**BILINGUALISM CATEGORIES**

* Dual Language teachers should be the first source of data and information on how their students are progressing towards the Dual Language Program Goals. They are in daily contact with their students and are in the best position to understand and meet the individual needs of their students.
* Classroom teachers use a variety of strategies and techniques to take the pulse or a snapshot of where the students are today. They use observations, checklists, assignments, writing samples, drawing samples, teacher made tests, etc. to help plan the next steps of their classroom instruction.
* Consider sending out a monthly report to your parents outlining the accomplishments of your class.
* I propose you modify the BSM matrix to compare data you collect in two languages.

Suppose you had gathered the following information for your students and want to prepare a report for your parents. You report will not contain the names of any of your students. This data could be for listening, speaking, reading, writing, math, science, etc. in both English and Spanish.

|  |  |  |
| --- | --- | --- |
| Student | English | Spanish |
| A | 1 | 1 |
| B | 5 | 5 |
| C | 3 | 5 |
| D | 4 | 1 |
| E | 2 | 4 |
| F | 4 | 4 |
| G | 3 | 2 |
| H | 2 | 5 |
| I | 5 | 3 |
| J | 1 | 5 |
| L | 4 | 5 |
| M | 5 | 4 |
| N | 2 | 4 |

SPANISH

ENGLISH

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |

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| --- | --- | --- | --- |
| * Check Health records * Interview parents * Get developmental history * Was child sick and didn’t feel like responding? * Has there been a recent trauma? * Is there a cultural clash? * Try a variety of interventions in both languages. * If a student still has difficulties in both their home language and their second language, consider a referral to a student study team. | * Most young children entering school are monolingual [preschool and kindergarten] * Students will remain monolingual until they are motivated to learn a second language. * Many English Learners reject their home language and culture around 3rd-5th grades and become monolingual in English. | * By 2nd or 3rd grade students should be approaching bilingualism [listening, speaking, reading, and writing] but are still stronger in their first language * By 2nd or 3rd grade students can complete academic assignments in their first language but still need assistance when completing assignments in their second language. | * By 5th or 6th grade, students should be able to understand, speak, read, and write two languages at grade level. * By 5th or 6th grade, students should be on grade level academically in two languages. * Students should also be active, participating members of two cultures |

**Possible categories for the modified BSM matrix.**

**Decide which column is most appropriate for the data you have collected.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level** | **Percent** | **Grade** | **Description** | **Group** | **Other** |
| 1 | 0-19% | F | No skills | Well below average |  |
| 2 | 20-39% | D | Receptive skills only | Below average |  |
| 3 | 40-59% | C | Survival skills | Average |  |
| 4 | 60-79% | B | Intermediate skills | Above average |  |
| 5 | 80-100% | A | Proficient skills | Advanced |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1 English** | **2 English** | **3 English** | **4 English** | **5 English** |
| **1 Spanish** | Limited bilingual  1/1 | Limited bilingual  1/2 | Limited bilingual  1/3 | English monolingual 1/4 | English monolingual 1/5 |
| **2 Spanish** | Limited bilingual  2/1 | Limited bilingual  2/2 | Limited bilingual  2/3 | English monolingual 2/4 | English monolingual 2/5 |
| **3 Spanish** | Limited bilingual  3/1 | Limited bilingual  3/2 | Limited bilingual  3/3 | English dominant  3/4 | English dominant  3/5 |
| **4 Spanish** | Spanish monolingual  4/1 | Spanish monolingual  4/2 | Spanish dominant  4/3 | Intermediate balanced bilingual  4/4 | English dominant  4/5 |
| **5 Spanish** | Spanish monolingual  5/1 | Spanish monolingual  5/2 | Spanish dominant  5/3 | Spanish dominant  5/4 | Proficient balanced bilingual  5/5 |

**What kind of data can you collect to determine bilingualism categories?**

**Which data works best for the following areas?**

**You must have data in two languages that are similar but not translated.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **DATA** | **Listening** | **Speaking** | **Reading** | **Writing** | **Math** | **Science** | **Other** |
| Observation |  |  |  |  |  |  |  |
| Checklist |  |  |  |  |  |  |  |
| SOLOM |  |  |  |  |  |  |  |
| Assignment |  |  |  |  |  |  |  |
| Writing assignment |  |  |  |  |  |  |  |
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