

GATEWAYS TO OPPORTUNITY ®

ESL & Bilingual Credential

CONTENT AREA: *OBSERVATION AND ASSESSMENT*

Competency	Descriptor(s)	Videos	Modules/Webinars	Tip Sheets/ Blog Posts/How Tos	Papers
OA1 Outlines the importance of collecting of observational data related to language use.	<p>Identifies methods to collect language use data by writing anecdotes or using technology-based formats.</p> <p>Identifies cultural and linguistic factors that impact assessment results. (#)</p>			<p>NAEYC <i>Position Statement for Screening and Assessment of Young English-Language Learners</i> https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ELL_Supplement_Shorter_Version.pdf</p> <p>New America-Blogpost Dual Language Learners Reader Post (#)6: <i>Tests for DLL/ELLs</i> - https://www.newamerica.org/education-policy/edcentral/dllreader6/</p> <p>New America Blog Post <i>Assessing the Kindergarten Readiness of Dual Language Learners</i></p>	<p>Chalkbeat <i>Assessing English Learners in Kindergarten</i></p> <p>https://chicago.chalkbeat.org/2019/7/9/21108516/how-to-get-more-english-learners-prepared-to-enter-kindergarten-illinois-wrestles-with-answer</p>

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				https://www.newamerica.org/education-policy/edcentral/dll-data-gaps-4/	
OA2 Describes legal and ethical practices for identifying multilingual children and children with special needs.	Identifies similarities and differences in assessment practices for multilingual children and those with suspected disability.		<p><u>Early Childhood Learning and Knowledge Center</u> <i>Disabilities Dialogue</i> Three different webinars that discuss facts about and ways to support children with disabilities who are also dual language learners (DLLs). Listen as presenters share high-quality screening practices to determine if a child who is a DLL needs further evaluation.</p> <p>1. <i>Supporting children with disabilities that are also dual language learners</i> (1:08) Discover myths and facts about and ways to support children with disabilities who are also dual language learners (DLLs). Listen as presenters share high-quality screening practices to determine if a child who is a DLL needs further evaluation. Explore teaching</p>		<p><u>New America:</u> <i>Dual Language Learner Data Gaps and recommendations for policy change</i> https://www.newamerica.org/education-policy/reports/dual-language-learner-data-gaps/</p>

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			<p>practices for promoting engagement once a child has been identified as having a disability.</p> <p>https://view.vzaar.com/5154134/player?apiOn=true(&)GAOn=true</p> <p>2. <i>Effective instruction: Ongoing Assessment</i> Learn how to plan for and use ongoing child assessment to provide quality teaching and learning for children with disabilities. Walk through the process of understanding the annual Individualized Education Program (IEP). Disabilities coordinators and staff will learn how to use data to determine teaching effectiveness. (55:36)</p> <p>https://view.vzaar.com/5154151/player?apiOn=true(&)GAOn=true</p> <p>3. <i>Effective Instruction: Embedding IEP Goals</i></p>		

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			<p>In this webinar, listen as presenters talk about embedding instruction. Find out how to incorporate children's specific Individualized Education Program (IEP) goals into daily instruction without taking more time and resources.</p> <p>https://eclkc.ohs.acf.hhs.gov/video/effective-instruction-embedding-iep-goals</p> <p>All three webinars are also available at: https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/disabilities-dialogue</p>		
<p>OA3 Describes language assessment procedures, screening tools and observation methods in all relevant languages of the child to identify multilingual children.</p>	<p>Matches administration requirements with a variety of language screening tools in the languages relevant to the child.</p> <p>Matches administration requirements with a variety of assessment practices(#) in all the languages relevant to the child.</p>	<p>Center for the Study of Education Policy Short video showing a- Illinois State University <i>Kindergarten bilingual teacher taking a running record in Spanish</i> https://pk3teachleadgrow.org/learning-modules/marthas-classroom-assessment</p>	<p>University of Wisconsin-Madison School of Education WIDA MODULE TWO TOPIC 3 <i>Understanding the performance definitions.</i> https://uonline.education.wisc.edu/mod/scorm/view.php?id=29643</p>		

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	<p>Describes culturally, linguistically and developmentally appropriate methods for observational assessment that include all languages relevant to the child.</p>	<p><u>Illinois Early Learning Project:</u> Benchmark Videos <i>Dual language use during choice time</i> Observe linguistic capabilities during choice time. Analysis using WIDA performance definitions is included. https://illinoisearlylearning.org/videos/videos-benchmark/dual-language/</p>			
	<p>Describes culturally appropriate data collection techniques to collect information from families about all languages relevant to the child.</p>	<p><u>Illinois Early Learning Project</u> <i>One Morning at the construction table</i> Observe linguistic capabilities during choice time. Analysis using WIDA performance definitions is included. https://illinoisearlylearning.org/videos/videos-benchmark/construction/</p> <p><u>California Early Childhood Educator Competencies</u> Dual-</p>			

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		<p><i>Language Development</i> (*) (Video Total= 20:52) This video (which includes segments in English and Spanish with corresponding subtitles)addresses a variety of topics. The segment below is particularly appropriate for this Content Area and Competency.</p> <p>a. <i>“Observation and Assessment of Young Dual-Language Learners,”</i> 14’ 04” to 18’ 19”</p> <p><u>Teaching at the Beginning:</u> <i>A commentary on brand new words</i> (*) Linda M. Espinosa, PhD, researcher and author, talks about how children make sense of the characteristics of the different languages they’re exposed using clips of a group of Chinese girls teach their teacher some words in Chinese</p>			

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		https://www.youtube.com/watch?v=IXGU0QfSynE			
OA4 Applies family friendly assessment strategies to assure families are part of the process	<p>Explains results of assessment to families in culturally and linguistically comprehensible ways.</p> <p>Acts as a cultural broker to keep family informed during the assessment and ensuing decision-making processes.</p> <p>Collaborates with families to plan individual goals in all languages relevant to the child.</p>	<p><u>California Early Childhood Educator Competencies</u> <i>Dual-Language Development</i> (*) The segment below is particularly appropriate for this Content Area and Competency. <i>“Observation and Assessment of Young Dual-Language Learners,”</i> 14’ 04” to 18’ 19” https://www.youtube.com/watch?v=xqCmvPxssYw(&)list=PLhOEVkEub6hEkfyp3Y6YSH3dHZWRpgykX(&)index=6(&)t=0s</p> <p><u>California Early Childhood Educator Competencies</u> <i>Observations, screenings, assessments and documentation</i> [in English with Spanish subtitles] This video addresses</p>			

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		a. "Observation," 0.19" -5" 38' b. <i>Screening and Referral</i> ," 5'38-10' 22' c. "Assessment," 10' 24" -13' 25" d. "Documentation, "Interpretation, Planning, and Implementation." 13' 26"- 19' 26" https://www.youtube.com/watch?v=ezCyC2ReVIE(&)t=184s			
OA5 Identifies evidence-based instruments and practices for assessing multilingual children with special needs.	Utilizes knowledge of federal and state laws related to the identification of multilingual children. Differentiates and explains evidence-based practices for assessing multilingual children with special needs. Identifies external factors that may impact the accuracy of assessment results (policies, classroom language models, personnel, resources).		University of Wisconsin-Madison School of Education WIDA Module 3 Topic 3 <i>Ensuring Access and Opportunity by examining eligibility. (&)</i> https://uonline.education.wisc.edu/mod/scorm/view.php?id=29661	New America: <i>English Learners with Disabilities: Shining a Light on Dual-Identified Students</i> https://www.newamerica.org/education-policy/reports/english-learners-disabilities-shining-light-dual-identified-students/	West Ed Brief: <i>Strategies to identify and support English Learners with learning disabilities.</i> Includes links to manuals from multiple states which are not exclusively related to EC. https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/REL_West_EL_SWD_brief-2020-revised.pdf

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<p>OA6 Selects and implements ethical, valid and reliable tools and techniques for assessing multilingual development and learning to inform group and individual planning and instruction according to the classroom language model.</p>	<p>Selects developmentally appropriate types of assessment according to considerations about all languages relevant to the child.</p> <p>Evaluates assessment results using ethical, developmentally, linguistically and culturally responsive principles.</p> <p>Identifies ways to consistently include culturally and linguistically knowledgeable informants in the multi-disciplinary team.</p>			<p><u>New America</u> <i>New Study Examines the Impact of Different Language Models on DLLs' Language Development</i> Describes use of CLASS and CASEBA to measure impact of dual language model on child outcomes. https://www.newamerica.org/education-policy/edcentral/new-study-examines-impact-different-language-models-dlls-language-development/</p> <p><u>Center for Early Care and Education CECER</u> <i>Approaches to assessing the language and literacy skills of young dual language learners: A review of the research</i> https://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/ResBrief%2310.pdf</p> <p><u>Illinois State Board of Education</u> <i>Providing Preschool Services to Culturally and Linguistically Diverse Students with Disabilities</i></p>	<p><u>Research paper</u> <i>Examining linguistic interactions of dual language learners using the Language Interaction Snapshot (LISn) (2019)</i> https://www.sciencedirect.com/science/article/pii/S0885200619300195</p>

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				<p>In <u>Serving English Language Learners with Disabilities</u>: https://www.isbe.net/Documents/bilingual_manual2002.pdf</p>	
<p>OA7 Incorporates family goals regarding children’s multilingual development in assessment and individual planning.</p>	<p>Utilizes screening information that reveals children’s use all of their linguistic assets.</p> <p>Collects ongoing assessment information in all languages relevant to the child and uses it to adjust instructional supports in accordance with classroom language model. Utilizes language assessment information to inform the planning, instruction and development of IFSP/IEP goals in all languages relevant to the child.</p> <p>Assesses the effectiveness and appropriateness of linguistic and culturally responsive strategies designed to meet the individual needs of a child and to facilitate inclusion in learning experiences.</p>	<p><u>Colorin Colorado</u> Cristina Sanchez-Lopez <i>Under and over identification of ELL’s in special education</i> https://www.youtube.com/watch?v=AFxDsAtnxx4</p> <p><u>Colorin Colorado</u> Alba Ortiz <i>Over-identification: Why ELLs may be referred to special education.</i> https://www.youtube.com/watch?v=fPIMGtcrq38(&t=2s</p> <p><u>Colorin Colorado</u> Alba Ortiz <i>Under identification: Why ELLs may not get the special education services they need.</i> https://www.youtube.com/watch?v=dYEQtvd4ZLo</p>	<p><u>University of Wisconsin-Madison School of Education</u> WIDA Module 3 Topic 3 <i>DLL’s with disabilities and the family’s role in assessment. (*)(&)</i> https://uonline.education.wisc.edu/mod/scorm/view.php?id=29661</p>		

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		<p><u>Colorin Colorado</u> <i>Student scenario for overidentification: Li</i> https://www.youtube.com/watch?v=WTaJu-5PHTk(&)list=PLoU659hwTdDZ-zwuicEybQ0TVOx7Q-Kfk(&)index=4</p>			
<p>OAS Adapts observation, screening, and assessment strategies for multilingual children for all languages relevant to the child to inform individual planning and instruction.</p>	<p>Uses all languages relevant to the child to understand child's linguistic assets.</p> <p>Advocates for appropriate adaptations in formal and informal assessment contexts.</p>	<p><u>Sobrato Early Academic Language (SEAL)</u> <i>Oral Language Analysis-</i> Demonstrates an approach to formative assessment based upon oral language and how it is used to plan for ELD. 11:33 https://www.youtube.com/watch?v=RklALjntX_Y</p>		<p><u>Head Start: Early Childhood Learning and Knowledge Center [ECLKC]-</u> <i>Same, Different, and Diverse Understanding Children Who Are Dual Language Learners(DLLs) (*)</i></p> <p>https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-eng.pdf Also available in Spanish https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-same-different-diverse-esp.pdf</p>	

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