CHAPTER 2

How Do We Get Started With Assessment in Multiple Languages?

Aprender a dudar es aprender a pensar.

Learning to doubt is learning to think.

—Octavio Paz

The Dilemma

But I only speak English… someone needs to translate!

It's the second semester and the junior high teacher team at Central School, a K–8 building, is preparing its students for high school. For many, especially multilingual learners, it's going to be a huge transition to unchartered terrain where multilingual education, rather than seen as a philosophy and way of being, is just another class that is confined to a maximum of two periods a day. Consideration of language and culture has not been infused into the general curriculum of the high school. In fact, World Languages is a department unto itself with current offerings consisting of English as an Additional Language, Mandarin for heritage speakers, as well as French, Mandarin, and Spanish as "foreign" languages.

The middle school grades at Central and the neighboring high school have recently had an influx of newcomers, some of whom have lived under traumatic stressful circumstances with uneven educational experiences. Their conditions have been exacerbated by sickness and discrimination upon their arrival in the U.S. The counselor, social worker, and middle school teachers are challenged by such a growing diversity of multilingual

learners—their languages, cultures, continuity of education, experiential backgrounds, and upbringings. They are desperate to find translators and reach out to the high school to create a joint welcoming packet for the newcomers and their families, but are at a loss. However, right now they are faced with a more pressing issue.

The middle school team recognizes that before leaving Central School, all students are required to pass the U.S. Constitution test, a district directive taken seriously by the school. For multilingual learners born and raised in the U.S., it's not a concern. The team, however, is especially worried about the newcomers and English learners who are about to face alien concepts in a rather incomprehensible language—English. There simply isn't enough time to revamp the Social Studies curriculum to make it accessible to the students who require intensive support.

Quickly the teachers survey colleagues and their local social networks for answers. As they only speak English themselves, their first thought is that they need translators, desperately! But then they soon realize that translating the material, whether by a person, through the internet, or with an old-fashioned dictionary will not facilitate the understanding of such complex, abstract, and culturally sensitive concepts as democracy, freedom, or justice, which the newcomers have never experienced.

What can the teachers do to prepare their newcomers for such a high-stakes test when translation is not an option? Here are some suggestions they received:

- *Use multimodal communication on a consistent basis. Find audiobooks or videos on American history, look for artifacts, infographics, or posters that represent key concepts; rely on gestures during instruction or graphic organizers to present and reinforce ideas.*

- *Create a glossary for students and give multilingual learners more time to take the high-stakes test.*

- *Tap the community for speakers of the students' languages. Extend invitations to community members to interact with the students and help explain the concepts in sessions before or after school.*

- *Contact the local library to lend resources or community organizations for assistance.*

- *Create a buddy system with multilingual learners of the same partner language to help clarify or paraphrase concepts.*

- *Have eighth-grade students, including multilingual learners, craft practice tests in one or more languages and provide feedback along with test-taking strategies to the newcomers.*

If you or your colleagues are faced with a similar dilemma at your school, what might you do if you can't speak your multilingual learners' languages?

- In what ways does this scenario resonate with you?

- What are some considerations for assessment in multiple languages when you don't speak the students' language?

- Why is it important to know your multilingual learners' preferred language for assessment?

- How might you engage multilingual learners in the assessment process?

Multilingual learners are increasingly populating schools across the U.S. and around the world. Teachers cannot possibly be knowledgeable of all the languages the students speak or their cultural traditions. Yet it is critical that in school multilingual learners are able to express themselves in the languages of their choice and grow in developing those languages. Language plays a critical role in learning, no doubt about it. The question becomes "How can teachers leverage the assets of multilingual learners in instruction and assessment?"

Wherever there are multilingual learners, especially students who are (or labeled) English learners, newcomers, English learners with intensive needs, or long-term English learners, language takes on many roles. For example, in this chapter's introductory vignette we see how language, even when geared to the purpose of assessment, can serve as a:

- tool to meet specific needs and contexts

- vehicle to ensure that different populations are treated equitably

- resource to enrich learning environments

- means for students to see their own self-worth and value in what they are learning. (Reynolds, 2019)

In content classrooms, especially in middle and high schools, language is often invisible as teaching is geared to conceptual learning of the discipline and disciplinary practices. When thinking about these classrooms, especially where multiple languages are present, the many languages of multilingual learners can become integrated into instruction and assessment. Here is where a focus on one or more languages can be:

- connected to the community

- embedded in social activity

- reflected in varying cultural perspectives

- highlighted in disciplinary content

- one of many modes for communicating information, ideas, and concepts

- a means for clarifying misunderstandings and deepening meaning
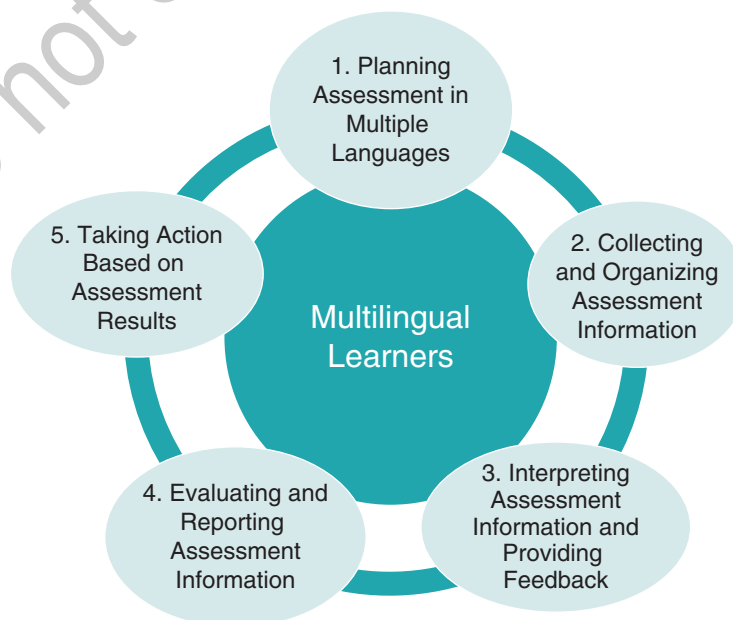
- the lens for learning.

Relax and Reflect: What does language have to do with classroom assessment?

Take time to examine and contemplate the roles that language plays in your classroom. How are the multiple languages of your multilingual learners taken into account in instruction and assessment? How do you ensure that instruction and assessment are equitable, especially for your multilingual learners?

This book highlights the primacy of language, in particular, multiple languages in classroom assessment. The five-step assessment cycle, outlined in Figure 2.1, serves as the organizing frame for teachers and other educators of multilingual learners as they enact each phase of the process. This chapter encourages educators to think about assessment for multilingual learners in multiple languages, whether in dual language, developmental bilingual, or general education classrooms. Starting with the purpose for assessment, we share assessment activities across each phase of the cycle throughout the school year. Finally, we revisit assessment *as, for,* and *of* learning and unveil a multilingual multicultural curricular framework that captures these approaches.

FIGURE 2.1 A Multiphase Assessment Cycle for Inclusion of Multiple Languages

1. Planning Assessment in Multiple Languages

2. Collecting and Organizing Assessment Information

3. Interpreting Assessment Information and Providing Feedback

4. Evaluating and Reporting Assessment Information

5. Taking Action Based on Assessment Results

Multilingual Learners

HOW DO WE BEGIN TO THINK ABOUT ASSESSMENT FOR MULTILINGUAL LEARNERS IN MULTIPLE LANGUAGES?

Assessment is a complex undertaking; when classroom assessment occurs in multiple languages, however, it becomes even more complicated. Multiple stakeholders, including teachers and other school leaders, instructional leaders, multilingual learners, and to some extent, multilingual families are all contributors to the classroom assessment cycle. To give an overview of what is in store, Figure 2.2 summarizes each phase of the assessment cycle, its primary stakeholders, and some related activities.

FIGURE 2.2 Suggestions for Stakeholders and Activities for Each Phase of Classroom Assessment in Multiple Languages

PHASE OF ASSESSMENT	PRIMARY STAKEHOLDERS	SELECT ACTIVITIES
Planning assessment in multiple languages	School and instructional leaders, including coaches and teachers, with input from multilingual learners and family members	• Develop school and classroom language and assessment policies. • Ensure a balance among assessment approaches and languages across the year. • Identify and match available resources to instructional goals. • Co-plan and co-design classroom assessment along with criteria for success.
Collecting and organizing assessment information in multiple languages	Teachers and other instructional leaders along with multilingual learners	• Gather baseline data. • Identify representation of multiple languages. • Select types and amount of evidence (e.g., number of portfolio entries). • Practice and conduct student-led conferences.
Interpreting assessment information and providing feedback in multiple languages	Teachers, other instructional leaders, individual multilingual learners and their peers	• Analyze data and reflect on results. • Have students engage in self- and peer assessment. • Match student language samples and projects against criteria for success. • Use feedback to improve teaching and learning.
Evaluating and reporting assessment information in multiple languages	Teachers, other instructional leaders, and individual multilingual learners	• Provide evidence for learning in multimodal ways. • Assess value or effectiveness of learning in multiple languages. • Convert evidence for learning into grades or narratives, as necessary. • Share results with families and the community.
Taking action based on assessment results in multiple languages	School leaders, teachers and other instructional leaders, individual multilingual learners, and family members	• Revise goals for teaching and learning. • Modify curriculum and instruction based on feedback. • Seek additional resources and connections to students and community. • Use evidence of learning to make a personal difference or impact on the community.

There is not a timetable associated with the phases for assessment. If, for example, a school is contemplating converting its current instructional models for multilingual learners into ones with more explicit instruction and assessment in multiple languages, the planning phase may take an entire school year or more. Planning would consist of a comprehensive series of activities and would include extensive teacher and community engagement. If, on the other hand, a school has a more mature dual language or dual immersion program, it might be ripe for taking accountability for multiple languages to a new level to ensure that assessment has equal status across languages. This shift might occur more quickly, but just as deliberately, across the phases of assessment.

WHAT COMES NEXT IN ASSESSING IN MULTIPLE LANGUAGES?

In thinking about instruction and classroom assessment in multiple languages, teachers, teacher teams, or professional learning communities may ask themselves (with questions duplicated in Resource 2.1):

1. What is my philosophy (or theoretical basis) for teaching multilingual learners?

2. What are some of the major themes or issues to explore with my students?

3. How can my students contribute their insights and perspectives to these themes or issues?

4. What are the connections of these themes to content and language standards?

5. How are we to incorporate our students' experiences and interests in the assessment process?

6. What will be the language(s) of assessment? What choices might our multilingual learners make?

Setting up assessment centers on identifying its overall purpose and how the information is to be collected and used. Figure 2.3 gives examples of different purposes for assessment for students, classrooms, and schools with consideration for multiple language use.

⭐ **Stop-Think-Act-React**

Relax and Reflect: How might you conduct an assessment audit?

This activity is for grade-level/department teams, schoolwide, or even as a professional learning community. First, select the purposes for assessment from Figure 2.3 or add some of your own to examine. Then determine the evidence to be accrued for each

purpose and whether it is be matched in one language (English) or in multiple languages (English + multilingual learners' other languages). The results of this investigation should provide insight into planning assessment in multiple languages for students, classrooms, and/or schools.

FIGURE 2.3 Purposes for Assessment for Multilingual Learners, Classrooms, and Schools

LEVEL OF ENACTMENT	PURPOSES FOR ASSESSMENT
Multilingual Learners	• Pinpoint student strengths in multiple languages according to the task and learning context. • Identify student learning needs in multiple languages in clear constructive ways. • Inform personalized instruction based on individual student progress. • Set and refine goals for learning; plan and manage next steps with teachers. • Self-reflect on learning in multiple languages.
Classrooms	• Match student-generated goals for learning in one or more languages to instruction and evidence of learning. • Determine growth in multilingual learners' language development and academic achievement in one or more languages over time. • Provide ongoing feedback to students to improve teaching and learning. • Inform one's teaching practice.
Schools	• Determine effectiveness of programs involving multilingual learners. • Monitor growth of multilingual learners' language development in multiple languages. • Determine growth over time in achievement of multilingual learners from information that is linguistically and culturally relevant. • Support the direction of schoolwide planning for ongoing systemic improvement.

Thinking about assessment means trying to figure out the richest and fairest data for decision-making. Figure 2.4 gives examples of how data for classrooms and schools can provide evidence for learning in multiple languages. It is replicated as Resource 2.2 with empty cells so that teachers and other instructional leaders can show the distribution of measures and languages across the school year—at the beginning, mid-year, and toward the end. Likewise, language and content teachers can collaborate on determining the needed information in multiple languages over the span of a year.

For Schools

With the rise of dual language programs across the nation, more and more schools are devoting resources to enrichment education for multilingual learners whereby students' multiple languages are being further developed while content instruction occurs in two languages (Wilson, 2011). Planning for the collection of information on multilingual learners should begin before the students walk in the front door of the school. Understanding the backgrounds of the students (such as those reported in Resource 2.3 for creating a student portrait) provides a context for interpreting assessment data.

FIGURE 2.4 Assessment for Multilingual Learners in Multiple Languages Throughout the School Year

	SCHOOL	CLASSROOM
Beginning of Year	Collection of baseline data of multilingual learners in (1) core content areas and (2) language development	Collection of (1) student oral language and content-based (disciplinary) literacy data and (2) multilingual learners' individual reporting of language use
Mid-Year	Co-ordination of data collection within and across classrooms; adjustment of schoolwide goals based on data analysis	Collection and analysis of (1) ongoing performance data of language and content, (2) student self- and peer reflection, and (3) data for adjusting grade-level and classroom goals
End of Year	Analysis of achievement and language proficiency data related to student subgroups; reviewing social-emotional and outcome data	Analysis of oral language and content-based (disciplinary) literacy; revisiting goals for teaching and learning

An assessment audit serves as a starting point for planning assessment activities throughout the school year. In addition, there are Resources at the close of this chapter which may be helpful for assessment in multiple languages. These resources can be tacked onto student enrollment forms (time permitting or if feasible), discussed at schoolwide meetings, addressed in professional learning events, incorporated into the opening days of classroom instruction, or used by teachers throughout the school year. They include the following:

- *A Sample Oral Language Use Survey for Multilingual Learners* (Resource 2.4) asks students to identify their use of one or more languages.

- *A Sample Literacy Survey for Multilingual Learners* (Resource 2.5) asks students to describe their literacy practices in one or more languages.

- *Guidelines for Collecting Oral and Written Language Samples* (Resource 2.6) provides directions for generating oral responses to compelling questions or providing first draft written responses to oral or written prompts.

- *Considerations for Assessment in Multiple Languages: A Checklist and Rating Scale* (Resource 2.7) is a comprehensive list of student characteristics that is intended to help prepare teachers and other school leaders for assessment and to better understand the factors that potentially impact the results.

For Classrooms

Teachers should research their multilingual learners' individual stories and identities to understand the circumstances for each student's language use. This

information is a potentially rich data source for assessment in multiple languages. Ultimately, greater knowledge of the histories of each student will yield more equitable assessment, as results can be readily interpreted through multilingual learners' linguistic and cultural lens.

There are a variety of ways for teachers to collect student-level data, even though they themselves may not understand or speak the languages of their multilingual learners. As an extension of the classroom assessment column in Figure 2.4, Figure 2.5 shows assessment information from multilingual learners that is useful throughout the school year. As part of getting ready for the school year, teachers of multilingual learners should think about how to assess in multiple languages month by month (Gottlieb, 2017).

FIGURE 2.5   Assessment in Multiple Languages: Information From Multilingual Learners Throughout the School Year

ASSESSMENT ACTIVITIES OR ACTIONS WHERE MULTILINGUAL LEARNERS….	TIME OF SCHOOL YEAR
Participate as translators during home visits	Beginning
Complete individual student surveys, such as for oral language use and literacy in multiple languages (as in Resources 2.4 and 2.5), if not a school-level activity	Beginning
Provide individual student oral language and writing samples in multiple languages (as in Resources 2.6 and 2.7), if not a school-level activity	Beginning of the year and on an interim basis
Design sociograms (visual representations that map the relationships between students with others who speak and don't speak their partner language)	Beginning and mid-year
Maintain journal entries, diaries, or a collection of oral and written language samples (again, refer to Resource 2.6) relating personal stories (e.g., autobiographies or recounts of experiences or reactions to events)	Throughout the year
Participate in student-led conferences with teachers and family members	Mid and end of year
Interact with others in classroom team activities and discussions with peers in one or more languages	Throughout the year
Engage with classmates in multimodal projects, such as creating videos, podcasts, or iMovies in multiple languages	Throughout the year, perhaps on a monthly basis

⭐ Stop-Think-Act-React

Relax and Reflect: How might multilingual learners contribute their expertise to assessment in your classroom?

Think about how you might design assessment throughout the year with your multilingual learners, whether you speak the languages of your students or not. First,

you will better understand your multilingual learners and how their backgrounds are impacting their learning. Second, your multilingual learners, by participating in authentic and meaningful activities, will become assessment leaders in your classroom. Consider using this chart as a starting point for gathering information on your multilingual learners and their use of multiple languages. If you wish to be more specific, you might create a month-by-month timeline to map out applicable assessments for your multilingual learners.

MY MULTILINGUAL LEARNERS ENGAGE IN….	IN WHICH LANGUAGES?	DURING WHAT TIME(S) OF YEAR?

For Multilingual Learners

Students offer a critical perspective and insight into learning that are integral to the process of classroom assessment. In some circumstances, multilingual learners may feel comfortable communicating exclusively in one language or another. At other times, they may prefer to translanguage with peers to make meaning from content. As part of formulating a classroom language policy, multilingual learners along with their teachers should create a pact based on the preferences of students of how and to what extent the languages of instruction transfer over to the languages of assessment.

Classroom assessment is a deliberate multiphased process, not a test, in which teachers use evidence to adjust their instruction and students use feedback to amend their ways of learning. Within it, teachers need to decide at what points during instruction to collect assessment evidence to ensure that the process is not too complicated or time-consuming in order to yield just the right amount of information (Popham, 2009). To balance the distribution of the kinds of information that are important for decision-making throughout the school year and the languages for that evidence, we suggest planning around three approaches to assessment that are synonymous with learning.

HOW IS CLASSROOM ASSESSMENT *AS*, *FOR*, AND *OF* LEARNING USEFUL?

Let's revisit three approaches to assessment with an eye toward setting out a long-term plan based on the roles of educational stakeholders as sources of information for instructional decision-making. Assessments *as*, *for*, and *of*

learning provide a vision for engaging in teaching and learning. Together the approaches offer a strong model of inclusion and equity for multilingual learners, their teachers, and other educational leaders.

Assessment *as* Learning

Students are our most important source of information, yet for years, the dominance of teacher-directed instruction and assessment has negated or minimized student participation. Until recently, there has been little attention to how the multiple languages of multilingual learners can contribute to their well-being in school and beyond. Yet the research substantiates the value of student engagement in learning with its social-emotional and academic benefits (Christenson, Reschly, & Wylie, 2012).

For multilingual learners at different levels of English language proficiency and achievement, it has been relatively easy to justify their passivity when English is the sole language of instruction and requisite for full participation in classroom life. Assessment *as* learning as a classroom practice places students in the center and broadcasts their voice, empowerment, and agency.

The time has come to change the practice of having multilingual learners peripheral to the mainstream learning experience. Assessment *as* learning should begin the first day of school when multilingual learners can interact with their peers in the language(s) of their choice to:

- explore topics or issues of mutual interest,

- suggest criteria for success

- contribute to crafting classroom tasks or projects

- engage in self- and **peer assessment**

- explore multilingual resources.

Assessment *for* Learning

The connection between learning and assessment is becoming more tightly interwoven as teachers pay more attention to multilingual learners' language development within content learning (Gottlieb & Katz, 2020). As an approach, assessment *for* learning encompasses a range of practices that encourage teachers along with their learners to seek ways of documenting what they know and can do. In assessment *for* learning, multilingual learners negotiate with their teachers on a variety of issues, including what decisions are to be made based on what counts as evidence, in which languages, how the information will be interpreted, and what will be the form of reporting.

Assessment *for* learning might begin with teacher and student conversations that lead to collaboration in making mutually agreed upon goals. Both teachers and students are keenly aware of where the students are in their learning that is firmly anchored to grade-level **academic content standards** and, additionally for multilingual learners, their language proficiency/development standards in English and their additional language. What is of critical concern, however, is where students are to go next and how they plan to get

there. Within a sociocultural context for learning, multilingual learners' experiences are to be built upon so that they have access to rigorous content through language and that assessment is fair and equitable (Swain, Kinnear, & Steinman 2011).

In assessment *for* learning, multilingual learners can interact with their teachers in English or their shared language(s) to:

- craft integrated **learning targets**

- co-construct criteria for success and types of acceptable evidence

- offer and incorporate feedback throughout the process

- negotiate a language policy for instruction and assessment.

Assessment *of* Learning

Assessment *of* learning at a classroom level is shaped by teachers, individually or as a department or grade-level team, with input from students. It represents democratized assessment that reflects what students have accomplished at the culmination of a period of instruction, such as a unit of learning. In essence, assessment *of* learning has a **summative assessment** purpose geared for internal accountability and documents student growth over time. As the other approaches, assessment *of* learning should be authentic and performance-based rather than test-driven (Sleeter & Carmona, 2017).

For classrooms, assessment *of* learning requires more planning than assessment *as* and *for* learning as it generally revolves around long-term projects. Depending on the presence of multilingual learners, there should always be options for multiple language use. Overall, assessment *of* learning should center on collaboration among teachers in:

- co-creating learning targets based on standards

- determining uniform criteria for success

- modeling and sharing evidence for products, performances, or projects

- incorporating linguistic and cultural relevance into products, performances, or projects.

HOW DO STANDARDS IMPACT ASSESSMENT IN MULTIPLE LANGUAGES?

In Chapter 1 we see two language theories that have implications for how we envision assessment in one or more languages. But where do standards fit in? Content and language standards, mandated in federal legislation along with aligned **high-stakes testing**, generally represent a single trajectory for learning. They have been conceptualized where one level of proficiency moves to the next one in lock-step order.

This view, however, is counter educational perspectives that see teaching and learning as cultural, social, and interactional (Hawkins, 2019). While standards remain part of the educational landscape as progressions for learning, classroom assessment has become more socially motivated and contextually embedded (Bachman & Damböck, 2017; Kaul, 2019; Moss, 2008). These two views of language, learning, and assessment come closer together, however, when we can express standards in sociocultural contexts rather than as isolated expectations.

Standards can serve both as a metric and as a tool for teachers and students in formulating and working toward common goals for learning (Gottlieb, 2009). Older students can set their own learning goals in multiple languages and self-assess their progress. Younger students can work with teachers to formulate mutually agreed upon goals in multiple languages and how they are to be met.

Student learning targets designated for a unit or for an entire semester that have been derived from standards can be expressed as "I can" statements. The added student participation and interaction in this process is indicative of another shift in classroom assessment, toward increased student-centeredness. By helping to formulate and understand expectations for learning (i.e., learning goals), multilingual learners are co-contributors in determining what counts as evidence for learning and the multimodal means for achieving it (Gottlieb, 2016; Wajda, 2011). Figure 2.6 shows how standards yield integrated targets for content and language for a unit of learning which, in turn, can be converted to student "I can" statements.

FIGURE 2.6 Setting Up Assessment With Students: From Standards to Integrated Learning Targets to "I Can" Statements

EXAMPLE CONTENT AND LANGUAGE STANDARDS FOR MATHEMATICS AND LANGUAGE ARTS	SAMPLE INTEGRATED LEARNING TARGETS	POSSIBLE "I CAN" STATEMENTS
Content: Apply and extend understanding of multiplication of fractions by whole numbers. **Language:** Explain how fractions work to solve everyday problems.	Solve mathematical problems involving fractional parts and explain how to use fractions in everyday situations.	"I can multiply fractions in following a brownie recipe for my class." (en español e inglés)
Content: Define the roles and influences of individuals in political systems. **Language:** Describe the overall structure of events, ideas, concepts, or information.	Identify the attributes of democracy in retelling biographies of famous people of the Civil Rights era.	"I can tell my friends about Rosa Parks's life and what she did for our democracy."
Your turn!		

ADAPTED FROM Gottlieb and Ernst-Slavit (2014).

HOW IS ASSESSMENT IN MULTIPLE LANGUAGES RELATED TO CURRICULUM DESIGN?

Curriculum is a dynamic and ever-changing way of organizing learning experiences. Why is there constant movement in curriculum? Because every year there are unique groups of students with different languages, cultures, histories, and understandings of the world; there are different configurations of classrooms with new and veteran teachers; and there are always new school, district, and state policies and practices to enact. School and instructional leaders have to be sensitive to the here and now of **curriculum design** in order to maximize opportunities for all students to learn.

Traditionally, curriculum has been envisioned as three phases: planning, enacting, and evaluating. More recently, it has been seen through a sociocultural lens. The idea of 'enacting' has replaced 'implementing' to reflect the potential agency of teachers and learners in the process. The heart of curriculum enactment is the classroom, the learning community, where the teacher is the catalyst for change (Graves, 2008).

In classrooms with multilingual learners in which instruction and assessment occur in two languages, curriculum design and enactment must include students' "funds of knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992). Hence, culturally sustainable teaching leverages students' cultural resources. Incorporating linguistically and culturally relevance into curriculum includes:

1. positive references to families and communities

2. communication of high expectations to students and family members

3. learning within the context of languages and cultures

4. student-centered instruction that is built from their experiential bases

5. teachers as facilitators of learning (Ladson-Billings, 1994)

For multilingual learners, as all students, curriculum should not rely on prepackaged sets of materials but rather consist of a series of negotiated tasks between students and teachers. Figure 2.7 represents how lessons are folded into units of learning and how curriculum encompasses multilingual and multicultural contexts and perspectives.


⭐ Stop-Think-Act-React

Relax and Reflect: How has curriculum evolved in your school?

Ask some veteran teachers about their perceptions of curricular change over time. What has been their view of language in relation to content? Have there been different materials and resources for instruction? Has technology been enhanced? How has assessment evolved to reflect these new realities?

Has there been an influx of multilingual learners from different places and circumstances, and if so, how has curriculum embraced the shift in student population? To what extent is today's curriculum better suited for multilingual learners—is there recognition of multiple languages and cultures, have student characteristics been embedded into units of learning, do multilingual learners engage with others to learn in meaningful and exciting ways? What can you do to ensure representation of the assets of multilingual learners in curriculum design?

FIGURE 2.7 Embedding Multicultural Contexts and Perspectives in Unit and Lesson Planning
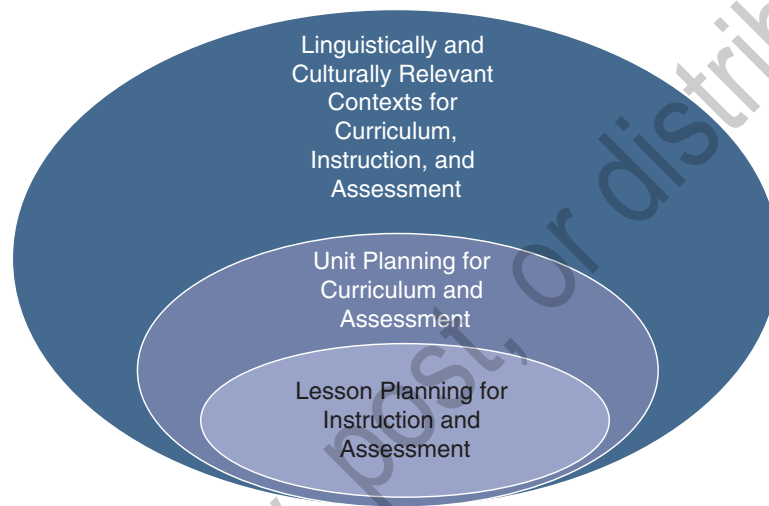
Today classroom assessment is viewed as a process, not an event, as it is an integral component of curriculum design and the instructional cycle (Cumming, 2009; Gottlieb & Katz, 2020). When assessment is integrated into curriculum, the planning process becomes more coherent (Graves, 2016). One principle for curriculum design for multilingual learners is to "adopt a positive, welcoming mindset and culture of learning . . . by advanc(ing) bilingualism and bi-literacy as assets to learning and capitalizing on ELs' home language(s), cultural assets, and prior knowledge" (Pimentel, 2018, p. 3).

With assessment in multiple languages having increased attention of schools comes the need for more coordinated curriculum and instruction. When first thinking about assessment in multiple languages, there are questions to ponder and discuss with colleagues, such as the following.

- To what extent should I plan for assessment in multiple languages— on an ongoing basis, intermittently, or only at prescribed times?

- If I teach in one language, how can I allow my multilingual learners to use other languages?

- If I allow my multilingual learners choice in their language use during instruction, should it or how might it carry over to assessment?

- Should it be permissible for my multilingual learners to use a language during assessment other than English if I don't know it? Why?

- Why should I allow my multilingual learners to rely on digital tools to access content in their preferred language?

- How do we set learning goals in multiple languages with our multilingual learners?

- How do I grade students who use multiple languages if I can't understand them?

The lessons within a unit of learning are influenced by considerations for assessment. According to Shepard, Penuel, and Davidson (2017), there are two guiding principles that shape classroom assessment: "First, make assessments coherent [by] integrating them with rich curriculum and effective instruction and second, ground this integration of curriculum, instruction, and embedded assessments in equity-focused research on learning" (p. 1). In formalizing curriculum inclusive of multilingual learners, we should also be aware of the role that translanguaging plays.

WHERE DOES TRANSLANGUAGING FIT INTO CURRICULUM, INSTRUCTION, AND ASSESSMENT?

In essence, translanguaging refers to language practices of bilinguals where bilingualism is treated as a resource and languaging is fluid, depending on the situation (Celic & Seltzer, 2011). Since the 2010s, translanguaging has had an increased acceptance in the education of multilingual learners in dual language, bilingual, or world language, and general education classrooms. When multilingual learners translanguage, it can either be spontaneous or planned; however, there should be some purpose behind it. Before formulating an assessment plan, teachers and other school leaders should be aware that translanguaging is multifaceted; it can be a(n):

… classroom or school language policy

… philosophy

… theory

… idiolect (a personal language choice)

… way of being (the practices of bilinguals)

… pedagogical approach

… political stance

… instructional strategy

… construct

… ideology.

▶ Signage on a Mexican restaurant window in Auckland, NZ

Relax and Reflect: How do you envision translanguaging and its implications for assessment?

In small groups, decide what translanguaging means to you and your colleagues. To what extent is translanguaging part of instruction and assessment in your setting? Given your position, how do you envision the usefulness of translanguaging for your multilingual learners?

If you believe that translanguaging should be viewed as a bonafide pedagogical practice, then it should be addressed within instructional and assessment spaces. Think about specific purposes for translanguaging within a classroom context and their application to assessment. Such purposes may include:

- building **metalinguistic awareness** by examining features between languages to facilitate and extend multilingual learners' meaning-making

- understanding the relationship between languages and cultures

- emphasizing an important point or concept in oral or written text

- constructing first drafts of reports, essays to promote deeper fuller understanding and communication of content

- expressing cultural norms, such as terms of affection or endearment when referring to family members.

HOW MIGHT WE FACE THE ISSUE? CREATE A MULTILINGUAL RESOURCE BANK

Assessment for multilingual learners in multiple languages is a classroom and schoolwide commitment. An array of stakeholders and resources are needed to facilitate student learning during assessment. The coordination of effort on the part of school and instructional leaders can maximize acceptance of assessment in multiple languages. An up-to-date multilingual resource bank can help educators quickly identify family and community members who can help translate or explain a cultural tradition. Here are some questions for stakeholders.

For Younger Multilingual Learners

- Who helps you learn in more than one language? at home? in school?

- Which classmates help you learn in English and your other language?

- How do you do your schoolwork thinking and using both your languages?

For Older Multilingual Learners

- How do your experiences in multiple languages and cultures help you be a better learner?

- Which resources do you typically use (e.g., dictionaries, technology) for learning in multiple languages?

- How might you use your multiple languages for career planning, after-school jobs, or internships?

For Teachers and Other Instructional Leaders

- Who might you turn to in planning assessment in multiple languages? Why?

- To what extent do you apply your school and classroom language policies to assessment? If you haven't had an opportunity to formulate a language and assessment policy with your multilingual learners, where might you start?

- How might you depend on other educators for assessment or co-assessment in multiple languages?

For School Leaders

- How might you engage other adults in your school to help assess multilingual learners in multiple languages?

- How might you enlist multilingual adults in your community to help in the assessment process?

- How might you devise and maintain a language bank of resources for your school (e.g., of bilingual psychologists, bilingual social workers, health services)?

- How might you create a network of school and community leaders to assist in solving issues revolving around assessment in multiple languages?

HOW MIGHT WE RESOLVE THE DILEMMA? ENLIST MULTILINGUALS IN THE ASSESSMENT PROCESS!

Thinking ahead about assessment in multiple languages can offset the last-minute stress of trying to secure help from bilingual individuals. If you are in a school setting with two or twenty-two languages, you can take steps to provide ample opportunities for multilingual learners to express themselves in the languages of their choice as they move toward creating a final product, producing a first draft, or engaging in conversation. Here are some ideas for tapping the multilingual resources in your classroom, school, and community that Central School is thinking of initiating.

- If you are a teacher or co-teacher in a dual language, immersion, or bilingual setting, you have bilingual resources at your fingertips, starting with the multilingual learners. Their linguistic and cultural richness should be a source and inspiration for enhancing curriculum and drawing from it to create student-led assessment. The students can take the lead in facilitating group discussions, reporting the consensus of a group, or stating preferences of their peers.

- If you are a teacher or co-teacher in school with a myriad of different languages, set up a schoolwide buddy system for multilingual learners. First, try to partner multilingual learners of the same language and grade level. If that is not feasible, create a multilingual resource bank of multilingual learners within the school and multilingual volunteers in the community.

- If you are the sole language teacher in a school with just a few multilingual learners, establish a rapport with classroom teachers and bring additional multilingual resources and materials directly to the students. You might also wish to connect with the multilingual learners' homes to gain an understanding of the students' life circumstances and experiences outside of school. Check out resources in the community, such as a community center, library, or after-school club for your multilingual learners.

- If you are a school leader, think how the school's visual arts center, resource center, or technology center may serve as a meeting point for multilingual learners and families for tutoring, mentoring, meeting, or networking. Depending on the geography of your district or school, you might enlist a safe place, such as a neighboring school (elementary with a middle or high school), to form an after-school club for sharing oral traditions in multiple languages, promoting multilingual literacy, or learning coding to promote digital literacy.

In this chapter we have endorsed multiple stakeholders—from multilingual learners to teachers and other school leaders—in using multiple languages for curriculum, instruction, and assessment. We have underscored the merit of having multilingual learners access content through multiple languages as they engage in assessment *as, for*, and *of* learning. Armed with resources, we have illustrated how to support multilingual learners and strategize assessment in multiple languages whether teachers and other educators are dependent on translators or are polyglots in their own right.

Resources for Multilingual Learners, Their Teachers, and Other Instructional Leaders

RESOURCE 2.1 FOR TEACHERS AND OTHER INSTRUCTIONAL LEADERS
A Planning Sheet for Assessment in Multiple Languages

With your grade-level team or department contemplate the following questions.

1. What is our philosophy (or theoretical basis) for teaching multilingual learners?

2. What are some of the major themes or issues to explore with our students?

3. How can our students contribute their insights and perspectives to these themes or issues?

(Continued)

(Continued)

4. **What are the connections of these themes to content and language standards?**

5. **How are we to incorporate our students' experiences and interests in the assessment process?**

6. **What will be the language(s) of assessment? What choices might our multilingual learners make?**

 CLASSROOM ASSESSMENT IN MULTIPLE LANGUAGES

RESOURCE 2.2 FOR TEACHERS AND OTHER INSTRUCTIONAL LEADERS

Planning the Flow of Assessment Data for Multilingual Learners Throughout the School Year

How might you distribute assessment data across the school year? You are welcome to use this broad timeline or create one that better matches your school or district (such as quarters or month-by-month). Based on your distribution, how might you better ensure representation of your multilingual learners in multiple languages?

	CLASSROOM DATA	SCHOOL-LEVEL DATA
Beginning of Year		
Mid-Year		
End of Year		

RESOURCE 2.3 FOR MULTILINGUAL LEARNERS
My Multilingual Language Portrait

Instructions for the Teacher: My Multilingual Language Portrait may be part of the initial enrollment process or created within the first days of a new student's placement in a classroom. It may be inputted into a computer or iPad and then read to younger students; responses can then be individually recorded, either digitally or in writing. Multilingual learners who are literate in English could complete it independently or it could be read to older students in their other language (if feasible) by peers or paraprofessionals.

Name: _____ Grade: _____ Date: _____

The languages I speak: _____

The languages I read: _____

The languages I write: _____

1. **Who?** The languages you speak with different **people** almost every day, such as family members and friends. Do not put their full names, but rather their relation to you (e.g., mi abuela María):

I SPEAK A LANGUAGE OTHER THAN ENGLISH WITH …	I SPEAK ENGLISH WITH …	I SPEAK BOTH LANGUAGES WITH …

2. **Where?** The languages you speak at different **places,** such as at stores or the clinic:

I SPEAK A LANGUAGE OTHER THAN ENGLISH IN OR AT …	I SPEAK ENGLISH IN OR AT …	I SPEAK BOTH LANGUAGES IN OR AT …

3. **When?** The languages you speak at different **times,** such as before school, at school, after school, or during the weekends:

I SPEAK A LANGUAGE OTHER THAN ENGLISH WHEN …	I SPEAK ENGLISH WHEN …	I SPEAK BOTH LANGUAGES WHEN …

4. **What?** The languages you use to **read** at school or at home:

WHAT I READ IN A LANGUAGE OTHER THAN ENGLISH …	WHAT I READ IN ENGLISH …	WHAT I READ IN BOTH LANGUAGES …

(*Continued*)

(Continued)

5. **What?** The languages you use to **write** at school or at home, such as a journal or notes:

WHAT I WRITE IN A LANGUAGE OTHER THAN ENGLISH …	WHAT I WRITE IN ENGLISH …	WHAT I WRITE IN BOTH LANGUAGES …

6. **Which ones?** The language(s) you feel your best in and why:

MY LANGUAGE OTHER THAN ENGLISH …	ENGLISH …	BOTH LANGUAGES …

7. **Which ones?** The language(s) you feel you *learn* best in and why:

MY LANGUAGE OTHER THAN ENGLISH …	ENGLISH …	BOTH LANGUAGES …

RESOURCE 2.4 FOR MULTILINGUAL LEARNERS

A Sample Oral Language Use Survey for Multilingual Learners

Directions: Which language or languages do you use around your home, neighborhood, and school? You can follow as I read the questions. Put an X in the box with the language or languages that you use—your language other than English, English, or both languages. *Not Applicable* means that it doesn't apply to me.

My Name:_____ Date:_____

My Languages: _____

WHICH LANGUAGES DO YOU SPEAK…	MY LANGUAGE(S) OTHER THAN ENGLISH	ENGLISH	BOTH OR MORE LANGUAGES	NOT APPLICABLE
1. With your parents or guardians				
2. With your grandparents				
3. With your brothers and sisters				
4. With others who live with you				
5. With your caregivers (if any)				
6. With your neighbors				
7. With your friends				
AROUND YOUR NEIGHBORHOOD				
8. At the store				
9. At the clinic				
10. At a religious gathering				

(*Continued*)

(Continued)

WHICH LANGUAGES DO YOU SPEAK…	MY LANGUAGE(S) OTHER THAN ENGLISH	ENGLISH	BOTH OR MORE LANGUAGES	NOT APPLICABLE
11. At a market or restaurant				
12. When talking on the phone				
13. When expressing emotion				
AROUND SCHOOL				
14. Outside or on the playground				
15. In the lunchroom				
16. In the halls				
17. During free time				

SOURCE: Adapted from Gottlieb (2016), p. 34.

RESOURCE 2.5 FOR MULTILINGUAL LEARNERS

A Sample Literacy Survey for Multilingual Learners

What do you read and write when you are not at school? Put an X in the box to show whether you use your language other than English, English, or both languages. *Not Applicable* means that you do not use those materials for reading or writing.

BEFORE OR AFTER SCHOOL	IN MY LANGUAGE OTHER THAN ENGLISH	IN ENGLISH	IN BOTH LANGUAGES	NOT APPLICABLE
I READ …				
Maps (on my phone)				
Schedules (for school, bus, or train)				
Notes from friends (texts or emails)				
Information from the internet				
E-articles for homework				
Brochures/pamphlets				
Magazines/news stories				
Short stories				
Poetry				

(Continued)

(Continued)

BEFORE OR AFTER SCHOOL	IN MY LANGUAGE OTHER THAN ENGLISH	IN ENGLISH	IN BOTH LANGUAGES	NOT APPLICABLE
Books				
I WRITE…				
Information on forms				
Lists (of things to do)				
Notes for my classes				
Texts or emails				
Answers to questions (for homework)				
Short stories				
Poetry or songs				

SOURCE: Adapted from Gottlieb (2016), p. 35.

RESOURCE 2.6 FOR TEACHERS AND OTHER INSTRUCTIONAL LEADERS

Guidelines for Collecting Oral and Written Language Samples in Multiple Languages

Gathering oral and written language samples, if possible, should be part of overall data collection upon entry in a school as part of the initial enrollment process. If not feasible, then teachers should collect these baseline data at the beginning of the school year. Here are some suggestions that can readily be converted into a checklist to set up for initial oral and written student samples.

Teachers should ease multilingual learners into the experience by having them:

- ☐ Choose their preferred language to start; then ease into the other language

- ☐ Choose whether to begin with oral language or written language sample

- ☐ Be comfortable with the situation, to the extent feasible

- ☐ Select from a set of action-packed, cross-disciplinary developmentally appropriate pictures, photos, graphics

- ☐ Become acquainted with any equipment or technology

- ☐ Choose to use technology for keyboarding (for students in fourth grade and beyond) or paper and pencil for their written sample

- ☐ Listen to instructions in two languages to maximize comprehension

- ☐ Practice by providing identifying and background information

- ☐ Ask clarifying questions in their preferred language

- ☐ Be introduced to student-friendly criteria on which they will be evaluated.

RESOURCE 2.7 FOR TEACHERS AND OTHER SCHOOL LEADERS

Considerations for Assessment in Multiple Languages: A Checklist and Rating Scale

As a school, you may treat the following considerations for assessment in several ways.

☐ *First,* you may wish to create a checklist. Check (√) signifies that you take this factor into account; zero (0) denotes that you haven't.

☐ *Second*, you may wish to convert the checklist into a rating scale. Check (√) means that you take this factor into account, zero (0) that you haven't, or plus (+) that you are considering this factor in your assessment practices.

☐ *Third*, you may take your +s on the complete list or for each set of considerations and prioritize them, starting with 1 as the top consideration. Then, individually, jointly with a co-worker, or as a group, develop a plan to launch your reform efforts on assessing multilingual learners!

1. Linguistic considerations; multilingual learners'
   ☐ 1a. language(s) other than English
   ☐ 1b. oral language proficiency in their language(s) other than English
   ☐ 1c. literacy in their language(s) other than English
   ☐ 1d. preferences and contexts of language use in English and other languages
   ☐ 1e. English language proficiency
   ☐ 1f. amount of exposure to English at school and at home

2. Cultural considerations; multilingual learners'
   ☐ 2a. cultural (and religious) backgrounds
   ☐ 2b. cultural traditions and perspectives
   ☐ 2c. number of years and places educated outside the U.S.
   ☐ 2d. number of years in U.S. schools
   ☐ 2e. familiarity with mainstream (anglocentric) ways of being

3. Academic considerations; multilingual learners'
   ☐ 3a. performance in content area classrooms
   ☐ 3b. language(s) of instruction by content area or time allocation
   ☐ 3c. language(s) of classroom assessment (by content area)
   ☐ 3d. opportunities to learn grade-level content
   ☐ 3e. opportunities to gain 21st-century skills (e.g., technology)

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4. Experiential considerations; multilingual learners'

☐ 4a. continuity of education within a year (mobility)

☐ 4b. continuity of education from year to year

☐ 4c. participation in and types of language education programs

☐ 4d. allocation of language(s) by educational program

☐ 4e. exposure to literacy experiences outside of school

5. Social-emotional considerations; multilingual learners'

☐ 5a. exposure to trauma from cultural or religious conflict

☐ 5b. exposure to trauma from separation (i.e., from parents, close relatives)

☐ 5c. exposure to racial/ethnic discrimination

☐ 5d. exposure to bullying

☐ 5e. transiency/mobility/homelessness