

Teaching for Biliteracy Summer Institute

July 23, 2026

Oxnard, CA.



Center for Teaching for Biliteracy

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Teaching for Biliteracy Summer Institute Overview			Page 4
Tuesday, July 21, 2026	Wednesday, July 22, 2026	Thursday, July 23, 2026	
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment 10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) - Sample Instruction Part 3: The Bridge - Institute Closure	
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal	
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-3rd grade; 4th - 12th grade) Sample Instruction Part 1: Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) Sample Instruction Part 2: Content, Literacy (reading and writing), and the Summative Assessment		

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Session Norms

- Participate actively and interactively
- Use a growth mindset and make sure everyone has a voice
- Please keep sidebar conversations to a minimum.
- Please silence your phones.
- Use technology strategically.

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Goal of Dual Language Programs



“...the term dual language refers to any program that provides **literacy and content** instruction to all students through two languages

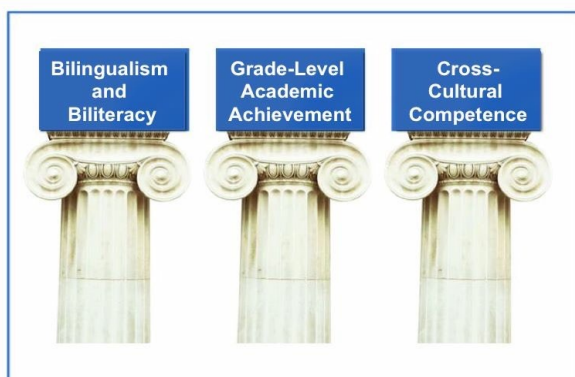
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The goals of Dual Language

Three Pillars of Dual Language Education



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STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.



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	education.
principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION Page 19
principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
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The purpose of assessment is to...

- Document student learning to inform and guide instruction.
- Document student learning to compare students to others within the school or district and to ensure students are making growth throughout the school year.
- Document student learning to ensure that the educational program is effective and to compare students to others at a state or national level.

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Assessment is:

- **Instructional (AKA Formative):** Used to make instructional decisions
- **Interim:** Used as a “benchmark” throughout the school year to ensure students are making progress throughout the school year
- **Standardized:** Used annually to evaluate the educational program and student performance over time.

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For language learners, it is important for language proficiency data to go hand-in-hand with academic achievement data in order to represent what the student can do.

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Assessment in Language Programs		
Adapted from Gottlieb, M. and Nguyen D. (2007). <i>Assessment and Accountability in Language Education Programs</i> . Philadelphia, PA: Caslon Publishing		
Principles:		
- Assessment should capture student growth in both language development and academic achievement in each language. - Formative assessment should mirror instruction and should be administered and collected over time using rubrics, checklists, and other assessments. - Standardized assessments reflect district, state, and federal guidelines.		
Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative or Instructional:	Formative or Instructional:
	Interim:	Interim:
	Standardized (occur once):	Standardized:
English	Formative or Instructional:	Formative or Instructional:
	Interim:	Interim:
	Standardized:	Standardized:

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Assessment Framework for Language Learners							
Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

Dual language teachers are first and foremost language teachers.

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Assessment Framework for Language Learners – **en español**

Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

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Assessment Framework for Language Learners – **in English**

Language Proficiency				Academic Achievement			
Listening	Speaking	Reading	Writing	Language Arts	Math	Science	Social Studies
Plan and Assess Language Instruction				Plan and Assess Content Instruction			

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Assessment in Language Programs		
Adapted from Gottlieb, M. and Nguyen D. (2007). <i>Assessment and Accountability in Language Education Programs</i> . 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 other assessments. - Standardized assessments reflect district, state, and federal guidelines.		
Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative (occurring consistently during the school year): Interim: Standardized (four times a year):	Formative: Interim: Standardized:
English	Formative: Interim: Standardized:	Formative: Interim: Standardized:

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SAMPLE: Assessment in Language Programs		
Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR Standardized: - LAS - APRENDA
English	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR Standardized: - State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness

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Language Proficiency Assessments

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The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity (Quantity and variety of oral and written text in communication)	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions (Types, array, and use of language structures in communication)	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice in communication)	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

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		Nivel de entrada 1	Nivel emergente 2	Nivel de desarrollo 3	Nivel de extensión 4	Nivel de transformación 5	Nivel de trascendencia 6
USO CLAVE DEL LENGUAJE: ARGUMENTAR	ESCUCHAR	Para procesar argumentos, los bilingües emergentes PODEMOS...					
	HABLAR	Para argumentar, los bilingües emergentes PODEMOS...					
	ESCUCHAR	- seleccionar palabras escuchadas para mostrar su preferencia - reaccionar a preferencias manifestadas por otras personas (p. ej. <i>ofrece una cara verde a un compañero que ha dicho "Me gusta el verde"</i>)	- mostrar acuerdo o desacuerdo ante declaraciones breves de otras personas (p. ej. <i>asiente o disiente al escuchar una opinión</i>) - identificar el grado de acuerdo o desacuerdo de una persona con respecto a ideas (p. ej. <i>registra la opinión de varias personas en un intervalo de opinión</i>)	- distinguir entre lenguaje relacionado con hechos y opiniones - diferenciar opiniones justificadas de no justificadas	- identificar puntos de vista de documentos audiovisuales breves (p. ej. <i>visiona documentales e identifica sus perspectivas principales</i>) - identificar varios tipos de evidencia (p. ej. <i>distingue ejemplo, datos estadísticos, testimonios</i>)	- distinguir certeza de incerteza en afirmaciones orales (p. ej. <i>reconoce marcadores del discurso como "probablemente" y "sin duda alguna"</i>) - identificar las posturas principales de argumentos en debates orales	- reconocer la solidez de evidencia proporcionada en presentaciones y discursos (p. ej. <i>valora la fiabilidad y validez de información</i>) - identificar el propósito de exposiciones (p. ej. <i>informativa, persuasiva, prescriptiva</i>)
	HABLAR	- declarar sus preferencias personales de forma simple - expresar su punto de vista a través de frases hechas (p. ej. <i>de acuerdo, así es</i>)	- proporcionar sus opiniones en base a experiencias personales - articular sus grados de acuerdo o desacuerdo con respecto a otra persona	- respaldar sus opiniones con evidencia factual - presentar evidencia y contraejemplos sobre temas	- comparar varios puntos de vista sobre un mismo tema - exponer los puntos débiles de un argumento ajeno (p. ej. <i>contradicciones, generalizaciones, falacias</i>)	- exponer ideas desde varias perspectivas - presentar discursos persuasivos breves (p. ej. <i>anuncios publicitarios, candidaturas políticas</i>)	- adoptar puntos de vista que no son los suyos propios - participar en debates académicos de acuerdo con las convenciones propias de este tipo de actos comunicativos

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		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
WIDA CONSORTIUM	LISTENING	- Follow one-step oral commands/instructions - Match social language to visual/graphic displays - Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) - Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	- Follow multi-step oral commands/instructions - Classify/sort content-related visuals per oral descriptions - Sequence visuals per oral directions - Identify information on charts or tables based on oral statements	- Categorize content-based examples from oral directions - Match main ideas of familiar text read aloud to visuals - Use learning strategies described orally - Identify everyday examples of content-based concepts described orally - Associate oral language with different time frames (e.g., past, present, future)	- Identify main ideas and details of oral discourse - Complete content-related tasks or assignments based on oral discourse - Apply learning strategies to new situations - Role play, dramatize, or re-enact scenarios from oral reading	- Use oral information to accomplish grade-level tasks - Evaluate intent of speech and act accordingly - Make inferences from grade-level text read aloud - Discriminate among multiple genres read orally	
	SPEAKING	- Answer yes/no and choice questions - Begin to use general and high frequency vocabulary - Repeat words, short phrases, memorized chunks - Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	- Convey content through high frequency words/phrases - State big/main ideas of classroom conversation - Describe situations from modeled sentences - Describe routines and everyday events - Express everyday needs and wants - Communicate in social situations - Make requests	- Begin to express time through multiple tenses - Retell/rephrase ideas from speech - Give brief oral content-based presentations - State opinions - Connect ideas in discourse using transitions (e.g., "but," "then") - Use different registers inside and outside of class - State big/main ideas with some supporting details - Ask for clarification (e.g., self-monitor)	- Paraphrase and summarize ideas presented orally - Defend a point of view - Explain outcomes - Explain and compare content-based concepts - Connect ideas with supporting details/evidence - Substantiate opinions with reasons and evidence	- Defend a point of view and give reasons - Use and explain metaphors and similes - Communicate with fluency in social and academic contexts - Negotiate meaning in group discussions - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

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Language Charts from WIDA			
Kindergarten INTERPRETIVE			
WIDA Interpretive Language Chart for Kindergarten As multilingual learners work toward the end of a proficiency level, they <i>can consistently</i> . . .			
Proficiency Level Kindergarten Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning	Comprehend meaning in simple sentences, recognizing how dependent clauses enhance logical relationships	Understand technical language to support comprehension of complex concepts in specialized contexts
End of Level 5	Identify sequences of ideas, examining how noun groups with adjectives refine meaning	Comprehend meaning in simple sentences , recognizing basic syntactic variations	Understand multiple meanings , demonstrating flexible word use across contexts
End of Level 4	Identify early attempts at arranging ideas, examining how noun groups with conjunctions help connect meaning	Comprehend meaning in sentence fragments and occasional simple sentences , beginning to recognize transitional phrases	Understand word formation strategies to create new meanings
End of Level 3	Identify emerging links among ideas, recognizing how noun groups contribute to meaning	Comprehend meaning in sentence fragments , with emerging recognition of sentence patterns	Understand words and phrases when processing personal experiences and classroom routines
End of Level 2	Identify loosely related ideas, recognizing meaning through frequently used nouns	Comprehend meaning in words, phrases, or memorized chunks of language , beginning to recognize syntactic repetition	Understand high-frequency words and translanguaging strategies when processing information about known situations
End of Level 1	Identify isolated ideas, noticing meaning conveyed through single nouns or verbs	Comprehend meaning in individual words , progressing toward simple phrases	Understand familiar words and commands when processing ideas about concrete, immediate situations
Planning Questions for Instruction and Classroom Assessment			

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Language Charts from WIDA			
Kindergarten EXPRESSIVE			
WIDA Expressive Language Chart for Kindergarten As multilingual learners work toward the end of a proficiency level, they <i>can consistently</i> . . .			
Proficiency Level Kindergarten Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Express ideas using basic organizational patterns , connecting ideas with demonstratives, pronouns, and conjunctions	Convey meaning using simple sentences, occasionally adding dependent clauses	Communicate using technical language to convey complex concepts in specialized contexts
End of Level 5	Express ideas using sequencing, repetition, and transitions for logical flow	Convey meaning primarily through simple sentences with emerging variation in sentence structure	Communicate using multiple-meaning words to demonstrate flexible word use across contexts
End of Level 4	Express ideas with simple transitions and developing connections	Convey meaning using sentence fragments and occasional simple sentences with emerging subject-verb agreement	Communicate using word formation strategies to create new meanings
End of Level 3	Express ideas, often relying on repeated phrases	Convey meaning primarily through sentence fragments , occasionally with full sentences	Communicate using words and phrases to relate personal experiences and classroom routines
End of Level 2	Express ideas with increased use of formulaic phrases	Convey meaning using words, phrases, or memorized chunks of language	Communicate using high-frequency words to share ideas about known situations
End of Level 1	Express ideas in isolation	Convey meaning primarily through individual words , progressing toward simple phrases	Communicate using familiar words and commands to share ideas about concrete, immediate situations

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SAMPLE: Assessment in Language Programs			
Language of Instruction		Language Assessments	Academic Achievement Assessments
	Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories <i>Dictado</i> Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR
	English	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR

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Descripción de Habilidades: Grados Escolares 1-2					
Isabel: All 4 domains					
	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando
ESCUCHAR	- Seguir instrucciones de un paso siguiendo un modelo (ejemplo: "Encuentra un lápiz") - Señalar dibujos de objetos reales según indicaciones verbales - Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales - Imitar gestos o movimientos asociados con una declaración (ejemplo: "Esta es mi mano izquierda")	- Emparejar cuentos leídos con sus ilustraciones - Seguir instrucciones verbales de dos a tres pasos (ejemplo: "Saca tu libro de ciencias. Anda a la página número 25.") - Ordenar una serie de declaraciones verbales usando objetos reales o dibujos - Localizar objetos descritos verbalmente	- Seguir instrucciones modeladas de múltiples pasos - Ordenar dibujos de cuentos leídos en voz alta (ejemplo: el comienzo, la mitad, el final) - Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente - Clasificar objetos de acuerdo a declaraciones descriptivas verbales	- Comparar/Contrastar objetos de acuerdo a atributos físicos (ejemplo: tamaño, forma, color) basados en información oral - Encontrar detalles en narrativa ilustrada o en texto leído en voz alta - Identificar actividades ilustradas por medio de descripciones verbales - Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas	- Usar pistas del contexto para entender el significado de un texto leído - Aplicar ideas de discusiones verbales a situaciones nuevas - Interpretar información de lectura narrativa leída o de texto expositivo - Identificar ideas/conceptos expresados en lenguaje específico del grado escolar
HABLAR	- Repetir palabras simples, frases y partes del lenguaje memorizadas - Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) - Identificar y nombrar objetos de la vida diaria - Participar en cantos y gritos de un grupo	- Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) - Repetir hechos o declaraciones - Describir lo que hacen las personas en los dibujos (ejemplo: los trabajos de la gente de la comunidad) - Comparar objetos de la vida real (ejemplo: "el más chiquito", "el más grande")	- Hacer preguntas de naturaleza social - Expresar sentimientos (ejemplo: "Estoy feliz porque...") - Recontar cuentos simples usando dibujos - Clasificar y explicar la relación de los objetos (ejemplo: lo que se hunde v. lo que flota) - Hacer predicciones o hipótesis - Distinguir características del contenido académico (ejemplo: origen marino)	- Hacer preguntas con propósitos académicos y sociales - Participar en pláticas de la clase relacionadas con temas sociales y académicos - Recontar cuentos con detalles - Ordenar cuentos con transiciones	- Usar vocabulario académico en pláticas de la clase - Expresar ideas y apoyarlas con ejemplos - Dar presentaciones orales basadas en temas de contenido académico - Iniciar conversaciones con compañeros/as y maestros/as
	Baseline	First Trimester	Second Trimester	Third Trimester	

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	Nivel 1 Entrando	Nivel 2 Emergeiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
LEER	- Identificar símbolos, iconos y escritos del medioambiente - Conectar lo escrito con lo visual - Emparejar objetos familiares de la vida real con sus etiquetas - Seguir instrucciones usando diagramas o dibujos	- Buscar dibujos asociados con patrones de palabras - Identificar e interpretar diagramas etiquetados que ya han sido enseñados - Emparejar lo dicho con lo escrito al señalar iconos, letras, o palabras ilustradas - Clasificar palabras en grupos de palabras	- Hacer conexión entre sí mismo y el texto con incitaciones - Escoger títulos que se emparejan con una serie de dibujos - Clasificar palabras ilustradas en categorías - Emparejar frases y oraciones con dibujos	- Poner palabras en orden para formar oraciones - Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes) - Seguir instrucciones a nivel de oraciones - Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)	- Empezar a usar características de escritura no ficción para estimular comprensión - Usar estrategias de aprendizaje - Identificar ideas principales - Emparejar lenguaje figurativo con ilustraciones (ejemplo: "tan grande como una casa")	
	Nivel 1 Entrando	Nivel 2 Emergeiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	
	Baseline	First Trimester	Second Trimester	Third Trimester		

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SAMPLE: Assessment in Language Programs			
	Language of Instruction	Language Assessments	Academic Achievement Assessments
	Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts - Initial oracy for science - Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR
	English	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR

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Sample Student Profile for: Isabel – All 4 domains



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	- Follow modeled, concrete oral directions (e.g., "This is my house.") - Identify elements of everyday objects or scenes orally (e.g., in books) - Identify elements of simple sentences - Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	- Match oral reading of stories to illustrations - Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") - Sequence a series of oral statements using real objects or pictures - Locate objects described orally	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language
	- Repeat simple words, phrases, and memorized chunks of language - Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase - Identify and name everyday objects - Participate in whole group chants and songs	- Use first language to fill in gaps in oral English (code switch) - Repeat facts or statements - Describe what people do from action pictures (e.g., jobs of community workers) - Compare real-life objects (e.g., "smaller," "bigger")	- Ask questions of a social nature - Express feelings (e.g., "I'm happy because...") - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

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Sample Student Profile for: Isabel (continued)



CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	- Identify symbols, icons, and environmental print - Connect print to visuals - Match real-life familiar objects to labels - Follow directions using diagrams or pictures	- Search for pictures associated with word patterns - Identify and interpret pre-taught labeled diagrams - Match voice to print by pointing to icons, letters, or illustrated words - Sort words into word families	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, character) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main idea - Match figurative language to illustrations (e.g., "as big as a house")
	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like...") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Baseline

First Trimester

Second Trimester

Third Trimester

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Teaching for Biliteracy		SAMPLE: Assessment in Language Programs	
Language of Instruction	Language Assessments	Academic Achievement Assessments	
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR Standardized: - LAS - APRENDA	
English	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR Standardized: - State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness	

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Domain of Writing: Side-by-Side

	Nivel 1 Entrando	Nivel 2 Emergiendo	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	Nivel 6 - Alcanzando
ESCRIBIR	- Copiar lenguaje escrito - Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés - Comunicarse a través de dibujos - Etiquetar dibujos u objetos conocidos	- Proveer información usando organizadores gráficos - Crear listas de palabras/frases usando bancos de palabras - Completar oraciones en las que se ha provisto el inicio siguiendo un modelo - Describir personas, lugares, y objetos según ejemplos y modelos ilustrados	- Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos) - Crear oraciones simples con bancos de palabras/frases - Participar en escritura interactiva - Dar información con contenido académico usando gráficos o apoyos visuales	- Crear oraciones originales - Crear mensajes con un propósito social (ejemplo: una carta para un enfermo) - Escribir en un diario acerca de sus experiencias personales - Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)	- Crear una serie de oraciones para responder preguntas - Producir oraciones con contenido académico - Crear cuentos - Explicar procesos o pasos usando oraciones relacionadas entre si	
	Baseline	First Trimester	Second Trimester	Third Trimester		
WRITING	- Copy written language - Use first language (L1, when L1 is a medium of instruction) to help form words in English - Communicate through drawings - Label familiar objects or pictures	- Provide information using graphic organizers - Generate lists of words/phrases from banks or walls - Complete modeled sentence starters (e.g., "I like ____") - Describe people, places, or objects from illustrated examples and models	- Engage in prewriting strategies (e.g., use of graphic organizers) - Form simple sentences using word/phrase banks - Participate in interactive journal writing - Give content-based information using visuals or graphics	- Produce original sentences - Create messages for social purposes (e.g., get well cards) - Compose journal entries about personal experiences - Use classroom resources (e.g., picture dictionaries) to compose sentences	- Create a related series of sentences in response to prompts - Produce content-related sentences - Compose stories - Explain processes or procedures using connected sentences	Writing

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Teaching for Biliteracy				SAMPLE: Assessment in Language Programs	
Language of Instruction		Language Assessments		Academic Achievement Assessments	
Spanish		Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español		Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories <i>Dictada</i> Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR	
English		Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)		Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR	
				Standardized: State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness	

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Oracy for Reading: Side-by-Side

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE									
Standards		Outcomes (to be decided based on the needs of students and the planned activities)							
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		A. Identify what a text says explicitly. B. Identify inferences that can be drawn from a text. C. Distinguish between what the text says explicitly, and inferences drawn from the text.							
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		V. Identify concepts in a text.							
Language Development Supports:		Sensory Supports		Graphic Supports		Interactive Supports			
Student name:	Identifies examples of concepts in a text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of what the text says explicitly.	Identifies examples of inferences that can be drawn from a text.	Distinguishes between what the text says explicitly, and inferences drawn from the text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR to distinguish between what the text says explicitly, and inferences drawn from the text	Productive Language: (Observed in whole group, small group, and/or pairs) With modeling and picture support, the student can orally produce the academic language (words, phrases, and complete sentences) when shown the corresponding picture or the movement.		
	Proviene Bicombustibles Combustibles fósiles Queman Por lo tanto A pesar de que	Proviene Bicombustibles Combustibles fósiles Queman Por lo tanto A pesar de que			Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto	Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto	9/15 – orally produced term “implicit information” while working with a small group		
	Proviene Bicombustibles Combustibles fósiles Queman Por lo tanto A pesar de que	Proviene Bicombustibles Combustibles fósiles Queman Por lo tanto A pesar de que			Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto	Lo que dice el texto explícitamente Una inferencia usando detalles y ejemplos del texto	9/17 – Able to use sentence stems: “The text explicitly says... I can infer...”		

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Assessment in Language Programs

Think about the language development assessments you use in Spanish and English.

Consider placing them side-by-side to obtain a holistic Representation of your students' language proficiency. Page 41.

	Standardized (occur once):	Standardized:
English	Formative or Instructional:	Formative or Instructional:
	Interim:	Interim:
	Standardized:	Standardized:



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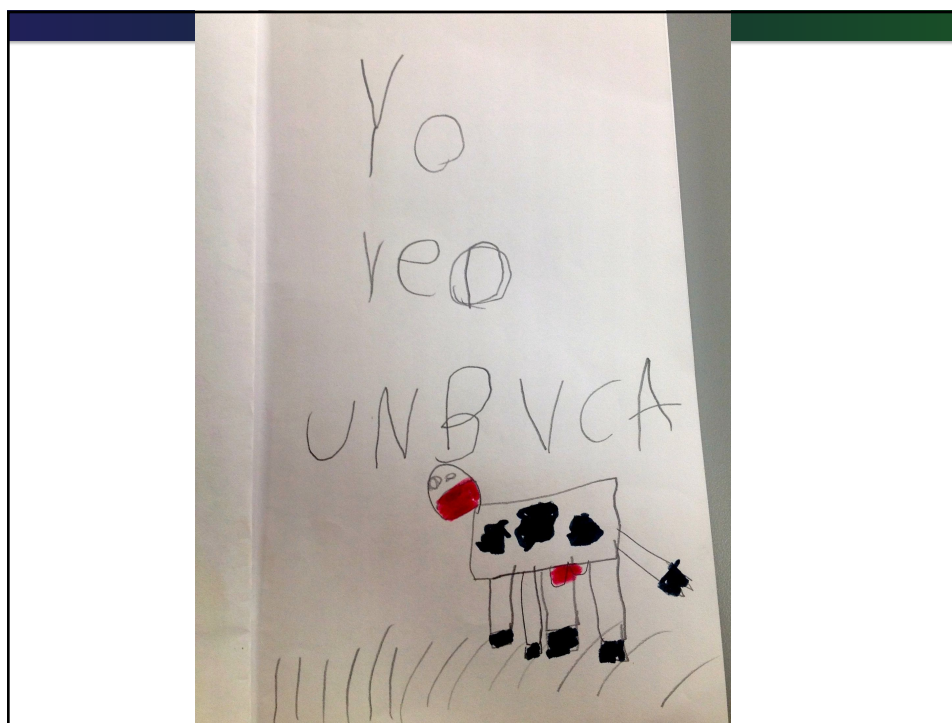
Academic Achievement Assessments

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Teaching for Bilingual		SAMPLE: Assessment in Language Programs	
Language of Instruction	Language Assessments	Academic Achievement Assessments	
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories <i>Dictado</i> Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR	
English	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR	

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SAMPLE: Assessment in Language Programs		
Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories <i>Dictado</i> Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR Standardized: - LAS - APRENDA
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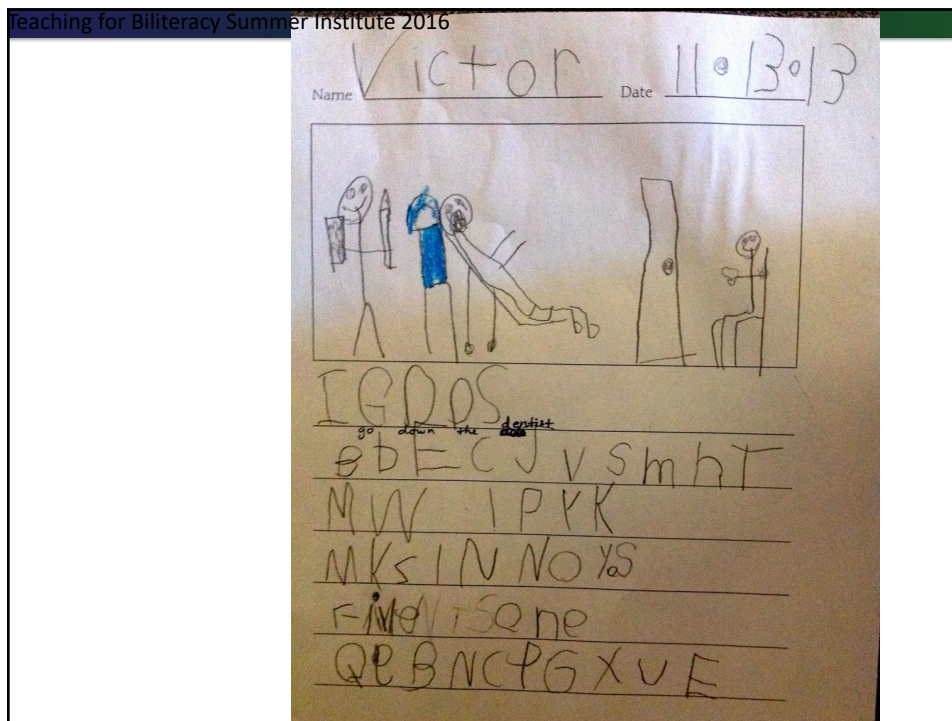


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Teaching for Biliteracy Summer Institute 2016



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Teaching for Biliteracy

SAMPLE: Assessment in Language Programs

Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR Standardized: - LAS - APRENDA
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Mi animal favorito es la foca.
 Porque ella nada en la agua. Por eso
 me gustan las focas. También me gustan
 las focas porque ellas nadan
 mucho. También están bonitas. También
 juegan con las pelotas y a plavuden y
 también tienen bigotes y colmillas
 blancas y largas.

Literacy Squared

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SAMPLE: Assessment in Language Programs			
Language of Instruction	Language Assessments	Academic Achievement Assessments	
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR	
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		Standardized: State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness	

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My friend toy it the Nintendo ds.
 Becas you cant yamp. End fit end you
 can rite. I like my toy becas ets red end
 black. End a Play ved ger o the time
 end a gat 2 games end a gene
 ge more games. My dad et 5 gene
 bra me more games batarono
 given. I love my toy.

Literacy Squared

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Academic Achievement: Writing Side-by-Side

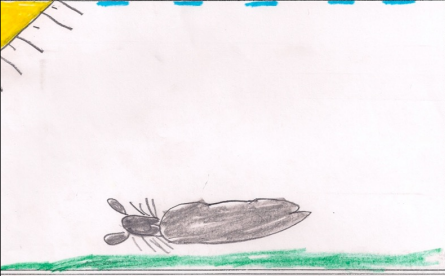
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SAMPLE: Assessment in Language Programs		
Language of Instruction	Language Assessments	Academic Achievement Assessments
Spanish	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5) - LAS Links español	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR Standardized: - LAS - APRENDA
English	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR Standardized: - State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness

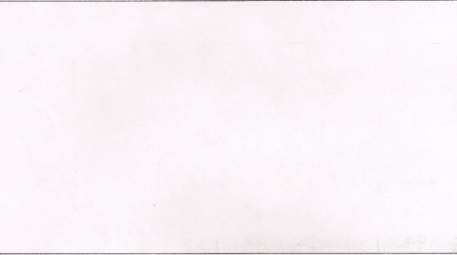
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El animal que mas te gusta. Escribe por que te gusta mas.



animal favorito es la foca
que ella nada en la agua. Por eso
gustan las focas. Tambien me gustan
las focas porque ellas nadan
cho. Tambien estan bonitas. Tambien
juegan con las pelotas y adividen y
bien tienen bigotes y colmillas
y las focas.

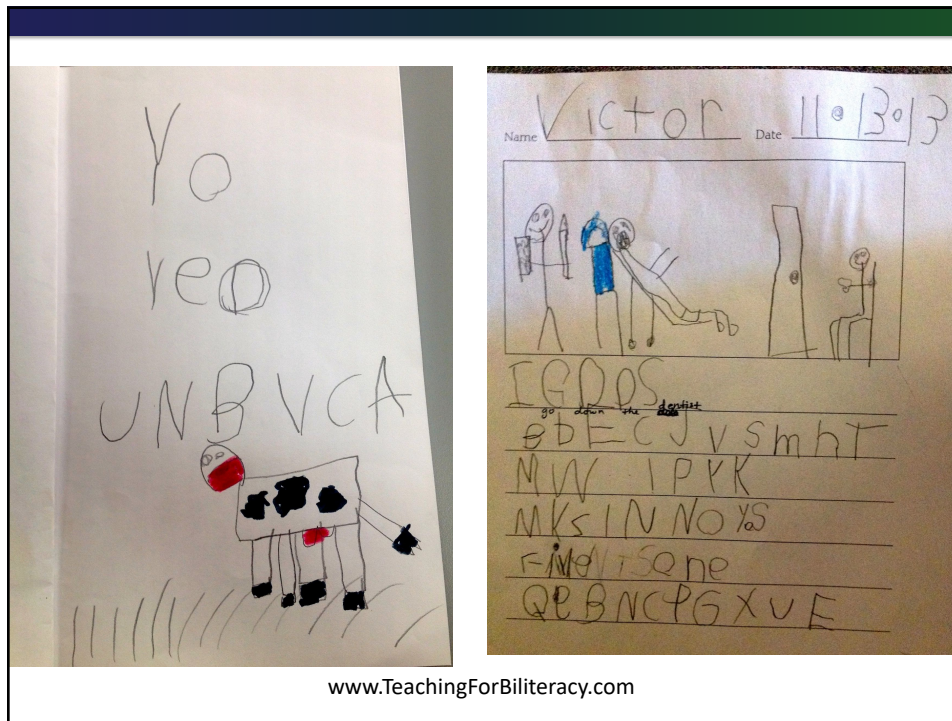
Draw a picture of your favorite toy. Write about why it is your favorite.



My favorite toy is the remote car.
Becas you cant yamp. And it can go
can it. I like my toy becas its red and
black. And a play ved for o the time
and a lot 2 games and a game
ge more games. My dad at 5 game
bra me more games bat a 1000
game. I love my toy.

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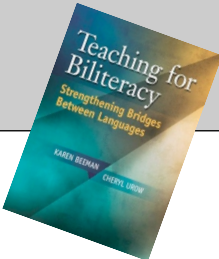


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SAMPLE: Assessment in Language Programs			
Language Instruction	Language Assessments		Academic Achievement Assessments
	Spanish	English	
	Formative or Instructional: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) - Oracy Anecdotal Record Charts Initial oracy for science Oracy before reading - Spanish as a Second Language Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics Interim: - Language Development Rubrics for Spanish (WIDA CAN DO descriptors) Summative/ Standardized: - AVANT STAMP Language Proficiency Test - DELE (from Spain) - ELLOPA (PK-5)	Formative or Instructional: - Language Development Rubrics (WIDA's CAN DO descriptors) used formatively - ESL Checklists - Language Development Rubrics - Speaking Rubrics - Listening Rubrics - Reading and Writing Rubrics Interim: - Language Development Rubrics for English (WIDA CAN DO descriptors) Standardized: - ACCESS (WIDA states) - CELLA (Florida) - ELPAC (California)	Formative or Instructional: - Writing rubrics in Spanish - Reading Inventories - Dictado Checklists - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: EDL2 or STAR
	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR	Formative or Instructional: - Writing rubrics in English - Reading Inventories - Spelling Growth - Fluency Measures - Content area project rubrics - Teacher made tests - Performance based tasks - Anecdotal Record Charts Interim: DRA or STAR	Standardized: State large scale testing (PARCC and Smarter Balance) example: Illinois Assessment of Readiness

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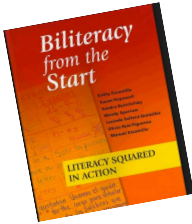
Sample Biliteracy Writing Rubric

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)	
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Page 112 in the Writing Chapter

Page 112 in
the Writing
Chapter

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Literacy Squared		Spanish Score	CONTENT	English Score
	9	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	8	Organization of composition includes effective transitions	8
	7	7	Writing includes complex sentence structures Discernible, consistent structure	7
	6	6	Sense of completeness – Clear introduction and clear conclusion	6
	5	5	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	5
	4	4	Main idea discernable with supporting details The main idea can be inferred or stated explicitly Repetitive vocabulary; may include unrelated ideas	4
	3	3	Two ideas – I like my bike and / because it is blue	3
	2	2	One idea – I like my bike (list of independent words or labels)	2
	1	1	Prewriting: Picture only. Not readable or incomplete thoughts. No discernable sentence. (Also written in a language other than the prompt).	1
	0	0	The student did not prepare a sample.	0
	STRUCTURAL ELEMENTS			
	5	5	Multi-paragraph composition with accurate punctuation and capitalization	5
	4	4	Controls most structural elements and includes paragraphing	4
	3	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	2	Uses one or more of the structural elements correctly	2
	1	1	Uses one or more of the structural elements incorrectly	1
	0	0	Structural elements not evident	0
	SPELLING			
	6	6	Accurate spelling	6
	5	5	Most words are spelled conventionally	5
	4	4	Majority of HKW are correct and child is approximating standardization of errors	4
	3	3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
	2	2	Represents most sounds in words and most high frequency words are spelled incorrectly	2
	1	1	Represents sounds in words	1
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What can she do
in Spanish? Without
Spanish data, we do not
truly know Carmen.

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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	7
6	Discernible, consistent structure	6
5	Sense of completeness - Clear introduction and clear conclusion	5
4	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	4
3	Main idea discernable with supporting details	3
2	The Rep	2
1	Two	1
0	One	0
5	Pre-disc	5
4	cap	4
3	Cont	3
2	and	2
1	mar	1
0	inde	0
5	Uses	5
4	Uses	4
3	Stru	3
2		2
1		1
0		0
6	Accu	6
5	Mos	5
4	Maje	4
3	stan	3
2	Mos	2
1	eme	1
0	Rep	0

**Biliteracy
from the
Start**

Kathy Escamilla
Susan Hopewell
Sandra Butcher
Wendy Sparrow
Larinda Soltero-Gonzalez
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**LITERACY SQUARED
IN ACTION**

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Literacy Squared Writing Rubric- Grades K, 1,2,3,4, and 5		
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	7
6	Discernible, consistent structure	6
5	Sense of completeness – Clear introduction and clear conclusion	5
4	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	4
3	Main idea discernable with supporting details	3
2	The main idea can be inferred or stated explicitly	2
1	Repetitive vocabulary; may include unrelated ideas	1
0	Two ideas – I like my bike and / because it is blue	0
0	One idea – I like my bike (list of independent words or labels)	0
0	Prewriting: Picture only. Not readable or incomplete thoughts. No discernable sentence. (Also written in a language other than the prompt).	0
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, elipses, 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 some sounds in words	1

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To use writing samples for instructional assessment:

- Select authentic writing samples in English and Spanish for one student
- Use a tool like the Literacy Squared Rubric to assess each writing sample
- Identify student strengths in both languages
- Identify student weaknesses in both languages
- Establish instructional goals.

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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"



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Agenda



Biliteracy Assessment

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STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.



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Teaching for Biliteracy Summer Institute Overview		
Tuesday, July 22 2025	Wednesday, July 23, 2025	Thursday, July 24 2025
7:30 - 8:30 AM Arrival, registration, materials pick-up, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet	7:30 - 8:30 AM Arrival, sign-in, and hot breakfast buffet
8:30 - 11:45 AM Whole Group - Institute Welcome and Introductions - Students and Goals of Biliteracy Programs - The Biliteracy Unit Framework (BUF)	8:30 - 11:45 AM Whole Group - Debrief Sample Instruction - The Multilingual Perspective - Strategic Use of Teacher Language: Language Policy - Research on Dual Language Programs - Planning for Sustainability: Vision and Pedagogy documents	8:30 - 10:15 AM Whole Group - Biliteracy Assessment - Planning for Sustainability: Effective Systems and Structures
Lunch 11:45 AM to 12:30 PM	Lunch 11:45 AM to 12:30 PM	12:00 pm Boxed Lunch and Dismissal
12:30 - 3:30 PM Breakout Groups (by grade bands: PK-2nd grade; 3rd-5th grade; secondary: 6th - 12th grade) <u>Sample Instruction Part 1:</u> Oracy Instruction in preparation for content inquiry and literacy	12:30 - 3:30 PM Breakout Groups (same as Day 1) <u>Sample Instruction Part 2:</u> Content, Literacy, and the Summative Assessment	10:30 AM - 12:00 PM Breakout Groups (Same as Days 1 & 2) <u>Sample Instruction Part 3:</u> The Bridge - Institute Closure



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