



Dual Language Development Master Program

Signature Assignment for EDCI 532

*Home and School Biliteracy Events Report:
Implications for Instructional Planning*

Student Learning Outcome(s) Assessed:

SLO #4: Analyze and apply fieldwork data of students' home language & literacy practices in classroom literacy plan to inform instruction.

Description of the Signature Assignment

The candidate is required to write a biliteracy events report that informs language and literacy development practices for students learning another language (L2) and or a primary language (L1) and their implications for instructional planning. Based on interviews with parents, at least three cultural themes reported in the case study will be identified and used to make changes to literacy/biliteracy instruction. Candidates will compare findings to on-going classroom literacy development programs in a primary or target language(s). The discussion of recommendations should be based on at least 5 citations to explain, support or contrast recommendations. The candidate will make strategic recommendations to clarify, strengthen and or develop curricular and instructional literacy practices that incorporate cultural funds of knowledge.

Directions for Students

The candidate is required to write a biliteracy report that informs language and literacy development practices for students learning by children whose language is other than English. Please follow the directions included below:

- Develop biliteracy events recommendations based on at least 3 findings from the case study participants and identify clearly the cultural themes/practices and how they will be addressed in the proposed instructional plan.
- Describe and explain clearly and in detail cultural themes that will serve to make strategic literacy development recommendations for classroom literacy practices of students who speak other languages and or second language learners (English, Spanish, Asian or Other Languages).
- Propose recommendations that will serve to clarify strengthen or develop curricular and instructional literacy practices for speakers of more than one language. Students may refer to samples of biliteracy reports that are posted on BeachBoard.

Rubric:

Criteria	4 = Exceeds expectations		3 = Meets expectations		2 = Meets some expectations		1 = Does not meet expectations		0 = Unable to score; incomplete or missing work	Final Score
<p>Introduction Describe and explain clearly bi literacy practices based on the case study report findings to develop a biliteracy development recommendations that includes a coherent set of literacy practices for the bilingual children & based on relevant course readings.</p>	Describes and explains clearly and in detail at least 3 findings from the case study for each family and summarizes a coherent set of literacy practices for the bilingual children supported by 3 or more relevant course readings.		Describes and explains adequately and in some detail at least 2 findings from the case study and develops a relevant set of literacy practices for the bilingual children and based on 2 relevant course readings.		Describes and explains broadly 2 findings from the case study and provides an unclear s literacy practices. .		Describes but does not clearly explain at last 2 implications from the case study and does not provide a set of relevant literacy practices that are supported by relevant literature.		Missing or in-complete work	
<p>Case Study Findings and Biliteracy Practices Explain clearly and in detail at least 3 key cultural themes and/or findings for the student and make specific recommendations for an instructional plan for biliteracy development</p>	Explains clearly and in detail at least 3 key cultural themes and/or findings for the student and makes specific recommendations for an instructional plan for biliteracy development.		Explains in some detail at least 3 key cultural themes and/or findings for each student and makes recommendations for an instructional plan for biliteracy development.		Explains broadly 2 key cultural themes and/or findings for each student and makes general recommendations for an underdeveloped instructional plan for biliteracy development.		Explains one cultural theme and/or findings for each student and makes unrelated recommendation s for an instructional plan for biliteracy development.		Missing or in-complete Work	
	8	7	6	5	4	3	2	1	0	

<p>Literacy Events and Classroom Practice Discussion</p> <p>Explicitly discusses home and school connections articulated in at least 3 findings from the case study of the child and make specific implications for planning and teaching literacy development in a primary language, and/or the target language. States the ways in which literacy practices can be augmented/ revised or transformed given the results from the cases study and consistent with recent research findings (cite five or more references from assigned readings and others).</p>	Provides ample evidence of key home and school connections and their implication to teaching literacy development in a primary language (L.1), and/or a target language (L2). It provides explicit ways of augmenting, revising or transforming literacy instruction and for speakers of other languages and consistent with recent research findings (cite five or more references from assigned readings and others).		Adequate evidence provided on home and school connections and their implication to teaching literacy development in a primary language (L.1), and/or, a target language (L2). It provides ways of augmenting, revising or transforming literacy instruction and for speakers of other languages and consistent with recent research findings ((cite five or more references from assigned readings and others).		Limited and partial evidence is provided to make clear home and school connections and their implication to teaching literacy development in one or two only and or in bilingual settings. It provides limited ways of augmenting, revising or transforming literacy instruction and for speakers of other languages and is inconsistent with recent research findings ((cite five or more references from assigned readings and others).		Vaguely and inconsistent evidence is provided to make home and school connections and their implication to teaching literacy development in one or two only and or in bilingual settings. It does not provide explicit ways of augmenting, revising or transforming literacy instruction and for speakers of other languages and is inconsistent with recent research findings.		Missing or in-complete work	
	8	7	6	5	4	3	2	1	0	
<p>Writing</p> <p>The report is clearly and coherently organized according to the format outlined in the syllabus. It should reflect the use of Standard English conventions.</p>	The report is clearly and coherently organized according to the format outlined in the syllabus. It reflects the use of Standard English conventions.		The report is organized according to the format outlined in the syllabus. It reflects the use of Standard English conventions and grammatically accurate.		The report is not clearly organized according to the format outlined in the syllabus. It also does not consistently reflect the use of Standard English conventions.		The report is organized according to the format outlined in the syllabus. It should reflect the use of Standard English conventions.		Missing or in-complete work	
Total									/24	

Legend

O-4 Point Scale	College of Education Assessment Scale Equivalent
21-24	4 (Exceeds Expectations)
19-20	3 (Meets Expectations)
14-18	2 (Meets Some Expectations)
10-14	1 (Does Not Meet Expectations)
<10	0 (Can't Score)