

If child portfolios are used as an assessment method, show or describe how you make it meaningful and relevant for **dual language learners (4B.1)**for **children with disabilities (4B.3)**.

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In other words.....

- ***These assessment items are asking teachers to reflect:***
 - ***when I have a child in my group that has a disability OR is a DLL, am I REALLY capturing enough or the right info to help me know what she/he knows or is able to do?***

As a teacher, I may need to do some things differently when I am assessing him/her so that I get the clearest picture of the child's strengths, weaknesses, and interests.

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We do this by.....

- Using gestures, body language, and facial expressions to convey our meaning when asking questions, etc.
- Modeling what we want a child to do to help them understand our expectations.
- Use simple language to convey what we are asking.

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- Observe more often and with more intentionality to capture subtle information.
- Allowing children to show their knowledge in ways other than expressive language:
 - Pointing
 - Drawing
- Offer encouragement (subtle or explicit) to keep the child motivated through challenging tasks.

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- Use toys and materials that the child is very familiar with.
- Use the child's home language as much as possible.
- Use adaptive materials designed to meet their needs if appropriate (i.e. spring loaded scissors)
- Allow extra time to complete assessment tasks

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- Use visual supports to help the child know what you want them to do.
- Consider the child's apparent developmental level rather than just their chronological age when comparing their current skills to widely held expectations.
- Find examples of what the child CAN do (not just what they cannot do).

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- Seek input and feedback from families.
- Use families or staff who speak the child's home language to assist in the assessment process.
- Seek input from special service providers that work with the child (i.e. speech language pathologist, B-3 early interventionist)

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- Use Google translate if you do not speak the child's home language.
- Say "Tell me more..." when a child responds in a way that makes you unclear of his/her understanding of a concept.
- Ask family members to create a list of words that you can use if you do not speak the home language of the child.

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