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## Introduction

In the [June 2015 Early Years Focus Bulletin](#), we met Ms. Cora, a teacher of four-year-olds in an urban preschool. In that issue, we explored ways that early care and education (ECE) practitioners use what they know about dual language learners to make intentional decisions about language development and learning. We looked at a summary of the documentation Ms. Cora had used to intentionally plan for three dual language learners (DLLs) in her group: Malak, Chue, and Valentina. This documentation was gathered through conversations with the children and their families and through Ms. Cora's observations.



*“It is my job to listen, observe, and provide the supports and scaffolds the children need to further their learning,” said Ms. Cora. “I do this for all children, thinking about all areas of development. For the nine children in my group who are DLLs, I draw from additional pieces of information in planning and making decisions about language development... I reflect on what I know about each child’s family, culture, interests, personality, learning style, and language development. Then I plan my instructional strategies for each child accordingly. It’s an ongoing cycle: observe and gather, plan, instruct, reflect...”*

Ms. Cora understands the critical role of observation in that ongoing cycle. The system of gathering information, observation, documentation, and analysis (known as authentic assessment) is a powerful tool that practitioners like Ms. Cora use for building relationships, planning, and documenting children's progress. “[It] is not something you do on top of teaching—authentic assessment is teaching (Illinois State Board of Education, 2012).”

How does Ms. Cora gather information about DLLs' language development during routines, transitions, and learning activities? Who is part of the team helping her observe, document, and analyze?

**In this bulletin, we explore some ways that ECE practitioners in high-quality programs observe and document DLLs' receptive and expressive language development and use. We offer**

- **Essential background information about observation and documentation**
- **Considerations for observing and documenting DLLs' language development and use**
- **Practical suggestions from staff in culturally and linguistically diverse ECE programs throughout the U.S.**
- **Examples of authentic assessment in action, featuring Ms. Cora and three 4-year-old DLLs in her classroom (introduced in the [June 2015 WIDA Early Years Focus Bulletin: Planning for Dual Language Development and Learning](#))**

**Authentic assessment** is “the systematic recording of developmental observations over time about the naturally occurring behaviors and functional competencies of young children in daily routines by familiar and knowledgeable care givers in the child’s life (Bagnato & Ho, 2006).”

Often, practitioners and the families they work with differ culturally and linguistically. These differences can inadvertently impact practitioners' expectations for young children's language and overall development. For additional information about DLLs and their families, please see the previous Focus on the Early Years Bulletins.

**Available at: [wida.us/EarlyYears](http://wida.us/EarlyYears)**

## Observation: What is it? Why do it?

The primary purpose for gathering information is to promote each child's development and learning. "To best assess young children's strengths, progress, and needs, [practitioners in high-quality ECE programs] use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes" (NAEYC, 2009). To best assess young children's strengths, progress, and needs, ECE practitioners most often rely on authentic assessment.

In authentic assessment, practitioners act as researchers. They pay close attention to what children do and say (observe), record evidence of progress (document), and review the evidence for the purpose of planning (analyze). Practitioners

- **Document** each child's development in a way that is nonintrusive, during everyday play-based interactions with materials, teachers, families, and peers
- **Focus** on children's success and progress vs. failures or lack of progress
- Purposefully **collect** evidence over time and in multiple settings; for DLLs, this includes evidence of language development and use—in English and the home languages, if possible
- **Select** and **organize** the evidence into an assessment system, often creating a portfolio for each child; for DLLs, this portfolio also includes documentation that looks at language development—in English and the home languages, if possible
- **Analyze** the evidence at multiple checkpoints throughout the year, using their knowledge of the child, early dual language development, and other resources (e.g., state early learning standards, objectives identified within the program's assessment system, developmental continuum, WIDA E-ELD Performance Definitions)
- **Consider** the evidence as they **plan** learning within the environment, routines, transitions, interactions, and learning activities
- **Share** responsibility for assessment with families, children, and other adults involved in the child's learning

### Why is it important to have an established system for authentic assessment?

Authentic assessment allows practitioners to learn about children by carefully watching them, listening to them, and studying their work. This helps practitioners understand what children are learning and thinking and make informed decisions about materials, activities, and interactions. It also allows practitioners to thoughtfully observe children's efforts, progress, and achievements in a culturally and linguistically responsive setting, an opportunity that may be missing in standardized testing.



### Voices from the Field

"Research has shown that bilingual children are often most optimally assessed with the use of informal assessments. Standardized assessments may still provide useful data, but I have found that classroom observations, conversational language samples, and narrative language samples are invaluable. These direct assessments, complemented by teacher and parent interviews, round out the full scope of a child's bilingual language abilities."

~Susannah York, Bilingual Speech-Language Pathologist, Chicago, IL

"I do a great deal of dictation of children's stories. At any given center I will ask the children to "Tell me your story." Additionally, we dictate work plans. This dictation serves two purposes: To show me how the children (especially DLLs) are developing language, and it also shows intentionality of learning in the centers."

~Lynette Perlikiewicz, preschool teacher, Albuquerque Public Schools, Albuquerque, NM

## Who is Involved? Where and When?

It takes a coordinated team effort to provide DLLs and their families with high-quality care and education that is both culturally and linguistically responsive. Practitioners acting in isolation are not able to meet all of the challenges involved with providing DLLs and their families the high-quality programming they are entitled to and deserve. Working as a team, children, families, practitioners, and other adults involved in the program can implement an effective and efficient system for authentic assessment.

### What does this look like in practice?

*“First, we ensure that all members of the team see themselves as learners, teachers, and experts,” says Ms. Cora. “Everyone can learn through careful observation and documentation. Everyone can provide insights based on their knowledge and experiences. Second, we make sure that we all understand and agree on the process and the purpose of what we’re doing—otherwise it may feel like added work when, in fact, it is just part of good teaching! This is an opportunity to get to know and understand the children in a way we wouldn’t be able to otherwise! It allows us to build a trusting relationship so children feel safe to explore and use their language. I model the observation and documentation process for other adults who are not familiar. We intentionally observe 2-4 children per week—focusing on a very specific skill or question—and record a few observations per day.*

*Learning takes place all day long and in every setting, so we have lots of opportunities to observe and document. Sometimes our observations are planned, sometimes they are spontaneous. We are careful to vary the times and locations of the observations, as children may behave differently in different settings. We observe children as they engage with their families in the program and on home visits. We observe them during routines and transitions, as they work individually, in pairs, in small groups, large groups, and in both child- and adult-led activities. Interactions are so important because they provide opportunities for children to play with the structure, purposes, and meaning of language. We ask them questions about what they are doing and write notes with their responses. We also note any materials, language supports, or scaffolding that was provided.*

*Because we communicate frequently—using a variety of methods—most of our families also observe their children at home and in the community and share with us what they notice! They know the children best so it’s important that we pay close attention to their observations. We also ask them to share words and phrases from their home languages and expectations from their cultures. We keep these in mind as we observe. We encourage the children to reflect, take ownership of their learning, help us with documentation, and take pride in their accomplishments.*

*We document language development for all children in our group. For DLLs, we consider development across multiple languages and cultures. The portfolio we create tells the story of that development! That story can then be shared with children and families at any time and passed along for as long as the child is in our program. The information gathered also helps our team reflect and plan.”*



## Voices from the Field

“All adults in the room cultivate caring relationships with children. To do this they must notice all the children in the class, see their strengths, and show curiosity in their learning and approach to learning. Through beneficial interactions, all adults in the room can provide language models, opportunities for child reflection and response, and scaffolding toward overall growth in language development.~ Allison Worrell, preschool teacher, Alphonsus Academy and Center for the Arts, Chicago, IL

“I am blessed to work with talented ECE teachers who care so passionately about children’s language processes and acquisition. We have always made sure to share our goals for a child’s language—at times our goals are the same but our methods are different. We conference and share anecdotal notes. This communication enables us to mutually work on goals. For example, I might tie thematic vocabulary from the classroom unit into my circle time, while the teacher might target making a four-word request during snack time. In this way, we approach language development as a team.” ~Susannah York, Bilingual Speech-Language Pathologist, Chicago, IL

# How Do Practitioners Observe, Document, and Analyze Observations to Promote Dual Language Development?

“Observing is so much more than a set of skills or another task to add to your already demanding schedule...Observing creates an attitude of openness and wonder that allows you to know and understand the children you work with every day... This subtle shift from seeing observation as a skill to seeing it as an opportunity to wonder and learn makes an enormous difference... [It] can help you go beyond your expectations or assumptions to see the many dimensions of a child that are revealed over time. (Jablon, Dombro & Dichtelmiller, 2007).”

Like a researcher or detective, when a practitioner starts to wonder, she asks herself, “What do I want to find out?” This question provides a focus. Often the question is prompted by state early learning standards or other pre-determined objectives. After determining what to observe, the practitioner asks questions, watches carefully, and listens—in multiple, natural settings over a period of time—to build a picture of the child’s efforts, progress, and achievement. She does this for all children, in all areas of development. For DLLs, she also looks specifically at dual language development.

## How do practitioners collect and document evidence of DLLs’ language development and use?

Practitioners in high-quality ECE settings use a variety of methods for gathering information. Typically they choose methods based on what is being assessed, what is practical, the practitioner’s level of experience with authentic language assessment, and the amount of information and detail needed. As much as possible, these methods are woven into daily interactions, but occasionally practitioners need to set up a structured task to prompt the response they are seeking. Practitioners may use

- Brief anecdotal notes (written on post-it notes, mailing labels, in notebooks, on an iPad)
- Notes on a daily log or calendar
- Frequency counts/tallies
- Checklists, charts, and rating scales
- Audio and video recordings
- Narrative language samples
- Story retells
- Drawings and representations
- Photos, work samples, diagrams, and sketches, dated and documented with notes describing the event and/or dictation from the child
- Family interviews

What are some questions a practitioner might pose to learn more about an individual DLL’s language development and use in the program? When provided with language supports...

- How and when does the child communicate nonverbally?
- Does the child understand \_\_\_\_\_?
- How does the child approach language (e.g., Does he jump right in and try new words and phrases? Mostly observe and practice language in private? Become easily frustrated and “act out?”)?
- With whom does the child talk (children and/or adults)?
- During which activities does he decide to use his home languages?
- For what purposes does the child use language (e.g., to express himself, to inquire, to recount/retell)?
- Is the child comfortable one-on-one? In a group? With familiar people? New people?
- What does the child like to talk about?
- How much language is the child using? (variety and length of utterances and interactions)
- What types of grammatical structures does he use?
- What types of words and phrases does he choose?
- How does he communicate at home and in the community?
- What do you know about the child’s sociocultural context and how does it impact your observation?
- Does the child’s language use change over time, with different people, and across settings?



## What do practitioners do with the evidence they collect?

Many practitioners work together for a few minutes at the end of each day to organize and compile the evidence into a structured system (e.g., file folders, binders, an electronic portfolio). They can then

- **Review** the notes weekly or bi-weekly
- **Reflect** on what they have learned
- **Write** a brief summary
- **Compare the evidence** with expectations (e.g., their knowledge of early development, information from the family, state early learning standards, objectives identified within the program's assessment system, developmental continuum, WIDA E-ELD Performance Definitions)
- **Continue the conversation with families;** for DLLs, this includes sharing evidence of language development and use—in English and the home language, if possible—linked to curricular goals
- **Write a report** for administrators, if needed
- **Take action: plan** for the environment, language supports, interactions, routines, transitions, and activities. After all, the data collected is only meaningful when it is linked to decisions about teaching! And the cycle continues: *observe and gather, plan, instruct, reflect...*

## What does this look like in practice?

Ms. Cora made a checklist on which to record information about children's gross motor skills. She noted skills that are listed in her state's early learning standards and the objectives in her program's assessment system. This week, she and her colleagues will pay close attention to children's movements indoors and outdoors and note what they observe on the checklist.

A small group of children have been creating obstacle courses on the playground. They rearrange the equipment and take turns giving directions to their friends. Ms. Cora and her team take advantage of this opportunity to gather information.

In addition to the gross motor checklist, the team is intentionally focusing their observations on three specific 4-year-olds in their group this week: Malak, Chue, and Valentina. Because they are DLLs, the team will also be looking at dual language development.

The summary on the next pages captures one observation of each child. The team recorded evidence from multiple observations in a variety of settings over time. They know that children's development is often uneven and that children will continue to grow and change. Additional information about each child is available in the [June 2015 WIDA Early Years Focus Bulletin: Planning for Dual Language Development and Learning](#).

## Voices from the Field

"I am very connected to my phone and iPad mini. I also carry a pack of post-its on me at all times. I wear "Two More Pockets" so everything is right at hand. Because time is so short, it's important to capture the language right away! It also keeps my hands free."

~ Jeanne Williams, preschool teacher, The Learning Tree, Temple Beth El, Ft. Myers, FL

"When observing expressive language use, I try to ask DLLs questions in their home language first. "What is this? How do you do this?" I record their responses on video, write it down, put it in Google translate, and then ask the parent if what the child said makes sense. It is really important to get as much information about the children from whoever we can...I also share information with parents in real time using a communication app."

~ Jeanne Williams, preschool teacher, The Learning Tree, Temple Beth El, Ft. Myers, FL

"To support individual learners in the classroom, you need to build on what they know. We implemented a documentation board in each of our classrooms that is divided into thirds. The first side of the board shows children's prior knowledge. The middle part is experiences that we've planned in the classroom, based on what children and families shared with us. The third part of the board is the culmination, what the children have learned after the study."

~Marissa Rasavong, Early Childhood Project Facilitator, State Pre-Kindergarten, Las Vegas, NV



## Malak

Malak's family immigrated to the U.S. two weeks ago. She and her family speak Hindi and Urdu. She has recently heard some English spoken at home between her father and uncle. She has been very quiet at the preschool.



Malak primarily observes and uses nonverbal communication. Although they cannot easily talk with her, the team recognizes the importance of observing and documenting Malak's learning. It helps them appropriately plan for and support her development. They listen to and respond to Malak's facial expressions, gestures, and body language. They talk to her and offer choices that she can point to.

Ms. Cora and her team have been researching some questions about Malak through their observations: How, when, and with whom does she communicate nonverbally? Is she most comfortable one-on-one or in a group? With familiar people or with new people? How does Malak approach language?

Ms. Kristine (assistant teacher) notices Malak standing near the balance beam. She is imitating the movements that she sees the small group doing on the obstacle course. Ms. Kristine notes the movements on the checklist. After a while, she approaches Malak and imitates what she is doing, turning it into a game.

"Kheel?" she says in Hindi, a word Malak's father wrote down for the teachers. When Malak smiles, Ms. Kristine knows she is welcome to play. Ms. Kristine talks to Malak about what she is doing. She gives a simple direction to see if Malak is able to understand and follow. Malak repeats a few of the words she says in English: hop, jump, kick. She laughs as she engages with Ms. Kristine and covers her mouth, shyly. Ms. Kristine wonders if Malak will engage in the same way with the children. She points to a classmate, Tim, who is running through the obstacle course. "Kheel?" says Ms. Kristine. Malak stops, looks down, and shakes her head left and right. Ms. Kristine continues to play with Malak and makes a note on the daily log about their interaction.

She notes only the factual information she observed about multiple developmental domains: Malak demonstrated some specific traveling and balancing skills (noted on the checklist) and attended to an activity. She engaged one-on-one with a trusted adult, followed some simple directions in English when demonstrated by Ms. Kristine, and also demonstrated some movements for Ms. Kristine to follow; Ms. Kristine notes these as evidence of Malak's dual language development. Ms. Kristine also notes that Malak chose to observe and listen first. She communicated for the purpose of expressing herself. Ms. Kristine adds descriptions of the facial expressions and gestures Malak used to the daily log. Finally, she notes that Malak responded positively to the word "kheel" in Hindi and repeated "hop," "jump," and "kick" in English.

Ms. Kristine adds the daily log to the team's collection of documentation. The team will analyze all of the documentation together and use it to reflect and plan for language support and instruction.

## Chue

Chue was born in the U.S. He speaks Hmong at home with his mother, grandmother, and cousins. He speaks English with his father, uncle, and siblings.



Chue is a smart and introverted boy. Although he isn't always comfortable talking with adults, the team recognizes the importance of observing and documenting Chue's learning. It helps them appropriately plan for and support his development. They pay extra close attention to Chue's drawings and writing and his interactions with friends when engaged in favorite activities.

Ms. Cora and her team have been researching some questions about Chue through their observations: Which language does Chue use and when? For what purposes does he use language? Does Chue's language use change based on the setting and people involved?

Chue and his cousin, Pao, are both in Ms. Cora's class. They have been building obstacle courses on the playground and have extended that play at home. Chue's father used his phone to record an interaction between Chue, Pao, and Pao's father, Kou, as they planned an obstacle course. He gave a copy of the video to Ms. Cora and helped her translate the words in Hmong. Ms. Cora wrote the conversation down verbatim, noting repeated, spontaneous, receptive and expressive language, in the home language and in English. This language sample will help the team understand what Chue is thinking and how he expresses ideas.

Through this recorded interaction, Ms. Cora was able to document specific traveling and balancing skills on her checklist. She also noticed that he followed simple requests, understood and used some familiar vocabulary, and responded to questions in English with his father and Kou. And she noticed that Chue typically used Hmong when speaking with Pao. He demonstrated more language use in this interaction at home than he typically does at school—and he was even asking questions!

Ms. Cora adds the language sample to the team's collection of documentation. The team will analyze this documentation together to plan for language support and instruction for both Chue and Pao.

Chue: I need paper. (in English)  
 Kou: Get markers from my bag. (in English, gestures to bag)  
 Chue: Pao, do you want to make it? (in Hmong)  
 Pao nods. Chue starts drawing the playground at school.  
 Chue: What do you want? (in Hmong)  
 Pao: Ball. Slide. Blocks. (in English)  
 Chue: Monkey bars? Pao nods. OK! (in English)  
 Kou: Where do I start? (in Hmong, repeated in English)  
 Pao points to the ball.  
 Kou: What do I do? (in English)  
 Pao: Jump. (in English) He demonstrates jumping over a pretend ball and Chue and Kou copy him.  
 Chue: Can't go over it! Can't go over it! Can't go under it! Can't go under it! (repeated from bear hunt chant at school) Ha! Ha! Kick! He pretends to kick the ball.  
 Kou: What do I do next? (in English)  
 Chue "walks" his fingers across the paper, from the ball to the slide.  
 Chue: You go here. Up and down. (in English) Chue pretends to climb up a ladder. Pao excitedly gallops around the room.  
 Chue: Pao, do we do blocks now? (in Hmong)  
 Pao nods, stepping on a step stool and onto a chair to demonstrate the movements needed for climbing the blocks.  
 Kou: Is it finished? (in Hmong, repeated in English)  
 Chue: Do the monkey bars. You go here. (pointing to a tree). Then you win. (in English)  
 Pao: Then you win. (in English)

## Voices from the Field

"Collecting language samples of children talking or interacting with others in a variety of contexts is an authentic and powerful way to learn about how children use language. Even a brief language sample can often reveal a child's stage of English language development, their strengths, and the areas in which they would benefit from more instruction...The information gained from the analysis of language samples provides a lens into the individualized supports children may need. In the moment of collecting a language sample, I am more tuned in to the message a child is communicating and how he or she is responding to feedback. Upon later reflection, I have the opportunity to analyze additional elements of language in the sample including sound production, grammar, vocabulary, and pragmatic use of language. These insights provide next steps for planning future learning opportunities one-on-one, in small groups, or as a whole class."

~ Allison Worrell, preschool teacher, Alphonsus Academy and Center for the Arts, Chicago, IL

"There's not a switch to turn on. There's not an 'aha' moment when a child suddenly learns English. The 'aha' happens when you look at the child's portfolio and say 'Wow! Look at how his or her language development and use has changed over time... I think I observe and document most changes during children's play with their classmates. They do a lot more talking when they think I'm not watching!"

~ Linda Dykstra, preschool teacher, University of Wisconsin- Madison Preschool Lab, Madison, WI

"I observe daily, or as needed. There is nothing more enjoyable than figuring out what a child is understanding. They will show you in their interactions in centers, in their drawings, and in their conversations. Additionally, speaking with families to find out what the child is learning at home is very useful. Families are valued members of the teaching and learning community."

~ Lynette Perlikiewicz, preschool teacher, Albuquerque Public Schools, Albuquerque, NM



## Valentina

Valentina moved to the U.S. when she was 1. She has heard both Spanish and English since birth. She also speaks some Portuguese. She is very outgoing and talkative.



Although Valentina is talkative, multilingual, and performing well according to the standards, the team recognizes the importance of observing and documenting Valentina's receptive and expressive language development and use in all of her languages. It helps them appropriately plan for and support her development. Ms. Cora observes Valentina as she builds an obstacle course with friends and notes her progress on the large motor checklist. She and her team also have other questions that they are researching about Valentina: How does Valentina use language for the purpose of recounting (retelling)? What types of language structures does Valentina use?

Valentina notices Ms. Cora watching her and excitedly runs over to tell her what she did. Ms. Cora kneels down to her level and jots some notes on a sticky note while she listens. She is careful to write brief, objective notes. She includes direct quotes from Valentina and a quick sketch of her creation.

*"Tell me more about what you did."*

Ms. Cora repeats Valentina's story, asking questions that allow her to model the use of positional words (e.g., around, on). When Valentina's friend, Fabi, arrives, Ms. Cora invites Valentina to retell her story to Fabi. She listens to confirm that the evidence she had documented still holds true. She then suggests that Valentina teach Fabi how to build the obstacle course so she can practice the new language.

Ms. Cora adds the note to the team's collection of documentation. The team will analyze all of the documentation together and use it to reflect and plan for language support and instruction.

**11/4 playground**  
Valentina: "We made the obstacle course! We put the ball first. You have to jump over. Then you run on the sandbox and touch the...um...flag. Then we put the giant blocks. You climb up the blocks and down. When you step in the frisbee you win!"

## How does Ms. Cora and her team analyze and share language assessment information with families?

*"We take ten minutes at the end of each day to add any missing details to our notes and sort them into each child's portfolio box. Because our days are so busy, it is easy to forget details later!" says Ms. Cora. "We then meet weekly to compare and analyze the notes about each child and plan accordingly."*

*What did we learn about each child's development in each developmental area? For our DLLs, what did we learn about their receptive and expressive language development in all of their languages? What language supports, scaffolds, activities, and interactions will we intentionally plan for each child? And how will we share what we have learned with each family?*

Ms. Cora and her team strives for weekly communication with each family and they utilize a variety of methods to achieve it. Along with brief weekly communications, the team schedules conferences with families several times per year. They summarize important information on a form to share with families at the conferences. The form includes space for families to also share strengths, questions, and goals.

## Conference Planning Form

CHILD'S NAME: CHUE

1. Opening: *Chue would like to share his favorite picture book with his family.*
2. Parent input:
3. Strengths: *(share some evidence) Chue follows and responds to simple requests, sentences, and vocabulary in English. He repeats patterns and simple phrases in familiar songs and activities. He can use short 3-4 word sentences. He also utilizes Hmong to support his learning in English.*
4. Questions for the Family: *See [WIDA Focus on the Early Years: Dual Language Learners](#). What does Chue like to do at home? How does Chue let you know what he wants or is feeling? What kinds of stories does he hear or tell?*
5. Language Goals: *(share some evidence) Chue understands questions asked in English. He can ask questions in Hmong. How can we support Chue in asking questions in English? (Key vocabulary: Who, What, Where, When, Why, How)*
6. Plans:
7. Closing: *Summarize conference and transfer information to a Conference Summary form. Allow time for the family to view Chue's portfolio.*



## Conclusion

In our example scenario, Ms. Cora and her team demonstrated the process of gathering information, observing, documenting, and analyzing as part of the teaching cycle. They utilize this process for all children when thinking about all areas of development. For DLLs, the team researches additional questions about receptive and expressive language development in all of their languages. This helps the practitioners understand what the children are learning and thinking and make informed decisions about materials, activities, and interactions.

Authentic assessment requires time, commitment, and professional learning! Practitioners new to the process are encouraged to start small. Allow yourself time to practice and feel proficient!

## About WIDA Early Years

WIDA recognizes the educational resources and services developed to support K-12 educators are different than those needed to support practitioners in birth to age 5 settings. Therefore, WIDA Early Years is pleased to introduce a comprehensive set of resources designed to promote the educational equity of young DLLs, ages 2.5-5.5 years. These resources focus on building local practitioner and administrator capacity around supporting early language development. New publications include

- *Promising Practices: An Overview of Essential Actions to Support Dual Language Development in Early Care and Education Settings.* Available in six languages: English, Spanish, Simplified Chinese, Arabic, Brazilian Portuguese, and Haitian Creole. This guide introduces 14 Essential Actions—promising practices for supporting dual language development in early care and education settings. Each action is illustrated with an introduction to the Action, suggestions for putting the Action into practice—organized and color coded specifically for practitioners, families as partners, and program administrators—voices from the field, reflection questions, and writing space to take notes and plan for next steps. The guide also provides suggestions for state leaders, local leaders, and pre- and in-service trainers as an invitation to collaborate. It takes a coordinated effort to successfully support dual language development in early care and education programs. Promising Practices offers practical, proven suggestions in a practitioner-friendly format.
- *The WIDA Early Spanish Language Development Standards Resource Guide.* Available in Spanish and English. This guide includes descriptions of the language children need to process and produce at three levels of Spanish language development, examples of receptive and expressive language use in the major areas of development and learning, translinguistic and cultural considerations, and connections to state and national early learning standards. E-SLD is an essential guide for anyone working with children who are developing Spanish, ages 2.5-5.5 years.

Please watch for upcoming Focus Bulletins and visit the WIDA Early Years website for more information about initiatives that support DLLs: [www.wida.us/EarlyYears](http://www.wida.us/EarlyYears) or contact the Early Years team at [EarlyYears@wida.us](mailto:EarlyYears@wida.us)





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