

# **Watching Dual Language Learners Grow**

***Mr. Moreno has completed a picture naming activity with children who are Dual Language Learners. Children were shown pictures of four items and asked to point to the picture of the named item in English. There are a total of 20 items. Here is the tally sheet in September:***

<b>Student</b>	<b>Date</b>	<b>Number Correct</b>
<b>Tran</b>	<b>September 10</b>	<b>0</b>
<b>Miguel</b>	<b>September 6</b>	<b>4</b>
<b>Ifeoma</b>	<b>September 9</b>	<b>10</b>
<b>Mik-yung</b>	<b>September 12</b>	<b>3</b>

***Two months later he re-administered the activity and obtained the following results:***

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<b>Student</b>	<b>Date</b>	<b>Number Correct</b>
<b>Tran</b>	<b>November 10</b>	<b>2</b>
<b>Miguel</b>	<b>November 6</b>	<b>4</b>
<b>Ifeoma</b>	<b>November 9</b>	<b>15</b>
<b>Mik-yung</b>	<b>November 12</b>	<b>10</b>

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**At the end of the year here is his tally sheet :**

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<b>Student</b>	<b>Date</b>	<b>Number Correct</b>
<b>Tran</b>	<b>June 10</b>	<b>5</b>
<b>Miguel</b>	<b>June 6</b>	<b>15</b>
<b>Ifeoma</b>	<b>June 9</b>	<b>20</b>
<b>Mik-yung</b>	<b>June 12</b>	<b>20</b>

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# Reflecting on the Documentation

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- **What are the advantages of this type of assessment and documentation?**
  - **What are the disadvantages of this approach?**
  - **What might be some other ways a teacher could observe and document this information in context?**
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# Interpreting the Observation

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- **Hypothesis Building**
  - **Connecting to the Child Outcomes Framework**
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# Next Steps

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- **Large Group Instruction**
  - **Individualized Instruction**
  - **Planning for Assessment**
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