



Assessing Young Dual Language Learners

Using Resources to Deepen Your Understanding

DIGGING IN



Resource: [Strategies for Supporting All Dual Language Learners](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf)
(Follow the link below to access this resource.)

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll-strategies.pdf>

ACTIVITY

Read *Supporting Dual Language Learners* on page 2 and *Supporting Aniese* on page 5. As you read, highlight specific examples of the key ideas from this bundle, such as learning about a child's language story from families and observing the development of a dual language learner.

GUIDING QUESTIONS

- What key questions might the teacher ask Aniese's family to learn about her language story?
- What has the teacher observed about Aniese's English language development? How do the teacher's observations inform her strategies to support Aniese's development?
- What else can the teacher observe and document to learn about Aniese's development and learning across all developmental domains?
- How might the teacher partner with others to assess Aniese's knowledge and skills when she uses and hears Spanish?

KEY CONSIDERATIONS

- How might you use the questions on page 2 to learn about the language story of a dual language learner in your care?
- Why do you think it is important to learn about a child's language story?

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EFFECTIVE ASSESSMENT



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Resource: California Preschool Curriculum Framework, Volume 1

(Follow the link below to access this resource.)

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

ACTIVITY

Read the vignette on page 194, *Bringing It All Together*. As you read, think about how the teacher, Ms. Sarah, can use her observations to better understand Lonia, a dual language learner in her care.

GUIDING QUESTIONS

- What are some examples of Lonia's actions and communication Ms. Sarah observes?
- What kinds of documentation might Ms. Sarah collect and record from her observations of Lonia?
- What do Ms. Sarah's observations tell her about Lonia's language and social development?
- How does the interaction between Lonia and Ms. Sarah help Ms. Sarah assess Lonia's level of English language development?
- How might Ms. Sarah assess Lonia's knowledge and skills in settings where Lonia uses her home language?

KEY CONSIDERATIONS

- What are some strategies you can use to observe and document the development of young dual language learners when you do not speak the child's home language?