

Activity:
Practice with Classroom Tools

Part I:

A.3.2 BILINGUAL STUDENT IDENTIFICATION AND PROFILE

PART 1: BILINGUAL STUDENT IDENTIFICATION CHECKLIST	
Name of bilingual student _____	
	Score (0–2, according to the numbers in parentheses)
1. Bilingual use at home Does student/parent say that household members <input type="checkbox"/> Speak English exclusively (0) <input type="checkbox"/> Speak English and LOTE (2) What languages? _____ <input type="checkbox"/> Speak LOTE exclusively (2)	
2. Bilingual friends Does student say his/her friends speak <input type="checkbox"/> Speak English exclusively (0) <input type="checkbox"/> Speak LOTE exclusively (2) <input type="checkbox"/> Speak both languages (2)	
3. Bilingual exposure in the life of student Does student say he or she <input type="checkbox"/> Never travels to a country where a home LOTE is used (0) <input type="checkbox"/> Has traveled, but not every one to three years (1) <input type="checkbox"/> Travels to a country where the home language is used every one to three years or has been in the United States less than 3 years (2)	
4. Education in the LOTE If this student is entering a grade other than kindergarten (if yes, skip no. 4), was this student: <input type="checkbox"/> Educated mostly in the LOTE in another country (2) <input type="checkbox"/> Educated mostly in any type of U. S. bilingual program where the LOTE was used as medium of instruction (2) <input type="checkbox"/> Taught the LOTE as a subject in a U.S. school or program (1) <input type="checkbox"/> Never taught the LOTE in school (0)	
5. Literacy in LOTE Does this student say that he/she knows how to read and write the LOTE: <input type="checkbox"/> Yes, well (2) <input type="checkbox"/> Yes, but not well (1) <input type="checkbox"/> No (0)	
Total score of bilingualism (Add up totals for nos. 1–5. The higher the score, the more exposure to bilingualism) Maximum score = 10 (8 for kindergarten) Minimum score = 0	

PART 2: BILINGUAL STUDENT PROFILE

Name of bilingual student _____

1. LOTE spoken or heard consistently at home

2. Country(ies) where the student has lived since birth

3. Country(ies) where the student has gone to school since birth

4. Nativity and residence

Was/did this bilingual student

- Born in the United States of U.S. born parents
- Born in the United States of Immigrant parents
- Arrive before 1st grade
- Arrive during middle school
- Arrive during high school

5. Education in English

Has this bilingual student been taught English

- In their country of origin
- In their country of origin and in the United States
- Only in the United States

6. Education in LOTE

Has this bilingual student been taught the LOTE:

- In their country of origin
- In their country of origin and in the United States
- Only in the United States (indicate where)

Teacher observations on student's performances in English and LOTE:

LOTE, language(s) other than English.

Part II:

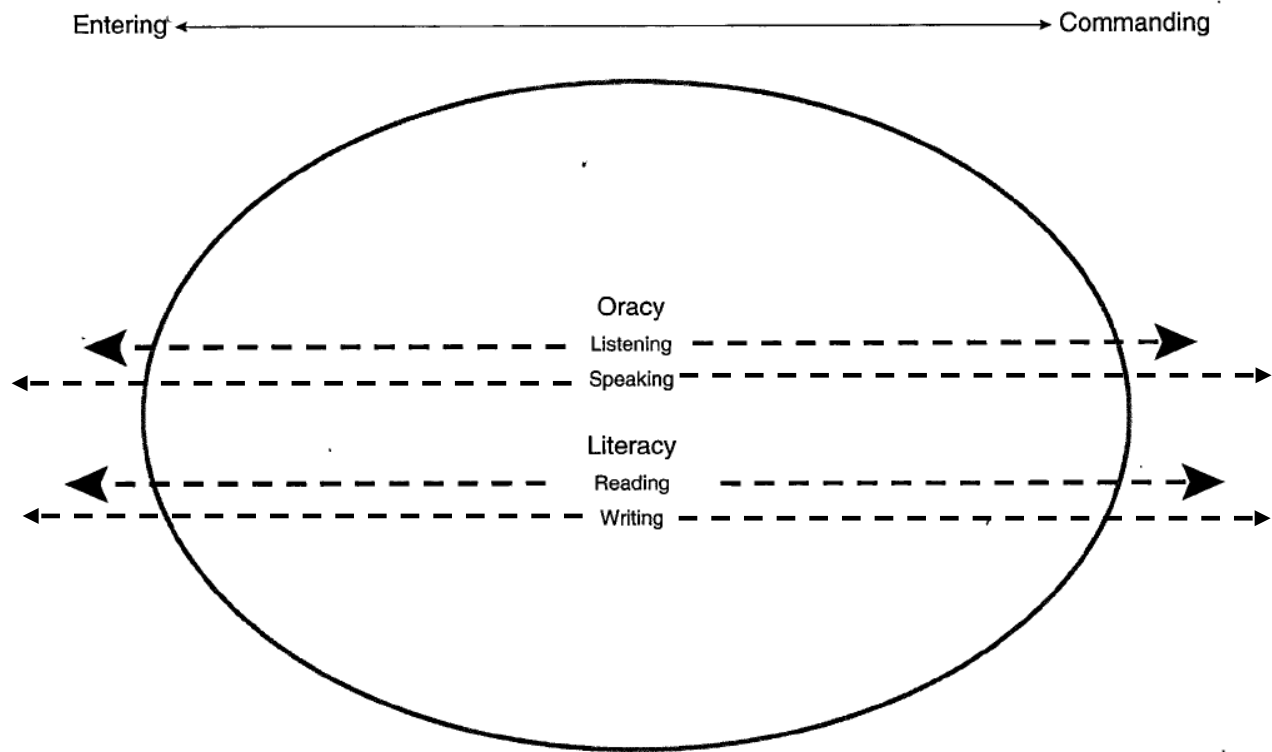
Task-based performances:

ORACY:

1. *Listening to an academic lecture*
2. *Giving directions to a tourist on the subway*

LITERACY:

3. *Reading a story in a newspaper*
4. *Writing an informal letter to a friend in another country*



Directions:

- Color code each language below with a different colored marker
- For each of the four task-based continua from “emerging” to “commanding”

- Language-specific performance: English
- Language-specific performance: LOTE (_____)
- General linguistic performance