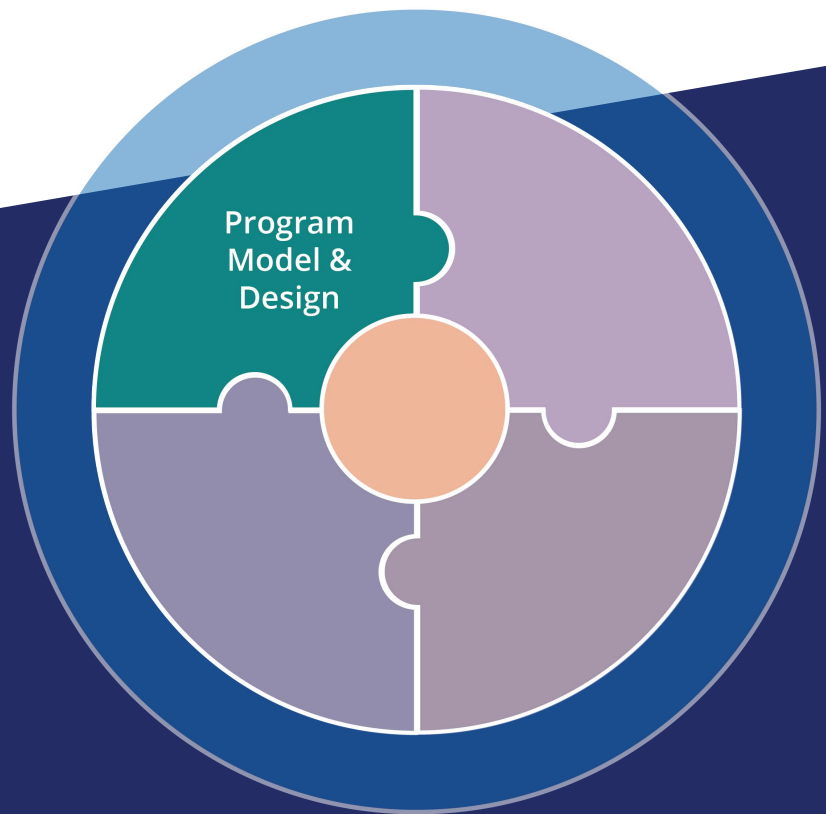




TxEDLIF

Success Criteria & Rubric

Level 2



Revised October 2024

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:

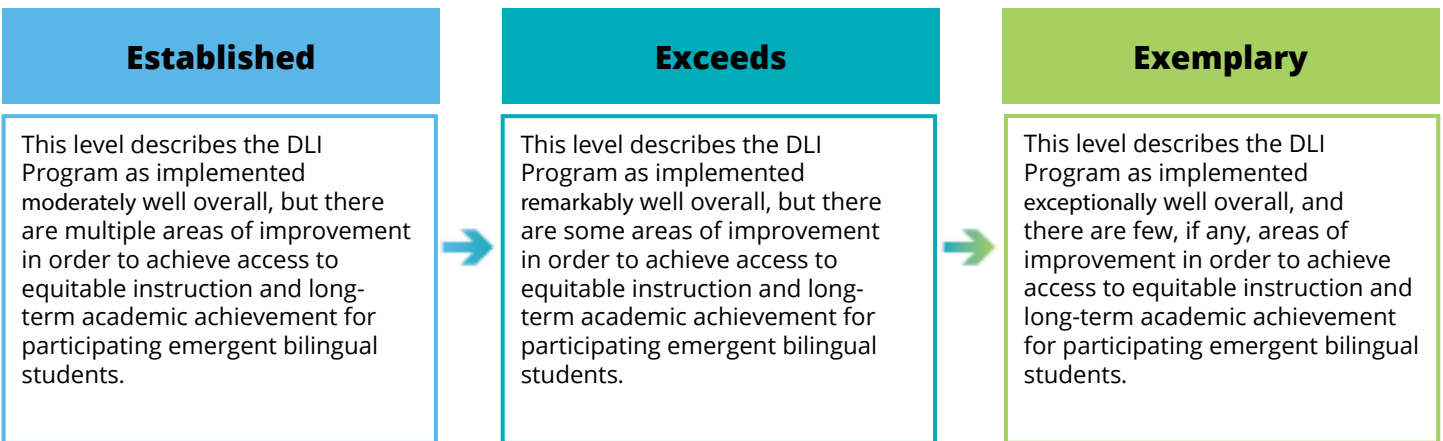
The Dual Language Immersion Rubric provides deep holistic descriptions of DLI programs at different stages of development: established, exceeds, and, exemplary. The DLI Rubric is the foundation for all related documents in this framework (e.g. DLI Success Criteria and DLI Checklists). Use this tool internally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

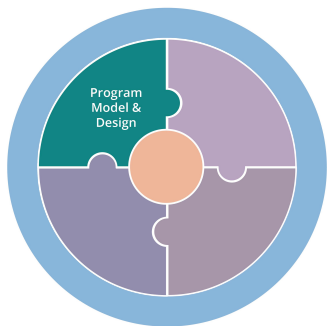
Lever 2: Program Model and Design

Lever 3: Staffing and Professional Development

Lever 4: Lesson Planning and Methods

Lever 5: Curriculum and Resources





LEVER

2 Program Model and Design

ESSENTIAL ACTION:

DLI program clearly prioritizes emergent bilingual students, has a clear language and content allocation plan, and ensures 50% of instruction in partner language.

Key DLI Program Practices

2.1

DLI program clearly prioritizes serving emergent bilinguals

Success Criteria:

- 2.1.a - Ensure all emergent bilinguals are served in the DLI program either through one-way or two-way DLI classrooms
- 2.1.b - Ensure the allocation of space for late-coming emergent bilinguals
- 2.1.c - Serve emergent bilinguals in their first language and English with no less than 50% in the partner language at all grade levels
- 2.1.d - Encourage emergent bilingual students whose first language is not available in a DLI program to participate in the available DLI program

2.2

A clear DLI model is communicated, implemented, and evaluated

Success Criteria:

- 2.2.a - Establish and communicate to all stakeholders a districtwide DLI model and goals for all participating schools
- 2.2.b - The content and language allocation plan is implemented and monitored with fidelity
- 2.2.c - Provide metalinguistic and metacognitive connections in both the partner language and English
- 2.2.d - Evaluate DLI program based on qualitative and quantitative data in both program languages and biliteracy trajectory data

2.3

Students with different levels of language proficiency have multiple entry points into the DLI program and are encouraged to continue

Success Criteria:

2.3.a - Support campuses with DLI program roll-out to begin at PK, K, or 1st and continue each year until fully implemented at 5th or 6th grade

2.3.b - Ensure reclassified emergent bilinguals continue in DLI program until at least 5th or 6th grade

2.3.c - Facilitate inclusion of emergent bilingual students (including newcomers) who speak the partner language to participate in DLI program, if available, for all grades PK-12

2.3.d - Show clear evidence of communication and modeling of linguistic equity between the partner language and English, actively integrating families, school, and local communities in this effort

2.3.e - Support reclassification of some emergent bilingual students but “no” exiting, as they must continue in the DLI program

2.4

Program model ensures high academic achievement in both languages, bilingualism, biliteracy and sociocultural competence

Success Criteria:

2.4.a - Plan for, deliver, and seek feedback on linguistically accommodated content instruction that is based on culturally and linguistically sustaining practices, ensures academic & linguistic achievement in both program languages, and supports biliteracy and sociocultural competence

2.4.b - Promote a districtwide plan for academic & linguistic achievement in both program languages to support biliteracy and sociocultural competence

2.4.c - Ensure there are opportunities for all stakeholders to be involved and valued in the DLI Program

2.4.d - Demonstrates alignment and implementation of linguistically appropriate and instructional materials based in culturally and linguistically sustaining practices

2.5

Stakeholders are actively involved in creating a school that values the sociocultural competence of students.

Success Criteria:

2.5.a - Provide opportunities for all stakeholders to be involved and valued in the DLI program

2.5.b - Staff at all levels are actively involved in the creation and implementation of a schoolwide plan that addresses the development of sociocultural competency and elevates the understanding of biliteracy development among all stakeholders

2.6

Program model builds on the assets of students' languages and builds biliteracy development

Success Criteria:

2.6.a - Schedule reflects oral and academic literacy and biliteracy development according to the respective model design

2.6.b - Through an asset-based lens, support students' linguistic approaches such as translanguaging while maintaining a strategic use of instructional language

2.6.c - Appropriate allotment of oral and academic language and literacy development time in both languages depending on program model and design

2.6.d - Model adheres to consistent strategic use of instructional languages while supporting student's translanguaging

Established - 70%

Exceeds - 80%

Exemplary- 90%

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 2:

Program Model and Design

ESSENTIAL ACTION: DLI program clearly prioritizes emergent bilingual students, has a clear language and content allocation plan, and ensures 50% of instruction in partner language.

	Established	Exceeds	Exemplary
<p>Teacher Certification</p> <p>TEC 29.061 (89.1210(c)(3)&(c)(4) 29.061 (b-1)(b-2)</p>	<p>Certified bilingual teachers are in areas required by the education code.</p> <p>There is limited professional development focused on language proficiency.</p>	<p>Certified bilingual teachers are in core content areas.</p> <p>There is some professional development that supports and strengthens partner language and/or English proficiency.</p>	<p>Certified bilingual teachers in all content areas.</p> <p>Professional development to support and strengthen partner language and/or English proficiency of dual language teachers.</p>
<p>Language Allocation Plan</p> <p>89.1227(d)</p>	<p>A language allocation plan exists, but is not well-known.</p> <p>Some decisions are based on the language allocation plan.</p> <p>There is an evaluation of the program, but the focus is on English data.</p> <p>Few of the support services are aligned with the language allocation plan.</p>	<p>A language allocation plan exists and is known.</p> <p>The language plan is understood by the campus leaders and guides many, but not all decisions.</p> <p>An evaluation of the program includes qualitative and quantitative data in both languages, but not an equal amount.</p> <p>Several, but not all of the support services are aligned with the language allocation plan.</p>	<p>A clear allocation plan that is aligned with the latest research.</p> <p>A plan implemented with fidelity and monitored by all campus leaders.</p> <p>An evaluation based on qualitative and quantitative data in both program languages and biliteracy trajectory data.</p> <p>Support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) aligned with the language allocation plan.</p>

Program Duration

[89.1205 \(a\)\(d\)](#)
[89.1227 \(e\)](#)
[89.1233](#)
[89.1228](#)

The dual language program is run in grades PK-3 only.

The students served are mostly emergent bilingual students.

Newcomers are not offered the dual language program.

Some students learning English are exited from the dual language program after they are reclassified.

The dual language program runs through the grade levels of the elementary schools.

The students served are mostly emergent bilingual students.

Newcomers are offered the dual language program in grades PK-1st.

Reclassification of some emergent bilinguals happens, but the school does not encourage or discourage reclassified students to stay in the program.

Programming beginning at PK, K or 1st and continuing to roll up each year and through 5th or 6th grade. Students receive a recommendation to continue in a dual language secondary program.

Primary language English speakers can enroll in the dual language program for all grades PK-12.

Newcomers who speak the partner language enter the dual language program at all levels.

Re-classification of some emergent bilinguals, but there is “no” exiting.

Program Content Goals

Content instruction is based on the district’s curriculum. There are steps taken to support a second language. The goals of bilingualism, biliteracy and sociocultural competences are shared by some of the staff.

Content instruction is rooted in culturally and linguistically sustaining practices, communicated, sequenced and scaffolded to ensure high academic achievement in one language. The goals of bilingualism, biliteracy and sociocultural competence are valued.

Culturally and linguistically sustaining practices, linguistically accommodated content instruction and design that is communicated, sequenced, and scaffolded to ensure high academic achievement in both program languages, bilingualism, biliteracy and sociocultural competence.

Program Culture Goals

There is a limited plan that addresses sociocultural competence. Some teachers address this goal in their classroom.

A plan exists that addresses the development of sociocultural competence and elevates biliteracy, among all stakeholders.

Opportunities for stakeholders to be involved in creating a plan that addresses the development of sociocultural competence and elevates biliteracy, among all stakeholders, including teachers, school staff, administrators, and community members.

The school modifies the district curriculum to incorporate sociocultural competence when appropriate.

Systems for the selection of linguistically appropriate and culturally and linguistically sustaining instructional materials exist.

Systems in place for the selection of appropriate culturally & linguistically sustaining instructional materials and sociocultural competence skills and their thoughtful integration into the curriculum.

Program Language and Literacy Goals

[28.0051\(a\)](#)
[89.1210 \(c\)\(3\)\(c\)\(4\)](#)

The language allotment time is not consistent in all classrooms.

The language allotment time is consistent across grade levels, but not cohesively across the school.

An equal allotment of oral language and literacy “development” time in both languages (50/50 model) is provided, or initially in the partner language (90/10, 80/20 model) and then allotted equal time in both languages once the program reaches a 50/50 division of instruction in the two languages.

The understanding about the importance of translanguageing and print in both languages exists with some adults in the program, but not all.

There is an asset-based lens on students’ translanguageing, but little attention to the strategic use of instructional languages.

An asset-based lens on students’ translanguageing and print in both languages, but a strategic use of language of instruction is upheld.