

# Child Assessments and Dual Language Learners in Early Childhood: Opportunities and Challenges

October 8, 2024



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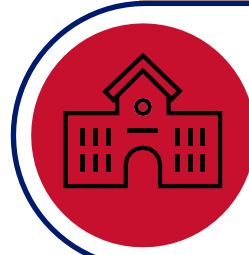


**What is Pre-K 4 SA?**

# WORKFORCE DEVELOPMENT INITIATIVE

## ***In One Generation***

Develop a world-class workforce through high-quality early childhood education.



### **Pre-K 4 SA Model Schools**

*Demonstrating what is possible*



### **Professional Learning**

*Developing highly skilled teachers and leaders*



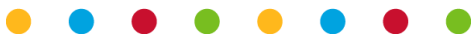
### **Grants**

*Expanding access to quality*



### **Family Engagement**

*Supporting families as the first and most important teachers and advocates*



# STRATEGIC GOALS

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- 1. Expand access** to affordable, high-quality prekindergarten for all 3 and 4-year-olds in San Antonio.
- 2. Strengthen San Antonio's early learning infrastructure** to create an equitable, affordable, high-quality early learning and care system for young children.
- 3. Elevate and support families** as educational partners, leaders, and advocates who nurture and foster the long-term success of children.
- 4. Attract, develop, and retain top talent** in the field of early childhood education.
- Leverage Pre-K 4 SA's position as a national leader and expert in high-quality early learning and care to **advance early childhood policy, research, and innovation.**





# Education Centers

## ***Demonstrating What Is Possible***

### Sites:

- 4 preschools serving 2,000 3 & 4-year-olds
- 1 Pre-K – 2nd grade school serving 275 children
- 85% low income
- 20% multilingual learners – over 30 languages; Spanish most common

### Meet highest national standards:

- Certified teachers with specialized training
- Evidenced-based curriculum
- Play-based learning





# CHILD ASSESSMENTS AND MULTILINGUAL LEARNERS IN EARLY CHILDHOOD

# Multilingual Learners



## **Guiding Assumptions:**

- The science of language acquisition is fundamental knowledge for early childhood educators.
- Children in San Antonio live in a multilingual, multicultural environment.
- Culture and language are intertwined
- Multilingualism is an asset in learning.





# Assessment In Early Childhood Education



## Guiding Assumptions:

- No single assessment is sufficient
- Observational assessments are essential
- Valid, reliable on-demand assessments are useful
- Valid, reliable on-demand assessments for multilingual learners are rare and limited





# Assessment of Multilingual Learners



## **Observational Assessments** (all children):

- Teaching Strategies GOLD
- Devereaux Early Childhood Assessment (DECA-P2)



## **On-Demand Assessments** (representative sample):

- Woodcock Johnson IV/Woodcock Munoz 4 Subtests:  
Letter-Word & Applied Problems
- Receptive & Expressive One Word Picture Vocabulary  
4: English & Spanish

# Assessment Challenges



- **Translation often lacks cultural context**
- **Language Choice** – dialects and regional norms vary widely
- **Single language assessed at one time**
- **Limited access to native speakers** – limits teacher interpretation and understanding of child's language attempts



# Promising Practices



## Learning Stories:

- Developed in New Zealand
- Based on observations of the child
- Written in narrative form
- Focused on child's strengths
- Invites input and interaction with family
- Puts discreet skills in context
- Supports documentation of progress in multiple languages





# Questions?

