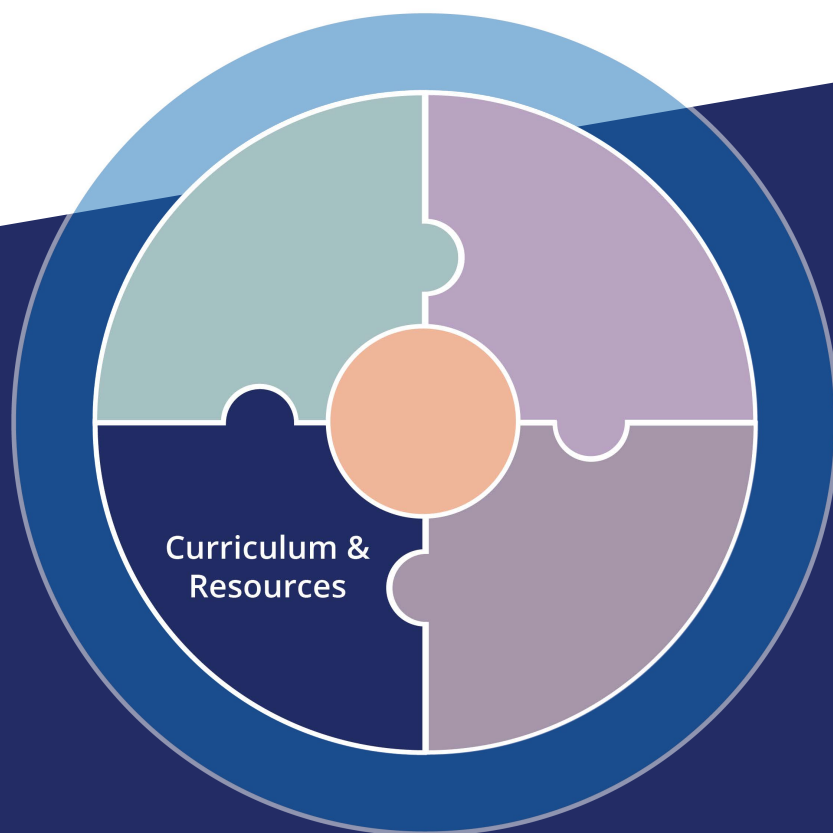




# TxEDLIF

## Success Criteria & Rubric Level 5



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Revised October 2023

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## Dual Language Immersion Tools

This framework comes with key tools. These should be used to collectively to clarify how to implement an exemplary dual language immersion program. Directions on how to use each tool are below.



### Dual Language Immersion Success Criteria:

The Dual Language Immersion Success Criteria provides a measurement system to assess your current state and identify the highest priority areas for improvement. Use with the DLI Rubric as a deeper reference when using this system.



### Dual Language Immersion Rubric:

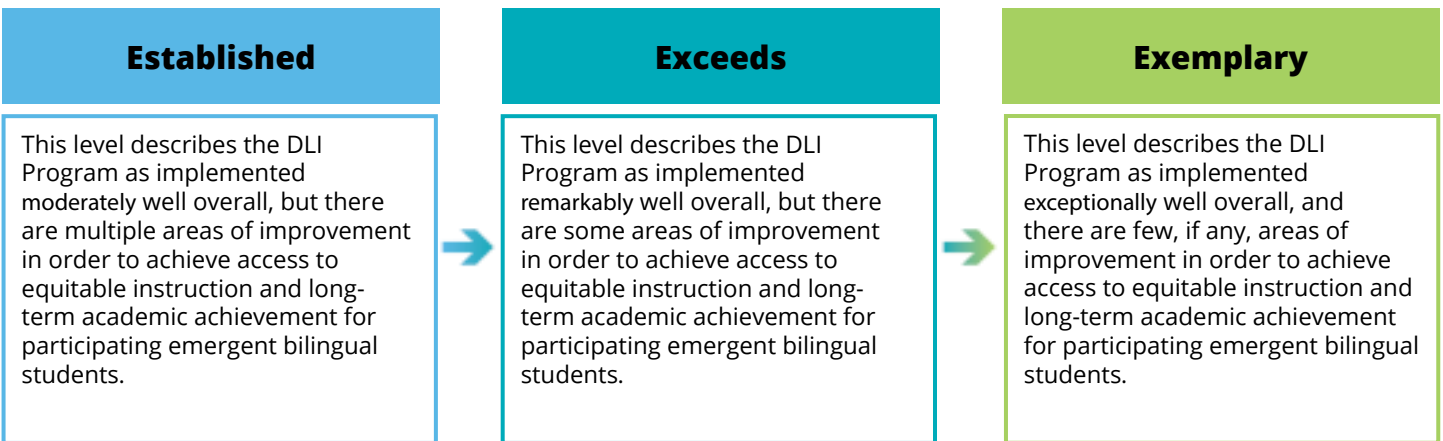
The Dual Language Immersion Rubric provides deep holistic descriptions of DLI programs at different stages of development: established, exceeds, and, exemplary. The DLI Rubric is the foundation for all related documents in this framework (e.g. DLI Success Criteria and DLI Checklists). Use this tool internally to diagnose your current state and the next stage of implementation.



### Dual Language Immersion Checklists:

The Dual Language Immersion Checklists provide detailed actions for each group of DLI leaders: district, campus, and teachers. These provide clear actions for each role.

## Expected Levels of DLI Program Implementation





## Dual Language Immersion Program Success Criteria

The Dual Language Immersion Success Criteria provides a numerical model to assess the current level of implementation of a dual language program. This tool provides a measurement system to assess your current state and identify the highest priority areas for improvement. The criteria are organized into the same levers as the DLI rubric and DLI checklists. Use the DLI Rubric for deeper descriptions when completing this measurement.

### Lever 1: Leadership & Family and Community Empowerment

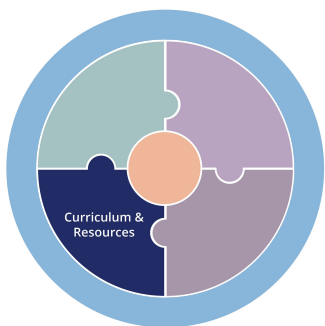
### Lever 2: Program Model and Design

### Lever 3: Staffing and Professional Development

### Lever 4: Lesson Planning and Methods

### Lever 5: Curriculum and Resources





## LEVER

# 5 Curriculum and Resources

## ESSENTIAL ACTION:

Inclusive and collaborative development of a biliteracy curriculum, biliterate assessments, and biliterate resources aligned to DLI program goals.

### Key DLI Program Practices

## 5.1

DLI curriculum is research and standard-based addressing the goals of DLI

#### Success Criteria:

- 5.1.a - Standards-based curriculum that supports biliteracy, diversity, and sociocultural values across content areas in both languages
- 5.1.b - Authentic biliterate curriculum that targets the unique language systems that support partner language and English literacy development

## 5.2

DLI curriculum includes:

- asset-based biliterate resources culturally and linguistically sustaining practices
- addressing students' prior knowledge
- a multilingual perspective hands-on and authentic activities
- translanguaging development

#### Success Criteria:

- 5.2.a - Assets-based resources that are authentic, including culturally and linguistically sustaining practices, address all learning modalities, and available in both languages
- 5.2.b - Quality primary biliterate resources in language of instruction(s) and supplemental biliterate resources

## 5.3

DLI biliterate curriculum and resources ensure that campus and district level assessments:

- include culturally and linguistically sustaining practices
- are in both languages or specific to language of instruction
- support student agency
- include portfolios or other student work

### Success Criteria:

5.3.a - Observation tools to monitor student growth in language, literacy, and content knowledge in both languages

5.3.b - Language of assessment is in the first language (L1) for reading and writing campus and district assessments, if available

5.3.c - DLI biliterate assessments include:

- » formative and summative authentic assessments in both languages
- » teacher and student assessment tools to assess the development of both languages across subjects and grade levels
- » culturally and linguistically sustaining practices performance-based assessment tools

5.3.d - Have systematized conversations with students to build awareness of their metacognitive and metalinguistic strengths and develop student agency in goal setting and monitoring growth in both languages

5.3.e - Systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages

## 5.4

DLI program has continuous improvement processes

### Success Criteria:

5.4.a - Inclusive decisions and planning for DLI student support and success

5.4.b - Systematized conversations with students to develop goal setting, monitoring growth in both languages, and data-driven reflections to foster student ownership

5.4.c - Campus and District Improvement Plans (CIP/DIP) include a continuous improvement process used with students aligned to TEKS in both languages at all grade levels



## TxEDLIF Rubric Use

In each lever of the rubric, the scale develops from left to right, detailing performance levels from Established, Exceeds, and Exemplary Implementation. The rubric is organized by essential actions and described with key dual language practices. Each level builds upon the experiences of the previous one.

When conducting a program evaluation using the rubric, use the associated Success Criteria Self-Review Scorecard for the associated TxEDLIF lever to mark each key dual language practice as Established Implementation, Exceeds Implementation or Exemplary Implementation. Once each lever is scored, the aggregated calculation will be calibrated to provide the total DLI Self-Review Score. The total will give the campus and district a quick analysis of their current overall implementation.

## Expected Levels of DLI Program Implementation

### Established

This level describes the DLI Program as implemented moderately well overall, but there are multiple areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.

### Exceeds

This level describes the DLI Program as implemented remarkably well overall, but there are some areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.

### Exemplary

This level describes the DLI Program as implemented exceptionally well overall, and there are few, if any, areas of improvement in order to achieve access to equitable instruction and long-term academic achievement for participating emergent bilingual students.

## LEVER 5:

## Curriculum and Resources

**ESSENTIAL ACTION:** Inclusive and collaborative development of a biliteracy curriculum, biliterate assessments, and biliterate resources aligned to DLI program goals.

### Curriculum Standards

[74.4\(a\)\(1\) 89.1201 \(a-b\)\(d\)](#)

Curriculum is standards-based in both languages supporting bilingualism and biliteracy development but lacking embedded focus on sociocultural competence.

Curriculum is based on enriched education in both languages that includes digital resources and an emphasis on language diversity, but limited focus on equitable resources and literacy development across subjects in both languages.

Curriculum is standards-based in both languages supporting bilingualism and biliteracy development. There is evidence of a focus on sociocultural competence.

Curriculum is based on enriched education in both languages that includes digital resources and an emphasis on language diversity, and there is some focus on equitable resources and literacy development across subjects in both languages.

Curriculum is research and standards-based addressing the goals of bilingualism, biliteracy, strong academic achievement in both languages and an intentional intertwining of sociocultural competence.

DLI curriculum is challenging based on an enriched education that

- clearly promotes culturally and linguistically sustaining practices, linguistic diversity and equitable resources and literacy for all learners
- includes a scope and sequence for language and literacy development across subjects in both languages, and
- includes quality, digital biliterate resources in both languages.

## Resources

[74.4\(a\)\(1\) 89.1201 \(a-b\)\(d\)](#)

DLI curriculum has hands-on resources, but limited integration of culturally and linguistically sustaining practices and authentic biliterate resources in both languages.

Literacy resources generally do not accurately reflect the structure of literacy (reading & writing) in the partner language.

Partner language resources are mostly translated from English versions.

Primary learning resources are not consistent across subjects in the language of instruction according to the language allocation plan.

Supplemental learning resources are limited in partner language.

DLI curriculum has hands-on resources and some integration of culturally and linguistically sustaining practices and authentic biliterate resources in both languages.

Literacy resources generally accurately reflect the structure of literacy (reading & writing) in the partner language.

Partner language resources are mostly authentic and not translated English resources.

Primary learning resources are mostly consistent across subjects in the language of instruction according to the language allocation plan.

Supplemental learning resources are available in most subjects in both languages.

DLI curriculum includes asset-based biliterate resources that

- Include culturally and linguistically sustaining practices in both languages
- address students' prior knowledge include a multilingual perspective, and
- are hands-on and authentic.

Literacy resources accurately reflect the structure of the partner language literacy process and include high-quality authentic literature.

Partner language resources are of high quality on the authenticity of the partner language and not only translated English resources.

Primary learning resources available in language of instruction.

Supplemental learning biliterate resources available in both languages across all subjects.



## Classroom Assessments

[89.1210 \(a\)\(1\)](#)  
[89.1220 \(i\), \(l\)\(1\)](#)  
[\(G\)](#)

Student assessments are not consistent with the language of instruction according to the language allocation plan.

Although assessments in literacy development (reading & writing) are used by teachers to inform instruction, there are limited or no assessments in most subject- areas in both languages.

Few or no tools or assessments that allow students to track their own progress related to metacognitive & metalinguistic connections.

Few or no teachers use tools to monitor the growth of both languages.

Few or no teachers use student portfolios with templates and timelines for completion.

Student assessments generally include culturally and linguistically sustaining practices in both languages or specific to language of instruction.

Assessments in literacy development (reading & writing) and subject-areas are generally used by most teachers to inform instruction in both languages.

Some tools or assessments that allow students to track their own progress related to metacognitive & metalinguistic connections are available.

Teachers generally use tools to monitor the growth of both languages.

Most teachers use student portfolios with templates and timelines for completion.

Student assessments include culturally and linguistically sustaining practices in both languages or specific to language of instruction.

Assessments allow teachers to evaluate literacy skills, proficiency, and subject-area knowledge in both languages.

Several tools available to students to build awareness of their own strengths and weaknesses and track their own progress on metacognition and metalinguistics connections.

Observation tools that support monitoring the growth of both languages used by all teachers.

All teachers employ student portfolios with templates and timelines for completion

## State Assessments, Progress Monitoring & Data Analysis

[89.1220 \(l\), \(l\)\(1\) \(F\)\(l\)](#)  
[89.1226 \(i\)\(k\)](#)

No continuous improvement process aligned to state standards in both languages at all grade levels.

Student support and planning decisions are mostly unilateral and do not involve stakeholders.

Inconsistent conversations with students regarding goal setting and growth in both languages.

Inconsistent systems in place for data-driven reflection by item and student level in both languages.

No clear and consistent visible data on student progress to foster student ownership and goal setting.

Limited communication with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.

Limited continuous improvement processes in place aligned to state standards in both languages at all grade levels.

Student support and planning decisions involve some stakeholders, but not all.

Consistent conversations with students regarding goal setting and growth in both languages.

Some systems in place for data-driven assessments for emergent bilinguals by item and student level in both languages.

Some clear and consistent visible data on student progress in most classrooms to foster student ownership and goal setting.

Inconsistent communication with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.

Continuous improvement processes aligned to state standards in both languages at all grade levels.

Student support and planning decisions include the input of all stakeholders.

Systematized conversations with students to develop student agency in goal setting and monitoring growth in both languages.

Systems in place for data-driven assessments based on best practices for emergent bilinguals by item and student level in both languages.

Visible data on student progress in all classrooms and throughout the school to foster student ownership and goal setting.

Communicates regularly with LPAC on the academic and linguistic progress of current and former emergent bilingual students and the recommended state and local assessments.