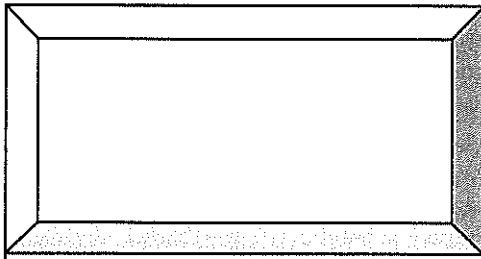


FIGURE 5.2

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)?

FIGURE 5.3

CLD Student Biography Card: Back




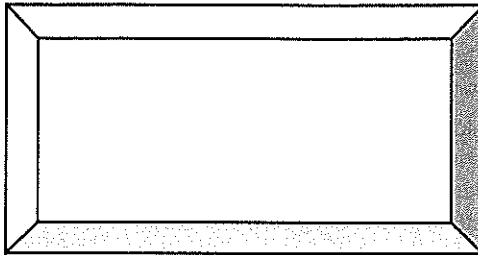
<p>Sociocultural Dimension Home + Community + School =  Background Knowledge</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Sociocultural</p> <p>Consider insights gleaned from conversations and interactions with students, parents, and colleagues (in both academic and non-academic settings) about what brings the student life, laughter, and love.</p> <ul style="list-style-type: none"> • 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?
<p>Linguistic Dimension Valuing L1 & L2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Linguistic</p> <p>Consider aspects of comprehension, communication, and expression in both the student's first language and second language.</p> <ul style="list-style-type: none"> • 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?
<p> Cognitive Dimension Implications for Practice</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Cognitive</p> <p>Consider ways the student's culture might influence how he or she knows, thinks, and applies new learning.</p> <ul style="list-style-type: none"> • 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?
<p>Academic Dimension + State of Mind -</p>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Academic</p> <p>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.</p> <ul style="list-style-type: none"> • 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?
<p>Biography-Situated</p>	

FIGURE 5.4

Example of a Completed CLD Student Biography Card



Name: _____

Age: 11

Grade: 5th

Country of Origin: SAUDI ARABIA

Time in USA: _____

L1: _____

R: Reads Quran (Arabic) proficiently

W: writes some vocab in Arabic

L2 Proficiency (LAS/IPT/Other):

O: 4

R: 3

W: 2

SLA: overall 3

Student Processing: _____

Learning Style:

Is a very visual learner.

Primarily likes highlighted text.

Prior Academic Experiences:

Has studied in Saudi Arabia

Did half-day in Arabic &

half-day in English. Is good at Math

Preferred Grouping:

Small groups / partners.

Prefers to work with girls.

School-Situated

Sociocultural Dimension

Home + Community + School =



Background Knowledge

Family is actively involved in the Arabic community. She attends Arabic classes at the mosque. Often shares associations of the stories heard within her own community to the content being discussed in class

Linguistic Dimension

Valuing L1 & L2

Family's literacy practices revolve around parents telling stories to their kids. She often uses a similar story telling format while summarizing her own learning in the class



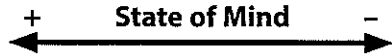
Cognitive Dimension

Implications for Practice

Due to the usual nature of her native language, she always tries to find her own usual associations to the content being presented.

Academic Dimension

State of Mind



Through family's active community involvement within the Arabic community, she has learned to reach out to peers when she needs help. As a teacher, I just need to be mindful of her academic needs during Ramadan.

Biography-Situated