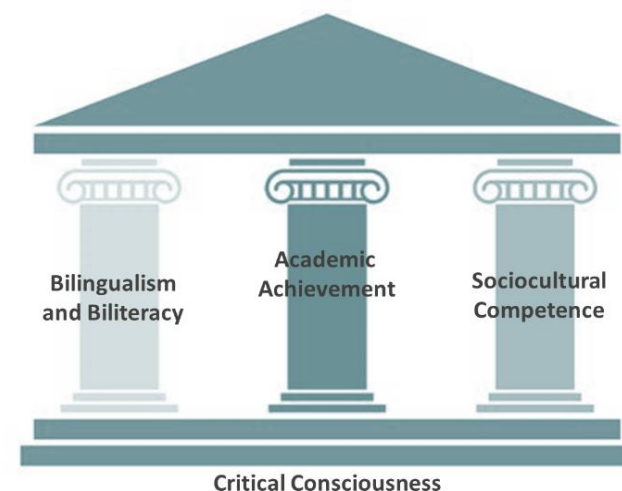


Dual Language Program Evaluation Rubric

District:	Lead Contact:
School Year:	Role/Position:

The [CAL Dual Language Guiding Principles](#) articulate three goals or pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence. Districts and schools must attend to these eight essential steps to develop strong dual language programs.

- **Step 1: Build Knowledge and Advocacy**
- **Step 2: Develop a Program Mission, Vision, and Goals**
- **Step 3: Design or Adopt a DL Program Model**
- **Step 4: Develop Enrollment and Family Outreach Plans**
- **Step 5: Align Curriculum and Resources**
- **Step 6: Establish a Staffing and Professional Learning Plan**
- **Step 7: Strengthen Instructional Practices**
- **Step 8: Develop a Plan for Assessment and Program Evaluation**



This template provides criteria and questions to examine district and/or school-level data in relation to these goals and develop continuous improvement plans for dual language programs. Be sure to enlist a diverse group of constituents to engage in this program evaluation together.

Districts or schools can use surveys, advisory meetings, staff meetings, and family events to gather input from students, families, and staff members about the program model, implementation, and outcomes to inform the evaluation. Resources available to support this process include:

- **Dual Language Assessment & Program Evaluation** – provides guidance in Chapter 8 of the [WA Dual Language Program Guide](#).
- **Dual Language Program Implementation Survey** – administered by OSPI each spring to gather staff feedback.
- **Family Feedback Surveys** - available on OSPI's [Family Communication Templates](#) webpage.

Please contact OSPI's Multilingual Education team at MultilingualEd@k12.wa.us for further assistance with this process and these tools.

Dual Language Program Evaluation Rubric

Step 1: Knowledge & Advocacy

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
1a. Develop initial understanding Program and district administrators, instructional and support staff, and families and community members have adequate knowledge to lead, support, and advocate for the program. (CAL Strand 7: 1A, 1B, 1C)	Stakeholders demonstrate a deep understanding of DL principles and advocate effectively.	Stakeholders understand DL principles and support implementation.	Stakeholders have a limited understanding of DL principles.	Stakeholders lack awareness of DL principles.	How are data collected to evaluate program understanding and effectiveness?
1b. Recruit an advisory board The program establishes an advisory structure for input from family and community members. (CAL Strand 6: 3A)	Advisory board is diverse, active, and meets regularly with clear impact.	Advisory board is formed and meets periodically.	Advisory board exists but lacks diversity or consistency.	No advisory board or minimal engagement.	What is the composition of the advisory board? What mechanisms are in place for providing feedback on the program?
1c. Conduct a needs assessment The program seeks tangible support from the state, district, and local community and advocates for funding based on its specific needs. (CAL Strand 7: 3A, 3B, 3C, 3D)	Comprehensive needs assessment conducted with actionable insights.	A needs assessment was conducted, accompanied by some data analysis.	Needs assessment is incomplete or lacks depth.	No needs assessment conducted.	What processes are in place for utilizing data and input to develop and improve the program continually? What are the key findings?
Step 1 Summary: What are the next steps in this area, based on feedback and evaluation?					



Dual Language Program Evaluation Rubric

Step 2: Vision, Mission, & Goals

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
2a. Write vision and mission The program design is aligned with the program's mission and goals, incorporating the development of bilingualism, biliteracy, sociocultural competence, and grade-level academic expectations. (CAL Strand 1: 1A,1B,1C, 1D)	Vision and mission are collaboratively developed and clearly guide the program.	Vision and mission are written and generally align with program goals.	Vision and mission are vague or not collaboratively developed.	No clear vision or mission exists.	How are the DL vision and mission regularly communicated, revisited, and updated?
2b. Define the three goals The program design is aligned with the program's mission and goals, incorporating the development of bilingualism, biliteracy, sociocultural competence, and grade-level academic expectations. (CAL Strand 1: 1)	Three goals are clearly defined and integrated into all aspects of the program.	Three goals are defined and referenced in the planning process.	Goals are mentioned but not clearly defined or integrated.	Goals are not defined.	How are the DL program's goals defined and executed across sites or grade levels?
Step 2 Summary: What are the next steps in this area, based on feedback and evaluation?					

Dual Language Program Evaluation Rubric

Step 3: Program Model

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
3a. Determine model High-quality instruction in both program languages is provided to all students across all grades in a way that is consistent with the program model. (CAL Strand 1: 2D)	Model is clearly defined with significant input and aligns with student and community needs.	Model is clearly defined with input and generally aligns with needs.	Model may be loosely defined or selected without input.	No clear model defined.	How is the program model (50/50, 90/10, one-way, two-way, etc.) defined? How well does the model align with state definitions? What elements might need to be altered for better alignment?
3b. Plan language allocation There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction. (CAL Strand 1: 1F)	Language allocation is clearly planned and consistently implemented.	Language allocation is planned but inconsistently implemented.	Language allocation is vague or inconsistently applied.	No language allocation plan.	How is the language allocation plan articulated and evident for different subjects and activities?
3c. Design PK-12 pathways There is a clear PK-12 pathway for students in the program. (CAL Strand 1: 4B)	Clear P-12 pathways are established and communicated.	Pathways are planned but not fully communicated.	Pathways are unclear or incomplete.	No pathways established.	Does the program have a clearly articulated plan for a PK-12 pathway? Which elements are strong? Which needs strengthening?

Step 3 Summary: What are the next steps in this area, based on feedback and evaluation?

Dual Language Program Evaluation Rubric

Step 4: Enrollment & Outreach

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
4a. Plan clear enrollment policies The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. (CAL Strand 6: 1)	Enrollment policies ensure equitable access and are well-communicated.	Enrollment policies exist and are somewhat equitable.	Enrollment policies are unclear or inconsistently applied.	No clear enrollment policies.	How are families informed and involved in the dual language program?
4b. Create outreach plans The program promotes family and community engagement and advocacy through outreach activities and support services, including the provision of designated family liaisons, bilingual office staff, and communication with families in their preferred language. (CAL Strand 6: 2, 1A, 1B, 2D)	Outreach is multilingual, ongoing, and effectively engages families.	Outreach occurs and includes some multilingual support.	Outreach is minimal or inconsistent.	No outreach plan.	How is communication with families provided? What partnerships with community organizations exist to support the program?
Step 4 Summary: What are the next steps in this area, based on feedback and evaluation?					

Dual Language Program Evaluation Rubric

Step 5: Curriculum & Resources

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
5a. Review and determine curriculum The curriculum is standards-based, promotes attainment of the three goals of dual language, maintains equal status of both languages, and is culturally responsive and representative of all students' cultural and linguistic backgrounds. (CAL Strand 2: 2C, 2E)	Curriculum is standards-based, culturally responsive, and aligned in both languages.	Curriculum is standards-based and aligned in both languages with some cultural responsiveness.	Curriculum is partially aligned or lacks cultural responsiveness.	Curriculum is not aligned or culturally responsive.	How is the curriculum aligned with state content and language standards? How are materials in both languages culturally relevant and responsive?
5b. Plan and procure resources The program has a process for developing and revising a high-quality curriculum based on research on bilingual learners, including a standards-based scope and sequence for language and literacy development in both languages within and across grade levels. (CAL Strand 2: 1B, 1E, 2B)	Resources are high-quality, equitable, and support both languages with clear alignment.	Resources support both languages and are partially aligned.	Resources are limited or not well aligned.	Very limited resources provided.	How are equitable resources provided and aligned across languages?
Step 5 Summary: What are the next steps in this area, based on feedback and evaluation?					

Dual Language Program Evaluation Rubric

Step 6: Staffing & Professional Learning

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
6a. Develop staffing plans There is a long-term plan aligned with program goals and needs to recruit and retain high-quality dual language staff with appropriate credentials, language proficiency, and commitment to program goals. (CAL Strand 5: 1A, 1B)	Recruitment plan ensures high-quality, multilingual staff with long-term retention.	Recruitment plan exists and support hiring needs.	Recruitment is inconsistent or lacks focus on multilingual staff.	No recruitment plan.	What are the qualifications of teachers and support staff in both languages?
6b. Design professional learning A comprehensive, long-term professional learning plan is tailored to the needs of dual language educators and staff, aligning with competencies to meet the goals of dual language education. (CAL Strand 5: 2A, 2C)	Professional learning is comprehensive, ongoing, and aligned with DL goals.	Professional learning plan exists and supports DL implementation.	Professional learning is sporadic or not aligned with DL goals.	No professional learning plan.	How are professional learning opportunities provided for dual language educators?
6c. Align resources for support There is an infrastructure in place to support professional learning, which includes adequate funding, time, and human resources. (CAL Strand 5: 2E)	Resources are aligned to sustain professional learning and support.	Some resources support professional learning.	Limited resources for professional learning.	No resources allocated.	How is funding being used to support DL professional learning?
Step 6 Summary: What are next steps in this area, based on feedback and evaluation?					



Dual Language Program Evaluation Rubric

Step 7: Instructional Practices

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Reflection/Comments
7a. Integrate content, language, and literacy Standards-based academic content and language arts instruction are provided in both languages in a coordinated way with integrated content, language, and literacy. (CAL Strand 3: 1C, 1D, 2A)	Instruction is rigorous, standards-based, and integrates content, language, and literacy.	Instruction integrates content and language with some rigor.	Instruction lacks integration or rigor.	Instruction is not integrated or rigorous.	How are students performing academically related to standards in both languages? <i>(Examine student data)</i> How are teachers provided rigorous, integrated instruction in both languages?
7b. Support multilingual learners Teachers use sheltered instruction and other strategies to promote comprehension and language and literacy development for multilingual learners, meeting the specific needs of individual students. (CAL Strand 3: 2B, 1G)	Instruction includes scaffolds and strategies tailored to MLs' specific needs.	Some scaffolds and strategies are used to support MLs.	Limited support for MLs.	No clear support for MLs.	How are students developing language proficiency in both languages? <i>(Examine student data)</i> How are teachers supporting language development in the classroom?
7c. Use separation of languages and translanguaging Instruction uses appropriate language separation to promote high levels of language acquisition and leverages students' bilingualism by strategically incorporating cross-linguistic strategies. (CAL Strand 3: 1B, 2E)	Strategic use of trans-languaging and language separation supports acquisition.	Some strategies for language use are applied.	Language use is inconsistent or unclear.	No strategy for language use.	How are teachers and students using program languages effectively and appropriately for the context within and outside of classrooms?
Step 7 Summary: What are the next steps in this area, based on feedback and evaluation?					



Dual Language Program Evaluation Rubric

Step 8: Assessment & Program Evaluation

Criteria	Exemplary	Proficient	Developing	Needs Improvement	Comments/Reflection
8a. Plan for student assessment Student assessment is aligned with program goals and with state content and language standards for both languages of instruction, and the results are used to guide and inform instruction. (CAL Strand 4: 2, 2A)	Assessment occurs equitably in both languages, is aligned with goals, and informs instruction.	Assessment occurs in both languages and informs instruction.	Assessment is limited or occurs mostly in English.	No assessment plan.	How are assessments in both languages used to monitor student progress and inform instruction?
8b. Develop an evaluation plan The program systematically collects and analyzes data to determine whether academic, linguistic, and sociocultural goals have been achieved and to develop ongoing improvement plans for the program. (CAL Strand 4: 3A, 3C)	Evaluation is systematic, annual, and informs continuous improvement.	Evaluation occurs annually, with some data use.	Evaluation is informal or inconsistent.	No evaluation plan.	How is the program gathering feedback and conducting an annual evaluation?
Step 8 Summary: What are the next steps in this area, based on feedback and evaluation?					

Final Reflection:

1. What are the current strengths of the program? _____
2. What areas are most in need of improvement? _____
3. What are the key next steps for the program? _____