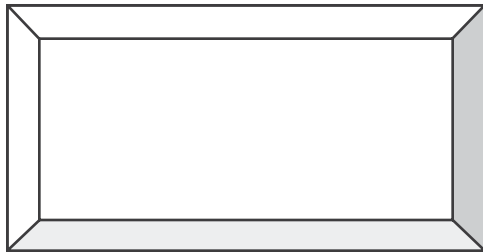


CLD Student Biography Card: Front



Name:

Age:

Grade:

Country of Origin:

Time in USA:

L1:

R:

W:

**L2 Proficiency
(LAS/IPT/Other):**

O:

R:

W:

SLA:

Student Processing:

Learning Style:

Prior Academic Experiences:

Preferred Grouping:

School-Situated

CLD Student Biography Cards can support teachers in documenting student progress, making decisions about grouping configurations, and continually scaffolding to meet students' sociocultural, linguistic, cognitive, and academic needs.

Insert a photograph of the student (this is a helpful visual reminder for you as a teacher).

Sociocultural

Complete the student's **demographic information** by interviewing the student, his or her family, or a past teacher.

Linguistic

Step One: Determine (informally or formally):

L1: Student's First Language

R: First Language Reading Proficiency

W: First Language Writing Proficiency

Step Two: Determine the CLD student's English language proficiency (scores can be obtained from the district/school ESL teacher as needed).

O: English Oral Proficiency (speaking/listening)

R: English Reading Proficiency

W: English Writing Proficiency

SLA: Stage of Second Language Acquisition

Cognitive

How does the student **process information** (e.g., solve a math problem, complete a science experiment, summarize a story)?

What **learning style** preferences should be taken into account for this student?

Academic

What **prior academic experiences/exposure** does the student have to promote content learning and transfer of knowledge?

In what **grouping** configuration is the student most comfortable (i.e., total group, partner, small group, or independent)?

CLD Student Biography Card: Back

Sociocultural Dimension Home + Community + School =



Background Knowledge

Linguistic Dimension Valuing L1 & L2



Cognitive Dimension Implications for Practice

Academic Dimension State of Mind



Biography-Situated

Sociocultural

Consider insights gleaned from conversations and interactions with students, parents, and colleagues (in both academic and non-academic settings) about what brings the student **life, laughter, and love**.

- What assets does the student bring as a result of living within his or her culture and family?
- What role does the student play in the family? What is he or she learning in that role that would be of benefit at school?

Linguistic

Consider aspects of **comprehension, communication, and expression** in both the student's first language and second language.

- In what ways do the patterns of communication within the student's family and culture have the potential to be assets in the classroom?
- In what ways could these assets be used to increase the student's engagement and learning?

Cognitive

Consider ways the student's culture might influence how he or she **knows, thinks, and applies** new learning.

- In what ways does teaching align with patterns and expectations for knowing, thinking, and applying within the student's family and culture?
- In what ways can the student use his or her patterns of cognition as a resource to access information and demonstrate learning in the classroom?

Academic

Consider factors that are helping or hindering the student's **access** to equitable educational opportunities, **engagement** in instruction, and **hope** for success in the learning community and in the future.

- What resources are available to the student to set the stage for success in the classroom?
- What opportunities can be provided for the learner based on assets he or she has available at home?

CLD Student Biography Card

Name: _____

Age: _____

Grade: _____

Country of Origin: _____

Time in USA: _____

L1: _____

R: _____

W: _____

L2 Proficiency
(LAS/IPT/Other):

O: _____

R: _____

W: _____

SLA: _____

Student Processing:


Learning Style:

Prior Academic Experiences:


Preferred Grouping:

School-Situated

CLD Student Biography Card

Sociocultural Dimension
Home + Community + School =
 **Background Knowledge**

Linguistic Dimension
Valuing L1 & L2

 **Cognitive Dimension**
Implications for Practice

Academic Dimension
+ State of Mind -

←————→

Biography-Situated

This material appears in *Biography-Driven Culturally Responsive Teaching, 2nd Edition*, by Socorro G. Herrera. © 2016 by Teachers College, Columbia University. For more information or to order, please visit: <http://store.tcpress.com/0807757500.shtml>