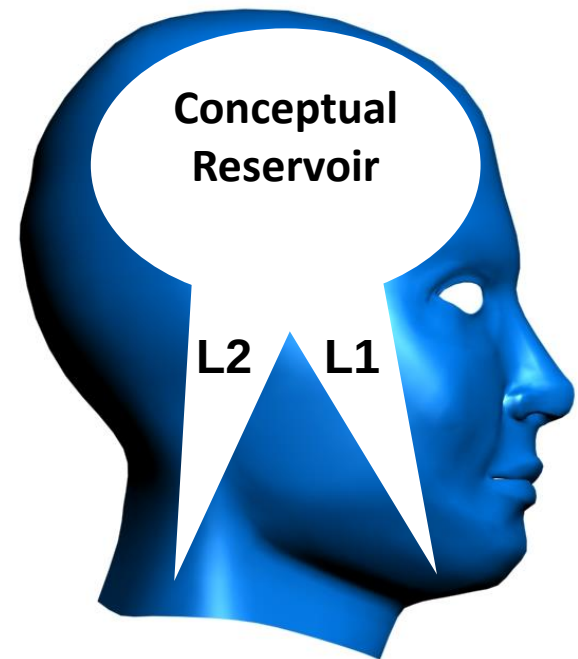


Shift # 1

Theory & Research

- What is known and understood in one language contributes to what is known and understood in the other.

(Cummins, 2000; Dworin, 2003; Grosjean, 1989; Miramontes, Nadeau, & Commins, 1997; Pavlenko & Jarvis, 2002)



Crystal's Self-Rating

- **English (1-10 scale)**

- Listening - 7
- Speaking - 6
- Reading - 6
- Writing - 4
- Daily Use - 6
- **Total - 29**

- **Spanish (1-10 scale)**

- Listening - 10
- Speaking - 8
- Reading - 8
- Writing - 7
- Daily Use - 10
- **Total - 43**

TOTAL: $43 + 29 = 72 > 50$



Shift # 2

Theory & Research

- Learning to read and write in two languages differs from learning to read and write in one language.



(Bernhardt, 1991, 2003; Commins & Miramontes, 2006; Grant & Wong, 2003)



Rethinking Assessment through Targeted Biliteracy Zones

- The use Targeted Biliteracy Zones using both results to set instructional expectations across languages and interventions



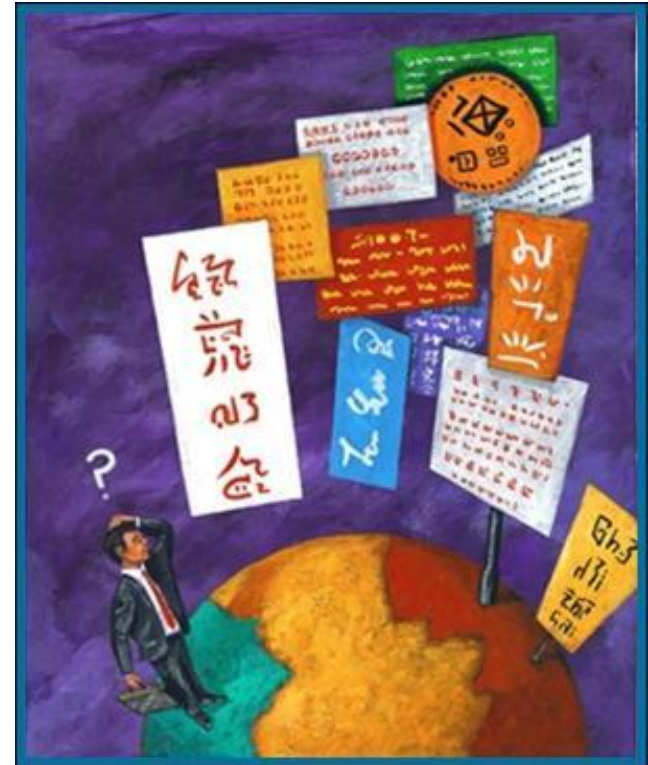
Targeted Biliteracy Zones

			EDL2 SPANISH	DRA2 ENGLISH
			3-4	A-2
			12-16	8-10
			24-28	12-16
			34-38	24-28
			40	34-38
			50	40

Shift # 3

Theory & Research

- A student's **learning burden** is minimal when the teacher attends to patterns and analogies across languages.
(Nation, 2001)



The Bridge

In my garden there is a plant that I really like. This plant is large and colorful. Its long roots allow it to absorb nutrients that will be transported through its long, skinny stem. The part I like the most from this plant are its ~~leaves~~ beautiful, oval and reddish leaves.

En el jardín de mi casa, hay una planta que me gusta mucho. Esta planta es grande y muy colorida. Sus raíces largas le permiten absorber los nutrientes que serán transportados por su tallo largo y delgado. Lo que más gusta de ver de esta planta son sus hojas, esas bellas, ovaladas y rojizas.

Tools



Tools to use to identify students independent reading level

- DRA
- EDL (Spanish)
- Fountas and Pinnell
- 7 Integral Factors of Supporting our Dual Language Students

Seven Integral Factors of Supporting our Dual Language Students

With pairs and handout, find a poster with one of the 7 integral factors of Supporting our Dual Language Students.-

Your goal is to read the text, discuss what is noticed in the text and highlight information that can answer or support the guiding question above.

- Rotate to another poster

When completed, pairs will provide a summary of the main points of that factor that helped answer the guiding question.



Student Case Studies



Student Profile 1

Mia is a 5th grader who just entered the Dual Language program. She recently came into the states from Guatemala. She lived with her mom and grandma. Her dad works as an electric engineer in the states. She has formal education in Guatemala. She had recently was given an entrance exam of the DRA (Developmental Reading Assessment) and the EDL (Evaluación del Desarrollo de la Lectura).

Student	DRA
Mia	Level 12

- What do we know about the student?
- What other data do we need and or want?

Student	DRA	EDL
Mia	12	50

- What do we know now about the student?
- Is the student within the targeted biliteracy zone?
- Within a strength based approach, what can this student do?
- Is it literacy or language?
- Does this student need intervention?
- What supports in and out of the classroom can help?
- What other data do we need and or want?

Student Profile #2

Santana is a 1st grader who just entered the Dual Language program when he was in Kindergarten. His first language is bilingual. His parents go to work at nights so he stays with his older brothers and sisters afterschool. He had recently was given an spring DRA (Developmental Reading Assessment) and the EDL (Evaluación del Desarrollo de la Lectura).

EDL2 SPANISH	DRA2 ENGLISH
3-4	A-2
12-16	8-10
24-28	12-16
34-38	24-28
40	34-38
50	40

Student	DRA Level
Santana	16

- What do we know about the student?
- What other data do we need and or want?

Student	DRA Level	EDL Level
Mia	10	16

- What do we know now about the student?
- Is the student within the targeted biliteracy zone?
- Within a strength based approach, what can this student do?
- Is it literacy or language?
- Does this student need intervention?
- What supports in and out of the classroom can help?
- What other data do we need and or want?

EDL2 SPANISH	DRA2 ENGLISH
3-4	A-2
12-16	8-10
24-28	12-16
34-38	24-28
40	34-38
50	40

Student Profile 3

Katie is a Kindergartener who just began the program as a blue face, a Spanish Language Learner in the Dual Language Program. She comes from a family of teachers who work at the nearest high school. She was given the DRA (Developmental Reading Assessment) and the EDL (Evaluación del Desarrollo de la Lectura) in January.

Student	DRA
Mia	Level 12

- What do we know about the student?
- What other data do we need and or want?

Student	DRA	EDL
Mia	12	50

- What do we know now about the student?
- Is the student within the targeted biliteracy zone?
- Within a strength based approach, what can this student do?
- Is it literacy or language?
- Does this student need intervention?
- What supports in and out of the classroom can help?
- What other data do we need and or want?

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**To intervene or
not to intervene, that is the
question**



Supporting Dual Language students within a Tiered Framework



Focus on Tier 1 Instruction

What adjustments can be made to Tier 1 (core) instruction in order to improve student achievement in language and content acquisition?



Considering Tier 2: Student Data for Identifying Needs

Can language and or culture be ruled out as a contributing factor to a student's behavior or lack of academic progress?

A Biliteracy Interventionist must be present during the PLC, MTSS or SAT meeting to ask relevant questions and provide input on language development.



Considering Tier 3 and Beyond:

What resources can help us separate linguistic and cultural differences from disability?

When is it appropriate to test an English Learner for Special Education?



Guiding Questions:

1. What are the standards for language proficiency that Els are measured by?
2. How long has the student been in U.S. Schools (identified date)
3. What behaviors might indicate that a student is having difficulties due to language?
4. What language is the student using that I can build on and support?
5. How can ALL teachers target instruction and assess progress in language development?
6. What should Tier 1 and 2 instruction look like in Els in elementary?
7. What am I doing as a teacher to provide Els with comprehensible and strategic instruction in my content areas?
8. Can some academic or behavior difficulties be explained by their status as either a Short Term or Long term EL?
9. What supports should I use?
10. Should I scaffold every task?
11. What are Tier 1 interventions that can address EL specific needs?

Supports for Language Acquisition

 Sensory Supports	 Graphic Supports	 Interactive Supports
• Real-life objects • Manipulatives • Pictures • Photographs • Illustrations, diagrams and drawings • Physical activities • Videos and films • Broadcasts • Models and figures • Experiments • Experiences	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With mentors

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

Supports for Language Acquisition

 Content	 Literacy	 Language
• Science • Social Studies • Math • Language Arts • Information is organized into the three linguistic spaces	• Reading: Explanations and/or diagrams of: • How texts are organized • Features of texts; parts of a text • How to read something (or how something is written) • Types of texts: Informative text and/or Literary texts • Writing: Explanations and/or diagrams of: • How to write different types of texts (Opinion, Narrative, Informative) • Features of texts they should include; parts of texts they should include • Examples students can reference while writing	• Word banks – include developmentally appropriate words, pictures, and definitions; a relationship between the words is evident in their display • Sentence starters • Discourse pattern identification • Teacher uses language and provides students opportunities to use language.

Unified by a Theme or Topic – In Context
Created with/by students and used by Students

Continue with Specific Student data

- **Rate and success of language acquisition depends on many factors**, including age of arrival, acculturation, level of prior education, literacy orientation in the home, aptitude, etc.
- Collecting data on **this unique aspect of an English Learner's background** will help to identify specific learning needs and make decisions about what supports to provide.
- Data is always being collected on our students, from counselors, classroom teachers, parent involvement facilitator, interventionists, specialists and other educational support personnel...**therefore an EL Data Review form is a handy place to put it all together.**

English Learner DATA REVIEW
To be completed in collaboration with the family

Student ID: _____ Date: _____
DOB: _____ Teacher: _____
Is Specialist: _____ Other Teacher: _____

How long has your child been in the U.S.?
☐ Less than 1 year
☐ 1-2 years
☐ 3-5 years
☐ More than 5 years

What is your child's primary language?
☐ English
☐ Spanish
☐ Vietnamese
☐ Other: _____

What is your child's current grade?
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd
☐ 4th
☐ 5th
☐ 6th
☐ 7th
☐ 8th
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☐ 12th

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What is your child's current grade level?
☐ Kindergarten
☐ 1st
☐ 2nd
☐ 3rd



Connecting Data and Supports

- Based on all of the data you now have, what supports and strategies would you recommend?
- Develop suggestions in each category for what teachers and the school might be able to do to support this student.

