

FACILITATOR'S GUIDE

WHY ASSESS IN BOTH LANGUAGES?

EFFECTIVE ASSESSMENT

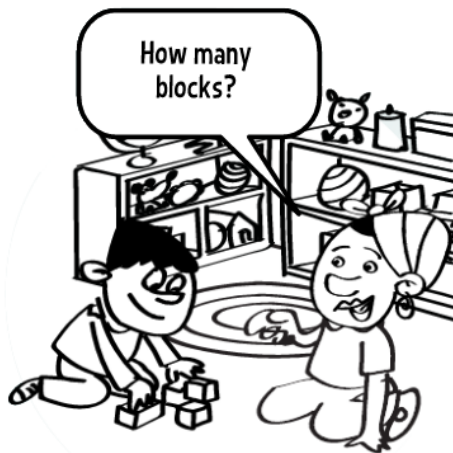
Assessing Young Dual Language Learners: *Why Assess in Both Languages?*

WHAT'S IN THIS PD2GO PACK?

Explore the importance of assessing dual language learners in both their home language(s) and English. This practice is important for both teachers/providers who speak a child's home language(s) and for those who do not.

Your Participants Will...

increase their capacity to recognize the value of assessing young dual language learners in the context of both their home language(s) and English.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Why Assess in Both Languages?*, 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.

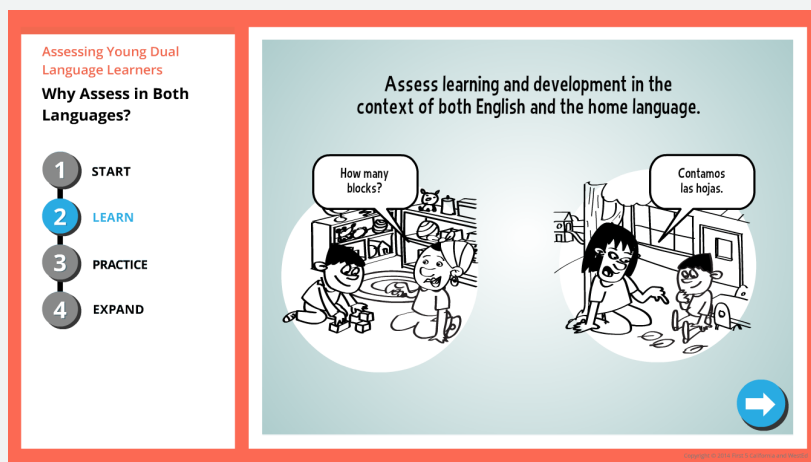
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

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.

MATERIALS

In this pack, you will find:

[Download all \(3.6 MB\)](#)

 [Facilitator's Guide \(3.9 MB\)](#)
Everything you need to facilitate this PD2GO presentation on *Why Assess in Both Languages?*, 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.

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 \(160 KB\)](#)


EXPANDING ON THIS PD2GO PACK

This presentation on *Why Assess in Both Languages?* can be used individually or in conjunction with related packs in the bundle, *Diversity of Young Dual Language Learners* and *Observation and Documentation of Young Dual Language Learners*. 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.



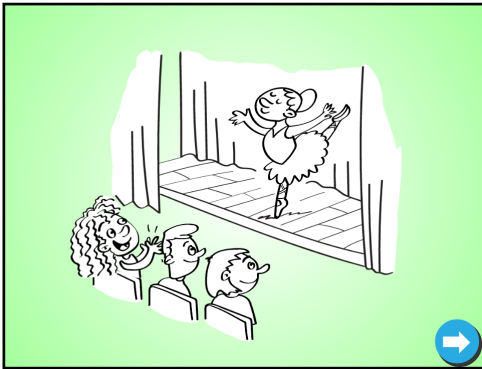
STEP 1:
START

PRESENTATION SEQUENCE


Step 1



Have you ever been surprised by a friend's skills?

Observe Children in Different Contexts



FACILITATOR'S NOTES

[3 min]



Step 1 - Start

Facilitator: *Deeti and Paula are close friends. Recently, Paula invited Deeti to a dance show where she was performing. Deeti knew that Paula had been taking dance classes, but had never seen Paula dance in a formal setting.*



Facilitator: *When the performance started, Deeti was very surprised to learn that not only was Paula the star of the performance, but her grace, agility, and strength were skills that Deeti hadn't known about.*

Have you ever been surprised by the skills of someone you know well? If so, what were the circumstances?



Invite participants to respond.

Facilitator: *Sometimes, when you see someone you know well in new circumstances, you gain a more complete understanding of that person.*




Facilitator: *In a similar way, we may have children in our group we think we know well, but observing them in different contexts, or observing them engaging in tasks we have not yet observed them doing, gives us a more complete understanding of their development. This understanding is particularly important for dual language learners who may speak English and a home language other than English in different contexts, with different speakers, or for different purposes. If we observe only what a dual language learner communicates or does while using English, we will likely underestimate their skills and knowledge.*




STEP 1:
START *Continued*

PRESENTATION SEQUENCE



When teachers/providers assess what dual language learners are able to communicate and do while using their home language(s) and English, they gain a better understanding of children's learning and development.



Go to step 2: LEARN


FACILITATOR'S NOTES

Facilitator: *When teachers/providers assess what dual language learners are able to communicate and do while using their home language(s) and English, they gain a better understanding of children's learning and development.*



STEP 2:
LEARN

PRESENTATION SEQUENCE

Step 2



Let's think more about ongoing assessment of dual language learners.



FACILITATOR'S NOTES

[5 min]  **Step 2 - Learn**

Facilitator: *Let's think more about ongoing assessment of dual language learners.*



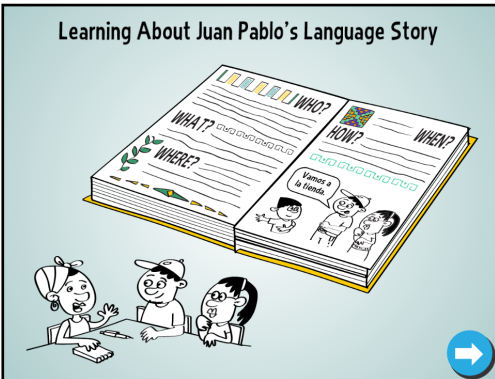
Facilitator: *In the pack, Diversity of Young Dual Language Learners, we met Farzana, a teacher who has many dual language learners in her group. Farzana recently sat down with Juan Pablo's family to learn about his language story.*



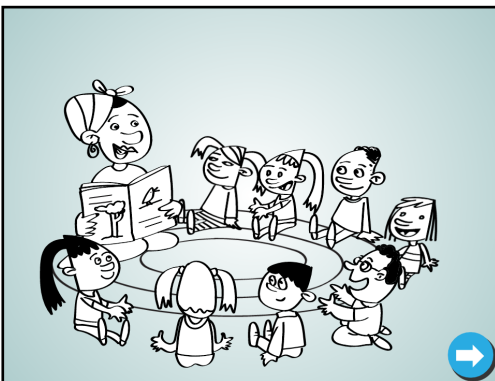
STEP 2:
LEARN *Continued*

PRESENTATION SEQUENCE

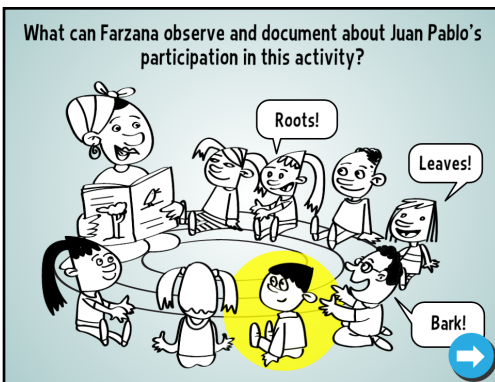
FACILITATOR'S NOTES



Facilitator: *Farzana learned many things about Juan Pablo's language story, including that his family speaks Spanish at home and that his experience in Farzana's class is his first exposure to English.*



Facilitator: *Let's join Farzana in her classroom, where the children have been exploring plants. Today she reads a book to the whole group in English about the parts of a plant. Children participate by pointing to the pictures in the book and talking about the different plant parts. Farzana observes that Juan Pablo participates by nodding his head, but he doesn't call out the parts of a plant when other children do. Farzana wonders how well Juan Pablo knows the vocabulary.*



Facilitator: *What can Farzana observe and document about Juan Pablo's participation in this activity?*



Invite participants to respond.

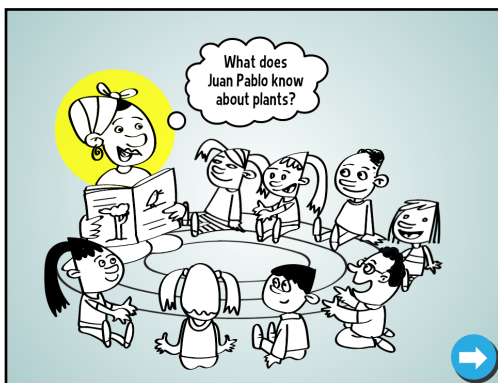
Possible responses include:

- Farzana can note when Juan Pablo nods his head in the conversation.
- Farzana can note whether Juan Pablo points to any parts of the plant.
- Farzana can note whether Juan Pablo uses any English words, such as "sprout," "leaves," "stem," or

STEP 2: *Continued*
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



“roots” (saying them aloud or mouthing the words, imitating his peers).

- Farzana can note whether Juan Pablo uses any words in another language.



Facilitator: *Farzana can observe nonverbal cues from Juan Pablo and his use of any English, but she still doesn't have an answer to the question, "What does Juan Pablo know about plants?" Farzana is careful in her interpretations of Juan Pablo's behavior and knowledge.*

She knows some children who are quiet during circle time might know more than they show. This is particularly true for dual language learners who are just beginning to develop their English language skills.

What else might Farzana be interested in learning about Juan Pablo's knowledge of plants that she couldn't observe in this English language interaction?



Invite participants to respond.

Possible responses include:

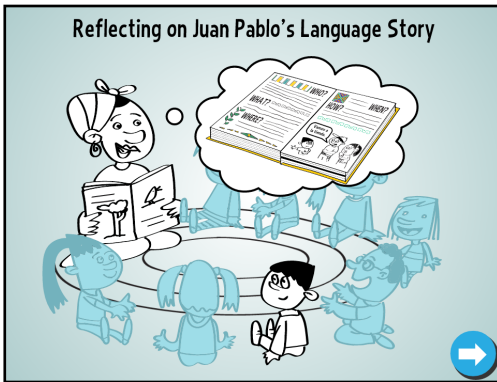
- Farzana may want to learn about Juan Pablo's vocabulary related to the parts of plants, in English or Spanish.
- Farzana may want to learn about Juan Pablo's knowledge of plant growth.
- Farzana may want to learn about Juan Pablo's interest in plants.



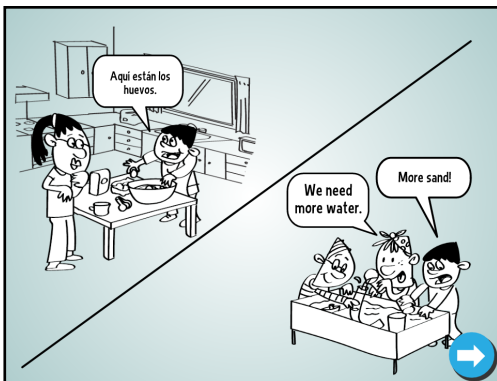
STEP 2: Continued LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

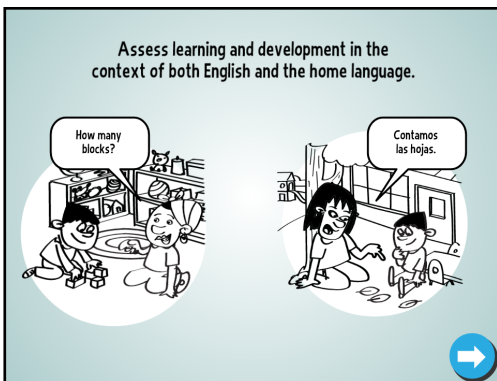


Facilitator: Knowing Juan Pablo's language story, Farzana realizes that in order to gain a full understanding of Juan Pablo's knowledge and skills, she needs to assess what Juan Pablo knows and is able to do using both English and Spanish.



Facilitator: Dual language learners may know some words in one language and other words in another language. For example, vocabulary used at home may be known in the home language, and vocabulary used at school may be known in English.

Thus, using only one language to assess a child who is learning more than one language gives teachers/providers an inaccurate or incomplete picture of the child's conceptual knowledge. Children's fluency in each language will also influence their ability to express themselves verbally. This, in turn, impacts a teacher's/provider's understanding of what the child knows and can do.




Facilitator: Therefore, it is important to observe dual language learners during different activities and across different contexts, when they speak or hear English and when they speak or hear the home language. This allows teachers/providers to assess children's knowledge more accurately and gain a more complete understanding of a child's learning and development across all domains of learning.




STEP 2: Continued LEARN

PRESENTATION SEQUENCE



Accurate ongoing assessment of dual language learners requires observation in the context of the child's home language and English.



Go to step 3: PRACTICE

FACILITATOR'S NOTES

Facilitator: *Accurate ongoing assessment of dual language learners requires observation in the context of the child's home language and English.*

STEP 3: PRACTICE

PRESENTATION SEQUENCE

Step 3



Let's strategize with Farzana.






FACILITATOR'S NOTES

[4 min]



Step 3 - Practice

Facilitator: *Let's strategize with Farzana.*



Facilitator: *Farzana needs more information to determine what Juan Pablo knows about plants, but she doesn't speak Spanish. How can she find out what she needs to know?*



Invite participants to respond.

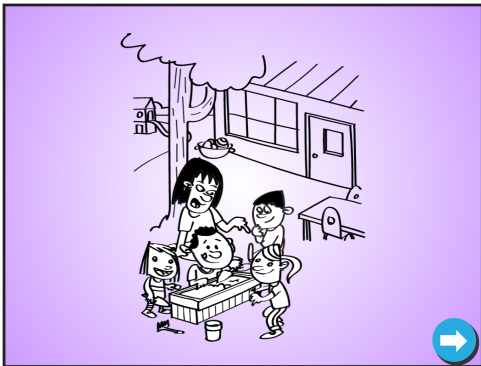
Possible responses include:

- Ask Juan Pablo's family about his knowledge of plants and related vocabulary.

STEP 3: *Continued*
PRACTICE

PRESENTATION SEQUENCE

FACILITATOR'S NOTES



- Engage community members who speak Spanish and have relationships with Juan Pablo.
- Ask for support from Spanish-speaking staff.



Facilitator: *Farzana decides to ask another teacher for help. Julia, another teacher in the program, who is Spanish/English bilingual, invites a small group, including Juan Pablo, outside to continue the earlier discussion about plants. This informal small group discussion happens mostly in Spanish.*







Facilitator: *Julia and Juan Pablo have a rich conversation about plants. Juan Pablo describes a visit to a nursery, where he and his father bought plants and later planted them in their garden. Juan Pablo speaks fluently, smiles, and explains in detail how he helped his father plant the garden. In this interaction, Juan Pablo uses the words “stem,” “leaves,” “plants,” and “roots” in Spanish and uses “plants” and “leaves” in English.*

What new information have Julia and Farzana learned from Julia’s interaction with Juan Pablo?








- Invite participants to respond.
- Possible responses include:
- Juan Pablo knows the names of plant parts in Spanish.
 - Juan Pablo knows some plant vocabulary in English.

STEP 3: *Continued*
PRACTICE

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Partner with others to observe children in the context of all the languages they speak.</p>  <p style="background-color: #4a7ebb; color: white; padding: 2px 5px; border-radius: 5px; display: inline-block;">Go to step 4: EXPAND</p> </div>	<div style="margin-bottom: 20px;">  <ul style="list-style-type: none"> ▪ Juan Pablo has had personally meaningful experiences with his family around plants and is able to use vocabulary about plants to describe his experience. </div> <p>Facilitator: <i>By having a small group interaction with Juan Pablo in Spanish, Farzana and Julia learned many new pieces of information about Juan Pablo.</i></p> <div style="margin-top: 20px; text-align: center;"> <p>CLICK </p> </div> <p>Facilitator: <i>Partner with others to observe children in the context of all the languages they speak.</i></p>

STEP 4:
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 1px solid green; padding: 10px; text-align: center;"> <p>Step 4</p>  <p>Identify one dual language learner in your group whose home language you do not speak.</p>   </div>	<p>[3 min] CLICK  Step 4 - Expand</p> <p>Facilitator: <i>Identify one dual language learner in your group whose home language you do not speak.</i></p> <div style="margin-top: 20px; text-align: center;"> <p>CLICK </p> </div>

STEP 4:
EXPAND *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

- Facilitator:** *Choose a specific skill or area of development that you would like to assess more deeply for this child, and make a plan for observation.*
- *Think when you might observe this child demonstrating this particular skill or area of development.*
 - *Identify someone you can partner with to assess this child.*
 - *When will your partner observe this skill or area of development?*
 - *Will you ask him or her to take notes? Photos? Will you compare your observations?*



Make a plan that you will implement together in the next week.



Invite participants to spend a few moments to reflect.



- Facilitator:** *Assessing dual language learners in the context of both their home language(s) and English gives teachers/providers the opportunity to understand a child's interests, learning, and development more accurately.*


 Assessing dual language learners in the context of both their home language(s) and English gives teachers/providers the opportunity to understand a child's interests, learning, and development more accurately.


**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.

Florez, I. R. (2013). *Assessing young dual-language learners*. *Exchange Magazine*, 213, 58–61.

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.