

## Watching Dual Language Learners Grow – Handout

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 item named 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>
Tran	September 10	0
Miguel	September 6	4
Ifeoma	September 9	10
Mik-yung	September 12	3

Two months later Mr. Moreno re-administered the activity and obtained the following results:

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

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

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

Here are alternative approaches to documenting children’s responses.

Tally sheet tracking responses in English and the child’s home language:

<b>Student</b>	<b>Date</b>	<b>Number Correct – English</b>	<b>Number Correct – Home Language</b>
Tran	September 10	0	10
Miguel	September 6	4	3
Ifeoma	September 9	10	3
Mik-yung	September 12	3	15

Tally sheet for an individual child tracking responses in English and the child’s home language:

<b>Miguel</b>	9/6	10/12	11/15	12/14
Bear	E			
Car	S & E			
Chair	S			
Crayon	S			
Dog	X (gato)			
Door	X			
Horse	E			
House	E			
Milk	E & S			

Codes

E=English response

S=Spanish response

X=Incorrect response