

K-3 Literacy Screener Assessment Purpose

The Louisiana Handbook for School Administrators, [Bulletin 741](#), outlines the Louisiana state law, R.S. 17.24.9, requiring all students in grades K through 3 be screened by a single, statewide English language literacy screener three times annually: during the first 30 days of school, in December, and in April. Any student scoring below grade level in reading based upon this screener *may* be at risk for experiencing future reading difficulties. Once identified, students shall receive timely and effective research-based reading-intervention. The literacy screener also assists in identifying students for further evaluation for specific programming, including students who display characteristics of being dyslexic or gifted.

Dual Language Immersion Education

By using the target language as the medium of instruction in core subjects — including math, science, social studies, and a portion of language arts — dual language immersion education is designed to provide extensive time, daily, in the targeted language leading to long-term, robust language acquisition that results in bilingualism and biliteracy.

The term Dual Language Immersion, or DLI, is used as an umbrella term to describe the types of immersion programming supported by the state of Louisiana. These types include the following.

- **One-Way Immersion** - uses a two-teacher model and is designed to provide long-term, intensive second language acquisition for predominantly non-native speakers of the target language. All students receive targeted English language and target language instruction.
- **Two-Way Immersion** - uses a two-teacher model and is designed to provide long-term, intensive second language acquisition. Unlike One-Way Immersion, this programming type integrates two groups of language learners - native English speakers and native speakers of the target language. All students receive targeted English language and target language instruction.

For more information on Louisiana's DLI programming model, please see [The Louisiana Guide to Effective Dual Language Immersion Programming](#).

Dual Language Immersion Effects on English Language Literacy and Student Achievement

Studies have shown that students enrolled in dual language immersion (DLI) programs may experience an early lag in English proficiency when compared to peers (of the same age) who receive all literacy instruction in their native language. This lag can be attributed to the division of literacy instruction between two languages. This temporary delay may be seen in the areas of spelling, punctuation, word knowledge, and word discrimination.¹ However, these studies and others have shown that potential delays are generally resolved through continued English study in grades K-5.

While it may seem counterintuitive, research also shows that increased time in the immersion language has an **additive effect on English development**.² Over time, the academic achievement of DLI students in English literacy exceeds that of

¹ Swain, M., & Barik, H. C. (1976). A large scale program in French immersion: The Ottawa study through grade three. *ITL: A Review of Applied Linguistics*, 33, 1-25.

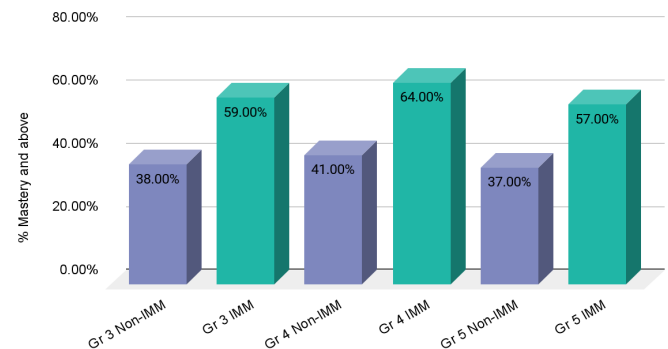
² Lindholm-Leary, K.J. & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous language immersion education *Journal of Immersion and Content-Based Language Education*, 2(2), 165-180.

non-immersion, monolingual students.³ The end result of DLI programming is students who achieve academically higher, on average, than their non-DLI counterparts.

The effectiveness of DLI programming in Louisiana can be seen in the featured graph. According to Spring 2021 LEAP data, a comparison of student achievement between DLI and non-DLI students shows that students who participated in DLI programming not only outperformed non-DLI students in ELA, but in all tested areas.

Spending more time in the partner language (language other than English - LOTE) initially, results in higher attained partner language proficiency⁴ and increased academic achievement for DLI students in the long-term.

2021 Spring LEAP Data - Grades 3-5 ELA % Mastery+



Dual Language Immersion Considerations

Due to the unique nature of DLI education, teachers, test administrators, school administrators, and parents should be aware of the following.

- Because they are learning two languages at the same time, DLI students will initially show dominance in one of their studied languages. Over time, this dominance will equalize.
- Considerations should be made for interference from the DLI student’s partner language.
 - “It is important to mention that students are not penalized for varied pronunciation due to consistent dialect, accent or articulation differences⁵.”
 - For guidance on scoring practices which accommodate for articulation, accent, and dialects, refer to the section *Important Considerations for Inclusive and Accurate Scoring* in the [DIBELS 8 Scoring Guide](#).
- DLI reading interventions that provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension may be incorporated into annual biliteracy projects and metalinguistic activities.
- DLI reading interventions that provide targeted small group reading instruction based on student need in phonological awareness, phonics including decoding and encoding, vocabulary, or comprehension may be implemented during small group instruction using the two-teacher model to address non-transferable skills.
- DLI reading intervention scheduling should respect immersion language class time and be conducted in the appropriate language.

³ Bjorklund, S., & Mard-Miettinen, K. (2011). Integrating multiple languages in immersion: Swedish immersion in Finland. In D.J. Tedick, D. Christian, & T.W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 13-35). Bristol, UK: Multilingual Matters.

Lambert, W.E., Genesee, F., Holobow, N., & Chartrand, L. (1993). Bilingual education for majority English speaking children. *European Journal of Psychology of Education, 8*, 3-22.

⁴ Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Rowley, MA: Newbury House.

Lindholm-Leary, K.J. (2001). *Dual language education*. Clevedon, England: Multilingual Matters.

Lindholm-Leary, K.J., & Howard, E. (2008). Language and academic achievement in two-way immersion programs. In T. Fortune & D. Tedick (Eds.), *Pathways to bilingualism: Evolving perspectives on immersion education* (pp. 177-200). Clevedon, UK: Multilingual Matters.

Turnbull, M., Lapkin, S., & Hart, D. (2001). Grade 3 immersion students’ performance in literacy and mathematics: Province-wide results from Ontario (1998-99). *The Canadian Modern Language Review, 58* (1), 9-26.

⁵ Fortune, T. W., & Menke, M. R. (2010). *Struggling Learners & Language Immersion Education: Research-based, Practitioner-informed Responses to Educators’ Top Questions*. Center for Advanced Research on Language Acquisition (CARLA).

English Learners (ELs) Participating in DLI Programs

English language learners are important components to Two-Way Immersion and sometimes One-Way Immersion programs. Refer to [Bulletin 118](#) for the definition of an English Learner (EL). All ELs are to be tested. All ELs may receive DIBELS 8th-approved EL accommodations if they are used routinely in the students' classroom instruction and assessment and documented on the EL checklist prior to screening. If foreign exchange students are screened and determined to be English Learners, they may qualify for test accommodations provided they are used in the students' regular classroom instruction and assessment.

- [English Learner Accommodations Checklist](#)
 - *English Learners may receive directions in native language, per LDOE English Learner Accommodations Checklist and the [Louisiana K-3 Literacy Screening Test Coordinator Manual](#) (See page 16.).*

DLI Considerations for Foundational Literacy Skills Plans

Beginning June 1, 2023, and triennially thereafter, each school shall use data from the literacy screener in order to develop and submit to LDE the school foundational literacy plan for students in kindergarten through third grade pursuant to R.S. 17:24.9.

Each foundational literacy skills plan shall include (*DLI recommendations have been included below each point in bold*):

- a. the amount of time to be devoted daily to foundational literacy skills and a description of how the instructional time will be utilized;
 - i. DLI Recommendation: Foundational literacy instruction should be done in each language of instruction (English/partner language). The amount of time reported should reflect the balance of languages.*
 - ii. DLI Recommendation: a description of at least one biliteracy project implemented annually.*
- b. a list of English language arts textbooks and instructional materials adopted by the school;
 - i. DLI Recommendation: In addition to English resources, the list should include textbooks and instructional materials in partner language.*
- c. a description of the interventions and supports available to students identified as having literacy skills below grade level; and
 - i. DLI Recommendation: Description should include partner language and DLI supporting interventions.*
- d. a description of the professional development in foundational literacy skills instruction provided to teachers who teach kindergarten through third grade.
 - i. DLI Recommendation: Include DLI facing literacy instruction for DLI teachers and ELA teachers serving in DLI programs in kindergarten through third grade.*

Resources for Families

Families are encouraged to develop literacy-rich home environments to develop the language of their home.

- Building Literacy Skills at Home: [French](#), [Traditional Chinese](#), [Spanish](#)
- Literacy Activities for Families: [French](#), [Traditional Chinese](#), [Spanish](#)