

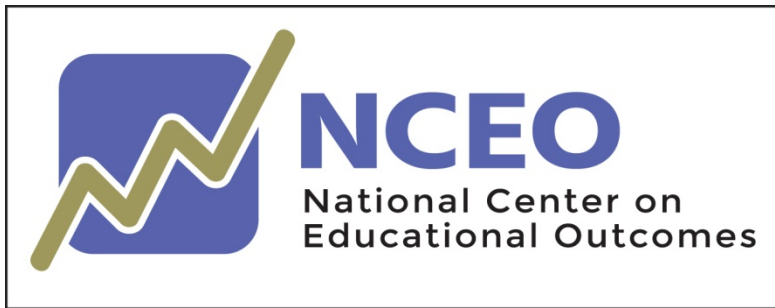
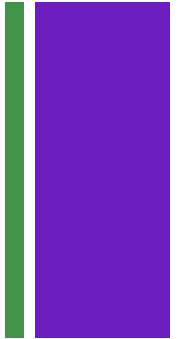
WIDA Standards-Based Early Language Assessments to Support, Instruct, and Assess DLLs

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+ Project Partners

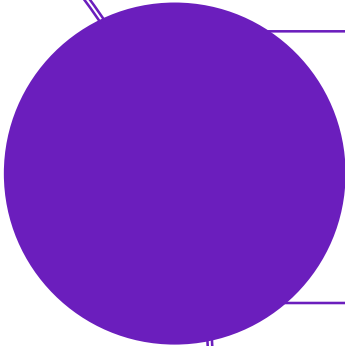
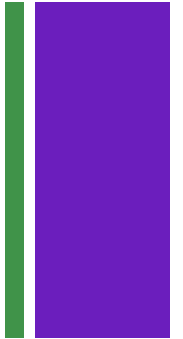


+ Introductions

- Your name
- Your state
- What you do
- The weirdest thing you've ever eaten



+ Outcomes

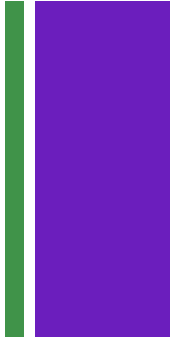
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1. Understand WIDA Early Years comprehensive approach

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2. Understand WIDA Early Years assessment system and components

+ Dual Language Learners



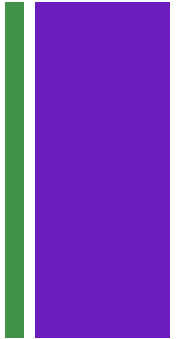
Children ...

who are developing two or more languages simultaneously or sequentially
age 2.5–5.5 years

Not “LEP” or “ELL,” or “EL”

“DLL” intentionally places the focus on children’s learning and development in two (or more) languages

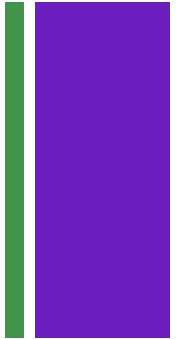
+ DLLs: Population



The number of DLLs in Early Care and Education (ECE) systems and public schools in the United States has continued to rise during the past 20 years (Espinosa, L.,2013).

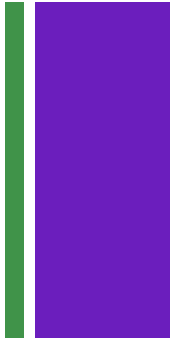
Approximately one in three children in Head Start programs have a home language other than English (Advisory Committee on Head Start Research and Evaluation: Final Report, 2012)

+ Background Diversity of DLLs



- Children born in the U.S.
- Children of immigrants
- Children of refugees
- Children of migrants
- Adoptees
- Homeless children
- Foster care children

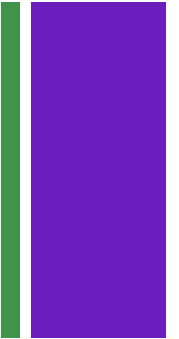
+ Types of Diversity



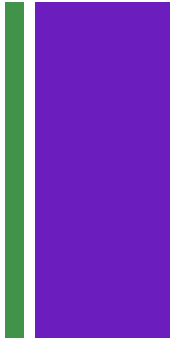
- Cultural and sociocultural diversity
- Linguistic diversity
- Language development diversity
- Disability diversity
- Age diversity

+ Importance of Culture

- Children and their families are characterized by diverse communication styles
- Non-verbal communication misunderstandings are more likely to occur in intercultural settings
- Disability is perceived differently across cultures
- Children's cultures of origin and prior intercultural experiences have implications for learning and assessment
- Educators need intercultural competence skills



+ Discussion Point - Considerations



Think of a young dual language learner. What considerations come to mind regarding their...

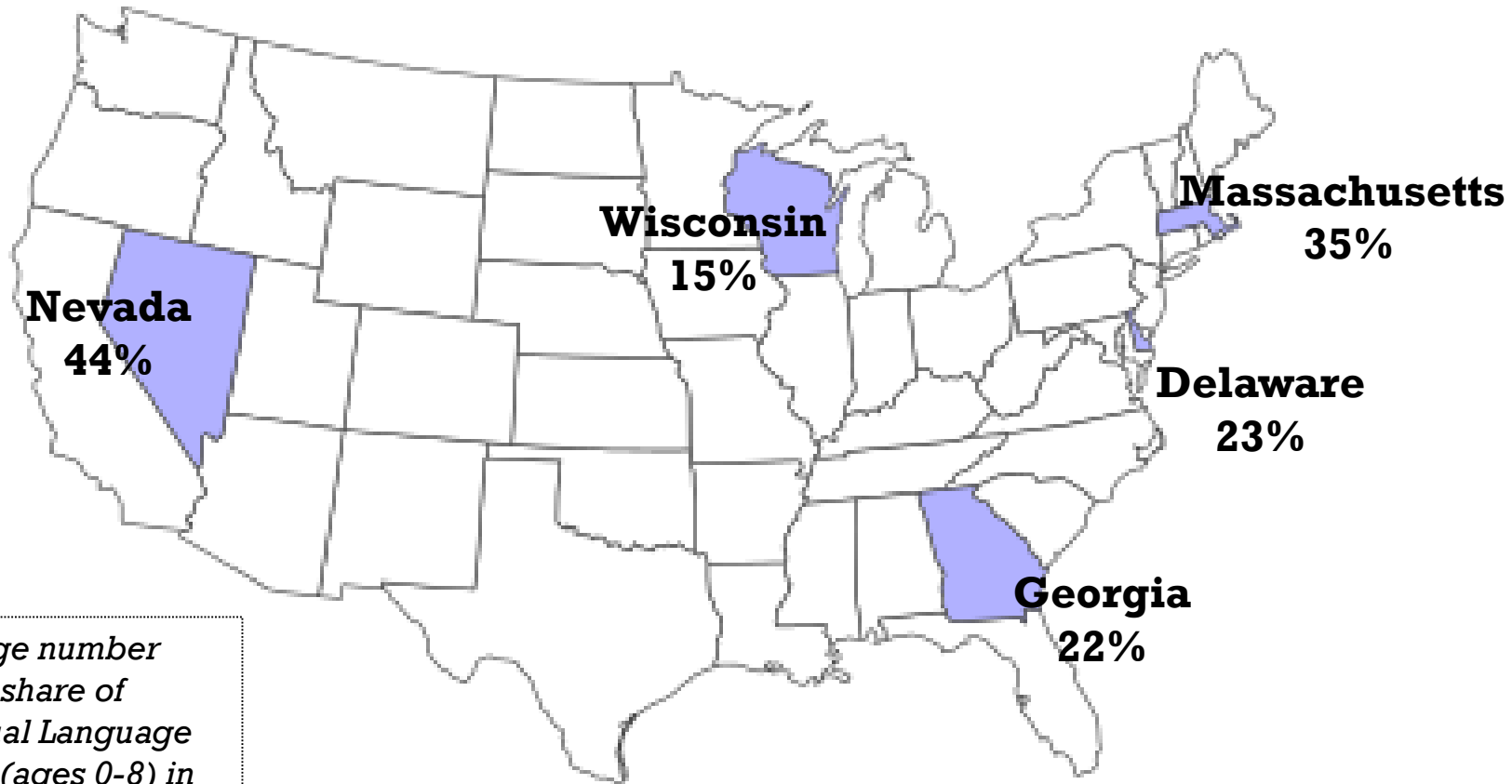
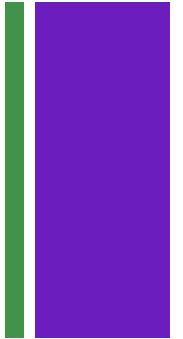
Language

Culture

Disability

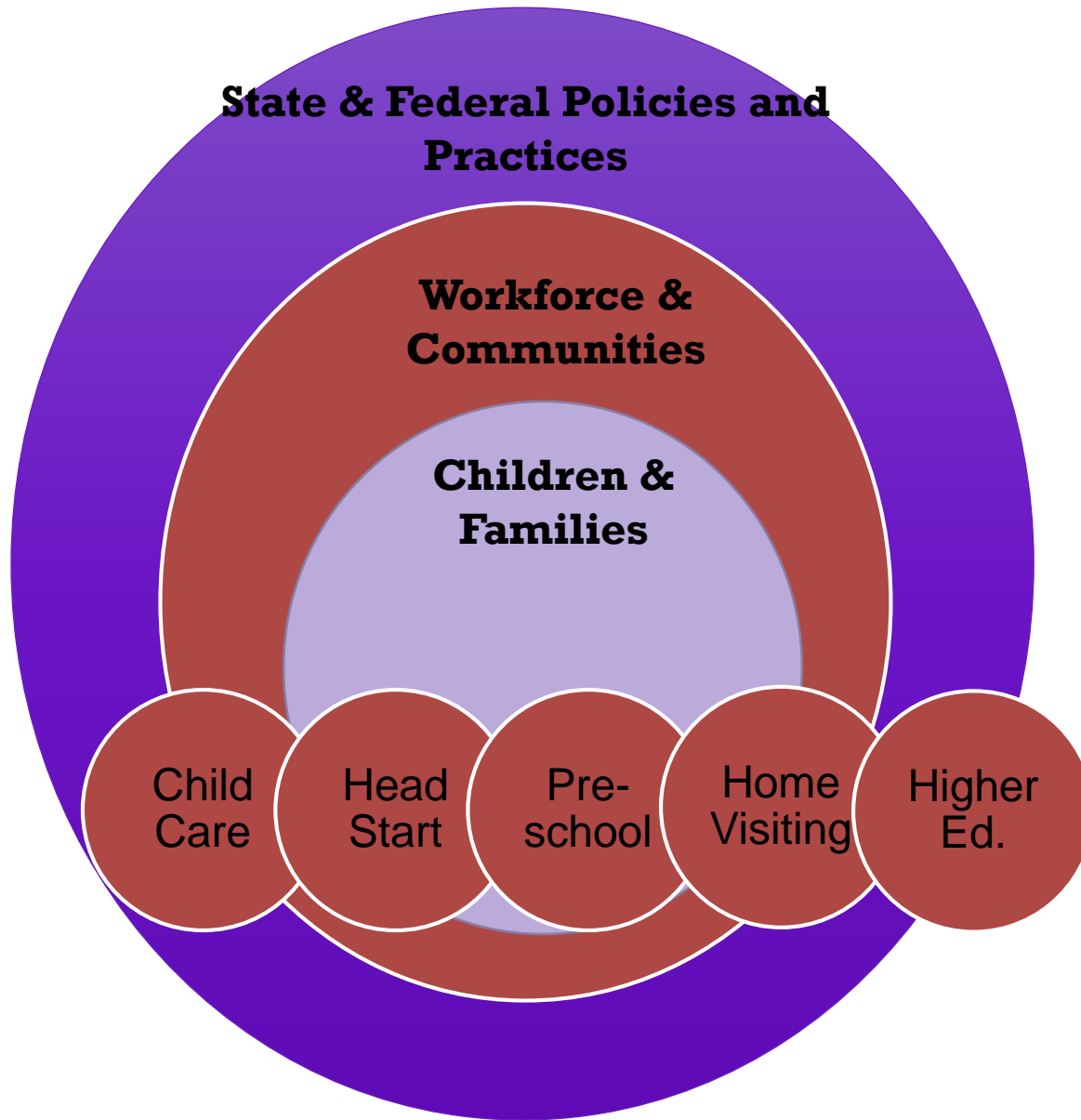
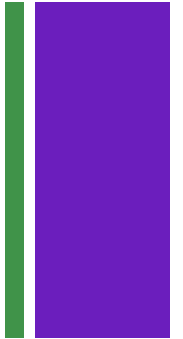


+ State Partnerships



Percentage number indicates share of young Dual Language Learners (ages 0-8) in each state.

+ Partnerships



State & Federal Policies and Practices

Workforce & Communities

Children & Families

Child
Care

Head
Start

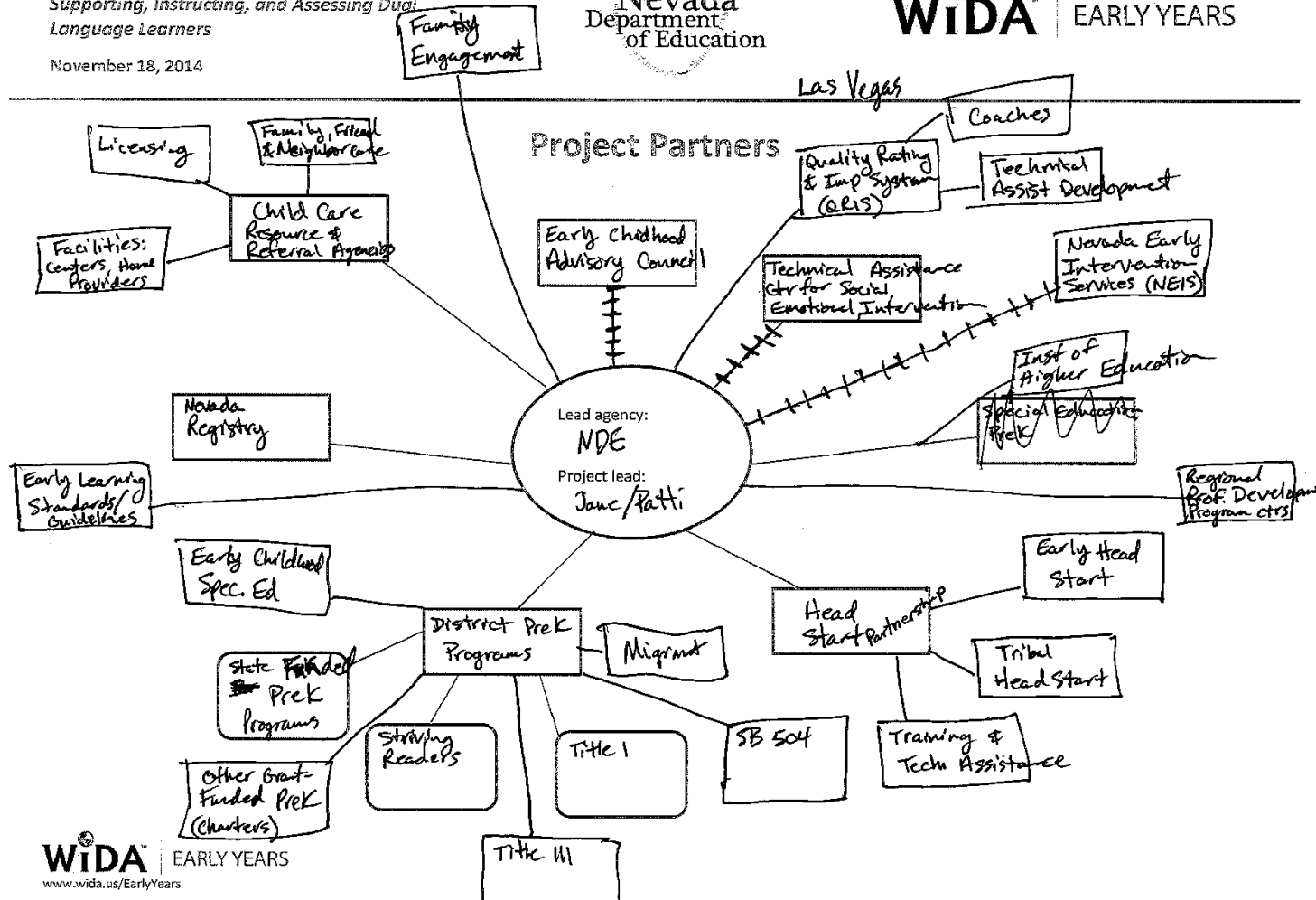
Pre-
school

Home
Visiting

Higher
Ed.

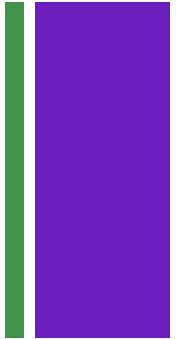
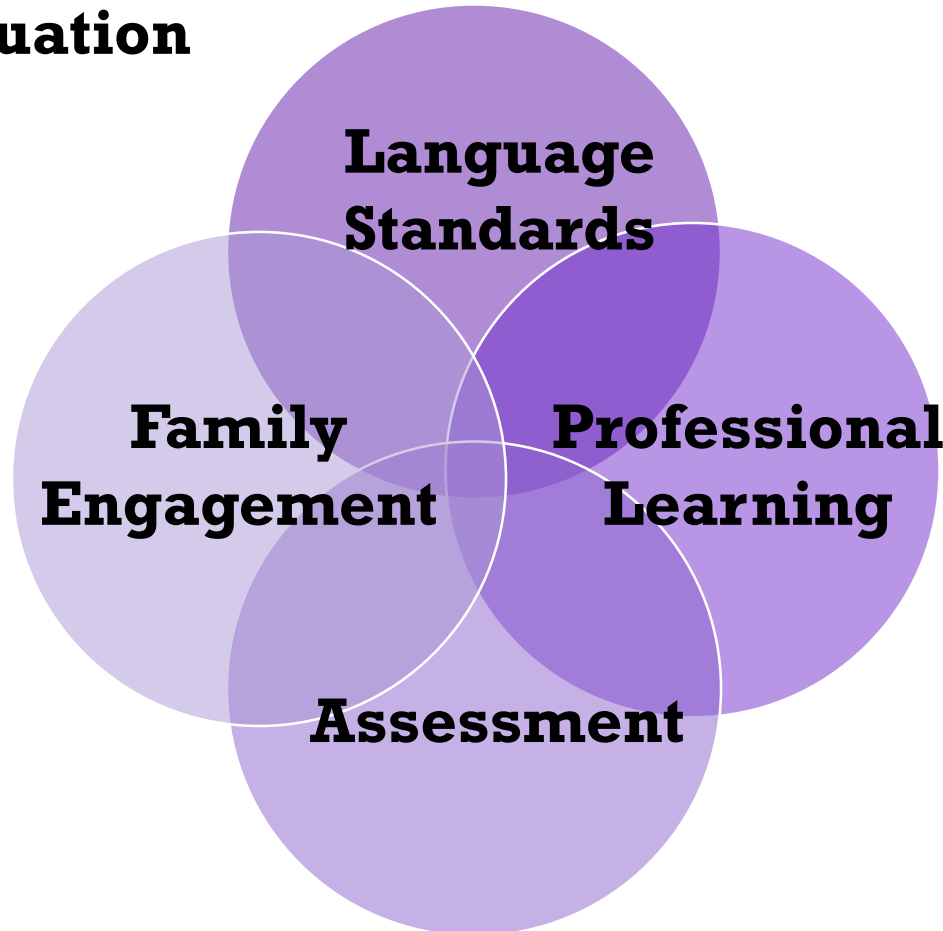
+ Project Partners

Planning
Supporting, Instructing, and Assessing Dual
Language Learners
November 18, 2014

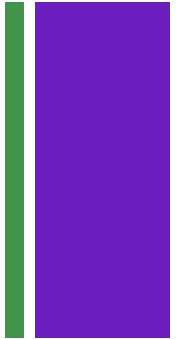


+ Early Years Components

Planning, Research, Development, & Evaluation



+ Discussion Point - Core Values

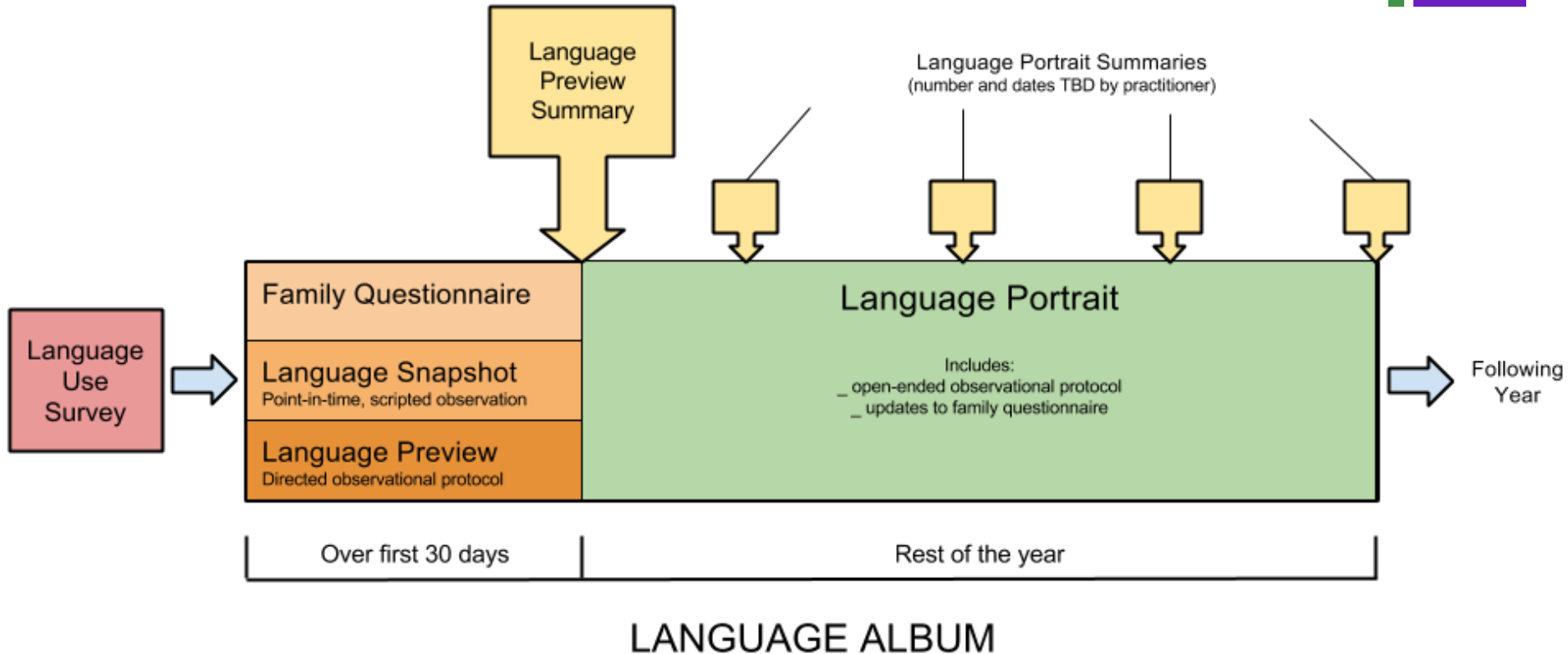
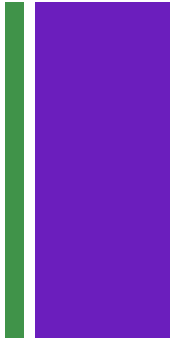


- Importance of home language(s)
- Multiple languages are an asset
- Language difference vs. disability
- Families are partners
- Include all early care and education sectors

+Vision

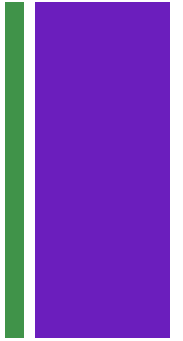
- An assessment system that targets DLLs ages 2.5-5.5 year-olds and is informed by WIDA E-ELD Standards Framework
- Observation tool to be used by practitioners to assess children's language development in everyday early care and education settings
- Formative
- Engages families and informs both program and instruction
- Connected to other curricula and assessments being used in everyday early care and education settings

+ Conceptual Framework

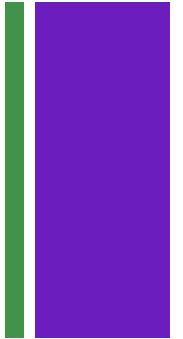


+ Current Stages of Development

- Development of assessment use argument
- Development of assessment framework, test specifications/test blueprint
- Development of prototype items
- Cog labs at multiple sites

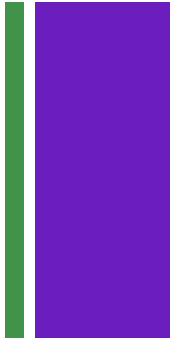


+ Cognitive Labs



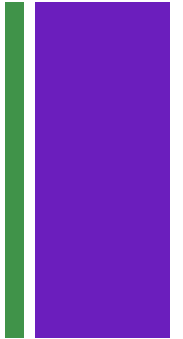


Prototype Items: Language Use Survey



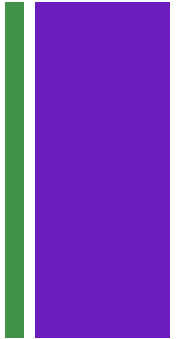
- Used for initial identification of DLLs and their families
- Sample items:
 - My child hears the following languages at home:
 - In the past, my child has consistently heard or spoken the following languages:

+ Prototype Items: Family Questionnaire



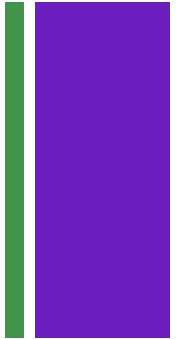
- Used for understanding DLLs' home language environment and history and their language exposure and use
- Initiates the beginning of family engagement
- Sample items:
 - Parents and caregivers list with whom child interacts at home and in which language(s).
 - Parents and caregivers discuss any goals they may have in regards to their child learning two (or more) languages.

+ Prototype Items: Language Snapshot



- Used for observing/assessing DLLs' early English language development level (i.e., Levels 1, 3, 5) in various contexts-initial “preview”
- Children will begin to receive appropriate language instruction and support based on their language level
- Sample activities:
 - Blocks/vehicles-building
 - Literacy

+ Prototype Items: Language Preview



- Used for observing/assessing DLLs' early English language development level (i.e., Levels 1, 3, 5) in various contexts-initial “preview”
- Children will begin to receive appropriate language instruction and support based on their language level
- Children are observed in authentic natural environments within 30 days of starting in early care and education program

+ Considerations for All DLLs



+ Questions?

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