



Assessing Biliteracy with CCSS Aligned Writing Tasks

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Cut to The Core Conference
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Context

- CCSS/PARCC
- ICS
 - Dual language Spanish/English, Portuguese-English
 - K-5
- Dual language & CCSS/PARCC



We are the **INTERNATIONAL** Charter School



Where 326 Students, 423 Parents, 48 Staff, and 10 Board Members Were Born

Literacy Professional Development Activities at ICS

- Residency with Ellin Keene
 - Focus on thinking strategies
 - Development of a scope and sequence
 - Alignment with CCSS
- Focus on writing
 - Holistic Biliteracy Framework-an *asset* approach
 - Informative Text Writing
 - Ongoing, task force

Analysis of Student Writing



- Prompt
- Analysis



ICS 4th Grade Student PARCC Results

- 12/15 did not respond appropriately to the prompt
- Providing a summary or retelling
- Many included details from the text that were not relevant to the task
- Some included their opinion
- Some gave some description of the character without citing thoughts, words and actions, or visa versa.
- None wrote an essay

What's different with CCSS/PARCC?

- Comparing 2 works v. schema or 1 work
- Deep analysis
- Grade level band reading/higher
- Textual evidence v. stand alone prompts/schema
- Knowledge of language and conventions when writing
- Forms of writing
- Writing at every grade
- Prose Constructed Responses
 - Synthesize & compare, close reading
- Use of technology

Holistic Biliteracy Framework

- Literacy Squared, Bueno Center for Multicultural Education, University of Colorado
- Rubric to score student writing in 2 languages, side by side
- Asset approach

8029 - 2nd grade

Escribe lo que te gusta hacer cuando no estás en la escuela. Y dí por qué.

Cuando no estoy en la escuela vamos a iriches con mi papá, mi mamá y con mis tres hermanos y fuimos a divertirnos mucho porque nos divertimos mucho. Después ya estamos en el agua nadando para atrás y para adelante y divirtiendanos mucho. Después ya nos salimos del agua y compramos 6 etabos para ami para mi papá, mi mamá y mis tres hermanas.

What do you like to do at recess? Why?

I like to play wet Rachel wet the tetherball and I like to play wet jer at recess. I like to play wet jer because this is my best friend dat a gar ever seen end the rold.

SPANISH SCORE	CONTENT	ENGLISH SCORE
10	Focused composition, conveys emotion or uses figurative language, is engaging to the reader; clearly addresses the prompt; book language	10
9	Organization of composition includes effective transitions & includes vivid examples	9
8	Writing includes complex sentence structures and has a discernable, consistent structure	8
7	Sense of completeness – Clear introduction and clear conclusion	7
6	Includes descriptive language (use of adjectives, adverbs at the word level) and/or varied sentence structures	6
5	Main idea discernable with supporting details, or main idea can be inferred or stated explicitly, or repetitive vocabulary: may include unrelated ideas	5
4	Two ideas– <i>I like my bike and/because it is blue</i>	4
3	One idea expressed through a subject & predicate, subject may be implied (<i>I like my bike, amo, or run</i>)	3
2	Label(s), list of words. May communicate an idea w/o subject & predicate	2
1	Prewriting: Picture only, not readable, or written in a language other than the prompt	1
0	The student did not prepare a sample	0

8029 – 2nd grade

STRUCTURAL ELEMENTS		
5	Multi-paragraph composition with accurate punctuation and capitalization	5
4	Controls most structural elements and includes paragraphing	4
3	Controls beginning and ending punctuation in ways that make sense and is attempting additional structural elements (commas, question marks, guiones, apostrophes, ellipses, parentheses, hyphens, and indentation)	3
2	Uses one or more of the structural elements correctly	2
1	Uses one or more of the structural elements incorrectly	1
0	Structural elements not evident	0

8029 – 2nd grade

SPELLING		
6	Accurate spelling	6
5	Most words are spelled conventionally	5
4	Majority of HFW are correct and child is approximating standardization in errors	4
3	Most words are not spelled conventionally but demonstrates an emerging knowledge of common spelling patterns	3
2	Represents most sounds in words and most high frequency words are spelled incorrectly	2
1	Represents some sounds in words	1
0	Message is not discernable	0

8029 – 2nd grade Literacy Squared® Qualitative Analysis of Student Writing Bilingual Strategies			
	(Spanish → English)	(English → Spanish)	Spanish ↔ English (bidirectional)
DISCOURSE <input type="checkbox"/> <i>Rhetorical structures</i> (first, next, last) <input type="checkbox"/> <i>Punctuation</i> (signals awareness of code-switches- <i>me gusta</i> "basketball," or ¡Run fast!)			
SENTENCE/PHRASE <input type="checkbox"/> <i>Syntax</i> (subject omission, word order- the bike of my sister) <input type="checkbox"/> <i>Literal Translations</i> (<i>agarré todas bien</i> /I got them all right) <input type="checkbox"/> <i>Code-switching</i> (<i>no puedo hablar</i> in just one language)			
WORD LEVEL <input type="checkbox"/> <i>Code-switching</i> <input type="checkbox"/> <i>Loan words</i> (soccer, mall) <input type="checkbox"/> <i>Nativized words</i> (spláchate/splashed)			
PHONICS Spanish → English (japi/happy) English → Spanish (awua/agua) Spanish ↔ English (bihave/behave, lecktura/lectura)	iliches/Elitches, a/I, jer/her, wet/with, shis/she's, rold/world end/in the, dat/that		b/d, d/b reversal
Developmental Language Specific Approximations			
SPANISH		ENGLISH	
Structural elements, syntax, spelling, hypo/hyper segmentation		Structural elements, syntax, spelling, hypo/hyper segmentation	
d/b reversal: bivertirnos, abelante, Nabando, elabos h omission: elabos accents: después/despues		gar/girl frend/friend b/d reversal: tetherdall, decause Hyposegmentation: shis/she is	

Fifth Grade

¿En tu vida personal y escolar, ¿cómo te ha ayudado saber dos idiomas?

Como me ha ayudado a ser bilingüe.

Saber dos idiomas me ha ayudado mucho. Siendo bilingüe puedo ayudarle a mi papá y a mi mamá cuando están hablando con una persona que habla en inglés o habla en inglés y español.

Un día mi mamá me preguntó que cómo se escribe en inglés y yo le dije "write". Luego voy a una escuela y un niño llamado Jacob me pregunta que cómo se escribe "adventura" en español. El próximo día me dio mi tarea a eso de escribir un resumen de tres cochinitas, yo empecé en inglés, cuando no se como decir que el lobo tumba la casa del niño y luego me acordé que el maestro me dijo que podemos escribir el resumen en español y lo empecé a escribir en español. Luego una niña me dijo que cómo se dice "palabra" en inglés y le dije "word". Después mi papá vino y me dijo que cómo se dice "grupo" y le dije "group". Después de eso mi primo me dijo que cómo se escribe "instrumento" en inglés y yo le dije "instrument".

Ser bilingüe puede ayudarle a personas. Me ha ayudado en las tareas. A mi mamá a hablar dos idiomas.

Think about your experiences learning Spanish and English. What is hard? What is easy?

Learning Spanish and English

Learning Spanish and English was easy for me, but there were some things that were difficult for me. There are words that I can't pronounce in both English and Spanish.

Writing in English is sometimes hard because I forget how to spell words. In Spanish it is hard for me to pronounce some words. Reading in both English and in Spanish because some words I barely even know. The hardest part in English is how are some things called. The only thing that is easy for me is translating words in English to Spanish or Spanish to English.

Those are the things that are easy and hard for me. Spanish and English were my first languages.

Piensa en tu vida personal y escolar, ¿cómo te ha ayudado saber dos idiomas?

Como me ha ayudado ser bilingüe

Saber dos idiomas me a ayudado mucho. Siendo bilingüe puedo ayudarte a mi papa y a mi mamá cuando estan hablando con una persona que habla puro ingles. Yo hablo ingles y español.

Un dia, mi mamá me pregunta que como se dice escribir en y yo le dije "write". Luego voy a escuela y una niña llamada Dabb me pregunta que como se escribe aventura en español. El proximo dia hice mi tarea a era escribir un resumen de los tres cochinitas, yo emenze en ingles, cuando no supe como decir que el lobo timbo la casa del cochinito y luego me acuerdo que la maestra dijo que podemos escribir el resumen en ingles o español y lo emenze escribir el cuento en español. Luego una niña me dijo que como se dice palabra en ingles y le dije word. Despues mi papa dijo y me dijo que como se dice grupo y le dije "group". Dic. Despues de eso mi primo me dijo que como se escribe ingles. Luego mi amigo me dijo que como se dice instrumento y yo le dije "instrument".

Ser bilingüe me ha ayudado a personas. Tambien me ayuclarme en la tarea. A mi me gusta hablar dos idiomas.

Spanish Content: 5th grade

Main idea = 5

Varied sentence structure = 6
simple, compound, and complex sentences

Sense of completeness- Clear intro/Conc = 7



Think about your experiences learning Spanish and English. What is hard? What is easy?

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for me to pronounce some words. Reading in both
English and in Spanish because some words I barely
even now. The hardest part in English is how we
some things are called. The only thing that is easy
for me is to translate words in English to Spanish or Spanish
to English.

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for me. Spanish and English were my first languages.

English Content: 5th grade

Main idea = 5

Varied sentence structure =
6

simple, compound, and
complex sentences

Sense of completeness-

Clear intro/Conc = 7



429877- 5th grade

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"Becoming biliterate better, not faster"



429877- 5th grade

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5 th grade		Literacy Squared [®] Qualitative Analysis of Student Writing	
Bilingual Strategies			
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SENTENCE/PHRASE <input type="checkbox"/> <i>Syntax</i> (subject omission, word order- the bike of my sister) <input checked="" type="checkbox"/> <i>Literal Translations</i> (<i>agarré todas bien!</i> got them all right) <input type="checkbox"/> <i>Code-switching</i> (<i>no pueda hablar</i> in just one language)	I bearily even now (know) →Casi no sé		
WORD LEVEL <input type="checkbox"/> <i>Code-switching</i> <input type="checkbox"/> <i>Loan words</i> (soccer, mall) <input type="checkbox"/> <i>Nativized words</i> (spláchate/splashed)		Adventura (aventura) Adventure	
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Developmental Language Specific Approximations			
SPANISH		ENGLISH	
Structural elements, syntax, spelling, hypo/hyper segmentation		Structural elements, syntax, spelling, hypo/hyper segmentation	
Accent marks comó (cómo) tumbó también íngles después están proxímo (próximo)	A (ha) Dicir (decir) Puedemos (podíamos) Empeze (empecé) Bilingue (bilingüe)	I forget how to spell word (words) Now (know) Bearly (barely) Some word (some words) Somethings (some things) Pronaunce (pronounce)	

Literacy Square

Possibilities and Cautions

- Higher order thinking
- Development of curricula, assessments, teaching capacity
- Grade level text complexity and L2, dual language development
- Informational text
- PARCC v. CCSS
- PARCC's Forms of Writing
- Technology

Our responsibilities

- Higher not harder
- Better not faster
- Understand development (L2, Special education, etc.)
- Promote inquiry, love of literature, exploration, not just test prep
- [Schema is not the enemy](#)

Next Steps

- Develop capacity
 - Curriculum
 - Teaching strategies
 - Assessment
 - Exemplars
- Integrate research, technology
- Advocate
 - Awareness of L2, Dual language development
 - Need for resources
 - Continue to focus on student needs

References

- Caulkins, <http://www.heinemann.com/products/E04717.aspx>. (2013). *Units of Study in Opinion, Information and Narrative Writing Elementary Series*
<http://www.heinemann.com/products/E04717.aspx>
- Common Core State Standards (CCSS)<http://www.corestandards.org/>
- Dual Language Education of New Mexico (DLENM)
<http://www.dlenm.org/>
- Ellin Keene's books:
<http://www.heinemann.com/authors/331.aspx>
- Literacy Squared <http://literacysquared.org/>
- PARCC <http://www.parcconline.org>
- World Class Instructional Design and Assessment (WIDA)
<http://www.wida.us/>