

Identifying and Honoring  
Ann Leavenworth's  
Bilingual Accelerated Learners  
Proposed by Stanley A. Lucero  
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Please review the following ideas and let me know

1. If you like the idea,
2. If you think the idea is practical and
3. If you think we could implement these ideas at Ann Leavenworth.

Our students come to us from three major language homes: English, Spanish and Hmong. Many of these students come with highly developed language and academic skills in their home language.

Many of our students are also participating in programs designed to develop their language arts and academic skills in a second language and have done so to high skill levels.

If correctly identified, our first candidates for the bilingual awards would be our FEP students and students enrolled in bilingual programs. However, any student who comes to us with strong primary language and academic skills is a potential candidate regardless of his/her current classroom placement.

I believe that we have anywhere from 25-50 students who would be immediately eligible for one or more of the following awards. All students would be potential candidates: a). Preschool to Sixth Grade students and b).

Students from all language groups.

I propose the following three categories:

- Fluent Bilingual Speaker
- Competent Literacy in Two Languages
- Academic Honor Student in Two Languages

A fluent bilingual speaking student would be a student who can speak two languages with native like fluency appropriate for his/her age level.

A student with competent literacy in two languages would be able to read and write at or above grade level.

A bilingual academic honor student would be able to complete assignments on or above grade level in a specific academic subject such as math, science or any other recognized subject in two languages.

One possible approach to identifying candidates for these awards would be for teachers to recommend students to a

bilingual awards committee. We could design a simple check off form. The teachers could attach any documentation they feel qualifies their student for a specific award.

The bilingual awards committee could review the student's documentation, interview the student and/or decide to administer a test or series of tests to determine if the candidate has met fluency and competency standards.

Some possible tests to use could include:

To document oral fluency in two languages:  
IPT, BSM, LAS, WMLS, QIA, Oral Interview [with a checklist], etc.

To document reading/writing competency in two languages: IPT, LAS, WMLS, Accelerated Reader, writing samples, etc.

To document academic excellence in two languages:  
BEST [Los Amigos Research}, SAT9, SABE, Woodcock Johnson, end of book tests, etc.

The bilingual awards committee could then review all of the candidate's information and determine which, if any, awards to issue to the candidate.

The bilingual awards could be given at the awards assemblies, at a special awards assembly for parents, send to the media as a press release, given to students at an awards dinner or in any other manner deemed appropriate for the occasion.

Some side benefits of bilingual awards include:

1. Recognition of parent's efforts.
2. Recognition of student's efforts.
3. Role models for other students.
4. Recognition of teacher efforts.
5. Recognition of exemplary instructional approaches.

Overall, the main purpose of the bilingual awards is to first, recognize the achievements of our bilingual students, and second, to inspire our students, parents and staff to develop programs that promote bilingualism, biliteracy, biculturalism and bicognitive skills.

A small committee [2-5 teachers] would need to be organized to work out the logistics of these ideas.