

RESOURCE 2.6 FOR TEACHERS AND OTHER INSTRUCTIONAL LEADERS

Guidelines for Collecting Oral and Written Language Samples in Multiple Languages

Gathering oral and written language samples, if possible, should be part of overall data collection upon entry in a school as part of the initial enrollment process. If not feasible, then teachers should collect these baseline data at the beginning of the school year. Here are some suggestions that can readily be converted into a checklist to set up for initial oral and written student samples.

Teachers should ease multilingual learners into the experience by having them:

- Choose their preferred language to start; then ease into the other language
- Choose whether to begin with oral language or written language sample
- Be comfortable with the situation, to the extent feasible
- Select from a set of action-packed, cross-disciplinary developmentally appropriate pictures, photos, graphics
- Become acquainted with any equipment or technology
- Choose to use technology for keyboarding (for students in fourth grade and beyond) or paper and pencil for their written sample
- Listen to instructions in two languages to maximize comprehension
- Practice by providing identifying and background information
- Ask clarifying questions in their preferred language
- Be introduced to student-friendly criteria on which they will be evaluated.