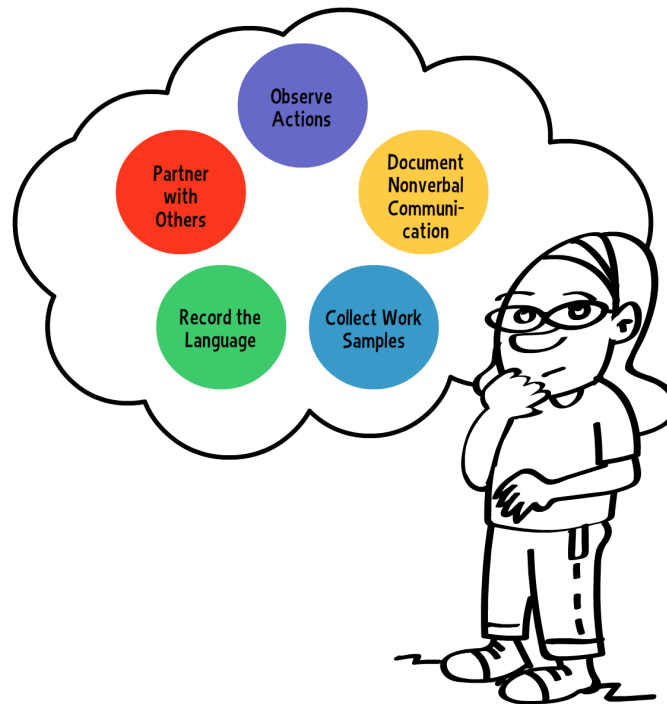


Assessing Young Dual Language Learners: ***Observation and Documentation of Young Dual Language Learners***

WHAT'S IN THIS PD2GO PACK?

Consider strategies for observing and documenting the development of young dual language learners, particularly when the teacher/provider does not speak the child's home language.

Your Participants Will...
 increase their capacity to observe and document the development of young dual language learners.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Observation and Documentation of Young Dual Language Learners*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

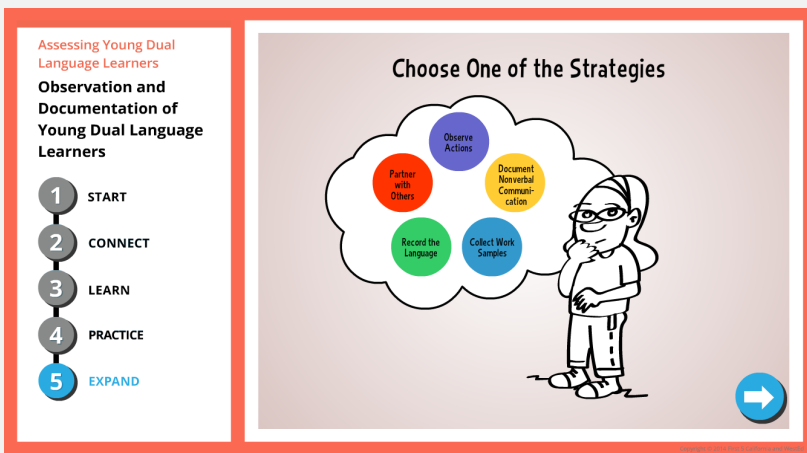
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.




EXPANDING ON THIS PD2GO PACK

This presentation on *Observation and Documentation of Young Dual Language Learners* can be used individually or in conjunction with related packs in the bundle, *Diversity of Young Dual Language Learners* and *Why Assess in Both Languages?* Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

MATERIALS




In this pack, you will find:

[Download all \(3.8 MB\)](#)

-  [Facilitator's Guide \(3.9 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Observation and Documentation of Young Dual Language Learners, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Strategies to Assess Young Dual Language Learners \(240 KB\)](#)

In this bundle, you will find:


[Download all \(260 KB\)](#)

- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
-  [Digging Deeper \(150 KB\)](#)
 -  [Family Connections \(170 KB\)](#)
 -  [Resource Links \(160 KB\)](#)



STEP 1:
START

PRESENTATION SEQUENCE



Step 1



Imagine you are visiting a city where you don't speak the language.

What can you learn about the people in a city where you don't speak the language?

FACILITATOR'S NOTES

[2 min]



Step 1 - Start

Facilitator: *Imagine you are visiting a city where you don't speak the language.*



Facilitator: *You spend a day walking around, visiting landmarks, and interacting with people. What can you learn about the people in a city where you don't speak the language?*



Invite participants to respond.

Possible responses include:

- You can get a sense of:
 - People's communication through facial expressions, gestures, and body language
 - How people spend their time
 - People's habits and customs

Facilitator: *You can gain much information from observation and nonverbal interaction, but to understand more about what you're seeing, you need to speak with someone who understands and speaks both the local language and your language.*



STEP 1:
START *Continued*

PRESENTATION SEQUENCE



Teachers/providers gain a much more complete picture of a child's learning and development by combining intentional observation and by partnering with others.



Go to step 2: CONNECT

FACILITATOR'S NOTES

Facilitator: *In a similar way, when teachers/providers assess children whose home language they do not speak, they gain a much more complete picture of a child's learning and development by combining intentional observation and by partnering with others who speak the child's home language.*

STEP 2:
CONNECT

PRESENTATION SEQUENCE

Step 2



Let's join Farzana.




FACILITATOR'S NOTES

[3 min]  **Step 2 - Connect**

Facilitator: *In the Diversity of Young Dual Language Learners and Why Assess in Both Languages? packs, we met Farzana, a teacher with many dual language learners in her group. Bo is a four-year-old dual language learner whose home language is Mandarin. He recently joined Farzana's group.*



Reference handout.
 **"Strategies to Assess Dual Language Learners"**



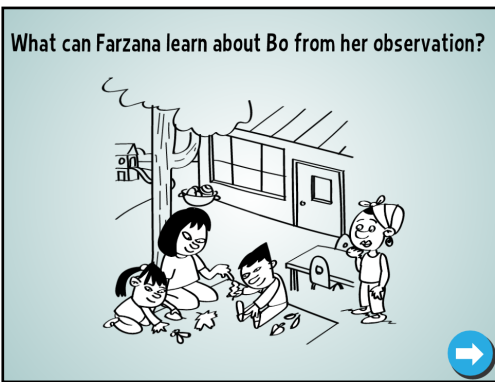
Facilitator: *One morning, Farzana notices Bo initiates play with a Mandarin-speaking peer in the outdoor area. Bo and the other child trace leaves onto large pieces of paper with crayons. The children chat mostly in Mandarin, but Bo says a few words in English: "leaf" and "green."*



STEP 2: *Continued*
CONNECT

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



Facilitator: *Though Farzana does not speak Mandarin, what can she learn about Bo from her observation? Turn to a partner and discuss.*



After partners finish their discussion, ask for volunteers to share their responses. Potential responses include:

- Farzana can learn about:
 - Bo's social skills, as he initiates play and takes turns speaking with his peer.
 - Bo's fine motor skills, as he draws.
 - Bo's developing English vocabulary about plants.
 - Bo's knowledge of the properties of leaves, as he uses Mandarin with Farzana's co-teacher, Lin.

Facilitator: *In this observation, Farzana is able to learn about many aspects of Bo's learning and development.*



STEP 2: *Continued* CONNECT

PRESENTATION SEQUENCE



Teachers/providers can learn a lot about children's learning and development through careful observation, even without being able to speak the home language.



Go to step 3: LEARN


FACILITATOR'S NOTES

Facilitator: *Teachers/providers can learn a lot about children's learning and development through careful observation, even without being able to speak the child's home language.*


STEP 3: LEARN

PRESENTATION SEQUENCE

Step 3



There are many strategies teachers/providers can use to observe children whose home language they do not speak.



→



FACILITATOR'S NOTES

[2 min]



Step 3 - Learn

Facilitator: *In the Effective Assessment pack, Why Assess in Both Languages?, we talked about the importance of assessing children using both English and their home language. Often, however, teachers/providers don't speak the child's home language.*



Facilitator: *Let's explore some strategies teachers/providers can use to assess dual language learners, even when they don't speak the child's home language.*



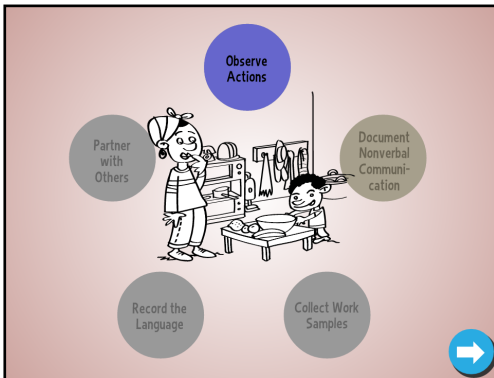
Reference handout.
📄 **"Strategies to Assess Dual Language Learners"**



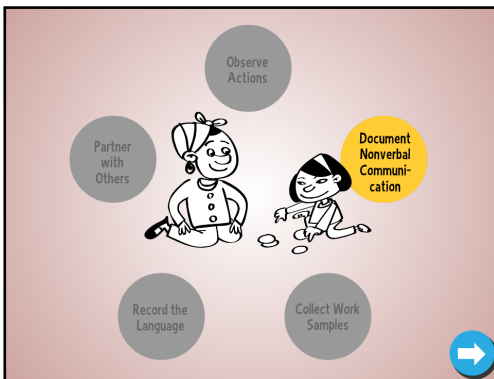
STEP 3: Continued LEARN

PRESENTATION SEQUENCE

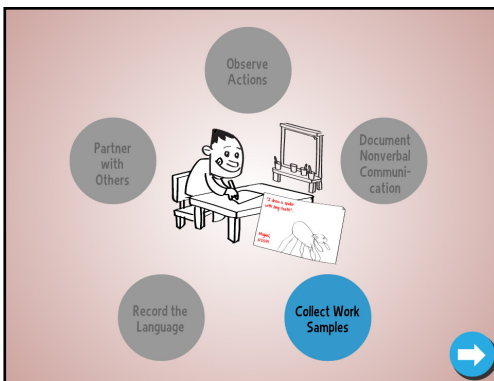
FACILITATOR'S NOTES



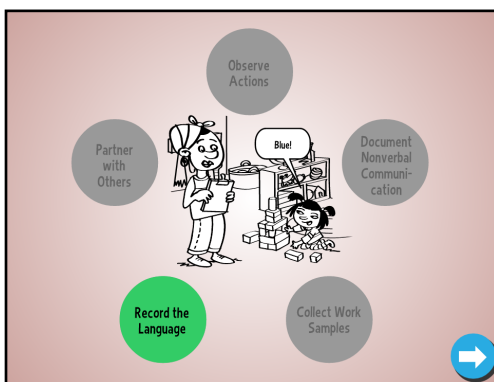
Facilitator: 1. **Observe actions**, such as what the child does with other children and adults, and with objects.



Facilitator: 2. **Document nonverbal communication**, such as gestures and facial expressions.



Facilitator: 3. **Collect work samples**, such as the child's artwork, the child's writing, and photos or videos of projects completed during child-initiated and/or teacher/provider-guided activities.

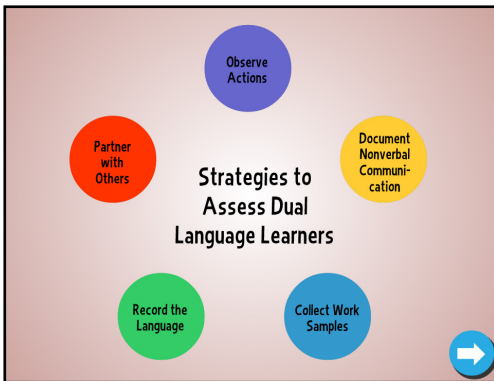
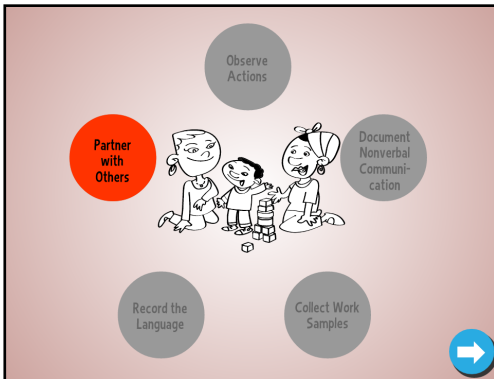



Facilitator: 4. **Record the language** the child uses in different contexts, and record what the child says.




STEP 3: *Continued* LEARN

PRESENTATION SEQUENCE





Use nonverbal evidence and partner with others to observe young dual language learners.



Go to step 4: PRACTICE

FACILITATOR'S NOTES

Facilitator: *5. Partner with others who speak the child's home language and know the child.*



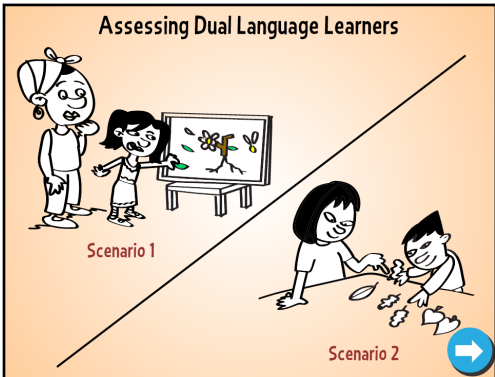
Facilitator: *When we consider and put into practice all of these strategies, we are better able to use observation to learn about children's knowledge and skills.*



Facilitator: *Use nonverbal evidence and partner with others to observe young dual language learners whose home language(s) you do not speak.*

STEP 4: PRACTICE

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

[5 min]



Step 4 - Practice



Break participants into small groups. Assign each of the groups to one of the two scenarios provided in the “Strategies to Assess Dual Language Learners” handout. If you are working with a small group, you all can work together on one or both of the scenarios.

Facilitator: *Read the brief scenario about a teacher’s/ provider’s observations.*



Facilitator: *In your small groups, discuss how Farzana can observe and document the child’s learning and development.*

The following questions can help guide you in thinking about Farzana’s observations:

- *Which of the five strategies can Farzana use?*
- *What can Farzana learn about the child in each of these observations?*
- *What questions will Farzana ask her assessment partner to learn more about the child’s knowledge and skills?*



On the handout:

Scenario 1

Farzana notices Maria, a child whose home languages are Spanish and Huasteca Nahuatl (wah-stay-kah nah-wah-tel), uses flannel pieces to build different parts of a plant. Maria puts the flannel piece for roots on the bottom of the board, the pieces for stem and leaves

STEP 4: *Continued*
PRACTICE

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
-----------------------	---------------------



in the middle, and the piece for petals on top. Farzana asks Maria about the plant, and she responds by smiling, pointing, and saying "leaf" in English. Farzana wants to learn more about how Maria might describe the plant in her home languages. She knows Maria spends her afternoons with her grandparents, who speak Huasteca Nahuatl.



On the handout:

Scenario 2

One morning, Farzana observes Bo, a child whose home language is Mandarin, during small group time, as the group sorts leaves into piles. Bo puts similar leaves in a pile, gestures at the pile, and smiles. Farzana is interested to learn more about how and why Bo sorts the leaves, so she asks Lin, her bilingual co-teacher, to have a conversation with Bo.

Pause to allow groups to discuss the scenarios. Then invite each group to share.



Facilitator: *Using multiple strategies to observe dual language learners provides us with information to understand more about children's learning and development.*



See *Effective Assessment* pack 5, *Observing with Purpose*, to learn strategies for observing all children's development and interests. See *Effective Assessment* pack 7, *Interpreting Observations*, for guidance on how to reflect on your observations.



Using multiple strategies to observe dual language learners provides us with information to understand more about children's learning and development.




Go to step 5: EXPAND



STEP 5: EXPAND

PRESENTATION SEQUENCE

Step 5




Think about how you observe dual language learners.






Choose One of the Strategies





Observing and documenting the skills and behaviors of all children, even when we don't speak their home language, helps us to know more about the children in our care, so we can create responsive learning experiences.

FACILITATOR'S NOTES

[3 min]



Step 5 - Expand

Facilitator: *Think about how you observe dual language learners whose home language(s) you do not speak.*



Facilitator: *Identify one dual language learner in your group and one skill or area you would like to assess more deeply. Choose at least one of the following strategies to use in your observations of the child in the next week:*

1. Observe actions
2. Document nonverbal communication
3. Collect work samples
4. Record the language
5. Partner with others



Invite participants to individually reflect on their plans. After a few moments, ask participants to share their observation plans with a partner.



Facilitator: *Observing and documenting the skills and behaviors of all children, even when we don't speak their home language, helps us to know more about the children in our care, so we can create responsive learning experiences.*

**THIS PD2GO PACK WAS INFORMED
BY THE FOLLOWING RESOURCES:**

California Department of Education. (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: Author.

Espinosa, L. M., & Gutiérrez-Clellen, V. F. (2013). *Assessment of young dual language learners in preschool (California's Best Practices for Young Dual Language Learners: Research Overview Papers)*. Sacramento, CA: California Department of Education.

Peña, E. D., & Halle, T. G. (2011). *Assessing preschool dual language learners: Traveling a multiforked road*. *Child Development Perspectives*, 5, 28–32.

Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language*. Baltimore, MD: Paul H. Brookes Publishing Co.