

Making Connections

Language, Literacy, Learning

 A publication of the Department of Language and Cultural Equity 

Creating a Multilingual Student Handbook

by Jane Pierce, NBCT, La Cueva High School

The first stop for new ESL (English as a Second Language) students at La Cueva High School is the counseling area. Since our ESL population comes from all over the world, we cannot possibly count on having staff available who can speak the first language of all the students. We have Spanish speakers in the office, but how do we meet the needs of the students who speak other languages? As a solution to this dilemma, the ESL classes have been working on an on-going project called "Welcome to La Cueva High School." It is a booklet for incoming ESL students and their families that explains procedures and policies and has pictures of important people and places around the school. The explanations are written in English and several other languages and are supported with pictures that further explain what a new ESL student needs to know for his first few days at the school.

La Cueva's first ESL class created the initial edition of this booklet. The idea for the booklet sprang from an assignment in which they wrote



Jiang Xu rewrites advice in Chinese for future ESL students.

about their emotions during the first days of school. Universally, the students revealed feelings of bewilderment and frustration. When asked what could be done to make those first few days easier for future students to LCHS, students came up with the idea of a "welcome book." They brainstormed ideas and people they felt were important for new ESL students to know. The booklet includes such information as what supplies are needed, school dress code regulations, introductions to content-area teachers, and how to maneuver through the cafeteria and snack bar. Then students decided what kinds of pictures would be helpful, and the class took a walk through the school to photograph key people and places. Finally, the students wanted to include a map of the school on which students could highlight their classrooms and determine the quickest route to take from room to room.

Each spring, the students review the handbook and add to the content, and new languages are also added, if possible, considering our current ESL population. For example, this year we will add two new languages, bringing our number of representative languages to 15 for the sixth edition to be published in May 2006. These languages will now include: English, Russian, Spanish, French, German, Danish, Chinese, Japanese, Korean, Turkish, Swahili, Portuguese, Persian, and now, Czech and Lao.



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Include Me: Helping Struggling Language Learners Move Toward Grade-Level Standards

by Dr. Annette Maestas and Kathy Waldman

"What animal is that?" a support teacher asked an ELL (English language learner) kindergarten student during self-selection. He answered, "An oink, oink." "And this animal?" "A moo."

This class had recently finished a rich thematic unit about farms—products, animals, buildings, etc. The teacher had set up a barn made of large cardboard boxes. There were stick horses for the children to ride, lots of garden vegetables and fruits in produce baskets, and plastic farm animals and machines in the dramatic play area. Songs like "Old McDonald" and "Down on Grandpa's Farm" were part of the gathering time, and farm books filled the library and story times. Yet, this language learner had not internalized the names of farm animals, part of the basic academic vocabulary for "farm."

Lilly Wong Filmore says that when a child hears a word like "farm" after studying a topic, a whole schema of associated words should pop into his/her head. So why doesn't this always happen for language learners, even in a rich thematic environment?

Many children enter our classrooms, especially in the upper grades, with extensive content knowledge and schooling in their first language and ready for rigorous academic work, yet they are isolated from the rest of their class because they do not know English. Research shows that concepts are not stored by language, so children do not need to learn them again. They only need to learn the vocabulary in the new language to match the already understood concepts. Comprehensible input increases when vocabulary is repeated naturally in related lessons within a theme or sub-theme.

We believe that from day one, children can use different functions of language such as classifying, describing, and comparing/contrasting in the context of a purposefully taught common vocabulary.

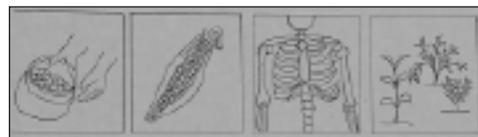
This vocabulary allows students to revisit language within the same topic as they expand not only their content knowledge, but also language syntax and structure.

Thus, non-English proficient (NEP) and limited English proficient (LEP) students can be included in the classroom learning through the use of thematic vocabulary units.

Several strategies can be used to help struggling language learners move toward grade-level standards.

ESSENTIAL CHARACTERISTICS OF AN "INCLUDE ME" UNIT

One sixth grade teacher wanted to include his NEP and LEP students in a social studies unit about the Stone Age. First, he identified the "big idea" (using the content standard, "Describe the relationship among ancient civilizations of the world, e.g. scientific discoveries, architecture, politics, cultures and religious systems, ..."). Then he chose 16 essential vocabulary words that could be represented in pictures. He was careful to choose words that set the Stone Age apart from Mesopotamia, Egypt, etc. He chose stones, bones, tools, nomad (wanderer), hide, grind, farmer, fossils, gather, corn, skeleton, plants, hunter, pottery, pictograph, and animals. He then collected his pictures—some from picture books, clip art, etc., and drawing a few—and placed them on one easy-to-copy page.



Rebeca Mateo-Pérez plays "Food Bingo" with her students at Lowell E.S.

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Next he decided what language structures his students could practice through this particular vocabulary set. He decided to emphasize the “-er” suffix for sentence writing:

A hunter is *someone who hunts*.

A farmer is *someone who farms*.

A wanderer is _____.

A gatherer is _____.

A teacher is _____.

PLAN FOR AN “INCLUDE ME” THEMATIC UNIT

THE BIG IDEA
and Content standards

Essential Vocabulary
(16 words on thematic page)

Language Objectives:
functions/uses, structures

After settling on the “big idea” (from the standards), vocabulary items, and language structures, the next step is to plan the vocabulary-learning activities. First, introduce the vocabulary to the students, using real items if at all possible. (For the Stone Age unit, real stones, pictures of the Petroglyphs, a dried animal skull and some bones, real pottery, a small plastic skeleton, etc., were used. The meaning of “farmer” and “hunter” were established using pictures and gestures.) Then, introduce flashcards made from enlarging the 16 vocabulary pictures. These can be used each day to review the vocabulary.

The sixteen pictures can be randomized onto bingo cards. Bingo helps students learn the sounds of the language and familiarizes them with the words. If the teacher has access to a language master machine or a tape recorder, students can listen to the teacher’s recording of the vocabulary words, and they can record themselves practicing pronunciation.

Other games can help students practice vocabulary, as well. Students can play “Go Fish,” either matching pictures to other pictures, or

pictures to the corresponding words. This helps them begin to speak and use their new words and is a natural progression from the non-verbal practice of “bingo” games. Also, students have to use sentences, “Do you have a ___?” “No, go fish.” After playing “Go Fish,” students can use the picture/word cards to participate in “Inside/Outside Circle” activities or games such as “Concentration” or “Jeopardy.”

After students are familiar with the vocabulary, they should label all 16 pictures, spelling the words correctly. Then they can cut out the pictures and place them in their picture dictionaries. These dictionaries can be used for reference during sentence writing or for word searches and crossword puzzles. They can write just the word in their dictionaries, or they can write sentences or definitions.

During the thematic unit, vocabulary should be practiced and reviewed through games and written worksheets. Even for NEP students, meaningful connections to the class’s work around the Stone Age theme have been established; assessment can be oral or written, indicating how well students have learned vocabulary and content. When the class of sixth graders hears “Stone Age,” hopefully images of hunters, gatherers, animal hides, and fossils will appear before their eyes in a meaningful and connected schema.

TIPS: There are many sources for thematic pictures, including clip art, Vocabulary Builder by National Textbook Company, Perfect Pics by Vibrante Press, Oxford Picture Dictionaries, and textbooks. Matchword, by Wright Group/McGraw-Hill, is a resource for pictures as well developing word searches and crossword puzzles.



Students play “Go Fish” to practice new vocabulary.

¡Estudiantes de kinder han comenzado a escribir en sus diarios!

Por Elia María Romero en colaboración con la Sra. Martha Pacheco de la Escuela Primaria Adobe Acres

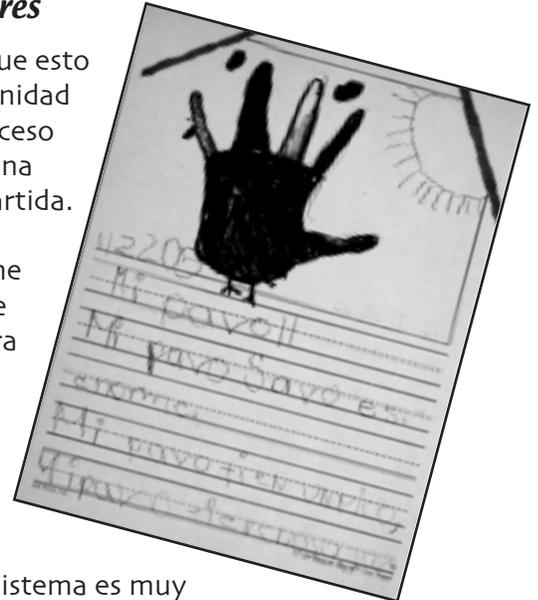
Los niños y niñas en el kinder demuestran una natural avidez por comenzar a descubrir los sonidos, las palabras y las frases que tienen contenido en el contexto familiar y escolar de cada niño. Por lo tanto, le corresponde al maestro de kinder aprovechar esta curiosidad para convertirla en una habilidad que, si se inicia de manera positiva, será útil para el niño durante toda su vida escolar.

El aprender a escribir en un diario no es una tarea fácil en el Kinder, ya que esto conlleva el promover que cada estudiante sea el protagonista de su propia voz, de su propio cuento, de su propia imaginación, es decir, es comenzar a dar los primeros pasos para comenzar a transferir el lenguaje oral al lenguaje escrito y de esta manera comenzar a reflejar la organización del pensamiento.

En la escuela primaria Adobe Acres la Sra. Martha Pacheco, maestra bilingüe de kinder ha comenzado a plantar las bases de la buena escritura en sus estudiantes, utilizando la estrategia de escribir en un diario todas las experiencias significativas que ocurren en su salón de clases.

Según la Sra. Pacheco la estrategia de utilizar el diario con sus estudiantes es primordial en su

currículo, ya que esto le da la oportunidad de guiar el proceso educativo de una manera compartida. Es decir, cada estudiante tiene cierto grado de autonomía para plasmar en su escritura todo lo que va aprendiendo cada día.



Para ella este sistema es muy productivo. Nos expresó con sonrisa: "Es maravilloso observar que todos quieren tratar de escribir una palabra, una oración y hasta una rima. Esta idea de escribir en un diario la había escuchado en conferencias, en mis clases de la universidad pero no tenía la experiencia de cómo iniciarlo en mi salón de clase."

Nos dice además: "El pedir ayuda para trabajar en colaboración con gente de mucha experiencia del Departamento de Lenguaje y Equidad Cultural me animó a implementar la escritura de diarios y nunca imaginé los resultados."

¿Cómo comenzar? La Señora Pacheco compartió sus experiencias:

Primero, observo a todos los estudiantes para determinar quiénes han tenido previa experiencia con la escritura. Hay estudiantes que llegan al kinder con nociones de la escritura y esto es un excelente recurso para motivar a los que no han tenido la misma oportunidad.

Segundo, preparo el ambiente de la clase. Mi salón de clase es un espacio relajado donde cada niño y niña se siente libre y respetado. Este ambiente les proporciona toda clase de actividad intelectual, lingüística, y psicomotriz.



La Sra. Romero responde a lo que escribió el estudiante en su diario.

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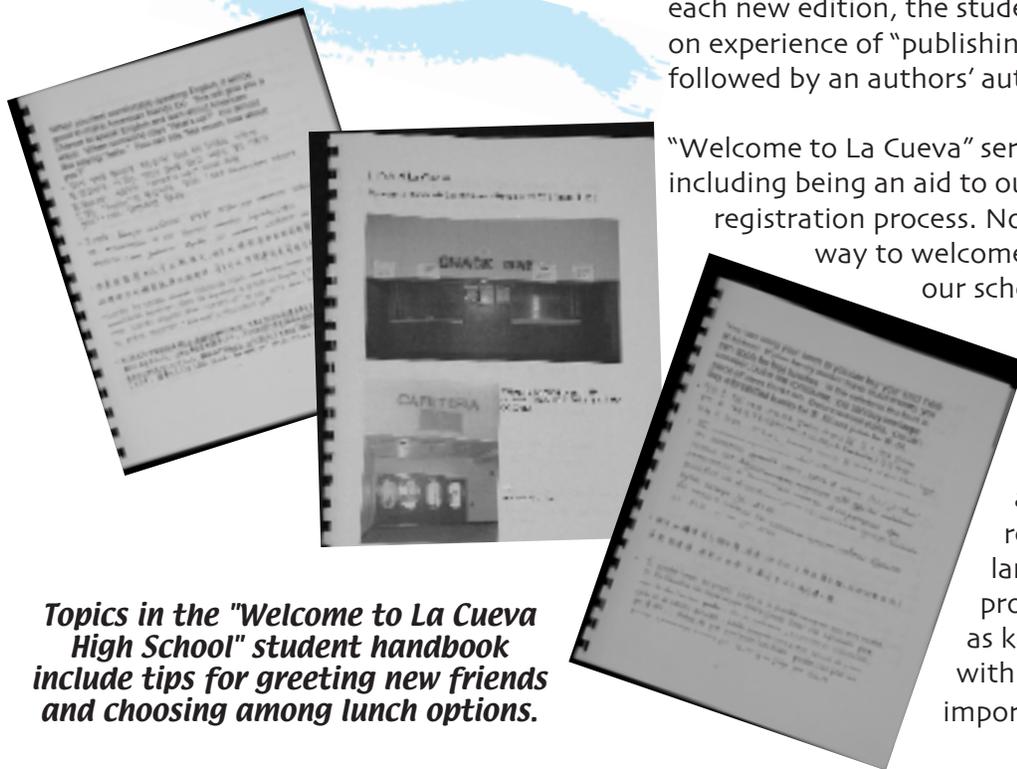
Tercero, les modelo la escritura todos los días en diferentes actividades. Cada día escribo en la pizarra o en un cartel e integro todos los elementos de la escritura. En este proceso, ellos me perciben como una gran “escritora.” Así cada niño y niña quiere imitarme. ¡Es un poderoso instrumento pedagógico!

Cuarto, trato de dedicar 15 minutos para escribir y 15 minutos para compartir su escritura e ilustraciones.

Quinto, celebramos juntos nuestros logros.

No cabe duda que en el salón de la clase de la Sra. Pacheco todos han comenzado a disfrutar el arte de escribir en sus diarios. Todos tienen muchas oportunidades de ingresar a un mundo de significados expresados con dibujos y palabras. Aunque no pueden leer por sí mismos, sí logran expresar las ideas de su mundo infantil y de imaginación lleno de gran contenido.

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Topics in the "Welcome to La Cueva High School" student handbook include tips for greeting new friends and choosing among lunch options.

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Lana Khambay reviews her page before publication in the handbook.

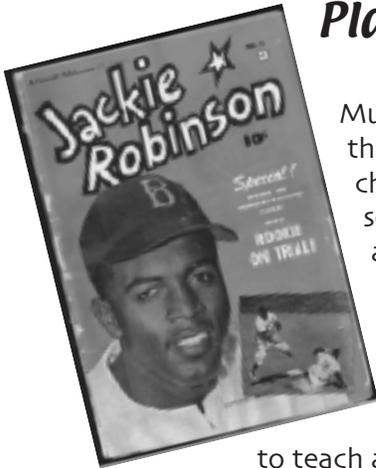
Copies of “Welcome to La Cueva” are available in the counseling area, and each new ESL student gets a copy during registration. In addition, the booklet is used in the ESL class for the initial unit about school. The booklet is filled with school-related vocabulary that is essential for success during those first few days, and the students use it as a guidebook on their ESL class tour of the building. It also serves as an impetus for situational role-playing and exchanging greetings in the other languages of the ESL peers. With each new edition, the students get the hands-on experience of “publishing” in the classroom followed by an authors’ autographing reception.

“Welcome to La Cueva” serves several purposes including being an aid to our counselors in the registration process. Not only is it a practical way to welcome new ESL students to

our school, but it is also an authentic instrument through which our current ESL students share what they know about the school and reveal their own first language expertise. This process empowers them as knowledgeable people with information that is important to their peers.

Leveling the Playing Field for our Students: Planning with a Multicultural Focus

by Greg Hansen



Multicultural educators know that they make important choices about which heroes, scientists, writers and artists their students will discover through the curriculum they present. While diversity is a vital consideration when deciding who and what

to teach about, the depth and

completeness of information is also a key factor in bringing equity and cross-cultural knowledge and insight to all students.

The graphic on the opposite page represents ideas and information that might be found in a lesson about Jackie Robinson, a larger than life American hero who, in 1947, broke baseball's modern color line and in the process became a model for the desegregation of schools and other institutions in the following years. The top portion of the triangle represents what students might encounter in a unit that stays on a fairly superficial level. The inclusion of Jackie Robinson in a social studies curriculum to any degree is a step in the right direction. His role in American history is too important to wholly omit, and at even a surface level, his story holds potential to dispel negative racial stereotypes and provide students with a new hero. At this level however, we usually see the figure alone, as an extraordinary personality.

At the bottom level of the triangle, students would go beyond basic information and discover history that is often left out or reserved for an ethnic studies class. In this example, they could learn about the innovative business practices of Newark Eagles owner Effa Manley, who recognized that the Negro League team she owned was a community resource and fought on behalf of her players for better travel, salaries, and schedules. Or, they might study how, in many communities, African American cotton farmers and sharecroppers annually donated an acre of cotton to support black schools. Jackie

Robinson is seen now as part of a community that was actively involved in desegregation efforts. The picture is now more honest and accurate, representing a whole group of people that actively fought to end segregation.

Finding in-depth information about people or events that have traditionally been under-represented in curriculum can pose challenges. Teachers generally need to look beyond history and social studies texts in order to present more complete information. Although some texts may seem "multicultural" at first glance, it is important to look carefully for the biases that still pervade many books currently in use. While most teachers and students can spot negative cultural stereotypes in texts, other forms of bias have become so common, they are harder to see. The omission or exclusion of groups of people, imbalanced or selective information that provides just one perspective, glossing over or barely mentioning difficult parts of our history, and relegating groups to shaded chapters that fragment their experience from the whole, are just some of the most common forms of bias still found in texts. David Sadker's *Some Practical Ideas for Confronting Curricular Bias* is an excellent resource for all educators (<http://www.american.edu/sadker/index.html>).

When students learn about someone of their own gender, race/ethnicity, or social group in a more complete historical and cultural context, they have more equitable opportunities to affirm and appreciate the uniqueness of their group. For other students, accurate and complete multicultural learning offers the insight and understanding needed to competently participate in a diverse society.

Special thanks to Dr. Charles R. Payne, Ball State University, whose presentation at the 2005 NAME conference, "The Impact of Jackie Robinson's Entry into Major League Baseball on the Process of Desegregation in the United States: Unintended Negative Outcomes for African Americans," inspired this article.

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Planning through a multicultural lens

At this "tip of the iceberg" level, the story often focuses on the accomplishments of one extraordinary person.

A deeper, more profound telling of the story includes information that connects the person to a larger community. This creates a more complete, credible context for the story and more cultural relevancy.

- Jackie Robinson played for the Kansas City Monarchs, a Negro League team.
- Jackie Robinson played for the Brooklyn Dodgers from 1947-1956.
- Branch Rickey, the Dodger's owner, recruited Jackie because he had exceptional talent and character.
- Jackie Robinson endured tremendous insults and abuse, but won respect from teammates, fans, and opposing players.
- African Americans had played in the Major Leagues until the 1880's.

- Negro League teams flourished through 1920's – 1950's and were the largest business in the black community.
- Kansas City Monarchs and others were among the best teams in any league and played baseball's first night game.
- Josh Gibson, considered the best player in baseball, never played in the major leagues.
- Effa Manley, owner of the Newark Eagles, instituted progressive business practices.
- Negro League all star games routinely drew crowds of up to 50,000 spectators.
- Negro League teams were not paid when players were "drafted" to play in the majors.

- African Americans were "profiled" at the first integrated games and given instructions regarding fan behavior.
- Jackie Robinson brought the promise of integration seven years before Brown vs. Board of Education.
- Jackie Robinson never had to go to court to play in the majors; the color line was a "gentleman's agreement" among owners.
- Despite the insidious effects of segregation, African Americans engaged in active community building.
- During segregation, black owned banks, hotels, hospitals, insurance companies, and boarding schools provided support for black communities.
- Jackie Robinson's experience became a model for integration in many areas; he himself was a social activist.
- African Americans who did not fit the model of "best and brightest" remained in segregated environments.
- The early model of integration was "together peacefully."
- Communities often lost vitality when talent "left" to integrate other institutions.
- The number of black owned businesses declined.

STANDARDS: SOCIAL STUDIES: 9-12 BENCHMARK I-C (WORLD HISTORY): ANALYZE AND INTERPRET THE MAJOR ERAS AND IMPORTANT TURNING POINTS IN WORLD HISTORY... TO THE PRESENT TO DEVELOP AN UNDERSTANDING OF THE COMPLEXITY OF THE HUMAN EXPERIENCE

GUIDING QUESTIONS FOR PLANNING:

- What was the belief system that kept both baseball and the country segregated?
- What have we learned from Jackie Robinson?
- Has the promise of integration been fulfilled?
- What changes in baseball and in society would Jackie Robinson notice if he were alive today?
- Who allied with African Americans in the fight against segregation?
- What other models could be envisioned for the integration of baseball? How else could it have been accomplished?

Alternative Language Services for Students Referred to the SAT or for Special Education Services

by Jerry Gallegos, ALS/Special Education/LAS Coordinator

There are approximately 14,000 students who are identified as having a primary or home language other than English (PHLOTE) in the Albuquerque Public Schools. When one of our students exhibits academic or behavioral difficulty in the classroom it is not only distressing to us as educators, but it also may be stressful to the student and the family. I receive many questions regarding the steps that a teacher or school may take when an English language learner (ELL) is experiencing academic difficulties. In this article, we will examine what steps a teacher should take when assisting a struggling student in school.



LAS Specialists Carmen Suarez, Mirtha Massoth, Kathy Rogalski, and Andrea Gallegos check results on language proficiency tests to assure accurate information for schools' use.

The Public Education Department (PED) suggests the use of a three-tiered model of student intervention. This system includes general screening and quality instruction, targeted interventions found in the child study process, and finally more formalized, specialized assessment considerations and interventions. With a student who is learning another language, it is doubly important to consider not only the child's progression in the regular education curriculum, but also his/or her response to specialized interventions provided through alternative language services (ALS) or modification to the general education curriculum or environment.

The first step in the analysis and intervention with a student who is at the initial (or "tier one" level) process is to have relevant conversations with the child's regular education teacher, parent, and bilingual and/or ESL teacher. The parent can provide information regarding

the student's abilities, language skills, etc. The school's ALS staff member(s) can provide information regarding a student's progress in response to ALS as well as a comparison to other similar students who are learning English. Learning a second language may take up to three years for basic interpersonal communication skills to develop, with academic language taking upwards of five to seven years. The input from specialized staff can clarify where a student is on this continuum of language acquisition.

So with these issues in mind, many teachers have asked the questions, "What constitutes a good referral for an ELL student?" "What are the necessary components for the SAT review?"

During the sort and sift process with a student who is having academic or behavioral concerns, a teacher should begin by systematically gathering data that takes into account the impact of cultural and/or linguistic factors. The student's present educational achievement should be considered. This assessment of achievement should include observation and assessment if possible in the child's native language as well as in English. The student's access to general education curriculum should also be considered in the SAT (Student Assistance Team) process. Access to general curriculum may be affected by student attendance, mobility (multiple school placements), or lack of appropriate or inconsistent ALS services. The student's acclimation or acculturation to the school environment is also a critical component of the

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child-study process. The school staff should be aware of and document any cultural mismatch.

A critical component of assessing a child's progress is to review that student's progress in learning English. Using the student's language proficiency scores over time, historical data can be accessed to determine a student's progress in becoming proficient in English. For example, a student who has shown steady progress on an English proficiency assessment over several years may indicate that the issue is one of English language learning rather than an issue of need for special education or SAT referral (even though that student may be behind English dominant peers). Conversely, a student who has had consistent, appropriate ALS services, and has not shown steady progress on English language proficiency, and is demonstrating significant educational differences in comparison to his ELL peers may warrant further study and intervention beyond that of the regular classroom and bilingual education programs.

So what happens if a teacher has considered and documented all these issues? What if a student continues to experience difficulties following appropriate SAT educational interventions?

Following the implementation of sufficient and appropriate SAT interventions and documentation of a student's language, a referral to the cluster bilingual review team may be appropriate. This review provides the assurance of adequate interventions, documentation that the academic difficulties are not primarily an issue of second language acquisition or cultural factors, and that there may be a need to pursue further assessment. If a determination for further assessment is made, several events may occur.

Assessment of the child's abilities will be completed in the areas of the child's suspected disability. At this point, the school team should be very clear on what the suspected disability may be and support these assertions with clear documentation of educational difficulties. If a

student is having difficulty with reading, the SAT interventions should have clearly focused in on strategies to remediate these difficulties. The student's response to interventions should be clearly described in the referral documents.

The need for special educational intervention is contingent on the child meeting all the criteria set forth in the Individuals with Disabilities Educational Act (IDEA). These regulations provide for or prevent the implementation of special education services. IDEA guarantees that students with disabilities will have a right to a free and appropriate public education that emphasizes specialized educational interventions and related services designed to meet the unique needs and prepare a student for employment and independent living. A primary exclusionary determinant in this process would be to rule out cultural and linguistic differences as factors in the student's progress—or lack thereof—in the regular education curriculum.

An ELL student who becomes eligible for specialized services continues to be eligible for alternative language services and should continue to have the opportunity to learn in the least restrictive environment. It is increasingly important that we continue to provide a second language learner the opportunity to access general educational curriculum with second language learner considerations taken into account. All supplementary educational services should be viewed as an integral part of a student's overall educational program, as is required by IDEA and NCLB legislation.

A student who is suspected of having a disability should be considered for further systematic educational intervention only after that student exhibits large differences from typical levels of performance and has received high-quality interventions in the school setting. Only after a student has been served through high quality interventions, whether in exemplary bilingual or regular education curriculum or both, and this exposure has been implemented over a substantial period with no progress in achievement, should the educational team move on to a discussion of need for special education.

Rubrics—Scaffolding Teaching, Learning, and Achieving

by Nancy Lawrence and Dee McMann

As we continue to adapt instruction in our developing standards-based educational system, rubrics will play an increasingly important role in our classrooms. Detailed rubrics offer an extra scaffold for language learners in many ways. (See *Making Connections*, September 2005.)

What follows is an overview of a learning sequence based on classroom instruction followed by a rubric for the performance assessment. There are differentiated learning tasks within the lessons to accommodate varying levels of student readiness. The rubric

is available to students as they work through all learning activities. As an assessment tool for the culminating performance, it may be adjusted to take into account the differing stages in oral language and literacy proficiencies among language learners. Although the pathways, scaffolds, and assessment may be differentiated for this task, every student is working toward achieving the same target: mathematics and language arts standards. The rubric reflects the fact that this is an open-ended task; it, in itself, scaffolds students through this task toward achieving high standards and quality work.

Sequence of Lesson Plans for Mathematics Performance Assessment

MATH STANDARDS MAY INCLUDE:

- 3.1.8 Use a variety of models to show an understanding of multiplication...
- 4.1.4 Recognize class of numbers (e.g., factors...) and apply these concepts in problem solving...
- 4.1.6 Select and use appropriate operations... to solve problems

LANGUAGE ARTS STANDARDS MAY INCLUDE:

- 5.3.4 Applies writing conventions...
- 5.3.5 Applies appropriate types of writing... for the intended purpose and audience...

LANGUAGE OBJECTIVES:

Functions: explain (solution), defend/persuade (choice), describe (recommendation)

Vocabulary: array, equal rows, number model, factor, factor pairs

Structures: To solve this problem... First, next, then, finally... Here is my final answer:

Memo or report format—list, chart, therefore, however

ESSENTIAL QUESTION: How is knowledge in mathematics useful in the world?

BIG IDEA: Mathematical thinking and representations address real-world situations and communicate ideas and solutions effectively.

ENGAGING SCENARIO: At a candy factory, your job is to design the packaging arrangements of candy. The owner of the company has asked for a report about the different boxes possible for 32 candies. The candies must be in rows of equal numbers. How many different arrangements of the 32 pieces of candy can you make?

TASK/PRODUCT: Compose and present a memo or report to the class which will be sent to the president of a candy company explaining the following:

- How many possible arrangements you found;
- how you found them; and which arrangement is most marketable as a box of candy.

PROCEDURES (3-5 days, approximately one hour)

ANCHOR ACTIVITY: review arrays

INSTRUCTION, LEARNING ACTIVITIES, AND PRACTICE:

- introduce task through a shared reading of math problem that is similar to the performance assessment; introduce rubrics for performance assessment
- students solve the problem (small group)
- compose shared writing on student-generated explanation of problem solution
- check shared writing against rubric
- review the text as a shared reading (as needed)

DIFFERENTIATED TASKS: (students grouped according to language and mathematics readiness)

- cloze from shared writing
- paragraph frame from shared writing
- memo/report format from shared writing

If time allows, dictogloss in mixed-ability groups provides additional practice and scaffolding (see *Making Connections*, September 2005, "...Expository Writing").

PERFORMANCE ASSESSMENT: (small mixed-ability groups, with scaffolds from the differentiated tasks)

- solve the problem
- draft a memo/report of explanation
- present solution and read memo/report to the class
- compare solutions and written explanations
- groups self-assess with rubrics
- teacher assessment of small group work

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Performance Assessment Rubric

Levels Criteria	1	2	3 (meets standards)	4
Understanding	<ul style="list-style-type: none"> demonstrates no understanding OR understands that: the task has multiple steps, but can't complete the task there is a need to work with the number 32, but does not know what to do with it. 	<ul style="list-style-type: none"> understands that s/he must find the number of rows possible for the quantity will have some understanding of the task, but will have reasoning errors that result in an incorrect solution 	<ul style="list-style-type: none"> identifies the task of arranging a quantity into equal rows knows task has multiple solutions knows that multiplication and division are the most efficient methods 	<ul style="list-style-type: none"> As 3, plus completes a task extension, with different quantities
Strategies/ Solution	<ul style="list-style-type: none"> may make random attempts does not use an effective strategy may show work not correlated to the given problem 	<ul style="list-style-type: none"> may solve the task correctly, but will not use multiplication will start the task, but may not see all possible row arrangements 	<ul style="list-style-type: none"> uses a math representation to show work finds all possible solutions solves task with an effective strategy 	<ul style="list-style-type: none"> uses one strategy to correctly solve the task and the extension uses representations and equations to solve the task and the extension correctly
Oral and Written Communication	<ul style="list-style-type: none"> communicates procedures/solution incompletely cannot verbalize the answer/solution struggles with math symbols and language in the solution includes incomplete information in response; may or may not be a memo/report 	<ul style="list-style-type: none"> explains reasoning and uses some basic mathematical language without being clearly organized states the final answer prepares a draft memo/report with complete information/ data 	<ul style="list-style-type: none"> explains problem and solution clearly uses mathematical language and symbols appropriately shows all possible solutions and explains the difference uses accurate memo/report format with complete information 	<ul style="list-style-type: none"> As 3, plus produces accurate memo/report with complete information and strong persuasive language includes task extension solution and identifies a generalization regarding the possible row arrangements
Project Presentation	<ul style="list-style-type: none"> has non-speaking role but supports the group's presentation 	<ul style="list-style-type: none"> has speaking role, but reads from script or notes <i>("meets standards" for beginning to intermediate language learners)</i> 	<ul style="list-style-type: none"> speaks with little or no reference to notes is aware of audience uses appropriate visuals 	<ul style="list-style-type: none"> speaks directly and clearly to the audience explains visuals clearly shows leadership in supporting the group

When we design rubrics, they may be task-specific or more general. Task specific rubrics, usually created by the teacher and possibly students, may actually be comprised of several rubrics closely aligned to state standards and very specifically linking the assessment to the task outcomes. General rubrics, on the other hand, are broadly applicable to modes of learning (reading, writing, drawing, performing, etc.), and are less likely to be created by the classroom teacher and students. The language is much more general and standards alignment may not be as precise, but general rubrics are more likely to support consistent expectations across a school or district.

Rubrics aren't used to guide and assess each individual learning activity. Most often, they

are reserved for performance assessments—culminating tasks for an extended, integrated unit or topic. There is great depth of understanding when teachers and students collaborate to create a rubric, basing descriptors on lots of examples of anonymous student work and samples from the world beyond. A thorough study of a variety of student products along a continuum of achievement informs a valid, shared notion of "proficiency" at a grade level.

Standards-based education requires that students and teachers re-visit and re-work tasks to attain a standard. Not everyone will hit the target on the first try, nor should they be expected to. However, rubrics help us design instruction and provide feedback so that students have multiple opportunities to sharpen their aim!

Making more connections!

Coming Events

❖ NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION—NABE 2006—Connecting Worlds with Bilingual Education: January 18-21, Phoenix, Arizona. For more information, visit the NABE website at www.nabe.org.

❖ THE INTERNATIONAL READING ASSOCIATION—Southwest Regional—Launch into Enchantment Through Literacy: February 1-4, 2006, Albuquerque Convention Center. Registration forms are available on the IRA website, www.reading.org, or contact Dianna Valdez at valdez@aps.edu for more information.

❖ TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES—TESOL 2006: Daring to Lead: March 15-18, Tampa, Florida. For more information, visit the TESOL website at www.tesol.org/tesol2006.

Teachers, please encourage your students' families to visit www.ColorinColorado.org, a free bilingual website full of useful advice and resources for parents and educators who are helping children build strong literacy skills. The American Federation of Teachers is the major funder of *iColorin Colorado!*, a service of the Reading Rockets project of WETA Washington, D.C.



Back issues of Making Connections are available at Icequity.com!

Cross Cultural Resource Library



Monday and Wednesday:
8:00-5:00

Tuesday, Thursday, Friday:
8:00-4:30

Closed daily for lunch:
12:00-1:00

Montgomery Complex

LIBRARY SPECIALIST: Jo Ann Gonzales

Please call 880.9429, ext. 154, before making the trip to be sure the library is open.

TESOL Endorsement and Survival Spanish Courses for APS Teachers, Spring 2006

LCE is making available TESOL and Survival Spanish courses at Sandia High School this spring. These College of Santa Fe courses are open to APS teachers and other certified personnel, who will be reimbursed for tuition costs. The TESOL courses satisfy all NM State requirements for the endorsement. Survival Spanish course participants will learn to communicate better with monolingual Spanish-speaking children and their families. The Survival Spanish courses satisfy the foreign language requirement for the TESOL Endorsement. Tuition for each course is \$375, to be paid on the first day of class and reimbursed when the course has been passed. Contact: Prof. Henry Shoner, at 855.7271.

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Making Connections is a publication of the Department of Language and Cultural Equity, Albuquerque Public Schools; it is distributed to the Board of Education, district administrators and departments, and all schools. Please direct questions and comments to the editors: Nancy Lawrence and Dee McMann, 881.9429.

Making Connections is printed by APS Office Services.
Special thanks for their expert help!