

# Biliteracy Assessments and Implications for MTSS

How can we move forward to see students as more than numbers?



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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)



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



# So what do we do?

- How do we ensure our students are more than numbers within assessment? What can we do to see the whole child?

# 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?



# Talmudic Style Reading

(Melody Wharton)

- Partner A and B
- Partner A reads the text
- Partner B says, “But what does this mean?” and partner A paraphrases
- The roles are reversed



# **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.”**

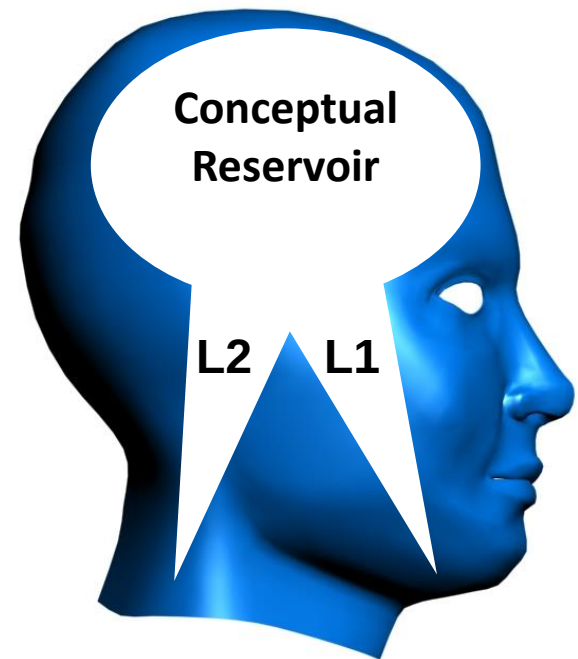


# Shift # 1

## 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



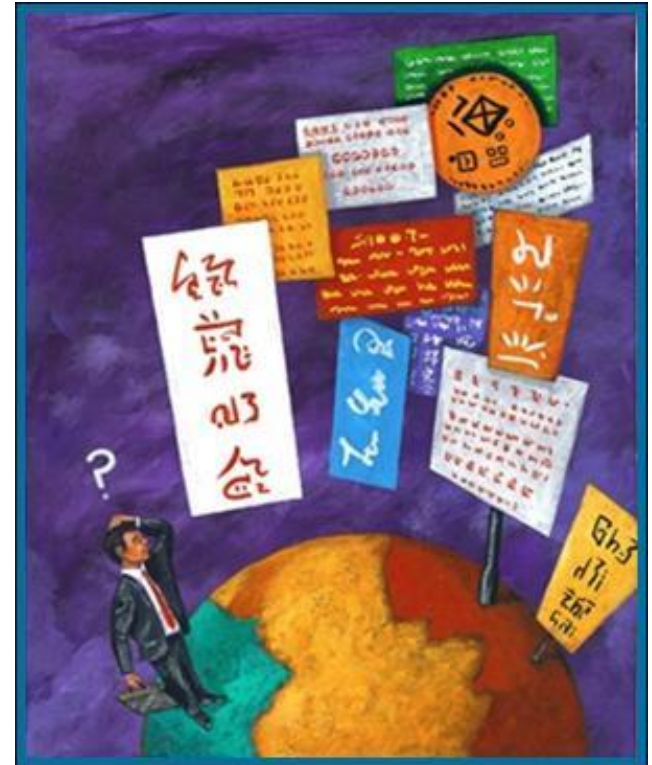
# Targeted Biliteracy Zones

|  |  |  | EDL2<br>SPANISH | DRA2<br>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 use the A-Z graphic organizer to organizer your findings. Rotate to another poster  
When completed, pairs will provide a summary of the main points of that factor that helped answer the guiding question.



## A-Z Listing

### Seven Integral Factors of Supporting our ELs

- Take your partner and your A-Z listing page to your chart from last session
- Using the alphabet, find phrases that match the corresponding letters provided on the sheet
- When you find 2 on that chart, rotate another chart and so on until you find all your letters.

Seven Integral Factors

N

O

P Previous schooling may have

Q

R

## Jigsaw- Seven Integral Factors of Supporting our ELs

1. Learning Environment
2. Academic Achievement
3. Oral Language & Literacy
4. Personal & Family
5. Physical & Psychological
6. Previous Schooling
7. Cross-Cultural



# Student Case Studies



# Your “PLC” for today

- Note: This is a workshop
- This is not recommended model for PLC or MTSS meetings.
- There is no expectation that the accompanying worksheets be completed for every English Learner (but could try)
- We will be examining data from grade 2 and 4.

# Your “PLC” for today

- Proceed through the first 3 tasks, recording your discussion on a graphic organizer
- Use data we provide, discuss what more is needed.
- Receive more data, discuss what to do next
- Review more data, make a recommendation for next Tier placement

# Ensuring an EL Lens – Task 1

- In pairs, read through the **Case Study**
- Evaluate the information according to the **sociocultural factors discussed** in the jigsaw exercise.
- Make notes in the appropriate columns of **what you already know about this student** based on the narrative.
- As whole group discuss – **What more do we need or want to know in order to help this student?**

### 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?

|                                                              | 1. Learning Environment                                                                                               | 2. Academic Achievement                                             | 3. Oral Language & Literacy                                                                                    | 4. |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----|
| <b>Task 1:</b><br>What do we already know about the student? | <ul style="list-style-type: none"> <li>Regular ed class with EL co-teacher</li> <li>Class is about 1/2 ELs</li> </ul> | <ul style="list-style-type: none"> <li>Getting Cs and Ds</li> </ul> | <ul style="list-style-type: none"> <li>Does not speak in class</li> <li>Speaks mainly L1 with peers</li> </ul> | •  |
| What other data do we want/need?                             | <ul style="list-style-type: none"> <li>Does teacher have experience with ELs?</li> </ul>                              |                                                                     | <ul style="list-style-type: none"> <li>Is he literate in L1?</li> </ul>                                        | •  |

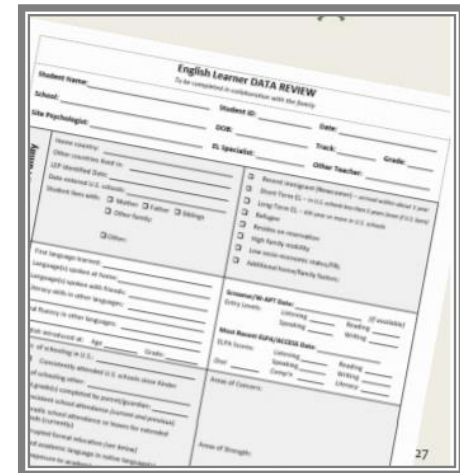
## Task 2- EL Specific Data

- **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.**

[illegible]

# EL Specific Data – Task 2

- Our Task as a Team:
  1. Read through the **EL Data Review** document (BOTH SIDES)
  2. Make notes about what you learned in the appropriate columns on the worksheet.



The image shows a form titled "English Learner DATA REVIEW" with the subtitle "To be completed in collaboration with the family". The form is divided into several sections for data collection:

- Student Information:** Student Name, School, Date, Grade, Student ID, DOE, Track, Other Teacher.
- Home Country:** Home Country, Other countries lived in, Date identified, Date entered U.S. schools, Student lives with: ☐ Mother ☐ Father ☐ Siblings ☐ Other family ☐ Other.
- First language learned:** First language learned, Language(s) spoken at home, Language(s) spoken with friends, Speaks with in other languages, # of fluency in other languages, Date introduced to English, Age, Grade.
- Reasons for being in U.S. schools:** ☐ Born in U.S. ☐ Born abroad (immigrant) - arrived within 1 year ☐ Born abroad (immigrant) - arrived more than 1 year ☐ Long-term (EL) - 10+ years in U.S. schools ☐ Refugee ☐ Asylum or humanitarian ☐ High family mobility ☐ Low socioeconomic status (SES) ☐ Additional home/family factors.
- Student's EL-ART Data:** (Only include if available) Listening, Reading, Speaking, Writing.
- Most Recent ELPS/ACCESS Data:** (Only include if available) Listening, Reading, Speaking, Writing, Grammar.
- Area of Concern:** Area of Concern.
- Area of Strength:** Area of Strength.

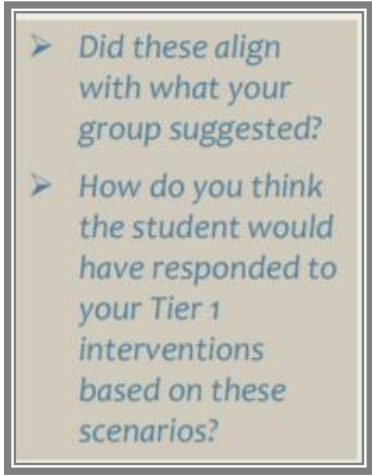
The form is numbered 27 in the bottom right corner.

# Task 3- Connecting Data to Tier 1 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.

## Task 4- Evaluating Response to Tier 1 Supports

- Your task as a team:
  - Read through the **final scenario** and identify actions that were taken in the different categories in the classroom and at the school to support this student.
  - On your Sociocultural Factor worksheet, make notes as to how the student responded to these actions.

- 
- *Did these align with what your group suggested?*
  - *How do you think the student would have responded to your Tier 1 interventions based on these scenarios?*

# What is Tier 2?



“Academic or behavioral interventions that are designed to assist the 10-15% of students who



Tier 1 supports should continue



Problem solving is typically done in grade level PLCs/teams



Focus is on providing the intervention to small groups of students



**Interventions should be standardized, research based, and targeted to the needs of the student.**

# What is Tier 3?



“Academic or behavioral interventions that are designed to assist 5% of students who have not been successful with Tier 1 or Tier 2 instruction.



Tier 1 supports should continue



Problem solving is typically done in Intervention Assistance Teams



Focus is on providing intensive individualized instruction to individual students



**Interventions should be standardized, research based, and** targeted to the needs of the student.

# Task 5- What is your recommendation?

- Your task as a team:
- Turn to Task 5 on the last page of your organizer.
- Using the data, make a recommendation for the student

| Step 5: What should the student's next placement be? |                                                                                                                                                                            |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Placement (circle one):                            | <div>Continue Tier 1 Instruction</div> <div>Move to Tier 2</div> <div>Move to Tier 3</div> <div>Test for Special Education</div> <div>Refer to Gifted &amp; Talented</div> |
| • Rationale:                                         |                                                                                                                                                                            |

# Student Profile 1

Mia is a 5<sup>th</sup> 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<br>SPANISH | DRA2<br>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<br>SPANISH | DRA2<br>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?

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

**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?
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# Supports for Language Acquisition

|  Sensory Supports                                                                                                                                                                                                                                         |  Graphic Supports                                                                 |  Interactive Supports                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Real-life objects</li><li>• Manipulatives</li><li>• Pictures</li><li>• Photographs</li><li>• Illustrations, diagrams and drawings</li><li>• Physical activities</li><li>• Videos and films</li><li>• Broadcasts</li><li>• Models and figures</li><li>• Experiments</li><li>• Experiences</li></ul> | <ul style="list-style-type: none"><li>• Charts</li><li>• Graphic organizers</li><li>• Tables</li><li>• Graphs</li><li>• Timelines</li><li>• Number lines</li></ul> | <ul style="list-style-type: none"><li>• In pairs or partners</li><li>• In triads or small groups</li><li>• In a whole group</li><li>• Using cooperative group structures</li><li>• With mentors</li></ul> |

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

# Supports for Language Acquisition

|  <b>Content</b>                                                                                                    |  <b>Literacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  <b>Language</b>                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Science</li> <li>• Social Studies</li> <li>• Math</li> <li>• Language Arts</li> <li>• Information is organized into the three linguistic spaces</li> </ul> | <ul style="list-style-type: none"> <li>• Reading: Explanations and/or diagrams of:               <ul style="list-style-type: none"> <li>• How texts are organized</li> <li>• Features of texts; parts of a text</li> <li>• How to read something (or how something is written)</li> <li>• Types of texts: Informative text and/or Literary texts</li> </ul> </li> <li>• Writing: Explanations and/or diagrams of:               <ul style="list-style-type: none"> <li>• How to write different types of texts (Opinion, Narrative, Informative)</li> <li>• Features of texts they should include; parts of texts they should include</li> <li>• Examples students can reference while writing</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Word banks – include developmentally appropriate words, pictures, and definitions; a relationship between the words is evident in their display</li> <li>• Sentence starters</li> <li>• Discourse pattern identification</li> <li>• Teacher uses language and provides students opportunities to use language.</li> </ul> |

**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. school system?  
☐ 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 level?  
☐ Kindergarten  
☐ 1st  
☐ 2nd  
☐ 3rd  
☐ 4th  
☐ 5th  
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What is your child's current grade level?  
☐ Kindergarten  
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☐ 11th  
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What is your child's current grade level?  
☐ Kindergarten  
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☐ 2nd  
☐ 3



# 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.



# Closure: Tweet Wrap Up

- With your partner come up with a Tweet that summarizes the quote.
- You can only use 140 characters
- Hashtags are extra credit
- Share aloud



**Raising awareness and understanding that bilingual students develop literacy differently is important. We know that the use of monolingual, whether Spanish or English metrics results in students scores below their monolingual peers resulting in deficit thinking about our bilingual students. This pushes educators to the abandon biliteracy goals, the purchase of remedial programs, and the use of ineffective regressive instructional practices: all due to invalid metrics.**

**- Patricia Nuñez, M.Ed. Austin Area Association  
for Bilingual Education**

